



LAKE FOREST
COLLEGE

Lake Forest College Catalog

555 North Sheridan Road • Lake Forest, Illinois 60045 • 847-234-3100

2017-2018

This pdf document represents an archived version of the 2017–18 online College Catalog. Information is accurate as of Oct. 20th, 2017. For the most up-to-date version of the College Catalog, please consult the online version at <http://www.lakeforest.edu/catalog>.

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College Catalog

Founded in 1857, Lake Forest College has a long tradition of academic excellence. At the heart of Lake Forest is the close-knit community of teachers, scholars, students, and staff representing cultures from around the globe who live and learn together in an environment of mutual respect and collaboration. Committed to teaching undergraduates, the distinguished faculty share a fundamental goal of preparing students to become independent thinkers and responsible citizens of global communities.

The curriculum, uniquely enriched by the extensive resources of nearby Chicago, challenges students to think critically and creatively, to reason analytically, and to communicate convincingly. In addition to majors in the humanities, social sciences, and natural sciences, the College features programs of study in pre-law, pre-medicine, communication, business, finance, computer science, and still other practical areas. Abundant internships, research and study abroad opportunities, and personal guidance from professors, enhances the college experience.

Lake Forest prepares students to lead successful and fulfilling lives.

MISSION STATEMENT

Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We prepare our students for, and help them attain, productive and rewarding careers. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement. Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago. **Lake Forest College celebrates the personal growth that accompanies the quest for excellence.** – Approved by the Faculty and Trustees, May 1992; amended 2014.

NON-DISCRIMINATION POLICY

Lake Forest College does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, or any other classification protected by law in matters of admissions, employment, housing, or services or in the educational programs or activities it operates.

Lake Forest College complies with federal and state laws that prohibit discrimination based on the protected categories listed above, including Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex (including sexual misconduct) in the College's educational programs and activities.

Lake Forest College provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.

Inquiries concerning Title IX may be addressed to: Joan Slavin, Title IX Coordinator 847-735-6009, slavin@lakeforest.edu.

ARCHIVES

[2016 - 2017 \(pdf\)](#)

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[2011 - 2012 \(pdf\)](#)

The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Stephen D. Schutt, president.

A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 800-421-3481.

PRIVACY STATEMENT

Notice to persons planning to attend Lake Forest College

The College is obligated by law to communicate the following notice. The intent of the notice is to inform newly enrolled students of the College's intention to release certain information. Legislation identified below requires the College to give notice of its intent. The information noted is generally used in press releases, programs, directories, and other typical publications by the College. Any questions about this notice should be directed to the Dean of Students at 847-735-5200.

Notice of intent to publish certain personally identifiable information

Pursuant to requirements noted in the Family Educational Rights and Privacy Act, and Federal Regulations related thereto, notice is hereby given that Lake Forest College, Lake Forest, Illinois, proposes to publish at its discretion the following categories of information with respect to each person presently or previously attending said College: the student's name, address, telephone listing, date and place of birth, major field of study, faculty advisor, classes, parents, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student.

Any student affected by the above proposal who desires that such information as described above not be released without his/her prior consent is hereby requested to inform the Office of Student Affairs in writing by August 1.

In addition, the College will publish to parents or guardians of dependent students information relative to the student's performance, progress toward graduation, any indebtedness, and involvement in matters which may lead to dismissal. The right of Lake Forest College to publish such information to parents or guardians is provided in the Act and Regulations referenced heretofore.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Lake Forest College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, by publishing an annual notice to students explaining student rights under the act in the Student Handbook. For more information, see the Student Handbook.

Academic Calendar

The academic calendar of Lake Forest College is based on two 15-week semesters (14 weeks of classes plus a 5-day final exam period), from late August through mid-December and from mid-January to early May. Students normally take four course credits per semester (the equivalent of 16 semester hours). All courses run for 15 weeks, with the exception of the Lake Forest College Border Studies Program.

Three summer sessions offer a number of courses, the great majority being taught by regular members of the College's faculty. Each session is four weeks in length, during which a student may enroll in a single course.

[Academic Calendar 2018-2019](#)

FALL SEMESTER 2017

- AUG 18** New Student Move-In
- AUG 22** Returning Student Move-In
- AUG 24** First day of classes
- SEP 6** Last day for permissible change of registration
- SEP 21** Academic Early Alerts due
- OCT 14** Mid-semester break
until **OCT 17**
- OCT 15** Mid-semester break
until **OCT 17**
- OCT 16** Mid-semester break
until **OCT 17**
- OCT 17** Mid-semester break
- OCT 27** Last day for approved withdrawal from a course with an automatic "W" and last day to register for Pass-Fail option

SPRING SEMESTER 2018

- JAN 10** Winter break
until **JAN 14**
- JAN 11** Winter break
until **JAN 14**
- JAN 12** Winter break
until **JAN 14**
- JAN 13** Winter break
until **JAN 14**
- JAN 14** All Residence Halls Open for Spring Semester
- JAN 14** Winter break
- JAN 16** First day of classes
- JAN 29** Last day for permissible change of registration
- FEB 13** Academic Early Alerts due
- MAR 10** Mid-semester break
until **MAR 18**

NOV 22 Thanksgiving break
NOV 26 until

NOV 23 Thanksgiving break
NOV 26 until

NOV 24 Thanksgiving break
NOV 26 until

NOV 25 Thanksgiving break
NOV 26 until

NOV 26 Thanksgiving break

DEC 6 Last day of classes

DEC 7 Reading day

DEC 8 Final exams

DEC 9 Reading days
DEC 10 until

DEC 10 Reading days

DEC 11 Final exams
DEC 14 until

DEC 12 Final exams
DEC 14 until

DEC 13 Final exams
DEC 14 until

DEC 14 Final exams

MAR 11 Mid-semester break
MAR 18 until

MAR 12 Mid-semester break
MAR 18 until

MAR 13 Mid-semester break
MAR 18 until

MAR 14 Mid-semester break
MAR 18 until

MAR 15 Mid-semester break
MAR 18 until

MAR 16 Mid-semester break
MAR 18 until

MAR 17 Mid-semester break
MAR 18 until

MAR 18 Mid-semester break

MAR 26 Last day for approved withdrawal from a course with an automatic "W" and last day to register for Pass-Fail option

APR 10 Student Symposium

MAY 1 Last day of classes

MAY 2 Reading days
MAY 3 until

MAY 3 Reading days

DEC 15 All Residence Halls Close for Winter Break at Noon

MAY 4 Final exams
MAY 5 until

DEC 15 Winter break
JAN 14 until

MAY 5 Final exams

DEC 16 Winter break
JAN 14 until

MAY 6 Reading day

DEC 17 Winter break
JAN 14 until

MAY 7 Final exams
MAY 9 until

DEC 18 Winter break
JAN 14 until

MAY 8 Final exams
MAY 9 until

DEC 19 Winter break
JAN 14 until

MAY 9 Final exams

DEC 20 Winter break
JAN 14 until

MAY 10 All Residence Halls Close for First, Second, and Third Year Students at Noon

MAY 12 Commencement

[RSS](#)
[Download iCal Events >](#)

[RSS](#)
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Basic Requirements

First-Year students:

- [Application](#)
- [Spring 2018 Application](#)
- Secondary School [Transcript](#)
- [One College Counselor Recommendation](#) OR
- [One Teacher Recommendation](#)
- Interview (highly recommended)
- Standardized Test Scores (optional)
- [ZeeMee Profile](#) (optional)

Transfer students:

- [Common Application](#)
- [Lake Forest Transfer Application](#)
- Official transcripts from all colleges and universities attended
- Official Secondary School Transcript
- [One Professor Recommendation](#) (Transfers with less than 30 college semester hours may submit a secondary school teacher recommendation)
- Interview (required)
- Standardized Test Scores (optional)
- [ZeeMee Profile](#) (optional)

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First-Year Students

Lake Forest College accepts the [Common Application](#) and there is no fee to apply.

We look forward to helping you decide if Lake Forest is the right fit for you. Here's what we are looking for:

High school transcript

Most students applying to the College have taken a college preparatory curriculum including honors, AP, and IB courses. We look at your transcript within the context of your high school, knowing that all schools offer different academic programs. You can receive college credit for both AP and IB classes based on exam scores (review our [AP/IB credit score requirements](#) for more information).

Our minimum requirements are:

- **4 years of English**
- **3 or more years of mathematics** (minimum requirement is through algebra II/trigonometry)
- **3 or more years of natural science**, including 2 years with laboratory sections
- **3 or more years of social science**
- **2 or more years of a foreign language** (recommended, but not required)

Interview (highly recommended)

Almost every applicant is interviewed either on or off campus, and we truly enjoy getting to know our prospective students. We see the interview as an opportunity to "lift yourself off the page" and get beyond just the statistics and test scores. You have a counselor specifically assigned to you and should feel free to [contact them](#) to set up an interview or ask a question.

Letters of recommendation

We require a letter of recommendation from a teacher and/or a college counselor. Though not required, you may also submit one additional reference from an athletic coach, scout leader, community service coordinator, or work supervisor.

Standardized test scores and test-optional admissions

We accept both the ACT and the SAT, and take the best sub-scores to compile a composite score. **You may choose not to submit your scores as part of our test-optional admissions policy.** If you make use of this opportunity, you must have a personal interview with an admission counselor. This can be done via phone or in person and you should take the initiative to set-up this interview as soon as possible. International students are required to submit ACT, SAT, TOEFL or IELTS scores. Homeschool students are required to submit standardized test scores. Students who ultimately enroll at the College will be asked to submit test scores for advising and College research.

ZeeMee profile

At Lake Forest College, we believe there are many ways to highlight what makes you a match for the College. In an effort to get to know our applicants, we have partnered with [ZeeMee](#), a free service that helps students bring their application to life.

As part of a holistic review, we are committed to learning about the person behind the application. First, sign up at [ZeeMee.com](#) and create your profile. Then copy and paste your ZeeMee link into your Common Application (there's a dedicated field for it).

Please note: Submitting a ZeeMee profile is **completely optional** and evaluation of your admissions application will not be delayed as long as all materials are received by the stated deadlines.

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Homeschool Students

We look forward to getting to know you and helping you decide if Lake Forest is the right fit. You can contact your homeschool admission counselor with any questions. Here's what we are looking for:

Your educational plan

Each homeschool student has different goals and priorities. We would like you to submit: (1) a brief description of your goals for homeschooling; (2) a syllabus or detailed description of the courses you have taken, including books or articles used; and (3) a general outline of how your education has been structured, i.e., daily study patterns, experiential learning opportunities, and relevant travel.

In general we expect the following to be structured into your education:

- 4 years of English
- 3 or more years of mathematics (minimum requirement is through algebra II/trigonometry)
- 3 or more years of natural science
- 3 or more years of social science
- 2 or more years of foreign language(s) (recommended, but not required)

These can be through self-guided study, distance learning programs, courses through a local high school, or college courses. We do not require a GED.

Interview (required)

As a homeschool student, the interview is a conversation about your preparation for college and your goals, as well as what you value in an education. We see the interview as an opportunity to "lift yourself off the page" and get beyond just the statistics and test scores.

Letters of recommendation

We require two letters of recommendation. At least one of your recommendations should be from someone unrelated to you and may include someone who has supervised you in community service, a coach, or extra-curricular activity. Recommendations should address your academic potential and contributions to the community.

Standardized test scores

We accept both the ACT and the SAT, and take the best sub-scores to compile a composite score. Homeschool students are required to submit standardized tests.

Lake Forest College ACT code: 1054

Lake Forest College SAT code: 1392

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International Students

You may contact your international admissions counselor, [Darren Drabek](#), who will assist you with the application process and answer any questions you may have. We ask applicants to submit the following materials as part of the application:

Secondary school transcript

Most students applying to the College have taken a college preparatory curriculum including honors, AP, and IB courses. We look at your transcript within the context of your high school, knowing that all schools offer different academic programs. You can receive college credit for both AP and IB classes based on exam scores (review our [AP/IB credit score requirements](#) for more information).

Our minimum requirements are:

- 4 years of English
- 3 or more years of mathematics (minimum requirement is through algebra II/trigonometry)
- 3 or more years of natural science, including 2 years with laboratory sections
- 3 or more years of social science
- 2 or more years of foreign language(s) (recommended, but not required)

Interview

We highly recommend an interview, which can be conducted on campus or by phone. We see the interview as an opportunity to “lift yourself off the page” and get beyond just the statistics and test scores.

Letters of recommendation

We require a letter of recommendation (in English) from a teacher or a college counselor. While we only require one recommendation, we recommend submitting a letter from both a teacher and a college counselor as it will provide us with a more complete picture of you.

Standardized test scores

International students are required to show proof of sufficient English-language ability. This may be fulfilled in the following ways:

Submit one of the following official score reports:

- [TOEFL](#) score with a minimum TOEFL score of 83/TOEFL-iBT or 550/TOEFL-pBT (Code 1392)
- [IELTS](#) score with a minimum 6.5 composite
- [SAT](#) examination results (Code 1392)
- [ACT](#) examination results (Code: 1054)

If you believe that you can provide proof of English proficiency in another way, please contact [Darren Drabek](#) with details.

US citizens and US Permanent Residents who study and/or live outside the US do not need to provide proof of English proficiency unless requested to do so by the Office of Admissions.

Upon receipt of an enrollment deposit, students who have taken but not submitted an SAT or ACT will be asked to submit scores at that time for course placement.

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Transfer Students

We look forward to helping you decide if Lake Forest is the right fit for you. Basically, here's what we look for from you:

Application

Transfer students may apply for free using the [Common Application](#) or the [Lake Forest Transfer Application](#).

Transcripts

We require transcripts from all colleges and universities you have attended, as well as your high school transcript. A final transcript is required at the completion of the term. In most cases, you should have a cumulative GPA of at least 2.5 on a 4.0 scale for consideration. Applicants wishing to major in business/economics, education, or communication are required to have a minimum GPA of 3.0 on a 4.0 scale for consideration, and require approval by the chair of the department.

Letters of recommendation

If you have more than 30 semester hours (44 quarter hours), you are required to submit a letter of recommendation from a professor at your most recent college. If you have completed fewer than 30 semester hours, you may submit a secondary school teacher recommendation.

Interview

As a transfer student an interview is required. This is a conversation about your goals, as well as what you value in an education. We see the interview as an opportunity to "lift yourself off the page" and get beyond just the statistics and test scores.

Standardized test scores

We accept both the ACT and the SAT, and take the best sub-scores to compile a composite score. **You may choose not to submit your scores as part of our test-optional admissions policy.** International students are required to submit ACT, SAT, TOEFL or IELTS scores. International students who are studying at an English language based institution and have completed a minimum of one semester of college credit are not required to submit test scores.

Lake Forest College ACT code: 1054

Lake Forest College SAT and TOEFL code: 1392

ZeeMee profile

At Lake Forest College, we believe there are many ways to highlight what makes you a match for the College. In an effort to get to know our applicants, we have partnered with [ZeeMee](#), a free service that helps students bring their application to life.

As part of a holistic review, we are committed to learning about the person behind the application. First, sign up at [ZeeMee.com](#) and create your profile. Then copy and paste your ZeeMee link into your Common Application (there's a dedicated field for it).

Please note: Submitting a ZeeMee profile is **completely optional** and evaluation of your admissions application will not be delayed as long as all materials are received by the stated deadlines.

International transfer students

You are required to submit a TOEFL score. We require a minimum score of 550 on the paper-based exam, 220 on the computer-based exam or an 83 on the ibt. In lieu of the TOEFL score, international students may submit a minimum score of 6.5 on the IELTS.

Veterans and service members

Lake Forest College values our current veterans and service members and is supportive of those who wish to begin or complete their education with us. Click [here](#) for information about financial aid available to veterans and their dependents. Please contact the Office of Admissions for assistance.

Eligibility

You must be eligible to return to your previous institution. Otherwise, you must wait at least six months before we can consider your application. If you have been dismissed from a college or university more than once, you will not be eligible for admission at Lake Forest College.

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The College is most likely to recognize a course taken at another accredited institution if Lake Forest offers a comparable course. Courses at other accredited institutions that are in the liberal arts tradition, but do not have comparable counterparts at Lake Forest, may also be granted credit. Lake Forest students are required to receive prior approval from the College before taking coursework at other colleges (see below under "Credit for Summer Work at another institution.")

You may transfer a maximum of two years of college coursework (up to a maximum of 16 Lake Forest course credits) to Lake Forest College. All transferable coursework up to the maximum, completed with a C- or better, will be accepted toward fulfillment of the bachelor of arts degree. No courses with D grades may be transferred to the College. Plus and minus grades with the exception of grades of A+ earned at another institution will be recorded on the Lake Forest College transcript, but are not counted in the Lake Forest GPA.

If you are a recipient of an associate of arts (AA) degree in an applicable liberal-arts field from an accredited community college, you may be granted full junior standing (16 Lake Forest College credits). All coursework completed in the AA degree must be applicable towards a Lake Forest degree and have received a grade of C- or better to be transferable.

An official transcript from the issuing institution must be given to the Registrar's Office before any academic work done elsewhere may be accepted for Lake Forest College credit. The Registrar evaluates transcripts and awards transfer course credit; students may appeal decisions to the Academic Appeals Board.

How credits transfer

The [Office of the Registrar](#) makes the official evaluation of transfer credit upon acceptance to the College and receipt of a student's enrollment deposit. Once the Registrar has determined how many transfer courses can be counted toward the Lake Forest College degree, you will be assigned class standing as follows: at least 15 Lake Forest credits equates to junior standing, at least 7 Lake Forest credits to sophomore standing, and fewer than 7 credits to first year standing.

Lake Forest College weighs its own courses at four (4) semester hours. Normally, each 15 semester hours of transferrable credit will be considered equivalent to 4 course credits at Lake Forest, with each 3 semester credit hour course transferring as 0.8 Lake Forest course credits.

International credits

Any credit earned outside of the U.S., including credit earned through study abroad programs (excepting programs for which a transcript is issued by an accredited American college or university, or off-campus study programs that have been approved by the College as program providers for transfer credit), must be evaluated by the Academic Appeals Board of the College.

How your credits meet our curriculum requirements

The [Office of the Registrar](#) determines which transferred credits apply to the General Education Curriculum at the time of your official transcript evaluation. Individual department chairpersons determine if transferred courses meet major requirements.

- First Year Studies - A course in the College's First Year Studies Program; waived if your transfer credits equal or exceed four Lake Forest College credits (15 semester hours)
- First Year Writing - One composition course or two writing intensive courses approved by the Director of Writing Programs (documentation of writing assignments may be required); may be waived if your transfer credits equal or exceed 7 Lake Forest College credits (27 semester hours)
- Humanities - Two courses from an approved list; must be from two different departments
- Social Science - Two courses from an approved list; must be from two different departments
- Natural and Mathematical Sciences - Two courses from an approved list (includes computer science); must be from two different departments
- Cultural Diversity - At least two courses from an approved list; the two cultural diversity courses must be taken from two different departments in the Humanities or Social Science divisions
- Senior Studies - Determined by your major department or may be fulfilled as a Senior Thesis (as approved by the major department)

Lake Forest students and credit for summer work at another institution

Enrolled students who plan to attend a summer session at a college in the United States other than Lake Forest must obtain prior approval for the proposed program of study. Forms for this purpose may be obtained from the Registrar's Office or are available on my.lakeforest.edu. Transfer credits may be not be accepted for students who fail to obtain approval. Upon approval of coursework, credits earned by a student at another college will be converted into Lake Forest College course credits and will be included in the student's total credits toward graduation, but the grades will not be used to calculate the grade point average. Refer to Transfer Credits (above) for specifics on how transfer credits are converted into Lake Forest College course credits. For policies governing the acceptance of transfer credit from approved off-campus program providers, see the [Off-Campus Programs](#) website.

Advanced Placement

Students who have successfully completed Advanced Placement courses and the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work.

Scores of 4 or 5 on the examinations may entitle students to at least one course credit; scores of 1, 2 or, in most cases, 3, are not granted credit. A score of 4 or better on both the microeconomics and macroeconomics exams is required for one course credit in economics.

Each department determines the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

[Advanced Placement Credit Table](#) (pdf)

International Baccalaureate

Students who have successfully completed International Baccalaureate courses and taken the higher-level examinations provided by the IB Program may apply for college credit for this work.

Grades of 4, 5, 6, or 7 on the examinations entitle students to at least one course credit; grades of 1, 2, and 3 are not granted credit. Each department determines the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

[International Baccalaureate Credit Table](#) (pdf)

Scores from this year

If the College's registrar has not yet received your AP or IB test and you wish to take a course in that discipline, you should register for the lower-level course in the department in question. For example, if you took the AP Test in Psychology, you should register for Psychology 110. Once we receive your score and determine that it satisfies our criteria, we will notify you so that you may change your schedule and enroll in the higher-level course – after consulting with your advisor, of course. Be sure to review the [general information, prerequisites, and placement tests](#) page, which also provides links to the course schedule and charts for AP and IB credit.

Credit by examination

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate, the instructor may set requirements in addition to the examination itself. For credit to be awarded, a grade of D– or better must be earned on the examination, but the student's transcript will show only a P (Pass). Special examinations are not allowed for courses that are usually part of pre-college curricula (for example, elementary languages or elementary mathematics) and are not normally allowed in courses previously audited or in which a student was enrolled. Students will be charged for course credits they earn by examination.

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Full-Time Student

Tuition and Fees 2017 - 2018	Semester	Year
Tuition	\$22,412	\$44,824
Activity fee	\$145	\$290
Health Center fee	\$117	\$234
Recreation and Fitness fee	\$100	\$200
Subtotal	\$22,774	\$45,548
On-Campus Resident Charges		
Standard Room Rate*	\$2,400	\$4,800
Board (all meal plans)	\$2,626	\$5,252
Subtotal	\$5,026	\$10,052
Total Tuition and Charges	\$27,800	\$55,600

On Campus Meal Plans

Meal Plan Charges & Flex Dollars	Semester (Meal)	Year (Meal)	Semester (Flex)
All Access Plan	\$2,626	\$5,252	\$210
15 Meal Plan	\$2,626	\$5,252	\$517
10 Meal Plan	\$2,626	\$5,252	\$957

Commuter Meal Plans

Meal Plan	Total Cost (Semester)	Meals (Semester)	Flex Dollars (Semester)
Forester 50 Plus Plan	\$455	50	\$55
Forester 50 Plan	\$405	50	0
Forester 25 Plan	\$265	25	\$55

Differential Room Charges

Blackstone, Harlan, Lois, Roberts, McClure, and Gregory	Semester	Year
Doubles, Triples, and Quads - Standard room*	\$2,400	\$4,800
Super Doubles (Roberts, McClure, & Gregory only)	\$2,976	\$5,952
Singles	\$2,880	\$5,760
Stairwells Singles (Roberts, McClure, and Gregory only)	\$2,845	\$5,690
Cleveland-Young, Deerpath, and Nollen	Semester	Year
Doubles and Triples	\$2,700	\$5,400
Singles	\$2,950	\$5,900
Super Suite Doubles (Deerpath only)	\$3,535	\$7,070
Super Suite Singles (Deerpath only)	\$3,785	\$7,570
Moore Halls	Semester	Year
Doubles	\$2,950	\$5,900
Adjoined Doubles	\$3,200	\$6,400
Suites	\$3,535	\$7,070

DESCRIPTION OF FEES

Deposit

A \$500 deposit is required of all new students. Of this amount, \$200 will be refundable only after the student withdraws or graduates from the College, net any outstanding debts owed to the College. \$300 will be applied toward the student's account. If the student does not enroll in courses, the \$500 is forfeited.

Course Overload Charge

Students who are registered for an on-campus course load in excess of 4.5 credits in a given semester will be charged for the additional credits or fractions of credits.

Students enrolled in Music 107, 108, 109, and 110 will be exempt from the quarter credit overload charge, if approved by the Music Department.

Students who received Dean's List distinction at Lake Forest College during the previous year may take one extra course during the following year without charge, subject to certain limitations.

Activity Fee

The College collects an activity fee of \$145 per semester assessed by student government for its use. All resident and nonresident undergraduate students are charged the activity fee, which is mandatory and nonrefundable.

Health Center Fee

On-campus health services are provided for all resident and nonresident undergraduate students in a degree program, excluding Degree Candidacy Pending students. The \$117 per semester fee is mandatory and nonrefundable.

Recreation and Fitness Fee

The Recreation Fee is a mandatory, nonrefundable fee of \$100 per semester that is charged to all Lake Forest College students.

Other Tuition Charges

Tuition Per Course (exam credit included)	\$5,603
Auditor Tuition Per Course	\$400
Course Overload Tuition (for more than 4 1/2 credits)	
Per half-course credit	\$2,802
Per quarter-course credit	\$1,401
Community Education	
Tuition per course	\$5,603
Degree Candidacy Pending Student	
Tuition per course	\$3,150
Billing deposit	\$200
Dual High School Enrollment	\$3,150
Master of Arts in Teaching	
Tuition per course	\$3425
Post Graduate Teaching Option	
Tuition per course	\$3425
Masters of Liberal Studies	
Tuition per course	\$2600
Billing deposit	\$200

Other Expenses

Student Health Insurance (mandatory unless waiver is completed and accepted by August 10, 2017)	
Full year (12 months)	\$1,394
Second semester only (Jan - Aug: Spring Semester Students Only)	\$1,000 (est)
Orientation Fee	\$200
Senior Dues	\$100
Music Lessons (per hour)	\$58
Financial Aid Fee	\$20

Financial Aid Fee

The Financial Aid Fee helps to offset the cost of the software used by the Office of Financial Aid to process your scholarship and financial aid.

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All tuition and fees are due 14 days before the start of classes unless enrolled in a monthly payment plan. Registration for subsequent semesters will not be permitted if payments are not up to date.

Diplomas and official transcripts are withheld from students and alumni who have not met their financial obligations to the College. The College also reserves the right to cancel registration and evict students from residence halls and the board plan if their accounts are in arrears and to exclude a student with significant financial obligations to the College from participating in graduation ceremonies.

Billing and payment procedures

Statements are made available online and are only mailed to the home address if requested. Family members must be enrolled in the Parent Portal in order to receive information from the Business Office.

Two payment procedures are available:

- **Standard Plan** - Full semester charges due 14 days before registration.
- **Forester Monthly Payment Plan** - This monthly payment plan allows families to spread all or part of the annual expenses over 10 interest-free monthly payments. There is an annual enrollment fee and payments begin July 15. Enrollment after August 15 will qualify the student for registration, but past due payments must be made up. Information on the payment plan is available www.lakeforest.afford.com. Families also have the option of enrolling in the Forester Payment Plan on a semester basis. There is a 5-month plan for fall semester which also starts on July 15. The payment plan for the spring semester begins on December 15.

Interest charges, late fees, and collection costs

Accounts not paid in full by the due date will be assessed a late fee of \$100.00. The College reserves the right to cancel the registration for students whose accounts are not paid in full or on time. All payment arrangements will be subject to a payment plan fee.

Delinquent accounts will be assessed a late fee each month of \$25.00. Unpaid balances may be turned over to a collection agency and subject to collection costs of up to 30% as permitted by law.

Matriculation deposits

When students leave the College, whether by withdrawal or graduation, the Business Office will return the matriculation deposit by check, net of any charges left on the account, to the student at the home address.

- The Business Office must be officially notified of the withdrawal by the Office of Student Affairs before this can happen. All withdrawals from the College are processed through the Dean of Students.
- Deposits for graduates are returned at the end of May.

Normal course load

A normal, full-time course load for undergraduate students is four courses, but any combination of courses ranging from **3 to 4.5** credits is regarded as full-time and the regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Any reduction below three credits must be approved by the Office of Student Affairs.

Undergraduate students registering for fewer than three credits per term with the permission of the Office of Student Affairs will be charged at the per-course rate. The per-course rate will also apply for special students who are not degree candidates or whose degree candidacy is pending for fewer than three credits.

Course overload charge

Students who are registered for an on-campus course load in excess of **4.5** credits in a given semester will be charged for the additional credits or fractions of credits.

Students enrolled in Music 107, 108, 109, and 110 will be exempt from the quarter credit overload charge, if approved by the Music Department.

Students who received Dean's List distinction at Lake Forest College during the previous year may take one extra course during the following year without charge, subject to certain limitations.

Bookstore vouchers

There are two situations in which you can charge books and supplies on your tuition account.

- The first is when there will be an anticipated refund due to you after all payments and financial aid is applied. This type of voucher is administered by the Business Office.
- The second type of voucher is given by the Financial Aid Office and is dependent upon financial need.

Other charges and fines

Students studying abroad will be charged applicable fees as determined by the individual program. See the Director of Off-Campus Programs for the current per-program tuition rate. Regular refund policies apply to study-abroad programs. There is a non-refundable administrative fee of \$500 for students who are applying their financial aid to a program through a consortium agreement, in addition to any program fee or deposit required by the selected program.

Students will not be charged a fee for credit by examination (for a subject that is not covered by advanced placement tests) if such credit is established during the fall term of the first year.

Students will be billed for bookstore charges, library fines, on-campus traffic violations, and any damage they may cause to College property.

A student who changes residential status from resident to nonresident for fall semester, and notifies the Office of Student Affairs on or after June 1 and before July 1, will be charged \$500. Students notifying the Office of Student Affairs on or after July 1 will be charged \$750. For a change of residency status after the first day of fall classes, per diem charges for room and board will be applied to the student's account in addition to the fine. See the Office of Residence Life for more information.

Associated Colleges of the Midwest (ACM) Programs

Students accepted into off-campus ACM programs are billed the Lake Forest tuition rate by the College for a normal course load. Course overloads and summer courses in ACM programs have different charge levels and policies. Program fees vary and are payable directly to the College. Required program deposits are paid directly to the ACM office. In addition to any ACM program fee or deposit, there is a Lake Forest College administrative deposit of \$250, which will be applied as payment toward program expenses upon participation. If the student withdraws from the program, the deposit may be forfeited if notification is not made by the required date.

Emergency loans

Emergency loans are approved by the Student Accounts Office for a maximum of \$400. The approved loan is presented to the Cashier in order to obtain the funds, and payments for the loan are made to the Cashier. Any unpaid student loans are placed on your account at the end of the semester with a penalty of 10% of the loan balance. Loans are subject to interest charges and are only approved under specific situations. Students that default on repaying an emergency loan will no longer be eligible to receive funds under the program.

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Refunds

The schedule of reduced tuition and fees applies if a student completely withdraws from all courses during the semester. The date of withdrawal is determined by the Office of Student Affairs based on last day of attendance (for tuition) and date moved out of housing (room and board). **All withdrawals from the College must be reported through the Office of Student Affairs. Refunds are not issued for withdrawing from individual courses.**

Refunds will not be issued for dismissal, suspension, or expulsion from the College and no room refunds for removal from campus housing due to judicial sanction.

The Business Office will process any funds due after being notified by the Office of Student Affairs and after the Financial Aid Office reviews grant and loan eligibility. Please be aware that scholarships, loans, and grants may not follow the same refund percentages as the College; you should contact the Financial Aid Office for that information. Financial aid recipients who withdraw from the College after registration but still within a refund period are subject to the College's refund policy and federal regulations. The Financial Aid Office and the Business Office will jointly determine the appropriate resulting charges and financial aid.

First Semester	Second Semester	Refund
On or before:		
September 1, 2017	January 23, 2018	90%
September 8, 2017	January 30, 2018	80%
September 15, 2017	February 6, 2018	70%
September 22, 2017	February 13, 2018	60%
September 29, 2017	February 20, 2018	50%
October 6, 2017	February 27, 2018	40%
After:		
October 6, 2017	February 27, 2018	0%

Room and board charges are refunded on a per diem basis up to and including the final date listed on the of Refund Schedule. No refunds will be issued for room or board once 60% of the semester has been completed.

Over-Payments

Sometimes a student overpays on his/her account, usually through the receipt of loan funds needed for living expenses or books. In accordance with federal regulations, if the refund is created entirely by federal funds (title iv funds), then the school will process the refund within the time limits of federal law. Otherwise, refunds will be processed after the add/drop date.

Refund Policy

- Refunds are issued in the name of the student and mailed to the home address in most cases. You must notify us if this should be handled differently.
- Refunds for students on off-campus programs can be directly deposited into a bank account if the student makes arrangements with the Student Accounts Office.
- Deposits are refunded only if admission is denied or a class is closed or cancelled.

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Tuition

Summer Session tuition for 2017 is \$3,300 per course or internship. Each Lake Forest College course is equivalent to 4.0 semester hours.

First- and second-year [Lake Forest College students](#) behind on credits are eligible to take a course at \$400, less per-credit than **any other summer program** in the Chicago region. [Lake Forest College students](#) and [visiting students](#) are also eligible for a need-based financial grant.

Summer Session [high-school student](#) tuition is \$3,300 per four-credit course. Summer Merit Scholarships are available in award amounts up to \$2,300, bringing tuition for award recipients to \$1,000.

Summer Session [community student](#) tuition is \$2,950 per four-credit course. The auditor rate is \$400.

Registration Deposit

Note: a \$100 deposit is required for [visiting student](#) and [high-school student](#) course registration, with deadlines for each term.

- May Term (May 16-June 9): Deposit due May 9
- June Term (June 12 - June 7): Deposit due June 5
- July Term (July 10 - August 3): Deposit due July 3

Deposits are refunded if admission is denied or a class is closed or canceled. The remaining tuition balance is due on the first date of each summer term.

Lake Forest College students are not required to make this deposit.

Lake Forest College reserves the right to cancel courses for which there is insufficient enrollment. In some instances, students may have the option to work with an instructor in an independent study or tutorial should a course have insufficient enrollment.

Housing and Meals

Admission to Summer Session does not guarantee on-campus housing; a separate application for residence hall housing must be made to the Office of Residence Life.

Check back soon for Summer 2017 pricing. 2016 housing packages were available for \$360 per summer term. The rate for additional weeks, for other approved campus activities, was \$90 per week.

Contact ARAMARK at 847-735-5225 for information regarding summer meal plans.

Refunds

No-show policy: Students who enroll in summer sessions courses and fail to show up for the course—without officially withdrawing—are charged a \$100 processing fee plus pro-rated tuition. This tuition is calculated based upon the day of written withdrawal notification to the Registrar. See the information below for pro-rated amounts.

Students who withdraw before the start of the course are not charged any tuition or processing fee.

Day 1	Withdrawal notification through 4:30 p.m. on Day 1	90%
Day 2	Withdrawal notification through 4:30 p.m. on Day 2	85%
Day 3	Withdrawal notification through 4:30 p.m. on Day 3	80%
Day 4	Withdrawal notification through 4:30 p.m. on Day 4	75%
Day 5	Withdrawal notification through 4:30 p.m. on Day 5	70%
Day 6	Withdrawal notification through 4:30 p.m. on Day 6	65%
Day 7	Withdrawal notification through 4:30 p.m. on Day 7	60%
Day 8	Withdrawal notification through 4:30 p.m. on Day 8	55%

Advance withdrawal with notice policy: Students who attend their selected course and choose to withdraw before the end of the change in registration period (the third session of each summer term) will receive a full refund of their tuition.

Non-Lake Forest College students in this situation will also have their \$100 registration fee returned. Lake Forest College students are not charged this \$100 fee in advance, and will therefore also receive a full refund.

Withdrawal after add/drop period policy: For any change in registration after 4:30 p.m. on the last day of Add/Drop for each term (the third session of each summer term), students will be charged the following pro-rated tuition until the day of written withdrawal notification to the Registrar. The maximum refund is 55%, according to the information below. There are no refunds under any circumstances after the 8th class session.

Day 1, 2, and 3	Full refund with withdrawal, only if student attends class sessions until making official written withdrawal notification to the Registrar	100%
Day 4	Withdrawal notification through 4:30 p.m. on Day 4	75%
Day 5	Withdrawal notification through 4:30 p.m. on Day 5	70%
Day 6	Withdrawal notification through 4:30 p.m. on Day 6	65%
Day 7	Withdrawal notification through 4:30 p.m. on Day 7	60%
Day 8	Withdrawal notification through 4:30 p.m. on Day 8	55%
After Day 8	No refunds	0

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Need-Based Aid

Both the College and the federal government believe that each family should contribute what they can toward college costs.

This amount is often referred to as the "expected family contribution" (EFC) and is determined by completing the Free Application for Federal Student Aid (FAFSA) and the Lake Forest Application for Financial Aid (LFAFA). **Please note** that the EFC reported on your FAFSA is not a literal figure, so it does not reflect the amount you will actually need to pay.

The FAFSA is used to apply for need-based aid (grants, loans, work-study) if you are a U.S. citizen or permanent resident. It allows us to determine if you qualify for aid from the College, federal government and your state.

If the amount you pay for college will be a factor in deciding where you enroll, we recommend that you complete the FAFSA even if you do not think you will qualify, and even if you have not yet been admitted.

General Notes about the FAFSA:

- The web address is www.fafsa.gov.
- Our Federal School Code is 001706.
- The FAFSA is not required if you are applying only for scholarships.
- Applications received late will be accepted, but available funding may be less.

If your expected family contribution is less than the cost of one year of college, you have "financial need" and may qualify for "need-based" financial aid. Here is a simple equation to demonstrate:

Cost of School - Family Contribution = Financial Need

Need-based financial aid is available in three categories, described below. Other details are found by clicking the link.

- [Grants](#) - "Free money" that does not have to be repaid
- [Loans](#) - Money borrowed by the student or parent, repaid over several years
- [Work-Study](#) - Money earned by working part-time during the year, usually on campus

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Grants

A grant is usually awarded based on “financial need” and does not need to be repaid. Grants come from several sources including the College, some states, and the federal government. Grants listed below are the most common programs available to U.S. citizens and permanent residents.

To apply for a grant, you must complete the Free Application for Federal Student Aid (FAFSA) each year. Follow the appropriate link for information for students from Canada and other foreign countries.

Lake Forest College Grant

This grant, provided directly from the College, is available only to full-time students. Most students who qualify for financial aid can expect a substantial amount of their need to be met by a Lake Forest College Grant. While most eligible students receive grants ranging from \$1,000 - \$20,000 for a year, grants of varying amounts are made based on your individual circumstances, application and eligibility.

Lake Forest Cornerstone Grant

This grant is awarded to students who show distinct potential and character. It is not based on financial need.

Lake Forest Founders Grant

This grant is awarded to students who show “financial need” as determined by the College.

Federal Pell Grant

This federal grant is awarded to both full- and part-time students with exceptional financial need. Awards range from \$500 - \$5,500. Must be a U.S. citizen or permanent resident.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federal grant is awarded to students with exceptional financial need, with most awards going to students who are Pell Grant recipients. At Lake Forest, most awards are in the amount of \$1,000 for a year.

Illinois Monetary Award Program (MAP) Grant

This state grant is awarded to Illinois residents who attend an approved Illinois college/university, and meet the “need” requirements. The maximum grant is currently \$4,720. The Illinois Student Assistance Commission (ISAC) administers this and other state grants. Together with ISAC our Office of Financial Aid determines if you are eligible for the grant. **The FAFSA must be submitted before the deadline announced by ISAC to be considered.**

By applying for financial aid and agreeing to share that information with the Illinois Student Assistance Commission (ISAC) you have been considered for the State of Illinois (IL) Monetary Award Program (MAP) Grant. All MAP-approved institutions are required by the State of Illinois to announce MAP Grant awards to students who are enrolled or intending to enroll at their institution. An award amount is included on this letter if you have met the eligibility criteria.

The MAP Grant award amount is an estimate made by the financial aid office and is identified as a “State of IL MAP Grant (Est).” Please be aware that the number of available MAP Grants is limited by funding levels approved by the Illinois General Assembly and the Governor, and reductions to estimated or actual MAP Grants are possible.

There are also limitations to how long you can continue to receive a MAP Grant. Usage is tracked by the number of credit hours for which you’ve received MAP benefits and is referred to as MAP Paid Credit Hours (MPCHs). The maximum number of MPCHs that can be received is 135, and you must be at the junior level or above to use more than 75 MPCHs. For your reference, and to learn more about MPCH limitations, you may access a record of your MPCHs through the ISAC Student Portal at <https://studentportal.isac.org/MPCH>.

State Grant Programs

There are currently just a few states - Pennsylvania, Rhode Island and Vermont for example- that offer funds which can be used at an out-of-state college/university. If you are a resident of one of these states, and meet the requirements (set by each state) the funds may be used here at Lake Forest. Since the grants are awarded by the states themselves, contact the higher education agency in your home state to learn more.

Outside Sources of Funding

Your ability to secure outside funding is always advantageous. For that reason you are encouraged to apply for national, state, and local grant that you may be eligible to receive. Funds are awarded at various levels by businesses, churches, civic organizations, and foundations. Visit our [outside scholarships](#) webpage page for examples of funding available.

If you do receive assistance from another source, we may be required to reduce other funds you have been offered.

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Loans

Educational loans are available from a variety of sources, allowing students and/or parents to borrow funds that can pay some or all college costs.

While the “best” loans are federal loans based on financial need, and require the annual completion of the Free Application for Federal Student Aid (FAFSA) there are programs for virtually every family, regardless of income. Many loans do not require repayment while the student is enrolled.

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Work-Study

“Work-Study” is simply an opportunity to have a part-time job while going to school. Jobs are in administrative offices, academic departments, the library, the sports center, campus security, and other campus locations.

Federal Work-Study

This need-based program is funded by the government and the College, and is awarded to eligible U.S. citizens and permanent residents. We offer work-study funds to students who live on campus and qualify for the Federal Pell Grant.

Lake Forest College Work-Study

This program is primarily need-based and is funded by the College. It is awarded to international students who qualify and hold proper visa status, and (on a limited basis) to students who do not qualify for federal work-study funds.

How are students placed?

You must have been awarded Federal Work-Study or Lake Forest Work-Study by the Office of Financial Aid in order to work on campus.

Priority in placing students may be based on several factors

- level of financial need as determined by the Office of Financial Aid
- date of receipt of all applications (admission, financial aid, work-study)
- date of their deposit made to the College

Students must complete employment forms in the Office of Business Affairs before beginning work (see link on right).

Students are expected to treat their position like any other job. Once a work schedule has been established, students are expected to show up at the agreed-upon times. Students who are unable to work at an assigned time are expected to inform his/her supervisor in advance. Repeated absences and other inappropriate conduct are not acceptable and are grounds for termination.

How much can be earned?

Students who are eligible under either program are normally offered up to \$2,500 for the year though the amount is not guaranteed. This equates to approximately 12 hours per week, which is the maximum number of weekly hours a student may work. Once a student earns the amount offered, the College reserves the right to end that student's employment for the year.

Students who have not been offered funds from either program are generally not permitted to work on campus. (See [Off-campus employment](#)) If all eligible students have been placed in jobs and positions remain open, it is possible for others to be offered employment.

Students are paid by “direct deposit” or check every two weeks, unless different arrangements have been made with the Office of Business Affairs.

Where are on-campus jobs available?

The [departments shown here](#) (login required) usually participate in the work-study program, though not all will hire additional students. A brief description of the work to be performed is also shown. “Office work” involves filing, data entry, making and returning phone calls, photocopying, assisting with mailings, etc.

Note that, as a general rule, students are limited to two on-campus positions unless granted authorization from the Business Office.

Opportunities for off-campus employment

Job opportunities exist in the community, although they are not considered “work-study” positions. Lake Forest College students have access to part-time jobs through [QuadJobs](#), a free marketplace that connects local families and small businesses with Lake Forest College students seeking part-time employment. Students can find internships in [ForesterLink](#), Lake Forest's online career portal and job board.

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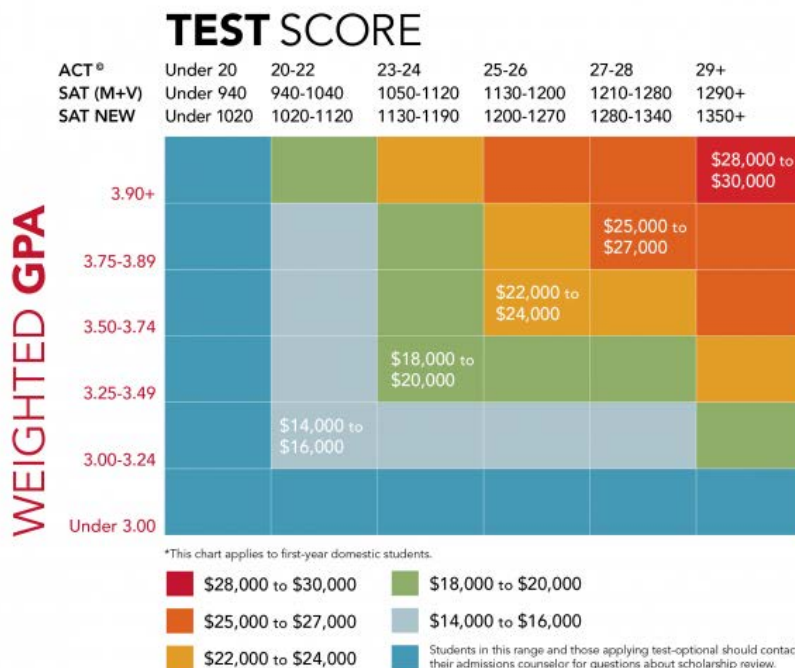
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MERIT-BASED SCHOLARSHIPS

Lake Forest College is known for making the college experience an affordable one for our students and their families. To get an idea of the scholarship you may be eligible for, see the chart below using your high school GPA (weighted or unweighted) and your ACT or SAT score.



Not on the grid?

Don't worry! At Lake Forest College, we know that our students are more than just a number. We are searching for interesting, well-rounded students to add to our already diverse community. Your engagement with the College, accomplishments in and out of the classroom, leadership potential, course preparation, and more will be taken into consideration by our holistic review. Don't hesitate to apply!

Applying test-optional?

Those students who are applying without submitting their ACT or SAT scores must schedule an interview with their admission counselor as soon as possible. We believe that this conversation tells more about a student's drive and passion for learning than a standardized exam. Students who apply test-optional will be reviewed for scholarship on an individual basis using our holistic review process.

Review process

As an institution that is truly diverse in every sense of the word, we at Lake Forest College pride ourselves in our holistic admissions review. Whether you find yourself on the above grid or not, your admissions counselor will review your file for scholarship consideration based on qualities that we know make a successful Forester. Beyond just a GPA or test-score, we are looking for students that want a personalized academic experience, paired with the world-class opportunities that Chicago has to offer.

Fine art scholarships

Lake Forest College offers talent-based scholarships in music, studio art, and theater. Scholarships require an application for admission, the scholarship application, and either an audition for music and theater, or portfolio review for studio art. Scholarships are available to both majors and non-majors.

Scholarship applications must be submitted no later than March 1.

[Durand Art Scholarship \(pdf\)](#)

[Hixon Theater Scholarship \(pdf\)](#)

[Reid Music Scholarship \(pdf\)](#)

Scholarship highlights

- 98% of admitted students receive scholarship and/or need-based financial assistance from the College.
- Merit-based and need-based aid may be used for many off-campus programs.
- Scholarships are guaranteed for all four years as long as the student maintains a 2.0 GPA and satisfactory academic progress.

Transfer students

Transfer students are eligible to receive scholarships of up to **\$25,000** per year. Please see the [Transfer page](#) for more details.

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Satisfactory Academic Progress

Continued eligibility for financial assistance is dependent upon a student maintaining "Satisfactory Academic Progress" (SAP). At the end of every semester, every federal aid recipient must achieve and maintain a cumulative grade point average (GPA) of at least 2.00 and must complete at least 67% of the total classes they attempt.

Any student not meeting the SAP standards must be placed on "Financial Aid Warning" for one semester, but will continue to receive their financial aid. If a student is still not meeting these standards after one semester of warning status, the student must be placed on "Financial Aid Suspension" and will not be eligible to receive financial aid until the student meets SAP standards.

If extenuating circumstances have made it difficult to meet satisfactory progress, the student can appeal their "Financial Aid Suspension." The appeal must include an academic plan (approved by the advisor) on how the student plans to meet this standard within a reasonable time-frame. Students who appeal and are granted an extension of the aid, will be placed on Financial Aid Probation, on a semester-by-semester basis.

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REQUIREMENTS FOR THE BACHELOR'S DEGREE

In order to receive the Bachelor of Arts degree, students are expected to complete 32 credits, fulfill the general education requirements, attain at least a 2.00 overall Lake Forest College [grade point average](#) (without rounding up), and complete the requirements of a major. Credit is earned, recorded, and tallied by courses rather than by semester hours. Normally, a student is expected to fulfill graduation requirements within four years. All students, including transfer students, must fulfill these requirements.

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Academic Advising

A comprehensive advising and guidance program at the College recognizes the need for supportive counseling in all matters related to a college education. Thus, advising takes place in a variety of settings, with more or less formality depending on the circumstances, and at all stages of progress throughout a college career.

New students are assigned a faculty advisor at the outset who assists with overall program planning, course selection, registration, career choices, and any academic difficulties or personal problems as they may arise. First-year students are taught by their advisor in a First-Year Studies seminar during the fall term. These first-year advisors serve in an advisory capacity for the entire first year. During the sophomore year, students may retain their first-year advisor or choose another faculty advisor.

Students must select a major field of study by the end of the sophomore year, and, accordingly, choose an advisor from the faculty members in the relevant department or interdisciplinary major. Faculty advisors in the major assist students in drawing up a program of courses in their major field and other academic areas, and provide necessary guidance throughout students' undergraduate careers.

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General Education Curriculum

All students must successfully complete the General Education Curriculum as a requirement for graduation. The General Education Curriculum (GEC) is intended to ensure that students will receive breadth, as well as depth, in their education while continuing to allow them considerable latitude in designing their individual programs of study. Included also are requirements for writing and for cultural diversity.

The GEC consists of three main requirements:

1. First-Year Studies (including the Writing Requirement)
2. GEC Breadth Requirement (Academic Divisions and Cultural Diversity)
3. Senior Studies

First-Year Studies

The General Education Curriculum begins with the College's First-Year Studies Program, which was established to create a special, intellectually engaging atmosphere of close interaction between first-year students and their professors. First-Year Studies instructors also serve as the academic advisors for the students in their First-Year Studies (FiYS) course. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, and oral communication. The FiYS course is required of all students entering the College with fewer than four credits and does not meet any GEC breadth or cultural diversity requirement. Successful completion of writing assignments and sufficient progress as a college writer in FiYS is one way to satisfy the First-Year Writing requirement. However, students who are evaluated to need additional instruction and practice in college writing skills will be required to successfully complete College Writing 100 in the Spring of the first year.

First-Year Writing

The College supports the transition to the College's writing intensive curriculum through First Year Studies. Students write frequently in First Year Studies courses and are provided with substantial feedback on their writing to help them progress. At mid-term, the Director of Writing Programs, in collaboration with First Year Studies professors, will recommend students to take College Writing 100 in the spring semester. While most students will make sufficient progress as writers in their First Year Studies courses to satisfy the First-Year Writing requirement, students who need additional instruction and explicit guidance in writing processes and skills will be required to take College Writing 100 to prepare them to meet the expectations of the writing curriculum at the College.

Breadth: Academic Divisions

At a minimum, students must complete two credits from each of the three liberal arts areas: humanities, social sciences, and natural and mathematical sciences. Most courses in the departments listed count toward these requirements.

Specific Requirements:

- Each of these six credits must come from a different department.
- These credits must be completed by the end of the junior year.

Breadth: Cultural Diversity

At least two courses from an approved list, must be taken by the end of the junior year; the two cultural diversity courses must come from different departments. (Please note: Only one course may be counted in Modern Languages and Literatures, and First-Year Studies courses do not fulfill this requirement.)

Courses that fulfill the Cultural Diversity requirement are marked on each academic year's course schedule. Courses that count for cultural diversity requirements may count toward the GEC Breadth: Academic Divisions

Successful completion of approved study-abroad programs will meet the GEC Breadth: Cultural Diversity Requirements. Approved study-abroad courses that count in Lake Forest College academic divisions (as transfer credit or as Lake Forest College Credit) will also count toward the GEC Breadth: Academic Divisions Requirements.

Senior Studies

A senior studies course, also known as a senior “capstone,” is a culminating experience in the student’s major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major. Students must fulfill this requirement, for which courses are specially designated within their major department.

Senior theses, research projects, and creative projects may also be used to fulfill the senior studies requirement, if so designated in the major requirements, or with permission of the department chairperson.

Students who have more than one major must satisfy the senior studies requirement in each of their majors. Students may complete two separate senior studies courses or choose from one of the following options: (1) an interdisciplinary two-credit senior thesis that is satisfactory to both departments (the student taking this option should register for one credit in each department) or (2) any two-credit combination of a senior seminar, senior thesis, research project, and/or creative project, with at least one credit in each department.

Seniors who do not pass the senior studies requirement(s) may not graduate.

Juniors may enroll in a senior studies course and fulfill the requirement with the permission of the instructor. This requirement may be not be completed during the freshman or sophomore year.

GEC Divisions

For purposes of the General Education Curriculum breadth requirement, departments are classified into divisions as follows:

Humanities

Art, Communication, English, Modern Languages and Literatures, History, Music, Philosophy, Religion, Theater

Social Sciences

Economics and Business, Education, Environmental Studies (only ES 236, 288, 344 and 361 meet the requirement), Politics, Psychology, Sociology and Anthropology, Urban Studies (only URBS 110 meets the requirement)

Natural and Mathematical Sciences

Biology, Chemistry, Environmental Studies (only ES 108, 116, 203, 204, 205, 220, 222, 282, 316, 350 and 369 meet the requirement), Mathematics and Computer Science (Math 102 and 105 do not satisfy the requirement), Physics

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MAJOR AND MINOR PROGRAMS

The College maintains [major and minor fields of concentration](#) in both traditional academic departments and interdisciplinary programs.

Departmental majors and minors permit depth of study in particular disciplines, while interdisciplinary programs encourage students to draw connections among distinct bodies of knowledge and areas of inquiry.

A major represents significant course work leading to substantial knowledge and competence in a given field; a minor entails less course work and is designed to produce basic knowledge and competence in a given field.

Students may declare up to two majors and one minor or up to one major and two minors. Students declaring a major and a minor must complete course requirements in both major and minor fields. Students who choose three major/minor areas may not select more than two in the same division. Upon successful completion of a minor, the student will have it recorded on his or her transcript.

The Major

Students may choose a major from among the many departmental fields or from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees.

In all cases, students are expected to declare a major by the end of the sophomore year and to make significant progress toward the completion of that major during the junior year.

Every major will also include the culminating senior studies requirement, ordinarily a senior seminar or a senior thesis. Students declaring a double major must complete course requirements in both major fields.

It is possible for some courses to be counted toward both majors. However, the second major must consist of at least five separate courses, ones that do not double count, and at least three of these five must be at the 300 or 400 level. Majors may be pursued in the following interdisciplinary programs (noted with an asterisk) and departments.

African American Studies *

American Studies *

Area Studies *

Art

Asian Studies *

Biology

Business

Chemistry

Communication

Computer Science

Economics

Education

English

Environmental Studies

Finance

French

History

Independent Scholar *

International Relations *

Latin American Studies *

Mathematics

Music

Music Education

Neuroscience *

Philosophy

Physics

Politics

Psychology

Religion

Sociology and Anthropology

Spanish

Theater

The Minor

Students may declare a minor any time before they graduate but are not required to declare a minor for graduation. The minor must consist of at least six courses, including four courses that do not double count in the student's major or other minor. Minors are offered in the following departments and interdisciplinary programs (noted with an asterisk).

African American Studies *
American Studies *
Area Studies *
Art
Asian Studies *
Biology
Business
Chemistry
Chinese
Cinema Studies *
Classical Studies *
Communication
Computer Science
Digital Media Design*
Economics
Education
Educational Studies *
English
Entrepreneurship and Innovation *
Environmental Studies
Finance
French
Gender, Sexuality, and Women's Studies *
German
History
International Relations *
Islamic World Studies *
Journalism *
Latin American Studies *
Legal Studies *
Mathematics
Medieval and Renaissance Studies *
Museum Studies *
Music
Music Education
Neuroscience *
Philosophy
Physics
Politics
Print and Digital Publishing *
Psychology
Religion
Social Justice *
Sociology and Anthropology
Spanish
Theater
Urban Studies *

Interdisciplinary Studies

The College encourages interdisciplinary approaches to knowledge and supports majors and minors that seek to draw connections among traditional academic disciplines. Many of our majors and minors, listed above, cross disciplines.

Self-Designed Major Program

Some of our strongest students find that no one traditional major fully meets what they want to study. A student interested in psychoneuroimmunology could major in psychology and biology but still might find his needs aren't entirely met with those two departments alone.

Working with a faculty advisor, students accepted into the Self-Designed Major program can develop their own major, culminating in a thesis or creative project. This major is compatible with the pursuit of a second major as well.

The Self-Designed Major emphasizes self-determination for its students. The responsibility for initiative lies with students, beginning with presentation of their case for admission to the program. Second-semester sophomores or first-semester juniors are invited to apply and submit a detailed presentation of their proposal. The Self-Designed Major program takes place during the junior and senior years. Admission is determined by the Self-Designed Major Program Committee.

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Independent Study

Independent study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of regular courses. A student may engage in independent study for credit, given the availability and approval of a faculty member knowledgeable in the chosen subject matter.

A total of seven independent study credits, including internships, may count toward graduation. Students are expected to arrange each independent study program before the end of the previous semester. A written proposal signed by the relevant faculty member must be submitted to the Dean of the Faculty for review. Proposal forms are available from the Students tab on my.lakeforest.edu. Independent Studies do not have established meeting dates/times. The learning objectives and academic requirements for these courses are determined by the faculty member and the student, with the expectation that the total work completed shall approximate that expected for a regular semester course, except for partial credit tutorials, creative projects, and research projects (see "[Definition of a Lake Forest Credit](#)").

Students may enroll in half credit independent studies (given the availability and approval of a suitable instructor) on the understanding that the independent study will include half of the expected workload of a full credit tutorial, i.e. half of the typical 160 total hours over 14 weeks, plus suitable work completed as a final exam, paper, project, or performance. Students can complete the independent study over the course of the entire semester or over a shorter period, as approved by the instructor.

Students may register for a half credit independent study during the add/drop period using the same process as for a full credit independent study, subject to the approval of the instructor and department chair. If a student wishes to register for a half credit independent study after the end of the add/drop period, the instructor must seek approval on behalf of the student from the Dean of Faculty. Independent studies for other levels of partial credit must be approved by the Dean of Faculty. Instructors must seek this approval on behalf of the student.

The following are the four basic types of independent study: tutorial, creative project, research project, and senior thesis.

Tutorial

A tutorial is a course on a special topic not covered in a regularly offered course. Students meet regularly, usually individually, with their faculty supervisor to discuss the readings and are normally assigned a number of short papers. Recent tutorials have dealt with such topics as advanced Japanese, New Testament Greek, advanced Chinese, mysticism, European industrial revolution, recent bioethical issues, song writing. Students may take one tutorial a year beginning with the second semester of the first year, for a total of four tutorial credits.

Creative Project

A creative project is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative project credits are limited in the same way as tutorials (see above tutorial policy); senior projects in studio art may be approved for a maximum of two course credits.

Research Project

A research project is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student. Students conduct scholarly research with a view to producing substantial work in the form of a term paper or report. Among recent projects undertaken were studies involving ethical issues on intellectual property, weblogs and their implications concerning cultural values and global business, the U.S. Social Security system, and metastable hydrogen atom collisions. Juniors and seniors are eligible to undertake research projects. A maximum of four research project course credits is allowed toward graduation, no more than two in a semester and no more than three in a year.

Senior Thesis

A senior thesis is original scholarly research undertaken in the student's senior year, usually over two terms. The research culminates in a formal written dissertation and oral examination that is evaluated by a faculty committee. Outstanding theses are awarded distinction at graduation. Senior theses may be undertaken for one or two course credits; normally two course credits will not be awarded in the same semester.

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Dual-Degree Program in Engineering at Washington University

Lake Forest cooperates with the [School of Engineering and Applied Science at Washington University \(St. Louis\)](#), in a program designed for students who plan to become professional engineers but who also desire a rigorous liberal arts education. With an enhanced background in the social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete at least 24 course credits (at least 20 taken at Lake Forest College) before going on to the School of Engineering and Applied Science at Washington University for the final two years of study. Admission to the final two years of the program is at the discretion of Washington University.

Students accepted into the engineering dual-degree program must complete an Approved Program Withdrawal form in the Office of Student Affairs before leaving the Lake Forest campus to enter Washington University.

Students will receive a Bachelor of Arts degree from Lake Forest after earning a Bachelor of Science degree from Washington University. The Lake Forest College degree will be a B.A. with no major specified, unless all requirements for the major (including the senior studies requirement) have been met at Lake Forest College.

The exact selection, combination, and sequence of courses to be taken at Lake Forest College, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. While at the College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at the College.

The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C-, and a formal recommendation from Lake Forest College. For further details regarding requirements, options, and course work at Washington University, students should consult with the program advisor at Lake Forest College.

Early consultation with the program advisor is vital in order to formulate and undertake the most appropriate course schedule. The recommended core of courses include the following: Math 110, 111, 210, and 214 (Calculus, Multivariable Calculus, and Differential Equations); Chemistry 110, 111 or Chemistry 120, 121 (General Chemistry or Principles of Chemistry and Introduction to Laboratory Research); Physics 120, 121 (General Physics); and Computer Science 112 (Object-Oriented Programming and Design). The Biomedical Engineering program requires Biology 120, 221, and 340 (Organismal Biology, Cellular and Molecular Biology, and Animal Physiology) in addition to those courses listed above.

Five courses in the humanities and social sciences, including two in one field, with at least one at the 300 or 400 level and no more than two courses in performance or studio art are required.

The remaining courses are to be selected from the sciences, humanities, and social sciences at the discretion of the student and the advisor. The GEC and Cultural Diversity requirements must also be completed.

Jump to:

- [Dual-Degree Program in Engineering at Washington University](#)
- [Accelerated Admission at Monterey Institute of International Studies](#)
- [3+3 BA/JD Program with Vermont Law School](#)
- [3+3 BA/JD Program with Loyola School of Law](#)
- [3+3 BA/JD Program with The John Marshall Law School](#)
- [3+3 BA/JD Program with Chicago-Kent College of Law](#)

Accelerated Admission at Monterey Institute of International Studies

The Graduate School of International Policy and Management (GSIPM) at the Monterey Institute of International Studies (the Institute) is committed to educating and empowering the next generation of public policy professionals who will address the critical global issues of the 21st Century. Lake Forest College has a global focus and educates intelligent, enthusiastic and mature undergraduates who also have as their goal becoming global public policy professionals. Both the Institute and Lake Forest College believe that young policy professionals are best prepared by emphasizing wide knowledge, professional skills, the ability to apply this knowledge and these skills using a second language, as part of a high level of intercultural competence. With these shared interests, both institutions hereby agree that qualified Lake Forest College students may enter Institute programs with accelerated status. According to this understanding, Lake Forest College students admitted to the Institute with accelerated status need complete only 48 credits to earn their Master's degree, instead of the 60 credits normally required.

Both institutions will jointly develop a process for identifying Lake Forest College students who are qualified to apply for accelerated entry. Key selection criteria for such students include:

- Academic excellence at Lake Forest College as indicated by overall GPA, GPA in those courses relevant to a specific degree program offered at GSIPM, and other academic work indicating an ability to succeed at the graduate level.
- Knowledge and expertise relevant to the degree or program the student will pursue at the Institute.
- Advanced second-language capabilities.
- Maturity, as indicated by evaluated professional work (e.g., an internship or job), the ability to manage one's time, and demonstrated commitment to effective international policy study and practice after graduation from the Institute.
- Motivation to succeed in a rigorous professional education program.
- Support from faculty and others at Lake Forest, as well as supervisors of professional experience, in the form of a letter(s) emphasizing the above qualities.

Prior to enrollment at GSIPM the selected Lake Forest College students and the GSIPM staff will design a tentative program at GSIPM in which those students are exempted from GSIPM courses previously completed at Lake Forest that which would otherwise be part of the degree curricula at the Institute. Within the 48 credits they must complete for the degree, Lake Forest College students must meet all graduation requirements for the specific degree they pursue, either by taking these courses at MIIS or at Lake Forest.

GSIPM requires all of its graduates to take 12 units of a second language. It may be possible that selected Lake Forest College students can waive some of this language requirement, based on an entrance exam. They may also choose to enroll in advanced intensive courses at MIIS or Middlebury College in the summer prior to enrollment and transfer these units for their degree requirements. Students may also get language credit at MIIS in conjunction with professional service assignments where they use their second language.

Priority will be given to students in those Programs of Study at Lake Forest which best match the programs offered by GSIPM. The International Relations major is perhaps the most obviously applicable here, but Lake Forest College may recommend students to the GSIPM from Environmental Studies, Economics, Business, Politics, French, Spanish, Asian Studies, Islamic World Studies, or any Lake Forest College major program, including the Independent Scholar major. The Senior Thesis, if applicable, could be a significant part of the selection process.

As part of this agreement, students nominated by Lake Forest College and admitted with Accelerated Entry status to the Institute will receive preferential consideration for Monterey Institute Merit Scholarships. MIIS awards range from \$7,000 - \$15,000 per academic per year and are renewable for a second year, pending good academic performance. Lake Forest applicants will automatically be considered for the scholarship; there is no separate application required. For maximum consideration, students should apply for admission by March 15 for the following fall semester.

Students admitted with Accelerated Entry status may choose to defer enrollment for up to one year, for the purpose of gaining professional experience related to their MA program at MIIS. These students will have access to the Career Advising Center at MIIS for the purpose of assistance in placement which maximizes their preparation for their MA at MIIS. For this service, MIIS charges a fee of \$500 and the student is not required to reapply for Accelerated Entry.

3+3 BA/JD Program with Vermont Law School

[Vermont Law School](#) and Lake Forest College have established an accelerated admissions program that allows eligible students to complete a Lake Forest bachelor's degree and a Vermont Law law degree in a total of six years, rather than the usual seven.

Under this arrangement, Vermont Law School permits a limited number of exceptionally well-qualified students to enter the Vermont Law School after completing their junior year of undergraduate study at Lake Forest College. Students participating in this accelerated admission program receive the bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from Vermont Law School after successful completion of the required law school curriculum.

Before entering Vermont Law School (in other words, by the end of the junior year), accelerated-admission students must complete all requirements of their academic major and earn at least 24 course credits toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 32 Vermont course credits (eight Lake Forest credits) will be applied as elective credit toward the undergraduate degree.

Students applying for accelerated admission should complete the application process by February 15 of their junior year. It is preferable for applicants to have taken the LSAT by October of their junior year. Students should contact their pre-law advisor early in the fall semester of sophomore year to discuss the admissions process. At the time of application, students should have completed at least 16 course credits toward the bachelor's degree.

Juniors at Lake Forest College applying for admission to this accelerated admission program must take the Law School Admission Test (LSAT). Vermont Law School evaluates carefully the quality of the student's academic record, faculty recommendations, and the applicant's LSAT score. Successful applicants for accelerated admission usually have an undergraduate cumulative grade point average of 3.50 or higher and LSAT score of 159 or higher. When an applicant's GPA/LSAT profile is at an acceptable level, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience. Some preference may be given to Lake Forest College majors in Environmental Studies. Vermont Law School welcomes applications to this accelerated admission program from qualified students belonging to groups under-represented in the legal profession.

The applicant's file, from his/her tenure at Lake Forest College and any other academic institution from which credits were earned and/or applied toward the Lake Forest degree, must contain no evidence of character or fitness concerns that would generally disqualify the applicant from admission into Vermont Law School.

3+3 BA/JD Program with Loyola School of Law

[Loyola University \(Chicago\) School of Law](#) and Lake Forest College have established an accelerated admissions program that allows eligible students to complete a Lake Forest bachelor's degree and a Loyola law degree in a total of six years, rather than the usual seven.

Under this arrangement, the Loyola University (Chicago) School of Law permits a limited number of exceptionally well-qualified students to enter after completing their junior year of undergraduate study at Lake Forest College. Students participating in this accelerated admission program receive a bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from Loyola (Chicago) after successful completion of the required law school curriculum.

Before entering the Loyola College of Law (in other words, by the end of the junior year), accelerated-admission students must complete all requirements of their academic major and earn at least 24 course credits toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 32 Loyola course credits (eight Lake Forest Credits) will be applied as elective credit toward the undergraduate degree.

Students applying for accelerated admission should complete the application process by early January of their junior year. It is preferable for applicants to have taken the LSAT by October of their junior year. Students should contact their pre-law advisor as early as possible in their academic career to discuss the admissions process. At the time of application, students should have completed at least 16 course credits toward the bachelor's degree.

Juniors at Lake Forest College applying for admission to this accelerated program must take the Law School Admission Test (LSAT). Successful applicants for accelerated admission will be expected to have an undergraduate cumulative grade point average and LSAT score at or above the median of college graduates accepted into the regular J.D. program. When an applicant's GPA/LSAT profile is at an acceptable level, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience. Loyola welcomes applications from qualified students belonging to groups under-represented in the legal profession.

3+3 BA/JD Program with The John Marshall Law School

[The John Marshall Law School](#) permits a limited number of exceptionally well-qualified students to enter The John Marshall Law School after completing their junior year of undergraduate study at Lake Forest College.

Students participating in this accelerated admission program receive the bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from The John Marshall Law School after successful completion of the required law school curriculum. Accelerated admission to The John Marshall Law School permits completion of the requirements for both degrees in a shorter period of time than is usual.

Juniors at Lake Forest College applying for admission to this accelerated admission program must take the Law School Admission Test (LSAT). The John Marshall Law School evaluates carefully the quality of the student's academic record, faculty recommendations, and the applicant's LSAT score. Successful applicants for accelerated admission usually have an undergraduate cumulative grade point average and LSAT score at or above the median of college graduates accepted into the regular J.D. program. Currently, those medians are a 3.25 GPA and a 154 LSAT.

When an applicant's GPA/LSAT profile is at an acceptable level, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience. The John Marshall Law School welcomes applications to this accelerated admission program from qualified students belonging to groups under-represented in the legal profession.

Before entering The John Marshall Law School (in other words, by the end of the junior year), accelerated-admission students must complete all requirements of their academic major and earn at least 24 Lake Forest College course credits (96 John Marshall semester hours) toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 32 more John Marshall semester hours (eight more Lake Forest College credits) will be applied as elective credit toward the undergraduate degree, making 32 Lake Forest College credits, total, i.e., the number needed to complete the BA.

Students applying for accelerated admission should complete the application process by early January of their junior year. It is preferable for applicants to have taken the LSAT by October of their junior year. Students should contact their pre-law advisor early in the fall semester of junior year to discuss the admissions process. At the time of application, students should have completed at least 16 course credits toward the bachelor's degree.

3+3 BA/JD Program with Chicago-Kent College of Law

Chicago-Kent College of Law and Lake Forest College have established an accelerated admissions program that allows eligible students to complete a Lake Forest bachelor's degree and a Chicago-Kent law degree in a total of six years, rather than the usual seven.

Under this arrangement, the Chicago-Kent College of Law permits a limited number of exceptionally well-qualified students to enter the Chicago-Kent College of Law after completing their junior year of undergraduate study at Lake Forest College. Students participating in this accelerated degree program receive the bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from Chicago-Kent College of Law after successful completion of the required law school curriculum.

Before entering the Chicago-Kent College of Law (in other words, by the end of the junior year), accelerated degree students must complete all requirements of their academic major and earn at least 24 courses toward the bachelor's degree. Upon successful completion of two full semesters of law school, eight Lake Forest credits will be applied from Chicago-Kent as elective credit toward the undergraduate degree.

Students should contact their pre-law advisor early in the fall semester of their junior year to discuss the admissions process. At the time of application, students should have completed at least 16 courses toward the bachelor's degree.

Juniors at Lake Forest College applying for admission to this accelerated degree program must take the Law School Admission Test (LSAT). The Chicago-Kent College of Law evaluates carefully the quality of the student's academic record, faculty recommendations, and the applicant's LSAT score. Chicago-Kent College of Law welcomes applications to this accelerated degree program from qualified students belonging to groups under-represented in the legal profession. Accelerated degree students are guaranteed admission to Chicago-Kent College of Law provided they meet the following criteria:

- take the LSAT exam by February of their junior year;
- maintain an undergraduate GPA of 3.25 and obtain an LSAT score that is equivalent to or higher than the median score for the Chicago-Kent entering class OR obtain an LSAT score of at least 154 and maintain an undergraduate GPA of at least 3.60;
- complete a law school application by April 15 of the third undergraduate year;
- fulfill the undergraduate requirements specified by Lake Forest College and complete the required undergraduate courses;
- maintain a record that the law school director of admissions determines to be consistent with the character and fitness requirements of the bar examining authorities.

Students who participate in the program but who do not meet the academic standards for guaranteed admission are invited to apply through the regular competitive application process for admission to Chicago-Kent College of Law after three years of undergraduate study. In addition to GPA and LSAT profiles, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience.

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RICHTER SCHOLAR SUMMER RESEARCH PROGRAM

The Richter Scholar Summer Research Program provides students with the opportunity to conduct independent, individual research with Lake Forest College faculty early in their academic careers. The ultimate goal of this program is to foster a strong commitment to the intellectual life, and to encourage participating students to consider careers in research and teaching.

Academically excellent students with an interest in research are invited to apply for the Richter Scholar Summer Research program in the early spring of their first year. During this time, they work one-on-one with a faculty member, doing independent research in one of a wide variety of fields. As the Richter Scholars live and work together and participate in a weekly colloquium, they become a community of peers, providing encouragement and support for one another's research endeavors. The result is a group of scholars motivated to continue their intellectual achievement in the future.

Program Options

Lake Forest College is pleased to offer two distinct versions of the Richter Scholar Program for Summer 2018. The two programs deliberately differ in length and scope to provide the most flexibility to our faculty and students so that we attract our most talented faculty scholars to serve as mentors and our most intellectually motivated First-Year students to apply and be selected for this program.

During the research period, students do not pay tuition, and residence and dining halls will be available at no cost.

All eligible first-year students will receive the online Summer 2018 Richter Scholar Application form by January 5, 2018. This email will further detail the application and selection process, and will include the 2018 List of Faculty Proposals.

To be eligible to receive an invitation to apply for the Richter Program, First-Year students must have completed at least three one-credit courses at Lake Forest College during fall semester 2017, including successful completion of a FIYS course, and achieved a minimum 3.3 GPA.

The application deadline is 12 p.m., January 26, 2018.

All invited applicants are strongly encouraged to attend the 2018 Richter Scholar Information Session from 4-5 p.m. at Meyer Auditorium on January 18, 2018.

Email the Chair of the Richter Scholar Committee (Dr. Desmond Odugu, odugu@lakeforest.edu) for all questions.

Below are the descriptions of the two programs.

RSCH 181: Independent Research Experience I (20-25 students)

This award is given to selected students to engage in a 3.5-week research project, beginning immediately after the College's commencement and coinciding with Summer May Term (May 15-June 8).

For RSCH 181 (Independent Research Experience I), faculty will offer a targeted research experience that will be focused and intense, with special emphasis on short-term outcomes. This is ideal for projects that are "ready to go," where students can begin researching on day one. Faculty mentoring in this short-term research experience will rely on frequent and direct contact with students. This experience may include off-campus visits to libraries and museums, fieldwork, archival research, content analysis and any other activity that can be realistically worked into a three-week period. Students will not necessarily end this research program with a finished product, but they will engage in a rich, substantive experience and will make substantial progress. Some projects may accommodate multiple students resulting in a research community that may resemble a "mini" course – but one that focuses on the research experience.

Students working on independent research projects will also meet as a group under the auspices of the Summer Program faculty advisor, engage in some social activities as a group, and present their research findings at a common forum at the end of the term.

Students will receive 0.5 course credit (RSCH181), evaluated on a Pass-Fail basis, at the successful completion of the research period. This credit will count towards overall graduation credits but will not satisfy GEC or major requirements. This independent research project will provide for 75 hours of student work during the first summer session. The recommendation for the distribution of these contact hours is as follows: a minimum 15 hours of direct faculty contact/supervision, 55 hours of independent research work, and five hours of group coordination by the Summer Program faculty advisor.

RSCH 182: Independent Research Experience II (10-15 students)

This award is given to selected students to engage in a 10-week research project where the research project start date is May 21 and the end date is July 27. Any changes to the start and end dates may only be requested after you

have been selected as a Richter Scholar and must be agreed upon by the faculty mentor you have been matched with and by the faculty summer director of the Richter Program, [Shubhik Debburman](#).

For RSCH 182 (Independent Research Experience II), long-term projects will start more slowly and develop over time. The longer research period is essential to the nature of the work conducted in these sustained research outcomes. Professorial mentoring is key and the student will work under the direction of a professor, sometimes alongside that professor. Yet these projects will also require more independent work than in RSCH181.

Students working on different projects will also meet and engage in some social activities as a group and will present their research findings at a formal symposium at the end of the term.

Students will receive one course credit (RSCH182), evaluated on a Pass-Fail basis, at the successful completion of the research period. This credit will count towards overall graduation credits but will not satisfy GEC or major requirements. This session involves 150 hours of work for credit, and 250 hours of work for pay, for a total of 400 hours of student work. The 150 hours devoted to one-course credit comprise a minimum of 25 hours of direct faculty contact/supervision, 100 hours of independent research work, and 25 hours of group coordination by the Summer Program faculty advisor. The student is compensated for the remaining 250 hours, composed of independent research and direct faculty contact/supervision, with a \$2,000 stipend.

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Internships

Internships taken for credit at Lake Forest College are off-campus learning experiences integrated into the academic program. Although the specific nature of internship experiences will vary, internships are intended to clarify the relationship between traditional liberal arts study and work in non-academic settings.

GUIDELINES

These guidelines are intended as minimum criteria that allow individuals significant latitude. Within these guidelines, departments may establish requirements that are appropriate for the discipline of the specific internship. Any internship agreement that transfers or assigns liability exposure to the College must first be reviewed with the Vice President for Business Affairs and by the Internship Supervisor/Internship Specialist, the Associate Vice President for Career and Professional Development/Director of Internships.

[NOTICE FOR NON-U.S. CITIZENS](#)

General Policies

- Internships must apply or expand skills or knowledge learned at Lake Forest College.
- The bulk of the internship work is to be at the site of the internship, where the intern is gaining experience with organizations, industry and people, and where the intern is under the supervision of one person.
- Internships are open to juniors or seniors. In special circumstances, to be determined by the Internship Supervisor/Internship Specialist and the Associate Vice President for Career and Professional Development/Director of Internships, sophomores may be allowed to receive credit for internships.
- To prevent any potential conflicts of interest, students must disclose any familial relationships with employees of the organization where they wish to intern. No student may intern for a company owned or managed, fully or in part, by a family member. The on-site supervisor may not be a member of the intern's family or anyone working under the supervision of a family member.
- Continuation of part-time or summer jobs may not serve as internships.
- A student will not normally receive more than three internship credits toward the total number of credits necessary for graduation (not including foreign internship credit). A maximum of two credits will be awarded for each internship. Any student seeking more than two internship credits must show that not more than two credits will be for internship experiences that are similar in terms of skills or knowledge learned or applied.
- For each credit, approximately 150 hours of on-the-job experience will be required. The number of hours may be reduced if the internship involves significantly more written or creative work, as required by the Internship Supervisor/Internship Specialist.
- Internships will be graded Pass-Fail.
- Internship proposals must be approved by the student's academic advisor, the Internship Supervisor/Internship Specialist, and the Associate Vice President for Career and Professional Development/Director of Internships.
- Commission-based internships will not be approved for academic credit.

Requirements

For an internship for credit, a student will be required to do the following:

- Meet with their Internship Supervisor/Internship Specialist during the semester prior to the internship.
- Read these Guidelines for Internships and complete the Phase One Request for Internship Approval following the Internship Supervisor/Internship Specialist's advising session and before registration.
- Complete Phase Two of the internship registration process after the internship is secured and before the end of the drop/add deadline. Materials from the on-site supervisor must also be submitted to the Internship Supervisor/Internship Specialist and Career Advancement Center by the end of the drop/add period.
- Write a list of goals and objectives for the Internship Supervisor/Internship Specialist's approval.
- Complete a reflective paper on the internship. This assignment must be submitted to the Internship Supervisor/Internship Specialist by noon on the first day of finals for that semester. After evaluating this assignment, the Supervisor/Specialist will send it to the Director of Internships by the end of the finals period. Students who fail to turn in the reflective assignment may fail the internship. Assignments should include a description of the duties performed, the relevance of the student's previous academic training to the internship, and the role the internship played in the student's academic program.
- Complete a substantial paper, a project, or a study on issues related to the internship, as assigned by the Internship Supervisor/Internship Specialist. Work performed for the employer such as research projects,

computer programs, or newspaper articles may form the basis of this requirement.

On-Site Supervisor Responsibilities

- There will be one person designated to serve as the on-site supervisor.
- The on-site supervisor must understand that interns are earning academic credit and consequently must perform duties that apply or expand skills or knowledge learned at Lake Forest College.
- The on-site supervisor must submit to the Internship Supervisor/Internship Specialist/Career Advancement Center a letter or other approved documentation that offers the student an internship and includes a written job description. Letters must be on company letterhead and must be signed by the on-site supervisor.
- The on-site supervisor must meet regularly with the intern to evaluate the intern's progress and to assess the appropriateness of the intern's duties, reporting this information to the Internship Supervisor/Internship Specialist at least monthly.
- At the end of the internship, the on-site supervisor must submit to the Internship Supervisor/Internship Specialist a written evaluation of the student's performance. The evaluation must include a description of the duties performed by the intern as well as the intern's level of performance and progress during the internship.

Internship Supervisor/Internship Specialist Responsibilities

- The Internship Supervisor/Internship Specialist must maintain regular contact with the intern and the intern's on-site supervisor, either in-person, by telephone, or e-mail.
- The Director of Internships will maintain a master list of the Internship Supervisor/Internship Specialists, the on-site supervisors, and the students assigned to them.

Evaluation

At the end of each semester, all students who have completed internships for credit will be required to evaluate the experience. Students will be contacted by the Director of Internships two weeks before the end of classes, and advised of the procedure for completing the evaluation form. The evaluation must be completed by the student through the Career Advancement Center no later than noon on the first day of finals for that semester. Students are required to submit an evaluation. A coded label will be used to identify the student. Only the Dean of Faculty Office and the Associate Vice President for Career & Professional Development/Director of Internships will have access to the identity of the evaluator. The evaluations will be kept in the Dean of Faculty Office or in the office of the Director of Internships. Internship Supervisors and chairpersons of the department in which the credit is being awarded may see the evaluations only after the grades have been submitted to the Registrar's office.

(Approved by the Faculty, April 11, 1984, amended May 8, 1992, March 3, 1993, April 4, 2001, June 25, 2004, and September 14, 2007)

NOTICE TO STUDENTS WHO ARE NOT UNITED STATES CITIZENS

If a qualified non-citizen wishes to receive payment for an internship, he/she must receive employment authorization from the U.S. Citizenship and Immigration Service (USCIS). A qualified non-immigrant applying for permission to accept or continue employment must see Ashley Sinclair, Director of Off-Campus Programs, (x5231 or sinclair@lakeforest.edu) who will file the appropriate forms with the USCIS.

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Off-Campus Study

Participating in an off-campus program, whether to study, intern, research or volunteer, can be a life-changing experience. You might spend a semester studying entrepreneurship in China, interning at OXFAM in Brussels, networking with successful alumni in Chicago's Loop, doing hands-on research on dengue fever in Costa Rica – or you can choose an entirely different way to customize your academic career at Lake Forest College.

We believe deeply in the value of off-campus learning, and many students pursue these experiences, especially during their junior or senior years. Such study may be on a different continent, or through one of our approved domestic programs in Chicago or Oak Ridge, Tennessee. Programs are offered in each semester and during the summer. Lake Forest College offers all of these opportunities and many more for students wishing to enhance the knowledge gained on-campus through an off-campus program.

The College is mindful of the benefits gained not only by students who study off campus but also by the larger campus community upon their return. Sharing their experiences with others, in and out of the classroom, these returning students contribute to our community's understanding of global issues and enrich our campus life.

Students may participate for credit in a total of two semester-long programs chosen from our list of 200+ programs in 70 countries. The programs on this list may be sponsored by Lake Forest College, the Associated Colleges of the Midwest, or one of several trusted program providers. All Lake Forest and affiliated program options can be found on the [Programs We Offer webpage](#). The only exceptions to this two-semester limitation are the following:

- The Lake Forest In the Loop Program is not included in this limitation. Students may go on two semester-long off-campus programs and still remain eligible to participate in one term in Lake Forest In the Loop. The total amount of programs completed is not to exceed three semesters.
- If a student has a truly compelling reason to study off campus for a third semester in a program other than Lake Forest College In the Loop, the student may petition the Academic Appeals Board (AAB) for permission. The College does not favor such petitions, however, and the AAB will very rarely approve one. More information is available from the Director of Off-Campus Programs.

Please review the "Financial Aid" section for information about transferability of financial aid.

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[BORDER STUDIES](#)

At the end of their spring semester study on campus, Border Studies participants spend three weeks on the U.S.-Mexico border, conducting a service project and learning from integrative field work while living with a family in Mexico. THIS PROGRAM IS CURRENTLY ON HOLD. IT MAY RUN IN SPRING 2019, BUT THIS IS NOT GUARANTEED.

[LAKE FOREST COLLEGE IN THE LOOP PROGRAM](#)

Lake Forest College In The Loop extends curricular choice for students by offering a mix of learning options and internship opportunities. Students reside in downtown Chicago and learn about various distinctive aspects of the city through academic programming and co-curricular activities. This program is offered during both fall and spring semesters.

[GREECE PROGRAM](#)

To study the cultures of ancient and contemporary Greece, students begin this interdisciplinary program on campus and then explore the major archaeological sites and modern cities in Greece. There is no foreign language requirement, and students can earn credit in several disciplines. This program only is offered in the spring semester. THIS PROGRAM IS CURRENTLY ON HOLD. IT MAY RUN IN SPRING 2020, BUT THIS IS NOT GUARANTEED.

All Lake Forest and affiliated program options can be found on the [Programs We Offer webpage](#).

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Eligibility

Most students study off-campus during their junior year or the first semester of their senior year. Some programs, including our own Greece Program, accept rising second-semester sophomores, but priority generally will be given to juniors and seniors. Internship programs require junior status.

In addition to the requirements set by each specific program, Lake Forest College has its own eligibility requirements before allowing our students to study abroad for credit.

To be eligible to participate in an off-campus program, students must meet the following requirements:

- Be in good academic and disciplinary standing, with no serious or sustained academic or disciplinary issues
- Maintain a minimum of a 2.5 GPA
- Have spent at least one year on the main campus of Lake Forest College. (Transfer students must spend one semester on campus before participating in an off-campus program)
 - Students may not participate in an off-campus program in their first semester back after a Leave of Absence, Judicial Suspension, or Medical Withdrawal.
- Meet all College deadlines for applications and pre-departure materials
- Demonstrate the maturity, independence and readiness to participate in a program off-campus, as shown by approval from academic advisors and Dean of Students

Each program may have its own GPA, language, coursework, or level-in-school requirements.

Students must meet the requirements of both Lake Forest College and their host program; being deemed eligible by the College does not guarantee a student will be accepted by a host program or university.

Some programs may have a minimum number of participants before the program will run. Certain programs may need to be reviewed each year for safety reasons due to their locations and/or government warnings, and will only be approved on a conditional basis but require final review and approval from President Schutt. To avoid disappointment, confirm a program's requirements before applying.

Students must also be in good judicial standing, and those who have displayed a pattern of disregard for College policies may be ineligible. A student that is currently under disciplinary or academic probation, or will be under probation during any portion of their off-campus program, is not eligible to study off-campus. In addition, students are required to maintain all eligibility requirements, including GPA, for the semester(s) prior to departure for their off-campus program.

Should any aspect of the students' application or status change after the application deadlines, the application will be further reviewed by Off-Campus Programs, the Dean of Students, and other appropriate personnel to ensure the student is still eligible to participate in an off-campus program. Reasons for such a review may include, but are not limited to, the following:

- Taking a leave of absence after initial approval of application
- Dropping below the minimum GPA required for the program, or required by Lake Forest
- Falling below the minimum required credits to stay on track for graduation
- Change of major
- Having a semester GPA below 2.0 in the term prior to going off-campus
- Going on disciplinary or academic probation

The Dean of Student's Office and the Student Center for Health and Wellness will conduct a final review of students in the weeks prior to a student departing for an off-campus program.

Students who go on disciplinary or academic probation AFTER receiving initial approval from the College, will have that approval revoked. The College will inform the student and the host program in this instance. The student will not receive a refund of any deposit, tuition, or program fee for their off-campus program. Students who are removed from a program due to disciplinary or academic issues may be responsible to their host program for withdrawal fees.

Students denied participation on academic or conduct grounds may petition the Academic Appeals Board to consider their case. The Academic Appeals Board is unable to consider cases of students denied by non-Lake Forest program hosts.

Late Applications

Late applicants who do not meet campus deadlines may still be allowed to participate in ISEP Exchange programs or Lake Forest College in the Loop, if approved by the Director of Off-Campus Programs.

Appeal Process

Students denied participation on academic or conduct grounds may petition the Academic Appeals Board to consider their case. The Academic Appeals Board is unable to consider cases of students denied by non-Lake Forest program hosts.

Approval by the Academic Appeals Board (AAB) is required if:

- You do not meet eligibility and program requirements by the time of participation (NOTE: Each program may have eligibility requirements beyond the 2.5 required by campus. The AAB cannot overrule requirements by a third party.)
- You have selected a summer program not [on the approved list](#). This will also require OCP Committee Approval. (Approval for a semester program not on the approved list requires an appeal to the Curricular Policies Committee, and takes a bit longer.)
- You will be participating in an off-campus program as a first semester sophomore or during your final semester
- You intend to earn credit from an internship on an off-campus program before you achieve junior status
- You intend to earn credit from direct enrollment in a non-U.S. institution (including Canadian universities) that are not through ISEP or another pre-approved program
- You intend to participate in more than 2 semester-length off-campus programs (not including the Loop)
- You intend to complete more than three total terms off-campus (ie, 2 semesters off-campus, plus 2 semesters in the Loop)

OCP will send all student applications for an appeal to the AAB. Your academic advisor must also send the AAB a written statement of support. You must copy the Director of Off-Campus Programs on all emailed appeals. If an AAB approval is needed, you will not get approval from OCP unless AAB also approves of your participation.

An appeal to President Schutt is needed if a student intends to study in a location where there is an active Travel Warning. See Ashley Sinclair for details.

Pre-Departure Orientation

All Lake Forest students participating in an off-campus program must participate in the mandatory pre-departure orientations. One session is done online, and can be completed at any time before the start of finals. The other session is in-person, taking place once per semester. Failure to participate in orientations makes a student ineligible to participate in an off-campus program.

Limits on Off-Campus Terms

Students may participate for credit in a total of two semester-long programs chosen from our list of 200+ programs in 70 countries, but should keep this information in mind:

- The Lake Forest In the Loop Program is not included in this limitation. Students may go on two semester-long off-campus programs and still remain eligible to participate in one term in Lake Forest In the Loop. Alternately, the student may participate in two semesters in the Loop and one semester on a different approved program. The total amount of programs completed is not to exceed three semesters, with no more than two semesters in a single program.
- One of the two non-Loop semesters MUST be an Exchange program.
- If a student has a truly compelling reason to study off campus for a third semester in a program other than Lake Forest College In the Loop, the student may petition the Academic Appeals Board (AAB) for permission. The student's advisor(s) must approve of this plan in order to move the application to the AAB. The College does not favor such petitions, however, and the AAB will very rarely approve one. More information is available from the Director of Off-Campus Programs.

Outside Programs

Students that wish to participate in a program not on our approved list, must appeal to the Off-Campus Programs Committee during the Stage 2 application. **These applications will only be reviewed if allowed by the overall College budget, and the budget of Off-Campus Programs. This is not guaranteed to happen each year, and it is not anticipated that the budget for the 2018-2019 academic year will allow for outside applications.**

To lodge an appeal, students must currently be in good judicial standing, and meet the current eligibility requirements set by Lake Forest College.

The appeal must show that the outside program is fundamentally different than those offered in the current portfolio (i.e. not in a current country/city that is already represented, or offer a completely different type of coursework than currently represented among the entire portfolio), and must outline:

- Strong academic justification for choosing an outside program versus an existing Lake Forest-approved program
- Academic rigor and quality of the program
- Appropriateness of the student's plan to his/her overall academic plan/major
- Strength of student's preparation at Lake Forest College
- Level of cultural immersion or integration in the host country, and, where applicable, linguistic immersion

If reviewed by Off-Campus programs, the application may be approved, if the Committee would consider adding this program to the approved list. Further approval from the College's Curricular Policy Committee may be required, depending on the program sponsor. If added, the student would pay their normal Lake Forest tuition + a program fee, and financial aid would be transferable to the new program. If denied, the student would not be able to transfer their aid or bring credits back for that particular program.

Academic Workload

Students must remain full-time students while participating in an off-campus semester program, which is the equivalent of 3 Lake Forest credits, up to 4.5 Lake Forest credits. Falling below 3 credits will mean that the student is not eligible to receive aid. Taking more than 4.5 credits will result in additional overload fees.

Students should note that they may be taking more or fewer courses than they do on Lake Forest's main campus. This can mean as few as 2 "tutorials" at Oxford, or as many as 10+ short courses in Japan.

See the Registrar or Director of Off-Campus Programs to determine the equivalent number of credits for your programs of interest.

Behavior on Off-Campus Programs

Students are held to the Lake Forest Student Code of Conduct, as well as any conduct codes of their host program, while off-campus. Students that break rules on their program will face a conduct hearing, either while abroad or upon their return to Lake Forest.

Ineligibility to Participate in Off-Campus Programs

Students may be declared ineligible in the application process to participate in a study abroad program based on recommendations of their academic advisor or the Dean of Students Offices. Most often, if this occurs, it happens during the application process in either Stage 1 or Stage 2.

Students should note that all approvals to participate in an off-campus program are conditional on the basis that a student must remain in good academic and judicial standing. Should a student go on academic or disciplinary probation at any time before or during their off-campus program, or if the Dean of Students Office believes that the student should no longer participate, any approval will be rescinded.

Students declared ineligible to participate in an off-campus program will be removed from the roster. Students will be responsible to their program host(s) for any withdrawal fees, and may lose non-refundable deposits, airfare costs, or other cancellation costs. **The College will not refund or reimburse students for these or other costs.**

Participation in a program without approval from the Director of Off-Campus Programs, or while ineligible to study off-campus, will mean that any credits earned on the program will not transfer to Lake Forest, and financial aid will not be applicable to the program.

Credits earned while ineligible for off-campus programs will not be posted to the transcript once a student returns to good standing. However, once in good standing, that student may choose to apply for an off-campus program to take place in a future term.

Leave of Absence

Students who do not complete all required forms for off-campus study—including Stage 1 eligibility and Stage 2 documents—or who have been declared ineligible, or have chosen a non-approved program, may NOT study abroad on Lake Forest College Approved Program Leave and should not assume transferability of credit from another program.

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Students must complete all campus procedures, documents and requirements from the Office of Off-Campus Programs, including pre-departure course approvals and returnee surveys, in order to have their grades earned off-campus to appear on their Lake Forest College transcript. Students who fail to do this before the next term starts may find that they do not have enough credits to be eligible to receive financial aid.

Program Credit

The type of credit earned depends on the program. Students will earn Lake Forest credit for all programs included on the College's approved list of affiliated off-campus study programs.

For Lake Forest program courses taught by Lake Forest faculty, the grades will appear on the transcript and count toward the GPA. These courses include College faculty-taught courses in the Loop and the Lake Forest College Border Studies program. Students may opt with Lake Forest's Office of the Registrar to take these courses as Pass-Fail.

For all other courses/programs on the [approved list of affiliated off-campus study](#) programs, the course titles and grades will appear on the transcript, and be considered Lake Forest credit. (EXCEPTION: Chinese Government Scholarship - see below.) This includes any course taught by Lake Forest College faculty but NOT on a Lake Forest-sponsored program. (EXAMPLE: This may be the case on certain ACM programs, where Lake Forest faculty may be visiting professors.) However, the grades will not count toward the GPA except for Dean's List and honors calculations. Students may not opt to take these courses as Pass/Fail through the College, but may elect to do so if allowed by their host program. Not all host programs allow Pass/Fail, and students should confirm with their departmental advisor at Lake Forest to determine whether their department will accept Pass/Fail courses toward the major or minor.

Participants in any other programs, including summer programs and the semester-long Chinese Government Scholarship, will earn transfer credit for courses completed with grades of C- or better. All programs must be approved by the College before transfer credit can be earned; certain programs may have been pre-approved for transfer credit and students can consult with Ashley Sinclair, Director of Off-Campus Programs, for details. Course titles and grades earned for transfer credit will appear on the College transcript, but those grades will not be calculated in the GPA except for honors calculations. Transfer credit is not eligible to count for Dean's List.

- For purposes of calculating general honors (e.g. cum laude, Phi Beta Kappa), accepted transfer credit will be used in GPA computations.
- With the approval of the department chair, transfer credit may count toward a major or minor.
- No more than 16 transfer credits can be counted toward Lake Forest College degree requirements.
- 12 of the last 16 credits must be Lake Forest College credits, and the final four credits must be from Lake Forest.**
- 15-16 semester hours must be successfully completed to earn the equivalent of one Lake Forest semester (4 Lake Forest course credits). For other credit systems, students can consult with Ashley Sinclair, Director of Off-Campus Programs, or BJ White, Registrar.
- The policy permitting students on the Dean's List to take a fifth course without additional charge is not applicable for off-campus study. Please consult the Student Handbook and the Director of Off-Campus Programs for further details.

Any variance to the above requires approval of the Academic Appeals Board.

**Students interested in studying off-campus during their final (8th) semester should consult with the Director of Off-Campus Programs. These participants must petition the Academic Appeals Board for a waiver of this rule for any program earning transfer credit, NOT including the College's In The Loop program when the Columbia/Roosevelt/School of the Art Institute of Chicago option for courses is selected.

Note: Students who do not complete all required forms for off-campus study—including Stage 1 eligibility, Stage 2 application, and the ensuing pre-departure documents—may NOT study abroad on Lake Forest College Approved Program Leave and should not assume transferability of credit from another program.

Course Approvals

All students must get their courses approved before departing on an off-campus program. These must be turned into Off-Campus Programs before the last day of the semester prior to the term abroad.

A student's academic advisor must approve all courses so that they can ensure that a student will stay on track to graduate on-time. Advisors may approve courses to count for graduation or general education credit.

A department or program chair must sign off on all courses that are to count for a major or minor.

Successful completion of approved study abroad semester programs will meet the GEC Breadth: Cultural Diversity Requirement. Approved study abroad courses that count in Lake Forest College academic divisions (as transfer credit or as Lake Forest College credit) also will count toward the GEC Breadth: Academic Divisions Requirement.

It is recommended that a student get more courses approved than one expects to take, in order to obtain maximum flexibility. However, if a student arrives at their host institution and wants to make changes during an add/drop period, they can do additional approvals via email.

Transcripts

Requests to send an official transcript (required by most programs) must be made in person at the Office of the Registrar (North Hall). The first official transcript ordered is free. Subsequent copies are \$7.00.

You may download from your College account an unofficial transcript or request one free of charge from the Office of the Registrar. An unofficial transcript does not carry the College seal. Unofficial transcripts may be submitted as a campus eligibility document, but program hosts may require an official copy.

All transcripts for completed programs should be sent directly to the Office of the Registrar. Grades are not posted until students complete returnee requirements.

Note: Transcripts for completed off-campus programs will be recorded by the Registrar as received from the sponsoring program or institution. Students who earn credit from an approved off-campus program and whose financial aid has been applied to that program may not drop—in whole or in part—any such credit without also fully reimbursing the College for all aid transferred to that program.

Grading Policy

Different host institutions or countries have different grading policies than those at Lake Forest College, and that the College is not able to change your grade.

Students cannot choose to withdraw from a course after the grade has been received, nor ask the Registrar to not post one of the courses.

The College cannot change student grades received on outside programs to Pass-Fail.

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Billing

Billing procedures for all semester programs will be facilitated by Lake Forest College, allowing students who are participating in approved programs to remain enrolled at the College. Students will be billed by Lake Forest College. The College will, in turn, pay the program sponsor.

Costs can vary greatly from program to program. Participants in Lake Forest College-branded, ACM, and affiliated semester programs on our "[Programs We Offer](#)" webpage will be billed for the regular Lake Forest College tuition for that term, plus a program fee that differs by program/location. The program fee in nearly all cases includes housing (except in Chicago Semester for Urban Teaching, AIT Budapest, and Budapest Semester in Math – these programs do housing placements for students, who pay directly to landlord on arrival). Depending on the program, it may include some meals. Students are responsible for other expenses, such as visa fees, personal travel, vaccinations, airfare, insurance, and other personal expenses.

If a student is on campus for a portion of the semester before departing for their program, they will be billed for pro-rated fees. These fees may include housing, health and wellness, activity fees, or any others that are charged to students.

For summer programs, the billing procedure will depend on the program sponsor's relationship with Lake Forest College. Some programs will bill students directly. Other programs will bill Lake Forest College, who will in turn bill the student. Contact Director of Off-Campus Programs with any questions.

Withdrawal fees

A penalty fee for withdrawal from any program will apply. This fee may increase as the program beginning date approaches. Be sure to familiarize yourself with the fees for your selected program. For all programs, it will result in the loss of the deposit with Lake Forest College.

For Lake Forest faculty-led programs, the standard [withdrawal](#) rates for tuition only will apply. Students will be responsible for costs of housing and travel that can not be recouped by the program.

For all other programs, their refund schedule/withdrawal policy may vary. Please be sure to check with your program to be sure you understand the withdrawal policy before paying any confirmation deposits.

In all cases, if the College receives a bill from a program for your withdrawal, it will be added to your student account. Failure to pay your bill may result in inability to register for classes.

Refunds will not be issued for dismissal, suspension, or expulsion from the College or off-campus program, and no room refunds for removal from campus housing or off-campus program due to judicial sanction.

Refunds will not be given for students that are declared ineligible to study off-campus due to disciplinary sanctions or academic progress occurring after initial approval. Students will be responsible for any withdrawal fees to their program, as well as any cancelled travel and other expenses.

Financial Aid

A student receiving financial aid (scholarship, grant, loan) at Lake Forest may be able to use that aid for an approved semester off-campus program. (See NOTES below regarding tuition remission plans, if applicable.)

Students may carry financial aid to a TOTAL of two semester programs, not including Lake Forest College in the Loop. Such aid is guaranteed ONLY for Lake Forest-branded, ACM, and programs on the affiliated off-campus study programs list. However, if a student participates in two semesters, one of those semesters MUST be an Exchange. See Ashley Sinclair for details.

Students who earn credit from an approved off-campus program and whose financial aid has been applied to that program may not drop—in whole or in part—any such credit without also fully reimbursing the College for all aid transferred to that program.

Students intending to participate in a semester program not on our affiliated program list will not be able to transfer their aid. A student may file a petition for a non-affiliated semester program to be granted transferability of credit and/or aid. If approved, the student will pay Lake Forest tuition and a program fee before aid can be transferred. Petitions will only be reviewed if allowed by the overall College and OCP budgets, and are not guaranteed to be granted. See the Policy Regarding Outside Programs or contact Ashley Sinclair for more details.

THERE IS NO LAKE FOREST FINANCIAL AID FOR ANY SUMMER PROGRAM. Some outside providers or national competitions may provide financial assistance for summer programs. Contact Ashley Sinclair for assistance with your applications.

Tuition Remission Exchange Program (TREP)

If you attend Lake Forest College under the Tuition Remission Exchange Program (ACM schools only), your full tuition benefit will apply only to participation in programs found the "[Programs We Offer](#)" page. Please see the Financial Aid Office to determine level of coverage, and your anticipated out-of-pocket costs.

Council of Independent Colleges Tuition Exchange Program (CIC TEP)

If you attend Lake Forest College under the CIC TEP program, your full tuition benefit will apply only to participation in ISEP Exchange programs and Lake Forest College in the Loop. On average, there are over 150 ISEP Exchange programs offered each semester in locations across the world including London, Tokyo, Johannesburg, Sydney, and Buenos Aires. ISEP Direct programs and other non-exchange programs are not covered by CIC TEP benefits.

While in the Loop, students must take Lake Forest faculty-taught courses, either on the Lake Forest campus or taught at the Flats. Courses taught at partner institutions are not covered by CIC TEP benefits. If students wish to take a course at a partner institution through the Loop program, they would be responsible to pay that institution directly and show evidence of payment to the Center for Chicago Programs before moving into The Flats.

See the Director of Off-Campus Programs for details. Please see the Financial Aid Office to determine your anticipated out-of-pocket costs.

Other Non-LFC/ACM College Benefits

If you are a dependent of a Lake Forest College employee and believe you are eligible for other non-LFC, non-ACM benefits, please contact the Director of Financial Aid, Jerry Cebzynski, to verify such eligibility.

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DEFINITION OF A LAKE FOREST CREDIT

Lake Forest credit is earned, recorded, and tallied by courses rather than by semester credit hours. For the purposes of definition and transfer of credit, a Lake Forest course is valued at four semester credit hours or six quarter credits. A Lake Forest semester lasts 15 weeks (14 weeks of classes plus a 5-day final exam period). The Lake Forest calendar also includes three four-week summer sessions. Regardless of the term, each regular Lake Forest course (1.0 Lake Forest credit) includes at a minimum the equivalent of forty-two 50 minute instructional hours per term. Students are expected to devote a minimum of three hours of out-of-class work for each hour in class. Courses that include additional class meeting times, laboratories, or discussion sessions may require proportionately less out-of-class work. Semester-length Lake Forest courses carrying 1.0 course credits should require students to devote a minimum of 12 hours of total work per week (in-class time plus out-of-class work). Full-credit courses taught during shorter periods of time (e.g., during summer session) should require an equivalent amount of work as a semester-length course. Courses offered for fractional course credit (e.g., 0.5 or 0.25 course credits) should require an appropriate proportion of the total workload of a full credit semester-length course.

Internships: For each credit, approximately 150 hours of on-the-job experience is required. Students are also required to complete a substantial paper, a project, or a study on issues related to the internship as well as a reflective paper on the internship. The number of hours of on-the-job experience may be proportionately reduced if the internship involves significantly more written or creative work, as required by the Internship Supervisor.

Practica: a minimum of 40 hours of work is required for 0.25 Lake Forest credit. Independent Studies do not have established meeting dates/times. The learning objectives and academic requirements for these courses are determined by the faculty member and the student, with the expectation that the total work completed will approximate that required for a regular Lake Forest course receiving 1.0 Lake Forest credits (as defined above).

Course Load

A normal course load for a degree-seeking student is four course credits per semester (the equivalent of 16 semester credits), but a student may choose to take any load between three (the equivalent of 12 semester credits) and four and one-half course credits (the equivalent of 18 semester credits) to be **granted full-time status**. Students also may be non-degree-seeking students or attend the College part-time, with **commensurate charges**. Courses in education that are required for certification but not credited toward a degree, private music lessons or music ensembles may be added to the normal course load. Consult with the Registrar for complete information regarding credit for these courses.

For the purposes of federal financial aid, full-time status is defined as 3 or more Lake Forest credits (the equivalent of 12 or more semester credits); three quarter time is defined as between 2.1 and 2.99 Lake Forest credits; half-time is 2.0 Lake Forest credits and less than half-time status is fewer than 2.0 Lake Forest credits. See "**Financial Aid**" for further information about federal and state grants

An overload is any course load in excess of 4.5 credits in a given semester. With the permission of the advisor, a student may register for an overload if the total is not greater than five course credits in any semester. (See "**Tuition and Fees**" for course overload fee.) A student has full-time status if he or she is registered for at least three course credits (the equivalent of 12 semester hours) per semester. Students must register for a full course load for the entire year, unless they are seniors needing less than a full course load to graduate on time.

Credit Distribution

Exceptions to the following rules may be granted only by the Academic Appeals Board.

Of the 32 credits required for graduation, the following rules apply:

- At least 8 but no more than 15 must be taken in the student's major field. More than the minimum of 8 may be required.
- A student may not take more than 15 credits, including internships, in any single discipline (as listed in the College Catalog under the heading Major and Minor Programs).
- No more than 16 transfer credits (60 semester hours) may be counted toward Lake Forest College degree requirements.

Twelve of the last 16 credits earned must be Lake Forest College credits. The last 4 credits are required to be Lake Forest College credits. A student may petition the Academic Appeals Board for an exception to either of these rules. Students interested in studying off campus in their last semester should consult with the Director of Off-Campus Programs.

Academic Standing and Progress

Students with fewer than seven completed Lake Forest credits are classified as first-year students. Those with at least seven Lake Forest credits are classified as sophomores, those with at least 15 Lake Forest credits as juniors, and those with at least 24 Lake Forest credits as seniors. Normally, a student is expected to fulfill graduation requirements within four years.

Registration in Courses

Enrolled students are allowed to pre-register each spring for the next academic year. Students who have pre-registered by the end of spring term will be given first priority in courses for the coming year. First-year students have an opportunity to register for fall semester during the summer preceding their entrance to the College. The spring registration plans are formally completed during designated registration periods in the fall. Prior to the spring semester, additional days are scheduled for confirming or changing registration plans for that semester.

Course Changes and Withdrawals

During a designated registration period, a student must make any changes in registration using the online registration system provided on my.lakeforest and have those changes approved by an advisor (also on my.lakeforest). If this procedure is not followed when a student wishes to drop one course in favor of another, a grade of F will be recorded for the course in which the student is officially registered, and the student will not receive credit for the other course.

Because the full-time course load is defined as 3 to 4.5 course credits per semester, a full-time student is permitted to reduce his or her registration to fewer than 3 course credits during a semester-in-progress only with prior written approval of his or her faculty advisor and the Dean of Students. Within the first two weeks of the semester, a course withdrawal is regarded simply as a permissible change of registration. Only the courses in which the student remains registered will appear on the transcript.

In a regular semester course (15-weeks), the last day for [approved withdrawal from a course](#) with an automatic W will be the last day of the ninth week of classes (unless a Medical Withdrawal has been authorized). After the end of the ninth week, withdrawal results in either a W or a WF, depending upon the instructor's evaluation of the student's progress in the course at the time of the withdrawal. A student may not withdraw from a course after the last day of classes (that is, during the reading or examination periods).

If a student ceases to attend class and fails to withdraw officially from that course (including physical education) in which the student is officially registered, the student will receive a failing grade for that course. (See "[Withdrawal and Readmission](#)" for more information)

Reduction of load to fewer than 3 courses

Full-time students will not normally be permitted to reduce their course load to fewer than three course credits in any semester. A reduction in course load may affect their eligibility for financial aid and their participation in organized sports. The Director of Residence Life has the right to suspend on-campus housing when students reduce their course load to part-time

Exceptions

An exception to the usual policies concerning course withdrawals may occur when a student has been brought before the Academic Honesty Judicial Board. The student is permitted to withdraw, through the last day of class, from a course in which a charge of violating the academic honesty policy has occurred. But if the Board determines that a violation has occurred in that course, any penalty imposed will take precedence over the course withdrawal.

- When a student is penalized with failure of the project, assignment, or paper, the faculty member will record the zero in determining a final course grade. A student withdrawing from a course with a passing course grade (as determined by the faculty member) will earn a W, while a student withdrawing from a course with a failing course grade will earn an F, regardless of when in the semester the withdrawal may have taken place.
- When a student is penalized with failure of the course, the recorded grade will be F, rather than WF, regardless of when in the semester the withdrawal may have taken place.

Refunds for withdrawal from courses

Any combination of courses ranging from 3 to 4.5 credits is regarded as a full load and regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Students registering for fewer than 3 credits per term with the permission of the Dean of Students will be charged at a per-course rate. (See "[Refunds](#)" under "Tuition and Fees" for more information.)

Attendance

Classroom activities are an integral and important part of the learning experience. Therefore, it is expected that students will attend class meetings. Each member of the faculty has the prerogative of establishing specific attendance policies that in his or her opinion are best suited to the course. Faculty members are required to publicize such policies to the class in writing at the beginning of the course.

Students who miss class meetings because of participation in a "College-approved event" – so designated by the Dean of the Faculty – are officially excused but will be expected to make up any work missed and will be allowed to do so in a manner approved by the faculty member whose class was missed. If, in the judgment of the instructor, making up the work missed is not feasible, the student may not be penalized for the absence from the class.

In cases when students miss a class for any reason other than to participate in an event previously designated by the Dean of the Faculty as "College-approved," only the individual professor may "excuse" the absence. If a professor has deemed a student absence is "excusable," the Dean of Students' office will document the absence for the professor if necessary. In cases in which the absence is related to a disability, the student is responsible for documenting the disability with the Assistant Dean of Faculty for Learning Support and requesting a reasonable accommodation (See: Services for Students with Disabilities).

Auditing of Courses

Students who wish to acquaint themselves with a subject without receiving credit may audit a course with the permission of the instructor. Auditors are not subject to the requirements of the course, but they are expected to participate seriously. There is no audit fee for full-time students; part-time students are charged a minimum amount per course. Examination for course credit is not permitted in an audited course.

Final Examinations

By faculty regulation, no test may be given prior to its originally designated time. Only the Dean of the Faculty may grant exception to this rule and only at the request of the faculty member.

A term paper may be assigned in lieu of a final examination in a course, but in such cases students are entitled to have until the end of the scheduled examination time for a course to submit their term papers. If not returned immediately to students, examination papers, particularly final examination papers and term papers, are to be kept by faculty members for at least one term before being destroyed, so as to be available for review by students. Papers from the spring term are to be kept through the fall term.

Academic Policies

WITHDRAWAL FROM AND READMISSION TO THE COLLEGE

A student who wishes to withdraw from the College is expected to complete the following procedure:

1. Pick up and complete the paperwork at the Dean of Students's office and follow the steps outlined in the paperwork.
2. Remove all personal belongings from campus within 24 hours after the effective date of the Withdrawal unless an extension has been granted by the Dean of Students.

Failure in courses will be recorded on the academic record of a student who does not properly follow these procedures. The actual date of withdrawal is usually, but not always, the last date that the student has attended classes. Academic or disciplinary suspension or dismissal take precedence over voluntary withdrawal or Leave of Absence in determining a student's status and official reason for leaving the College. Rules governing refunds to students who withdraw are discussed in the College Catalog. When withdrawing from the College, a student will receive a "W" for all courses he/she is passing at the time of the withdrawal. Students who are failing a course at the time of withdrawal from the College will receive a grade of "WF" in that course.

A student may be administratively withdrawn from the College by the Dean of Students if the student is not fulfilling his or her academic obligations (e.g., not attending classes or completing academic work) and he or she has ignored all institutional efforts toward resolution. A student who is withdrawn by the Dean of Students for this reason will receive a WA on the transcript for that semester's courses. WA indicates that the student was involuntarily withdrawn from the College due to abandonment of academic responsibilities.

Before an Administrative Withdrawal is mandated in either situation, the Dean of Students or designee will encourage the student to take a voluntary withdrawal from all courses.

In the case of Administrative Withdrawal, normal withdrawal policies will apply. In extraordinary circumstances, the Dean of Students may agree to a different refund than would automatically apply, in which case the student must submit a letter of appeal.

Medical Withdrawal from the College

Students may request permission from the Dean of Students to withdraw from the College for documented medical reasons. The notation MW (medical withdrawal) is to be allowed only where the Dean of Students judges that serious illness, for which the student is placed under the care of an off-campus physician or other appropriate off-campus health care professional, requires the student to leave the College for proper treatment and convalescence. The financial consequences of medical withdrawal are the same as those for withdrawal from the College.

A student who, for medical reasons, must withdraw from the College must submit a letter to the Dean of Students. The letter should explain the reason for the withdrawal and the approximate date of return, if applicable. The request for a Medical Withdrawal must be accompanied by documentation from a medical professional that details, from a medical perspective, the reason for the withdrawal and the approximate date of return, if applicable. All medical documentation is confidential and is kept in a secure file in the Dean of Students' office.

In rare instances the professionals at Lake Forest College may determine that a student should not continue the academic program at the College but should withdraw due to psychological instability. In these instances the policies regarding medical withdrawal will apply.

Students who wish to return to the College after a medical withdrawal must apply for readmission when they are well enough to resume their studies. Readmissions are handled through the Admissions Office, which must receive all application materials at least four weeks prior to the start of classes. In addition, the Dean of Students must receive a letter of support for the students' return from an off-campus physician.

The medical documentation should answer the following questions:

1. Is the student able to return to campus and manage his or her condition independently?
2. Is he or she able to live independently in a residence hall?
3. What recommendations can be offered with respect to issues such as course load, residence hall assignment, and continued treatment, in order to support the student's successful return to his or her academic program?

Readmission to the College

Students seeking readmission must formally reapply through the Admissions Office, indicating the semester for which they hope to return and describing their activities while away from campus. In cases of suspension for academic reasons, students are not eligible for readmission for at least six calendar months. In cases of suspension for disciplinary reasons, eligibility for readmission is stated at the time of suspension. Readmission is possible only once.

Program Leaves

A student may enroll during the fall or spring semester for one course at another institution while remaining registered for three courses at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the registrar to assure transferability of the work. If the work is satisfactorily completed with a grade of C- or better in each course, and the credits are transferred to Lake Forest College, the student will be reimbursed for the per-course cost of the tuition at the other institution up to the per-course cost of tuition at Lake Forest College for the same period.

Leave of absence

A student without a judicial or academic suspension or dismissal may request a one-semester Leave of Absence for personal reasons without withdrawing from the College. Without exception, a Leave of Absence must be requested by the student, in writing, and approved by the Dean of Students prior to the first day of class for the semester in which a student is requesting a leave. Generally, only one Leave of Absence may be granted to a student in a 12-month period. However, more than one Leave may be granted in limited, well-documented cases due to unforeseen circumstances. Contact the Dean of Students' office for additional information.

If the student does not return at the end of one semester from an approved leave or gain approval from the Dean of Students for an extension, the student will automatically be withdrawn from the College, with the withdrawal date being the last day the student attended classes. The student must then seek readmission in accordance with the College Catalog.

A student leaving the College during a semester will be considered withdrawn for that semester and may not request a Leave of Absence for the following semester.

A student who is granted a leave of absence is considered to remain in an "in-school status" for Federal Student Loan repayment purposes. That is, no repayment of a federal student loan is required during the Leave.

Process

A student must make a request for a Leave of Absence to the Dean of Students, in writing, and is expected to take each of the following steps:

1. Request a Leave of Absence from the Dean of Students in writing. This can be completed via email or in letter form. A specific reason must be given in writing as to why the student is requesting a Leave of Absence. Before approval is granted, the Associate Dean or Dean of Students may request a meeting or phone call to clarify the request; however, this is not always required. If an Associate Dean denies the request, the student may appeal the decision to the Dean of Students.
2. Check with the Financial Aid Office to protect future eligibility of scholarships, grants and/or student loans.
3. Clear Business Office account. College refund policies apply. Resident students will be charged on a pro-rata basis for any room and board for the days prior to the start of the semester.
4. Return all College keys to Residence Life staff or Facilities Management, as applicable.
5. Resident students must be officially checked out of the residence hall by a member of the Residence Life staff. Arrangements must be made with the Office of Residence Life to complete a housing cancellation form and be checked out in a reasonable amount of time. No storage is available on campus.
6. International students must communicate and discuss a leave of absence with the Office of Intercultural Relations before leaving.
7. Upon approval for a leave of absence, a student will be notified initially in writing from the Dean of Students office. A follow-up and official approval with additional instructions and information will be mailed to a student's permanent mailing address. Any clarifying questions or concerns regarding an approved Leave of Absence should be directed, first, to the Dean of Students Office.

Approval Date

The actual date of leave is the approval date agreed upon by the Dean of Students.

Academic and Conduct Standing

Academic or disciplinary suspension or dismissal takes precedence over a Leave of Absence in determining a student's status and official reason for leaving the College.

Refunds

Rules governing refunds are discussed in the College Catalog in the section Tuition and Financial Policies. All academic and conduct standings of the student remain in effect upon the student's return.

Registration and Transfer Credit

Students will be allowed to pre-register for courses during the intended first semester of return but are subject to the same dates and financial obligations in place for all students. Registration procedures are discussed under Course Procedures above.

Students may take coursework at another school during a Leave of Absence but will only be guaranteed Lake Forest College transfer credit if the courses are approved by their advisor and the Registrar's Office.

Room Selection

A student may participate in Room Selection for the following year if he or she is on a Leave of Absence during the Spring semester. Contact the Office of Residence Life for assistance.

Grades and Academic Records

Students shall be evaluated by their instructors solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards.

GRADES

The College employs an A, B, C, D, F grading system. Faculty may append a plus or minus to all grades A through D, with the exception that there is no grade of A+. The grade of A is awarded for work of outstanding quality. The grade of B indicates good work, C satisfactory work, D marginal work, and F failure. A department may require a minimum grade in courses prerequisite to more advanced work.

Pass-Fail Option

Students may choose the option of receiving a notation of P (Pass) to indicate a grade of D– or better in any course they take. Under this option, grades of F, W, and WF are recorded on the transcript as usual. Application for this option, or for changing back to regular letter grades, must be made before the last day of the ninth week of classes in a 15-week course or the deadline for withdrawing from classes with an automatic W for other types of courses. Approval of the student’s advisor is required. No more than four credits with grades of P based on this policy may appear on a student’s transcript at any one time. This excludes credit-bearing activities that are by default graded on a Pass-Fail basis, such as internships and some practica. Students may choose to change a grade of P on their transcript back to a regular letter grade at any time before the final degree audit for graduation by submitting the appropriate form; under no circumstances may letter grades be subsequently changed to P grades.

Grade Point Averages

The grade point average (GPA) attained for each semester of a student’s work, as well as the student’s cumulative grade point average, is recorded on the student’s official academic record at the end of each semester. It is weighted according to course credit. Grade point averages are computed on the following basis:

A	4.00	B–	2.67	D+.....	1.33
A–.....	3.67	C+.....	2.33	D.....	1.00
B+	3.33	C	2.00	D–	0.67
B	3.00	C–	1.67	F	0.00

Grades of P, I, X, MW, W, and RS will not be included. A grade of WF is computed as a failing grade (0.00). The Lake Forest GPA includes grades earned in Lake Forest College courses and for all Lake Forest off-campus programs led by Lake Forest faculty.

Incompletes

Instructors are authorized to give incomplete grades and may record a grade of I (Incomplete) for a student who is prevented by illness or other reason beyond the control of the student from completing the requirements of a course. The student must complete the appropriate assignments and deliver them to the instructor no later than two weeks after the close of the residence halls for both the fall and spring semesters, respectively. Instructors are required to submit the revised grade to the Registrar within three business days after the expiration of the incomplete. Extensions of the deadlines are possible **only** with special permission from the Dean of Students. If the Registrar does not receive a revised grade by the appropriate deadline, a grade of F will be recorded in place of the I. This policy applies only to undergraduate work

Grades of X

A grade of X may be assigned at the initiative of an instructor when a student who has been doing at least passing work in a course unexpectedly fails a final assignment. With the instructor’s authorization, the student has the same amount of time to redo the assignment, or its equivalent, as is available for an incomplete, but in no case may the final revised grade be higher than a D+.

Grades of PR

A grade of PR (Progress) is used at the end of the first term of a two-term senior thesis or other independent study project if the student is making satisfactory progress. A final letter grade for both semesters will be entered when the project is completed at the end of the next term. Satisfactory progress is defined as a minimum of a C– grade for the work thus far completed. Accordingly, if a student receives a final grade of D or F in the thesis or other project, the PR grade as replaced cannot be lower than a C–. This policy applies only to undergraduate work.

Grades of RS

The RS grade, introduced in the fall of 1997, indicates that the requirements have been satisfied in a course without credit.

Student Teaching Credit (SCR)

The student teaching clinical experience is graded on a basis of SCR (Student Teaching Credit) to indicate a grade of B- or better needed for passing the student teaching course. Under this system, grades of F, W, and WF are recorded on the transcript as usual. This grade is only available to students accepted into the teacher certification program and enrolled in elementary or secondary student teaching.

Repeated Courses

Any course taken at Lake Forest College, except a First-Year Studies course, in which a student received a grade of C- or lower may be repeated once with replacement of the earlier grade, as long as the repeated course has the same course number as the course whose grade it replaces, and is not repeatable for credit under its catalog description (as are certain topics courses, etc.). This replacement is for the purposes of calculating GPA only; all grades received appear on the Lake Forest College transcript. This policy includes courses from which a student has withdrawn with a WF. A student may only take one First-Year Studies course during her or his time at Lake Forest College.

A course may be repeated with replacement of the earlier grade only once. After that, the grades in any further repetition of the course will stand and be counted into the student's GPA along with the grade for the second time he or she took the course.

Over the course of his or her Lake Forest College career, a student may repeat no more than two courses for replacement of a grade. Should a student repeat more than two courses over her or his time at the College, the grades earned for the first two of these repeated courses will replace the grades of the previously taken courses of the same number; the grades for any courses beyond that will be included in the student's GPA like any other course.

Auditing Courses

Students who wish to acquaint themselves with a subject without receiving credit may audit a course with the permission of the instructor. Auditors are not subject to the requirements of the course, but they are expected to participate seriously. There is no audit fee for full-time students; part-time students are charged a minimum amount per course. Examination for course credit is not permitted in an audited course.

Semester Grades and Academic Early Alerts

Final grades are posted on My.Lakeforest. Academic Early Alerts for all students, in courses where the student's performance is at that point a cause for concern, will be submitted on My.Lakeforest by the first day of the fifth week of both Fall and Spring semesters. After this deadline, students and their advisors will get emails prompting them to check the Academic Early Alert Information box on their My.Lakeforest pages.

Students who receive more than one AEA will be required to meet with an academic support specialist to work through a plan to address all related academic problems.

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Dean's List

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. Only Lake Forest College course credits are counted. To be selected for this honor, a student must have received during the year at least six graded course credits, and must have received no more than two credits on the Credit-D-Fail option, and must have attained a GPA during the year of at least 3.60 (without rounding up). Repeated courses will be considered in this calculation as long as they have been repeated during the academic year for which the student earned Dean's list status, and follow the policy regarding repetition of courses ("Repeated Courses").

In order to reward outstanding academic performance and to provide adequate challenge to the brightest students, those who gain Dean's List distinction are permitted to take a fifth course without additional charge during one semester of the academic year following that distinction. This policy does not apply to applied music lessons, courses offered through off campus programs, and Summer Session courses.

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The Registrar's Office maintains a permanent, official academic record of registered courses for each student, which includes grades, credits, and other pertinent information. Students may request certified copies of their College transcript records. Official transcripts are released only upon written authorization of individual students or alumni. Forms for transcript requests are available on My.LakeForest. The first requested copy is free of charge. The charge for additional transcripts is \$7. Currently enrolled seniors may order up to 20 official transcripts for graduate/professional school applications at a reduced rate of \$5 each. Students must clear financial obligations with the Business Office before transcripts will be released. A period of a week should be allowed for filling a transcript request.

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Graduation and Commencement

Students who complete degree requirements during the Spring semester, as well as those who have completed their requirements during the previous summer and fall terms, are encouraged to participate in the Commencement ceremony. Others will be allowed to participate only if they have obtained written approval of a proposed summer program at Lake Forest College that will make it possible for them to satisfy their degree requirements by the following August 31.

Students who anticipate completing their degree requirements by August 31 and have been approved to participate in the Commencement ceremony will be presented to the faculty and the Board of Trustees in May for provisional conferral of their degrees, subject to completion of remaining requirements by August 31 (as confirmed by the Registrar). A student whose degree is provisionally approved in May but who fails to complete remaining degree requirements by August 31 will not receive her or his degree until all requirements have been satisfied and the faculty and the Board of Trustees have given subsequent approval.

Graduation with Honors

Graduation with Honors at Lake Forest College may be achieved in two categories: the grade point average (GPA) and the student's major field.

General Honors

General honors at graduation consist of summa cum laude for GPAs from 3.9 to 4.0, magna cum laude for GPAs from 3.7 up to 3.9, and cum laude for GPAs from 3.4 up to 3.7. In order to achieve honors in one of these categories, a student must have an academic record that satisfies all of the following requirements:

- At least 14 Lake Forest College courses taken with the full range of the letter grades (A, B, C, D, F, but not CR).
- A Lake Forest GPA equal to or greater than the minimum listed above for the pertinent category.
- A total GPA, including Lake Forest College courses, Affiliated Off Campus Study courses and transfer courses, that also equals or exceeds the above minimum for the given category.

GPAs are not rounded up; for example, a 3.898 is not in the summa cum laude category. The calculation of a GPA includes plus and minus grades. Repeated courses will be considered in this calculation as long as they follow the policies regarding repetition of courses and have been completed prior to graduation from the College (see "Repeated Courses"). Grades of all transfer courses acceptable by Lake Forest College for transfer credit will be used in GPA computations. For courses that have been repeated, a maximum of two transfer credit grades can be forgiven. Such forgiveness applies only to courses taken prior to the student's matriculation at Lake Forest College. Forgiveness of transfer credit grades counts toward the maximum of two total forgiven grades before graduation (i.e. students can have two transfer credit grades forgiven after repeating, two LFC credit grades forgiven after repeating, or one from each category). The transfer GPA is combined with the Lake Forest GPA as a weighted average. Transfer grades from colleges or universities with different grading systems are dealt with case by case by the Dean of the Faculty in consultation with the Registrar; where necessary, they will be brought to the Academic Appeals Board.

Honors in the Major

Honors at graduation in the student's major are based on a clear demonstration of superior mastery of the subject and on the ability to successfully complete a senior thesis. To receive honors in the major, a student must have attained a 3.5 GPA in all courses taken in the major at Lake Forest College, including the final semester. A minimum of six courses must have been taken in the major at the College. A student must be evaluated as having successfully completed a senior thesis. In exceptional circumstances when a senior thesis seems inappropriate, a well-documented senior research project or imaginative creative project brought to fruition in the senior year may be substituted for the senior thesis. The request for such a substitution must be initiated by the project director and requires the unanimous approval of the members of the department(s) involved. As with other theses, the final project will be reviewed by a thesis examining committee consisting of three faculty, at least one from outside the department. Please note that completing a senior seminar will not result in honors in the major.

Distinction in Senior Thesis

If a student's senior thesis is judged by an examining committee to be an outstanding and original piece of research, Distinction in Senior Thesis is awarded at graduation regardless of whether the student is graduating with honors in his or her major field of study. In exceptional circumstances, a well-documented senior research project or imaginative creative project may substitute for the senior thesis provided members of the departments involved give their unanimous approval. As with other theses, the final project will be reviewed by a thesis examining committee consisting of three faculty, at least one from outside the department.

Phi Beta Kappa

Phi Beta Kappa, the national honorary scholastic society founded in 1776, is open to undergraduates with outstanding academic records. Although sheltered by the College, the chapter is an organization independent of the College and of its curriculum, and thus determines its own standards for admission, standards consistent with those of the United Chapters of Phi Beta Kappa. Evaluation of candidates for election includes an examination of their GPA, an appraisal of their coursework, and a recognition of recommendations from their professors. Phi Beta Kappa emphasizes excellence in scholarly achievement and the pursuit of broad cultural interests.

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Honor Societies and Awards

Honorary Societies

Alpha Kappa Delta (Sociology)

AKD stands for Alpha Kappa Delta, a non-secret democratic, international society of scholars dedicated to ideal or Athropon Katamannthanein Diakonesin or "to investigate humanity for the purpose of service". AKD seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvements in the human condition.

Alpha Psi Omega (Theatre)

Alpha Psi Omega is a national theatre honor society dedicated to the promotion and recognition of excellence in college theater. Lake Forest College's Nu Sigma chapter was established in 1954 and for more than 50 years has served to honor scholastically outstanding students who have attained at least a 3.2 GPA overall and who have shown superior accomplishment in dramatic arts at Lake Forest College by participation in at least five productions. Membership is determined by the current student membership with the advisement of the faculty sponsors. An initiation ceremony is traditionally performed each spring.

Beta Beta Beta (Tri-Beta) (Biology)

Beta Beta Beta, whose Lake Forest College chapter dates back to 1935, functions as an honor society for students of the biological sciences. Its activities are designed to stimulate interest, scholarly attainment, and investigation in the biological sciences, as well as to promote the dissemination of information and new interpretations among students of the life sciences. To become an active member of Tri-Beta, a student must be a biology major and have earned grades of B or A in at least three biology courses counting toward the major (one of which must be above the introductory level), must have completed the equivalent of at least three terms of study at Lake Forest College, and must have an overall 3.0 GPA in the major. Associate membership is open to any student with an interest in the life sciences who has earned a grade of B or A in two biology courses counting toward the major and has an overall GPA of 2.67. Members are elected each term, and officers are elected from among the active members at the last meeting of each school year.

Kappa Delta Pi (Education)

Kappa Delta Pi is an international honor society organized to promote excellence in education. It recognizes education majors who exhibit the ideals of scholarship, high personal standards, and promise in teaching, and who make contributions to education. The Tau Psi chapter was chartered at Lake Forest College in 1994, replacing Kappa Phi Kappa, a local honor society. During the Spring semester of each year, students who have been admitted to the Department of Education and have successfully completed fieldwork, as well as two other courses in education with a B (3.0) or better, and who have attained a 3.2 GPA overall are invited to join Kappa Delta Pi.

Lambda Pi Eta (Communication)

Lambda Pi Eta is the national honors society for undergraduate study in communication. It is an affiliate of the National Communication Association. The Tau Chi chapter at Lake Forest College was founded in 2005.

Lambda Alpha (Anthropology)

Lambda Alpha is the international honors society for students of anthropology. The name, Lambda Alpha, comes from the initial letters of the Greek words logosanthropou, meaning the "study of man". The society was originally founded with the purpose of encouraging scholarship and research in anthropology.

Nu Rho Psi (Neuroscience)

Nu Rho Psi is the National Honor Society in Neuroscience, founded in 2006 by the Faculty for Undergraduate Neuroscience.

The purpose of Nu Rho Psi is to:

- encourage professional interest and excellence in scholarship, particularly in neuroscience;
- award recognition to students who have achieved such excellence in scholarship;
- advance the discipline of neuroscience; encourage intellectual and social interaction between students, faculty, and professionals in neuroscience and related fields;
- promote career development in neuroscience and related fields;
- increase public awareness of neuroscience and its benefits for the individual and society; and
- encourage service to the community.

Omicron Delta Epsilon (Economics)

Omicron Delta Epsilon, the international economics honorary society, is dedicated to the encouragement of excellence in economics. It encourages devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all humankind. The Rho chapter of Omicron Delta Epsilon was established at Lake Forest College in 1985. During the Spring term of each year, students who have compiled a 3.0 GPA overall and a 3.0 GPA for at least 12 credits in economics (three Lake Forest College courses), and who have expressed a genuine interest in economics will be invited to join Omicron Delta Epsilon.

Phi Beta Kappa

Phi Beta Kappa is an academic honorary society dedicated to the recognition of superior academic achievement in the liberal arts and sciences. The Lake Forest College chapter (Theta of Illinois), one of 262 in the nation, was founded in 1962. To have a Phi Beta Kappa chapter approved by the national organization is a high honor for a college. In order to win a chapter, the college or university must meet Phi Beta Kappa standards in providing a solid and high-quality liberal arts program. Both faculty and students are members of Phi Beta Kappa. It is the faculty membership that each year elects student members on the basis of outstanding academic achievement. Ordinarily these are graduating seniors, but it is possible, in the case of extraordinary achievement, to be elected in the junior year. This is a rare and special honor. New Phi Beta Kappa members are initiated in a special ceremony that takes place in the spring. The criteria for election include sustained academic excellence as reflected in a strong academic record. Weight is given to the breadth of the program pursued by students, as shown by the number and variety of courses taken outside the major. Weight is also given to balance and proportion in the student's degree program as a whole. (Professional education and business courses and internships are not counted.) Finally, a student elected to Phi Beta Kappa is expected to have demonstrated at least a minimal knowledge of mathematics and a foreign language appropriate for a liberal arts education.

Phi Sigma Iota (Foreign Languages)

Phi Sigma Iota is the foreign language national honor society. Its purpose is to cultivate interest and encourage excellence in the field of foreign languages. The organization offers its members and the College community at large an opportunity to come into contact with different aspects of foreign language and culture. Candidates for membership must have reached the 300 course level in a foreign language at Lake Forest College or equivalent courses at another institution. They must also have a 3.00 GPA in a foreign language, as well as an overall 3.00 GPA.

Phi Sigma Tau (Philosophy)

Phi Sigma Tau is the national honor society in philosophy and is dedicated to honoring academic excellence and philosophical interest and to stimulating philosophical discussions on the local and national levels. Philosophical exchanges are promoted through the activities of the local chapters and through publication of Dialogue, the journal of the national organization. Lake Forest College's chapter was established in 1981. The chapter has sponsored panel discussions and colloquia by Lake Forest College students and by faculty members from Lake Forest College and from outside institutions. Membership is awarded to outstanding students and faculty with interests in philosophy. Students can become eligible after three semesters of coursework, which must include 3 courses in philosophy.

Pi Sigma Alpha (Political Science)

Pi Sigma Alpha is the national political science honorary society. The Lake Forest College chapter was founded in 1971. Its purpose is to stimulate productive scholarship and interest in the subject of politics and government by honoring superior students in this field. To become members, students must be either juniors or seniors; must have taken four politics courses above the 100 level (at least two of those at Lake Forest College and at least one at the 300 or 400 level); must have a B+ (3.33) average in political science courses above the 100 level; and must have an overall B (3.0) GPA in all courses.

Psi Chi (Psychology)

Psi Chi is the national honorary society for psychology majors who have been recognized for their academic excellence. The Lake Forest College chapter was established in 1960. Its purpose is to organize social and intellectual activities for psychology majors. In the spring of each year, the present members review a list of psychology majors who have at least a 3.5 average in psychology courses and a 3.0 overall GPA. Students who qualify are invited to join Psi Chi.

Sigma Tau Delta (English)

Sigma Tau Delta is the English honor society for students at four-year colleges and universities. It is dedicated to fostering literacy and all aspects of the discipline of English.

Theta Alpha Kappa (Religious Studies)

Theta Alpha Kappa is the only national honor society dedicated to recognizing academic excellence in baccalaureate and post-baccalaureate students and in scholars in the fields of Religious Studies and Theology.

Student Honors and Awards

The College community honors and rewards the outstanding achievements of its students and faculty by acclaiming them in public and by awarding them significant prizes at the Student Leadership Awards Ceremony in April and the Senior Honors Convocation in May and the Matriculation Ceremony in August. In keeping with the dignity and College-wide importance of its convocations, only the most outstanding achievements are to be honored in this way. Prizes are awarded to the best students who have proven themselves genuinely outstanding by absolute rather than relative standards. Each prize is to be a distinguished and valuable reward commensurate with the occasion and with the prizewinner's achievement. Such distinction and value are embodied particularly in the prizes endowed and donated by friends and alumni of the College to perpetuate their ties to the academic community. These awards, presented at the Honors Convocations and Leadership Awards Ceremony, collectively express and celebrate not only intellectual and personal excellence, but also the special, enduring relationship between present and past generations of Lake Forest College. Outstanding students in academic areas for which there are no endowed or donated prizes are honored out of the College's own prize fund for graduating seniors. Awards and prizes other than those referred to below are presented at departmental gatherings or at chapter meetings of the respective honor societies.

General Awards

The Alpha Sigma Kappa Class of 1938 Memorial Prize

This prize was established in 1993 by members of the Class of 1938 who were members of the Alpha Sigma Kappa fraternity. The prize is given to a senior student who has sustained a 3.4 cumulative GPA, has participated in at least two co-curricular activities on campus, and has exhibited a strong commitment to community service while a student at Lake Forest College for at least the last two years. The recipient of the prize is chosen by the Dean of Students and two faculty members. The prize is presented at the Student Leadership Awards Ceremony.

The Bird Award for Intellectual Contributions to the Campus Community

The Bird Award recognizes an individual from the Lake Forest College community—faculty, staff, student, or friend—who brings to the campus a special measure of intellectual fervor and commitment. Such a contribution, demonstrated outside the classroom, may be evidenced either within or outside of campus organizations. The recipient is to be an individual who by action or words challenges the minds of others and who serves as a model for those who study or work at the College. The recipient is chosen by a committee composed of the President, the Provost and Dean of the Faculty, the Dean of Students, the Chair of the Trustee Committee on Student Affairs, and the current recipient of the award. The Bird Award, established by an anonymous donor in 1992, honors Elizabeth Bird Parks, Lake Forest College 1932, and her father, Harry Lewis Bird, Lake Forest College 1894. The Bird Award is presented at the Fall Matriculation Ceremony.

The Peter C. Clute Award for Outstanding Character

The Peter C. Clute Award for Outstanding Character was established to honor the memory of Peter C. Clute, class of 1973, whose "boundless energy and infectious and unceasing enthusiasm brought great happiness to all who knew him." The fund was established through the generosity of Peter's friends and classmates. The recipient of the award, selected by Lake Forest College Student Affairs staff in consultation with the Student Government Executive Board, "... shall be that Lake Forest College student whose uniquely positive attitude and whose joy in living inspires and enhances the lives of those around him or her." The award is presented at the Student Leadership Awards Ceremony. The recipient will be invited to speak at the ceremony.

The Elizabeth W. Fischer Prize

The Elizabeth W. Fischer Prize was established in honor of Elizabeth W. Fischer, advisor to the Class of 1998 and Dean of the College from 1994–2002. The recipient must have attended Lake Forest College for four years, must have attained a minimum GPA of 3.0, and must have excelled in academics and co-curricular activities. He or she may not be a member of Senior 25. Graduating seniors are nominated by the Lake Forest College community. The recipient is selected by a committee composed of the Dean of Students, the Director of the Gates Center, two members of the Senior 25, and a faculty member selected by the Dean of Students. Members of the selection committee forfeit their eligibility to receive this prize. The Dean of Students will present the award, at Senior Honors Convocation, if a member of the Class of 1998 is not available.

The Jacob Wardwell Edwards Prize

The prize was established by friends and relatives in memory of Mr. Edwards, former Director of Admissions. The prize is given annually to the rising sophomore who is judged to have demonstrated the most outstanding qualities of leadership during his or her first year at the College. The recipient is selected by a committee composed of the Dean of Students, the Director of Admissions, and the President of Student Government. The award is announced and presented at the Spring Leadership Awards Ceremony.

Grace Elizabeth Groner Foundation Awards

- The Community Service Award is given to a student who is selected by members of the Grace Elizabeth Groner Foundation as the senior recipient who earned distinction while volunteering at a community organization.
- The National Service Award is given to a student who is selected by members of the Grace Elizabeth Groner Foundation as the senior recipient who earned distinction while volunteering on behalf of citizens across the nation.
- The International Service Award is given to a student who is selected by members of the Grace Elizabeth Groner Foundation as the senior recipient who earned distinction while volunteering to serve people around the world.

The Scott Fossil Prize

The Scott Fossil Prize was established in 1993 to recognize a rising sophomore and a rising junior who exhibit positive leadership attributes in scholarly and/or co-curricular activities as Mr. Fossil, Lake Forest College 1975, demonstrated as a student. The recipients are chosen by a committee of representatives of the faculty, administration, and the Dean of Students, appointed by the Provost and Dean of the Faculty. The Scott Fossil Prizes are awarded at the Fall Matriculation Ceremony.

The Emma O. Haas Memorial Awards for Merit in Scholarship

The late Judge John F. Haas, a graduate in the Class of 1900, established these annual awards in memory of his mother. A cash prize is awarded to a senior-class student outstanding in scholarship as selected by the Dean of the Faculty. This award is announced and presented the day of the annual Senior Honors Convocation. A cash prize is also awarded to a sophomore-class student and to a junior-class student at the Fall Matriculation Ceremony.

The All-College Writing Contest Award

The All-College Writing Contest Award was created to encourage interest and excellence in scholarly writing by all undergraduate students enrolled at the College. The contest is juried by faculty members from a variety of disciplines. The award is presented at the appropriate Honors Convocation.

The First Year Writing Contest Award

The First Year Writing Contest Award was created to encourage interest and excellence in scholarly writing. The contest is juried by faculty members and selected students. The award is presented at the Fall Matriculation Ceremony.

The Anita Chen Li, '51, International Student Prize

The Anita Chen Li, '51, International Student Prize is awarded to an international student who has distinguished himself or herself academically and has demonstrated distinguished service to the College community. The recipient is selected by the Associate Vice President for Financial Aid. The prize was established through an endowment created by Anita Chen Li, Class of 1951, and is presented at the Spring Leadership Awards Ceremony.

The McPherson Prizes for Excellence in Scholarship

Each year several prizes given for excellence in scholarship are named after the Reverend Simon J. McPherson. A sum of \$3,000 was contributed in 1899 by his friends to establish prizes in English, philosophy, French, Spanish, and dramatics. The winners are chosen by the department heads and are announced at the Senior Honors Convocation.

The Edward H. Oppenheimer Memorial Prize Awards

The Edward H. Oppenheimer Memorial Prize Awards are given each year to two senior students who are judged to have contributed the most to the College community. Seniors will be invited to apply based on the following criteria: 3.00 cumulative grade point average, no major code of conduct violations, and submission of an application, resume, a rough draft of the intended speech, and completion of an interview with the selection committee. The selection committee consists of the Dean of Students, the Dean of the Faculty, Director of Athletics, Vice President for Enrollment, Vice President for Communications and Marketing, President and Vice President of Student Government, and the Vice President for Advancement. The prize, given by James K. Oppenheimer, Class of 1965, honors his father. It is announced at the Annual Leadership Awards Ceremony and awarded at the Senior Honors Convocation.

Phi Beta Kappa Senior Thesis Award

This award is given in recognition of outstanding scholarship, intellectual maturity, originality, and competence in academic skills as evidenced in the senior thesis. The award is presented at the Senior Honors Convocation by the Lake Forest College Phi Beta Kappa Association.

The Tamara Lee Wefler Award

This award was established by the class of 1977 in memory of their classmate Tamara Lee Wefler (1955–1975). The prize is awarded annually to that senior whose independent spirit has encouraged the acceptance of a diversity of values and beliefs within the student body; whose inspiration and enthusiasm have promoted the highest standards of character and integrity in others; and whose actions have consistently demonstrated a sensitivity for and an interest in the welfare of others. This award is conferred by a committee consisting of three Student Government representatives, two Student Affairs representatives, and one faculty member to be selected by the other members of the committee. It is announced and awarded at the Student Leadership Awards Ceremony.

The Robert Patrick Tiernan Award

This award is granted to a graduating senior who closely resembles Mr. Tiernan's background and who will be pursuing a law degree from the University of Michigan. The recipient will be selected by the Director of Athletics and the Director of Financial Aid. It is awarded at the Senior Honor Convocation.

Senior 25

Each year, Lake Forest College honors the twenty-five (25) seniors who have, as leaders among their peers, positively contributed to the quality of life in the Lake Forest College community through their service, commitment, and achievements. Students interested in being considered, must complete an application, and submit a resume and faculty/staff recommendation letters. To be selected a student must be in the spring semester of their Junior year, have a minimum 2.75 cumulative GPA, have no significant violations of the Student Code of Conduct or Academic Honesty Policies and have demonstrated on-going leadership and involvement at the College. A selection committee of faculty, staff and students select the recipients who are announced at the Student Leadership Awards Ceremony. Students who are selected for the Senior 25 Leadership Honor will be expected to participate in the planning of Senior class events and fundraising efforts for the Senior class gift.

Senior Class Speaker

Each year, the College will invite one member of the Senior class to speak and represent their peers at the Commencement ceremony. The process for the selection of this honor shall be managed by the Gates Center for Leadership and Personal Growth, in consultation with the Director of Special Events, the representative from the Office of Communications and Marketing, and faculty representatives. The process for application will be communicated to the Senior class each spring. The chosen member of the Senior class must be current undergraduate student at Lake Forest College and be able to easily access campus during the weeks prior to commencement.

Departmental Awards

American Studies

The W. Gordon Milne Prize in American Studies

This prize was established in the spring of 1990 to honor the memory of Professor Milne, who served with distinction at Lake Forest College from 1951 to 1986 as a professor and chairperson of the Department of English. Professor Milne was instrumental in developing the interdisciplinary major in American Studies. This prize is awarded at Senior Honors Convocation to a student who is judged by the members of the American Studies Committee to have done the most outstanding work in this field.

Art

The Alex F. Mitchell Senior Prize in Art History

This prize was established by Ramona Mitchell to honor the memory of her husband and colleague, Professor Alex F. Mitchell, who passed away in December 1996 after serving Lake Forest College with distinction as professor and chairperson of the Department of Art. The prize is intended for the student or students who, in the judgment of the chairperson and other members of the department, have been outstanding in art history. It is awarded at the Senior Honors Convocation.

Athletics

Scholar/Athlete Award

Lake Forest College annually recognizes student-athletes for their exceptional performance in the classroom by bestowing the Scholar/Athlete Award (previously the Letterman's Award) on the most deserving senior student-athlete. The athletic letter winner having the best scholastic record for the three terms preceding the annual Fall Honors Convocation will be the Scholar/Athlete Award winner. The senior winner is honored at the Senior Honors Convocation.

There is a Scholar/Athlete Award for the three remaining classes, which are presented annually during the respective student-athletes' awards ceremony.

The Nicholas J. Wasylik Senior Athletic Award

This award was created and endowed in 1983 by Seymour H. Knox IV, a Lake Forest College graduate of the Class of 1979, to honor Nicholas J. Wasylik, who served on the faculty of the College from 1958 to 1979 as Director of Athletics, coach, physical educator, and, in his earlier years, as assistant professor of Russian. The award is presented to the senior athlete who best emulates the positive, outgoing attitude, as well as the drive and determination, of Nicholas J. Wasylik. The recipient is chosen by the Director of Athletics in consultation with the members of the Athletic Department. It is awarded at the Senior Honors Convocation.

Biology

David W. Towle Award for Excellence in Biological Research

The David W. Towle Award for Excellence in Biological Research is named after a former professor of the Biology Department who transformed it into an active research department for both professors and students alike and set an example for new faculty members through national acclaim for his scholarship. It is awarded to a biology student who, in the judgment of the department faculty members, has performed outstanding research in Biological Sciences. It is awarded at the Senior Honors Convocation.

Business

The Lorraine D. and H. Randall Heath Prize in Business

The Lorraine D. and H. Randall Heath Prize in Business is given to a student who has made a positive contribution to the Business Program. The recipient has brought passion and excellence to activities at the College and is expected to represent the College well in the future. It is awarded at the Senior Honors Convocation.

Chemistry

American Institute of Chemists Award

This award, given for demonstrated leadership and character, as well as high scholastic standing and potential for advancement in the chemical profession, is presented at a departmental gathering.

Analytical Chemistry Award

This award is given by the Analytical Division of the American Chemical Society. The prize is a one-year subscription to the Journal of Analytical Chemistry and is awarded at a departmental meeting.

Dr. Aldo J. Crovetto Prize in Chemistry

Established in 2009, this prize acknowledges an outstanding graduating senior in the Chemistry Department as selected by its faculty. It is presented at Senior Honors Convocation.

The Freshman Achievement Award in Chemistry

CRC Press of Cleveland, Ohio, gives annually a copy of the Handbook of Chemistry and Physics to an outstanding student in freshman chemistry. The recipient is selected by the faculty of the Department of Chemistry and honored at a departmental gathering.

Merck Organic Chemistry Award

Merck & Company of Rahway, New Jersey, presents a copy of the Merck Index at a departmental gathering to the outstanding student in organic chemistry.

Economics

The H. Murray Herlihy Prize in Economics

This award was created and endowed in 1982, initially by a 1974 alumnus, as well as by other students, to honor Professor Herlihy, whose influence during his 25 years of service to the College, from 1957 to 1982, had touched their academic and professional careers. It is awarded to the outstanding senior economics major at the Senior Honors Convocation.

The Warren A. Peterson Memorial Award in Economics

This award was established by members of Mr. Peterson's family. The prize is awarded annually to student(s) majoring in economics, with grades, activities, and leadership qualities as the criteria used for selection. It is awarded at the Senior Honors Convocation.

English

The Gail DeHerder Memorial Prize in Creative Writing

The Class of 1959 established a memorial fund to honor Gail DeHerder, a member of the class for three years. The income from this fund is used to provide a cash prize to be awarded each year at the Senior Honors Convocation to the senior who submits the best piece of creative writing.

German

The Wilhelm Meister Prize

This prize recognizes the achievement of the senior student who has made the greatest progress in German studies over four years at Lake Forest College. The recipient's career exemplifies the possibilities of a German major at the College for students with little or no background in the field. It is awarded to a senior chosen by the Department of Foreign Languages and Literatures faculty and presented at a departmental meeting.

History

The Richard W. Hantke Award in History

This award is presented to a graduating senior majoring in history or in an interdisciplinary field in which the study of history is emphasized. In the opinion of the history faculty, this student must clearly merit recognition for distinguished performance in the study of history at Lake Forest College, as evidenced in classroom work, in independent study and research, and in general appreciation of the discipline of history. The award is presented at the Senior Honors Convocation.

Latin American Studies

Senior Prize in Latin American Studies

Established by the Latin American Research Institute in the spring of 1997, this prize is awarded to a senior for excellence in Latin American Studies as demonstrated by the student's academic transcript and exemplary participation in research projects or internship programs related to Latin America. The prize is awarded at the Senior Honors Convocation.

Linguistics

Superlative Achievement in Linguistics Award

This award is presented to a student who demonstrates superlative achievement in the linguistics courses offered by the Department of Foreign Languages and Literatures. It is usually awarded to a senior chosen by the language department faculty and presented at a departmental meeting.

Mathematics

The Harold B. Curtis Prize in Mathematics

In 1967 alumni and faculty members who knew Professor Harold Bartlett Curtis during his long period of service to Lake Forest College created an endowment fund in his honor in order to establish a prize to a senior who is judged by the faculty of the Department of Mathematics as the outstanding student majoring in mathematics. The prize, which is presented at the Senior Honors Convocation, is an appropriate set of books chosen by the recipient in consultation with the Mathematics Department.

Music

The Lorraine D. and H. Randall Heath Prize in Music

This award is given to a student who has made a strong positive contribution to the Music Program. The recipient has demonstrated leadership in ensembles and has brought passion and excellence to his or her activities at the College. It is awarded at Senior Honors Convocation.

Neuroscience

The Carr Prize in Neuroscience

The Carr Prize in Neuroscience is an annual prize in honor of Thomas H. Carr, a 1970 graduate of Lake Forest College. Dr. Carr is a Professor of Psychology Emeritus at Michigan State University where he worked in the Department of Psychology's Program in Cognition and Cognitive Neuroscience. His research focuses on perceptual recognition, attention, and the executive control of complex skills and the cognitive and neural processes that comprise skilled performances. The recipient, chosen in consultation with the Chair of the Neuroscience program and the Dean of Faculty, will be a graduating neuroscience major or minor whose intellectual excellence and potential for professional contributions is reflected by outstanding academic performance combined with the pursuit of superior undergraduate scholarship in neuroscience. The prize will be awarded at the Senior Honors Convocation.

Philosophy

The Fran Asher Prize for Excellence in Philosophy

This prize was established in 1988 to honor Fran Asher, a student who graduated with honors in philosophy in the Class of 1970. It is awarded to a junior majoring in philosophy who has demonstrated original and creative work in the field that suggests unusual capacity for future work in philosophy. The prize is presented annually at a departmental meeting.

Physics

The Harald C. Jensen Prize

This prize is awarded to the senior physics major who has written the most outstanding senior thesis describing his or her original independent research in experimental physics. The recipient is selected by the faculty of the Department of Physics and is honored at the Senior Honors Convocation. The award is named for Harald Jensen, professor of physics, who served on the faculty for 31 years.

Politics

The Solly A. Hartzo Award in Politics

In 1971 the Department of Politics established an endowment fund, the income from which is to be used to provide the Solly A. Hartzo award for excellence in the study of politics and government. This annual award in memory of Professor Hartzo, a member of the faculty for 35 years until his retirement in 1965, is presented at the Senior Honors Convocation to an outstanding senior student majoring in politics and selected by the faculty of that department.

Psychology

The Sterling Price Williams Prize in Psychology

This prize in psychology, given by friends in honor of Dr. Williams, professor of psychology and philosophy at Lake Forest, consists of books on the subject of psychology chosen by the recipient. The recipient is selected by the members of the faculty of the Department of Psychology as the senior psychology major who shows greatest promise in this field. It is awarded at the Senior Honors Convocation.

The David Krantz Prize in Psychology

This prize was created to honor the career of David Krantz, longtime professor of Psychology at the College. The recipient, chosen in consultation with the Dean of Faculty and the Prize Committee, embodies the intellectual curiosity of Professor Krantz and demonstrates excellence in one of his areas of special interest: history and philosophy of psychology; cross-cultural or international psychology; social psychology; or the psychology of art, beauty, and music.

The Robert B. Glassman Prize in Psychology and Neuroscience

The recipient of the Robert B. Glassman Prize in Psychology and Neuroscience, chosen in consultation with the Chair and members of the Psychology Department/Neuroscience Program, as well as the Dean of Faculty, will be a graduating senior who embodies Bob's intellectual curiosity and interdisciplinary approach to the scientific study of the mind or brain. It is awarded at the Senior Honors Convocation.

Religion

The Scott Award in Religion

In 1957 Mildred Scott of Cleveland, Ohio, established by endowment "The Scott Award of Excellence in the Study of Religion." The annual cash award honors her parents, Mr. and Mrs. Lyman H. Scott. It is given annually at a departmental meeting to that student, usually a junior, who, in the opinion of the faculty in the Department of Religion, has done the most outstanding coursework in the department.

The Miller Family Prize

This prize was established in 1997 to be presented to the outstanding graduating senior religion student, chosen by the chairperson of the department. The prize is awarded at the Senior Honors Convocation.

The Sciences

The Fredericka L. Stahl Memorial Awards for Excellence in Science

Judge Haas established these annual cash awards for excellence in science in memory of his wife. The recipients of the awards are determined, in consultation with the Dean of the Faculty, by a committee of faculty members and announced at the Senior Honors Convocation. The prizes are awarded to the senior class students who have the best records in the field of natural sciences. Students who major in biology, chemistry, or physics are eligible. Excellence in the natural science courses forms the primary basis for selection. Attitude, habits of work, and spirit of cooperation are all taken into consideration by the committee.

Sociology and Anthropology

The Leo F. Van Hoey Senior Prize in Sociology and Anthropology

This prize was established in 1987 in memory of Professor Van Hoey, who served as chairperson of the Department of Sociology and Anthropology for 15 years. It is presented at the Senior Honors Convocation and is awarded to a senior who is judged by the faculty of the Department of Sociology and Anthropology as the outstanding student majoring in this field.

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Academic Probation, Suspension, and Dismissal

The academic record of every student is reviewed by the Academic Appeals Board of the faculty, the Dean of the Faculty, and the Dean of Students at the end of each term. As a result of such reviews, students may be placed on academic probation by the Dean of Students or the Academic Appeals Board as a warning that they are in danger of academic suspension. Students are placed on academic probation whenever their cumulative GPA falls below 2.0. Students on academic probation are assigned to work with Academic Support specialists to improve their academic performance. No student on academic probation may be enrolled as less than a full-time student, unless special permission has been given by the Dean of Students.

First time first year students who have achieved less than a 1.00 GPA in their first semester at the College will have their academic record reviewed by the Dean of Students, in consultation with others, including; the Dean of Faculty, Academic Advisor, Learning Support Specialists, etc. After the review is complete, a decision may be made to not suspend the student, but to instead place the student on academic probation. Students who are assigned this status are required to meet with the Dean of Students before the start of their second semester to create a "Plan for Success", which will outline a set of expectations designed to keep the student accountable, and create a blueprint for improved academic success.

Students who have completed their second semester and beyond are suspended when their GPA in any term is less than 1.0, even if they have not previously been on academic probation.

In addition, students on academic probation are suspended when their GPA for any probationary term is less than 2.0. No student may remain on academic probation for more than two consecutive semesters without being suspended. All students who are suspended have the right to appeal. Appeals are considered on a case-by-case basis. A student who is suspended for academic reasons is not eligible to apply for readmission for at least six months. A student may be readmitted only once; a second suspension for academic reasons is known officially as an Academic Dismissal and becomes a permanent separation from the College for academic reasons. Suspension or dismissal from the College may also be mandated under conditions set forth under the conduct process. Probation, academic suspension or dismissal, and readmission are noted on the student's official academic record and appear on transcripts sent outside the College. Parents or guardians are notified when a dependent student is placed on probation, suspension, or dismissal. Only in unusual circumstances can exceptions to the rules concerning probation, suspension, and dismissal be considered by the Academic Appeals Board.

Academic Appeals Board

The [Academic Appeals Board](#) is a part of the College's governance system. It considers and acts on cases of academic probation, suspension, or dismissal; on cases in which students appeal the interpretation of faculty rules by a dean; and on cases in which faculty rules are unclear.

The Board and the Dean of Students meet at the end of each semester to review the academic records of all students and to take such action as is necessary in cases involving academic probation, suspension, and dismissal.

Throughout the academic year, the Board considers appeals involving the academic policies of the College and their interpretation. In extraordinary cases, the Board grants exceptions to faculty rules, but only by a unanimous vote of all three voting members of the Board.

Students who wish to appeal an academic decision by a dean or who believe that they deserve an exemption from an academic policy may present a written appeal to the Board. The appeal must clearly describe the decision being appealed or the policy from which the student wishes to be exempted and must state the substantive reasons for the appeal.

Each appeal must also have attached a detailed statement from the advisor regarding the appeal. Additional information may be appended to the written appeal if desired. Each appeal must be signed and include the student's mailing address. Appeals may be submitted to the Dean of Students or the chairperson of the Board by email.

To request credit for off-campus study, a student must see the Director of Off-Campus Programs.

Protection Against Improper Academic Evaluation

Students are responsible for maintaining standards of academic performance established by their professors, but they will have protection against prejudiced or capricious academic evaluation.

Students will be informed at the beginning of the course of the evaluative criteria to be used for that course. When a student believes his or her grade in a course has been prejudiced or capricious and has been unable to resolve the matter through interaction with the faculty member involved, the student may call the matter to the attention of the departmental chairperson.

Students must contact the chairperson within two calendar weeks following the beginning of classes in the term following the alleged injustice. After the student has submitted a letter specifying the details of the alleged injustice, the chairperson will appoint a committee of the instructor's colleagues to meet with the student and the instructor and hear evidence concerning the alleged injustice. Whenever possible, the committee will consist of three members of the instructor's department. When the department is too small to permit this procedure, the committee may be composed of two colleagues instead of three. When the departmental chairperson is the instructor accused of the alleged injustice, the student may contact the faculty member of highest rank within the department other than the chairperson, who will appoint a review committee. Any student requesting a review is responsible for presenting for review all tests, papers, etc., that enter into a grade and that have been returned to the student. All tests, papers, etc., that enter into a grade and have not been returned to students will be kept on file by instructors for at least one semester following the end of a course. After hearing all available evidence in a particular case, the members of the review committee meet with the instructor (the student not being present) and state their opinions concerning the matter. If there is unanimous agreement among the committee members that a grade should be changed, the instructor is obligated to change the grade accordingly. In the absence of such unanimous agreement, the grade decision rests solely with the instructor. (This policy was approved by the faculty on April 4, 1967, with editorial revisions in July 1977 and June 1993.)

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Academic Honesty

Lake Forest College is committed to the highest standards of academic honesty. These standards reflect the core values of our institution and, thus, are reflected in our mission statement. The standards include integrity, respect, conscientiousness, self-discipline, and civility. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends on cooperation among students, faculty, and administrators.

Examples of Academic Dishonesty include, but are not limited to:

- Procuring in an unauthorized manner the questions or answers of any examination or employing unauthorized aids while taking an examination.
- Representing any work product as one's own that was done in whole or in part by another person or in collaboration with another person without attribution or proper citation.
- Engaging in any form of conduct or action that violates the letter or spirit of the College's Academic Honesty Policy, including but not limited to: copying, closely paraphrasing, or using another work without explicit acknowledgement of author and source.
- Submitting the same paper for credit in more than one course without the written consent of all instructors involved.
- Falsifying data, citations, or other information for academic work of any sort.
- Misrepresenting work done, including submitting a report on a performance or exhibit one did not attend.
- Aiding another scholar in the violation of the Academic Honesty Policy.

Responsibilities of Students

Every student is to uphold the ideals of academic honesty and integrity. Other responsibilities of students include:

- Students are expected to know Lake Forest College's Academic Honesty Policy. Ignorance of the policy shall not be considered an excuse or a mitigating factor in Academic Honesty Judicial Board proceedings.
- Students should consult faculty or staff members when they are unsure whether their actions would constitute a violation of Academic Honesty Policy.
- In addition to the standards regarding academic honesty given in the Student Handbook, students are to heed all expectations regarding academic honesty as stated by their course instructors.
- Students are expected to know what constitutes plagiarism. A handout explaining plagiarism is available at the Writing Center, the Learning and Teaching Center, and the reference desk of the library.
- Student members of the Academic Honesty Judicial Board shall maintain the confidentiality of students accused of violating Academic Honesty Policies.

Responsibilities of Faculty

Every faculty member is to uphold the ideals of academic honesty and integrity. Other responsibilities of faculty include:

More information

To read more about academic honesty at the College, please see the [Student Handbook](#).

- Every faculty member is to be acquainted with Lake Forest College's Academic Honesty Policy as outlined in the faculty handbook.
- Faculty is to maintain the confidentiality of students accused of violating Academic Honesty Policy, consistent with College policy and applicable governmental regulations.
- Faculty and staff are to exercise caution in the preparation, duplication, and security of examinations.
- No test may be given prior to its originally designated time. However, faculty may arrange for students with documented disabilities to begin an exam early if the student a) qualifies for extended time on exams and uses proctoring services, and b) has provided the faculty member with an accommodation letter that includes test accommodations as approved accommodations, and c) has a subsequent class or exam that would begin during the usual extended time. In such cases, students may be required to remain with the proctor until the beginning of the scheduled exam for the class. As an alternative, the faculty member may choose to offer an exam at a later time. The Dean of the Faculty may grant other exceptions to this rule at the request of the faculty member
- Faculty is to take reasonable steps consistent with the physical conditions of the classroom to reduce the possibility of cheating on examinations.
- Classroom tests are to be proctored with diligence.
- An instructor who returns a final examination to students is to send a copy of the examination to the library, which will retain it for three years and make it accessible to students.

Academic Honesty Judicial Board

Composition: The Academic Honesty Judicial Board (AHJB) is composed of a Chair and a pool of 6-8 faculty members and at least 8 students. The Chair is a faculty member selected cooperatively by the Dean of the Faculty and the Dean of Students. The pool of faculty members is appointed by the Faculty Personnel and Policies Committee. The faculty members should represent diverse divisions. The student members are selected using the following process:

- The Dean of Students solicits nominations from students, faculty and staff during the Spring term of each academic year (to serve during the subsequent academic year). Nominations must include a brief description of the nominee's qualifications, and be submitted to the Dean of Students by the last day of classes of the Spring term.
- Nominations are vetted by the Dean of Student's' office. Nominees may not have violated the College's Academic Honesty Policy nor been found responsible for any student conduct policy violation. The Dean of Students may make exceptions in special cases.
- Nominees whose applications pass the vetting process are invited to submit a statement indicating their interest and qualifications.
- The Dean of Students and the Dean of the Faculty review applications and determine which students will join the AHJB beginning in the Fall of the next academic year. There is no maximum size to the pool – all students deemed qualified may be included. The Dean of the Faculty informs students of their addition to the AHJB over the summer.

Procedures

A faculty member may bring a charge of academic dishonesty against a student if, in his or her judgment, the student has violated the Academic Honesty Policy. The faculty member shall inform the student of the allegation in writing along with a recommended sanction. Faculty are encouraged to consult with the AHJB Chair regarding appropriate sanctions. The faculty member must allow an accused student up to five business days to consider the allegation and submit a statement admitting or denying the allegation, and agreeing or disagreeing with the recommended sanction.

If the faculty member is unable to contact the student despite making a good faith effort to do so, he or she should submit a formal charge and any other appropriate documentation to the AHJB Chair. In this case, the Chair informs the student of the formal charge and instructs the student how to proceed.

If an accused student admits to violating the Academic Honesty Policy and agrees with the faculty member's recommended sanction:

- The faculty member and student submit their respective statements to the AHJB Chair.
- For a first offense, the AHJB simply records the violation and sanction, notifying all appropriate parties (see "sanctions" below).
- For second and subsequent offenses, the AHJB meets to determine the sanction. The faculty member and student are invited to address the AHJB before sanctioning.

If an accused student denies violating the Academic Honesty Policy or disagrees with the faculty member's recommended sanction, the AHJB hears the case according to the following procedure:

- The faculty member and student each submit a statement and evidence to the AHJB Chair.
- The Chair sets a date for the hearing, normally within one week of receiving the student's statement, and notifies the student by email and by registered campus mail or registered U.S. mail. The hearing date may be postponed at the discretion of the Chair. The Chair, upon consultation with the faculty member and the student, may summon a reasonable number of relevant witnesses to the hearing.
- Any party may consult with the Chair at any time.
- The student has the right to be assisted at the hearing by an advisor drawn from within the campus community.
- The hearing consists of the Chair (who does not vote) and of a jury of 3 faculty members and 4 student members from the AHJB. A finding of responsibility requires 4 votes out of the 7 voting members.
- In the event that the AHJB members agree on the finding of responsibility but are divided on the issue of an appropriate sanction, the AHJB first votes on the most severe of the contemplated sanctions, proceeding through lesser sanctions until a sanction receives at least 4 votes.
- Evidence must pertain to the charge as determined by the Chair.
- The Chair notifies the student and faculty member of the AHJB's decisions by registered campus mail or registered U.S. mail.
- When a case arises between semesters or during Summer Session, the AHJB ordinarily defers consideration until the following semester. However, the student involved may elect to have his or her case determined by an ad hoc AHJB convened by the Dean of the Faculty and drawn, insofar as possible, from the regular AHJB, consisting of 3 voting faculty members, 4 students, and a non-voting faculty Chair.

The judicial process outlined above is intended to provide accused students an opportunity to respond to allegations of academic dishonesty, thereby enabling the AHJB to make an informed decision about responsibility and impose appropriate sanctions. However, if a student fails to respond within five days to the attempt to solicit a plea or schedule a hearing, the AHJB Chair will note that the student has failed to respond and will schedule a hearing. The AHJB Chair will inform the student (by College e-mail) of the date, time, and place of the hearing at least 48 hours prior to the scheduled hearing. If the student does not enter a plea prior to the hearing, a plea of "not responsible" will be entered on the student's behalf. If a student fails to attend a scheduled hearing, the Chair may proceed with the hearing without the student and a decision will be rendered based upon available information.

Sanctions

The faculty member, Dean of the Faculty, Dean of Students, Chair of AHJB, and the faculty advisor are notified of any sanctions assessed for Academic Honesty Policy violations. Furthermore, the Registrar is notified of any course failures. Suspensions or dismissals from the College are recorded on students' transcripts and in their permanent files.

- For first offenses, the expected minimum sanction is zero points awarded for the project, examination, or assignment. The maximum sanction is failure of the course. The sanction should also include one or more educational components, such as informational sessions with library or Ethics Center staff, or repetition of the assignment for no credit.
- For second offenses, the expected minimum sanction is zero points awarded for the project, examination, or assignment, an educational component, and suspension from the College for the following semester. If the AHJB recommends suspension from the College, this recommendation is submitted to the President by the Chair along with a recommendation regarding whether the College should accept courses taken at another institution while the student serves his or her suspension. The President then notifies the student and AHJB Chair of his or her decision by registered campus mail or registered U.S. mail.
- For third offenses, the expected minimum sanction is zero points awarded for the project, examination, or assignment and dismissal from the College. The Chair informs the President of the AHJB's recommendation. The President then notifies the student and AHJB Chair of his or her decision by registered campus mail or registered U.S. mail.

Withdrawals

See the section titled "Exceptions" under "Academic Policies" regarding withdrawals from courses in which charges of academic dishonesty have been brought.

Appeals

A student may ask the Dean of the Faculty to consider an appeal on procedural grounds only.

Student Evaluations

When a faculty member has brought a charge of academic dishonesty against a student, a note indicating that such a charge was made will be included with the student evaluations for that course.

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Services for Students with Disabilities

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 protect individuals with disabilities from discrimination and mandate the availability of accommodations to ameliorate the impact of the disability to afford equal access to education.

Students must meet the statutory definition of disability under federal law. In order to determine whether an individual is entitled to these protections, the Health and Wellness Center and the Learning and Teaching Center require evidence verifying that the individual's condition fits the definition of "disability."

The ADA defines disability as:

1. a physical or mental impairment that substantially limits one or more of the major life activities of such individual'
2. a record of having such an impairment, or
3. being regarded as having such an impairment.

A condition is considered a disability if it prevents or substantially limits the ability to perform a major life activity or significantly restricts the condition, manner, or duration in performing the major life activity as compared to the average person. The analysis of "substantially limits" is a comparative term to the average person in severity, impact, and duration. Generally, a condition must be substantially limiting for more than several months. A condition is not a disability if it results in mild limitations.

ADA evidence serves two primary purposes:

1. **To establish the right to protection from discrimination.** Non-discrimination is an assurance that individuals with disabilities will not be excluded or provided lesser access to programs and activities based on assumptions rooted in stereotype or perception of ability that are not based in fact. Non-discrimination also provides freedom from harassment based on perceptions of disability. Evidence needed for protection from discrimination based on disability without a request for accommodation can be quite brief. A diagnostic statement from an appropriate professional or a past history or recognition as a person with a disability could suffice as the basis for protection from discrimination.
2. **To determine the accommodations to which the individual may be entitled.** Reasonable accommodations include modifications to policy, procedure, or practice and/or the provision of auxiliary aids and services that are designed to provide equal access to programs and services for qualified individuals with disabilities. Accommodations are reasonable when they do not fundamentally alter the nature of a program or service and do not represent an undue financial or administrative burden.

To request appropriate accommodations, a student should contact the Assistant Dean of Faculty for Learning Support. More information can be found on the Services for Students with Disabilities website.

Grievance Procedure

Lake Forest College does not discriminate on the basis of a disability against any otherwise qualified person by denying him or her participation in, or the benefits of, any College program or activity.

Section 504 requires the adoption of a grievance procedure to deal with allegations of discrimination on the basis of a disability. If a member of the student body feels there is reason to believe that discrimination because of disability has occurred under Section 504 of the Rehabilitation Act of 1973, a grievance should be handled in the following manner:

- Individuals with a grievance should notify the President's Office of their grievances, in writing. It is recommended to do so within seven days of the alleged incident.
- Failing resolution, individuals should follow appropriate grievance procedures established for sex discrimination.

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African American Studies

Faculty

Judy Massey Dozier

Associate Professor of English, Chair of African American Studies

Areas of Study: African American literature, gender studies, nineteenth-century American literature.

Courtney Cain

Assistant Professor of History and African American Studies

Areas of Study: African American history

Daw-Nay N. R. Evans Jr.

K. & H. Montgomery Assistant Professor in the Humanities, Assistant Professor of Philosophy, Chair of Social Justice Studies

Areas of Study: Africana philosophy, 19th- and 20th-Century European philosophy

Stephanie Caparelli

Lecturer in Politics

Areas of Study: criminal law, trial law, politics

Kurt Ham

Lecturer in Anthropology

Areas of Study: cultural anthropology, African cultures and history, technology

Requirements

MAJOR AND MINOR IN AFRICAN AMERICAN STUDIES

The Major in African American Studies was introduced and the Minor in African American Studies was redesigned in 2016. All students must follow this set of requirements if they matriculated in the fall semester of 2016 or thereafter (see left navigation bar for requirements before Fall 2016). The Major in African American Studies requires at least nine credits, while the Minor in African American Studies requires at least six credits. The Major in African American Studies requires at least nine credits, while the Minor requires at least six credits.

Requirements for the Major:

1. One required introductory course:

- Afam 110: Introduction to African American Studies

2. Two required literature courses:

- Afam 216: African American Literature I
- Afam 217: African American Literature II

3. One required history course:

- Afam 230: African American History 1500-1865 or
- Afam 233: African American History 1865-2016

4. One required philosophy course:

- Afam 258: Spike Lee and Black Aesthetics or
- Afam 271: African American Philosophy or
- Afam 330: History and Philosophy of Slavery

5. At least three electives from the following list with one at 300-level or above. Additional courses listed above can be taken to count as electives and are listed below, but may not double count as both electives and required courses under the history or philosophy sections above:

- Afam 205: Psychology of Prejudice
- Afam 218: Blues Women in African American Literature

- Afam 221: Cultures of Modern Africa
- Afam 223: African American Environmental Culture from Slavery to Environmental Justice
- Hist 226: American Civil War
- Afam 227: History of Jazz
- Afam 228: History of Hip Hop
- Afam 230: African American History 1500-1865
- Afam 233: African American History 1865-2016
- Afam 235: Racism and Ethnic Relations
- Afam 237: African American Religions
- Afam 238: History of Rap Music
- Afam 241: African American Drama and Theater
- Afam 250: Dialogue: Race, Ethnicity, Religion
- Afam 258: Spike Lee and Black Aesthetics
- Pols 270: Race and Criminal Justice
- Afam 271: African American Philosophy
- Afam 273: Cultural Ecology of Africa
- Afam 275: Black Diaspora Freedom Struggles
- Afam 283: Race, Class, Gender, and the Media
- Afam 310: Equity and Social Justice in Education
- Afam 312: Black Metropolis
- Afam 319: Protest and Police in U.S. History
- Afam 325: Black Literature of the 60s
- Afam 328: Diasporan Writings
- Afam 330: History and Philosophy of Slavery
- Afam 361: Civil Rights Movement
- Pols 363: The Fourteenth Amendment: Civil Rights and Equality

A maximum of two credits may be earned through tutorials, research projects, creative projects or internships.

6. Senior Studies requirement

- Senior Seminar

Requirements for the Minor:

1. One required introductory course:

- Afam 110: Introduction to African American Studies

2. One required literature course:

- Afam 216: African American Literature I or
- Afam 217: African American Literature II

3. One required history course:

- Afam 230: African American History 1500-1865 or
- Afam 233: African American History 1865-2016

4. One required philosophy course:

- Afam 258: Spike Lee and Black Aesthetics or
- Afam 271: African American Philosophy or
- Afam 330: History and Philosophy of Slavery

Two Elective Courses:

At least two electives from the following list with one at 300-level or above. Additional courses listed above can be taken to count as electives and are listed below, but may not double count as both electives and required courses under the literature, history or philosophy sections above:

- Afam 205: Psychology of Prejudice
- Afam 216: African American Literature I
- Afam 217: African American Literature II
- Afam 218: Blues Women in African American Literature

- Afam 221: Cultures of Modern Africa
- Afam 223: African American Environmental Culture from Slavery to Environmental Justice
- Hist 226: American Civil War
- Afam 227: History of Jazz
- Afam 228: History of Hip Hop
- Afam 230: African American History 1500-1865
- Afam 233: African American History 1865-2016
- Afam 237: African American Religions
- Afam 238: Hip-Hop, Race, & Culture
- Afam 241: African American Drama and Theater
- Afam 250: Dialogue: Race, Ethnicity, Religion
- Afam 258: Spike Lee and Black Aesthetics
- Pols 270: Race and Criminal Justice
- Afam 271: African American Philosophy
- Afam 273: Cultural Ecology of Africa
- Afam 275: Black Diaspora Freedom Struggles
- Afam 283: Race, Class, Gender, and the Media
- Afam 310: Equity and Social Justice in Education
- Afam 312: Black Metropolis
- Afam 319: Protest and Police in U.S. History
- Afam 325: Black Literature of the 60s
- Afam 328: Diasporan Writings
- Afam 330: History and Philosophy of Slavery
- Afam 361: Civil Rights Movement
- Pols 363: The Fourteenth Amendment: Civil Rights and Equality

A maximum of one credit may be earned through tutorials, research projects, creative projects or internships.

Learning Outcomes

The expected Student Learning Outcomes for the African American Studies program are:

1. The African American Studies major will be able to demonstrate familiarity with theories, concepts, racial perspectives, historical periods in the history and culture of African Americans in the United States.
2. The African American Studies major will be able to reinterpret the variety of black experiences and the rich traditions of African culture in the United States.

Course Descriptions

AFAM 110: Intro to African American Studies

This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 101

AFAM 205: Psychology of Prejudice

In this course we will explore psychological approaches to understanding stereotyping, prejudice, and discrimination--the psychology of prejudice, for short. We will examine research and theory on topics such as historical changes in the nature of intergroup attitudes; the prevalence of prejudice in the U.S. today; the impact of stereotyping and discrimination on members of stigmatized groups; likely causes of prejudice; the psychological processes underlying different forms of prejudice (e.g., based on race, ethnicity, class, religion, gender, sexual orientation, age, ability, or appearance); and methods of combating prejudice, encouraging acceptance of diversity, and improving intergroup relations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PSYC 205, AMER 201

AFAM 216: African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 216, AMER 216

AFAM 217: African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnut, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 217, AMER 217

AFAM 218: Blues Women in African Amer Lit

An analysis of the representation of "blues women" and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 218, AMER 218, GSWS 218

AFAM 219: African Politics

A survey of the geography, social and political history, and postindependent politics of Black Africa. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 217, AFAM 219

AFAM 221: Cultures of Modern Africa

(Offered Less Frequently) Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 221, IREL 271

AFAM 223: African American Environmntl Culture

(African American Environmental Culture from Slavery to Environmental Justice). Until the environmental justice movement rose to prominence over the past few decades and invited a more critical perspective on the connection between race and the environment, popular understanding of the American environmental (and environmentalist) tradition had effectively been whitewashed. But why? This course will work to find answers to that question while unearthing the deeper roots of African American environmental culture in conversation with key moments in African American history?from slavery to sharecropping, from migration and urbanization to environmental justice. With an interdisciplinary approach that considers sources as diverse as slave narratives, fiction, poetry, songs, photographs, maps, and ethnographies, we will consider African American intellectuals, writers, visual and musical artists, and everyday citizens not always associated with environmental thought, from W.E.B. Du Bois and Zora Neale Hurston to the Black Panthers and the victims of Flint, Michigan's, water crisis. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ES 223

AFAM 227: History of Jazz

Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: MUSC 227, AMER 227

AFAM 228: History of Hip Hop

This course examines the history of hip hop, dating back to the first hip hop party held on August 11, 1973 in the Bronx, New York to its present standing as a critical component of popular culture around the world. As the descendent of African American musical genres (like blues, jazz, soul, and funk), hip hop music and culture embodies the black experience and was born out of the black struggle of the 1960s and 1970s. Topics covered in this course include West Coast/gangsta rap, the Chicago sound, Cash Money and No Limit Records, the rise of Atlanta and the dirty South, international rap, female rappers, and more. How did this regional form of black expression become the international language of cool and controversy it is today? No prerequisites. (Meets GEC Cultural Diversity Requirement.)

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AFAM 230: African American History 1500-1865

This course will survey the history of African Americans in the New World, from the first colonial encounter through the sociopolitical changes of the burgeoning United States that led to the Civil War (1861-1865). The history of African Americans in the United States is often defined by the chattel slavery experience. However, the early years of American history that made people of African descent American are much more complex. By centering the actions and voices of the heterogeneous African American community, this course examines topics including the

Middle Passage, domestic slavery expansion, free and maroon black communities, various resistance strategies, interracial coalitions, and the role of enslaved people in bringing about their own emancipation. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 230

AFAM 233: African American History 1865-2016

This course examines the journey of African Americans from the end of the Civil War through Reconstruction, the New Nadir, the Civil Rights and Black Power Movements, the War on Drugs and new black capitalism, and the rise of hip hop, ending with the Obama years. In 1865, the centuries-old question of where African Americans would fit into the fabric of United States society was finally answered. As newly freed people and full citizens, African Americans learned that the process of citizenship would not be seamless or easy, and that the fight was just beginning. Blacks redefined their status over and over again during this 150-year period, and this course will examine why and how these shifts occurred. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 233

AFAM 235: Racism and Ethnic Relations

This course surveys the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 235, AMER 235

AFAM 237: African American Religions

This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions as well as significant movements in North America, the Caribbean and broader Black Atlantic. Major themes include African traditions in American religions, slavery and religion, redemptive suffering, sacred music, social protest, Black Nationalism, African American women and religion, religion in hip hop and secularity in black religious literature. Students will learn about the ways these themes have often served both as unique contributions to and critiques of America's political establishment and social landscape. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 237, AMER 230

AFAM 238: History of Rap Music

The objective of this course is to trace the history of rap music. We'll begin by examining rap's precursors, funk, Jamaican dub, African American "toasts," and the talking blues. Then we'll do a close reading of a significant rap tune every week, working our way from rap's emergence in the Bronx in the early nineteen-seventies through its evolution to the artistic maturity and international success reached by 2005. Each week students will be expected to analyze the assigned rap tune and then either compose a written critique or compose and perform or record a rap in the style of the assigned song. By engaging in close readings and comparisons of the music, lyrics, and production techniques of select rap classics and lesser-known gems, we'll tease out not only how the music was constructed, but how it commented on and impacted the musical and social history of the times. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: MUSC 237

AFAM 241: African American Drama and Theater

This course surveys the work African American theater artists from the nineteenth century to the present day. Playwrights surveyed may include Richardson, Hughes, Hansberry, Childress, Bullins, Baraka, Fuller, Wilson, Cleage, Shange, and Parks. Readings are supplemented by field trips to Chicago theaters that feature African American plays. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: THTR 241, ENGL 241

AFAM 250: Dialogue: Race, Ethnicity, Religion

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and religion. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Note: This course earns .5 credits. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ETHC 250, RELG 221

AFAM 258: Spike Lee and Black Aesthetics

As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several

of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 258, CINE 258

AFAM 270: Race and Criminal Justice

This course will examine the systemic racial injustices inherent in American criminal jurisprudence from police interaction to trial and sentencing, incarceration, and supervised release. Students will study how racial injustice continues to pervade the American criminal justice system despite the constitutional guarantees of equal protection and due process. How do so many players, from police officers to judges and juries, fail to protect against racial injustice? Why do courts, when confronted with allegations or proof of racially motivated police misconduct, overwhelmingly cite "harmless error" doctrine? To attempt to answer these complicated questions, students will learn legal criminal procedure, study 4th, 5th, 6th and 8th amendment case law, and have an opportunity to listen to and speak with a variety of professionals in the criminal justice field. Prerequisite: POLS 120 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: POLS 270, AMER 274

AFAM 271: African American Philosophy

African-American philosophy can be defined in two ways: (1) wide-ranging philosophical work done by Americans of recent black African descent and (2) philosophical work on the lived experience of Americans of recent black African descent. We will primarily read philosophers whose philosophical work emphasizes the African-American experience. Thematically, the course will be guided by one overriding question: Given the historical reality of the Atlantic Slave Trade, the Three-Fifths Compromise, the anti-miscegenation laws, the Fugitive Slave Law, Lynch Law, and the Jim Crow laws, among many other inhumane practices, how does the experience of Africans in America constitute a unique combination of philosophical perspectives? Once we answer this question, we will understand how the African-American experience has created a new tradition in Western philosophy. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: PHIL 271

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AFAM 273: Cultural Ecology of Africa

In this course, we will study the relationships between African peoples and their environments. We will consider the process of globalization and its relationship to the changing landscape of Africa in a historical context. By combining environmental studies and anthropology, we will bring a unique perspective to our study of the historical interaction of African cultures and environments, from pre-colonial times through the colonial period to the current post-colonial period. No prerequisites. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: SOAN 273, ES 273, IREL 273

AFAM 275: Black Diaspora Freedom Struggles

This course introduces students to the history of black liberation struggles across the African diaspora. These include the Haitian Revolution, the role of slaves during the American Civil War, the impact of Marcus Garvey's United Negro Improvement Association (including the role of his wife, Amy Jacques Garvey in keeping the organization active amidst his legal troubles), and the Civil Rights and the Black Power movements. This course also asks how such histories shed light on the current Black Lives Matter movement along with popular uprisings in Ferguson, Baltimore, and beyond. The history of black freedom struggles across the diaspora reveals that black people have always been active agents in fighting oppression. This course also encourages students to think about how these struggles were connected and have changed across time and space. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 275

AFAM 283: Race, Class, Gender, and the Media

Race, class, and gender occupy important places in the contemporary study of the media. This course explores the connections between race, class, and gender through the exploration of the intersections between these important components of social structure and ideology. The motivating goal in this course is to show students how social structure and meaning become intertwined elements in how we experience race, class, and gender. An important element in this course will be the emphasis on the identities and positions of relatively less empowered groups in contemporary society. This will be done through a focused consideration of structural and ideological elements of contemporary culture as found in: the media industry, journalism, social constructions of reality, music, film, television, radio, and the internet. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: COMM 283

AFAM 310: Equity & Social Justice in Educ

(Equity and Social Justice in Education) This course examines 'equity' and 'social justice' both as concepts and in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the primary roles of race/ethnicity, space, and socioeconomic status, but also religion, gender, sexual orientation, language, and (dis)ability in individual and group experiences of schooling; and strategies for socially just education. The course

uses documentary history, scholarly sources, and personal narratives to explore tensions between the ideals of freedom and equality and the reality of segregation and marginalization in U.S. education. Course content focuses on U.S. public education as a microcosm of equity and social justice issues nationally and internationally. Not open to first-year students. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 310, ETHC 340

AFAM 312: Black Metropolis

(Black Metropolis: A Study of Black Life in Chicago). This course is a study of race and urban life in Chicago. From the founding of Chicago by a black man to the participation of blacks in the rebuilding of the city following the Great Chicago fire, and into an exploration of Bronzeville, 'a city within a city,' this course will highlight blacks and their contributions to this great city. Study of landmark texts, documentaries, novels, and photography, along with at least one field trip to the Chicago area, will reveal the impact of the Great Migration on the city; contributions of talented musicians, writers, and photographers involved in the Chicago Renaissance; and the origins of the famous black Chicago newspaper, the Chicago Defender, including its regular column by Langston Hughes. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 312, AMER 312

AFAM 319: Protest and Police in U.S. History

This course examines historical instances of policing, inequality, and protest, including mobs in the American Revolution, abolitionist direct actions, the terror of the Klu Klux Klan, sit-ins against Jim Crow, protest against military action, and the #BlackLivesMatter movement. Throughout U.S. history, Americans have been committed both to protest and disruption in order to advance their causes, and to stability, security, and the maintenance of order. Despite widespread fears about disorder and crime today, Americans in the past were far more violent. In this course, we will trace how ordinary people came together to challenge authority, and how those with power built state structures that could legitimately use violence. We will see how policing was shaped by fears of newly-arrived immigrants, the demands of a slave economy, and entrenched racism. We will study the intersecting histories of race, inequality, and state power across the American past. Students will develop a major research project on a particular historical instance of policing, inequality, and protest. Prerequisite: HIST 200 or HIST 201 or permission of instructor. (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 319, AMER 319

AFAM 325: Black Literature of the 60s

(Black Literature of the 60s and its Legacy.) A study of the literature produced by major participants in the Black Arts and Civil Rights movements, along with an examination of writings after the 60s to determine the legacy of the themes of protest and social change. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, Angela Davis, Tupac Shakur, Jay Z, M.K. Asante, Jr., Common, Ice Cube, Lupe Fiasco, among others. Prerequisite: English 217 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 325, AMER 325

AFAM 328: Diasporan Writings

(Diasporan Writings from Contemporary Black Writers). This course presents stories by immigrants of African descent from throughout the Caribbean as well as African writers, and significant writings by American authors of African descent. These works will illustrate the scope and variety of aesthetic, cultural, and political concerns that have motivated the authors. Course may include Jamaica Kincaid, Edwidge Danticat, Michelle Cliff, Paule Marshall, George Lamming, Chimamanda Ngozi Adichie, Ngugi wa Thiong'o, Tsitsi Dangarembga, J. Nozipo Maraire, Edward P. Jones, Suzan Lori-Parks, Natasha Tretheway, Rita Dove, Walter Mosley, M. K. Asante. Authors will vary with different semesters. Prerequisite: ENGL/AFAM 216 or 217 or permission of Instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: ENGL 328

AFAM 330: History and Philosophy of Slavery

An examination of American slavery and its aftermath from the slave ship to the Age of Neo-slavery. We will read slave narratives, historical accounts of slavery, and philosophical interpretations of slavery from the black radical tradition and contemporary philosophy. All three approaches will provide us with multiple angles from which to consider the institution of slavery and America's supposed commitment to life, liberty, and the pursuit of happiness. On the whole, our aim will be to wrestle with the tortured logic that is the tragic contradiction of American slavery and American freedom. Prerequisites: AFAM 110, one philosophy course, or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 330

AFAM 361: Civil Rights Movement

This course focuses on the origins, development, and accomplishments of the civil rights movement in post-World War II America. Particular emphasis will be given to the differences between the struggle for black equality in the south and its northern counterpart. Taught in a seminar format, the class will be both reading- and writing-intensive. Course readings and paper assignments are designed to help students develop a comparative analytical framework and to illuminate the following lines of inquiry: What caused and what sustained the civil rights movement? What

changes took place within the movement over time, particularly at the level of leadership? What underlay the radicalization of the movement and what were the consequences? To what extent did the civil rights movement succeed and how do we measure that success today? Finally, how did the black civil rights movement inspire other groups and minorities in American society to organize? Prerequisite: History 200 or History 201. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 306, AMER 361

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AFAM 380: Black Cinema

Black Cinema addresses a range of periods and movements in Black Cinema: the Los Angeles School (for example Haile Gerima), Blaxploitation and its critics, Women directors (Leslie Harris, Julie Dash, Yvonne Welbon, Kasi Lemmons) critiques of Hollywood (ex: Robert Townsend's Hollywood Shuffle) and a unit on Spike Lee. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: COMM 380

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American Studies

Faculty

[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Donald Meyer](#)

Professor of Music, Chair of Cinema Studies (spring)

Areas of Study: music history, music theory, film music, electronic music, music composition.

[Steven Rosswurm](#)

Professor of History

Areas of Study: American history, Mexican history

[Judy Massey Dozier](#)

Associate Professor of English, Chair of African American Studies

Areas of Study: African American literature, gender studies, nineteenth-century American literature.

[Benjamin Goluboff](#)

Associate Professor of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

[Siobhan Moroney](#)

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

[Miguel de Baca](#)

Associate Professor of Art History

Areas of Study: America, modern, and contemporary art history

[Benjamin Zeller](#)

Associate Professor and Chair of Religion

Areas of Study: North American religions, Christianity, religion & culture

[Rebecca Graff](#)

Assistant Professor of Anthropology, Chair of Urban Studies (spring), Chair of American Studies

Areas of Study: historical archaeology, U.S. urban archaeology (19th- and 20th- century Chicago), modern and contemporary material culture, world's fairs and expositions, anthropology of time and temporality, archaeology of tourism

[Stephanie Caparelli](#)

Lecturer in Politics

Areas of Study: criminal law, trial law, politics

Requirements

MAJOR AND MINOR IN AMERICAN STUDIES

The Major in American Studies requires at least nine credits, while the Minor requires at least six credits.

Requirements for the Major:

- American Studies 110: Introduction to American Studies
- At least one section of American Studies 200: Topics
- At least one course in American politics or history
- At least one course in American literature, art, or music
- Four electives chosen in consultation with the American Studies advisor
- Senior Seminar requirement: American Studies 480

At least one course toward the major must be taken at the 300-level, and at least two courses toward the major must deal with issues and material related to African American Studies.

Requirements for the Minor:

- American Studies 110: Introduction to American Studies
- American Studies 200: Topics
- Four electives chosen in consultation with the American Studies advisor

At least one course toward the minor must deal with issues and materials related to African American studies.

Course Descriptions

AMER 101: Intro to African American Studies

This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 110

AMER 110: Introduction to American Studies

Have Americans always shared a common culture, or do the differences between us outweigh what unites us? In this introduction to the field of American Studies, we will explore key debates about what it means to be American, specially the impact of gender, race, ethnicity, and class on definitions of American identity, whether singular or collective. We will study mainly historical, political, and literary texts, especially first-person, nonfiction texts like letters, speeches, essays, and autobiographies in verse and prose. Students will also get a taste of the multidisciplinary nature of American Studies through film, music, dance, creative research projects, and guest speakers. (Meets GEC Cultural Diversity Requirement.)

AMER 119: Introduction to American Politics

Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation.

Cross-listed as: POLS 120

AMER 175: Introduction to Film Studies

This course addresses basic topics in cinema studies, including: cinema technique, film production style, the basic language of film criticism, genres of cinema, movements from the history of cinema, and film criticism. Many topics are addressed through careful analysis of particularly important and representative films and directors. No prerequisites.

Cross-listed as: CINE 175

AMER 200: Topics: The American Home

Spring 2018 Topic: The American Home. Awaiting CPC approval.
Cross-listed as: AMER 480, ENGL 251, MUSC 222, THTR 206

AMER 201: Psychology of Prejudice

In this course we will explore psychological approaches to understanding stereotyping, prejudice, and discrimination--the psychology of prejudice, for short. We will examine research and theory on topics such as historical changes in the nature of intergroup attitudes; the prevalence of prejudice in the U.S. today; the impact of stereotyping and discrimination on members of stigmatized groups; likely causes of prejudice; the psychological processes underlying different forms of prejudice (e.g., based on race, ethnicity, class, religion, gender, sexual orientation, age, ability, or appearance); and methods of combating prejudice, encouraging acceptance of diversity, and improving intergroup relations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PSYC 205, AFAM 205

AMER 203: Early American Literature

A survey of early American literature including Native American oral stories and trickster tales, Puritan literature, Smith and Pocahontas accounts, captivity narratives, voices of nationalism, early slave narratives, and women's letters.

Cross-listed as: ENGL 203

AMER 204: Nineteenth Century American Lit

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature.

Cross-listed as: ENGL 204

AMER 205: Twentieth Century American Lit

Works of representative writers. Topics of discussion include American identity and the 'American dream,' developments in literary form, and the social and political values of modern literature.

Cross-listed as: ENGL 205

AMER 206: American Environmental Lit

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and 'wise use,' and preservation and 'biodiversity.'

Cross-listed as: ENGL 206, ES 206

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AMER 207: Literature of Place: Chicago

This course will examine Chicago history and literature by privileging its location. In other words, we will consider the city and its environs as central characters in the stories we study, moving through the history of the region with a narrative lens. This method will suggest the ever-changing character traits of Chicago as it develops from Pottawatomie war plain to fur trading post to early mercantile settlement to booming and (for a time) bustling metropolis. We will begin with accounts of the Joliet expedition along with narratives of early settlers to the region. Other readings will draw from classic works by Jane Addams, Theodore Dreiser, John Dos Passos, Richard Wright, and Saul Bellow, Thomas Pynchon, Joe Meno, and Stuart Dybek, among others. Additionally, these narratives will be read in the context of theoretical offerings in ecocriticism. Students should keep Friday afternoons free for a series of field trips, to be scheduled well in advance.

Cross-listed as: ENGL 207, ES 207

AMER 208: Archaeological Field School

Archaeological Field Methods introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Chicago, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. No prerequisites.

Cross-listed as: SOAN 205

AMER 209: Baseball in Chicago

America's favorite pastime runs strong in Chicago. From the infamous 1919 "Black Sox" Scandal to Wrigley Field's recent renovations, this is a sport that inspires lifelong loyalties and city-wide rivalries. This course will use a methodological framework to cover everything from graft to greatness, as we achieve a longitudinal appreciation of baseball's cultural import. Through the lens of baseball we will view Chicago's past and possible future, and we will inquire as to how a variety of academic disciplines, including history, sociology, anthropology, economics, politics, and religion help to illuminate our understanding of America's national (and Chicago's local) pastime. No prerequisites.

AMER 210: Foundations American Republic

(Foundations of the American Republic) The origins of American society and the development of the United States from an under-developed new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials. (Meets GEC First-Year Writing Requirement.)

Cross-listed as: HIST 200

AMER 211: Modern America

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing. (Meets GEC First-Year Writing Requirement.)

Cross-listed as: HIST 201

AMER 212: Educational Reform in the U.S.

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts.

Cross-listed as: EDUC 212, PHIL 214

AMER 213: Ritual in Contemporary America

This course examines how ceremonies, festivals and other performative events enrich and define community. This study of ritual may include street fairs, parades, weddings, funerals, feasts and fasts as well as other public and private behaviors that comprise the diversity of American ritual life. Our course shall explore ritual as it occurs in many of the ethnic, racial, subcultural and countercultural communities in Chicago. We will investigate and attempt to understand both the invention and re-invention of community and personal identity through ritual action. Students should anticipate frequent field trips. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 275, THTR 235

AMER 215: Archaeological Field Methods

Archaeological Field Methods introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Lake Forest, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. No prerequisites. Corequisites: This course has an additional weekly lab session (2 hrs). Not open to students who have taken SOAN 205. Cross-listed as: SOAN 215

AMER 216: African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ENGL 216, AFAM 216

AMER 217: African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnutt, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ENGL 217, AFAM 217

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AMER 218: Blues Women in African Amer Lit

An analysis of the representation of 'blues women' and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ENGL 218, AFAM 218, GSWS 218

AMER 219: American Art

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the Colonial period to the present. Cross-listed as: ART 219

AMER 220: Religion and Politics in the USA

This course focuses on the ways religion has been a source of political division and unity in America. Polls indicate that America is, by far, the most religious of industrial democracies and that our contentious political debates are, in large part, due to the religious dimensions of morally evocative issues like abortion and gay marriage, and the firm positions of such constituencies as the Christian Right and new Religious Left. Historically, public debates concerning abolition, suffrage and temperance drew on scholarly and legal interpretations of the Constitutional promise of both religious freedom and the separation of church and state. We will examine the role of religion in the founding of the American republic, and in contemporary political movements such as Black Lives Matter, the Federation for Immigration Reform, 21st century civil rights organizations with concerns ranging from prison reform to the environment, and the 2016 U.S. Presidential election. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: RELG 200, POLS 236

AMER 221: The Presidency

The president is the symbolic leader of the federal government but, compared to Congress, the framers of the U.S. Constitution intended the executive to be the weaker branch of the national government. This course examines the growth and accumulation of presidential power and the implications of a strong executive for domestic politics and America's foreign relations. It also considers relations between the institution of the presidency and the courts, the media, and the people.

Cross-listed as: POLS 221

AMER 222: Congress

A glance at the enumerated powers granted the legislative branch under the U.S. Constitution suggests Congress is the strongest of the three branches of the national government. Yet the power of Congress is divided between two chambers, and the vast majority of legislation proposed in either chamber never becomes law. Congress is supposed to represent the interests of the people of the various states - and yet its public standing is nowadays at an historic low. This course examines the basic operations, structure, power dynamics, and politics of the U.S. House of Representatives and the Senate. It also considers the rivalry and relationship between Congress and the President.

Cross-listed as: POLS 222

AMER 224: Literature of the Vietnam War

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Greene's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 224, ASIA 224

AMER 225: Mass Media and American Politics

An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include First Amendment issues, political campaigns, political movements, public opinion, advertising, and entertainment.

Cross-listed as: POLS 224

AMER 226: Chicago: Local and Global

Chicago is a global and a 'local' city. On the one hand, the city is involved in manufacturing, trade, and services on a worldwide basis. On the other hand, Chicago is a city of neighborhoods, often based on strong ethnic and racial identities. The course examines the city's dual quality by studying the interconnections between the world economy and the daily life of Chicagoans. A key connection is immigration, which we shall explore from the standpoint of several important communities, including, most prominently, Hispanics/Latinos, as well as African-Americans, Eastern Europeans, and Asians. The course will take both an historical and contemporary approach, as we analyze how the city developed economically, politically, and culturally since the late 19th century, as well as how the city is adjusting today in an age of globalization. No prerequisites. Cross-listed in Politics and Latin American Studies, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 239, LNAM 202

AMER 227: History of Jazz

Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (Cross-listed as American Studies 227. Meets GEC Cultural Diversity Requirement.)

Cross-listed as: MUSC 227, AFAM 227

AMER 228: Women Writing Women

This course will survey selected women writers, in diverse genres past and present, with a focus on American women in the 20th and 21st centuries. Writers may include: Muriel Rukeyser, Adrienne Rich, Maxine Hong Kingston, Louise Erdrich, Gloria Anzaldua, and Jamaica Kincaid, as well as women writing in recent genres like creative nonfiction, memoir, and transgender fiction. We will explore questions such as: Does the diversity of American women in terms of race, ethnicity, sexuality, and gender identification trouble the very concept of 'U.S. women writers'? What are ways that women have defined and undermined the concept of 'woman' in their writing? (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 228, GSWS 228

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AMER 229: Historic Artifact Analysis

(Historic Artifact Analysis: Artifacts of Modernity.) This hands-on course introduces archaeological laboratory methods and accompanying archival and research-based techniques for interpreting these "artifacts of modernity": excavated materials from ongoing archaeological projects of historic-period sites in the Chicago area. Students will be exposed to various stages of artifact processing on a collection from a recently excavated site, including: washing, sorting, identification, data entry, analysis, report preparation, and curation. Students will learn how to identify 19th- and 20th-century artifacts--American, British, French, Japanese, Chinese, and other--representing a broad range of materials from the daily lives of past peoples/past societies. The artifact analysis will allow students to develop skills useful for museum, laboratory, and/or archaeological settings. Prerequisite: SOAN 205 OR SOAN 215 OR SOAN 220 OR consent of instructor. Corequisite: This course has an additional weekly lab session (2 hrs).
Cross-listed as: SOAN 225

AMER 230: African American Religions

This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions as well as significant movements in North America, the Caribbean and broader Black Atlantic. Major themes include African traditions in American religions, slavery and religion, redemptive suffering, sacred music, social protest, Black Nationalism, African American women and religion, religion in hip hop and secularity in black religious literature. Students will learn about the ways these themes have often served both as unique contributions to and critiques of America's political establishment and social landscape. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 237, AFAM 237

AMER 234: Witches, Preachers, and Mystics

In this course students consider the historical development of religion in the United States of America. We study topics such as the contact between Native Americans and European settlers, religion and the founding of the Republic, religious revivals and awakenings, immigration and religion, the rise of new forms of religion in the United States, responses to scientific and technological developments, and the entangling of religion and politics. The course covers religion from the colonial period to the dawn of the twentieth century. No prerequisites.
Cross-listed as: RELG 234, HIST 234

AMER 235: Racism and Ethnic Relations

This course surveys of the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 235, AFAM 235

AMER 236: 20th Cent Theater: Musical Theater

A study of representative musical comedies, operettas, and related works that will provide topics for papers by students. Emphasis will be placed on relationship to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George, and others.

Cross-listed as: ENGL 236, MUSC 235

AMER 237: Philosophy & 1960s Popular Culture

This course offers a demanding tour through the intellectual milieu of the 1960s in the United States. We will read philosophical works, social theory, popular and literary fiction, and occasional pieces of various sorts

(speeches, journalism, etc.); we will watch films and television shows; we will listen to music: all with the goal of figuring out not just how people in the 1960s were thinking, but also of understanding how philosophy and popular culture reflected and refracted each other during a particular - and particularly volatile - historical moment.

Cross-listed as: PHIL 235

AMER 238: Religion and Place in Chicago

(Religion, Space, and Architecture in Chicago) This course looks to the way that religious communities have created and used different spaces in the greater Chicago area, paying attention to Chicago as a specifically urban place. We focus on both neighborhoods and sacred spaces themselves, including the architectural forms of these spaces. We examine the effects of immigration and urban change on neighborhoods and congregations. This course covers a diverse range of historical and living communities, drawing from the tools of religious studies, history, urban studies, and architectural studies. It also includes numerous field site visits, with much of the instruction taking place on location in Chicago's sacred spaces. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 238

AMER 240: Public History

Public history is the practice of history outside the academy. Public historians record and preserve evidence of the past in many formats, analyzing and interpreting their findings to general and specialized audiences beyond the traditional classroom setting. This course will survey the theory and practice of various professional historical specialties - ranging from archival administration to historic site management, museum exhibitions, and historical reenactment. Institutional constraints, audience development, and conflicts between history and public memory will be major thematic issues. Field trips to institutions and sites in the Chicago metropolitan area.

Cross-listed as: HIST 285

AMER 241: American Foreign Policy

This course explores the important historical events and ideologies that have shaped American foreign policy since the founding of the Republic. We study the models of foreign policy making in the area of national security, the world economy, international law and human rights, and the global environment. Special emphasis is placed on the strategic choices facing President Obama.

Cross-listed as: POLS 240, IREL 240

AMER 242: Influence and Interest Groups

Organized interests shape American campaigns and candidates, citizen attitudes, and policy at every level of government; the power of these groups lies in their numbers, their dollars and their organization. This course introduces the intellectual traditions and debates that have characterized the study of interest groups and their influence on public policy, political opinion, and political actors, and will compare theory to practice in the American political experience.

Cross-listed as: POLS 225

AMER 249: Colonial America

This course is an interpretive survey of American Colonial history in the context of a broad Atlantic system from 1492 to 1763. The colonial period was the first era of globalization, when peoples of Europe, Africa, and the Americas came together in new economic, social, and cultural configurations. In this class we will explore this period not only as the first chapter in American history, but more broadly as a hugely transformative era in World history. A main component of this course is attention to ordinary people in early America through research in primary sources. Cross-listed as: HIST 220

AMER 250: American Civil War

The origins of the war in the antagonistic development of the free North and slave South; Lincoln and the Republican Party; Black activity in the North and South; the war; the transforming and gendered aspects of fighting the war; Reconstruction; the impact of the war on American development. Cross-listed as: HIST 226

AMER 251: Rhetorical History of U.S.

A historical survey of rhetorical artifacts focusing on how interested parties use discourse to establish, maintain or revive power. Cross-listed as: COMM 251

AMER 252: Intro to Women's/Gender Studies

(Meets GEC Cultural Diversity Requirement.)

AMER 253: American Revolution

To quote the historian Gordon Wood, the American Revolution 'was the most radical and far-reaching event in American history.' In this course we examine this momentous Founding Age of the United States, with a special focus on the ideas that shaped this period. We explore the growing estrangement of American colonies from Great Britain and the culmination of this process in the Declaration of Independence. Then we look at the process and controversies involved in creating a new nation, and the United States government. Cross-listed as: HIST 222

AMER 259: American Constitutional Law

This course examines the major constitutional themes of judicial review, federalism, separation of powers, the commerce power, due process rights, and equal protection under the law. Students read U.S. Supreme Court cases in order to analyze and understand the allocation of government power. Prerequisite: POLS 120 or permission of instructor. Cross-listed as: POLS 261

AMER 260: American Political Thought

Students survey American political thought from the Revolutionary Era to the present day (or from the original Boston Tea Party to the contemporary Tea Party movement). Topics to be covered include: revolutionary ideas and their historical antecedents, the framing of the Constitution, 19th century responses to slavery and industrialism, the Progressive Era, and the philosophical underpinnings of contemporary conservatism and liberalism. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged. Cross-listed as: POLS 250

AMER 261: American Environmental History

Introduction to the historical study of the relationship of Americans with the natural world. Examination of the ways that 'natural' forces helped shape American history; the ways human beings have altered and interacted with nature over time; and the ways cultural, philosophical, scientific, and political attitudes towards the environment have changed in the course of American history, pre-history to the present. Cross-listed as: HIST 232, ES 260

AMER 262: Race & Gender in American Politics

In this course we will explore the complex relationship between race and gender in the American political process. How do underrepresented racial groups and women attain legislative success? What role does identity politics play in influencing voter decisions? We will examine how race and gender affect political behavior, public policy, American political culture, and the overall political landscape. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: POLS 235

AMER 263: American Cities

The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.

Cross-listed as: HIST 235, ES 263

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AMER 264: History of Rock and Roll

This course covers the history of rock music from its origins in the blues and American country music to the diverse rock styles heard today. Analysis of performances and compositional styles of several familiar rock stars is included. Social and political influences will be addressed, but the focus will be on the music itself. No prerequisite.

Cross-listed as: MUSC 264

AMER 265: American Jurisprudence

(Jurisprudence: Philosophy of American Law) Students examine the ways Americans have conceptualized and theorized about the law from the time of the Founding to the present day. Topics to be covered include natural law versus legal positivism; the relationships among law, politics, economics, and society; and debates over constitutional and statutory interpretation, the proper role of judges in a democracy, and the relationship between domestic and international law. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged.

Cross-listed as: POLS 262

AMER 266: Music in Film

Music has played an important part of the movie-going experience since the beginnings of the film industry in the 1890's, and the blending of music and drama has deeper roots still. This course charts the development of music and sound in film, from these deep roots through the mis-named silent-movie era and on to the great film composers of the twentieth century and today. Students will learn the fundamental elements of a film score, investigate how a film composer works, and develop a vocabulary for describing and assessing film music. No prior knowledge of music or film history is necessary.

Cross-listed as: MUSC 266, CINE 266

AMER 267: US & World History

This course examines US history from various perspectives to show not only that it has been both similar to and different than that of other nations, but also that it cannot be separated from world developments. Examples of perspectives to be used include the following: a comparative viewpoint that looks at key moments and developments, i.e., the abolition of slavery, as they occurred throughout the world; a transnational approach that embeds US history at every significant moment, e.g., industrialization, in its connections to ongoing global events and processes; a diasporic standpoint that puts the voluntary and forced movement of peoples at the center of the evolution of US society; a political-economic critique that places the origins and development of capitalism at the center of world history since the fourteenth century.

Cross-listed as: HIST 237, IREL 222

Cross-listed as: HIST 237, IREL 222

AMER 268: The Judiciary

This is an examination of the federal court system, focusing on the United States Supreme Court. Students will study the constitutional beginnings of the federal judicial branch and its position vis a vis the two other branches of government. We will examine the history of the United States Supreme Court, the politics of presidential appointment of judges, selected case law over the course of the Court's history and its impact, personalities on the Court and the Court's decision-making process.

Cross-listed as: POLS 266

AMER 269: American Philosophy

American philosophy has a rich and diverse history. With the sometimes conflicting commitments to principles and pragmatism as a focus, the course will investigate topics such as (1) early debates over American political institutions: human rights and democracy versus aristocratic leanings to ensure good government; (2) eighteenth-century idealism (e.g., Royce) and transcendentalism (focusing on moral principle, as reflected in Emerson and Thoreau); (3) American pragmatism in its various forms (Pierce, James, and Dewey); (4) Whitehead and process philosophy; and (5) contemporary manifestations (e.g., human rights, environmental concerns, technology, and struggles with diversity).

Cross-listed as: PHIL 270

AMER 270: Hist of Educ in American Society

(History of Education in American Society) Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century.

Cross-listed as: HIST 239, EDUC 239

AMER 271: The New American Nation, 1787-1848

This course covers America's 'Founding Period' from the end of the Revolution through the conclusion of the U.S.-Mexican War. During this time, Americans gradually came to see themselves as part of a unified nation with its own distinctive culture and ideals, though this outcome was far from certain. Beginning with the Constitution and the uncertain legacies of the American Revolution, the course considers the fundamental political, social, and cultural problems that could easily have torn the young Republic apart. Topics and themes include the problems of democracy and popular politics, the limits of citizenship, the formation of a distinctive American culture, the place of America on the world stage, the transition to capitalism and the 'market revolution,' and the figure of Andrew Jackson. Prerequisites: No prerequisites. Corequisites: No corequisites.

Cross-listed as: HIST 224

AMER 272: Disney, Music and Culture

Walt Disney created an empire both influencing and being influenced by society and culture since its inception. Disney films, music, propaganda, media, business practices, and merchandise have been imbedded into popular culture. Disney, Music, and Culture is an introduction to the history and content of the Disney Corporation, the films and soundtracks, and a critical look at them through the lenses of race, ethnicity, gender, sexuality, and disability, among others. A major element of this course will involve viewing Disney films and analyzing critically based on the lenses mentioned above. The evolution of how Disney utilized music will also be examined at length. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: MUSC 267

AMER 273: American Music

Music in the United States from the time of the pilgrims to the present day. The course includes art music, folk music, religious music, and jazz. Prerequisite: Any music class or consent of the instructor. Cross-listed as: MUSC 265

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AMER 274: Race and Criminal Justice

This course will examine the systemic racial injustices inherent in American criminal jurisprudence from police interaction to trial and sentencing, incarceration, and supervised release. Students will study how racial injustice continues to pervade the American criminal justice system despite the constitutional guarantees of equal protection and due process. How do so many players, from police officers to judges and juries, fail to protect against racial injustice? Why do courts, when confronted with allegations or proof of racially motivated police misconduct, overwhelmingly cite "harmless error" doctrine? To attempt to answer these complicated questions, students will learn legal criminal procedure, study 4th, 5th, 6th and 8th amendment case law, and have an opportunity to listen to and speak with a variety of professionals in the criminal justice field. Prerequisite: POLS 120 or permission of instructor. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: POLS 270, AFAM 270

AMER 275: Introduction to Film Studies

Cinema technique, production, language, style, genres, movements, and criticism, through the analysis of particularly important and representative films and directors. Cross-listed as: COMM 275

AMER 276: Inequality and Reform: US 1865-1920

This course offers an introduction to the political, social, and cultural history of the United States between Reconstruction and World War I, as the country rebuilt and reimagined itself in the wake of the Civil War and the end of slavery. We will pay special attention to new patterns of inequality in the contexts of industrialization, urbanization, and immigration. We will also examine the complexities and contradictions of progressive reform movements, including efforts to improve housing, sanitation, and labor conditions. We will look at how those transformations affected people's everyday lives and conceptions of American citizenship, and we will explore the emergence of popular mass culture through photography, art, architecture, advertising, and films. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: HIST 228

AMER 277: Immigration Law and Policy

This course provides an in-depth understanding of our current U.S. immigration regime using a multi-disciplinary approach. It explores the range of policy issues affecting today's immigrants and nonimmigrants. The course examines the fundamental principles of immigration law in the context of competing interests among Congress, the President, and the Judiciary that shape this nation's current immigration policy and affect reform efforts. Additionally, the course focuses on the human rights aspect of immigration, including issues related to the treatment of undocumented immigrants, human trafficking, and the system's response to the recent influx of refugees and asylum seekers. No prerequisites. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: POLS 265

AMER 286: The American Graphic Novel

(Reading the American Graphic Novel) This course will examine the theory and practice of the graphic novel in America in the twentieth and twenty-

first centuries. The serial visual narrative, also known as the graphic novel or comic book, has had a formative influence on American literary and popular culture. Not all comics and graphic novels are written about superheroes; the form has proven flexible enough to encompass such genres as the memoir, historical narrative, and journalism. This course will have a particular focus on the work of such writer-artists as Marjane Satrapi, Alan Moore, Art Spiegelman, Alison Bechdel, Scott McCloud, Joe Sacco, Harvey Pekar, Robert Crumb, Chris Ware, John Lewis, Daniel Clowes, and Lynda Barry. Students will read and discuss these graphic narratives with an emphasis on how they make difficult or marginal content accessible to readers, and will have the opportunity to try their own hands at writing comics or a short graphic novel. No prerequisites.
Cross-listed as: ENGL 266

AMER 291: Tutorial

AMER 308: Sport and Spectacle Modern America

This course considers the history of sport as mass entertainment from the mid-nineteenth century to the present. More than an escape from everyday life, the games Americans have played and watched have been thick with social, cultural, and political meanings. Athletes and spectators alike have defined and challenged ideas of gender, race, and the body; they have worked out class antagonisms, expressed national identities, and promoted social change. Topics include: the construction of race; definitions of manhood and womanhood; industrialization, urbanization, and the rise of modern spectator sport; media and mass spectacle; fitness and athletic reform movements; collegiate athletics; sports figures and social change. Prerequisite: History 200 or 201, or permission of the instructor.

Cross-listed as: HIST 308

AMER 312: Black Metropolis

(Black Metropolis: A Study of Black Life in Chicago). This course is a study of race and urban life in Chicago. From the founding of Chicago by a black man to the participation of blacks in the rebuilding of the city following the Great Chicago fire, and into an exploration of Bronzeville, 'a city within a city,' this course will highlight blacks and their contributions to this great city. Study of landmark texts, documentaries, novels, and photography, along with at least one field trip to the Chicago area, will reveal the impact of the Great Migration on the city; contributions of talented musicians, writers, and photographers involved in the Chicago Renaissance; and the origins of the famous black Chicago newspaper, the Chicago Defender, including its regular column by Langston Hughes. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 312, ENGL 312

AMER 315: US Catholic Immigrant Experience

From the Irish who arrived before the Civil War to the Mexicans and Vietnamese who have come recently, the Catholic experience in the US has been a continuing story of immigration. This course examines how succeeding immigrant groups have practiced and lived their Catholic faith in different times and places. Religion cannot be separated from the larger social and economic context in which it is embedded, so the course will also pay attention to the ways in which the social and economic conditions that greeted the immigrants on their arrival shaped how they went about praying and working. Finally, the changing leadership of the Catholic Church will be taken into account, since it provided the ecclesiastical framework for the new Catholic arrivals. Prerequisite: HIST 120 or HIST 121 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 315, RELG 315

AMER 319: Protest and Police in U.S. History

This course examines historical instances of policing, inequality, and protest, including mobs in the American Revolution, abolitionist direct actions, the terror of the Klu Klux Klan, sit-ins against Jim Crow, protest against military action, and the #BlackLivesMatter movement. Throughout U.S. history, Americans have been committed both to protest and disruption in order to advance their causes, and to stability, security, and the maintenance of order. Despite widespread fears about disorder and crime today, Americans in the past were far more violent. In this course, we will trace how ordinary people came together to challenge authority, and how those with power built state structures that could legitimately use violence. We will see how policing was shaped by fears of newly-arrived immigrants, the demands of a slave economy, and entrenched racism. We will study the intersecting histories of race, inequality, and state power across the American past. Students will develop a major research project on a particular historical instance of policing, inequality, and protest. Prerequisite: HIST 200 or HIST 201 or permission of instructor. (Meets the GEC Cultural Diversity Requirement.) Cross-listed as: HIST 319, AFAM 319

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AMER 322: Campaigns, Elections & Pol Parties

(Campaigns, Elections, and Political Parties) In this course, students examine the nomination procedures and election of political candidates, with a focus on significant historical campaigns, both congressional and presidential. We also study the role and development of political parties with a particular emphasis on emerging third parties, from a historical and contemporary perspective. The influences of interest groups, race, gender, voting behavior, and the media on our electoral process are also considered. Prerequisite: POLS 120 or the consent of instructor. Cross-listed as: POLS 322

AMER 325: Black Literature of the 60s

(Black Literature of the 60s and its Legacy.) A study of the literature produced by major participants in the Black Arts and Civil Rights movements, along with an examination of writings after the 60s to determine the legacy of the themes of protest and social change. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, Angela Davis, Tupac Shakur, Jay Z, M.K. Asante, Jr., Common, Ice Cube, Lupe Fiasco, among others. Prerequisite: English 217 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 325, AFAM 325

AMER 328: Topics in American Politics

(Meets GEC Cultural Diversity Requirement, depending on topic.)

AMER 336: African American Drama & Theater

(Meets GEC Cultural Diversity Requirement.)

AMER 340: History and the Moving Image

This course explores the role of moving images (film, television, internet) in understanding history as both collective process and contested interpretation. The course will integrate a discussion of recent historical methodologies concerning moving images, with examples from a variety of forms, including historical epics, documentaries, propaganda, television series, literary adaptations, and biographies. Special emphasis will be placed upon the ambiguities of historical context, including the time of production, the period depicted, and changing audiences over time. Topics include: 'Feudal Codes of Conduct in Democratic Societies,' 'Film

as Foundation Myth for Totalitarian Ideologies' and 'Situation Comedy of the 1970s as Social History.' Prerequisite: Two history courses or permission of the instructor.

Cross-listed as: HIST 360, CINE 360

AMER 347: Topics in Gender and History

A seminar that examines in depth one aspect of gender and history. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 364, GSWS 347

AMER 348: Museums and Exhibitions

History is an academic discipline but it also has a public face. 'Public history,' through museum exhibitions, historical sites, the Internet, and other venues, is a growing career field. Students in this class will learn the communication tools necessary to produce an engaging and intellectually sound exhibit, including the techniques of oral history. The class will develop a concept, research in local archives, write label copy, and design and install an exhibit. We may use audio, video, photography, and the web to tell our story. The exhibition will be presented in the Sonnenschein Gallery or a local history museum, such as the Lake County Museum. The course will include field studies to Chicago-area history museums.

Prerequisite: Junior or senior standing, or permission of the instructor.

Cross-listed as: HIST 368

AMER 351: John Waters and American Culture

American film director John Waters will visit Lake Forest College as the keynote speaker for the 7th Annual Lake Forest Literary Festival during Spring 2011. His films, from early transgressive works such as *Pink Flamingos* (1972) through the commercial success of *Hairspray* (1988) and its follow-up Broadway musical, explore the American experience of trash culture through the lens of his hometown, Baltimore, MD. Students will examine the making of an American icon by interrogating Waters' engagement with contemporary popular culture, humor, and kitsch/trash culture. More broadly, this class will address how Waters' work may best be interpreted through queer theory, a perspective that examines the dualities of identity and performance, the natural, neutral and social constructions of gender, and how normative standards of sexuality and gender change over time.

Cross-listed as: COMM 350, WOMN 350

AMER 352: The American West

History of the American West as both frontier and region, real and imagined, from the first contacts between natives and colonizers to the multicultural communities of the late-twentieth century. Examining both history and myth, we consider the legacy of Western expansion and evaluate Frederick Jackson Turner's famous argument that the West fundamentally shaped American history. Prerequisite: History 200 or 201 or permission of the instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: HIST 310

AMER 355: American Social History

Conducted as a seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121, or permission of the instructor.

Cross-listed as: HIST 312

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AMER 357: American Cultural History

This course introduces the craft and method of cultural history. Although it

begins with the story of a cat massacre in eighteenth-century France, the course focuses on American art, literature, music, advertisements, and other forms of popular culture from the eighteenth century to the present. Students will use these types of evidence to understand how Americans made sense of events and transformations in the world around them. Topics will include eighteenth-century architecture, the illicit press of nineteenth-century New York, the showmanship of P.T. Barnum, early photography, the figure of the self-made man, blackface minstrelsy, early Wild West shows, 1920s advertising, and World War II pinups. All these examples will offer models for reading and interpreting cultural forms for historical meanings of gender, race, and identity. Students will work with the instructor to choose research topics for a seminar project of their own. Prerequisites: History 200 or 201, or permission of the instructor. Cross-listed as: HIST 314

AMER 358: Amer Environmnt in Great Depression

(American Environment During the Great Depression). This course explores the many ways Americans understood and shaped their diverse local environments during the crisis of the Great Depression. Although the Dust Bowl is perhaps the most iconic of these environmental upheavals during the 1930s, this course examines diverse geographical regions: from the Appalachian mountains to the (de)forested Upper Midwest, from the agricultural South to the Dust Bowl plains and the water-starved West. In each region, we use interdisciplinary approaches (including literary, historical, sociological, and visual media studies methods) to trace the impacts of economic turmoil on the environment and the people who depended on it for their livelihoods, as well as the way economic disaster paved the way for the government's unprecedented intervention in environmental matters. This course fosters critical examination of American subcultures during the Great Depression, including African-Americans, the Southern poor, the Range culture of the American West, and the immigrant experience. Prerequisite: Any 200-level ES course or permission of instructor. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ES 358

AMER 360: The First Amendment

In this course students explore the U.S. Supreme Court's interpretation of freedoms of speech (including obscenity and libel), assembly and association, the press, and the exercise and establishment of religion. We will also examine First Amendment issues raised by regulation of the Internet and other new media. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students. Cross-listed as: POLS 361

AMER 361: Civil Rights Movement

This course focuses on the origins, development, and accomplishments of the civil rights movement in post-World War II America. Particular emphasis will be given to the differences between the struggle for black equality in the south and its northern counterpart. Taught in a seminar format, the class will be both reading- and writing-intensive. Course readings and paper assignments are designed to help students develop a comparative analytical framework and to illuminate the following lines of inquiry: What caused and what sustained the civil rights movement? What changes took place within the movement over time, particularly at the level of leadership? What underlay the radicalization of the movement and what were the consequences? To what extent did the civil rights movement succeed and how do we measure that success today? Finally, how did the black civil rights movement inspire other groups and minorities in American society to organize? Prerequisite: History 200 or History 201. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: HIST 306, AFAM 361

AMER 362: Love in a Time of Capitalism

Most of us are familiar with the idea that romantic love plays a different role in the contemporary world than it did at other times and the idea that love manifests in different ways across cultures. Rather than attempt a survey of all the possible manifestations of romantic love, this course aims to explore how 'love' features into our understandings of human interaction in the 21st century, particularly in the United States. We will be particularly focusing on the contemporary American notion that love and money are opposing forces. Our first goal will be to identify at least some of the tropes of love that are in current circulation. We will then explore the potential social consequences of those tropes, including the ways in which such tropes are passed on and reproduced across generations and the possibility of commodifying and 'selling' certain tropes as the 'right' way to be in love. Throughout the course, we will collect love stories, and our final task of the semester will be to compare our theoretical and media derived understandings of romantic love to its manifestations in people's lives. Prerequisites: SOAN 110 and 220 or consent of instructor. Cross-listed as: SOAN 362, GSWS 362

AMER 364: The Fourteenth Amendment

(The Fourteenth Amendment: Civil Rights and Equality) Students in this course examine the rulings of the United States Supreme Court in order to learn how the Fourteenth Amendment guides the government's treatment of people based on race, creed, national origin, gender, economic status and sexual orientation. State action, strict scrutiny analysis, affirmative action and voting rights are also covered. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: POLS 363

AMER 365: American Thought

AMER 366: Civil Liberties

This course focuses on our individual liberties as addressed in the Bill of Rights and the Fourteenth Amendment. Using United States Supreme Court cases, we examine the protection of our individual liberties - the meaning of equal protection and the antidiscrimination principle, expressive freedom and the First Amendment, religious liberty and church-state relations, rights of personal autonomy and privacy, criminal justice, voting rights, property rights and economic freedom. Prerequisite: POLS 120 or permission of instructor. Second year standing is also required. Cross-listed as: POLS 365

AMER 367: Apocalypse in PostWWII Amer Envrnmt

(Apocalypse and Fear in the Post-WWII American Environment.) One dominant strain of the post-World War II American environmental imagination has been fear of imminent environmental apocalypse, which manifests itself on a spectrum from diffuse anxiety to paralyzing terror. This course explores this culture of fear through a variety of topics in postwar American environmental consciousness, including the specter of atomic annihilation, the anti-eco-toxics and environmental justice movements, food security, and climate change. Texts and methodological approaches are literary, historical, anthropological, and sociological. Prerequisite: Any 200-level ES or Hist course. Cross-listed as: ES 363

AMER 384: The Rhetorical Presidency

Examines the rhetorical nature of the office of the President of the United States. Cross-listed as: COMM 384

AMER 386: Read Popular Culture:TV Criticism

Focusing on how culturally we are both producers and products of our popular culture we will try to answer the question: 'are we, as a culture, using the potential of television wisely'?

Cross-listed as: COMM 386

AMER 390: Internship**AMER 393: Research Project****AMER 440: Advanced Writing Seminar**

An advanced course in which each student completes a Senior Writing Project (a portfolio of work in poetry, fiction, drama, or nonfiction prose), while interacting with Chicago in two distinct ways: 1) students will generate writing from the study of specific Chicago neighborhoods, and, 2) students will participate in the literary life of the city through attending and staging literary events. Group discussion and individual conferences. Intended for senior majors in the English major-writing track. Prerequisites: (a) English 235; and (b) any 300-level writing course (English 330, 332, 360, 361, 363, or 364), or English 242/Theater 270. (Meets GEC Senior Studies Requirement.)

AMER 478: The 21st Century World (Dis)Order

The international system of states is undergoing a power shift. Though it will remain the dominant world power for some time to come, most scholars agree that American global preeminence is waning. Yet scholars disagree about the effect of this shift on world order. Some see an effort by the United States and its closest allies to prop-up the current American liberal world order of global economic integration and cooperative security. Others envision either a 'post-American' world in which the United States and rising great powers re-negotiate the ground rules of a new liberal order, or a world in which the United States is one of a small number of great powers competing for power and influence in an illiberal world. Each of these possibilities raises compelling questions about war and peace, and cooperation and discord in twenty-first century international politics. Will this power shift jeopardize the liberal world order? Can this world order persist in the absence of American preeminence? How might the United States and its allies extend the current American world order?

Cross-listed as: IREL 480

AMER 479: Topics in U.S. Foreign Policy**AMER 480: Senior Seminar**

Spring 2017 Topic: The American Home. Awaiting CPC approval.

Cross-listed as: AMER 200

AMER 490: Internship**AMER 491: Tutorial****AMER 493: Research Project****AMER 494: Senior Thesis**

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Area Studies

Faculty

Les R. Dlabay

Professor of Economics and Business, Chair of Area Studies, Chair of Latin American Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

EMERITUS FACULTY

Carol Gayle

Associate Director of the Master of Liberal Studies Program,
Associate Professor of History, Emerita

Areas of Study: Russian and European history

Paul S. Orogun

Associate Professor of Politics, Emeritus

Areas of Study: comparative politics, Africa

Requirements

MAJOR AND MINOR IN AREA STUDIES

Requirements for the Major:

At least 10 credits

- Core courses (3 of 4 courses)
 - Economics 110: Principles of Economics
 - History 110: Introduction to Historical Study: World Civilizations to 1650
 - Politics 110: Introduction to Global Politics
 - Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- Research methods courses (1 course)

An appropriate statistics or research methods course, agreed upon in consultation with an Area Studies advisor

- Area of focus electives (4 courses)
 - Courses, tutorials, or research projects from these disciplines: History, Politics, Economics, Business, Sociology and Anthropology, Religion, Psychology, Education, Modern Languages and Literatures related to the area of concentration, agreed upon in consultation with an Area Studies advisor, with at least one course at the 300 level or above. (When appropriate, as determined by the Area Studies advisor, language courses for a region of study should be included in the selection of electives.)
- Experiential Learning (1 course)
 - Field research independent study project, internship, or off-campus study program
- Senior Studies (1 course)
 - Senior thesis, approved research project, or appropriate senior seminar in one of the disciplines listed above.

Requirements for the Minor:

At least 6 credits

- Core courses (2 of 4 courses)
 - Economics 110: Principles of Economics
 - History 110: Introduction to Historical Study: World Civilizations to 1650
 - Politics 110: Introduction to Global Politics
 - Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- Area of focus electives (3 courses)
 - Courses, tutorials, or research projects from these disciplines: History, Politics, Economics, Business, Sociology and Anthropology, Religion, Psychology, Education, Modern Languages and Literatures related to the area of concentration, agreed upon in consultation with an Area Studies advisor, with at least one course at the 300 level or above.
- Experiential Learning (1 course)
 - Field research independent study project, internship, or off-campus study program

Examples of possible Area Studies concentrations:

- **African Studies:** Combines coursework and experiential learning in politics, economics, history, literature, sociology and anthropology, and religion, along with Arabic when doing a North African focus.
- **European Studies:** Combines coursework with off-campus experiences in a language with courses in history, politics, literature, art, economics, and philosophy.
- **Middle Eastern Studies:** Combines courses in Arabic, politics, economics, and religion with work in history and sociology and anthropology, and potential off-campus experience.
- **Russian and East European Studies:** Combines courses in history, politics, economics, religion, and literature, and potential off-campus experience.
- Analysis of a global issue, such as economic development, immigration, health care, hunger, clean water, human trafficking, foreign trade, or microfinance through related coursework, independent research and experiential learning.

Area Studies students will determine, in consultation with the Chair of Area Studies, the official name of the major or minor that will appear on the transcript. The region or topic of emphasis will be included, such as Area Studies: Eastern Europe, Area Studies: African Health Care, or Area Studies: Middle East.

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Art and Art History

Faculty

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty, Director of the Learning & Teaching Center, Chair of Museum Studies

Areas of Study: ancient, medieval, and early modern art history

[Miguel de Baca](#)

Associate Professor of Art History

Areas of Study: America, modern, and contemporary art history

[Tracy Marie Taylor](#)

Associate Professor of Art

Areas of Study: design, computer imaging, digital photography, art

[Karen Lebergott](#)

Associate Professor of Art, Chair of Art and Art History

Areas of Study: painting, drawing, mixed media

David Sanchez Burr

Assistant Professor of Art

Areas of Study: Mixed media, video and audio art

[Michael Orr](#)

Krebs Provost and Dean of the Faculty, Professor of Art

Areas of Study: medieval art, Renaissance art, illuminated manuscripts

Perette Michelli

Lecturer in Art History

Areas of Study:

Ben Murray

Lecturer in Art

Areas of Study:

Margaret Coleman

Lecturer in Art

Area of Study:

Nikki Anderson

Lecturer in Art

Areas of Study: ceramics

H. Maurene Cooper

Lecturer in Art

Areas of Study: photography

Emma Lewis

Lecturer in Art

Areas of Study:

Bradley Coleman
Lecturer in Art

Area of Study: drawing

Rebecca Goldberg
Lecturer in Art

Areas of Study: museum curation

Lia Alexopoulos
Lecturer in Art

Areas of Study: museum studies

Timothy Wittman
Lecturer in Art

Areas of Study: architecture

Michelle Bolinger
Lecturer in Art

Areas of Study: drawing

Requirements

MAJOR AND MINOR IN ART

Students studying in art may choose between a track in studio art or an art history track. Both tracks in the Major in Art require at least ten credits, while both tracks in the Minor in Art require at least six credits. Regardless of track, courses taken with the Credit-D-Fail option do not count toward the Art major.

Requirements for the Major:

Art History Track

The Art History Track requires a minimum of 10 courses. At least 3 courses must be at the 300- or 400-level, and must not double-count for any other major or minor. A grade of C or better is required for all art history courses counting toward the major.

Legacy requirements

Students who declared the Art Major before these requirements were put into place are not required to complete the new requirements, although it is recommended that they do so. This will include any student who has declared the Art Major before the beginning of the 2011-2012 academic year.

Required Courses:

The following should be taken in the first or second year:

- ArtH 110: Introduction to Visual Arts and Design
- Art 130: Elements of Design
- Art 131: Drawing OR Art 133: 3-D Design Foundations

Three period survey courses:

- Choose at least one from Ancient to Renaissance:

ArtH 210: Ancient Art

ArtH 211: Medieval Art

ArtH 212: Italian Renaissance Art

ArtH 223: Northern Renaissance Art, or the Greece Program

ArtH 380: Renaissance Art and Domesticity

ArtH 383: Hell, Damnation and Romanesque Art

- Choose at least one from Early Modern to c. 1900:

ArtH 215: Baroque & Rococo

ArtH 217: Nineteenth Century Art

ArtH 219: American Art

ArtH 224: History of Prints

ArtH 226: Colonial Latin American Art

ArtH 282: Depicting Difference: Images of the Racial and Religious 'Other' in Western Art

- Choose at least one from the 20th or 21st century:

ArtH 218: Twentieth Century Art

ArtH 222: History of Photography

ArtH 355: The Art of the Sixties

ArtH 360: Contemporary Art

Three Art History electives:

- Choose at least three from:

ArtH 201: Writing Art Criticism

ArtH 202: Greece in the Bronze Age

ArtH 203: Greece in Classical-Roman Ages

ArtH 204: Greece in Byzantine-Medieval Ages

ArtH 205: Japanese Art and Culture

ArtH 206: Chinese Art and Culture

ArtH 210: Ancient Art

ArtH 211: Medieval Art

ArtH 212: Italian Renaissance Art

ArtH 215: Baroque & Rococo

ArtH 217: Nineteenth Century Art

ArtH 218: Twentieth Century Art

ArtH 219: American Art

ArtH 220: History of Architecture

ArtH 221: Modern Architecture

ArtH 222: History of Photography

ArtH 223: Northern Renaissance Art

ArtH 224: History of Prints

ArtH 225: American Architecture

ArtH 226: Colonial Latin American Art

ArtH 238: Curating an Art Collection

ArtH 239: Museum Histories and Practices

ArtH 280: Architecture in East Asia

ArtH 282: Depicting Difference: Images of the Racial and Religious 'Other' in Western Art

ArtH 286: Topics in Islamic Art

ArtH 306: Buddhist Arts of Asia

Arth 320: Landscape and Representation

Arth 322: Sight, Site & Insight

Arth 323: Monuments and Memory

Arth 325: Women, Art and Society

Arth 326: Gender Identity in Modern Art

Arth 338: Museum/Gallery Practicum

Arth 355: The Art of the Sixties

Arth 360: Contemporary Art

Arth 380: Renaissance Art and Domesticity

Arth 383: Hell, Damnation and Romanesque Art

Senior Seminar in Art History:

- All Art History Track Majors must take Arth 485 Seminar: Means and Methods of Art Historians in the Fall Semester of their senior year.

Senior Thesis in Art History

Exceptional students may choose to undertake a Senior Thesis in Art History, Arth 494, directed by a member of the faculty. Proposals must be submitted in the semester before the one in which the thesis is to take place, and must be approved by the faculty member directing it and by the Chair of the Department. Arth 494 is taken for one credit in the Spring Semester of senior year, only after completion of Arth 485. Students earning distinction on their Senior Thesis, and graduating with a GPA of 3.5 or better within the major will be awarded honors in the Department of Art and Art History.

Art history track majors planning to go on to graduate study are advised to acquire a reading knowledge of at least one foreign language, preferably French or German.

Studio Art Track

The Studio Art Track requires a minimum of 10 courses. At least 3 courses must be at the 300- or 400-level, and must not double-count for any other major or minor. A grade of C or better is required for all studio art courses counting toward the major.

Legacy requirements

Students who declared the Art Major before these requirements were put into place are not required to complete the new requirements, although it is recommended that they do so. This will include any student who has declared the Art Major before the beginning of the 2011-2012 academic year.

Required Courses:

The following introductory courses should be taken in the first or second year:

- Art 130: Elements of Design
- Art 131: Drawing
- Arth 110: Introduction to Visual Arts and Design
- One Art History course in 20th Century or Contemporary Art:
Arth 218: Twentieth Century Art OR Arth 360: Contemporary Art

• One Art History Elective:

Choose one from:

Arth 201: Writing Art Criticism

Arth 202: Greece in the Bronze Age

Arth 203: Greece in Classical-Roman Ages

Arth 204: Greece in Byzantine-Medieval Ages

Arth 205: Japanese Art and Culture

Arth 206: Chinese Art and Culture

ArtH 210: Ancient Art

ArtH 211: Medieval Art

ArtH 212: Italian Renaissance Art

ArtH 215: Baroque & Rococo

ArtH 217: Nineteenth Century Art

ArtH 218: Twentieth Century Art

ArtH 219: American Art

ArtH 220: History of Architecture

ArtH 221: Modern Architecture

ArtH 222: History of Photography

ArtH 223: Northern Renaissance Art

ArtH 224: History of Prints

ArtH 225: American Architecture

ArtH 226: Colonial Latin American Art

ArtH 238: Curating an Art Collection

ArtH 239: Museum Histories and Practices

ArtH 280: Architecture in East Asia

ArtH 282: Depicting Difference: Images of the Racial and Religious 'Other' in Western Art

ArtH 286: Topics in Islamic Art

ArtH 306: Buddhist Arts of Asia

ArtH 320: Landscape and Representation

ArtH 322: Sight, Site & Insight

ArtH 323: Monuments and Memory

ArtH 325: Women, Art and Society

ArtH 326: Gender Identity in Modern Art

ArtH 338: Museum/Gallery Practicum

ArtH 355: The Art of the Sixties

ArtH 360: Contemporary Art

ArtH 380: Renaissance Art and Domesticity

ArtH 383: Hell, Damnation and Romanesque Art

- One studio course in a hands-on 2D discipline:
Choose at least one from:
 - Art 230: Painting
 - Art 231: Figure Drawing
 - Art 250: Printmaking
 - Art 331: Advanced Drawing
 - Art 335: Mixed-Media
 - Art 350: Advanced Printmaking
- One studio course in a hands-on 3D discipline:
Choose at least one from:

Art 233: Sculpture

Art 236: Ceramics

Art 333: Advanced Sculpture

Art 334: Installation Art

- Two additional elective studio art courses:

Choose at least two from:

Art 133: 3-D Design Foundations

Art 142: Digital Design Foundations

Art 230: Painting

Art 231: Figure Drawing

Art 232: Photography

Art 233: Sculpture

Art 236: Ceramics

Art 237: Performance Art

Art 244: Digital Art

Art 250: Printmaking

Art 253: Graphic Design

Art 261: Art of Social Change

Art 277: Web Design and Development

Art 322: Sight, Site & Insight

Art 330: Advanced Painting

Art 331: Advanced Drawing

Art 332: Advanced Photography

Art 333: Advanced Sculpture

Art 334: Installation Art

Art 335: Mixed-Media

Art 342: Advanced Computer Imaging

Art 343: Video Art

Art 344: Digital Color Photography

Art 350: Advanced Printmaking

- Senior Seminar in Studio Art:

All Studio Art Track Majors must take Art 480 Senior Seminar in Studio Art in the Fall Semester of their senior year.

Senior Thesis in Studio Art:

Exceptional students may choose to undertake a Senior Thesis in Studio Art, Art 494, directed by a member of the faculty. Proposals must be submitted in the semester before the one in which the thesis is to take place, and must be approved by the faculty member directing it and by the Chair of the Department. Art 494 is taken for one credit in the Spring Semester of senior year, only after completion of Art 480. Students earning distinction on their Senior Thesis, and graduating with a GPA of 3.5 or better within the major will be awarded honors in the Department of Art and Art History.

Requirements for the Minor:

As with the major, the Art and Art History Department offers a minor in two tracks. Both studio art track and art history track will require a C (2.0) average across all courses counted toward that minor, with a minimum of a C- in each of those courses.

Art History Track

- ArtH 110
- Art 130
- At least 1 additional studio art course
- At least 3 additional art history courses

Studio Art Track

- ArtH 110
- Art 130
- At least 1 additional art history course
- At least 3 additional studio art courses

Art Courses

ART 130: Elements of Design

Introduction to basic design problems in various two- and three-dimensional techniques and media. A prerequisite for most other courses in studio art.

ART 131: Studio Art: Drawing

This introductory course exposes the student to a variety of drawing tools and techniques. The emphasis is on the development of observational skill and on hand-eye coordination. Students learn the basics of value, line, and composition. The stress is on the development of a visual vocabulary and critical skills to express ideas in extended drawings. While focusing on hand/eye coordination and observational skills, the conceptual aspect of the subject matter centers, in large part, on our place in Nature: the plant/human connection, and the human/animal connection. All drawing will be created through observation of the real three-dimensional world; including plants, animals and animal/human skeletons. Emphasis will be on developing a drawing using preliminary studies and compositional ideas. Students will participate in group critiques, and will be exposed to ideas and techniques (historical and contemporary) through slide lectures.

ART 133: 3-D Design Foundations

This course offers students an introduction to three dimensional art and design materials and methods. Inspired by Bauhaus course topics, the curriculum approaches additive and subtractive processes in material and conceptual explorations of form. Students will make studio projects and study important texts in 3D design and sculpture theory in building a vocabulary to deal with spatial design issues including figuration, abstraction, structure, surface, form and function. No prerequisites.

ART 142: Digital Design Foundations

Digital Foundations uses formal exercises of the Bauhaus to teach the Adobe Creative Suite. The curriculum decodes digital tools and culture while explaining fundamental visual design principles within a historical context. Students develop an understanding of the basic principles of design in order to implement them using current software. There are no prerequisites for this course.

ART 202: Greece in the Bronze Age

On-site study of Minoan and Mycenaean cultures, with travel to sites such as Agamemnon's citadel at Myceanae and Minos's palace at Knossos. The course extends roughly from mid-March through early April. See Program in Greece under Undergraduate Curriculum for further information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GKCV 202, CLAS 202

ART 203: Greece in Classical-Roman Ages

On-site exploration of Greek Civilization, examining its foundations in the Archaic Age, its height during the Classical Age and its transformation during the Hellenistic Age and finally the emergence of Roman influence on Greek cities. The course extends roughly from mid-April to mid-May and includes travel to sites such as Apollo's oracle at Delphi, the sacred island of Delos, and Greek cities along the Aegean coast of Turkey. See Program in Greece under Undergraduate Curriculum for more information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GKCV 203, CLAS 203

ART 204: Greece in Byzantine-Medieval Ages

On-site study of the Byzantine Era in the Greek world. The course extends roughly from mid-May to early June, with travel to sites such as Ephesus, the Byzantine cities of Mistra and Monemvasia, and the monasteries of Meteora. See Program in Greece under Undergraduate Curriculum for more information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GKCV 204, CLAS 204

ART 230: Painting

This course is designed for the beginning student in oil painting. The emphasis in this course is on the description and analysis of the world around us. Students will learn the basics of color theory, color mixing, how to prepare and stretch a canvas, how to use and mix paint, and different techniques for various effects using brushes, rags, and palette knives. Emphasis will be on value and depth and their relationship to color. Students must have experience in drawing with value. Students will participate in group critiques and will be exposed to ideas and techniques through slide lectures. Prerequisite: Art 131.

ART 231: Figure Drawing

This course is designed to give advanced students an opportunity to develop their ability to draw and interpret the human form. Working from the model, students will explore a variety of techniques including gesture drawing, studies of volume and mass, and contour and cross-contour drawing. Prerequisite: Art 131.

ART 232: Photography

Intended for majors and students with background in design, this course introduces the aesthetics and techniques specific to photography, including fundamentals of camera and darkroom procedure and the study of the expressive possibilities of the medium. Prerequisite: ART 130.

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ART 233: Sculpture

This course will familiarize students with the basic language and art-historical background of sculpture as both a narrative medium and a contemplative objectification of some of humankind's deepest desires. Reading key texts in the theory and history of modern and contemporary sculpture along with the creation of sketches, models and 3-dimensional artworks students will explore how sculpture functions in various contexts to convey meaning and to pose questions of reality and perception, identity, originality, psychology, society and space. Prerequisite: ART 130 or ART 133.

ART 234: Landscape Painting

An outdoor, landscape/nature course involving the student in the observation of nature, transcribed through perceptual data, and resulting in painting and drawing.

ART 236: Ceramics

This course offers an introduction to ceramic art, including wheel-work, hand-building, and glazing, on a college level. In addition to developing practical skills in ceramics, students will explore the history of the medium and the relationship of concept to visual form. Because this course is sited near the campus, students scheduling their courses must allow time between classes for transport. Cost of materials is not included in tuition; it will be billed upon enrollment and is not refundable.

ART 237: Performance Art

This course will provide students with an understanding of performance art as a constantly evolving and flexible medium. The class will trace the emergence and development of performance art as a form of expression both distinct from and yet dependent upon traditional and experimental forms of theater and other contemporary manifestations of theatricality. Students will negotiate, through reading, research, discussion and planning and practical application, the blurred boundaries between performing and living, entertainment and art.

Cross-listed as: THTR 224, ENGL 233

ART 244: Digital Art

This class explores digital media through the eyes of contemporary art. Exposure to contemporary work in two-dimensional digital media, contemporary art theory and criticism will assist the students to develop their own artistic voice in the context of ongoing contemporary conversations in art. Students explore complex image manipulation and generation options and refine technical skills in preparation for advanced artwork. Projects are designed to combine student's conceptual abilities with technical expertise. Emphasis is on integration of digital images, scanned images and drawing into high-resolution images for output and use in large-scale projects, image-sequencing possibilities, and integration of multi-media installations. Prerequisite: ART 142.

ART 250: Printmaking

This studio course introduces students to a range of printmaking techniques. Students will generate several quality editions of printed artwork on paper and fabric as they explore the potential of printmaking processes to approach important topics in art and design. Prerequisite: ART 130 OR ART 131.

ART 253: Graphic Design

Graphic Design focuses on developing graphic communication skills through a series of exercises and assignments that help students to successfully integrate image and text with an emphasis on commercial design practices.

Students will explore visual design concepts, and use the communicative power of design elements in order to create effective solutions to real-world visual problems. Students learn the principles and techniques of publication design and photo editing techniques, using Mac platforms with Adobe InDesign, Adobe Photoshop and Adobe Illustrator. Emphasis is on topics related to commercial graphics, advertising and publications. Topics include: letter design and typeface, layout, logo and letterhead, computer-generated images, illustration, and print media techniques. Prerequisites: Art 130 and either Art 142 or Art 242.

ART 261: Art of Social Change

Artists have a long history as agents of social change, using "traditional" art forms such as painting, drawing, printmaking and sculpture, and a bit more recently photography, performance and video to critique various aspects of society and to propose alternatives for the future. The consideration of social engagement as an artistic medium in and of itself has become an important current in contemporary art since at least the 1990s. This course will begin with a consideration of some of the ways artists in the past approached social and political concerns. We will then focus on the more recent proliferation of artists with social practices both within and outside of the gallery/museum realm of contemporary art. Students will address various important historical, theoretical and practical texts; conduct discussions and presentations; and collaborate to design and enact original works of socially engaged art. No prerequisites.

Cross-listed as: ETHC 261

ART 277: Web Design and Development

In a project and laboratory-based format, this course focuses on the intersecting skills sets and theoretical knowledge of the graphic artist and Web programmer. Core concepts covered include Web site conceptualization, design conventions and usability considerations, constructing graphical mockups, progressing to XHTML/CSS integration and template construction. Additional topics include Web standards and validation, open source content management systems, dynamically server generated pages, and data collection with XHTML forms. Students will gain proficiency with software such as Adobe's Illustrator and Dreamweaver. A computer laboratory fee will be assessed for this course. Pre-requisites: CSCI 107 and Art 142.

Cross-listed as: CSCI 277

ART 285: Creative Arts Entrepreneurship

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites.

Cross-listed as: MUSC 285, ENTP 285, ENGL 285, THTR 285

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ART 320: Landscape and Representation

This course explores the many moments in human history when landscape is a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it is depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery.

ART 330: Advanced Painting

Advanced work in painted media. Prerequisite: Art 230.

ART 331: Advanced Drawing

Advanced drawing is designed for the student with previous studio drawing background. The course will explore abstraction and non-objective drawing techniques and ideas. Students will, working from known sources, develop abstract imagery and explore new and varied media and materials. Non-objective compositions will be stressed in the later half of the semester. Color will also be an integral aspect of the drawing process. Slides, lectures and field trips will be included in the course work. Prerequisite: Art 131.

ART 332: Advanced Photography

Advanced work with camera and darkroom.

ART 333: Advanced Sculpture

This course approaches contemporary ideas in sculpture with challenging individual and collaborative studio projects, pertinent reading and writing assignments addressing sculptural practices and forms, and virtual methods of sculptural hypothesis. Topics addressed include the relationship between form and function, the importance of process and materiality, developing a conceptual framework, and the context of presentation in conveying meaning. As a 300-level studio course, students are expected to produce work of sophisticated conceptual and formal quality, and to develop a sense of their own artistic style working in 3 (and 4) dimensions. Written project statements will be important components of the presentation of all studio assignments. Critiques will be rigorous and honest, with the paramount goal of improving the effectiveness of each student's artwork as well as their mechanisms of presentation. Prerequisite: Art 233 OR Art 130 and Art 133.

ART 334: Installation Art

In this course students will integrate a variety of artistic media and processes to negotiate the transformation of specific spaces. Students will work both collaboratively and independently on creative projects with the goal of better understanding the contextual importance of site and the potential meanings of materials. Attention will be paid to engaging audiences in both art-dedicated and non-art spaces, and to sustainable and practical materials and construction plans. Prerequisites: Art 130, or Art 131, or Art 133; AND Art 230, or Art 231, or Art 233, or Art 234, or Art 236, or Art 237, or Art 244, or Art 250, or Art 330, or Art 331, or Art 333, or Art 335, or Art 342, or Art 343. Art 233 recommended.

ART 335: Mixed Media:Materials & Tech

This class will focus on the interaction of various media and their application in both two and three dimensions. The class will emphasize a variety of materials and techniques; students will use collage and various other techniques such as monoprinting, transfer techniques, and work with found objects. Emphasis will be on unorthodox methods. Students will work with a variety of materials while developing ideas and exploring visual methods to create formally and conceptually coherent works of art. Critiques and slide lectures will be included. Prerequisite: Art 131.

ART 342: Advanced Computer Imaging

This course explores the computer as a tool to enhance the image-making process. While Art 341 focuses on issues of construction and representation in two-dimensional image manipulation, this course will allow students who are interested in a wide range of media to learn new approaches to art-making using time-based media. Utilizing applications such as Dreamweaver and Final Cut Pro, the class will consider the ways artists can manipulate images and craft projects in video and web formats. Students will design and produce videos that will be burned onto tape or DVD as well as active Web sites. Prerequisite: Art 142 and one other studio art course.

ART 343: Video Art

This course combines digital video production techniques with a seminar-style investigation into the use of film and video as an art form. Students will use Final Cut Studio software in a Mac-platform computer lab to produce several independent and collaborative creative video projects addressing ideas crucial to the development of video art, and pertinent to our current connections to technology and life, communication and entertainment. Students will become familiar with common themes, tools and techniques utilized in this changing, but nonetheless historically grounded medium as they find their own creative voices and engage the rapidly growing community of digital video producers and consumers. Prerequisite: ART 130 or ART 142 or both COMM 112 and COMM 275.

Cross-listed as: CINE 343

ART 344: Digital Color Photography

Digital Color Photography will explore the use of digital and analog cameras to create color photographs that will range from small and medium to large scale format (9" x 12" through 24" x 36"). Working in response to specific challenges from photographic history, as well as contemporary color photographic work, students will use the basic elements of the camera - the lens, the shutter and the aperture - as well as the inventive use of artificial and natural lighting, setting and backdrop, to create images that will be processed through the digital environment of the computer lab rather than in the darkroom. Processing of images will include learning to control scale, color and file size while moving from digital image to printed document. Students will be exposed to the unique expressive qualities of the color image while exploring the conceptual possibilities of this versatile medium in collaborative as well as individual projects, realizing specific ideas in concrete visual form. Prerequisite: Art 142.

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ART 350: Advanced Printmaking

In this course students produce professional quality editions of printed artwork. Students work closely with faculty to propose and execute advanced projects in relief printing, intaglio, serigraphy or other related media, culminating in an exhibition or publication. Prerequisite: Art 250.

ART 370: Interactive Web Design

This course integrates art and design fundamentals into a web-based, interactive format. It includes review of design fundamentals for the web and an introduction to the history of animation and interactive design. The course will also cover web design conventions and considerations including color and typography for the web, grid design and wire-framing. The course will provide detailed coverage of creating HTML and CSS -based web sites using Adobe Dreamweaver. Animation fundamentals using Adobe Flash and advanced interactive techniques using Adobe Flash will also be covered. Prerequisites: Art 142, CSCI 107 and CSCI 270.

ART 480: Senior Seminar in Studio Art

The aim of this course is to provide a 'capstone' experience for students majoring in studio art. The course allows students to reflect on why one makes art and to develop their own conceptual basis for making art. The course will stress issues that confront the studio artist, including professional practices. Students will divide their time between off-campus visits to Chicago-area museums, galleries, and artists' studios and the classroom. Classroom work will focus on readings and discussions of art practices and issues confronting the contemporary artist as well as on making connections between visits to sites in Chicago and the readings. Students will devise artwork that reflects some of these concerns. Prerequisite: senior standing in the major or permission of the instructor.

ART 481: Senior Seminar in Studio Art

The aim of this course is to provide a 'capstone' experience for students majoring in studio art. The course allows students to reflect on why one makes art and to develop their own conceptual basis for making art. The course will stress issues that confront the studio artist, including professional practices. Students will divide their time between off-campus visits to Chicago-area museums, galleries, and artists' studios and the classroom. Classroom work will focus on readings and discussions of art practices and issues confronting the contemporary artist as well as on making connections between visits to sites in Chicago and the readings. Students will devise artwork that reflects some of these concerns.

ART 490: Internship

ART 492: Creative Project

A well-documented and well-executed visual project completed in the senior year may count as a senior thesis. (See Academic Regulations in the Student Handbook for details.) As with other theses, the final project will be reviewed by a thesis-examining committee consisting of three faculty, at least one from outside the Art Department. Students are encouraged to consult with members of this committee during the planning and execution of the project.

ART 494: Senior Thesis

Art History Courses

ARTH 110: Intro to Visual Arts and Design

(Introduction to Visual Arts and Design) This course introduces students to the subject of art history and the major questions and methods of the discipline. Students will not only learn foundational issues, such as composition, medium, and basic interpretive skills, but also the ways in which art, architecture, and design are defined and have operated in cultures across time. The principal aim of the course is to give students the opportunity to analyze and write about works of art. This is the recommended first course in Art History and is required of all Studio Art and Art History majors and minors, although students of all disciplinary backgrounds and skill levels are welcome.

ARTH 189: Public Art in Chicago

In this course, we will explore what makes for "good" public art and how artists conceive of, propose, and execute projects intended for the public sphere. Public art is vital to the spirit of a city and the quality of life of its residents. From "the Picasso" to Jaume Plensa's fountains, from Anish Kapoor's iconic Cloud Gate ("the Bean") to Buckingham Fountain, Chicago is an international flagship site of public art. Attesting to its importance, Mayor Rahm Emanuel proclaimed 2017 as the "Year for Public Art" in Chicago. We will use the city of Chicago as a text to consider prominent public artworks as well as the hidden gems tucked away in neighborhoods, many of which include historically ethnic enclaves (e.g., Pilsen, Chinatown, Bronzeville) and/or concentrations of other minority populations (e.g., Boystown). No prerequisites. (Meets GEC Cultural Diversity Requirement).

ARTH 201: Writing Art Criticism

This course will explore the process of writing about art from an evaluative and critical perspective. Drawing from a variety of examples and styles, students will engage a broad range of methodologies in art criticism. Students will hone observational and written communication skills as they assess, analyze, and interpret works of visual art, as well as effectively articulate critical judgments. Most importantly, by uncovering the process and structure of the review and the role it plays in the art world and the media, this course will encourage students to explore new ways of thinking about looking at art in writing, and how to inspire their readers' responses to visual culture. No prerequisites.

ARTH 205: Japanese Art and Culture

The course focuses on the history of Japanese art from neolithic to modern times, with emphasis on the art forms of the major periods and their relationship to social, political, and religious developments. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 205

ARTH 206: Chinese Art and Culture

This course examines the history of Chinese art from the Bronze Age to the present with emphasis on the major art forms and their relationship to contemporary social, political, and religious development. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 206

ARTH 210: Ancient Art

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

ARTH 211: Medieval Art

A survey of European art from the era of Constantine (ca. 400) through the Gothic period, about 1300.

ARTH 212: Italian Renaissance Art

An introduction to Italian art from the late Gothic period until the Reformation, ca. 1300 to 1600.

ARTH 215: Baroque & Rococo

An introduction to European art during the seventeenth and eighteenth centuries.

ARTH 217: Nineteenth Century Art

Introduction to art and architecture in Europe and America from the neoclassicism associated with the French and American revolutions to the Impressionist and Post-Impressionist avant-gardes. Course readings emphasize the relationship of art to other social movements. Students tie classroom study to the collections of area museums.

ARTH 218: Twentieth Century Art

Introduction to European and American art from Post-Impressionism to Postmodernism. Course readings reveal competing constructions of this history that is still in the making. Students tie classroom study to the collections of area museums.

ARTH 219: American Art

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the Colonial period to the present.

Cross-listed as: AMER 219

ARTH 220: History of Architecture

Evolution of architectural style and thought from antiquity to the present.

ARTH 221: Modern Architecture

This class examines the history of architecture from the late nineteenth century to the late twentieth century. Students will be introduced to architectural terminology and techniques for analyzing architecture. They will also study the major trends in architectural design in the twentieth century, the issues faced by architects, and the social and functional problems that architecture is designed to solve.

ARTH 222: History of Photography

This course examines the history of photography from its invention in 1839 to the late 20th century. Students will be introduced to terminology and techniques specific to the photographic medium. This course will discuss photographic conventions and customs, and the extent to which they reflect and construct societal institutions (particularly in the United States). Students will also study the special properties of photography as icon, index and symbol, and become conversant in the semiotics of the image. No prerequisites; previous experience in Arth 110: Introduction to Visual Arts will be helpful.

ARTH 223: Northern Renaissance Art

Arts of the Netherlands, France, Germany, and Spain from ca. 1350 to ca. 1550.

ARTH 224: History of Prints

The graphic arts of the Western tradition, from about 1400 to the twentieth century.

ARTH 225: American Architecture

The course will survey American architecture from the seventeenth century to the present. Topics will include early colonial architecture, architecture of the new republic, nineteenth century eclecticism and domestic revival, the Chicago School and the skyscraper style, and the development of modern architecture in the twentieth century. Other themes to be discussed include changes in domestic demographic and population patterns, post-war housing, issues in American historic preservation and new urbanism.

ARTH 226: Colonial Latin American Art

This course will consider the arts of Central and South America from the conquest to independence (ca. 1500-1850) and will explore the intersections among art, culture, and power in the specific conditions of Colonial Latin America. (Meets GEC Cultural Diversity Requirement).

Cross-listed as: LNAM 226

ARTH 238: Curating an Art Collection

This course explores the curatorial function of the Sonnenschein Gallery of Lake Forest College. Using the study of the history and theory of art galleries/museums as a foundation, this class will use the College's own extensive and eclectic art collection to get practical experience in the study, identification and arrangement of the art collection. The culmination of the class will be to plan and install an art exhibition in the Sonnenschein Gallery using collection components. Prerequisite: ARTH 110

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ARTH 239: Museum Histories and Practices

This course will provide an introduction to the rise and functions of museums in Western and global cultures. Among the issues to be considered are: collectors, collecting and display; the history of the Western museum from the Enlightenment to the contemporary era; types and functions of museums from art museums to zoos; spaces and architecture for displaying artifacts and collections; strategies of display and curating; systems and practices among museums; the spread of the "museum idea" across the globe. No prerequisites.

ARTH 280: Architecture in East Asia

This course explores a diverse body of architecture in China and Japan from ancient to contemporary times. We will investigate the major architectural types in traditional East Asia - including cities, temples, palaces, gardens, and houses - as well as individual monuments like Japan's Himeji Castle and the 'Bird's Nest' Olympic stadium in Beijing. In addition to examining the architectural history of these sites, we will discuss thematic issues related to design, space, landscape, ritual, memory, and modernity. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 280

ARTH 282: Depicting Difference in Western Art

(Depicting Difference: Images of the Racial and Religious 'Other' in Western Art.) This course will examine how Western cultures visually depicted those they considered different from themselves: those they considered to be 'Other.' We shall investigate European traditions of depicting difference, beginning with Classical Greece and Rome's conceptions of the monstrous races and continuing through to contemporary artistic challenges to stereotypical representations of otherness. While our explorations will range from the Ancient to the Modern world, our course will be particularly focused on the role visual imagery of the 'Other' played in supporting colonialism and Western discourses of cultural superiority in the fifteenth through nineteenth centuries. As this course is focused on how Western cultures depicted those of different racial, religious and cultural backgrounds, it will undoubtedly foster critical analysis and understanding of different races, religions and cultures. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 282

ARTH 286: Topics in Islamic Art

This course examines the visual arts of early and medieval Islam from the seventh through the thirteenth centuries in Muslim territories, ranging from Central Asia to Spain. Through an examination of diverse media, we shall explore the role of visual arts played in the formation and expression of Islamic cultural identity. Topics will include the uses of figural and non-figural imagery, religious and secular art, public and private art and the status, function, and meaning of the portable luxury objects. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 286, RELG 286

ARTH 306: Buddhist Arts of Asia

In the early centuries CE, Buddhism spread eastward from its origins in India to China, Korea, and Japan. It brought with it a rich religious tradition that altered forever the visual arts of these regions. Students in this course will explore the painting, sculpture, and monuments of the East Asian Buddhist world from ancient times to the twentieth century, paying particular attention to issues of patronage, ritual, iconography, symbolism, and style in order to better understand the complex relationships between religion and art. No pre-requisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 306

ARTH 320: Landscape and Representation

This course explores the many moments in human history when landscape is a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it is depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery.

ARTH 322: Sight, Site & Insight

This course will explore the concept of the natural in the history of art and in contemporary art making. Students in the course will look at a variety of sites and analyze both verbal and visual responses to them. Topics will include landscape painting, earth art, urban design, landscape architecture, Native American land use, and many other issues having to do with landscape and human interactions with nature. The class will combine art making with evaluating texts and writing about the natural world. Short field trips to local sites and a long field trip over mid-semester break to the Southwest required.

Cross-listed as: ART 322

ARTH 323: Monuments and Memory

This course explores the cultural function of monuments and other images dedicated to memory. We shall consider the definition of a monument and the social behavior of remembrance. Topics will include the commemoration of public triumph, defeat, trauma, private memory, funerary architecture, photography, and mourning. Prerequisite: one art history course.

ARTH 325: Women, Art and Society

This course considers the contributions of women artists to the Western tradition of art making and examines the way art in the Western world has used the figure of woman to carry meaning and express notions of femininity in different periods. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSW 325

ARTH 326: Gender Identity in Modern Art

Since the late nineteenth century, communities of artists and critics have defined themselves in opposition to the dominant forms of maleness and heterosexuality. This course examines the definitions of 'homosexuality' and 'feminism,' and traces their development in and influence on the visual arts. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 326

ARTH 338: Museum/Gallery Practicum

This course combines study of the history and theory of art exhibition with field trips to Chicago-area museums and galleries, and culminates with the practical experience of planning and installing an exhibition in the Sonnenschein Gallery. Prerequisite: ArtH 110.

ARTH 355: The Art of the Sixties

Students in this class will examine the many and varied practices of art making in the 1960s, a decade characterized by national and global ideological change, the explosion of counterculture and the retirement of older notions of what qualifies as 'art.' Yet, so as not to study this decade in a vacuum, close attention will be paid to the artistic practices preceding the 1960s in order to more fully understand the iconoclasm that would follow. Pre-requisite: At least one art history class or consent of instructor.

ARTH 360: Contemporary Art

Focuses on the art of the late twentieth and early twenty-first centuries, from about 1970 until the present day, to trace the development of contemporary artistic movements and expression. Prerequisite: ARTH 110, or another college-level art history course.

ARTH 380: Renaissance Art and Domesticity

This course examines the original setting of works of art in the secular context of the household during the Renaissance (about 1300-1650). It will also consider representations of the domestic sphere as evidence for the functions of objects in houses, palaces, or villas. Addressing issues of patronage, function and audience, the course explores the uses men and women in the Renaissance made of works of art in their homes. Among the art forms we will analyze are: domestic architecture, paintings (frescoes, portraits, cassone, spalliere), sculpture, furnishings, metalwork, ceramics, tapestries and other textiles. Prerequisite: at least one art history course or consent of the instructor.

Cross-listed as: GSWS 380

ARTH 383: Hell, Damnation and Romanesque Art

This seminar will explore the fascinating and often terrifying artistic production of the Romanesque period (c. 1000-1200 CE) in Medieval Europe. Although often characterized as part of the 'Dark Ages,' this period is actually one of unprecedented artistic and cultural activity, worthy of in-depth exploration. Taking a thematic approach, this seminar will place Romanesque art within its broader cultural, political and religious contexts. Topics will include: The Cult of Saints; Monasticism; Popes and Kings; Knights and Castles; Crusader Art; and Misogyny and Depictions of Women. Prerequisite: one art history course.

ARTH 485: Sem: Means & Meth of Art Historians

(Seminar: Means and Methods of Art Historians). In-depth consideration of special issues, fields, or topics with careful attention given to questions of methods of investigation and the reporting of research. An exploration of some of the principal methods used by art historians in their investigations of the visual arts including historiography, style and connoisseurship, iconography and iconology, social history, and other means of interpretation. Prerequisite: senior standing in the major or permission of the instructor.

ARTH 490: Internship

ARTH 494: Senior Thesis

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Asian Studies

Faculty

Rui Zhu

Professor of Philosophy, Chair of Asian Studies (fall)

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

Shiwei Chen

Professor of History, Chair of Asian Studies (spring)

Areas of Study: East Asian history

Catherine Benton

Associate Professor of Religion

Areas of Study: Asian religious traditions and story literatures (Hinduism, Buddhism, Daoism), religious communities in India (Hindu and Muslim), cross-cultural communication, and film and religion

Requirements

MAJOR AND MINOR IN ASIAN STUDIES

The Major in Asian Studies requires at least nine credits, while the Minor in Asian Studies requires at least six credits.

Requirements for the Major:

- 8 Asian Studies courses, at least one of which is at the 300 level or above, including:
 - At least 1 course in Asian History (ASIA 200, 201, 202, 203, 283, 284, 286, 289, 307, 309, 319)
 - At least 1 course in Asian Philosophy (ASIA 275, 285, 305)
 - At least 1 course in Asian Religion (ASIA 213, 214, 215, 216, 217, 220, 224, 245)
 - At least 2 Asian language courses – Introductory Chinese or Japanese or other relevant Asian language taught abroad or on campus (Chinese: ASIA 108, 109, 110, 112, 114, 210, 212, 312; Japanese: ASIA 111, 113, 211, 219)
- Senior Requirement, which students may satisfy by choosing one of the following:
 - Asian Studies 493, one-semester research project
 - Asian Studies 494, 1-2 credit senior thesis
 - An Upper level course approved by the Chair of Asian Studies

Off-campus study in Asia is strongly encouraged but not required.

Courses offering significant Asia content, though not cross-listed as Asian Studies, may be approved by the chair to fulfill course requirements.

Students who plan to pursue Asian Studies at the graduate level are advised to study language through the intermediate level and above.

Optional Language Concentration in Chinese or Japanese

Upon student request, and successful completion (grade of C or higher) of five courses in ONE of the target languages (Chinese OR Japanese), including no more than 2 courses at the 100 level, and including at least one course at the 300 level (or higher), Asian Studies majors or minors may be granted a transcript designation of "Asian Studies: Chinese Language Concentration" OR "Asian Studies: Japanese Language Concentration."

Requirements for the Minor:

- 6 Asian Studies courses, including at least 1 course or independent project at the 300-level or above.

Minors can opt for the language concentration in Chinese or Japanese; see "Optional language concentration" above.

Course Descriptions

ASIA 107: Developing World Thirst for Energy

This course will introduce the concepts behind the ever-increasing global demand for energy. Through laboratory experiments, field trips, and discussions of current events, students will develop an understanding of the many issues related to meeting the world's energy needs. In particular, the dramatic economic growth in China and India raise additional issues about sustainable energy generation in the face of global imbalances in the carbon cycle.

Cross-listed as: CHEM 107

ASIA 108: Spoken Chinese for Travelers

This course is a foundational course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. The Chinese writing system is not required in this course. Overall, Chinese for Travelers is designed for students who seek to advance rapidly in Chinese as well as prepare for upper-level language study. Particularly for those who aspire to travel abroad, the class offers basic and practical language-survival skills. Of course, the class is also geared to pique your interest in a beautiful land, culture, and people. No prerequisites.

Cross-listed as: CHIN 108

ASIA 109: Chinese in the Business World

The course is designed for students and working professionals who have no prior knowledge of Chinese, and are interested in conducting business in China. The objective of this course is to build a solid foundation of basic Chinese in the business context, with a focus on speaking and listening. Topics in the course cover basic daily corporate interactions and business-related social exchanges such as meeting people, introducing companies, making inquiries and appointments, visiting companies, introducing products, initiating dining invitations, etc. This course will also help you gain a better understanding of Chinese business culture, and assist you in overcoming the problems in cross-cultural communication from a comparative perspective. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CHIN 109

ASIA 110: Beginning Chinese I

(Beginning Chinese Language I, in Cultural Context) This course is for students with no previous knowledge of Chinese. Students will learn the rudiments of both spoken and written Chinese (Mandarin) in cultural context. The course exposes students to aspects of traditional Chinese culture via experiential learning; it integrates language learning with cultural experiences which may include the practice of Chinese calligraphy, traditional Chinese painting and Kungfu, singing Peking opera, learning the traditional Chinese game of Go and immersive excursions to Chicago's Chinatown. (Satisfies GEC Humanities requirement).

ASIA 111: Beginning Japanese I

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries. 112 is a continuation of 110. Lab work is an integral part of the sequence. No prerequisites.

Cross-listed as: JAPN 110

ASIA 112: Beginning Chinese II

(Beginning Chinese Language II, in Cultural Context) This course is the continuation of CHIN 110. Students will advance their elementary knowledge of modern spoken and written Mandarin Chinese through building vocabulary and enhancing communication in cultural context. The course exposes students to aspects of modern Chinese culture, by integrating language learning with the study of contemporary cultural forms. These may include Chinese reality TV shows, film, pop music, popular literature, and other forms of mass media. Prerequisite: CHIN 110 or permission of instructor. (Satisfies GEC Humanities requirement).

Cross-listed as: CHIN 112

ASIA 113: Beginning Japanese II

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries and some basic kanji. 112 is a continuation of 110. Lab work is an integral part of the sequence.

Prerequisite: Japanese 110 or equivalent.

Cross-listed as: JAPN 112

ASIA 114: Basic Spoken Chinese

(Basic Spoken Chinese: An Introduction to Speaking and Listening for Beginners.). Basic Spoken Chinese is a beginning-level course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. Learning the Chinese writing system is not required in this course. This course is designed for students who seek to advance rapidly in spoken Chinese. It is designed to prepare students for study abroad or to enhance their interest in China. CHIN 113 may not be taken concurrently or subsequently to CHIN110 or CHIN112. CHIN 210 may be taken after CHIN 113. No prerequisites.

Cross-listed as: CHIN 113

ASIA 185: Film and Religion

Viewing films as meaningful texts, this course examines the perspectives offered by Asian and American filmmakers on such religious questions as: What does it mean to be human? How does death inform the living of life? How do values shape relationships? What is community and how is it created? What is ethical behavior? The range of films explored here function as vehicles for entering religious worldviews, communicating societal values, and probing different responses to the question of how to live a meaningful life. No prerequisites. Intended for first-year students and sophomores. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 185, CINE 185

ASIA 200: Origins of East Asia

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 212, IREL 233

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ASIA 201: Modern East Asia

Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 213, IREL 234

ASIA 205: Japanese Art and Culture

The course focuses on the history of Japanese art from neolithic to modern times, with emphasis on the art forms of the major periods and their relationship to social, political, and religious developments. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 205

ASIA 206: Chinese Art and Culture

This course examines the history of Chinese art from the Bronze Age to the present with emphasis on the major art forms and their relationship to contemporary social, political, and religious development. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 206

ASIA 208: India and the Writer's Eye

India is the world's largest democracy and has more English-speakers than any other country in the world except the United States. It should not be surprising, then, that Indian authors have produced a wealth of novels, short stories, and poems written in English and concerned with issues of identity, nation, and history. In this course, we'll read English-language work by authors such as Rabindranath Tagore, R.K. Narayan, Salman Rushdie, Arundati Roy, and Amitav Ghosh; learn about the major historical and political events described in these works: the Opium Wars, Swadeshi, Independence, Partition, "the Emergency," the Naxalite movement; and read postcolonial theory to better understand and interpret these works. Students will be encouraged to explore relevant cultural, political, and aesthetic issues through research or creative projects of their own. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 208

ASIA 210: Intermediate Chinese

This course will continue the fundamentals of Chinese conversation begun in the first-year series, Chinese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes will be supplemented with laboratory exercises and written work. Prerequisite: CHIN 112 or equivalent.

Cross-listed as: CHIN 210

ASIA 211: Intermediate Japanese

This course will continue the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes will be supplemented with work in the language laboratory and daily written work. Prerequisite: Japanese 112 or consent of instructor.
Cross-listed as: JAPN 210

ASIA 212: Advanced Intermediate Chinese

This is the second course in intermediate Chinese. It focuses on further developments of the four language skills to support sustained oral and written performance at the intermediate level to prepare students for third year Chinese study. The focus will be on oral expression with expanding vocabulary, enhancing understanding of grammar, and introducing more complex structures and texts. Prerequisite: CHIN 210 or equivalent.
Cross-listed as: CHIN 212

ASIA 213: Global Islam

This course explores the origin and development of the Islamic religious tradition, along with varying interpretations of Islamic law and prominent issues facing contemporary Muslims around the world. Participants in the course read classical and contemporary literature as windows into Muslim life in different cultures and historical periods, and view Islamic art and architecture as visual texts. To learn about the rich diversity within Islam, students can work with texts, rituals, poetry, music, and film from a range of cultures within the Muslim world, from the Middle East, Africa, and Asia to Europe and North America. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 213, ISLM 213, IREL 263

ASIA 214: Global Hinduism

This course examines the teachings of the Hindu religious tradition as presented in the earliest writings of the tradition, as well as in dramas, epic narratives, and contemporary religious practice. In the course of the semester, we will visit Hindu Temples in the Chicago area as we explore the historical, social, and cultural context of Indian religious themes as they continue to be practiced in the 21st century. Texts range from philosophical musings about the nature of the universe to the story of a king who loses his wife to a 10-headed demon. (Meets Cultural Diversity Requirement.)
Cross-listed as: RELG 214, IREL 264

ASIA 215: Global Buddhism

An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Myanmar, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 215, IREL 265

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ASIA 216: Chinese Religions

Focusing primarily on the teachings of the Confucian (and neo-Confucian), Daoist, and early Chinese Buddhist traditions, we will explore the concepts and practices of these communities within their historical, cultural, and social contexts. Reading narrative, poetic, and classical texts in translation that present such ideas as the ethics of human-heartedness, the relativity of all things, and the importance of self-sacrifice, we will discuss what teachings these masterful texts offer 21st century questioners. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 216, IREL 266

ASIA 217: Religions of Asia

(Meets GEC Cultural Diversity Requirement.)

ASIA 218: Asian Politics

(Meets GEC Cultural Diversity Requirement.)

ASIA 219: Advanced Intermediate Japanese

A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing, with an extensive use of audio and video materials. Prerequisite: Japanese 210 or consent of the instructor.
Cross-listed as: JAPN 212

ASIA 220: Islam and Pop Culture

In recent decades the global Islamic revival has produced a new generation of Muslim film stars and fashion models, Sufi self-help gurus, Muslim comic book heroes, romance novel writers, calligraphy artists, and even Barbie dolls. This course explores the pop sensations, market niches, and even celebrity scandals of 'Popular Islam' within the broader context of religious identity, experience, and authority in Islamic traditions. Balancing textual depth with geographic breadth, the course includes several case studies: Egypt, Indonesia, Iran, Mali, Turkey, and North America. Students will learn about how religious trends are created -- and debated -- on pop culture's public stage. We will reflect critically on both primary materials and inter-disciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No pre-requisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 220, ISLM 220, IREL 260

ASIA 224: Literature of the Vietnam War

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Greene's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 224, AMER 224

ASIA 230: East Asian Lit in Translation

(East Asian Literature in Translation taught in English). This course is an introduction to traditional East Asian literature with the primary focus on China, Japan and Korea. It will concentrate on several themes, topics, authors and representative works of traditional Chinese, Japanese and Korean literature; emphasis on critical reading. This course will provide the students an opportunity to enjoy the most well known poems, novels and short stories produced by the prominent authors of the genres. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CHIN 230

ASIA 232: Chinese Cinema

This course provides a historical, critical, and theoretical survey of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, and Taiwan. We will look at the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of Chinese cinema over the last century. We will discuss a range of works by internationally directors, including Zhang Yimou, Feng Xiaogang, Stephen Chow, Ang Lee, etc. As this course serves as a general introduction to Chinese film, it is intended for students who have little or no knowledge of China. All films screened for the course have English subtitles, so no knowledge of the Chinese language is required. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CHIN 232, CINE 232

ASIA 247: Anthropology of Pacific Islands

This course is intended to provide an ethnographic and historical overview of classic and contemporary directions of anthropological research in the eastern Pacific. The primary course goal is to develop an ethnographic and historical appreciation for Polynesian culture at the three points of the Polynesian triangle. We will work toward this goal by a focused examination of the cultures of particular island groups in the eastern Pacific. En route, students will be introduced to issues as diverse as Polynesian voyaging and myths, and the ways that traditional cultural beliefs and practices and the social institutions in which they coalesce such as chieftanship, kinship and adoption are subject to historical change. We will pay particular attention to the distinct expressions of social relationships and cultural forms that developed under varying conditions across the region. (Meets GEC Cultural Diversity Requirement.)

ASIA 251: Intro to Chinese Literature in Engl

(Introduction to Chinese Literature in English) This course will introduce students to Chinese literature through representative works of philosophy, poetry, folklore and modern short stories. The goal of this course is twofold: to grant students glimpses into the rich repertoire of Chinese literature and hence insights into the fundamental humanistic traditions of China; and to develop a set of skills of literary analysis. No knowledge of Chinese language or prior coursework on Chinese culture is required. Taught in English. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CHIN 251

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ASIA 252: Chinese Literature and Civilization

(Meets GEC Cultural Diversity Requirement.)

ASIA 253: Philosophy of Self: East and West

The course will examine how great thinkers from East and West, ancient and modern times, have tackled the relation between reason, passion, and desire. We will study Plato's tripartite model of the soul, the Stoic monism, especially Chrysippus' theory of desire, and various Eastern concepts such as self-overcoming, unselfing, and self-forgetting. We will also include some basic readings from the scientific discussions on mirror neurons and Antonio Damasio's writings on self and emotion. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 253, IREL 283

ASIA 255: 21st Century Islam

The 1.5 billion Muslims around the world represent an immense diversity of languages, ethnicities, cultures, contexts and perspectives. This course focuses on 21st century issues faced by Muslims living in different cultures. Contemporary social issues are examined in light of different interpretations of Islamic practice, global communication and social networks, elements of popular culture, and the interface between religion and government. Biographies, short stories, contemporary journalism, and films that explore life in Muslim and non-Muslim countries present a nuanced portrait of contemporary Islam. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 255, ISLM 255, IREL 268

ASIA 260: Intro to Chinese Culture in English

This course will explore elements of Contemporary Chinese culture and themes related to living, studying or working in China, as seen in films, videos, internet sources, and selected fiction and non-fiction texts. Topics covered include China's diverse geography, peoples and cuisine, doing business in China, the societal role of Chinese medicine, festivals and weddings, interpreting folk and contemporary art forms, current trends and themes in popular culture. This course will be taught in English. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CHIN 260

ASIA 273: Global Engagement Contemp China I

Focused on contemporary China, this course provides an introduction to Chinese culture, history, politics, and society. Using lecture, readings, discussions, and field trips, the class creates an opportunity for students to engage contemporary issues facing Chinese culture and society. (Meets GEC Cultural Diversity Requirement.)

ASIA 274: 21st Century China

An interdisciplinary class based on individual research and experiential learning in China, this course consists of 8 on-campus orientation sessions, individual pre-travel research, and participation in Asia-related events during the spring semester. The primary focus of the class is a 21-day May study tour in China, followed by post-travel research projects due in June. Pre-requisites: one Asian Studies class or 1 year of an Asian language; and approval for off-campus study. Open to sophomores and juniors. (Meets GEC Cultural Diversity Requirement.) Applicants for early decision (spring) must submit all Stage I and II forms to the Office of Off-Campus Programs, and completed applications and references for the May China Program to the Dean of Faculty Office by May 1. If openings remain unfilled, a second round of applications will be accepted in the fall. Fall Stage I and II forms must be submitted to the Office of Off-Campus Programs, and May China Program applications to the Dean of Faculty Office by October 15.

ASIA 275: Desire and Discipline: Asian Morals

This course offers a focused historical narrative of the development of Asian moral thinking. It shows, at its early phase, how a particular moral philosopher's thinking (such as Mencius and Xun-zi) is largely determined by his thinking on human nature. However, in later periods, particularly after the importation of Buddhism, the debates on human nature are replaced by an intense cognitive and metaphysical interest in the human mind. Moral cultivation begins to focus less on following moral rules but more on cultivating the mind. The effect of this nature-mind shift on Asian moral thinking is both historically profound and theoretically surprising. Readings: Confucius, Mencius, Xun-zi, Lao zi, Zhuang zi, Zhang Zai, Chen Brothers, Zhu Xi and D. T. Suzuki. (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 275, IREL 285

ASIA 276: Female Religious Images in Asia

Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 276, GSWS 276

ASIA 279: Hinduism and Narrative

(Meets GEC Cultural Diversity Requirement.)

ASIA 280: Architecture in East Asia

This course explores a diverse body of architecture in China and Japan from ancient to contemporary times. We will investigate the major architectural types in traditional East Asia - including cities, temples, palaces, gardens, and houses - as well as individual monuments like Japan's Himeji Castle and the 'Bird's Nest' Olympic stadium in Beijing. In addition to examining the architectural history of these sites, we will discuss thematic issues related to design, space, landscape, ritual, memory, and modernity. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 280

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ASIA 282: Visions of Family

(Meets GEC Cultural Diversity Requirement.)

ASIA 283: Modern China

Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 260, IREL 230

ASIA 284: World War II in Asia

Through lecture and discussion, we will look at the origins of the war; the invasion of China and the Rape of Nanking; battle at sea and on the mainland of Asia; surrender; lives of individual soldiers, diplomats, refugees, POWs, 'comfort women,' collaborators, and guerrillas; and continuing controversies over memory, apology, reparation, and national identity. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 264, IREL 232

ASIA 285: Topics in Japanese Thought

The course focuses on the Japanese understanding of nature, life, and history. We will focus on the ideas of fragility, impermanence, and beauty. Students will learn the central ideas of Zen Buddhism. Topics to be covered may include artistic representations in Noh plays, Tea ceremonies, and the Samurai culture. Prerequisite: any course in Asian thought or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 285, IREL 288

ASIA 286: Modern Japan

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as an economic giant among the nations of the Pacific. Attention to the achievements as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 262, IREL 231

ASIA 305: Comp Philosophy: East & West

Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: One Western philosophy course and one Asian area course, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 305, IREL 385

ASIA 306: Buddhist Arts of Asia

In the early centuries CE, Buddhism spread eastward from its origins in India to China, Korea, and Japan. It brought with it a rich religious tradition that altered forever the visual arts of these regions. Students in this course will explore the painting, sculpture, and monuments of the East Asian Buddhist world from ancient times to the twentieth century, paying particular attention to issues of patronage, ritual, iconography, symbolism, and style in order to better understand the complex relationships between religion and art. No pre-requisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 306

ASIA 307: Topics in East Asian History

(Topics in East Asian History) Fall 2017 Topic: China's Birth Policy) This course explores the evolution of the planned birth policy (more often called the "One Child Policy") as a key component of China's economic development strategy. We will evaluate demographic trends previous to the People's Republic of China, early family policies under Mao, the "later, longer, fewer" policy of the 1970s, the emergence of the formal planned birth policy, and gradual alterations to this policy culminating in the announcement of a "universal two-child policy." We will pay particular attention to the impact of global approaches to population and development on reforms to China's policy, including the incorporation of international concepts such as sustainable development and reproductive health. Throughout the course, we will consider sub-national variations in the policy, as well as the different rules set out for urban vs. rural populations and for members of ethnic minority groups. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 340, IREL 330

ASIA 309: Problems Modern Chinese Hist: Film

(Problems in Modern Chinese History: Film) What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and culture on the mainland and Taiwan in the light of modern Chinese and international history through film and discussion of the major issues addressed by Western scholarship. Basic topics to be covered include Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals and the state. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 342, IREL 332

ASIA 310: East-West Seminar

(Meets GEC Cultural Diversity Requirement.)

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ASIA 312: Chinese Oral & Written Proficiency

This course is a continuation of Chinese 212. The focus will be on oral and written expression in cultural context, expanding vocabulary and enhancing understanding of Chinese grammar. Chinese idiomatic expressions and various aspects of Chinese culture will also be explored throughout the course. Prerequisite: CHIN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CHIN 312

ASIA 313: Chinese for Int'l Affairs&Business

(Chinese for International Affairs and Business). The course grounds students in real-world applications of political, economic and business/marketing concepts and terminology. The goal of this course is to develop students' Chinese language skills in a communicative political and business context while being aware of Chinese socio-cultural issues. It includes a concurrent emphasis on business terminology, conducting business negotiations, reading newspapers, magazines, and other business-related documents, discussing news and current events, and understanding economic trends and situations in modern China. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: CHIN 212 or equivalent.

Cross-listed as: CHIN 313

ASIA 314: Hindu Pilgrimage: India and Chicago

The course explores the ritual practice of pilgrimage at major pilgrimage sites in India, and at parallel temples in the Chicago area. Using extensive field visits and the framework of pilgrimage as the structure of the course, the class prepares for and visits 5-6 Hindu temples in the Chicago area to observe rituals being performed, speak with practitioners, and experience festival worship. Through reading and film, we examine the history, literature, ritual traditions, art, and music of Hindu pilgrims. Following specific pilgrimage routes, we explore this religious practice as it is conducted within 21st century cultures of expanding global communities, in India and in Chicago. The class will use primary source texts, maps, field visits to temples, film, and research to understand Hindu religious communities in India and Chicago. Prerequisite: Religion 214 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

ASIA 315: Japonisme/Occidentalism

ASIA 316: Walking to Heaven: Pilgrimage Asia

Using a seminar format, this course will explore pilgrimage sites in a range of different Asian cultures including India, China, Japan, Korea, and Pakistan. Students will choose a specific pilgrimage site and religious tradition as the focus of their research. Through reading, film, discussion, research, and student presentations, we will examine the roles of pilgrims and traders, sacred place and sacred time, and the ritual elements present in Asian pilgrimage practices across different religious traditions including Islam, Hinduism, Buddhism, and Christianity. Prerequisite: Religion 213, 214, 215 or 216 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

ASIA 318: Buddhism and Social Activism

This course focuses on contemporary Buddhist practitioners in Asia, North America, and Europe committed to environmental movements, human rights activism, prison work, education in impoverished communities, women's rights advocacy, hospice care, and peacemaking. Engaged Buddhists from Japan and Vietnam to Thailand, Burma/Myanmar, India, and North America advocate social action rooted in Buddhist values as a form of religious practice. Using Buddhist texts, films, and case studies, participants research specific aspects of contemporary Engaged Buddhist practice, as a way to explore the relationship between social action and spiritual understanding. Students with experience in the following disciplines may find this course particularly intriguing: sociology, anthropology, environmental studies, history, politics, international relations, women's studies, and Asian Studies. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 318

ASIA 319: Race & Empire in Colonial S Asia

(Race and Empire in Colonial South Asia) This course studies colonialism as a cultural project of power, including the connections between imperialism, race, and colonial ideologies of rule in India from the inception of British rule in the mid-eighteenth century until independence in 1947. More specifically, it examines the various ways in which colonial state power was shaped by class, race and gender as the British sought to 'civilize' and rule their Indian subjects. The course also probes some of the ways in which various social groups in India engaged with colonial racial categories and the rhetoric of race during the period of the struggle against British rule. Scholarly accounts will be supplemented by films and literary works to illuminate the various themes under study. Prerequisite: Hist 202 or 203 or permission of the instructor. (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 347

ASIA 322: Emerging Markets Analysis

Analysis of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 220

Cross-listed as: BUSN 322, LNAM 322, IREL 310

ASIA 330: World Performance

(Meets GEC Cultural Diversity Requirement.)

ASIA 420: China, Japan and the West

This seminar situates the long history of China, Japan and the West in a world historical context, examining the multiple interactions between China and its partners and adversaries in the past. We will touch on sweeping themes, such as the traditional Chinese tribute system, the formation of empire and efforts to create modern nation-states in China and Japan, industrialization and capitalism, Western imperialism, and cultural interchange between China and Japan and the West, through specific historical topics, using primary sources where possible. The goal of this course is to encourage students who are interested in History to develop their capacity to use analytical skills in historical research.

Cross-listed as: HIST 420

ASIA 471: Asian Bus Culture & Trade Relations

Asian Business Culture and Trade Relations. As China, Singapore, South Korea, and Taiwan expand trade activities and increase their global influence, other Asian nations (Cambodia, Laos, Malaysia, Vietnam) continue to face economic hardships. This course will address geographic, historic, cultural, economic, and political factors that influence business opportunities, economic development, and quality of life in Asia. An emphasis will be on regional and global trade relations related to health care, infrastructure, food distribution, telecommunications, and education/job training. Instructional experiences will include field research involving Chicago-area resources along with analytic activities and case problems for business organizations operating or considering operations in Asia. (May be taken by business and Asian studies majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.) Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, ECON 210, ECON 220, and FIN 210 (or FIN 237); or permission of instructor for Asian Studies majors. Cross-listed as: BUSN 471

ASIA 489: Globalization and Its Impact

Examines the impact of globalization on rich countries (the United States) and poor countries (Mexico, India, and China). An examination of free trade agreements will cast light on the political motives behind these agreements as well as the economic projections made. The economic impact of the creation of free trade zones is explored using both microeconomics and macroeconomics. Statistical evidence will document whether globalization has caused growth in GDP, employment, and income in poor countries. The responsibility of multinational companies in creating sweatshops, worker exploitation, and cultural disintegration are discussed in light of U.S. businesses located in Mexico, India, and China. (Meets GEC Cultural Diversity Requirement. May be taken by economics and business majors to meet GEC Senior Studies Requirement.) Prerequisites: Economics 110, 180, 210, and 220.

ASIA 493: Research Project

Independent research plus regular discussions of that research in meetings of students and faculty. (Students registering for a research project over two semesters would register for regular research project credit in the semester without the colloquium.) Open to senior majors and others with permission of the chair.

ASIA 494: Senior Thesis

Senior thesis project plus regular discussion of that research in meetings of students and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the colloquium.) Open to senior majors.

College Catalog

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Biology

Faculty

[Shubhik DebBurman](#)

Disque D. and Carol Gram Deane Professor of Biological Sciences and Chair of Biology

Areas of Study: cell biology, molecular biology, neurobiology, biochemistry, pharmacology, biology of human disease

[Anne E. Houde](#)

Foster G. and Mary W. McGaw Professor in the Life Sciences

Areas of Study: behavior, evolution, ecology

[Karen E. Kirk](#)

Professor of Biology, Chair of Health Professions Advisory Committee

Areas of Study: molecular genetics, microbiology, cell biology

[Douglas B. Light](#)

Laurence R. Lee Family Professor of Biology

Areas of Study: animal and human physiology, cell physiology, neurophysiology

[Sean B. Menke](#)

Associate Professor of Biology

Areas of study: ecology, biogeography, zoology, entomology

[Alexander Shingleton](#)

Associate Professor of Biology

Areas of Study: developmental biology, physiology and evolution

[Flavia Barbosa](#)

Assistant Professor of Biology

Areas of Study: Behavioral Ecology, Evolution, Sexual Selection, Mate Choice, Animal Communication

[Lynn C. Westley](#)

Assistant Professor of Biology, Internship Coordinator

Areas of Study: plant ecology

[Ann B. Maine](#)

Senior Lecturer in Biology

Areas of Study: molecular genetics, cell biology

Virginie Bottero

Lecturer in Neuroscience

Areas of Study:

Andrew Bullen

Lecturer in Biology

Areas of Study: anatomy, physiology, neuroscience

Julie Felichio

Lecturer in Biology

Areas of Study: developmental biology

Lynette Foss

Lecturer in Biology

Areas of Study: immunology, epidemiology and infectious diseases

Tristan Hedrick
Lecturer in Neuroscience

Areas of Study:

Lukasz Konopka
Lecturer in Neuroscience

Areas of Study:

Bara Sarraj
Lecturer in Biology

Areas of Study: microbiology, immunology

Alexander Wilcox
Lecturer in Biology

Areas of Study:

EMERITUS FACULTY

Kenneth L. Weik
Associate Professor of Biology, Emeritus

Areas of Study: botany, freshwater ecology, marine biology, electron microscopy

Requirements

ENTRY TO BIOLOGY 120 ORGANISMAL BIOLOGY

(required for Biology and Neuroscience Majors and Minors, and Pre-Health)

Entering first-year students interested in introductory biology (BIOL 120: Organismal Biology) must take an online science placement assessment to evaluate quantitative skills in June prior to registration. This test consists of 20 basic algebra problems and is an established measure of readiness and likelihood of success in introductory Biology and Chemistry courses. A score of 13/20 or better on the test is required for placement into BIOL 120 and CHEM 115: Chemistry I (see sequences below).

First-Year Students with scores of 13/20 or above on the science placement assessment may take BIOL 120, CHEM 115, or both in their first semester. We recommend that students who are planning for graduate or professional (e.g. medical) school take both BIOL 120 and CHEM 115 the first semester (see sequence below) to allow time for additional science courses required for these postgraduate programs (see pre-health web page). Students may, however, begin by taking BIOL 120 in the fall semester and delaying CHEM 115 to the following fall, or taking CHEM 115 in the fall semester, followed by BIOL 120 and CHEM 116 in spring.

Students with scores of 12/20 or lower on the science placement assessment will be placed into CHEM 114: Foundations of Chemistry in the Spring Semester of the first year (see sequences below), and are strongly encouraged to take additional courses in the first year that will strengthen quantitative skills. Students who begin with CHEM 114 in the spring of their first year will be able to complete the Biology major in their fourth year. However, both BIOL 120 and CHEM 115 must be completed no later than the fall semester of the sophomore year in order for a student to graduate with a Biology major in four years.

Consult your advisor or the chair of the Biology Department for further explanation.

MAJOR AND MINOR IN BIOLOGY

To graduate with a major or minor in biology, a grade of C- or better is required for all courses counted toward the major or minor. Additionally, students must earn at least a C average (2.0) in all courses counted towards the major or minor.

Requirements for the Major:

At least 8 credits in Biology, 2 credits in Chemistry, and 1 credit in Mathematics, as follows:

- Biology 120: Organismal Biology
- One of the Core Biological Inquiry courses (Biology 130-149) – Normally taken in spring of the first year
- Biology 220: Ecology and Evolution (prerequisite: Biology 120, corequisite: Chemistry 115)

- Biology 221: Molecules, Genes, and Cells (prerequisite: Biology 120, corequisite: Chemistry 116)
- Three biology courses at the 300-level, at least two of which must be taken at Lake Forest College. At least two courses must include a laboratory component. Choose from at least two of the three subject areas (see subject area table for upper level courses below):
 - Cellular and molecular biology
 - Organismal biology
 - Ecology and evolution
- Satisfaction of the Senior Studies requirement through completion of one of the following options:
 - A Senior Seminar course (topics change each semester), or,
 - Two course credits of Biology 493: Research Project, or,
 - Two course credits of Biology 494: Senior Thesis

The following courses outside of the Biology Department are also required for the Major in Biology:

- Chemistry 115 – Taken prior to or concurrently with BIOL 120 or BIOL 220
- Chemistry 116 – Taken prior to or concurrently with BIOL 221
- Biology 150 (Reasoning and Statistical Inference in Biology) or Mathematics 110 (Calculus I) or Mathematics 150 (Introduction to Probability and Statistics) – completed by the end of the sophomore year (highly recommended prior to Biology 220). Other applied statistics or mathematics courses may be counted for the biology major on a case-by-case basis.

Additional courses in organic chemistry, biochemistry, mathematics or statistics, and physics are strongly recommended for biology majors, particularly for those who anticipate applying to graduate schools and programs in the health professions (medical, dental, veterinary and others).

Subject area Table for Upper Level Courses.

The three upper level courses for the major must come from at least two subject areas.

Course	Cell/Molecular	Organismal	Ecology/Evolution
320 Microbiology	x	x	
322 Molecular Biology	x		
324 Advanced Cell Biology	x		
325 Topics in Advanced Cell Biology	x		
330 Applied Data Analysis for Biologists		x	x
340 Animal Physiology	x	x	
342 Developmental Biology	x	x	
344 Animal Behavior		x	x
346 Molecular Neuroscience	x	x	
352 Molecular Genetics	x		
360 Mechanisms of Neurodegeneration	x	x	
362 Mechanisms of Brain Dysfunction	x	x	
370 Ecology			x
372 Pharmacology	x		
373 Community Ecology			x
374 Biogeography			x
375 Conservation Biology			x
384 Plant Biology		x	x

389 Evolution			x
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Requirements for the Minor:

At least 6 credits in biology and 2 credits in chemistry

- Chemistry 115 and 116
- Biology 120: Organismal Biology – Taken prior to or concurrently with Chemistry 115
- One of the Core Biological Inquiry courses (Biology 130-149) – Normally taken in the spring of the first year
- Biology 220: Ecology and Evolution
- Biology 221: Molecules, Genes, and Cells
- Two biology courses at the 300-level

BIOLOGY MAJOR COURSE SEQUENCES

Chemistry 115/Biology 120 Introductory Sequence

(students with score of 13/20 or better on the science placement test)

First Year

Fall: BIOL 120, CHEM 115

Spring: One course from the BIOL 130-149 series, CHEM 116,

(BIOL 150, MATH 110, or MATH 150 to be completed by the end of the second year)

Second Year

Fall: BIOL 220

Spring: BIOL 221

(BIOL 150, MATH 110 or MATH 150 to be completed by the end of the second year)

Third and Fourth Years

Three 300-level biology electives plus a Senior Seminar or Senior Thesis

NOTE: Students may elect to delay BIOL 120 to the spring of the first year, or delay CHEM 115 to the fall of the second year. However, starting both in the fall of the first year is recommended for students who wish to complete other course requirements for graduate and professional programs.

Chemistry 114 Introductory Sequence

(students with score of 12/20 or lower on the science placement test)

First Year

Spring: CHEM 114

(BIOL 150, MATH 110 or MATH 150 to be completed by the end of the second year)

Second Year

Fall: BIOL 120, CHEM 115

Spring: One course from the BIOL 130-149 series, CHEM 116

(BIOL 150, MATH 110, or MATH 150 to be completed by the end of the second year)

Third Year

Fall: BIOL 220

Spring: BIOL 221

Fourth Year

Three 300-level biology electives plus a Senior Seminar or Senior Thesis

Learning Outcomes

The expected Student Learning Outcomes for the Biology Department are:

1. The biology major will be able to demonstrate familiarity with factual knowledge and fundamental theories relating to the three core subject areas that define the discipline: Organismal; Cell & Molecular; and Ecology & Evolution.
 2. The biology major will be able to apply quantitative techniques and analyses necessary to modeling and testing hypotheses, as well as demonstrate familiarity with basic concepts in chemistry.
 3. The biology major will be able to demonstrate research skills including: finding and evaluating pertinent scientific information; the formulation of scientific hypotheses; tabulating data; explaining and presenting scientific information quantitatively; and understanding and critically evaluating primary research
 4. The biology major will be proficient in communicating ideas in spoken and written form.
 5. The biology major will contribute to the development of scientific communities through collaboration with faculty members and fellow students.
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Course Descriptions

BIOL 102: People and the World of Plants

This course introduces students to the fascinating world of the botanical sciences, and to the long legacy of plant-human interaction. We will study traditional modes of herbal healing found in different cultures, explore the origins and development of world agriculture, and consider the effects of stimulant, depressive, and psychotropic plants on the human mind. Field trips to the Chicago Botanic Garden and local prairie and woodland restoration projects will be an important component of this course. (Meets GEC Cultural Diversity Requirement.)

BIOL 103: Human Biology

This course examines the structure and function of many of the major organ systems of the human body. In so doing, it will introduce students to a range of important topics related to human beings. These will include the nature of science as a discipline, and the biological basis of health, disease, nutrition, exercise, sensation, and reproduction.

BIOL 104: Human Genetics

An introduction to the inheritance of human characteristics. The nature of the genes, structure and function of chromosomes, developmental genetics, and the relationship between genes and human disease are discussed. Cloning, genetic engineering, and gene therapy are also covered. Three hours per week.

BIOL 105: Public Health

Food poisoning outbreaks, strains of antibiotic-resistant bacteria, and the rise of infectious diseases including AIDS and TB have brought new awareness and the realization that public health is not just a concern of Third World countries. These and other topics including environmental factors that influence health, vaccine schedules, and how antibiotics work will be covered. Lectures, discussion, and student group projects. Three hours per week.

BIOL 106: Nutrition and the Human Body

American culture is obsessed with food, but what do we really know about food? This course will explore multiple biological aspects of food. The course will begin with basic nutrition and then study diets, vitamins, and other supplements to determine if they really work. The biological, genetic, and environmental aspects of disorders such as obesity, anorexia, diabetes, heart disease, and cancer will be examined. The safety of food has become a greater concern in society due to genetic engineering, irradiation of food, use of pesticides, and food-borne illness such as 'mad cow' and E. coli. These risks will be studied. The course will conclude with an exploration of the effects of meat- or grain-based diets on the environment.

BIOL 107: Adaptive Patterns Animal Behavior

(Adaptive Patterns of Animal Behavior) The world's diverse animal species display a fascinating variety of behaviors that sometimes seem to defy explanation. Students will learn to apply evolutionary principles and scientific inquiry to solving the puzzles of animal behavior. Using videos, popular articles, and scientific research papers, we will examine how the scientific process of posing questions, proposing hypotheses, and testing predictions leads us to understand the behavior of many species including our own. Lectures, discussion, student presentations and projects. Three hours per week. No prerequisites.

BIOL 108: Learning About the Living World

This course will examine selected topics in life science and earth science such as the human body and its functioning, ecology, ecosystems, weather, the water cycle, and erosion. Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students will participate in lectures, discussion, student presentations and projects, and laboratory activities. Does not satisfy requirements for the Biology major.

Cross-listed as: EDUC 108

BIOL 114: Truth and Lies in Medical News

Students will learn to critically review health research from a variety of sources including professional and academic journals, popular magazines and newspapers, other media sources reporting on medical topics, and the Internet. We will apply analytic skills from a variety of disciplines including human biology, medicine and nursing, biostatistics and public health. Students will be introduced to health research, beginning with application of the scientific method, through study design data collection, quantitative analysis methods, and research reporting. Topical examples will be drawn from medicine, nursing, nutrition, alternative health care, public health, gerontology, exercise, and general health.

BIOL 115: Science and Popular Culture

For many individuals, an understanding of science is often obtained from popular entertainments such as novels, television shows, and movies. In this course, students will examine science from a biological perspective as it is portrayed in popular culture. Students will critically assess the validity of science and scientific assumptions presented in popular culture, while also assessing how scientists are portrayed. As a result, students will better understand science both as a process and as a way of understanding the natural world. Specific topics will include genetic engineering, biological warfare, and plagues. The course will include lectures, student presentations, and papers.

BIOL 116: Exploring the Brain

This course will address how the mind and brain work by exploring current and classical neurobiological topics, particularly those of interest to college students, through the use of professional and academic journals, textbooks, popular magazines and newspapers, as well as other media sources. Topics will include neuronal development and neuronal death; diseases of the brain, such as Alzheimer's disease, schizophrenia, depression, and psychiatric disorders; and topics such as drugs and alcoholism.

Cross-listed as: NEUR 116

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BIOL 117: Tropical Biology

The immense biological diversity in the tropics provides scientists with a frontier for the discovery of new species, new drugs and new ecological relationships. This course will introduce non-science majors to tropical ecosystem structure and function, ecological relationships among forest species, medicinal uses of rainforest products and approaches to conservation in equatorial regions.

BIOL 118: Our Amazing Brain

This course will introduce students to the science behind how a human brain functions and produces behaviors. This amazing organ is composed of billions of neurons that form trillions of connections with each other. These neurons allow us to sense and perceive the world around us, integrate new experiences with old ones, form thoughts and actions, and develop consciousness and personality. In this course, students will discover how brain dysfunction is the root cause of many illnesses, including addiction, schizophrenia, depression, cancer, stroke, and Alzheimer's disease. Students will also have the opportunity to work with preserved brains. No prior experience with science is required to succeed in this course. No prerequisites.

Cross-listed as: NEUR 118, PSYC 118

BIOL 119: Microbes, Viruses and Health

Microbes and viruses are part of our daily life. What are they and what do they do? A huge variety of microorganisms play an important part in diseases; however, others are beneficial. This course will discuss the microbe-human interaction, including topics such as new disease outbreaks, antibiotic resistance, and new biotechnology tools. Lectures, discussion, and presentations. Three hours per week.

BIOL 120: Organismal Biology

This course will address the organization and function of multicellular organisms. Although focused primarily on plants and animals, other kinds of organisms will be discussed. Regulation, homeostasis, and integration of function; nutrient acquisition, processing, and assimilation; photosynthesis; gas exchange; reproductive patterns; and development are all topics that are included in this course. Readings from an introductory text and the secondary and primary scientific literature will be required. Students must also register for a lab. Prerequisite: Science placement test required. Please see Requirements page on the Biology Department website for details.

BIOL 130: Bio Inq: Deadly Shape Hostage Brain

(Biological Inquiry Seminar: Deadly Shapes, Hostage Brains) Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students will delve into primary literature through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students will dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference will present the latest advances in neurological research. Additionally, students will debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. Prerequisite: BIOL 120.

Cross-listed as: NEUR 130

BIOL 131: Bio Inq: Invasion Ecology

(Biological Inquiry Seminar: Invasion Ecology) This course will introduce students to the study of invasive species. The course will demonstrate how invasive species are used to address complex issues in ecology, evolution, and biogeography, and how invasive species can affect habitat structure, community composition, and ecosystem services. Invasion ecology is integrative by its very nature and students will have the chance to explore numerous aspects in invasion ecology from local examples of species of economic and ecological concern, to species considered global epidemics. Specific examples will be driven by student interest. The course may include local field trips. Prerequisite: BIOL 120.

BIOL 132: Bio Inq: Plant-Animal Interactions

(Biological Inquiry Seminar: Plant-Animal Interactions) This course will introduce students to the ecological and evolutionary relationships between plants and the animals that eat them, defend them, or carry their pollen or seeds. The course will address chemical and physical plant defenses against animals, ecological interactions among plants and animals, and relationships in a community context, using examples from tropical, temperate, and marine ecosystems. The course includes local field trips. Prerequisite: BIOL 120.

BIOL 133: Bio Inq: Tropical Forest Biology

(Biological Inquiry Seminar: Tropical Forest Biology) The immense biological diversity in tropical forests provides scientists with a frontier for the discovery of new species, new drugs and new ecological relationships. This course will address tropical forest structure and function, ecological relationships among forest species and issues surrounding the conservation of tropical forests. The course may include local field trips. Prerequisite: BIOL 120.

BIOL 134: Bio Inq: Emerging World Diseases

(Biological Inquiry Seminar: Emerging World Diseases) In this age of antibiotics and vaccines, why do millions die each year from infectious diseases worldwide? With new viruses and pathogens continually emerging, can we ever hope to win the battle? This course will address the biological mechanism of infectious disease and the socio-economic and ecological factors that influence the outbreak of disease in various world populations. Emerging (e.g. SARS, Ebola, West Nile) and re-emerging (e.g. tuberculosis) diseases will be studied, as well as other major threats to global public health (e.g. malaria, anthrax). Discussion, lecture, student presentations, and laboratory sessions. Prerequisite: BIOL 120. (Meets GEC Cultural Diversity Requirement.)

BIOL 135: Bio Inq: Human Ecology

(Biological Inquiry Seminar: Human Ecology) Human beings are some of the most interesting, complicated, self-serving, expressive, destructive, and beautiful organisms to evolve on Earth. Participants in Human Ecology will investigate the many ways in which the Earth is an ecosystem for humans, with the principal goal of this course to compare and contrast how humans have changed the Earth to better suit its needs as a species, and the consequences that have and are arising from such ecosystem modification. Topics covered through the course include human evolution, food acquisition, economics, and climate change among many others. Participants will be required to attend multiple field trips throughout the semester. One 3-hour meeting per week. Prerequisite: BIOL 120.

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BIOL 136: Bio Inq: Sensing the Environment

(Biological Inquiry Seminar: Sensing the Environment) Animals must make decisions when faced with the tasks required for survival and reproduction, such as foraging, avoiding predators, selecting a habitat and finding mates. Their decision-making process is based on information their sensory systems obtain from their environment. This information gathering can range from relatively simple detection of temperature and light cues to complex communication systems. This course will focus on how animals acquire and use information from their abiotic and biotic environments to survive, grow and reproduce. We will explore how organisms sense the environment from both mechanistic and evolutionary standpoints, focusing on the physiological aspects of sensory modalities, the adaptive values of obtaining and processing information, and the evolution of sensory systems as they are shaped by natural selection and properties of the physical environment. Specific topics will be driven by student interest. This course includes reading of primary literature, writing, discussion sections, and student presentations. Prerequisite: BIOL 120.

BIOL 137: Bio Inq: Diet & Disease

(Biological Inquiry Seminar: Diet & Disease) The leading causes of disability and death in developed countries are multifactorial diseases that have a strong behavioral component, including: diabetes, heart disease, obesity and cancer. Are we truly what we eat? This course will examine the relationship between diet and human diseases. The semester will begin with a foundation of basic nutritional concepts including metabolism, daily requirements during growth, development and athletic training, as well as digestion and energy needs. In addition, we will examine the genetic, endocrine and neurological controls of eating and hunger and learn the cellular and physiological basis of the major food related diseases. We will critically analyze some popular diets and food supplements, in addition to analyzing different eating habits from around the world and assess if food groups promote or prevent different types of diseases. Prerequisite: BIOL 120.

BIOL 138: Bio Inq: Human Evolution

(Biological Inquiry Seminar: Human Evolution) This course will introduce students to basic concepts of evolution as they apply to the evolution of our own species, *Homo sapiens*. We will consider what fossil and molecular evidence tell us about the origin of the human species; how adaptive evolution has shaped human populations morphologically, physiologically, and behaviorally; how human evolution has been intertwined with the evolution of other organisms and diseases; and the ways in which humans are currently evolving and are likely to evolve in the future. Class sessions will combine discussion, short lectures, student presentations, and other formats. This course will emphasize development of abilities to critically read scientific literature, communicate effectively about science, appreciate how and why we do science, and use electronic tools to search scientific literature. Prerequisite: Biology 120. Not open to students who have taken FIYS 177.

BIOL 139: Bio Inq: Biology Aging

(Biological Inquiry Seminar: Biology Aging) From yeast to humans, virtually all organisms change with time. Various explanations have been proposed for aging and senescence, including environmental factors such as accumulated DNA damage, metabolism, and oxidative stress, as well as genetic factors regulating molecular clocks, cellular repair, and homeostasis. This course will investigate the physiology and underlying mechanisms of aging focusing on current research. Students will explore the topics through reading of primary literature, discussion, writing assignments, and presentations. Three discussion/lecture hours per week. Prerequisite: BIOL 120.

BIOL 141: Bio Inq: Health Science Reporting

(Biological Inquiry Seminar: Health Science Reporting) The scientific method requires researchers to build upon knowledge generated by others. Much of this knowledge is disseminated through scholarly articles in scientific journals. Because scientific papers are often complex, including technical terms and statistical analyses, misunderstandings are common. News and popular media broadcast medical and health findings to the general public, frequently oversimplifying or misinterpreting the science. In this course, students will critique medical journalism and medical research by comparing popular reporting to original scientific sources. Emphasizing reading and understanding of scholarly literature in medicine, students will develop their capacity to recognize,

comprehend, and critique medical research. Class activities will include lectures, discussion, student presentations, and written exercises. Prerequisite: BIOL 120.

BIOL 142: Bio Inq: The Biology of Dogs

(Biological Inquiry Seminar: The Biology of Dogs) Dogs are not only 'man's best friend,' but are increasingly used as biological models for research. Our familiarity with their behavior, diseases, and pedigree has made them central to the study of many aspects of biology, including genetics, neurology, and evolution. In this course, students will explore the biology of dogs and what this tells us about ourselves. By the end of the course, students will have developed an understanding of the scientific process and the capacity to recognize the relevance of research on non-human models. Class activities will include lectures, discussions, student presentations, written exercises, laboratories, and field trips. Prerequisite: BIOL 120.

BIOL 143: Bio Inq: The Biology of Sex

(Biological Inquiry Seminar: The Biology of Sex) The ability to reproduce is a defining quality of life yet the diversity of methods used by organisms to replicate is staggering. In this course we explore the many ways that organisms reproduce, both sexually and asexually; how these different modes of reproduction evolved; the influence these modes of reproduction have on animal form and function; and what an understanding of the biology of sex tells us about human sex and sexuality. The course will address the misconception that gender roles (the 'promiscuous' male versus the 'coy' female) are biologically universal, and relate the diversity of sexual systems evident in biology to the diversity of human gender roles and sexuality. Class activities will include lectures, discussion, student presentations, written exercises, laboratories, and field trips. Prerequisite: BIOL 120. (Meets GEC Cultural Diversity Requirement.)

BIOL 144: Bio Inq: Brain That Changes Itself

(Biological Inquiry Seminar: The Brain That Changes Itself) Our brains are able to reshape themselves over time, through a remarkable process known as neuroplasticity. This process is constantly occurring and extremely important, because it allows our brains to adapt to new experiences and remember novel information. In this course students will learn how neuroplasticity contributes to learning and memory. This will begin with a discussion of how nerve cells in the brain are organized and how they communicate to transfer information. Students will then explore how these cells and connections change over time, with an emphasis on how neuroplasticity contributes to learning and memory. The course will conclude with a discussion of how aging and neurodegenerative diseases impair plasticity and cognition. Students will use the primary literature to learn about cutting-edge electrophysiological, molecular, genetic, and imaging techniques used in the study of neuroplasticity. Discussion, lecture, research projects, and student presentations. Prerequisite: BIOL 120.

BIOL 145: Bio Inq: Patterns Animal Behavior

(Biological Inquiry Seminar: Adaptive Patterns of Animal Behavior) The world's diverse animal species display a fascinating variety of behaviors that sometimes seem to defy explanation. Students will learn to apply evolutionary principles and scientific inquiry to solving the puzzles of animal behavior. Looking at videos, primary research articles, and popular writing, we will examine how the scientific process of posing questions, proposing hypotheses, and testing predictions leads us to understand the behavior of many species including our own. Lectures, discussion, student presentations, and projects. Three hours per week. Pre-requisite: BIOL 120 or permission of the instructor.

BIOL 150: Reasoning & Statistical Inference

(Reasoning and Statistical Inference in Biology) This course is designed to develop and expand students' understanding of quantitative biological information. The focus of the course is on quantitative literacy. Specific topics will include interpretation of descriptive statistics, graphical representations of biological data, bivariate statistics, and the results of hypothesis testing. Examples will be drawn from published and unpublished data sources, including and faculty and student research. Students will also work with practice datasets. Strongly recommended for first-year students interested in the Biology Major. Three lecture/discussion hours per week. No prerequisite.

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BIOL 203: Spring Flora of the Great Lakes

(Spring Flora of the Western Great Lakes.) This course introduces students to the identification, systematics, ecology, and natural history of the spring flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area and eastern Wisconsin. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. (Meets GEC Natural and Mathematical Sciences Requirement.) This Summer Session course in 2016 will be held in the afternoons on Tuesdays and Wednesdays plus full field days on Thursdays and Fridays. Cross-listed as: ES 203

BIOL 204: Summer Flora of the Great Lakes

(Summer Flora of the Western Great Lakes). This course introduces students to the identification, systematics,

ecology, and natural history of the summer flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area, eastern Wisconsin, and Michigan's Upper Peninsula. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. (Meets GEC Natural and Mathematical Sciences Requirement.) This Summer Session course in 2016 will be held in the afternoons on Mondays and Tuesdays plus full field days on Wednesdays and Thursdays.

Cross-listed as: ES 204

BIOL 205: Field School: Lake Michigan Flora

This course introduces students to the identification, systematics, evolution, ecology, and natural history of the summer flora of the land surrounding Lake Michigan. This course is an extensive off-campus three-week field course in Illinois, Wisconsin, Michigan and Indiana. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. Additional fee will be assessed. No prerequisites. (Meets GEC Natural and Mathematical Sciences Requirement.)

Cross-listed as: ES 205

BIOL 208: Human Anatomy

This course introduces the structure of mammalian bodies, with particular emphasis on the human body. All of the major body systems (skeletal, muscular, nervous, endocrine, etc.) are covered. Lab includes dissection and study of representative mammalian specimens, as well as study of human skeletons and models. Class meets seven hours per week. Prerequisites: BIOL 120, CHEM 115.

BIOL 220: Ecology and Evolution

The roles of ecological and evolutionary processes in shaping life's diversity are examined. Specific topics may include adaptive evolution, origins of species, reconstruction of evolutionary history, population dynamics and extinction, species interactions, community processes, conservation, and the importance of these topics to humanity. Lab sessions will combine group work in field research projects with quantitative analyses and synthesis of your findings in terms of published results from the primary literature. These projects will result in a written and/or oral presentation of your findings. This is an intermediate-level biology course that assumes prior experience with the primary scientific literature, analysis of quantitative data and mathematical models, and rigorous laboratory work. Three lecture hours plus one four-hour laboratory per week. Prerequisite: BIOL 120. Corequisite: CHEM 115, and Biological Inquiry (13x-14x).

BIOL 221: Molecules, Genes, and Cells

This course will examine cells as the fundamental units of life. Topics will include the structure and function of the cell and its molecular constituents; energy relationships at the cellular level; and an introduction to the nature and organization of the genetic material. Laboratory sessions will emphasize student-designed projects. Classroom sessions will involve group work, discussions, seminars, problem-solving sessions, and lectures. Three lecture and four laboratory hours per week. Prerequisite: BIOL 120. Corequisite: CHEM 116.

BIOL 320: Microbiology

This course will focus on the biology of single-celled organisms, with emphasis on bacteria and infectious disease. Topics include antibiotic mechanisms and resistance, bacterial gene swapping, epidemiology, host-microbe interactions, and the immune response. Several weeks of independent study will allow the student to isolate, research, and identify three bacterial species. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Students must also register for a lab.

BIOL 322: Molecular Biology

The structure and function of nucleic acids and proteins in prokaryotic and eukaryotic cells: DNA replication, transcription, translation, and regulation. Laboratories will apply current molecular techniques to an open-ended research problem. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

BIOL 324: Advanced Cell Biology

The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

Cross-listed as: NEUR 324

BIOL 325: Topics in Advanced Cell Biology

The structure and function of the cell and its organelles, with emphasis on the extracellular matrix, membrane-related processes including transport, cell-to-cell signaling, protein processing, and post-transcriptional regulation. Current techniques will be explored in the context of primary research literature. Research reports will include extensive library and Internet exploration and analysis. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Not open to students who have taken BIOL 324.

BIOL 330: Applied Data Analy for Biologists

(Applied Data Analysis for Biologists) This course introduces students to statistical analysis procedures as they are applied in biological research. Statistical content will introduce univariate and bivariate methods, moving on to multi-variable approaches. Classroom sessions will consist of lectures, discussions, and demonstrations. In addition to these more-formal sessions, a supervised laboratory in which students conduct hands-on computer-assisted statistical analyses, will take place weekly. Sample data will be drawn from multiple sub-disciplines within biology. These may include any of the following topics: cellular and molecular biology, organismal research, ecology, evolutionary biology, human physiology and medicine. Two 80-minute classroom and one four-hour laboratory meeting per week. Prerequisites: Math 150 or equivalent, Biol 220, and either Biol 221 or Junior status.

BIOL 340: Animal Physiology

This course will focus on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis will be placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics will include integration and response to stimuli, gas exchange, circulation, movement, buoyancy, metabolism, thermal regulation, osmoregulation, and excretion. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Cross-listed as: NEUR 340

BIOL 342: Developmental Biology

Analysis of the genetic, molecular, and structural changes that occur between fertilization and the development of the adult form. This course will examine many concepts including establishment of cell fates, embryonic patterning, and morphogenesis. Students will also analyze key experiments and methods that have provided an understanding of development. The laboratory will demonstrate important developmental principles, such as fertilization, gastrulation, differentiation, and morphogenesis through the use of invertebrate and vertebrate organisms. Three discussion and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Students must also register for a lab. Cross-listed as: NEUR 342

BIOL 344: Animal Behavior

A study of current ideas about the biological basis and evolution of animal behavior. Topics will include molecular, hormonal, and genetic bases of behavior; adaptive behavior patterns; mating systems and reproductive behavior; and evolution of altruism and helping behavior. Three lecture and four laboratory hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status. Cross-listed as: NEUR 344

BIOL 346: Molecular Neuroscience

Neurobiology associated with brain function (perception, movement, homeostasis, affect, and cognition), neurological and psychiatric illnesses, and brain injury. A reading- and writing-intensive course with a problem-based learning approach that comprehensively explores the breadth of neurobiology (molecular, cellular, anatomical, physiological, behavioral, and medical). Laboratory exercises emphasize neuroanatomy and neuronal cell biology. Several experimental projects complement lecture and laboratory learning. Six hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Cross-listed as: NEUR 346L

BIOL 352: Molecular Genetics

A study of the molecular basis for inheritance, particularly with respect to human traits and disorders. Topics include the structure, expression, and segregation of genes and chromosomes, use of model organisms in the study of human disease, genetic engineering and gene therapy, and principles of genome science. Laboratory will apply current molecular techniques to an original research problem. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. (Cross-listed as NEUR 352.) Cross-listed as: NEUR 352

BIOL 360: Mechanisms of Neurodegeneration

This course will examine the cellular and physiological basis of neurodegenerative diseases, including Alzheimer's disease, Parkinson's disease, Huntington's disease and prion disease. A special emphasis will be placed on investigating the primary causes of neurodegenerative diseases, such as the role of protein misfolding, genetics, and neurotransmitters. Cutting-edge primary literature will be used to provide a current understanding of neurodegeneration, as well as insights into the techniques and methods used in this field. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

BIOL 362: Mechanisms of Brain Dysfunction

This course will examine the biochemical and molecular basis of both rare and common nervous system disorders that are at the frontiers of molecular medicine. Students will select from illnesses that disable processes as diverse as memory, language, cognition, sensation, movement, emotion, and homeostasis. A special emphasis will be placed on investigating the primary causes of dysfunction, such as the role of protein misfolding, genetics, and

neurotransmitters. By discussing the latest primary literature students will gain current understanding of neurological and psychiatric illnesses, as well as insights into the techniques and methods used in this field. Students will seek to further new knowledge by authoring an original grant proposal. Finally, depending on the semester offered, students will serve as advanced peer mentors for first year students either enrolled in FIYS 106 or BIOL 130 courses. Prerequisites: Biol 221, and either Biol 220 or Junior status. Two 80-minute sessions per week. Cross-listed as: NEUR 362

BIOL 370: Ecology

This course examines current concepts and research in ecology at the levels of populations, communities, landscapes, ecosystems, and global processes. Emphasis will be placed on field research methods and reading of the primary literature. Lectures, discussions, and other classroom activities will be combined with field and laboratory exercises. Three classroom and four laboratory/field hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status. (Cross-listed as ES 370.)

BIOL 372: Pharmacology: Drug, Brain, Behavior

In this course, we will explore ideas and principles regarding neuronal communication and drug interactions that govern behavior. We will explore communication patterns of both electrical and chemical signaling, define complex dynamics of drug distributions and identify how these processes are influenced by individual genetics. This class will also investigate the interaction between neurotransmitters and drugs at specific neuronal receptors, which will be discussed from the perspective of agonism and antagonism. We will use these principles to guide our understanding of pharmaco-therapeutics that are focused on symptom targeting. Students will also have the opportunity to discuss clinical cases and participate in the development of strategic therapeutic approaches based on current research towards the treatment of psychiatric and neurological disorders. Prerequisites: PSYC110 and BIOL221 with a grade of at least C-, or permission of instructor. Cross-listed as: NEUR 372, PSYC 372

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BIOL 373: Community Ecology

This course will address G. Evelyn Hutchinson's foundational question: 'Why are there so many kinds of animals?' We will approach this question by studying the mechanistic drivers of biodiversity, how diversity is maintained, and the interactions between species in communities. This course will consist of a weekly seminar presentation based on a topic in community ecology interspersed with student-led discussions based on readings from foundational and modern papers related to the lecture topic. The lab will focus on quantification of biodiversity, use of computer and statistical tools to analyze ecological data, and experimental design for field studies. Lab will culminate with students designing and conducting an original field-based research project applying the skills learned in lab to a relevant hypothesis discussed in class. Three lecture and four laboratory hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status.

BIOL 374: Biogeography

This course will examine patterns of biodiversity, species distributions, island biogeography, the role of the Earth's history in shaping modern species distributions, and the impact of current climate change and land use change on future species distributions. Each week students will read foundational papers in Biogeography. We will then read a recent paper that touches on the questions raised in the foundational papers, with the idea of identifying both which foundational hypotheses have been well tested and, perhaps more interestingly, which have not. By discussing the latest primary literature, students will learn how to unite concepts and information from ecology, evolutionary biology, geology, and physical geography to answer questions of importance to modern society. The lab section of the course will be focused on learning GIS techniques and how they are applied to biologically interesting questions. Students will author an original research project applying the skills learned in lab to a relevant hypothesis discussed in class. Three 50-minute discussion sessions per week plus one lab section. Prerequisites: Biol 220, and either Biol 221 or Junior status.

BIOL 375: Conservation Biology

This course will examine how biological principles and information can be applied to conservation of species, ecosystems, and natural resources. Topics may include endangered species, conservation genetics, landscape and ecosystem-level conservation, restoration, biodiversity in human-influenced systems, and others. This course is scheduled to allow extended field trips and will also include lecture, discussion, and other classroom and laboratory activities. Prerequisites: Biol 220, and either Biol 221 or Junior status. (Cross-listed as ES 375.)

BIOL 384: Plant Biology

This course aims to provide a thorough knowledge and understanding of land and aquatic plants, photosynthetic protists and fungi, including: molecular biology; chemical organization and genetics; structures and functions of plant cells, tissues, and organs; principles of systematic botany, nomenclature, and classification; evolutionary relationships among the major groups; and the relationship between plants and their environments. An emphasis on hands-on experimentation will allow students to design experiments, analyze data, and present their results. Three 50-minute lectures and one 3-hour lab per week are required. Prerequisites: Biol 220, and either Biol 221 or Junior status.

Cross-listed as: ES 384

BIOL 388: The Malleable Brain

(The Malleable Brain: Mechanisms of Neural Plasticity) This course studies the remarkable fact that the brain is malleable or changeable. Neurons are constantly altering their behavior at a cellular and molecular level to help us learn, remember, and adapt to new situations. This neuronal plasticity is an essential mechanism of the normal functioning brain but, when plasticity is aberrant, disease is likely to occur. We will examine the mechanisms of neuronal plasticity, probe current techniques utilized by researchers, and evaluate primary research articles. We will consider how plasticity contributes to the learning and encoding of new information throughout the lifespan, as well as how aberrant plasticity contributes to disorders such as post-traumatic stress, addiction, epilepsy, and Alzheimer's disease. We also will explore how these disorders are currently treated with drugs and therapy.

Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor.

Cross-listed as: NEUR 388, PSYC 388

BIOL 389: Evolution

This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to the origins of new species. Topics will include evidence for evolution, short-term microevolutionary processes, natural selection, adaptation, phylogenetic reconstruction, divergence and speciation, 'evo-devo', and human evolution. Classroom sessions will consist of lectures, discussions, and student presentations. Three lecture and four laboratory hours per week (including Field Museum trips). Prerequisites: Biol 220, and either Biol 221 or Junior status.

Cross-listed as: NEUR 389

BIOL 479: Sr Sem: Receptors and Signal Transd

Senior Seminar: Receptors and Signal Transduction. This course is designed to provide a capstone experience for biology and neuroscience majors. It will focus on the neurobiology of sensory receptors and signal transduction mechanisms. Specific topics will depend on student interests, and may include photoreception, chemoreception, mechanoreception, electroreception, thermoreception, magnetoreception, and/or nociception. Classes will involve discussions of the primary literature, student presentations, and short lectures. Prerequisite: Open to senior biology majors who have completed at least one 300-level course in the major or by permission of the instructor.

BIOL 480: Neural Frontiers

This course is designed to provide a scholarship capstone for biology and neuroscience majors. Students will explore diverse topics of their interest at the frontiers of neuroscience, one of the most active research fields of the 21st century that is regularly considered as science's final frontier. Students will select from topics as diverse as memory, language, cognition, sensation, movement, neural stem cells, and complex neurological diseases. Students will engage in the art of being a scientific scholar in three complementary ways. They will learn new knowledge by discussing the latest primary literature in journal clubs. They will seek new knowledge by authoring an original grant proposal. They will explore how a career in science extends knowledge by role-playing a world famous neuroscientist. Finally students will serve as consultants for First-Year Studies students. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: NEUR 480

BIOL 481: Sr Sem: Oncology

(Senior Seminar: Oncology) This course will examine characteristics of cancer at the cellular and organismal levels, as well as investigate the current methods of treatment and prevention of cancer. This will involve intensive library research, report writing, and student led discussions and presentations. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: NEUR 481

BIOL 482: Sr Sem: Sex and Evolution

(Senior Seminar: Sex and Evolution) An application of evolutionary principles to understanding phenomena related to sexual reproduction. This seminar will emphasize theory and empirical tests of theory reported in the primary literature in evolution, behavior, and genetics. Exact topics will depend on student interests. Classes will involve discussions, student presentations, and short lectures. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: NEUR 482

BIOL 483: Sr Sem: Plant and Animal Interact

(Senior Seminar: Plant and Animal Interactions) This course will examine the ecological and evolutionary relationships between plants and the animals that eat them, defend them, or carry their pollen or seeds. The course will address plant defenses against animals, ecological interactions among plants and animals, and relationships in a community context, using examples from tropical and marine ecosystems as well as those of North America and Europe. Particular attention will be given to changes over geological time and the central importance of these relationships in maintaining food production and conservation of biological diversity. Prerequisite: Open to senior biology majors who have completed at least one 300-level Biology course or by permission of instructor.

BIOL 484: Sr Sem: Biology of Extinctions

Human-induced extinctions are proceeding at an incredible rate, which will have wide-ranging effects on current biological systems. Extinctions of human diseases have been thought of as beneficial, whereas enormous effort has been expended to protect a few survivors of disappearing plants and animals. Specific topics will depend on student interests, but may include historic patterns in extinction, historic and modern causes of extinctions, and the biological and economic implications of extinctions. Topics will be studied by analysis of the primary literature and include student-selected case studies. Classes will involve discussions, student presentations, and short lectures. Prerequisite: Open to senior biology majors who have completed at least one 300-level course in the major or by permission of the instructor.

BIOL 485: Sr Sem: The Nobel Prizes

(Senior Seminar: The Nobel Prizes: A Century of Innovation and Discovery) Koch, Fleming, Muller, Watson, Crick, von Bekeky, Golgi, and y Cajal are all Nobel Prize winners. Why are some names known to non-science students, whereas others are not even recognizable to most scientists? Every fall the Nobel Prize committee announces their awards. While their deliberations are shrouded in secrecy, the fame of the award is such that the general public often knows the names of winners. This course will examine the work and life of select prize winners in physiology/medicine and chemistry over the past 100 years. Reading will include the original work by the Nobel laureates, as well as biographies and autobiographies of the winners. Discussion, presentations and papers will examine the impact of the winners' work, including a critical analysis of how important the work was at the time and how important it remains today, and why some awards were given years after the work was conducted, while others were recognized within a few years. The course will also include a history of the prize and of Alfred Nobel, and explore controversies associated with the award, including the dearth of female recipients. The semester will conclude with nominations for next year's award winners. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. Cross-listed as: NEUR 485

BIOL 486: Sr Sem: Biol Natural Hallucinogens

(Senior Seminar: Biology of Natural Hallucinogens) A wide range of plants, fungi, and animals produce psychoactive compounds, primarily as forms of self-defense. Peyote, khat, coca, and opium are common examples of naturally occurring substances that, when ingested by humans, alter the way in which neurons interact, creating effects that vary from medicinal to toxic. An in depth analysis of the primary literature will be used to explore and analyze the wide range of biological effects induced by these compounds, as well as the biology of the organisms producing psychoactive substances. Prerequisite: Open to senior biology majors who have completed at least one 300-level course in the major or by permission of the instructor.

BIOL 487: Sr Sem: Biol Impli Climate Change

(Senior Seminar: Biological Implications of Climate Change) As our global climate changes, it is expected that the effects on biological systems will be wide-ranging. Changes in temperature, atmospheric CO₂ concentrations, rainfall patterns, storm frequency and sea level have the potential to alter geographic distributions of species, change the spread of infectious diseases, reset plant phenologies, drive evolutionary change and even modify plant and animal physiology and biochemistry. An in depth analysis of primary literature will be used to explore and analyze the myriad biological effects that may occur in response to global climate change. Prerequisite: Open to senior biology majors who have completed at least one 300-level Biology course or by permission of instructor.

BIOL 488: Sr Sem: Cellular Basis of Disease

(Senior Seminar: Cellular Basis of Disease) A study of the cellular and molecular basis of infectious diseases and their treatments, including viral and acterial agents, through intensive library research, report writing, and student presentations. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. Cross-listed as: NEUR 488

BIOL 489: Sr Sem: Biology of War

War can have devastating effects on human health and the environment. Factors considered in this course include nuclear fallout, widespread pesticide (e.g. Agent Orange), biological weapons, Post-Traumatic Stress Disorder, and natural resource availability. An analysis of primary literature will be used to explore and analyze the myriad biological effects of modern and historical warfare. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. Cross-listed as: NEUR 489

BIOL 490: Internship

Off-campus research experience supervised by a departmental faculty member. Consult the faculty member designated as the department's internship liaison for application information.

BIOL 493: Research Project

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

BIOL 494: Senior Thesis

Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

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Chemistry

Faculty

[Jason A. Cody](#)

Professor and Chair of Chemistry

Areas of Study: inorganic chemistry, solid state chemistry

[Dawn C. Wiser](#)

Associate Professor of Chemistry

Areas of Study: physical chemistry, computational chemistry, organometallic mechanism

[Paul Gladen](#)

Assistant Professor of Chemistry

Areas of Study: organic chemistry, synthesis, natural products

Erica Schultz

Assistant Professor of Chemistry

Areas of Study: Chemical Biology, Organic Chemistry and Biochemistry

[Nilam Shah](#)

Assistant Professor of Chemistry

Areas of Study: spectroscopy, art analysis

Elizabeth W. Fischer

Senior Lecturer in Chemistry

Areas of Study: natural science, organic chemistry, biochemistry

[Melanie M. Werst](#)

Senior Lecturer in Chemistry

Areas of Study: physical biochemistry

[Larry Klein](#)

Lecturer in Chemistry

Areas of Study: organic synthesis, medicinal chemistry, natural product chemistry

Caroline Slone

Lecturer in Chemistry

Areas of Study:

EMERITUS FACULTY

[Laura J. Kateley](#)

Associate Professor of Chemistry, Emerita

Areas of Study: organic chemistry, synthesis, chromatographic, spectroscopic applications

[William B. Martin](#)

Deane Professor of Biochemical and Biological Sciences, Emeritus

Areas of Study: organic chemistry, synthesis, biochemistry, enzyme inhibition

Requirements

ENTRY TO CHEM 115: CHEMISTRY I

(required for Chemistry, Biology and Neuroscience Majors and Minors, and health professions)

Entering first-year students interested in chemistry (CHEM 115: Chemistry I) must take the Science Placement Assessment before registering for classes. This test consists of 20 basic algebra and spatial visualization problems, and is an established measure of readiness and likelihood of success in Chemistry I. In addition to the assessment, your high school transcript and standardized test scores will be used to determine the most appropriate starting place in chemistry for you. You will be placed in Chemistry I in the Fall Semester or in CHEM 114: Foundations of Chemistry in the Spring Semester of your first year. The Chemistry Major can be completed in four years through either of the sequences described below.

Students wishing to enter CHEM 115 in the fall of their second year and who have not completed CHEM 114 must take the Science Placement Assessment in the spring of their first year and appropriate placement will be made. Note that it is not possible to complete a Chemistry Major in three years starting with CHEM 114 in the second year.

Consult your advisor or the Chair of the Chemistry Department for further explanation.

MAJOR AND MINOR IN CHEMISTRY

The Major in Chemistry requires eight chemistry courses, two courses in calculus, and two courses in physics. The Department offers students the opportunity to concentrate in biochemistry. The Minor in Chemistry requires a minimum of six credits, including five chemistry courses and their pre-/co-requisites. To complete the Minor, one 300-level course must be completed on campus.

The Chemistry Department will evaluate the suitability of prerequisites that students wish to satisfy via courses transferred to the College. In these cases the department may conduct a placement assessment that will be used to evaluate students' mastery of prerequisite material. If sufficient mastery is not demonstrated, students may need to repeat the prerequisite course at the College, before continuing through the course sequence.

Requirements for the Major:

- Chemistry 115: Chemistry I
- Chemistry 116: Chemistry II
- Chemistry 220: Organic Chemistry I
- Chemistry 221: Organic Chemistry II
- Chemistry 320: Physical Chemistry I
- Chemistry 321: Physical Chemistry II
- 1 additional chemistry course selected from CHEM 300: Biochemistry, CHEM 340: Inorganic Chemistry, CHEM 430: Advanced Organic Chemistry, CHEM 494: Senior Thesis in Chemistry
- 2 courses in calculus: MATH 110 (Calculus I) and MATH 111 (Calculus II)
- 2 courses in physics: PHYS 110 (Introductory Physics I) and PHYS 111 (Introductory Physics II), or PHYS 120 (General Physics I) and PHYS 121 (General Physics II)
- Senior Studies, which may be satisfied by Chemistry 410: Instrumental Analysis, or Chemistry 494: Senior Thesis in Chemistry.

Biochemistry Concentration

Students interested in a concentration in biochemistry should take the following courses:

- Chemistry 115: Chemistry I
- Chemistry 116: Chemistry II
- Chemistry 220: Organic Chemistry I
- Chemistry 221: Organic Chemistry II
- Chemistry 300: Biochemistry
- Chemistry 320: Physical Chemistry I
- Chemistry 321: Physical Chemistry II
- Chemistry 415: Topics in Biochemistry
- 2 courses in calculus: MATH 110 (Calculus I) and MATH 111 (Calculus II)
- 2 courses in physics: PHYS 110 (Introductory Physics I) and PHYS 111 (Introductory Physics II), or PHYS 120 (General Physics I) and PHYS 121 (General Physics II)

- Senior Studies, which may be satisfied by CHEM 410 (Instrumental Analysis) or CHEM 494 (Senior Thesis in Chemistry)

Minor in Chemistry

- Chemistry 115: Chemistry I
- Chemistry 116: Chemistry II
- Chemistry 220: Organic Chemistry I
- Chemistry 221: Organic Chemistry II
- Chemistry 300: Biochemistry (prerequisite BIOL 120) or CHEM 320: Physical Chemistry I (prerequisite: MATH 110, MATH 111, and one year of physics – either PHYS 110 and PHYS 111, or PHYS 120 and PHYS 121)

RECOMMENDED CHEMISTRY MAJOR COURSE SEQUENCES

Beginning with CHEM 115 in Fall of the first year

First Year

Fall: CHEM 115: Chemistry I

Spring: CHEM 116: Chemistry II

(MATH 110: Calculus I and MATH 111: Calculus II to be completed by the end of the second year, encouraged in first year.)

Second Year

Fall: CHEM 220: Organic Chemistry I

Spring: CHEM 221: Organic Chemistry II

Third Year

Fall: CHEM 320: Physical Chemistry I, CHEM 300: Biochemistry (optional)

Spring: CHEM 321: Physical Chemistry II, CHEM 340: Inorganic Chemistry (optional)

(Introductory Physics – PHYS 110 and PHYS 111, or General Physics – PHYS 120 and PHYS 121 to be completed by end of third year)

Fourth Year

Fall: CHEM 410: Instrumental Analysis, CHEM 300: Biochemistry (optional)

Spring: CHEM 340: Inorganic Chemistry (optional), CHEM 430: Advanced Organic Chemistry (optional), CHEM 494: Senior Thesis in Chemistry (optional)

Note: Only one of the optional courses listed above is required, all are encouraged.

Beginning with CHEM 114 in Fall of the 1st year or CHEM 115 in Fall of the second year

First Year

Fall: CHEM 114: Foundations of Chemistry

Spring: no requirements for chemistry major

(MATH 110: Calculus I and MATH 111: Calculus II to be completed by the end of the third year, encouraged as early as possible.)

Second Year

Fall: CHEM 115: Chemistry I

Spring: CHEM 116: Chemistry II

(Introductory Physics – PHYS 110 and PHYS 111, or General Physics – PHYS 120 and PHYS 121 to be completed by end of fourth year, but recommended in second year.)

Third Year

Fall: CHEM 220: Organic Chemistry I

Spring: CHEM 221: Organic Chemistry II

Fourth Year

Fall: CHEM 320: Physical Chemistry I, CHEM 410: Instrumental Analysis, CHEM 300: Biochemistry (optional)

Spring: CHEM 321: Physical Chemistry II, CHEM 340: Inorganic Chemistry (optional) CHEM 430: Advanced Organic Chemistry (optional), CHEM 494: Senior Thesis in Chemistry (optional)

Note: Only one of the optional courses listed above is required, all are encouraged.

Course Descriptions

CHEM 102: Chemistry and the Environment

Explore chemical phenomena in the world around you. Learn about the chemical cycles present throughout nature. Understand the chemistry behind current environmental issues such as air pollution, ozone depletion, global warming, acid rain, and energy sources (fossil fuels, nuclear, renewable). The relevant scientific background will be developed as needed to explain these particular topics. Lectures, discussions, and demonstrations. Not applicable toward the major or minor.

CHEM 103: Our Chemical World

This course is a descriptive examination of modern chemistry that will emphasize aspects important for students in the humanities and social sciences. Among the topics to be examined: the impact of science and technology on society; chemical change; nuclear chemistry; consumer chemistry; acids and bases; and plastics and polymers. Demonstrations and some experiments with group participation. Not applicable toward the major or minor.

CHEM 105: The Chemistry of Art

This course will explore fundamental principles of chemistry and the scientific method through the lens of art. The course will introduce concepts necessary for an understanding of the electromagnetic spectrum; the chemical and physical principles that help to explain color; the chemical composition and interactions of atoms and molecules as they apply to pigments, dyes, binders, glazes, paper, fabrics, and metals; as well as the chemical changes active in processes like fresco painting, etching and photography. Building on a fundamental understanding of chemical and physical principles at work in the materials used to create art, the course will culminate with an exploration of case studies in the use of technology for art conservation and/or the detection of forgeries. The course format will include lecture, some short laboratory exercises, and a field trip. No prerequisites.

CHEM 107: Developing World Thirst for Energy

This course will introduce the concepts behind the ever-increasing global demand for energy. Through laboratory experiments, field trips, and discussions of current events, students will develop an understanding of the many issues related to meeting the world's energy needs. In particular, the dramatic economic growth in China and India raise additional issues about sustainable energy generation in the face of global imbalances in the carbon cycle. Cross-listed as: ASIA 107

CHEM 108: Environmental Chemistry

A working knowledge of most environmental issues facing us in the twenty-first century requires an understanding of some key geochemical principles. This course introduces chemistry concepts and skills as they arise in the context of current environmental issues, including chemical cycles in nature, air pollution, ozone depletion, global warming, acid rain, energy sources, water quality, and solid waste. Students will be asked to collect and interpret their own data, as well as to use simple models to explain environmental issues from a scientific perspective. Cross-listed as: ES 108

CHEM 109: Learning About the Physical World

This course will examine selected topics in physical science such as the physical and chemical properties of matter, energy, motion of objects, waves and vibrations, components of the solar system and interactions of objects in the universe. This course is appropriate for students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. The course is designed with elementary education majors in mind to provide them with the necessary background for teaching science. Students will participate in lectures, discussions, projects, and laboratory activities. Two 80-minute class hours per week. Not applicable toward the chemistry major or minor. Cross-listed as: EDUC 109

CHEM 114: Foundations of Chemistry

Foundations of Chemistry is designed to develop fundamental study skills along with a quantitative and conceptual understanding of chemistry. This course will emphasize stoichiometry, atomic and molecular structure, and solution chemistry principles. There is no laboratory component for this course and it does not count toward the chemistry major or minor. However, the course can serve as an entrance to the major or minor. The course is intended to be a skills-building and preparatory course for subsequent enrollment into Chemistry 115. Prerequisite: Completion of a science placement test to assess quantitative skills and, for non-first year students, permission of instructor.

CHEM 115: Chemistry I

An introduction to and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces quantitative measurements and computer applications. This course will meet admissions requirements for medical, dental, or pharmacy school. Three class meetings, one laboratory per week. Students must register for a lab. Prerequisite: Satisfactory score on the departmental placement test to assess quantitative skills or a passing grade in Chemistry 114. Please see Chemistry Department requirements page for details.

CHEM 116: Chemistry II

Thermodynamics and kinetics; chemical equilibria; acids, bases, and buffers; coordination compounds; descriptive chemistry of metals and nonmetals. Laboratory is both quantitative and descriptive and uses much instrumentation. Three class meetings, one laboratory per week. Prerequisite: CHEM 115.

CHEM 220: Org Chemistry I

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; stereochemistry; carbonyl chemistry; nature of organic reactions. Laboratory focuses on microscale synthetic techniques, gas chromatography, and infrared and nuclear magnetic resonance spectroscopy. Three class meetings, one laboratory per week. Prerequisite: CHEM 116 or permission of the instructor. Students must also register for a lab.

CHEM 221: Org Chemistry II

Addition, substitution, and elimination reactions; molecular rearrangements; aromaticity; carbohydrates and heterocyclic chemistry. Laboratory focuses on microscale organic synthesis, infrared and nuclear magnetic resonance spectroscopy, and GC/MS. Three class meetings, one laboratory per week. Prerequisite: CHEM 220 or permission of the instructor.

CHEM 300: Biochemistry

Introduction to biochemistry at the cellular and chemical levels. Emphasis on protein structure and function, enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Three class meetings, one laboratory per week. Prerequisite: CHEM 221 and BIOL 120, or permission of the instructor. Students must also register for a lab.

CHEM 320: Physical Chem I

Quantum mechanics and the nature of the chemical bond. Emphasis on understanding atomic orbitals, atomic and molecular energy, and the chemical bond. Applications of molecular quantum mechanics; spectroscopy and computational chemistry. Laboratory focuses on experiments that led to the development of quantum mechanics, molecular modeling, and spectroscopy. Three class meetings, one laboratory per week. Prerequisites: CHEM 221, MATH 111 or MATH 116; prerequisite or corequisite: PHYS 110 or PHYS 120. Students must also register for a lab.

CHEM 321: Physical Chem II

The energy and dynamic behavior of groups of molecules. Emphasis on non-ideal gases, statistical mechanics, thermodynamics, chemical kinetics, and reaction-rate theory. Laboratory focuses on kinetics and thermodynamics with a culminating independent project-based experience. Prerequisite: MATH 111 or MATH 116. Prerequisite or corequisite: PHYS 111 or PHYS 121.

CHEM 340: Inorganic Chemistry

Relationship among structure, properties, and chemical reactivity of elements from the entire periodic table. Molecular bonding theories, molecular symmetry and group theory, solid-state materials, transition-metal complexes, catalysts, and bioinorganic molecules. Laboratory work includes synthesis, spectroscopy, X-ray diffraction, and inert-atmosphere techniques. Two class meetings and one laboratory per week. Prerequisite or corequisite: CHEM 321.

CHEM 410: Instrumental Analysis

Theory and techniques of instrumentation used in modern chemical analysis. Optical spectroscopy (UV-Vis, fluorescence, FT-IR, Raman), NMR, mass spectrometry, electroanalytical chemistry, and modern separation techniques (GC, HPLC, and electrophoresis). Laboratory experiments will include most modern instrumental methods and culminate in an independent project. Three class meetings, one laboratory per week. Satisfies the Senior Studies Requirement. Prerequisite (or corequisite with permission of the instructor): CHEM 320. Students must also register for a lab.

CHEM 415: Biochemistry

Application of chemistry to biological molecules. Topics selected from the following: X-ray crystallography; NMR spectroscopy; molecular modeling; computational methods in biochemical systems; protein-DNA interactions; photobiophysics; enzyme catalysis and mechanisms; and DNA chemistry. Four class meetings, no laboratory. Prerequisites: CHEM 300 and CHEM 321, or permission of the instructor.

CHEM 430: Advanced Organic Chemistry

Building on the concepts from Organic Chemistry I and II (CHEM 220 and 221), this course offers an extended treatment of the topics of organic chemistry. Stereochemistry, radical chemistry, pericyclic reactions and named reactions used in modern organic synthesis will be emphasized. Course notes will be supplemented by readings from the primary literature. Prerequisite: CHEM 221.

CHEM 493: Research Project

Independent research guided by a faculty advisor. Research areas include organic synthesis; organometallic catalysis; enzyme inhibition; X-ray crystallography; computational chemistry; molecular modeling; solid state chemistry; and spectroscopic studies of air pollution.

CHEM 494: Senior Thesis

An extensive, in-depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation. Satisfies the Senior Studies Requirement.

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Cinema Studies

Faculty

[David Park](#)

Professor and Chair of Communication (fall), Chair of Cinema Studies (fall), Chair of Journalism (fall)

Areas of Study: mass communication theory; experts, intellectuals, and the media; the intellectual history of communication research; theoretical perspectives on new media

[Cynthia T. Hahn](#)

Professor of French, Chair of Modern Languages and Literatures

Areas of Study: French language; Francophone literature of Quebec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Donald Meyer](#)

Professor of Music, Chair of Cinema Studies (spring)

Areas of Study: music history, music theory, film music, electronic music, music composition.

[Janet McCracken](#)

Professor and Chair of Philosophy

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Dan LeMahieu](#)

Hotchkiss Presidential Professor of History,
Director of the Master of Liberal Studies Program

Areas of Study: modern European history

[Linda Horwitz](#)

Associate Professor of Communication, Chair of Gender, Sexuality and Women's Studies

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Richard Fisher](#)

Associate Professor of German, Chair of Classical Studies

Areas of Study: Goethezeit, modern German literature, literary genres, epic literature, comparative studies

[Gizella Meneses](#)

Associate Professor of Spanish

Areas of Study: U.S. Latino/a literatures and cultures, testimonial literature, Latin American colonial studies, Latino and Latin American cultural studies and film

[Catherine Benton](#)

Associate Professor of Religion

Areas of Study: Asian religious traditions and story literatures (Hinduism, Buddhism, Daoism), religious communities in India (Hindu and Muslim), cross-cultural communication, and film and religion

[Ying Wu](#)

Assistant Professor of Chinese

Areas of Study: sociolinguistics; Chinese linguistics; business Chinese; Chinese literature in translation and culture

[Emir Cakaroz](#)

Lecturer in Communication

Areas of Study: film and video production

Requirements

MINOR IN CINEMA STUDIES

No major is available.

Requirements for the Minor:

At least 6 credits

- Communication 212: Visual Rhetoric (required), formerly COMM 112: Introduction to Visual Communication
- Cinema Studies 175: Introduction to Film Studies (required), formerly COMM 275 Introduction to Film Studies
- 4 elective courses chosen from:
 - American Studies 200: Topics: The American West in Washington and Hollywood
 - Art 343: Video Art
 - Chinese 232: Chinese Cinema (formerly CHIN 333)
 - Cinema Studies 201: Digital Filmmaking
 - Cinema Studies 280: Subversive Cinema: Pictures at a Revolution
 - Cinema Studies 370: Film Editing Theories and Practice
 - Cinema Studies 381: The Movies of Wilder and Hitchcock
 - Cinema Studies 382: Reel Journalism: Hollywood and the Newsroom
 - Communication 375: Documentary Film Production
 - Communication 376: Queer Cinema
 - Communication 380: Black Cinema
 - Communication 390: Communication Internship – production-based (for 1 credit)
 - French 230: Exploring French Literature through Film (formerly FREN 334)
 - French 231: Exploring French Culture through Film (formerly FREN 333)
 - French 338: Cinéma Français
 - German 333: Modern German Film
 - History 360: History and the Moving Image
 - Music 266: Music in Film
 - Philosophy 248: Philosophical Issues in Documentary Film
 - Philosophy 258: Spike Lee and Black Aesthetics
 - Philosophy 301: Romantic Comedies and Philosophy of Love
 - Philosophy 302: Philosophical Issues in Documentary Film
 - Philosophy 304: Philosophy of Film
 - Religion 185: Film and Religion
 - Religion 245: Film and Religion: Asia and America
 - Sociology & Anthropology 286: Social Structure and Culture Through Film
 - Spanish 333: Cine e Historia en América Latina
 - Spanish 334: Cine Español
 - Spanish 336: Latin American Film
 - Spanish 338: Cine Latinoamericano
 - Spanish 380: Fiction, Film, and Society in Latin America
 - Theater 240: Shakespeare on Film
 - Theater 320: Acting for the Camera

A maximum of three courses from any one department may count for the minor.

The minor also strongly recommends but does not require a production component.

Students majoring in Communication with a minor in Cinema Studies may double-count a maximum of two courses.

Learning Outcomes

The expected Student Learning Outcomes for the Cinema studies Program are:

1. The Cinema Studies minor will be able to conduct a formal analysis of a film, addressing the use of the film techniques, correctly using formal film terminology, and applying film theories.
2. The Cinema Studies minor will be able to demonstrate an understanding of the cultural, historical, and cinematic influences on a film or set of films.

Course Descriptions

CINE 175: Introduction to Film Studies

This course addresses basic topics in cinema studies, including: cinema technique, film production style, the basic language of film criticism, genres of cinema, movements from the history of cinema, and film criticism. Many topics are addressed through careful analysis of particularly important and representative films and directors. No prerequisites.

Cross-listed as: AMER 175

CINE 185: Film and Religion

Viewing films as meaningful texts, this course examines the perspectives offered by Asian and American filmmakers on such religious questions as: What does it mean to be human? How does death inform the living of life? How do values shape relationships? What is community and how is it created? What is ethical behavior? The range of films explored here function as vehicles for entering religious worldviews, communicating societal values, and probing different responses to the question of how to live a meaningful life. No prerequisites. Intended for first-year students and sophomores. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 185, ASIA 185

CINE 201: Digital Filmmaking

This course gives students experience in narrative film production through use of practical projects. The course also provides an understanding of the basic terms and elements of narrative films. Students are introduced to the preproduction, production and post-production steps of narrative filmmaking while they explore the fundamentals of narrative film structure and production. Prerequisite: CINE 175.

CINE 230: Exploring French Lit thru Film

(French Literature through Film) This course, taught in English (with an option for French majors to complete reading and writing in French), will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French 'auteurs' (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: FREN 230

CINE 231: French Culture through Film

(French Culture through Film) This course, taught in English, examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of 'remaking culture' through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the 'authenticity' of the portrait they produce of French society. Prerequisite: FREN 212 or equivalent. Not open to students who have completed FREN 338: Cinema Francais. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: FREN 231

CINE 232: Chinese Cinema

This course provides a historical, critical, and theoretical survey of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, and Taiwan. We will look at the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of Chinese cinema over the last century. We will discuss a range of works by internationally directors, including Zhang Yimou, Feng Xiaogang, Stephen Chow, Ang Lee, etc. As this course serves as a general introduction to Chinese film, it is intended for students who have little or no knowledge of China. All films screened for the course have English subtitles, so no knowledge of the Chinese

language is required. (Meets GEC Cultural Diversity Requirement).
Cross-listed as: CHIN 232, ASIA 232

CINE 236: Latin American Film

Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 236, LNAM 236

CINE 240: Shakespeare on Film

This course will focus on major cinematic adaptations of Shakespeare's plays, with attention both to the original texts and to the process of transferring them to the new medium by film directors. We will pay special attention to plays that have been filmed a number of times, so that we can develop useful comparisons: Richard III (Olivier, Loncraine), Romeo and Juliet (Zeffirelli, Luhrmann, Shakespeare in Love), Henry V (Olivier, Branagh), Hamlet (Olivier, Zeffirelli, Almereyda), and Macbeth (Polanski, Kurzel). Major goals will be to develop our ability to do close readings of both the original texts and the films, to do creative film adaptation projects, and to develop effective ways of expressing both our analytical and our creative ideas. No prerequisites.
Cross-listed as: THTR 240, ENGL 239

CINE 258: Spike Lee and Black Aesthetics

As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 258, AFAM 258

CINE 266: Music in Film

Music has played an important part of the movie-going experience since the beginnings of the film industry in the 1890's, and the blending of music and drama has deeper roots still. This course charts the development of music and sound in film, from these deep roots through the mis-named silent-movie era and on to the great film composers of the twentieth century and today. Students will learn the fundamental elements of a film score, investigate how a film composer works, and develop a vocabulary for describing and assessing film music. No prior knowledge of music or film history is necessary.
Cross-listed as: MUSC 266, AMER 266

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CINE 280: Subversive Cinema

(Subversive Cinema: Pictures at a Revolution) This course explores the connections between movies and social politics with an emphasis on subversive and cult films. We view films such as A Clockwork Orange, The Rocky Horror Picture Show, Born in Flames, Bonnie & Clyde, and Dear White People. We explore the nature of cinematic revolution and its relationship to various historical moments. We seek to answer questions about visual culture and its relationship to our collective imagination. We consider the place of movies in how we consider themes such as gender, race, oppression, sexual politics, and democracy. No prerequisites.

CINE 286: Soc Structure & Culture thru Film

(Social Structure and Culture Through Film) This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and dystopias portrayed in cinema will be addressed. Prerequisite: SOAN 110. Required: an additional weekly lab session for viewing movies. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 286

CINE 301: Romantic Comedies & Phil of Love

(Romantic Comedies and Philosophy of Love) Why do we like to watch romantic comedies? What's satisfying about them, even when they're not great films? Film theorist Leo Braudy claimed that 'genre [film] ? always involves a complex relation between the compulsions of the past and the freedoms of the present. ? [They] affect their audience ? by their ability to express the warring traditions in society and the social importance of understanding convention.' In this course, following Braudy, we will investigate the relationship between the film genre of romantic

comedy and age-old thinking about love, marriage, and romance. We'll read some ancient and modern philosophy of love, as well as some relevant film theory, and watch and discuss an array of romantic comedies, trying to unpack what we really believe about love. Prerequisite: One Philosophy course or permission of the instructor. ('Genre: The Conventions of Connection,' Film Theory and Criticism, eds. Leo Braudy and Marshall Cohen. New York: Oxford U. Press, 538).

Cross-listed as: PHIL 301, GSWS 301

CINE 302: Philos Issues in Documentary Film

(Philosophical Issues in Documentary Film) What is a documentary film? What does it mean for a movie to be 'non-fiction'? In this course, we will view and discuss a number of documentary films, e.g., those of Robert Flaherty, Leni Riefenstahl, Claude Lanzmann, Albert Maysles, Erroll Morris, and Seth Gordon. We'll also read some aesthetic and film theory, to try to understand what about these films is and is not 'true,' 'good' or 'beautiful.' Prerequisite: One Philosophy course or permission of the instructor.

Cross-listed as: PHIL 302

CINE 304: Philosophy of Film

In this course, we will consider the aesthetics of moving pictures: What is most "cinematic" about cinema? What is its relation to reality? Is cinema "high art" or "low art?" What are the secrets behind "movie magic"? What is the function of genre in film? Readings may include Eisenstein, Arnheim, Kracauer, Braudy, Bazin, Cavell, Carroll, Bordwell. Of course, we will consider application of theory by viewing a number of movies. Prerequisite: One Philosophy or Cinema Studies course.

Cross-listed as: PHIL 304

CINE 320: Acting for the Camera

This course is an exploration of the acting techniques required in film, television, and other media. Knowledge and understanding of film techniques, vocabulary, and genre styles is accomplished through viewing and analysis of modern and contemporary film works from the early twentieth century to the present by noted authors and filmmakers. Acting projects center on the performance of scenes, monologues, voice-overs, and commercials. Other projects include written script and character analysis, daily actor journals, and in-depth critiques of self and peer performances. Papers of analysis on films viewed in and out of class and other research projects including adaptation of texts and acting styles for the screen are also required. Prerequisites: THTR 120, and either THTR 220 or permission of the instructor.

Cross-listed as: THTR 320

CINE 336: Modern German Film

In our overview of German film from its inception to the opening of the 21st century, students examine and discuss famous as well as off-beat masterpieces of cinema from the perspectives of political and cultural history as well as specifically cinematic aesthetics. The course views and debates films (subtitled in English) by such noted filmmakers as Lang, Fassbinder, Herzog, Schlöndorff, Wenders, Holland, Verhoeven and Fatih Akin. Readings, lectures, and discussions are in English, and the course encourages comparisons with films from other cultures, including popular Hollywood cinema. Prerequisite: a course that develops analytic-interpretive skills, such as, but not limited to: ENGL 210, ENGL 211, ENGL 212, ENGL 216, ENGL 217, COMM 255, or COMM 275; or permission of instructor. (Offered as a Tutorial.)

Cross-listed as: GERM 333

CINE 337: Cine e Historia en América Latina

The course examines the ways that movies view historical events and periods, while at the same time shaping public perception of those events and periods in Latin America. Examples of topics are the Conquest of the Americas, the legacy of Peron, the Castro and post-Castro eras in Cuba, the Catholic Church in Mexico, dictatorship and democracy in Brazil and Chile, and narco-trafficking. The basic format will be discussion with occasional interactive lectures. Readings will include essays on cinema and history. Students will view films mostly in DVD format from several countries. Assignments will include short essays, oral presentations, and a midterm and a final exam.

Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 333, LNAM 333

CINE 338: Cinema Francais

This interdisciplinary course provides an overview of French cinematic history, with an emphasis on how French films and movements represent various social and political concerns of their time period. Film will be studied as an art form and cultural text to be interpreted, and films by major directors will illustrate key cinematic concepts and themes. Readings will address the socio-political context, from French film beginnings to the complexity of post-colonial French identity and cultural globalization depicted in contemporary French and Francophone films. This course is discussion-based, with occasional lectures, is taught in French, and will acquaint students with cinematic terms used to interpret the genre. Prerequisite: FREN212 or equivalent. Not open to students who have completed FREN 333: French Culture Through Film in English. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: FREN 338

CINE 339: Cine Español

An interdisciplinary study of Spanish film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Spanish filmmakers from several periods, including Luis Buñuel, Carlos Saura, and Pedro Almodovar. Readings will include essays on film history, the language of cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. The course will also consider Spain in its broadest Iberian sense and will include films in Catalan, Galician, and Portuguese. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 334, LNAM 334

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CINE 341: Cine Latinoamericano

An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 338, LNAM 338

CINE 343: Video Art

This course combines digital video production techniques with a seminar-style investigation into the use of film and video as an art form. Students will use Final Cut Studio software in a Mac-platform computer lab to produce several independent and collaborative creative video projects addressing ideas crucial to the development of video art, and pertinent to our current connections to technology and life, communication and entertainment. Students will become familiar with common themes, tools and techniques utilized in this changing, but nonetheless historically grounded medium as they find their own creative voices and engage the rapidly growing community of digital video producers and consumers. Prerequisite: ART 130 or ART 142 or both COMM 112 and COMM 275.

Cross-listed as: ART 343

CINE 360: History and the Moving Image

This course explores the role of moving images (film, television, internet) in understanding history as both collective process and contested interpretation. The course will integrate a discussion of recent historical methodologies concerning moving images, with examples from a variety of forms, including historical epics, documentaries, propaganda, television series, literary adaptations, and biographies. Special emphasis will be placed upon the ambiguities of historical context, including the time of production, the period depicted, and changing audiences over time. Topics include: 'Feudal Codes of Conduct in Democratic Societies,' 'Film as Foundation Myth for Totalitarian Ideologies' and 'Situation Comedy of the 1970s as Social History.' Prerequisite: Two history courses or permission of the instructor.

Cross-listed as: HIST 360, AMER 340

CINE 370: Film Editing Theories and Practice

This course focuses on different theories and approaches in film editing. It examines the techniques and aesthetic principles of editing of various filmmakers in film history. This class also provides practical experiences for students, who are assigned creative video editing projects. Prerequisite: CINE 175.

CINE 376: Queer Cinema

This course will focus on queer cinema--films that not only challenge prevailing sexual norms, but also seek to undermine the categories of gender and sex. Gender and sexual norms are perpetuated and challenged through notions of visibility, a key tactic in the fight for societal acceptance and civil rights. How sexuality is made visible and invisible will serve as a central focus in our analysis of queer film and media, focusing primarily on explicit representations of GLBTQ characters. Through feminist and queer theory, film theory and cultural criticism, we will analyze the contested relationships between spectators and texts, identity and commodities, realism and fantasy, activism and entertainment, desire and politics. Prerequisite: COMM 255, COMM 275, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: COMM 376, GSWS 376

CINE 380: Cine, Literatura y Sociedad Amr Lat

(Cine, Literatura y Sociedad América Latina) This course is an interdisciplinary study of Latin American societies, focusing on film and literature from multiple perspectives: artistic, historical, political, and socio-economic. The

seminar will highlight the magisterial artistic achievements of Latin American novelists, short story writers, and playwrights and film adaptations of their works. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include films, chapters from novels, short stories, plays, and readings on film, social issues, and politics. The basic format will be discussion with occasional interactive lectures. Assignments will include short essays, oral presentations, and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 380, LNAM 380

CINE 381: The Movies of Wilder and Hitchcock

("How Beautifully Made": The Movies of Billy Wilder and Alfred Hitchcock.) In June 1960, Alfred Hitchcock sent this letter to Billy Wilder: "I saw THE APARTMENT the other day. I cannot tell you how much I enjoyed it and how beautifully made. I felt this so much that I was impelled to drop you this note." Two meticulous directors with dark senses of humor and interest in the darker sides of the human psyche, Wilder and Hitchcock will help us understand how great movies are made. In this course we will watch, read about, and discuss several of each director's best movies, comparing and contrasting as we go. No prerequisites.

CINE 382: Reel Journalism: Hollywood & News

(Reel Journalism: Hollywood and the Newsroom.) The news media has been a popular subject for Hollywood since the inception of filmmaking. Whether it's the story pursued by journalists or reporters' own narratives, movies such as Citizen Kane, All The President's Men, Good Night & Good Luck, and, most recently, Spotlight won awards, entertained millions, and grossed millions more at the box office. In this course, we observe how ethical standards are portrayed on the big screen and explore filmmaking techniques and metaphors. Students also will gain perspectives of important U.S. history that continue to be relative in current events. No prerequisites.

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Classical Studies

Faculty

Ahmad Sadri

Gorter Professor of Islamic World Studies and Professor of Sociology, Chair of Islamic World Studies

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

Rui Zhu

Professor of Philosophy, Chair of Asian Studies (fall)

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

Janet McCracken

Professor and Chair of Philosophy

Areas of Study: aesthetics, history of philosophy, gender studies, film

Richard Pettengill

Associate Professor and Chair of Theater, Chair of Medieval and Renaissance Studies

Areas of Study: dramaturgy, performance studies, renaissance drama, theater history

Anna Trumbore Jones

Professor and Chair of History

Areas of Study: ancient and medieval history

Linda Horwitz

Associate Professor of Communication, Chair of Gender, Sexuality and Women's Studies

Areas of Study: feminist rhetoric, history of rhetoric, American public address

Richard Fisher

Associate Professor of German, Chair of Classical Studies

Areas of Study: Goethezeit, modern German literature, literary genres, epic literature, comparative studies

David Boden

Associate Professor of Sociology, Chair of Sociology and Anthropology (spring)

Areas of Study: cultural sociology, law and social policy, research methods, community and identity

Requirements

PLEASE NOTE: the Greece program is currently under review. In the review interim, students may complete the Classical Studies minor through a combination of credits from a study abroad program in Greece and elective courses on campus. For example, a student might obtain 3-4 credits from a study abroad program in Greece and 2 credits from on-campus electives (for electives, see 'COURSE DESCRIPTIONS' and below). Students may also obtain 1 on-campus credit through tutorial work or a research project (these options require approval of program chair).

For study abroad programs in Greece, please see Ashley Sinclair, director, Off Campus Programs (OCP).

MINOR IN CLASSICAL STUDIES

The Minor in Classical Studies has a six-credit requirement that is fulfilled through an innovative combination of on-site study in Greece and course work on campus. No major exists in this program area.

The on-site component is provided by the College's unique Program in Greece, which explores the art and culture of Greek civilizations from the Bronze Age, through the Classical Period, and into the Byzantine Era. As a traveling program, classes are held at archaeological sites and in museums, which range from Agamemnon's citadel at Mycenae and the Minoan palace of Cnossos, to the Acropolis of Periclean Athens, the Agora where Socrates engaged in philosophical debates, Apollo's oracle at Delphi and the Orthodox monasteries of Meteora and Mistra.

An on-campus track offers exposure to the literature, history and thought of Greece and Rome, combined with an on-campus survey of the art of these periods. Please consult the program chair for details.

Requirements for the Minor:

Students completing the minor receive 4 credits for participation in the Lake Forest Program in Greece and 2 credits from elective courses taken on campus. There is no language requirement for the minor, but for interested students and those with prior classical language study familiarity with either ancient Greek or Latin is encouraged.

Students pursuing the minor in Classical Studies should apply to participate in the Lake Forest College Program in Greece during their sophomore or junior year. The program takes place every year during (and beyond) the spring semester. The program consists of a six-week on-campus preparatory course, and three courses conducted during travels throughout Greece from mid-March until the end of May.

Program in Greece On-Campus (prerequisite) course:

- Greek Civilizations 201: Ancient Greece: Life, Thought, and the Arts

Program in Greece On-Site component (in Greece):

- Greek Civilizations 202: Greece in the Bronze Age
- Greek Civilizations 203: Greece in the Classical-Roman Ages
- Greek Civilizations 204: Greece in the Byzantine-Medieval Ages

On-Campus elective courses:

- In addition to these 4 credits from the Program in Greece component, students obtaining the minor in Classical Studies select 2 additional courses from the following list:
 - Art 210: Ancient Art
 - History 204: Roman History
 - Philosophy 290: Ancient Greek Philosophy
 - Classical Studies 250: Classical Rhetorical Tradition (Cross-listed as Communication 250)
 - Classical Studies 275: Greek Greats
 - Sociology and Anthropology 216: Introduction to Archaeology
 - An appropriate tutorial or research project, approved by the Classical Studies program chair
 - Other, less frequently offered courses may also fulfill the elective requirement. Please consult the program chair to determine which courses are appropriate for this credit.

Course Descriptions

CLAS 210: Ancient Greece

Greek civilization from the first awakening of reason in Homeric poetry and early philosophy to the spread throughout the Mediterranean world of a civilization of headlong, revolutionary innovation in every department of life and thought. Key episodes of the intellectual, political, and military history of the Greeks examined through examples of their literature and thought.

Cross-listed as: HIST 240

CLAS 211: Roman History

This course examines the history of Italy and the Mediterranean world during the thousand-plus years of Roman rule. We begin with Rome's establishment as a small city-state, as recorded in both legend and archaeological evidence. We chart Rome's political development and imperial expansion under the republic, study the career of Augustus and the revolution by which he transformed Rome into an empire, and conclude with that empire's fragmentation into the Byzantine, Latin Christian, and Islamic worlds. The topics studied will include: key political institutions and leaders; war, imperialism, and their consequences, including slavery and social unrest; the work of authors such as Cicero, Vergil, Seneca, and Marcus Aurelius; the varied Roman religious scene and the rise of Christianity and Islam; Roman social history, including class, marriage, and slavery. Students will work extensively with primary documents in translation.

Cross-listed as: HIST 204

CLAS 250: Classical Rhetorical Tradition

This course is an historical survey of theorizing about the role of public discourse in human affairs from ancient Greece and Rome. We consider how the functions and nature of public discourse is understood, whether its skillful use can be taught, and the relationship between public argument and reaching social consensus about issues of truth and ethics. We will apply these ancient concepts to contemporary ideas in order to explore how concepts from different periods in time can aid us in evaluating contemporary persuasive messages in public life.

Cross-listed as: COMM 250

CLAS 275: Greek Greats

Students will read canonical works at the core of classical Greek civilization and situate the imaginative appropriation of this rich literature in a cultural context that is both historical and contemporary. Students read Homer's epic Iliad (selections) and Odyssey (in its entirety), three plays each by the tragedians Aeschylus, Sophocles, and Euripides, two works of the satirical Aristophanes, and examples of lyric poetry ranging from Archaic to Hellenistic times. Immersion in primary sources provides ample historical perspectives as well as critical approaches to issues of our time. The course involves lectures but is principally a seminar. Ancient Greek drama and theater will be investigated utilizing film and interactive Web-based media and sources. Prerequisites: second-year standing and a Lake Forest College literature course, or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

CLAS 280: Cultivating Ancient Worlds

This course is a multi- and interdisciplinary undertaking, highlighting our two primary means of engaging the cultures of antiquity: the primary texts of literature and collections of artifacts in museums. Civilizations treated: Mesopotamia (Sumerian, Akkadian, Assyrian, Babylonian), Egypt, Persia, Greece, and China. Texts include everything from formulaic phrases, ritual incantation, epigraphy, and diplomatic reports to lyric poetry, philosophic dialogues, and vast epic narrative. We will read and discuss texts, and visit major collections in Chicago. Prerequisite: second-year standing.

CLAS 290: Ancient Greek Philosophy

The nature of reality, knowledge, goodness, and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention may be given to the transition to the medieval period.
Cross-listed as: PHIL 290

CLAS 302: Greek and Roman Religion

(Meets GEC Cultural Diversity Requirement.)

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Communication

Faculty

[David Park](#)

Professor and Chair of Communication (fall), Chair of Cinema Studies (fall), Chair of Journalism (fall)

Areas of Study: mass communication theory; experts, intellectuals, and the media; the intellectual history of communication research; theoretical perspectives on new media

[Linda Horwitz](#)

Associate Professor of Communication, Chair of Gender, Sexuality and Women's Studies

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Rachel Whidden](#)

Associate Professor and Chair of Communication (spring), Chair of Journalism (spring)

Areas of Study: argumentation theory, rhetoric of science and religion, visual rhetoric

[Camille Johnson Yale](#)

Assistant Professor of Communication

Areas of Study: critical media studies, new media and communication technologies, media history

[Elizabeth Benacka](#)

Assistant Professor of Communication

Areas of Study: rhetoric of humor, rhetorical theory and criticism, feminist rhetoric

[Emir Cakaroz](#)

Lecturer in Communication

Areas of Study: film and video production

[Stephanie Caparelli](#)

Lecturer in Politics

Areas of Study: criminal law, trial law, politics

[Helene DeGross](#)

Lecturer in Communication

Areas of Study: journalism

[Stan Zoller](#)

Lecturer in Communication

Areas of Study: journalism

Requirements

MAJOR AND MINOR IN COMMUNICATION

The Major and Minor in Communication were redesigned in 2016. All students must follow this set of requirements if they matriculated in the fall semester of 2016 or thereafter (see left navigation bar for requirements before Fall 2016). The Major in Communication requires at least ten credits, while the Minor in Communication requires at least six credits.

Requirements for the Major:

At least 10 credits

- COMM 110: Introduction to Communication
- 1 200-level Rhetoric course (other than COMM 255)
- 2 200-level Media Studies courses
- COMM 255: Communication Criticism
- COMM 256: Communication Research Methods
- 2 300-level Communication seminars
- COMM 390: Internship. Junior status required
- Completion of the Senior Studies Requirement in one of the following ways:
 - COMM 420: Senior Seminar
 - COMM 492: Creative Project or COMM 493: Research Project (Senior Status Required for Senior Studies Requirement)
 - COMM 494: Senior Thesis in Communication

The minimum grade for each course to count toward the major is C. Courses taken Credit-D-Fail (with the exception of internships) will not count toward the major or minor.

Requirements for the Minor:

At least 6 credits

- COMM 110: Introduction to Communication
- 1 200-level Rhetoric course
- 1 200-level Media Studies course
- COMM 255: Communication Criticism
- 2 300-level Communication seminars

GROUPS OF COMMUNICATION COURSES

200-level Rhetoric Courses

- COMM 212: Visual Rhetoric
- COMM 250: The Classical Rhetorical Tradition
- COMM 251: Rhetorical History of the United States
- COMM 253: Argumentation and Advocacy

- COMM 274: Visual Chicago

200-level Media Studies Courses

- COMM 281: Theories of Mass Communication
- COMM 283: Race, Class, Gender, and the Media
- COMM 285: Modern Media History
- COMM 287: Media Systems and Institutions

300-level Seminars

- PHIL 310: Communication Ethics
- COMM 350: Topics in Communication
- COMM 372: Rhetoric of Economics and the Market
- COMM 373: Cultural Theory and Media Studies
- COMM 374: Rhetorical Chicago
- COMM 376: Queer Cinema
- COMM 381: History and Theory of Freedom of Expression
- COMM 382: Women's Rhetoric and the Feminist Critique
- COMM 383: New Media and Society
- COMM 384: The Rhetorical Presidency
- COMM 385: Public Sphere
- COMM 386: Reading Popular Culture
- COMM 387: Rhetoric of Law
- COMM 388: Rhetoric and Public Memory
- COMM 389: Political Economy of Media

Course Descriptions

COMM 110: Introduction to Communication

Communication is a word that encompasses a wide range of human activity. This course will introduce students to: the over-arching theoretical considerations that define the field of communication, fundamental questions about how best to go about the practice of communication inquiry, keystone works in the history of the field of communication, and philosophical considerations that undergird the contemporary study of communication. The course is dedicated to the two animating themes in Lake Forest College's Department of Communication: media studies and rhetoric. Readings, written assignments, and class discussion will involve these two themes and the numerous points of contact between them.

COMM 112: Intro to Visual Communication

This course examines forms of visual communication outside the traditional fine arts of painting and sculpture. It will concentrate primarily on the history and theory of graphic design, advertising, and propaganda, with consideration of both static and moving images.

COMM 120: Intro to Journalism

Introduction to Journalism presents students with the skills and information that are essential for reliable, accurate, and independent news reporting. This course addresses the fundamental skills associated with journalistic writing, and presents students with the essential issues facing journalism today. In addition to writing, this course addresses the laws, ethics, and fundamentals of news literacy, with a keen focus on the critical thinking skills required for news judgment.

COMM 135: Rhetoric and Speech

Preparation and criticism of both formal and informal public speeches, including exposition, narration, description, argumentation, and persuasion.

COMM 212: Visual Rhetoric

We are surrounded by visual communication in our daily lives, yet the ubiquity of visual imagery makes it difficult for us to critically evaluate the images we see. In this course we will approach visual artifacts as texts, paying particular attention to their relationship to the political, social, and economic climate in which they reside. Throughout the semester we will develop a lexicon of visual terms, engage a variety of visual texts, such as monuments, advertisements, photography, typography, and architecture, and practice evaluating visual arguments. Not open to students who have already completed COMM 112 or COMM 370.

COMM 250: Classical Rhetorical Tradition

This course is an historical survey of theorizing about the role of public discourse in human affairs from ancient Greece and Rome. We consider how the functions and nature of public discourse is understood, whether its skillful use can be taught, and the relationship between public argument and reaching social consensus about issues of truth and ethics. We will apply these ancient concepts to contemporary ideas in order to explore how concepts from different periods in time can aid us in evaluating contemporary persuasive messages in public life.

Cross-listed as: CLAS 250

COMM 251: Rhetorical History of the U.S.

A historical survey of rhetorical artifacts focusing on how interested parties use discourse to establish, maintain or revive power. (Cross-listed as American Studies 251.)

Cross-listed as: AMER 251

COMM 253: Argumentation and Advocacy

This course offers an introduction to the theory and practice of argumentation. We will consider how arguments are created, presented, reframed, and refuted in contexts ranging from interpersonal disagreements to public controversies. In order to recognize how different strategies of argumentation change depending on the context, we will explore the important public dimension of argumentation and advocacy, recognizing skill in advocacy as a fundamental element of effective democracy.

COMM 255: Communication Criticism

In this course we consider how texts work rhetorically to persuade audiences. The course introduces students to the fundamental concepts and tools for describing, analyzing, interpreting and evaluating a variety of forms of persuasive discourse communicated through different media. Communication Criticism is designed to provide students with knowledge about the nature, function and effects of persuasive communication, as well as to develop the skills necessary to produce analytical critiques of public discourse. Prerequisite: COMM 110 with a grade of C or better.

COMM 256: Communication Research Methods

This course presents students with a wide variety of qualitative and quantitative research methods for doing research in communication, in scholarly and professional contexts. In the course of a semester, this course covers the philosophical rationales undergirding these varied research approaches. With this established, the course gives students a hands-on sense of communication research methods, including: survey research, content analysis, experimental approaches, interviewing, discourse analysis, field research, and historical methods. The course will at all times involve careful attention to how the field of communication requires a heightened sense of circumspection regarding its own methods of study. Prerequisite: Comm 255 or consent of the instructor.

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COMM 268: Integrating Mktng W/ Journalism

This course is designed to provide the student with an understanding of the holistic marketing communications approach that focuses on presenting a consistent message using complimentary media including print journalism, broadcast journalism and advertising journalism. Students will develop a basic understanding of print journalism, broadcast journalism and advertising journalism in respect to their role within the communication process. Marketing communication tools that will be examined include advertising, direct marketing, interactive/internet marketing, sales promotion, publicity/public relations and personal selling. The course will also cover legal and ethical issues involved with marketing communications and journalism.
Cross-listed as: BUSN 268

COMM 274: Visual Chicago

This course is a special adaptation of COMM 212: Visual Rhetoric to be taught in the College's "In the Loop" program. In this course we will approach visual artifacts as texts, paying particular attention to their relationship to the political, social, and economic climate in which they reside. Throughout the semester we will develop a lexicon of visual terms, engage a variety of visual texts, such as monuments, advertisements, photography, typography, and architecture, and practice evaluating visual arguments. What makes this course different from COMM 212 is that our visual texts and assignments will focus on Chicago based visual artifacts. Not open to students who have already completed COMM 112, COMM 212, or COMM 370. No prerequisites:

COMM 281: Theories of Mass Communication

In this course, we examine the major theories and social critiques developed in response to systems of mass media and communication, including film, radio, television, and a national press. These theories and critiques range in concern from the democratic potential of mass media, to their role in manufacturing and mediating cultural values. Students engage with the major schools of thought that have become the foundation for contemporary mass communication and media research, including: early sociological approaches to communication theory, the strong and limited media effects traditions, the technology-oriented theories of the Canadian School, the Frankfurt School, British Cultural Studies, and American Cultural Studies. Students examine how definitions of mass media and communication have changed over time, and how these concepts continue to evolve alongside our interactions with modern media and communication technologies.

COMM 283: Race, Class, Gender, and the Media

Race, class, and gender occupy important places in the contemporary study of the media. This course explores the connections between race, class, and gender through the exploration of the intersections between these important components of social structure and ideology. The motivating goal in this course is to show students how social structure and meaning become intertwined elements in how we experience race, class, and gender. An important element in this course will be the emphasis on the identities and positions of relatively less empowered groups in contemporary society. This will be done through a focused consideration of structural and ideological elements of contemporary culture as found in: the media industry, journalism, social constructions of reality, music, film, television, radio, and the internet. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 283

COMM 285: Modern Media History

This course provides a broad overview of the history of the media of communication. This is done through use of a chronological treatment of: face-to-face communication, writing, printing, telegraphy, telephony, motion pictures, radio, television, and the internet. Though the course begins with a review of ancient communication media, the focus here is placed on the media in Western society from the 19th through the 21st centuries. The most important goal in this course is to consider how media of communication relate to: culture, social structure, the economy, politics, and knowledge.

COMM 287: Media Systems and Institutions

Behind our favorite movies, TV programs, websites, and songs exist powerful media institutions. Disney, Fox, Warner Brothers, Google, and Apple are just a few of the media industry giants upon which we have grown increasingly dependent for our everyday entertainment and information needs. In this course we examine these media institutions, including their historical development, organizational structure, and methods of production and distribution. We also analyze and compare the various types of media systems that exist in the U.S. and worldwide, including commercial, public, and state-controlled media models. Finally, we consider the issues of globalization and digital convergence, and the ways these phenomena are changing the organization and function of modern media industries.

COMM 350: Topics in Communication

Intensive study of selected subjects within the field of communications. Topics vary by semester. (Meets GEC Cultural Diversity Requirement, depending on topic.)

COMM 370: Visual Rhetoric

Although much of the rhetorical tradition focuses on how speech and writing persuade audiences, visual elements continue to be important. In this course students will develop a strong understanding of visual rhetorical theories and the ways these theories guide critical interpretation of visual texts. Through an analysis of a diverse set of communication media--including photographs, television programs, advertisements, political campaigns, museums, and monuments - we will consider the ways that visual texts move individuals, communities, and publics to rhetorical action. Prerequisite: COMM 255 or permission of instructor.

COMM 372: Rhetoric of Economics & the Market

In this course we consider the relationship between rhetorical discourse and economics. Do economists merely present empirical conclusions or do they use the techniques of persuasion to create both disciplinary and public understandings of their subject? Is the free market an 'invisible hand' that works to stabilize society or is it a construct of persuasive discourse? Finally we will examine the value of public deliberation regarding complex economic policies. Prerequisite: COMM 255 or permission of instructor.

COMM 373: Cultural Theory and Media Studies

In this course students examine a variety of advanced communication theories now current in the field of communication studies, including reception theory, Marxist materialism, political economy, public sphere theory, ritual theory, technological approaches, and production of culture theory. A central goal of this course is to help students contextualize and critique political, social, and economic constructions of culture. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

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COMM 374: Rhetorical Chicago

The Second City, the City with Big Shoulders, The Windy City, City in the Garden, Hog Butcher to the World, the City that Works: these are just some of the nicknames for the City of Chicago. This seminar examines the City of Chicago as both the site and source of rhetoric by using rhetorical theory and skills to explore art, architecture, geography, emblems, music, theater, sports, holidays, politics, media, museums, controversies and important rhetorical events including William Jennings Bryan's 1896 Cross of Gold speech, FDR's 1932 nomination acceptance, and Obama's 2008 victory speech. This course takes advantage of Lake Forest College's proximity to the City of Chicago in order to explore two key concepts in communication: the discursive construction of place and the impact of place on rhetoric. Prerequisite: Comm 255 or permission of instructor

COMM 375: Documentary Production

This course will emphasize the power of documentaries and their potential to address issues of social significance. Specifically we will integrate critical viewings with practical documentary production. This course covers the aesthetic and technical fundamentals of producing documentaries. It provides working tools to plan and make arguments creatively, collaboratively, and artistically. The goal is to gain experience in video production while learning about the history and theory of documentary film and video.

COMM 376: Queer Cinema

This course will focus on queer cinema--films that not only challenge prevailing sexual norms, but also seek to undermine the categories of gender and sex. Gender and sexual norms are perpetuated and challenged through notions of visibility, a key tactic in the fight for societal acceptance and civil rights. How sexuality is made visible and invisible will serve as a central focus in our analysis of queer film and media, focusing primarily on explicit representations of GLBTQ characters. Through feminist and queer theory, film theory and cultural criticism, we will analyze the contested relationships between spectators and texts, identity and commodities, realism and fantasy, activism and entertainment, desire and politics. Prerequisite: COMM 255, COMM 275, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 376, CINE 376

COMM 380: Black Cinema

Black Cinema addresses a range of periods and movements in Black Cinema: the Los Angeles School (for example Haile Gerima), Blaxploitation and its critics, Women directors (Leslie Harris, Julie Dash, Yvonne Welbon, Kasi Lemmons) critiques of Hollywood (ex: Robert Townsend's Hollywood Shuffle) and a unit on Spike Lee. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 380

COMM 381: Hist & Theory Freedom of Expression

(History and Theory of Freedom of Expression) This course explores the origins of the concept of free expression and draws out the varying philosophical assumptions that influence the discussion of free expression in the contemporary world. The course compares and contrasts classical liberal and romantic theories of expression. We examine both philosophies as they are reflected in historical examples of debates concerning freedom of expression, with a special emphasis on freedom of the press, but also addressing issues related to censorship, propaganda, pornography, and hate speech. The course culminates with a consideration of how arguments about freedom of expression come to rely on the precepts of these philosophies. Prerequisite: Comm 255, or Jour 320, or consent of instructor.

COMM 382: Women's Rhet & Feminist Critique

Traces the development of women's oratorical tradition and the feminist critique by looking at how U.S. women argued for the right to speak before they had the vote and then how they continue arguing for equality once the right to suffrage had been established. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 382

COMM 383: New Media & Society

This course offers students a wide array of theoretical lenses for understanding what is often called 'the information society.' The course begins with a sustained consideration of the utopian myths associated with novelty as it relates to technology. After this, the focus moves to different ways to understand how new media (always a treacherous term) relate to: the public and political engagement, journalism, interpersonal communication, popular culture, the forces of political economy, surveillance, consumption, and religion. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

COMM 384: Rhetorical Presidency:2016 Election

Examines the rhetorical nature of the office of the President of the United States. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

Cross-listed as: AMER 384

COMM 385: The Public Sphere

In this course we take up the issue of the 'public sphere' to consider its value and operation in modern society. The classic public sphere concerned public debate that took place in small coffeehouses where locals would meet to discuss the issues of the day. Now, public debate can be found strewn across the media: in entertainment, theater, music, art, schools, and of course in journalism. The course is framed by key questions such as: What counts as 'public' and 'private'? What is the role of the public? What voices are excluded in the public sphere? What are the best ways to be public? What role do journalism, photography, film, literature, and sports have in a public sphere? Prerequisite: Comm 255 or Jour 320 or by permission of instructor.

COMM 386: Reading Popular Culture:Television

Focusing on how culturally we are both producers and products of our popular culture we will try to answer the question: 'are we, as a culture, using the potential of television wisely?'

Cross-listed as: AMER 386

COMM 387: Rhetoric of Law

This course will introduce students to the idea that the US legal system is rhetorical in that it shapes and is shaped by discourse. We will begin by considering what is rhetorical about the law and will then focus our attention on the rhetorical effects of legal discourse. Bearing in mind that the law is particularly performative- that is, it has the power to produce the effects that it names- we will consider the role that the actual language of the law plays in doing the work of the law. We will examine a variety of legal texts and contexts including the courtroom, the trial transcript, appellate opinion, legal textbooks and the Supreme Court opinion in order to understand how prior legal discourses affect the outcomes of legal questions. To do so we will learn about and apply particular critical lenses to our texts including rhetorical culture, critical legal studies, narrative and the law as literature movement, and discourse analysis. In addition to reading trial transcripts and legal opinions, students will be expected to visit a courtroom and watch the proceedings during the course of the semester. Prerequisite: Comm 255, or consent of the instructor.

COMM 388: Rhetoric and Public Memory

Ancient rhetoricians such as Aristotle, Cicero and Quintilian have made memory central to the study and teaching of rhetoric. However, recent work by contemporary scholars goes beyond examinations of memory as mnemonic aid to consider memory, and its construction, as rhetorical activity. The primary interest in this respect is the persuasive and communicative features of memory and memory-making. This course examines the rhetoric of collective memory by focusing on how the past is constructed to serve the present. We will explore the communicative bases of public memory and its role in experiences of place and understandings of identity. We will consider how rhetoricians have addressed the issue of memory, paying close attention to how they discuss the materiality of memory, the social and cultural politics shaping the construction of memory, and the theoretical concepts and methods used to rhetorically analyze texts and sites of memory. Prerequisite: COMM 255 or permission from instructor.

COMM 389: Political Economy of Media

This course introduces students to critical theories concerned with the political and economic authority of modern media industries. We discuss the potential impact of the consolidation of media ownership on the diversity and localism of media; the gatekeeping and agenda-setting functions of globalizing and corporatized media; the increasingly influential role of multinational media corporations in international policy and trade negotiations; the importance of institutional structure as it relates to the world of journalism; the struggle between public and commercial interests to define and control the infrastructure, content, and interactive spaces of new media; and the possibilities and pitfalls of past and present media reform movements. Prerequisite: Comm 255, or Jour 320, or consent of the instructor.

COMM 390: Internship

Off-campus professional work experience. One credit acceptable, but two credit internships preferred.

COMM 420: Senior Seminar

Focus of seminar changes frequently.

Fall 2017 Seminar: Journalism, Culture, and Society. The course will deepen students' knowledge of journalism. The course will involve an extensive survey of contemporary approaches to understanding journalism, with emphases on the importance of journalism to democracy, and on the intellectual foundations of journalism criticism. Students will master analytical frames for understanding and criticizing print, broadcast, and online journalism.

Spring 2018 Seminar: Communicating Chicago: The Two World's Fairs. We investigate the role the two World's Fairs have had and continue to have in the construction of Chicago's cultural identity. The 1893 Columbian Exposition put Chicago on World maps and the 1933/34 Century of Progress celebrated the city's centennial. Both events are memorialized as stars on the Flag of Chicago. Three of the most important tourist attractions in Chicago, The Art Institute, The Field Museum, and the Museum of Science and Industry all have origin stories intertwined with the fairs. Our focus will be on the fairs as the site and source of communication about who Chicago was, is and might be in the future. Specifically we will look at the posters, architecture, events, and souvenirs as well as race, gender, religion, and popular culture at the two Chicago fairs.

Spring 2018 Seminar: Rhetoric of Civil Rights. This course examines primary source documents to uncover the persuasive strategies employed during the most powerful mass protest movement in modern US history. In addition to viewing documentaries, analyzing speeches and examining key events in order to discern and evaluate the rhetorical practices employed both discursively and demonstratively, the course will focus on a comparison/contrast of the distinctly different strategies used by Martin Luther King, Jr. and Malcolm X. In particular, close attention will be paid to how the media covered each of these individuals and their followers. As their final project, students will produce a comprehensive research paper focused on one text produced during the Civil Rights Era.

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Digital Media Design

Faculty

Craig Knuckles

Associate Professor of Mathematics and Computer Science, Chair of Digital Media Design

Areas of Study: control theory and optimization, functional analysis, computer science

Tracy Marie Taylor

Associate Professor of Art

Areas of Study: design, computer imaging, digital photography, art

Margaret Coleman

Lecturer in Art

Area of Study:

Requirements

MINOR IN DIGITAL MEDIA DESIGN

No major is currently available.

Requirements for the Minor:

At least 6 credits, including 4 required courses:

- Computer Science 107: Introduction to Web Programming
- Art 142: Digital Design Foundations OR Art 242: Introduction to Computer Imaging
- Computer Science 270: Web Development
- Art 370: Interactive Web Design
- At least 2 electives, chosen from the following list:
 - Art 130: Elements of Design
 - Art 133: 3-D Design Foundations
 - Art 244: Digital Art
 - Art 253: Graphic Design
 - Art 342: Advanced Computer Imaging
 - Art 343: Video Art
 - Computer Science 112: Computer Science I
 - Computer Science 312: Client-Server Web Applications
 - Communication 212: Visual Rhetoric
 - Communication 274: Visual Chicago
 - Communication 281: Theories of Mass Communication
 - Communication 285: Modern Media History
 - Communication 383: New Media and Society
 - English 362: Creative Writing: New Media/Electronic Writing
 - An Art, Computer Science or Communication Web-related Internship

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Economics, Business, and Finance

Faculty

[Robert A. Baade](#)

Ernest A Johnson Professor of Economics

Areas of Study: international trade, international finance, economics of sports

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies, Chair of Latin American Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Robert J. Lemke](#)

Professor of Economics and Business, Chair of the Entrepreneurship and Innovation Program

Areas of Study: microeconomic theory, industrial organization, econometrics, labor economics, mathematical economics

[Jeffrey O. Sundberg](#)

James S. Kemper Foundation Professor of Liberal Arts and Business, Chair of Environmental Studies (fall)

Areas of Study: environmental and natural resource economics, microeconomic theory, corporate finance, law and economics, finance

[Carolyn Tuttle](#)

Betty Jane Schultz Hollender Professor of Economics, Business and Finance and Director of Border Studies

Areas of Study: macroeconomic theory, money and banking, border studies, women in the work force, child labor in Latin America

[Amanda Felkey](#)

Associate Professor of Economics and Business, Chair of Economics, Business and Finance

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

[Kent Grote](#)

Assistant Professor of Economics and Business

Areas of Study: finance, investment analysis, industrial organization

[Muris Hadzic](#)

Assistant Professor of Finance

Areas of Study: financial economics, asset pricing, behavioral finance, news analytics, textual analysis in finance, quantitative finance, money and banking, Islamic finance

[Dimitra Papadovasilaki](#)

Assistant Professor of Finance

Areas of Study: behavioral and experimental finance, financial economics, applied macroeconomics, behavioral economics, decision making, agent based economics

[Stewart Foley](#)

Lecturer in Finance and Special Advisor on the Practice of Finance

Areas of Study: global insurance, insurance asset management, corporate finance, investments

John P. Pappas

Lecturer in Entrepreneurship, Interim Director of the Entrepreneurship and Innovation Program

Areas of Study: entrepreneurship, innovation, leadership and marketing

George Seyk

Lecturer in Economics and Business

Areas of Study: internships, emerging markets

Beth Clemmensen

Lecturer in Economics and Business

Areas of Study: marketing

Monty Edson

Lecturer in Entrepreneurship

Areas of Study: entrepreneurship, innovation, marketing

Ariana Gammel

Lecturer in Business

Areas of Study: accounting and procurement management

Seyed Hesam Ghodsi

Lecturer in Economics

Areas of Study: macroeconomics, real estate economics, international economics

Barry Hollingsworth

Lecturer in Finance

Areas of Study: Business, finance, accounting

David Jordan

Lecturer in Business

Areas of Study: tax and accounting

Marc Lawrence

Lecturer in Finance

Areas of Study: investment management, capital markets, hedge funds, corporate bankruptcy, value investing

Edward (Ned) Loughridge

Lecturer in Finance

Areas of Study: insurance

Hal Sider

Lecturer in Economics

Areas of Study: applied microeconomics, econometrics

Patricia "Trish" Thomas

Lecturer in Entrepreneurship

Areas of Study: entrepreneurship, innovation, marketing

Jim Young

Lecturer in Finance

Areas of Study: financial management, leadership and crisis management, negotiations, process management, economics

William Moskoff

Betty Jane Schultz Hollender Professor of Economics and Business, Emeritus

Areas of Study: economies of the former Soviet Union and Eastern Europe

Richard Dye

Ernest Johnson Professor of Economics, Emeritus

Areas of Study: urban economics, tax policy

Requirements

The Department of Economics and Business offers Majors and Minors in Economics, [Business](#), and [Finance](#). Students cannot double major within the Department of Economics & Business. Student also cannot have both a major and minor that are both from the Department of Economics & Business.

The Major in Business was redesigned in 2016. The new requirements will apply to all students who matriculate in Fall Semester 2016 and thereafter (see left navigation bar for Business Major requirements before Fall 2016).

Effective for those entering the College in Fall 2016, students shall not be allowed to count more than 15 credits from the economics, business, and finance majors toward graduation. Students may appeal to the Chair of the Department for exceptions to this policy.

MAJOR AND MINOR IN ECONOMICS

Requirements for the Major in Economics:

At least 10 credits

- MATH 110: Calculus I
- ECON 110: Principles of Economics
- ECON 130: Applied Statistics – Requires concurrent registration with ECON 129 Microsoft Excel Workshop for Economics, Business & Finance. Students who have taken this statistics course will not receive credit for MATH 150. Students who have already completed an equivalent college-level statistics course may have this requirement waived if approved by the department chair.
- ECON 210: Microeconomic Theory
- ECON 220: Macroeconomic Theory
- ECON 330: Econometrics
- 3 additional economics or finance courses (ECON or FIN prefix) – at least 2 must be at or above the 300-level. Internships do not count as economics elective courses, but BUSN 322 Emerging Markets Analysis can be counted as an Economics elective.
- Completion of the Senior Studies Requirement in 1 of the following ways:
 - 1 economics or finance course (ECON or FIN prefix) at the 400-level excluding internships
 - Senior Thesis – talk to the Chair of the Department or see the Senior Thesis tab under Student Research on the webpage for requirements.

Students must earn a grade of C- or better in ECON 110, 130, 210, 220 and MATH 110.

Requirements for the Minor in Economics:

At least 6 credits

- ECON 110: Principles of Economics
 - MATH 110: Calculus I or MATH 160: Mathematical Methods with Applications
 - ECON 210: Microeconomic Theory or ECON 220: Macroeconomic Theory
 - 3 additional economics or finance courses (ECON or FIN prefix) at the 200-level or higher – excluding internships, but including ECON 130: Applied Statistics (this course requires concurrent registration with ECON 129 Microsoft Excel Workshop for Economics, Business & Finance)
-

Requirements for the Major in Business:

At least 12 credits

Required Core Courses

- MATH 110: Calculus I or MATH 160: Mathematical Methods with Applications
- ECON 110: Principles of Economics
- BUSN 130: Applied Statistics – Requires concurrent registration with ECON 129 Microsoft Excel Workshop for Economics, Business & Finance. Students who have taken this statistics course will not receive credit for MATH 150. Students who have already completed an equivalent college-level statistics course may have this requirement waived if approved by the department chair.
- BUSN 225: Principles of Marketing
- BUSN 230: Financial Accounting
- FIN 210: Financial Management
- PHIL 203: Business and Professional Ethics or PHIL 325: Major Ethical Theories
- 1 course from the following:
 - BUSN 210: Managerial Economics
 - ECON 210: Microeconomic Theory
 - ECON 220: Macroeconomic Theory

Students must earn a grade of C- or better in each of the 100-level and 200-level required courses. (Note that particular upper level courses may require a specific Economics course as a prerequisite.)

Elective Courses

- 3 additional business courses (BUSN prefix) at the 300-level or above, excluding internships; 1 of these can be from economics (ECON prefix) or finance (FIN prefix).

Senior Studies Requirement

Completion of the Senior Studies Requirement in 1 of the following ways:

- 1 business course (BUSN prefix) at the 400-Level
- Senior thesis – talk to the Chair of the Department or see the Senior Thesis tab under Student Research on the webpage for requirements.

Concentration

Students may choose to develop a concentration in one area, by choosing 3 electives from within that area. Students may complete their senior studies requirement with any 400-level business course or thesis topic, regardless of concentration.

Accounting Concentration (choose 3 300-level electives)

- Business 330: Intermediate Accounting
- Business 331: Managerial Accounting
- Business 332: Audit
- Business 333: Cost Accounting

Requirements for the Minor in Business:

At least 7 credits

- ECON 110: Principles of Economics
- MATH 110: Calculus I or MATH 160 Mathematical Methods with Applications
- BUSN 130: Applied Statistics (this course requires concurrent registration with ECON 129 Microsoft Excel Workshop for Economics, Business & Finance)
- BUSN 230: Financial Accounting
- FIN 210: Financial Management
- 2 additional business courses (BUSN prefix) – excluding internships

Requirements for the Major in Finance:

At least 12 credits

- MATH 110: Calculus I
- ECON 110: Principles of Economics
- FIN 130: Applied Statistics – Requires concurrent registration with ECON 129 Microsoft Excel Workshop for Economics, Business & Finance. Students who have taken this statistics course will not receive credit for MATH 150. Students who have already completed an equivalent college-level statistics course may have this requirement waived if approved by the department chair.
- BUSN 230: Financial Accounting
- ECON 210: Microeconomic Theory
- ECON 220: Macroeconomic Theory
- FIN 210: Financial Management
- FIN 310: Corporate Finance
- FIN 320: Investments
- 2 additional courses chosen from the following:
 - 300-level or higher finance courses (FIN prefix), excluding internships
 - BUSN 330: Intermediate Accounting
 - BUSN 331: Managerial Accounting
 - ECON 313: Money and Banking
 - ECON 330: Econometrics
- Completion of the Senior Studies Requirement in 1 of the following ways:
 - 1 finance course (FIN prefix) at the 400-level, excluding internships
 - Senior Thesis – talk to the Chair of the Department or see the Senior Thesis tab under Student Research on the webpage for requirements.

Students must earn a grade of C- or better in ECON 110, 210 and 220; MATH 110; BUSN 230; FIN 130 and 210.

Requirements for the Minor in Finance:

At least 8 credits

- MATH 110: Calculus I or MATH 160 Mathematical Methods with Applications
- ECON 110: Principles of Economics
- FIN 130: Applied Statistics (this course requires concurrent registration with ECON 129 Microsoft Excel Workshop for Economics, Business & Finance)
- BUSN 230: Financial Accounting
- FIN 210: Financial Management
- FIN 310: Corporate Finance
- FIN 320: Investments
- 1 additional class from the following:
 - 200-level or higher finance course (FIN prefix), excluding internships
 - BUSN 330: Intermediate Accounting
 - BUSN 331: Managerial Accounting
 - ECON 313: Money and Banking
 - ECON 330: Econometrics

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Course Descriptions

Other courses:

[Economics](#) [Finance](#)

Business Courses

BUSN 130: Applied Statistics

Distribution analysis, sampling theory, statistical inference, and regression analysis, with emphasis on the application of statistical techniques using spreadsheet software to analyze economic and business issues. Students who have taken this course will not receive credit for MATH 150. Prerequisite or corequisite: ECON 129.
Cross-listed as: ECON 130, FIN 130

BUSN 210: Managerial Economics

Application of economic analysis to business decisions. It covers economic tools with applications to demand analysis, pricing policies, competitive strategy, cost analysis, and decision making. Prerequisites: ECON 110, either MATH 110 or MATH 160.

BUSN 225: Principles of Marketing

Analysis of how marketing concepts impact an organization through the development of the marketing mix (product, price, place and promotion). Building upon these concepts, students will develop an understanding of how marketing managers develop specific strategies in order to gain competitive advantage in a global economy (formerly BUSN 345). No prerequisites.

Cross-listed as: ENTP 225, IREL 213

BUSN 230: Financial Accounting

Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control, interpretation and uses of financial statements. Prerequisites: ECON 110 and either MATH 110 or MATH 160, both with grades of C- or better.

BUSN 240: Chicago Business and Industry

(Chicago Business and Industry: Growth, Change and Globalization.) This course is about the development of Chicago industry and the effects of on-going economic change and globalization on Chicago business. Business and industry are key elements to the success and wellbeing of urban America. Chicago is a case study in historic business transformation. The class will experience, evaluate and determine how business change works and the direction it can go. We will examine market needs as well as look at how Chicago history, cross-cultural roots and urban planning contribute to the process. We will also examine current Chicago businesses and institutions that contribute to and drive re-invention in a globalized world. No prerequisites.

BUSN 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the border and how its unique location in the world has created a culture, language, politics, religion and economy that reflect the interdependence between these two neighboring countries. The course will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore how people (immigration - both legal and illegal), resources (oil, workers), consumer products (household appliances, food, music, and art), environmental waste (toxic waste, water and air pollution) and technology (outsourcing) cross borders as globalization impacts both Mexicans and Americans. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 280, ECON 280, LNAM 280, SPAN 201

BUSN 310: International Marketing Research

A study of methods related to quantitative and qualitative research in varied international business and global non-profit settings. The course emphasizes research in industrialized societies, global emerging markets, and developing economies. Coverage includes theoretical foundations and applications of research designs, data collection methods, and data analysis techniques. Learning experiences involve planning and implementing field research, case study analysis, and team presentations based on data collection experiences. Prerequisite: BUSN 225.

BUSN 315: Operations Management

The course covers subjects related to the management process in a production system. The following topics are covered: design of products and services, quality control systems, capacity planning, process design, work analysis and measurement, facility location, and production scheduling. The inventory control system unit will discuss the relationship between inventory systems and other functions in an organization. Prerequisite: BUSN 230.

BUSN 320: Principles of Sales and Negotiation

The course will present various theories and practices in sales and negotiation techniques, using applications from modern businesses. It will also discuss various management strategies used to develop and motivate a sales force, including departmental structures and retention incentives. Prerequisite: BUSN 225.

Cross-listed as: ENTP 320

BUSN 322: Emerging Markets Analysis

Analysis of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 220.

Cross-listed as: ASIA 322, LNAM 322, IREL 310

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BUSN 325: Advertising, Media and Digital Mark

(Advertising, Media and Digital Marketing). The course will examine different types of marketing, advertising, and communication strategies presented through both traditional methods (such as television and print) and non-traditional methods (such as blogs and social networks). Digital marketing, social media and interactive marketing will be explored in the context of an overall integrated marketing campaign. Prerequisite: BUSN 225.

Cross-listed as: ENTP 325

BUSN 330: Intermediate Accounting

Accounting concepts, principles, and theory with an emphasis on the special problems that arise in applying these concepts to external reporting. Prerequisites: Business 230 with a grade of C- or better.

BUSN 331: Managerial Accounting

Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, and standards for planning, control, and performance measurement. Prerequisite: Business 230 with a grade of C- or better.

BUSN 332: Auditing

Exploration of issues related to internal and external auditing. This course examines auditing standards (Generally Accepted Auditing Standards), fraud detection, professional ethics, and recent changes to regulations (including US Securities laws). Prerequisites: ECON 129, BUSN 330.

BUSN 333: Cost Accounting

Advanced topics in cost and managerial accounting. Topics include cost accumulation, cost behavior, break even analysis, capital budgeting, management control systems, cost allocation methods and performance measurement. Prerequisites: ECON 129 (Excel), BUSN 331.

BUSN 340: Chicago Business and Industry

This course is about the development of Chicago industry and the effects of on-going economic change and globalization on Chicago business. Business and industry are key elements to the success and wellbeing of urban America. Chicago is a case study in historic business transformation. The class will experience, evaluate and determine how business change works and the direction it can go. We will examine market needs as well as look at how Chicago history, cross-cultural roots and urban planning contribute to the process. We will also examine current Chicago businesses and institutions that contribute to and drive re-invention in a globalized world. Not open to students who have completed BUSN 240. Prerequisite: ECON 110.

BUSN 341: Global Cultures & Intl Bus-Chgo

(Global Cultures and International Business Activities of Chicago) As influences of global activities increase locally, Chicago provides vast resources for the study of cultures, economic policies, political relations, and global business strategies. More than 130 consulates and foreign trade offices, and headquarters of many global companies, are in Chicago. This course will address the development and implications of various cultures in relation to local and global business activities. An emphasis will be field research, visits, and other activities involving Chicago-area resources. Instructional activities will include team projects, interviews, and observations to address issues related to Chicago's role in international trade and economic development for emerging markets. (Meets GEC Cultural Diversity Requirement.) Prerequisite: Junior standing, or permission of instructor.

Cross-listed as: IREL 311

BUSN 342: African Culture & Business Develop

(African Culture and Business Development.) While globalization can potentially enhance economic development and improve the quality of life, many nations, especially those in Africa, do not receive these benefits. Course emphasis will be on an analysis of efforts by businesses, community organizations, and government agencies to serve African societies plagued by poverty and other social concerns. Instructional resources will include: readings from sources with varied points of view; speakers representing countries and cultural groups; and field research visits to cultural exhibits and retail enterprises. Instructional experiences will include: (1) interviews with people familiar with various African cultures and business activities; (2) student team projects to analyze global cases for improvement of food production, water purification, health delivery, telecommunications, and educational programs and; (3) promotional activities to expand awareness of efforts to enhance economic development and quality of life in Africa. Prerequisite: Junior standing, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 312

BUSN 346: Entrepreneurial Marketing

This project-based course focuses on marketing strategies that are relevant for new businesses or new product launches within a corporate setting. A broad overview of advertising development including account planning/research, the creative process, production, and media planning will be examined. Focus will be on print advertising, electronic media, digital interactive media, direct mail, and specialty advertising. Through the Entrepreneurial Marketing Analysis Project, students will have the opportunity to work with a local small business examining their current marketing and promotional strategies within the environment in which they are operating. Prerequisite: BUSN/ENTP 225 (formerly BUSN/ENTP 345).

Cross-listed as: ENTP 346

BUSN 350: Capital Budgeting

Study of advanced financial management and the evaluation of domestic and global business investment opportunities. Topics include the discounting of cash flows, foreign market risk analysis, capital asset pricing, and financial leverage decisions. Prerequisite: FIN 210.

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BUSN 360: Social Entrepreneurship

Social entrepreneurship is a cross-cultural and interdisciplinary practice that combines traditional business and finance principles with expertise from fields as diverse as agriculture, medicine, law, engineering, environmental studies and sociology. The efforts of social entrepreneurs attempt to address problems such as poverty, hunger, disease, pollution, illiteracy, and inadequate housing in developing areas of Africa, Asia, and Latin America. The result of these efforts is often a new business model for improved economic development and enhanced quality of life in a particular cultural setting. Strategic partnerships contribute to the success of such social enterprises through connections with government, non-governmental organizations (NGOs), relief agencies, microfinance institutions, and human rights groups in varied cultural settings. This course prepares students for a changing business environment through cross-cultural and interdisciplinary assignments including field interviews, team projects, and student-created videos. Prerequisite: FIN 210. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENTP 360, IREL 316

BUSN 410: Markets, Public Policy, and Society

This course explores the role of public policy in addressing market inefficiencies and analyzes the social costs and benefits of government intervention. Particular emphasis will be given to understanding how public policies affect firms and employees. Topics may include minimum wages, social security, immigration, taxation, education, and the affordable care act. Prerequisite: ECON 210 or BUSN 225.

Cross-listed as: ECON 410

BUSN 430: Federal Tax Accounting

Advanced discussion of tax issues relating to individual and corporate income taxation. Concepts for individual taxation include gross income, exclusions, deductions, exemptions, credits, as well as property transactions. Concepts for corporate income taxation include differing tax aspects of corporations and partnerships such as formation, operations and distributions. Prerequisite: BUSN 330.

BUSN 460: Brand Management and Positioning

Designed for the marketing enthusiast, this course will dive deeply into the key marketing responsibilities necessary to build strong and profitable brands. Using both theory and practice, students will address the tasks that constitute modern marketing management, including: driving the company's mission, vision and strategic plan, capturing marketing insights and performance, connecting with customers, shaping marketing offerings, and delivering and communicating value. The course is designed to be highly interactive. Through case studies, presentations, problem-solving, and hands-on activities, students will have the opportunity to apply the concepts, ideas, and strategies presented in the text and in class in their weekly work. Prerequisite: BUSN 225. Not open to students who have completed BUSN 370.

BUSN 470: Latin American Global Business

Emphasizes analytic activities and case problems for corporate and entrepreneurial organizations operating or considering operations in Latin America. Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. (May be taken by business and international relations majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.) Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, FIN 210 (or FIN 237) and one of the following ECON 210, ECON 220 or BUSN 210; or permission of instructor for Latin American Studies majors.

Cross-listed as: LNAM 470

BUSN 471: Asian Bus Culture & Trade Relations

Asian Business Culture and Trade Relations. As China, Singapore, South Korea, and Taiwan expand trade activities and increase their global influence, other Asian nations (Cambodia, Laos, Malaysia, Vietnam) continue to face economic hardships. This course will address geographic, historic, cultural, economic, and political factors that influence business opportunities, economic development, and quality of life in Asia. An emphasis will be on regional and global trade relations related to health care, infrastructure, food distribution, telecommunications, and education/job training. Instructional experiences will include field research involving Chicago-area resources along with analytic activities and case problems for business organizations operating or considering operations in Asia. (May be taken by business and Asian studies majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.) Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, ECON 210, ECON 220, and FIN 210 (or FIN 237); or permission of instructor for Asian Studies majors.

Cross-listed as: ASIA 471

BUSN 472: Global Marketing Mgmt Strategy

(Global Marketing Management Strategy) This capstone course, for business and marketing students, emphasizes planning product strategies, supply chain channels, pricing, and promotional activities in global market settings. Using journal articles, management theories, case studies, field research, and team projects, course participants will develop and recommend cross-cultural marketing strategies for multinational companies, entrepreneurial start-ups, and nonprofits. These global marketing decisions will be based on diverse cultural, social, political, economic, environmental, and technological influences. Course coverage will also include the challenges and opportunities of market entry tactics, competitive advantage, target market analysis, pricing models, and financial elements for developing an international marketing strategy in both business-to-consumer and business-to-business markets. Students will develop career competencies involving identifying market opportunities, delivering value to customers, and assessing leadership styles required by organizations operating in international locations. Prerequisites: BUSN 225, Senior standing, or permission of instructor.

BUSN 489: Globalization and Its Impact

Examines the impact of globalization on rich countries (the United States) and poor countries (Mexico, India, and China). An examination of free trade agreements will cast light on the political motives behind these agreements as well as the economic projections made. The economic impact of the creation of free trade zones is explored using both microeconomics and macroeconomics. Statistical evidence will document whether globalization has caused growth in GDP, employment, and income in poor countries. The responsibility of multinational companies in creating sweatshops, worker exploitation, and cultural disintegration are discussed in light of U.S. businesses located in Mexico, India, and China. (Meets GEC Cultural Diversity Requirement.) Prerequisites: ECON/BUSN 130 (or ECON/BUSN 180), ECON 210, and ECON 220.

Cross-listed as: ECON 489

BUSN 490: Internship

Provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Services to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships may be done for either one or two credits. Internships need to be for different experiences therefore continuation of previous internships, part-time or summer jobs is not allowed. The department will not give credit for internships that do not build directly on prior course work. Students on academic probation are ineligible for this program. Contact the Internship Supervisor for Economics and Business regarding additional information and guidelines.

Cross-listed as: ECON 490, FIN 490

Economics Courses

ECON 110: Principles of Economics

An introduction to both microeconomics, the theory of consumer and producer behavior, and macroeconomics, the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to the analysis of current problems of the U.S. economy.

Cross-listed as: IREL 110

ECON 129: MS Excel for E/B/F Students

(Beginning and Intermediate Microsoft Excel Workshop for Economics, Business, & Finance Students). This hands-on workshop for the E/B/F Department allows students to learn basic and intermediate Microsoft Excel skills. These skills will be applied in future E/B/F courses and in the workplace using spreadsheet software. By the end of this course, students will be able to perform spreadsheet calculations, and create professional graphs and charts from data. Skills included in this workshop are: working with formulas and functions (including Regression Analysis and best-fit lines), formatting a worksheet, working with charts, analyzing data using formulas, managing workbook data, using tables (including Pivot Tables & Charts), Analyzing table data, automating worksheet tasks, enhancing charts, Macros & VBA, and using the What If analysis. Working files are included to allow students to follow along using the same source material that the author uses throughout the lessons. This course meets for seven 90-minute instructor-led sessions in a PC computer lab and seven online meetings. This 0.50-credit course is graded Credit/D/F and has no prerequisites.

ECON 130: Applied Statistics

Distribution analysis, sampling theory, statistical inference, and regression analysis, with emphasis on the application of statistical techniques using spreadsheet software to analyze economic and business issues. Students who have taken this course will not receive credit for MATH 150. Prerequisite or corequisite: ECON 129.

Cross-listed as: BUSN 130, FIN 130

ECON 210: Microeconomic Theory

Application of both theoretical and empirical analysis to consumer demand; to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets; and to public policy issues such as public goods, law and economics, and the environment. Prerequisites: ECON 110 and MATH 110 or MATH 160 with grades of C- or better.

ECON 220: Macroeconomic Theory

Analysis of the determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisites: ECON 110 and MATH 110 or MATH 160 with grades of C- or better.

Cross-listed as: IREL 212

ECON 245: Child Labor in Latin America

Explores the role of child labor in the economies of developing Latin American countries, focusing on the question 'Do countries need to use child labor to industrialize?' Historically, industrialized countries have relied heavily on children to work in factories and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. Prerequisite: ECON 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 245, IREL 215

ECON 265: Poverty, Inequality, Discrimination

This course explores how the discipline of economics can explain and analyze the causes and effects of poverty, inequality and discrimination. It will examine how various populations (defined by race, age, gender, class, sexual orientation, etc.) experience these differently. Students will be introduced to (1) economic theories of poverty, inequality and discrimination, (2) ways to measure each and (3) public policies designed to mitigate poverty, inequality and discrimination in the US. Since women are more likely than men to be poor and a large number of policies are aimed at women and children, particular emphasis is given to the role of gender. Prerequisite: ECON 110 with a grade of C- or better. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 265

ECON 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the border and how its unique location in the world has created a culture, language, politics, religion and economy that reflect the interdependence between these two neighboring countries. The course will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore how people (immigration - both legal and illegal), resources (oil, workers), consumer products (household appliances, food, music, and art), environmental waste (toxic waste, water and air pollution) and technology (outsourcing) cross borders as globalization impacts both Mexicans and Americans. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: IREL 280, BUSN 280, LNAM 280, SPAN 201

ECON 310: Industrial Organization

Analysis of the behavior of firms under different industrial structures - competitive, monopolistic, oligopolistic. An evaluation of antitrust policies and other government regulations of industry. Specific topics covered include advertising, auctions, networks, product differentiation, market standards, and vertical and horizontal integrations. Prerequisite: ECON 210 with a grade of C- or better.

ECON 313: Money & Banking

Analysis of bank and nonbank financial institutions. Topics include the S&L crisis, the impact of the 1980 and 1982 deregulation acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisite: ECON 220.

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ECON 320: Labor Economics

In this course, standard theories of labor economics are developed. Topics include labor supply, labor demand, education, discrimination, contracting, and unions. Particular emphasis is given to the labor force participation of married women and single mothers, earnings, wage distributions and inequality, job training, and employment benefits. Empirical analysis complements theoretical modeling, especially in the area of women's work and international comparisons regarding labor laws and labor market outcomes. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 210.
Cross-listed as: GSWS 320

ECON 325: Economics of Land

(The Economics of Land: Valuation, Use, and Taxation) The course examines several different roles of land in the economy; as a productive asset, as an investment, as a store of value, and as a base for taxation. Topics to be covered include various definitions of property rights, regulatory policy toward land use and land preservation, models of land valuation, and the theory and practice of property taxation and tax preferences. We will examine policies across different states, countries, and eras. Prerequisite: ECON 210.

ECON 330: Econometrics

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisites: ECON/BUSN/FIN 130, MATH 110, and either ECON 210 or ECON 220.

ECON 340: Environ & Natural Resource Econ

(Environmental and Natural Resource Economics) Examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: ECON 210 or permission of the instructor.
Cross-listed as: ES 340

ECON 345: Economics and Law

This course covers an economic analysis of laws and legal institutions with an emphasis on how they affect markets and individual decision-making. Topics covered will include property, contract, tort, criminal, environmental, and antitrust laws. Prerequisite: ECON 210.

ECON 350: Public Finance

Theory and policy analysis of the effects of government spending and taxation on the allocation and distribution of income. Special attention is given to tax reform proposals and other current policy issues. Prerequisite: ECON 210.

ECON 360: Health Economics

Examines how economic analysis can be applied to various components of the health care system. Microeconomic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the health care industry. International comparisons and the role of the public sector will be included. Prerequisites: ECON 210.

ECON 375: Economics of Sport

The purpose of this course is to analyze the economics of sport. Sport throughout the world has a distinct and substantial commercial character, and developments in the world of modern sport cannot be fully understood without applying economic principles and methodology. Topics discussed include the market for players, the implications of the functioning of league monopolies, and an analysis of the economic impact of stadiums and mega-sports events such as the World Cup and the Olympic Games. Prerequisite: ECON 210.

ECON 380: Game Theory

Game theory is the study of purposeful behavior in strategic situations. Game theory incorporates mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers). Various solution concepts such as Nash equilibrium, subgame perfect equilibrium, Bayesian and perfect Bayesian equilibrium will be analyzed. These concepts will be illustrated using a variety of economic models, from industrial organization, bargaining, the role of repeated interaction, and models of asymmetric information. Prerequisites: ECON 210 and MATH 110.

ECON 381: Economics of Development

Studies the problem of sustaining accelerated economic growth in less-developed countries. This course emphasizes the issues of growth; poverty and inequality; how land labor and credit affect economic development; problems of capital formation, economic planning and international specialization and trade; and the interaction of industrialization, agricultural development, and population change. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 210.
Cross-listed as: IREL 318

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ECON 385: Mathematical Economics

Calculus and linear algebra are applied to the analysis of microeconomic and macroeconomic theory. The tools of mathematical optimization are developed with a particular focus on comparative statics. Issues of discrete and continuous time and uncertainty in economics are explored. Prerequisites: MATH 111 and either ECON 210 or 220; or permission of instructor.

ECON 410: Markets, Public Policy, and Society

This course explores the role of public policy in addressing market inefficiencies and analyzes the social costs and benefits of government intervention. Particular emphasis will be given to understanding how public policies affect firms and employees. Topics may include minimum wages, social security, immigration, taxation, education, and the affordable care act. Prerequisite: ECON 210 or BUSN 210.
Cross-listed as: BUSN 410

ECON 430: International Trade Theory & Policy

Analysis of elements of economic structure that determine trade flows, theory relating to how trade flows alter economic structure, the free trade versus protectionism argument, and selected topics in international economic integration and development. (Meets GEC Cultural Diversity Requirement.) Prerequisites: ECON 210 and ECON 220; and junior or senior standing.

ECON 431: International Finance

Identifies and analyzes fundamentals of international financial theory. Topics include exchange rate determination, balance of payments accounting, and international monetary systems and their evolution. Prerequisites: Economics 210 and 220; and junior or senior standing.
Cross-listed as: FIN 431

ECON 440: Advanced Macroeconomics

Analysis and comparison of Keynesian, neoKeynesian, neoclassical, monetarist, and rational expectationist perspectives on macroeconomic theory and stabilization policy. Prerequisites: MATH 110 and ECON 220; and junior or senior standing.

ECON 483: Behavioral Economics and Finance

This course surveys research incorporating evidence from psychology into economic and financial decision-making theory. The aim of the course is to understand economic and financial models that more realistically explain and predict observed outcomes. The course explores prospect theory, biases in probabilistic judgment, projections biases, default effects, self-control problems, mental accounting, fairness and altruism. Students will use these tools to understand public goods contributions, financial market anomalies, consumption and savings behavior and myriad market outcomes. Prerequisites: ECON/BUSN/FIN 130 (or ECON/BUSN 180) and ECON 210. Cross-listed as: FIN 483

ECON 489: Globalization and Its Impact

Examines the impact of globalization on rich countries (the United States) and poor countries (Mexico, India, and China). An examination of free trade agreements will cast light on the political motives behind these agreements as well as the economic projections made. The economic impact of the creation of free trade zones is explored using both microeconomics and macroeconomics. Statistical evidence will document whether globalization has caused growth in GDP, employment, and income in poor countries. The responsibility of multinational companies in creating sweatshops, worker exploitation, and cultural disintegration are discussed in light of U.S. businesses located in Mexico, India, and China. (Meets GEC Cultural Diversity Requirement.) Prerequisites: ECON/BUSN 130 (or ECON/BUSN 180), ECON 210, and ECON 220. Cross-listed as: BUSN 489

ECON 490: Internship

Provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Services to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships may be done for either one or two credits. Prerequisites: junior or senior standing, Economics 110 with a grade of C- or better as well as other designated courses relevant to the internship and earning a C or better in combination of these courses and Economics 110. Internships need to be for different experiences therefore continuation of previous internships, part-time or summer jobs is not allowed. The department will not give credit for internships that do not build directly on prior course work. Students on academic probation are ineligible for this program. Contact the Internship Supervisor for Economics and Business regarding additional information and guidelines. Cross-listed as: BUSN 490, FIN 490

Finance Courses

FIN 130: Applied Statistics

Distribution analysis, sampling theory, statistical inference, and regression analysis, with emphasis on the application of statistical techniques using spreadsheet software to analyze economic and business issues. Students who have taken this course will not receive credit for MATH 150. Prerequisite or corequisite: ECON 129. Cross-listed as: ECON 130, BUSN 130

FIN 140: Introduction to Insurance

The insurance industry, operating from the fundamental principle of managing risk, interacts with a wide variety of disciplines and practices, from actuarial work to sales to modern advertising and sports marketing. Accordingly, this course provides a broad overview of the field, covering topics such as the definition of insurance, marketing, premiums, underwriting, instrument design and actuarial science, investing, claims processing, and the difference between personal and commercial insurance. Further, the course focuses on how the insurance industry drives global innovation, how it integrates with financial planning, how it uses technology to keep up with the pace of innovation, and how its driving principle, protection against future risk, plays a major role in daily life. No prerequisites.

FIN 210: Financial Management

This course provides an overview of the questions and problems faced by financial managers, as well as an introduction to the basic set of tools they use to help them make optimal investment and financing decisions under conditions of risk and uncertainty. The main topics include time value of money, the valuation of bond and stocks, the trade-off between risk and return, the efficient markets hypothesis, the Capital Asset Pricing Model (CAPM), cost of capital, and a brief introduction to derivative securities and international finance issues. Prerequisites: ECON 110 and ECON/BUSN/FIN 130 with grades of C- or better.

FIN 310: Corporate Finance

This course studies the theory, methods, and issues of corporate finance. The emphasis throughout is on the economic principles that underlie business financial decisions and their impact on wealth maximization. The content includes capital budgeting, optimal capital structure, payout policies, financial planning, working capital, and corporate restructuring issues related to ownership and control. Prerequisites: FIN 210 and BUSN 230, both with a grade of C- or better.

FIN 320: Investments

This course provides an examination of financial securities and financial markets from the perspective of individual investors. The main topics include securities markets, security analysis, portfolio theory, mutual funds, derivative securities, market efficiency, behavioral finance, and industry regulations. Prerequisites: BUSN 230 and FIN 210 with grades of C- or better. Not open to students who have completed FIN 380.

FIN 337: Real Estate Finance

An examination of the fundamental concepts, principles, and analytical methods involved in debt financing of residential and commercial real estate. Through lectures, readings, problem sets, casework, presentations and exams, students will develop and demonstrate their understanding of the process of underwriting and financing residential and commercial properties. Mortgage financing for the purpose of homeownership will lead to a focus on income-producing properties for the purpose of investment. Both the perspectives of the borrower as well as of the lender will be considered. Present value calculations and capitalization rates will be emphasized. The role of real estate capital markets will be introduced. Prerequisite: FIN 210 or FIN 237.

FIN 340: Risk Management and Insurance

Risk management is the identification, assessment, and prioritization of risks followed by a coordinated response to minimize, monitor, and control the probability and/or impact of adverse events. Strategies used to manage risks typically include transferring the risk to another party and reducing the probability of the risk. This course provides students with an in-depth analysis of insurance and risk management, focusing primarily on business risks but personal risk management issues are also covered. In addition to discussing risk management in general, topics include an overview of the private insurance market, how insurance is used in risk management, alternative methods for transfer risk, insurance asset management, and insurance company regulations and ratings. Prerequisite: FIN 140.

FIN 365: Fundamental Equity Analysis

Fundamental equity analysis is a stock investment technique based on the economic concept that markets are not implicitly efficient, but instead trend towards efficiency in part using fundamental analysis as a tool to outperform markets by arbitraging inefficiencies in the market. The goal of fundamental equity analysis is to seek out discrepancies in consensus views on equity securities that impact valuation using a combination of financial statement analysis and forecasting, industry/sector analysis and forecasting in tandem with disciplined approaches to valuation based on various objective quantitative criteria. Upon completing this course, students will have a rudimentary working understanding of the methodology fundamental analysts use to pick sectors and stocks. The course is heavily writing-intensive, with weekly case studies. Prerequisites: FIN 210, BUSN 230, and FIN 320.

FIN 370: Entrepreneurial Finance

Entrepreneurialism thrives in the U.S. and is essential to the country's economy with well over half a million new business ventures being launched each year. According to the U.S. Census Bureau, small businesses employ half of all private sector employees and have generated the majority of new jobs in recent years. It is likely that many of today's business college graduates will work at, finance, and possibly start-up new business enterprises. The objectives of the course include: (i) gaining an understanding of the new business venture process, (ii) examining the financial aspects of strategic and business planning, (iii) developing the tools for financial forecasting, and (iv) establishing a framework for business valuation - both from the entrepreneur's and investor's perspective. Prerequisites: FIN 210 or FIN 237, and BUSN 230. Cross-listed as: ENTP 370

FIN 385: Options and Futures

This course introduces the economic functions of options and futures markets, discusses the basic underlying pricing mechanism of options and futures contracts, and provides a working knowledge of these contracts as risk management tools. Prerequisites: FIN 210 and FIN 320

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FIN 415: Corp Fin, Public Policy, & Society

(Corporate Finance, Public Policy, and Society) Theoretical and empirical issues in corporate finance are examined from the perspectives of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, corporate governance and managerial compensation, models of optimal capital structure and the impact of the tax system on corporate activity. Prerequisites: MATH 110, FIN 210, and FIN 310.

FIN 420: Fixed Income Markets and Management

This course will provide a thorough understanding of fixed income securities. These debt instruments are a critical source of capital for governments, corporations and individuals. The fixed income markets are about twice as large as the global equity markets. This course will study the major fixed income security asset classes including treasuries, agencies, mortgage-backed, asset-backed, commercial mortgage, corporates, municipals, and private placements. The course will then focus on managing these securities in a real-world setting using leading techniques including insurance asset management. The course will include guest lecturers who are professional fixed-income portfolio managers. Prerequisite: FIN 320.

FIN 431: International Finance

Identifies and analyzes fundamentals of international financial theory. Topics include exchange rate determination, balance of payments accounting, and international monetary systems and their evolution. Prerequisites: Economics 210 and 220; and junior or senior standing.
Cross-listed as: ECON 431

FIN 450: Applied Value Investing

(Applied Value Investing: Special Situations) This course offers a practical introduction to value investing, with a focus on "special situation" investing. The course improves students' ability to identify the types of securities and areas of the market that are most likely to be mispriced. In other words, students sharpen their skills as good "fishermen" (general value investing skills) but in addition, they become more astute at identifying the best "fishing holes." Examples of special situations include companies that are undergoing unusual change, such as bankruptcy, financial distress, spin-off, merger, litigation, dividend-cut, etc. The class focuses on researching and monitoring, in real-time, companies whose securities meet these criteria. Additional topics include risk assessment, where to find information, and how to determine what is materially important in an age of information overload. Prerequisite: FIN 310 or FIN 320 (B- or better).

FIN 465: Applied Investment Management

This is an advanced course that will allow students to participate in live portfolio management while developing and implementing industry-standard investment research techniques. The class will focus on building and managing a \$100 million, multi-asset class investment portfolio in a realistic asset management firm environment. The students, referred to as analysts, will engage in fundamental securities analysis and valuation in both individual and team settings. Students will present the results of their research, make investment recommendations, and evaluate the recommendations of others. The class will also involve trips to asset management firms in Chicago where students can interact with investment professionals. Prerequisites: FIN 310, FIN 320.

FIN 483: Behavioral Economics and Finance

This course surveys research incorporating evidence from psychology into economic and financial decision-making theory. The aim of the course is to understand economic and financial models that more realistically explain and predict observed outcomes. The course explores prospect theory, biases in probabilistic judgment, projections biases, default effects, self-control problems, mental accounting, fairness and altruism. Students will use these tools to understand public goods contributions, financial market anomalies, consumption and savings behavior and myriad market outcomes. Prerequisites: ECON/BUSN/FIN 130 (or ECON/BUSN 180) and ECON 210.
Cross-listed as: ECON 483

FIN 485: Quantitative Finance

The main focus of this course is on the empirical and quantitative tools necessary for investment decisions. Topics will include time series econometrics, return predictability, asset pricing models with emphasis on factor models, market efficiency and active investment, hedge funds, trading and exchange microstructure, role of quantitative finance in the financial recession, and an introduction to behavioral finance. The main emphasis is on common stocks, but other asset classes may be covered. The class will involve the use of spreadsheets software such as Excel and/or limited application of programming language such as Python. Prerequisites: ECON 129, FIN 210 and FIN 320.

FIN 490: Internship

Provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Services to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships may be done for either one or two credits. Prerequisites: junior or senior standing, Economics 110 with a grade of C- or better as well as other designated courses relevant to the internship and earning a C or better in combination of these courses and Economics 110. Internships need to be for different experiences therefore continuation of previous internships, part-time or summer jobs is not allowed. The department will not give credit for internships that do not build directly on prior course work. Students on academic probation are ineligible for this program. Contact the Internship Supervisor for Economics and Business regarding additional information and guidelines.
Cross-listed as: ECON 490, BUSN 490

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Faculty

[Rachel Ragland](#)

Professor of Education

Areas of Study: secondary education

[Desmond Odugu](#)

Associate Professor and Chair of Education

Areas of Study: comparative an international education

[Jacquelynn S. Popp](#)

Assistant Professor of Education

Areas of Study: elementary education

Beth Ahlgrim

Lecturer in Education

Areas of Study: secondary english

[Brian Weidner](#)

Lecturer in Education

Areas of Study: music education

[Victoria Helander-Heiser](#)

Lecturer in Education

Areas of Study: student teaching supervision

[Kristen Carlson](#)

Lecturer in Education

Areas of Study: literacy education

[Ingrid Wiemer](#)

Lecturer in Education

Areas of Study: special education

[David Meekhof](#)

Lecturer in Education

Area of Study: elementary art

[Judith Lindgren](#)

Lecturer in Education

Areas of Study: teacher evaluation and instruction

[James Sullivan](#)

Lecturer in Education

Areas of Study: secondary science education

[George Pryjma](#)

Lecturer in Education and Mathematics

Areas of study: math, education

Judy Lafferty

Lecturer in Education

Areas of study: elementary and middle school education

Barbara Harvey

Lecturer in Education and French

Areas of Study: K - 12 Modern Language Education, French language and literature

EMERITUS FACULTY

Shelley Sherman

Associate Professor of Education, Emerita

Areas of Study: elementary education and educational studies

Requirements

MAJOR AND MINOR IN EDUCATION AND MINOR IN EDUCATIONAL STUDIES

The Department of Education offers a major in education for students interested in teacher licensure at the elementary, secondary, or K-12 levels. Students will be able to select from the following licensure options when applying to the Lake Forest College teacher licensure program:

- Elementary Education (Grades 1-6)
- Dual Elementary and Middle School Education (Grades 1-6; Grades 5-8)
- Dual Secondary and Middle School Education (Grades 5-8; Grades 9-12) in biology, chemistry, English, history or mathematics
- K-12 Education in art, music, Spanish or French

Current and incoming students are encouraged to work closely with their academic advisors to create a plan for course enrollment leading to application eligibility for the desired licensure program.

A minor in education is offered only for students who have been accepted into the 3-2 MAT program. An interdisciplinary Educational Studies minor also is offered for those students who have a strong interest in educational issues but do not wish to complete a teacher licensure program at the undergraduate level.

Requirements for the Major in Education

Requirements in brief

All students in the teacher education program fulfill four sets of requirements to graduate with a recommendation for licensure:

- Completion of the Lake Forest College GEC – see an advisor in the Department of Education for recommended courses
- Completion of the course requirements within the Department of Education
- Completion of a major outside of the Department of Education
 - for secondary education – a major in the content area of licensure
 - for elementary education – any content major at the College
- Additional courses as necessary to meet Content Area Standards in broad fields for licensure

Required Courses

The following courses are required for majors in secondary/K-12 education:

- Education 210: Observing the School Process
- Education 215: Instructional Communication
- Choose 1 of the following:
 - Education / Philosophy 220: Philosophy of Education
 - Education / Sociology & Anthropology 244: Anthropology of Education
 - Education 239 / History 239: History of Education in American Society
- Education 313: Reading Methods in the Content Areas
- Education 314: Inclusive Learning Environments
- Education 315: Middle School Fieldwork

- Education 419: General Secondary Methods / Senior Seminar
- Education 420: Discipline Specific Secondary Methods / Senior Seminar (only for those seeking Secondary licensure)
- Education 421: Secondary Student Teaching
- Education 422 Discipline-Specific K-12 Curriculum and Instructional Design / Senior Seminar (only for those seeking K-12 licensure)
- Psychology 110: Introduction to Psychology
- Psychology 210: Developmental Psychology

The following courses are required for majors in elementary education:

- Education 210: Observing the School Process
- Education 215: Instructional Communication
- Choose 1 of the following:
 - Education / Philosophy 220: Philosophy of Education
 - Education / Sociology & Anthropology 244: Anthropology of Education
 - Education 239 / History 239: History of Education in American Society
- Education 303: Elementary Reading Methods
- Education 304: Elementary Fieldwork
- Education 312: Arts in the Learning Process
- Education 314: Inclusive Learning Environments
- Education 406: Teaching Adolescent Students (only for those seeking middle school endorsement)
- Education 416: Elementary Content Area Literacy and Social Studies Methods / Senior Seminar
- Education 417: Elementary Math and Science Methods / Senior Seminar
- Education 418: Elementary Student Teaching
- Physical Education 126: Concepts of Health Education
- Psychology 110: Introduction to Psychology
- Psychology 210: Developmental Psychology

Requirements for the Minor in Educational Studies

At least 6 credits

- 1 of the following courses:
 - Education 210: Observing the Schooling Process
 - Education 212: Education Reform in the U.S.
- 1 of the following courses:
 - Psychology 210: Developmental Psychology
 - Psychology 318: Psychology Applied to Education
- 2 of the following courses:
 - History 239: History of Education in American Society
 - Philosophy 220: Philosophy of Education
 - Sociology & Anthropology 244: Anthropology of Education
 - Education 215: Instructional Communication Theory and Practice
- 2 of the following courses:
 - Education 309: Immigration and Education: Race, Language, and American Schools
 - Education 310: Equity and Social Justice in Schools
 - Education 312: Integrating the Arts in the Learning Process
 - Education 314: Inclusive Learning Environments
 - Education 320: Comparative and International Education: Education as the Practice of Freedom
 - Education 450: Special Studies in Education (including the option for an approved internship)
 - International Relations 322/Education 322: Education and Development in Developing Countries
 - Linguistics 300: Second Language Learning and Teaching
 - Politics 327: Democracy and Our Schools
 - Psychology 318: Psychology Applied to Education
 - Sociology & Anthropology 350: Sociology of Knowledge

- Sociology & Anthropology 385: Intellectuals and Society

Requirements for the Minor in Education

Only students who have been accepted into the 3-2 MAT program are eligible for the Education Minor.

6 credits:

- EDUC 210: Observing the Schooling Process
- PSYC 210: Developmental Psychology
- EDUC 215: Instructional Communication: Theory and Practice
- 1 of the following courses:
 - HIST/EDUC 239: History of Education in American Society
 - PHIL/EDUC220: Philosophy of Education
 - SOAN/EDUC 244: Anthropology of Education
- EDUC 403: Elementary Reading Methods (for elementary candidates) OR EDUC 413: Reading Methods in the Content Areas (for secondary or K-12 candidates)
- EDUC 404: Elementary Fieldwork and Seminar (for elementary candidates) OR EDUC 415: Middle School Fieldwork and Seminar (for secondary and K-12 candidates)

Additional requirements:

- Student must be an officially admitted candidate in an elementary, secondary or K-12 teacher licensure program and in good standing at time of graduation.
- Students must have been accepted into the 3-2 MAT program.
- All courses must be completed with a B- or better and instructor's recommendation for continuation in the program.

At the time of completion of the BA degree, candidates who have been admitted to the 3-2 MAT program and have successfully completed all required work in their licensure program at the undergraduate level would receive the designation of Education minor on their transcript.

Stages of the Teacher Education Program at Lake Forest:

Students wishing to complete the teacher education program will complete four stages:

- [Becoming an education major](#)
- [Becoming a teacher candidate – entering the teacher education program](#)
- [Becoming a student teacher – application for student teaching](#)
- [Becoming a licensed teacher – application for recommendation for licensure](#)

Stage 1: Becoming an Education Major

- Meet with a faculty member in the Department of Education to:
 - declare the major
 - plan a tentative 4-year course of study to meet program requirements
 - learn about necessary state licensure exams
 - learn about other program requirements, including portfolio requirements
- Agree to allow the College to conduct a criminal background check for school security purposes. Students must successfully pass such a check to maintain the education major.
- Enroll in Education 210: Observing the School Process – introductory course in the major

Stage 2: Becoming a Teacher Candidate: Entering a Teacher Education Program

- Apply for entrance to the teacher education program – while enrolled in or after successfully completing Education 210 with a grade of B- or better (The course may be repeated only once to achieve this grade.)
- Passing the Test of Academic Proficiency mandated by the Illinois State Board of Education (or submission of necessary ACT/SAT scores)
- Submit materials to the Department of Education at the time of interviewing for program entrance
 - A copy of the student's Lake Forest College transcript that indicates:
 - A GPA of 2.75 or higher

- A B- or better in Education 210
- Successful completion of a portfolio of artifacts at Checkpoint #1 as described in the Developmental Portfolio Handbook
- Evidence that he/she has adhered to the Lake Forest College Statement of Respect and Responsibility and has not violated any College policies in ways that call into question the candidate's readiness for teaching as outlined in the Identifying Dispositions of a Lake Forest College Educated Teacher. This will be demonstrated through the following materials collected by the Education Department:
 - Academic advisor's evaluation form
 - Dean of Students evaluation form
 - Education 210 instructor's positive recommendation
- Successfully pass an interview with members of the Department faculty. At the interview, students will be assessed on:
 - Seriousness of purpose/commitment
 - Oral communication skills
 - Academic skills including flexibility, maturity, and independence
 - Relevant experiences with targeted age group
- The Department Chair will invite majors to interview based on readiness for program entry. Readiness indicators include:
 - Grade point average
 - Performance in Lake Forest College courses required for education majors
 - Demonstrations of responsibility on campus, in the classroom, in field experiences, and in advising situations

To maintain teacher education program candidacy, students must continue to sustain the above requirements. Students will be exited from the program and will need to reapply if not all of the above requirements are sustained or if evidence is obtained that brings into question the candidate's readiness for teaching as articulated in the Identifying Dispositions of a Lake Forest College Educated Teacher.

Students must become candidates before they can enter the pre-student teaching fieldwork practicum courses (Education 304; Education 315) in any of the teacher education programs.

Stage 3: Becoming a Student Teacher: Application for Student Teaching

Teacher candidates who successfully complete (with a B- or better) required education department pre-student teaching fieldwork practicum and methods coursework (EDUC 215 and all 300 and 400 level courses) may apply for a student teaching placement. All other courses (including GEC requirements) applied toward licensure or endorsements must be completed with a grade of C or better.

The following evidence must be presented by the Director of Clinical Placements to the Education Advisory Council:

- Fieldwork supervisor's recommendation for continuation in licensure program upon completion of pre-student teaching fieldwork practicum.
- Evidence of completion of content-area or second major course of study before student teaching.
- A transcript with a 2.75 GPA.
- Successful completion of a portfolio of artifacts at Checkpoints #2a and #2b as described in the Developmental Portfolio Handbook
- Passing score on content-area exam mandated by the Illinois State Board of Education.

The Education Advisory Council can ask for additional evidence such as recommendations from course instructors, cooperating teachers, college personnel or additional portfolio artifacts.

Following approval by the EAC, candidates will meet with the Director of Clinical Placements for further instructions on the placement process.

Stage 4: Becoming a Licensed Teacher: Application for Recommendation for Licensure

The Licensure Officer will recommend student teachers for Licensure when the following is completed:

- Application for License
- Successful completion of edTPA portfolio at the ISBE passing score Checkpoint #3 as described in the Developmental Portfolio Handbook
- Successful completion of the exit interview presentation (Checkpoint #4) as described in the Developmental Portfolio Handbook

- Passing grade in student teaching and supervisor's recommendation for licensure

For more details on course sequences and developmental checkpoints, see the Education Department Policies and Procedures Handbook and the Developmental Portfolio Handbook and the Education Major Planning Sheets.

Academic Grievances for Teacher Education Students

Teacher education candidates have the same academic rights and responsibilities as all Lake Forest College students. There are, however, specific situations in the teacher education program when decisions may be cause for student grievances. These situations include the following:

- Admission to or dismissal from the teacher education program, a clinical experience, or student teaching
- Evaluation of the candidate's performance in courses, clinical experiences, or student teaching
- Recommendation for state licensure or for employment

Students who wish to appeal any of these teacher education matters should first confer with the chairperson of the Education Department. Appeals must be made in writing to the Education Advisory Council through the chairperson of the Education Department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. If an issue remains unresolved, the student may take his or her grievance to the AAB or the Dean of Faculty, depending on the nature of the grievance, and, finally, to the President of the College.

Course Descriptions

EDUC 104: Elem Math from Advanced Standpoint

EDUC 104: Elementary Math from an Advanced Standpoint

This course presents a critical examination of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include college algebra, numeration systems, non-base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Cross-listed as:

MATH 104

Cross-listed as: MATH 104

EDUC 108: Learning About the Living World

This course will examine selected topics in life science and earth science such as the human body and its functioning, ecology, ecosystems, weather, the water cycle, and erosion. Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students will participate in lectures, discussion, student presentations and projects, and laboratory activities. Two 50-minute class hours per week plus one two-hour session for laboratory, demonstrations, or field work. Does not satisfy requirements for the Biology major.

Cross-listed as: BIOL 108

EDUC 109: Learning About the Physical World

This course will examine selected topics in physical science such as the physical and chemical properties of matter, energy, motion of objects, waves and vibrations, components of the solar system and interactions of objects in the universe. This course is appropriate for students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. The course is designed with elementary education majors in mind to provide them with the necessary background for teaching science. Students will participate in lectures, discussions, projects, and laboratory activities. Two 80-minute class hours per week. Not applicable toward the chemistry major or minor.

Cross-listed as: CHEM 109

EDUC 170: Intro to Music Teaching & Learning

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisite: MUSC 150 or permission of instructor.

Cross-listed as: MUSC 170, MUSE 170

EDUC 210: Observing the Schooling Process

An introduction to the teaching-learning process from elementary through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus on developing competencies in educational library research and writing skills. Not open to First-Year students.

EDUC 212: Educational Reform in the U.S.

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts. Cross-listed as: AMER 212, PHIL 214

EDUC 215: Instructional CommTheory & Practice

EDUC 215: Instructional Communication Theory and Practice

This course applies socio-linguistic theory to the understanding of learning in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students study communication practices in the classroom, apply theories in their analyses, and practice methods and strategies toward becoming more effective communicators through creation and/or delivery of lecture, discussion and cooperative learning simulations. (Meets GEC Cultural Diversity Requirement.)

EDUC 220: Philosophy of Education

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. Cross-listed as: PHIL 220

EDUC 232: The Teaching of Writing

Introduces students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies.

EDUC 239: Hist of Educ in American Society

(History of Education in American Society) Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. Cross-listed as: HIST 239, AMER 270

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EDUC 244: Anthropology of Education

For the anthropologist, education is the mechanism of social reproduction, a strategy not limited to schooling but in fact encompassing a person's entire life. For much of the world, the privileging of schooling as a site of education has had real ramifications on the possibility of maintaining cultural forms that go against the pressures of globalization and capitalism. This course opens with a broad consideration of education before focusing on schooling as the preferred institutional form of education under early 21st century globalism. Our questions will include both how schooling operates to maintain existing social structures and power relations and the possibilities - and consequences - of schools as a site of change. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: SOAN 244

EDUC 271: Teaching Winds and Percussion

EDUC 271: The Art of Teaching Wind and Percussion Instruments. This course introduces students to the techniques of teaching woodwind, brass, and percussion instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: flute, clarinet, alto saxophone, trumpet, horn, trombone, euphonium, snare drum, and bells. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170 Corequisites: No corequisites Cross-listed as: MUSC 271, MUSE 271

EDUC 272: Teaching String Instruments

EDUC 272: The Art of Teaching String Instruments. This course introduces students to the techniques of playing and teaching string instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: violin, viola, cello, and bass. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170, with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSC 272, MUSE 272

EDUC 273: Teaching Instrumental Ensembles

EDUC 273: The Art of Teaching Instrumental Ensembles. This course introduces students to the techniques of teaching bands and orchestras. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in instrumental music education. It involves learning within both a college classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing an instrumental ensemble, and band/orchestra literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSC 273, MUSE 273

EDUC 274: Teaching Choral Ensembles

EDUC 274: The Art of Teaching Choral Ensembles. This course introduces students to the techniques of teaching choir. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in vocal music education. It involves learning within both a classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing a choral ensemble, and choral literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSC 274, MUSE 274

EDUC 275: Teaching Music in Elementary School

EDUC 275: Teaching Music in the Elementary School. This course introduces students to the techniques of teaching music to elementary age students. Students will become exposed to developmentally appropriate musical activities for students in kindergarten through eighth grade. Multiple approaches will be presented including Orff, Kodaly, Dalcroze, and Music Learning Theory. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSE 275

EDUC 303: Reading Methods in Elementary Schl

EDUC 303: Reading Methods in the Elementary School

Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes research-based practices related to teaching reading comprehension, vocabulary acquisition and development, fluency, and grapho-phonemic skills; includes multiple approaches to reading and language instruction. Students will learn strategies for teaching ELL students and students with exceptional needs and differentiation models for meeting the needs of each student. This course must be taken concurrently with Education 304. Prerequisites: Education 210 and licensure candidate status. Cross-listed as: EDUC 403

EDUC 304: Elementary Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement in a multicultural setting with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and licensure candidate status. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 404. Cross-listed as: EDUC 404

EDUC 305: Teaching in the Elementary School

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching elementary school students. It includes philosophy, curriculum, instruction, and methods; design and development of elementary-grade lessons and programs; and observation and participation in elementary school classrooms. Prerequisites: Education 210, Education 313, Education 315, and Psychology 210.

EDUC 309: Immigration and Education

EDUC 309: Immigration and Education: Race, Language, and American Schools

While immigration has become a lightning rod for political debate, there is a long history of using education as a tool toward socializing different newcomer groups into American society. This course will examine the ways in which schools have wrestled with the issues of immigration, race, and language as well as the policies and programs that serve to meet immigrant needs in schools, and the social and political implications of immigration. There will be special attention given to Chicago's particular port-of-entry issues. (Meets GEC Cultural Diversity Requirement.)

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EDUC 310: Equity & Social Justice in Educ

(Equity and Social Justice in Education) This course examines 'equity' and 'social justice' both as concepts and in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the primary roles of race/ethnicity, space, and socioeconomic status, but also religion, gender, sexual orientation, language, and (dis)ability in individual and group experiences of schooling; and strategies for socially just education. The course uses documentary history, scholarly sources, and personal narratives to explore tensions between the ideals of freedom and equality and the reality of segregation and marginalization in U.S. education. Course content focuses on U.S. public education as a microcosm of equity and social justice issues nationally and internationally. Not open to first-year students. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ETHC 340, AFAM 310

EDUC 311: Advanced Fieldwork

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

EDUC 312: Integrating Arts in Learning Proc

EDUC 312: Integrating the Arts in the Learning Process

This course focuses on the integration of the fine arts in the elementary school curriculum. Students will learn how to meaningfully incorporate the visual arts, drama, music, and dance across the natural sciences, social sciences, and humanities in K-8 classrooms to enrich the learning process.

EDUC 313: Reading Methods in Content Areas

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially English Language Learners. This course must be taken concurrently with Education 315. Prerequisites: Education 210 and teacher licensure candidate status.

Cross-listed as: EDUC 413

EDUC 314: Inclusive Learning Environments

Emphasis on approaches and methodology that establish an inclusive classroom environment, including methods of instruction and curriculum and instructional and management modifications for students with exceptionalities. Response to Intervention, IEPs, and other school practices that aim to meet the needs of each child are included in this course. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education; instructional strategy modifications for special populations; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210, Psychology 318, or permission of the department chairperson. Cross-listed as: EDUC 414

Cross-listed as: EDUC 414

EDUC 315: Middle School Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement at a multicultural site with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 313. Prerequisite: Acceptance for licensure candidacy. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 415.
Cross-listed as: EDUC 415

EDUC 320: Comparative and International Educ

(Comparative and International Education: Education as the Practice of Freedom) This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. Not open to first year students. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ETHC 330, SOAN 344, IREL 388

EDUC 322: Education in Developing Countries

(Education and Development in Developing Countries) This course explores the historical background, philosophical foundations and major themes in the education of 'developing countries' within the broader context of global development and social change. The specific goal of this course is to familiarize students with the evolution of and critical issues in formal education in most low income, less industrialized nations. Students will be able to explore contemporary themes in education from a historical and comparative perspective. Additionally, they will expand their conceptual schema for rethinking educational issues within and beyond their own societies. Geographically, this course covers countries in Africa, Asia and Latin America, but runs comparisons with countries in Europe and North America when theoretically relevant. Reading materials build on development studies and several disciplines in the social sciences and humanities such as history, philosophy, anthropology, sociology and education. Not open to first year students. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: IREL 322, SOAN 343

EDUC 403: Reading in the Elementary School

Reading Methods in the Elementary School: Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes research-based practices related to teaching reading comprehension, vocabulary acquisition and development, fluency, and grapho-phonemic skills; includes multiple approaches to reading and language instruction. Students will learn strategies for teaching ELL students and students with exceptional needs and differentiation models for meeting the needs of each student. This course must be taken concurrently with Education 404. Prerequisites: Education 210 and MAT licensure candidate status.
Cross-listed as: EDUC 303

EDUC 404: Elementary Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement in a multicultural setting with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 403. Prerequisites: Education 210 and licensure candidate status. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 304.
Cross-listed as: EDUC 304

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EDUC 406: Teaching Adolescent Students

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle school classrooms. Prerequisites: Education 303 and 304.
Cross-listed as: EDUC 506

EDUC 411: Advanced Fieldwork

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

EDUC 413: Reading Methods in Content Areas

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially the English Language Learners. This course must be taken concurrently with Education 415. Prerequisites: Education 210 and MAT licensure candidate status.
Cross-listed as: EDUC 313

EDUC 414: Inclusive Learning Environments

Emphasis on approaches and methodology that establish an inclusive classroom environment, including methods of instruction and curriculum and instructional and management modifications for students with exceptionalities. Response to Intervention, IEPs, and other school practices that aim to meet the needs of each child are included in this course. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education; instructional strategy modifications for special populations; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210, Psychology 318, or permission of the department chairperson. Cross-listed as: EDUC 314

Cross-listed as: EDUC 314

EDUC 415: Middle School Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement at a multicultural site with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 413. Prerequisite: Acceptance for licensure candidacy. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 315.
Cross-listed as: EDUC 315

EDUC 416: Elem & Mid Schl-Literacy & Soc Stud

EDUC 416: Curriculum and Instruction in the Elementary and Middle School: Content-Area Literacy and Social Studies

Seminar focusing on research-based content area reading practices and curriculum and instructional planning. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment, including data analysis and its use in instructional planning. Also stresses principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite: Education 417.
Cross-listed as: EDUC 516

EDUC 417: Elem & Mid Schl-Math & Science

EDUC 417: Curriculum and Instruction in the Elementary and Middle School: Math and Science

Seminar focusing on curriculum and instructional planning in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Students will practice creating Teacher Work Samples that use data to plan instruction and help focus teachers on the impact of instruction on student learning. Also stresses principles of and practice for using various technological teaching tools. This course has fieldwork experiences in science, math, and technology instruction. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite Education 416.
Cross-listed as: EDUC 517

EDUC 418: Elem Student Teaching & Seminar

EDUC 418: Elementary Student Teaching and Seminar

Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There will be a licensure portfolio scoring fee for this class of \$300.) Prerequisite: Education 416/417 with a grade of B- or better.

Cross-listed as: EDUC 518

EDUC 419: Adolescent Curr & Instruc Design

EDUC 419: Adolescent Curriculum and Instructional Design

This senior seminar focuses on the practical use of educational theory in the adolescent classroom by investigating and applying knowledge of research-based curriculum design practices, learning theory, lesson and course planning, assessment and use of data to improve instruction, integration of classroom technology, reading in the content areas, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using an edTPA model, and analyze unit structures and resources through a series of authentic tasks. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 420. Cross-listed as: EDUC 519.

Cross-listed as: EDUC 519

EDUC 420: Disc Spec Mthds Teachng Adolescents

EDUC 420: Discipline-Specific Methods for Teaching Adolescents

This senior seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned a clinical placement in an adolescent classroom for observation hours and consultation with a field-based faculty mentor in connection with the class. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 419.

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EDUC 421: St Teach in Adolescent Classrms

EDUC 421: Student Teaching in Adolescent Classrooms

Full-day supervised teaching for 14 weeks at the appropriate grade level in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There will be a licensure portfolio scoring fee for this class of \$300.) Prerequisite: Education 419/420 or 422 with a grade of B- or better. Cross-listed as: EDUC 521
Cross-listed as: EDUC 521

EDUC 422: Discipline-Specific K-12 Curriculum

(Discipline-Specific K-12 Curriculum and Instructional Design) This senior seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned two clinical placements: one in a high school for observation hours and consultation with a field-based faculty mentor; and one in an elementary school for a practicum teaching experience with a mentor teacher and a college supervisor. Prerequisite: entrance into teacher licensure program; EDUC 313 and 315 with grades of B- or better; co-requisite EDUC 419.
Cross-listed as: EDUC 522

EDUC 450: Special Studies in Education

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Available only to juniors and seniors. Can be taken for one or two credits depending on the scope of the project and with approval of Department Chair.

EDUC 501: Introduction to Teacher Research

This course provides the MAT candidate with an introduction to educational research. Topics include the context of teacher research, an introduction to multiple varieties of teacher research, with an emphasis on action research, as well as grounding in quantitative and qualitative research methods. A case study of action research will be

completed. Prerequisite: Second year MAT licensure candidate status.

EDUC 502: Teacher Action Research Project

This course provides the MAT candidate with an opportunity to conduct a teacher action research project within the context of the student teaching placement. Supervision will be provided by Education Department Faculty members as well as the cooperating teaching in the elementary or secondary placement. This course must be taken concurrently with Education 518 or 521. Prerequisite: Education 516/517 sequence or 519/520 sequence or 522 sequence with a grade of B- or better and second year MAT licensure candidate status.

EDUC 506: Teaching Adolescent Students

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle school classrooms. Prerequisites: Education 403/404 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 406

EDUC 516: Elem & Mid Schl-Literacy & Soc Stud

(Curriculum and Instruction in the Elementary and Middle School: Content-Area Literacy and Social Studies) This graduate seminar focuses on research-based content area reading practices and curriculum and instructional planning. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment, including data analysis and its use in instructional planning. Also stresses principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 517. Prerequisite: Education 403 and 404 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 416

EDUC 517: Elem & Mid Schl-Math & Science

(Curriculum and Instruction in the Elementary and Middle School: Math and Science) This graduate seminar focuses on curriculum and instructional planning in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Students will practice creating Teacher Work Samples that use data to plan instruction and help focus teachers on the impact of instruction on student learning. Also stresses principles of and practice for using various technological teaching tools. This course has fieldwork experiences in science, math, and technology instruction. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 516. Prerequisite: Education 403 and 404 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 417

EDUC 518: Elementary Student Teaching & Semnr

(Elementary Student Teaching and Seminar) Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There will be a licensure portfolio scoring fee for this class of \$300.) Prerequisite: Education 516/517 with a grade of B- or better.

Cross-listed as: EDUC 418

EDUC 519: Adolescent Curr and Instruct

(Adolescent Curriculum and Instructional Design) This graduate seminar focuses on the practical use of educational theory in the adolescent classroom by investigating and applying knowledge of research-based curriculum design practices, learning theory, lesson and course planning, assessment and use of data to improve instruction, integration of classroom technology, reading in the content areas, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using an edTPA model, and analyze unit structures and resources through a series of authentic tasks. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 520 or 522. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 419

EDUC 520: Disc Spec Mthds Teach Adols

(Discipline-Specific Methods for Teaching Adolescents) This graduate seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned a clinical placement in an adolescent classroom for observation hours and consultation with a field-based faculty mentor in connection with the class. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 519. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status.

EDUC 521: Studnt Teach in Adol Classrooms

(Student Teaching in Adolescent Classrooms) Full-day supervised teaching for 14 weeks at the appropriate grade level in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There will be a licensure portfolio scoring fee for this class of \$300.) Prerequisite: Education 519/520 or 522 with a grade of B- or better. Cross-listed as: EDUC 421

Cross-listed as: EDUC 421

EDUC 522: Discipline-Specific K-12 Curriculum

(Discipline-Specific K-12 Curriculum and Instructional Design) This graduate seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned two clinical placements: one in a high school for observation hours and consultation with a field-based faculty mentor; and one in an elementary school for a practicum teaching experience with a mentor teacher and a college supervisor. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 519. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 422

College Catalog

Academic Calendar

Admission Information

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English

Faculty

[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Robert Archambeau](#)

Professor of English

Areas of Study: English literature, nineteenth-century literature, writing poetry

[Carla Arnell](#)

Associate Professor and Chair of English

Areas of Study: ancient and medieval literature, history of the English novel

[Joshua Corey](#)

Associate Professor of English, Chair of Print and Digital Publishing

Areas of Study: modern and contemporary poetry, creative writing, critical theory, Anglo-American modernism

[Judy Massey Dozier](#)

Associate Professor of English, Chair of African American Studies

Areas of Study: African American literature, gender studies, nineteenth-century American literature.

[Benjamin Goluboff](#)

Associate Professor of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

[Dustin Mengelkoch](#) - On Leave 2017-18

Associate Professor of English

Areas of Study: ancient and early modern literature, neo-Latin, history of the book, literary criticism

[Zachary Martin](#)

Visiting Assistant Professor of English

Areas of Study: Creative Writing, Editing and Publishing, Modern and Contemporary Fiction, Indian Literature

[Tracy McCabe](#)

Senior Lecturer in English, Director of Writing Programs

Areas of Study: women's studies, writing

[Katy Reedy](#)

Lecturer in English

Areas of study: Shakespeare; Renaissance drama and poetry; sixteenth- and seventeenth-century religious history; early modern medical practices and epidemic disease; revenge narratives

Henry Carrigan

Lecturer in English

Areas of study:

[Jennifer Stockdale](#)

Lecturer in English

Areas of study: Creative Writing, Composition

Jessica Berger

Lecturer in English

Areas of Study: creative writing

Richard Mallette

Distinguished Service Professor of English, Emeritus

Areas of Study: English literature, Renaissance studies

Bernice Gallagher

Director of Writing Programs, Emerita

Areas of Study: nineteenth-century American literature, creative writing

Requirements

MAJOR IN ENGLISH

We offer two areas of concentration: the Writing Track and the Literature Track.

All majors learn how to read and interpret complex texts, how to relate one text to another and to a tradition, and how to read texts within historical and multicultural contexts. Majors who choose the writing track practice their craft with four targeted creative courses, including two intermediate workshops in topics such as fiction, new media writing, poetry, and environment writing. We offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, multicultural literature, and gender issues.

Requirements for the Major:

At least 10 credits

Literature Track

- Classics of Literature Sequence (must be taken in chronological order):
 - English 210: Ancient and Medieval Literature
 - English 211: English Literature I: The Renaissance and Eighteenth Century
 - English 212: English Literature II: The Nineteenth and Early Twentieth Centuries
- American Literature Sequence
 - 1 course from the 19th century or earlier
 - English 203: Early American Literature
 - English 204: Nineteenth Century American Literature
 - English 216: African American Literature 1
 - English 316: Voices of Reform: Nineteenth-Century African American Writings
 - English 345: Nineteenth-Century American Novels
 - 1 course from the 20th century or later
 - English 205: Twentieth-Century American Literature
 - English 206: American Environmental Literature
 - English 217: African American Literature II
 - English 218: Blues Women in African American Literature
 - English 224: Special Studies: Literature of the Vietnam War
 - English 228: Women Writing Women
 - English 250: Contemporary Literature
 - English 264: The Beat Generation: Influences and Legacy
 - English 266: Reading the American Graphic Novel
 - English 325: Black Literature of the 60s and its Legacy
 - English 326: Postmodernism
- 2 period courses chosen from:
 - English 220: Shakespeare
 - English 262: The History of the Book and Beyond
 - English 302: John Donne and His Contemporaries
 - English 304: The Romantic Period

- English 305: Victorian Literature
- English 306: 19th-Century British Novel
- English 307: Novel Origins (formerly English 333 Rise of the Novel)
- English 308: Renaissance Drama
- English 309: The Chaucerian Tradition
- English 310: The Arthurian Tradition
- English 316: Voices of Reform: Nineteenth-Century African American Writings
- English 321: Modern Fiction
- English 322: Modern Poetry
- English 331: The Enlightenment
- English 336: British Women Writers
- English 345: Nineteenth-Century American Novels
- English 400: Herman Melville
- English 401: John Milton
- English 402: Geoffrey Chaucer
- English 403: Emily Dickinson
- English 404: W.B. Yeats
- English 405: J.R.R. Tolkien and the Literature of the Inklings
- At least 2 electives, only one of which may be at the 100-level.
- English 450: Theory of Literature to complete the Senior Studies Requirement (A senior thesis may be undertaken by approval of the Chair, but cannot be completed in lieu of the senior seminar.)

Writing Track

- Classics of Literature Sequence (must be taken in chronological order):
 - English 210: Ancient and Medieval Literature
 - English 211: English Literature I: The Renaissance and Eighteenth Century
 - English 212: English Literature II: The Nineteenth and Early Twentieth Centuries
- American Literature Sequence
 - 1 course from the 19th century or earlier
 - English 203: Early American Literature
 - English 204: Nineteenth Century American Literature
 - English 216: African American Literature I
 - English 316: Voices of Reform: Nineteenth-Century African American Writings
 - English 345: Nineteenth-Century American Novels
 - 1 course from the 20th century or later
 - English 205: Twentieth-Century American Literature
 - English 206: American Environmental Literature
 - English 217: African American Literature II
 - English 218: Blues Women in African American Literature
 - English 224: Special Studies: Literature of the Vietnam War
 - English 228: Women Writing Women
 - English 250: Contemporary Literature
 - English 264: The Beat Generation: Influences and Legacy
 - English 266: Reading the American Graphic Novel
 - English 325: Black Literature of the 60s and its Legacy
 - English 326: Postmodernism
- Writing Courses
 - English 135: Creative Writing (formerly English 235)
 - 2 of the following:
 - English 242 / Theater 270: Playwriting
 - English 243: Vampires & Villains: Writing Literary Horror
 - English 244: Writing Science Fiction
 - English 245: Novel Writing Boot Camp
 - English 246: Memoir Writing Boot Camp

- English 252 / Art 252: Bookbinding for Artists and Authors
- English 360: Fiction Writing
- English 361: Poetry Writing
- English 362: New Media/Electronic Writing
- English 364: Creative Unwriting and Remix Workshop
- English 365: Poetry and Nature
- English 367: Environmental Writing (formerly English 332)
- English 368: Advanced Nonfiction Writing (formerly English 330)
- English 369: Professional Writing in the Digital Age
- English 370: Emoji and Image Writing Workshop
- English 392: Publishing Practicum
- Any English course at the 300 level or above, or English 220. English 440 and English 450 do not count for this requirement (for those declaring the major from Fall 2012 onward) OR at least one elective (for those who declared the major beginning Fall 2010 and before the start of the Fall 2012 semester)
- English 440: Advanced Writing Seminar/Tutorial: Re-Writing Chicago to complete the Senior Studies Requirement (A senior thesis may be undertaken by approval of the Chair, but cannot be completed in lieu of the senior seminar.)

Requirements for the Minor:

At least 6 credits

- English 210: Ancient and Medieval Literature
- 2 of the following 4 options
 - English 211: English Literature I: The Renaissance and Eighteenth Century
 - English 212: English Literature II: The Nineteenth and Early Twentieth Centuries(prerequisite English 211)
- 1 course from the 19th century or earlier
 - English 203: Early American Literature
 - English 204: Nineteenth Century American Literature
 - English 216: African American Literature 1
 - English 316: Voices of Reform: Nineteenth-Century African American Writings
 - English 345: Nineteenth-Century American Novels
- 1 course from the 20th century or later
 - English 205: Twentieth-Century American Literature
 - English 206: American Environmental Literature
 - English 217: African American Literature II
 - English 218: Blues Women in African American Literature
 - English 224: Special Studies: Literature of the Vietnam War
 - English 228: Women Writing Women
 - English 250: Contemporary Literature
 - English 264: The Beat Generation: Influences and Legacy
 - English 266: Reading the American Graphic Novel
 - English 325: Black Literature of the 60s and its Legacy
 - English 326: Postmodernism
- 3 electives

Course Descriptions

CWR 100: College Writing

Designed to enhance students' reading, writing, and reasoning strategies - and to build their confidence and enjoyment in college writing - this course requires critical response, careful analysis, and research-based argument. Through critical engagement with texts and writing processes, students will learn how to construct arguments to meet the challenges of academic and professional writing. This course is designed to improve students' writing habits, reduce anxiety associated with writing, and improve overall academic performance. (Does not meet GEC Humanities Requirement.)

ENGL 101: Writing Tutorial

An expository writing course for students identified by the director of writing programs. (Does not apply toward the major. Not open to upperclass students. Does not meet GEC Humanities Requirement.)

ENGL 110: Literary Studies

Designed to introduce prospective majors to English studies. Primarily for first-year students but also for others who wish to acquire useful skills as readers and writers by developing critical abilities in studying literature. This course offers students an introduction to specific subject areas in the literary canon and contemporary texts. (Counts as an elective for the English major, Literature Track. Meets GEC First-Year Writing Requirement.)

ENGL 111: Intro to Prof Writing

(Introduction to Professional Writing) This course introduces students to the kind of writing they may encounter in the work world by exploring the rhetorical principles, writing strategies, and information-mapping practices necessary for producing organized, readable documents - from traditional print business letters and reports to email correspondence and social-media text. This course will provide the tools to effectively gather and refine information, organize it in reader-friendly fashion, and adapt it for the appropriate audience and genre. Students will also hone an economical, direct prose style, which is standard for effective professional writing. No prerequisites.

ENGL 112: Intro to Editing and Publishing

Introduction to Editing and Publishing. Designed to introduce students to the sorts of questions that arise in contemporary publishing. Primarily for students who wish to acquire useful skills as editors and writers for both campus and professional publications, including print and electronic magazines, journals, or books. Among the topics covered in this course: editorial workflow; copyediting, fact checking, and proofreading; contracts and copyright; working with authors; and marketing and publicity. In order to best use these practical skills, we also look at the differences implicit in various publishing environments (including print and electronic) and the fundamental relationships between author and audience that determine the shape of the text. Prerequisites: No prerequisites
Corequisites: No corequisites

ENGL 135: Creative Writing

A beginning course in the art of writing fiction, poetry, and nonfiction prose. Literary analysis will be combined with creative assignments. Group discussions and individual conferences. (Not open to students who have completed English 235.)

ENGL 180: Religion, SciFi, and Fantasy

(Religion, Science Fiction, Fantasy) Of the literary genres, perhaps science fiction and fantasy best allow creative artists to imagine real and possible answers to the deep religious questions that have historically driven philosophers, theologians, and thinkers. Who are we? What do we want? Where did we come from? How does everything end? What is the meaning of life, the universe, and everything? In this class we examine science fiction and fantasy short stories, motion pictures, novels, and television programs to ask how creative artists and wider society have asked and answered these questions. We also consider how science fiction and fantasy have commented on and mirrored real-world religions. No prerequisites. Intended for first-year students and sophomores only.
Cross-listed as: RELG 180

ENGL 203: Early American Literature

A survey of early American literature including Native American oral stories and trickster tales, Puritan literature, Smith and Pocahontas accounts, captivity narratives, voices of nationalism, early slave narratives, and women's letters.

Cross-listed as: AMER 203

ENGL 204: Nineteenth Century American Lit

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature.
Cross-listed as: AMER 204

ENGL 205: Twentieth Century American Lit

Works of representative writers. Topics of discussion include American identity and the 'American dream,' developments in literary form, and the social and political values of modern literature.
Cross-listed as: AMER 205

ENGL 206: American Environmental Lit

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and 'wise use,' and preservation and 'biodiversity.'
Cross-listed as: AMER 206, ES 206

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ENGL 207: Literature of Place: Chicago

This course will examine Chicago history and literature by privileging its location. In other words, we will consider the city and its environs as central characters in the stories we study, moving through the history of the region with a narrative lens. This method will suggest the ever-changing character traits of Chicago as it develops from Pottawatomie war plain to fur trading post to early mercantile settlement to booming and (for a time) busting metropolis. We will begin with accounts of the Joliet expedition along with narratives of early settlers to the region. Other readings will draw from classic works by Jane Addams, Theodore Dreiser, John Dos Passos, Richard Wright, and Saul Bellow, Thomas Pynchon, Joe Meno, and Stuart Dybek, among others. Additionally, these narratives will be read in the context of theoretical offerings in ecocriticism. Students should keep Friday afternoons free for a series of field trips, to be scheduled well in advance.
Cross-listed as: ES 207, AMER 207

ENGL 208: India and the Writer's Eye

India is the world's largest democracy and has more English-speakers than any other country in the world except the United States. It should not be surprising, then, that Indian authors have produced a wealth of novels, short stories, and poems written in English and concerned with issues of identity, nation, and history. In this course, we'll read English-language work by authors such as Rabindranath Tagore, R.K. Narayan, Salman Rushdie, Arundati Roy, and Amitav Ghosh; learn about the major historical and political events described in these works: the Opium Wars, Swadeshi, Independence, Partition, "the Emergency," the Naxalite movement; and read postcolonial theory to better understand and interpret these works. Students will be encouraged to explore relevant cultural, political, and aesthetic issues through research or creative projects of their own. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 208

ENGL 210: Ancient and Medieval Literature

The origins of Western literary tradition traced through such classic figures as Homer, Virgil, and Dante. A survey of major English literary texts, culminating in Chaucer. (Meets GEC First-Year Writing Requirement.)

ENGL 211: English Literature I

The continuation of the Classics of Literature Sequence, focusing on such major figures as Shakespeare, Milton, Swift, and Pope seen against the developments and traditions of the two periods. Prerequisite: English 210, or permission of instructor.

ENGL 212: English Literature II

The third in the Classics of Literature Sequence, from the Romantics through Modernism, seen against the developments and traditions of the last two centuries. Prerequisite: English 210 and English 211, or permission of instructor.

ENGL 216: African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 216, AMER 216

ENGL 217: African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnut, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 217, AMER 217

ENGL 218: Blues Women in African Amer Lit

An analysis of the representation of 'blues women' and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 218, AMER 218, GSW 218

ENGL 220: Shakespeare

Selected plays to show Shakespeare's artistic development; intensive analysis of major plays.
Cross-listed as: THTR 236

ENGL 221: Literature and Medicine

This course will introduce students to literary narratives about illness, disease, and healing written by patients, physicians, and others. We will read texts that explore various aspects of this genre including: the interactions between patients and doctors; the naming of illness or disease and the attendant experience, evolution, and therapy; and interpretation by patient, doctor, and reader.

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ENGL 224: Literature of the Vietnam War

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Greene's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 224, ASIA 224

ENGL 225: Remixes in a Post-Burroughs World

This .5-credit seminar will explore the legacy of cut-ups, remix, and avant-culture strategies connected to the legacy of William S. Burroughs (1914-1997) and his collaborators. While the course will pay particular attention to the outsized influence of Burroughs in contemporary aesthetics, we will freely investigate cut-ups, mash-ups, remixes, dj culture, user-generated content, conceptual literature, crowdsourcing, social media, and related strategies in publishing and aesthetics that together produce a collaborative critique of Romantic definitions of authorship and genius. In these domains, we will cover everything from *Girl Talk* to "Auto-Tune the News" to *Star Wars: Uncut* to what's happening tomorrow, all through the lens of user-based textual interventions. Lecture, discussion, and appropriation-based responses in hard copy and digital forms. No prerequisites. Course begins on the first day of classes after mid-semester break.

ENGL 227: The Literary Magazine in America

For well over a century, literary publishing in America has relied on constellation of magazines both large and small to cultivate and disseminate the work of poets and prose writers. Between 1912 - when Chicago's *Poetry* magazine was founded - and 1950, over 600 were begun, and by the end of the twentieth century that number grew into the thousands. What role did these magazines play in shaping our literary history? How do they continue to function in our own time alongside the internet and new media? What is their future? This course will guide students through the history, editorial process, and technology of literary publishing by focusing on the evolution of *Poetry* magazine and its past and present contemporaries. It will include examination of historically significant archival materials as well as practical explorations of the day-to-day workflows of state-of-the-art journal editing and publishing.

ENGL 228: Women Writing Women

This course will survey selected women writers, in diverse genres past and present, with a focus on American women in the 20th and 21st centuries. Writers may include: Muriel Rukeyser, Adrienne Rich, Maxine Hong Kingston, Louise Erdrich, Gloria Anzaldúa, and Jamaica Kincaid, as well as women writing in recent genres like creative nonfiction, memoir, and transgender fiction. We will explore questions such as: Does the diversity of American women in terms of race, ethnicity, sexuality, and gender identification trouble the very concept of 'U.S. women writers'? What are ways that women have defined and undermined the concept of 'woman' in their writing? (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 228, GSW 228

ENGL 229: Selfies and Drones

This .5-credit seminar will explore these two interrelated contemporary topics, with particular focus on ideas of automation and remote control. We will explore "drone" as an umbrella term not only for Unmanned Aerial Vehicles (UAV), which run from children's toys to weapons of war, but also as technological "noise" that increasingly confronts us in our daily lives. In this, we will look to representation of automation in literature, in texts such as *Galatea 2.2* by Richard Powers. Similarly, the "selfie" is not only the picture one takes on a smart phone, but also a current mode of representation that has significant literary and visual antecedents in portraiture and autobiography. Accordingly, course "texts" may include everything from *The Picture of Dorian Gray*, to a selfie stick, to industrial drone music, although the dominant lens of the course will be literary. No prerequisites. Course begins on the first day of classes after mid-semester break.

ENGL 230: Hist Drama I: Greeks to Shakespeare

(History of Drama I: Greeks to Shakespeare to Moliere) This required course for theater majors examines the history of drama and theater from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London and Moliere's Paris. In addition to in-depth study of plays, emphasis is placed on acting styles, production techniques, stage and auditorium architecture, and the socio-political milieu that formed the foundation of the theater of each culture and period. Offered yearly.

Cross-listed as: THTR 230

ENGL 233: Performance Art

This course will provide students with an understanding of performance art as a constantly evolving and flexible medium. The class will trace the emergence and development of performance art as a form of expression both distinct from and yet dependent upon traditional and experimental forms of theater and other contemporary manifestations of theatricality. Students will negotiate, through reading, research, discussion and planning and practical application, the blurred boundaries between performing and living, entertainment and art.

Cross-listed as: THTR 224, ART 237

ENGL 234: Hist Drama II: Modern Contemporary

(History of Drama II: Modern and Contemporary) This required course for theater majors examines the history of drama and theater from the late nineteenth-century plays of Ibsen and Chekhov up until the present day. In addition to in-depth study of plays, this course explores the conventions of acting and stagecraft and cultural conditions that influenced each period's theater.

Cross-listed as: THTR 231

ENGL 236: 20th Cent Theater: Musical Theater

A study of representative musical comedies, operettas, and related works that will provide topics for papers by students. Emphasis will be placed on relationship to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are *Show Boat*, *Oklahoma!*, *South Pacific*, *My Fair Lady*, *Hair*, *Jesus Christ Superstar*, *A Little Night Music*, *Sunday in the Park with George*, and others.

Cross-listed as: AMER 236, MUSC 235

ENGL 239: Shakespeare on Film

This course will focus on major cinematic adaptations of Shakespeare's plays, with attention both to the original texts and to the process of transferring them to the new medium by film directors. We will pay special attention to plays that have been filmed a number of times, so that we can develop useful comparisons: *Richard III* (Olivier, Loncraine), *Romeo and Juliet* (Zeffirelli, Luhrmann, Shakespeare in Love), *Henry V* (Olivier, Branagh), *Hamlet* (Olivier, Zeffirelli, Almereyda), and *Macbeth* (Polanski, Kurzel). Major goals will be to develop our ability to do close readings of both the original texts and the films, to do creative film adaptation projects, and to develop effective ways of expressing both our analytical and our creative ideas. No prerequisites.

Cross-listed as: THTR 240, CINE 240

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ENGL 240: Theater Criticism

An intensive course on reading and writing brief, journalistic play critiques designed to help theatergoers make informed consumer decisions. Attention to journalistic basics and issues of individual sensibility and taste. Class writings will be considered for campus publications. No prerequisites.

Cross-listed as: THTR 257

ENGL 241: African American Drama & Theater

This course surveys the work African American theater artists from the nineteenth century to the present day. Playwrights surveyed may include Richardson, Hughes, Hansberry, Childress, Bullins, Baraka, Fuller, Wilson, Cleage, Shange, and Parks. Readings are supplemented by field trips to Chicago theaters that feature African American plays. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: THTR 241, AFAM 241

ENGL 242: Playwriting

This course focuses on the collaboration between director, designers, and playwright in the creation and production of new works for the stage. Projects will include writing, script analysis, casting, and presentation of original student works and/or student-adapted works by professional authors. Offered every other year.
Cross-listed as: THTR 270

ENGL 243: Writing Literary Horror

(Vampires & Villains: Writing Literary Horror) This course teaches the art of writing gothic and literary horror. We'll look at examples of the various elements of fiction as used in the genre--voice, character analysis, plot, narration, symbolism, point of view, and theme, with a primary focus on various ways to sustain and build suspense-- and use those as a model for our own creative work. The course will ask students to write short stories, participate in group workshops and discussion, attend individual conferences, and revise their work. Course reading may include: Edgar Allan Poe, Kelly Link, Shirley Jackson, Octavia Butler, Alvin Schwartz, Rosemary Timperley, Roald Dahl, Edith Wharton, Brian Evenson, Amelia Gray, Elizabeth Bowen, Blake Butler, Henry James, and Helen Oyeyemi. No prerequisites.

ENGL 244: Writing Science Fiction

In this writing-intensive course, students explore the strange new worlds of science fiction and the possibilities of virtual reality. The roots of science fiction go back to 16th- and 17th-century writers like Thomas More, Margaret Cavendish, and John Milton, who confronted the onset of modernity with wildly extravagant utopian and cosmological imaginations. Science fiction since that time has often anticipated the developments of ever-accelerating technological transformation, asking critical questions about the nature of the human in the increasingly alien world we have created while addressing key questions of race, class, gender, and ability. Students in this course read works of classic and contemporary science fiction by such authors as Mary Shelley, H.G. Wells, Ray Bradbury, Ursula K. LeGuin, Octavia Butler, Kim Stanley Robinson, Philip K. Dick, J.G. Ballard, Kathy Acker, and Ted Chiang, while studying the techniques of world-building, character development, and plot that enable them to write their own science-fictional works. No prerequisites.

ENGL 245: Novel Writing Boot Camp

An intensive course focusing on the craft of novel writing. Students will study the novel form and the possibilities and frameworks of different genres of fiction and hybrid prose. Students will draft their own novels and develop plans for completing their manuscripts and submitting them to publishers within the framework of the course. Group discussions and individual conferences. Prerequisites: None, though ENGL 135 is recommended.

ENGL 246: Memoir Writing Boot Camp

An intensive course focusing on the craft of memoir writing. Students will consider what it means to "write your memoir," by investigating questions of how to relate dialogue (if you didn't get it on tape), how to share your work with family members, and how to trust your own memory. We will explore the line between memoir and autobiographical fiction, and the course will incorporate literature, critical theory, and creative writing exercises to determine if an author can ever write a "true" story. No prerequisites.

ENGL 250: Contemporary Lit

This course will examine literary texts that address questions of ideology and the marketplace, and it will include diverse multicultural literary perspectives.

ENGL 251: Grateful Dead and American Culture

More than fifty years after the band's founding, the Grateful Dead looms larger than ever. From Haight-Ashbury acid-testers to visionary entrepreneurs, the band that grew up and out of the revolutions of the tumultuous 1960s found a way to mix everything from roots music to free jazz to rock into an "endless tour" that put them in the Fortune 500. The Grateful Dead provided a cultural soundtrack for not only the 1960s, but also the paranoia of the Watergate years, the Reagan-soaked 1980s, and on to the jam-band present. This course will focus on the band's performance of authentic "Americanness" throughout its half century run. We'll listen to their music, and also to their fans, enthusiasts, and scholars. We'll understand the various subcultures that separate the sixties and now, and in doing so, offer answers to this key question: Why do the Dead survive? (Elective for English, Theater, and Music)
Cross-listed as: THTR 206, MUSC 222

ENGL 252: Bookbinding for Artists and Authors

This course will provide a practical introduction to a variety of bookbinding techniques, from Japanese and pamphlet bindings to hard-cover case binding, in addition to portfolio and presentation box construction. Students will produce both unique books and small-run multiples of original literary and/or visual work, according to their curricular focus. Special emphasis will be placed on how the poetry, prose, drawings and prints students produce for this course can best be presented in the format of their handmade books. Prerequisites: No prerequisites

Corequisites: No corequisites

Cross-listed as: ART 252

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ENGL 253: Modern Irish Writers

A course in Irish fiction, poetry, and drama of the twentieth century, including works by Joyce, Beckett, Yeats, and Synge. We will explore questions of nationalism, language, and modernism in Irish literature and will consider the works in historical contexts.

ENGL 255: Dramaturgy

An introduction to the role of the dramaturg within the theatrical production process. Includes readings by and about dramaturgs and hands-on experience in the following areas of dramaturgical pursuit: evaluating new scripts; creating a production-specific 'protocol' (research compendium); analyzing and preparing a script for rehearsal; serving as an 'in-house critic'; collaborating with directors, designers, and actors; creating and running educational programs for school and adult audiences; rehearsal functions and decorum; documentation techniques.

Cross-listed as: THTR 255

ENGL 262: The History of the Book and Beyond

This course will investigate the links between new media and electronic writing and publishing in terms of the rich history of one of the modern world's most robust technologies: the printed book. Starting with the Guttenberg printing press and its revolutionary productions through a culture considerably abbreviated on the Kindle's e-screen, this course will ask this key question. Is the printed book really on its deathbed, and what, if anything, will emerge to take its place? This course will draw freely from the last seven centuries, making much, for instance, of texts such as Tristram Shandy's famous "marbled page" (individual to each volume), the Newberry Library's convict narrative bound in human skin, the popular Dante's Inferno video game, and the "twitterature" version of Moby Dick. This course has no prerequisites, but is suited best for students with some interest or experience in the literary tradition from 1450 to the present.

ENGL 263: Nobel Laureates in Literature

This course surveys works of Nobel Laureates in Literature from the early twentieth century to the present day. Recipients of this award hail from all continents and their poems, plays, and prose present challenging responses to questions of class, culture, ethnicity, literature, and national origin. Central to this course is the examination of the differences between and the parallels of African, Asian, Latin American, and European writers in the aftermath of rapid (and often violent) political and social change. Readings are likely to include authors such as Alexievich, Coetzee, Kawabata, Milosz, Munro, Neruda, Paz, Soyinka, Tagore, Yan, and many others. (Meets GEC Cultural Diversity Requirement.)

ENGL 264: The Beat Generation

(The Beat Generation: Influences and Legacy.) The core members of the group of writers known as the Beats- Jack Kerouac, Allen Ginsberg, and William S. Burroughs- have had a profound influence on the development of postwar American literary and artistic culture. In this course students will be introduced to some of the Beats' major predecessors (notably William Blake, Walt Whitman, and William Carlos Williams) as well as writers whose work has brought the Beat legacy into the twenty-first century (Anne Waldman, Roberto Bolaño, Amiri Baraka, Eileen Myles, and others). Students will read these writers with an eye toward their contributions to such topics as LGBT rights, the environmental movement, the introduction of Buddhism and Eastern philosophy to the United States, and postmodern cut-up and sampling techniques. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

ENGL 265: Muggle & Magic: Rowling and Dahl

(Muggle & Magic: Reading J.K. Rowling and Roald Dahl) This course examines the work of J.K. Rowling and Roald Dahl. In reading Rowling's Harry Potter series and select Dahl novels like *The Witches* and *Matilda*, we will consider the transgressive and transformative power of children's imaginations- the serious work of mischief- in an adult world. As we engage with these fantastical texts and the criticism written about them, we will investigate themes like power and surveillance, purity and danger, abjection, and absurdity as well as formal elements like voice, plot, character, humor, and symbolism. Although we will discuss the importance of these texts for an audience of children and young adults, we will also consider their appeal for an adult readership. Students will be asked to produce analytical and imaginative work in response to our course texts. Potential assignments include reader response essays, book reviews, critiques or syntheses of scholarly articles, and creative exercises in character or plot development. No prerequisites.

ENGL 266: The American Graphic Novel

(Reading the American Graphic Novel) This course will examine the theory and practice of the graphic novel in America in the twentieth and twenty-first centuries. The serial visual narrative, also known as the graphic novel or comic book, has had a formative influence on American literary and popular culture. Not all comics and graphic novels are written about superheroes; the form has proven flexible enough to encompass such genres as the memoir, historical narrative, and journalism. This course will have a particular focus on the work of such writer-artists as Marjane Satrapi, Alan Moore, Art Spiegelman, Alison Bechdel, Scott McCloud, Joe Sacco, Harvey Pekar, Robert Crumb, Chris Ware, John Lewis, Daniel Clowes, and Lynda Barry. Students will read and discuss these graphic narratives with an emphasis on how they make difficult or marginal content accessible to readers, and will have the opportunity to try their own hands at writing comics or a short graphic novel. No prerequisites. Cross-listed as: AMER 286

ENGL 285: Creative Arts Entrepreneurship

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites.

Cross-listed as: MUSC 285, ENTP 285, ART 285, THTR 285

ENGL 302: John Donne

Literature of the earlier seventeenth century with close study of works by Donne, Herbert, Jonson, Burton, Browne, and others in the baroque tradition. Prerequisites: English 210 and 211.

ENGL 304: Romantic Period

Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. Prerequisite: English 212.

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ENGL 305: Victorian Literature

Masterpieces of fiction, nonfiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Prerequisite: English 212.

ENGL 306: 19th-Century British Novel

This course will explore the flowering of the novel in England in the nineteenth century, with attention to the novel's development of "literary realism" and its shifting interplay with Romanticism, the novel's increasingly sophisticated orchestration of sub-genres (bildungsroman, essay, letter, gothic tale, among others), its refraction of nineteenth-century social and cultural upheavals, and its response to changing publication practices and a growing readership. Depending on the semester's emphasis, the course may focus on one illustrative British novelist from this period or compare several novelists, including but not limited to Austen, Scott, Shelley, the Brontës, Dickens, Gaskell, Eliot, and Hardy. Prerequisite: Any 200-level English course or permission of instructor.

ENGL 307: Novel Origins

This course will focus on the beginnings of the novel in England, particularly its evolution and influence with regard to both internal and external literary forces (classical and contemporary) during the eighteenth and very early nineteenth centuries. Authors will include Cervantes and Sterne, and may include other authors ranging from Heliodorus to Burney, and Voltaire to Scott. Prerequisite: Any 200-level English course or permission of instructor. (Not open to students who have completed ENGL 333.)

ENGL 308: Renaissance Drama

Who were the other popular playwrights of Shakespeare's day? Have they been overshadowed by the Bard's fame? In this course we will discuss, watch films of, and stage scenes from the vibrant and stage-worthy plays of the late sixteenth and early seventeenth centuries in England, including the witty comedies of Jonson and Dekker, and the horrific tragedies of Kyd, Marlowe, Marston, Middleton, Tourneur, Webster, and Ford. The course will culminate in a discussion of the film *Shakespeare in Love*, which portrays playwrights, actors, managers, and other historical figures of the English Renaissance.

ENGL 309: The Chaucerian Tradition

This course will focus on Chaucer's Canterbury Tales by enabling students to read the work in its entirety. Students will explore the intellectual debates on marriage and women that Chaucer's tales engage; the religious and ethical framework of his tales (with special emphasis on Augustine and Boethius); his variations on the 'estates satire' tradition and his play with other popular medieval genres; and his transformation of continental literary sources (including source study of Boccaccio, Petrarch, and Jean de Meun/Guillaume de Lorris, among others). Prerequisite: English 210. (Not open to students who have taken ENGL 300: Medieval Studies: The Chaucerian Tradition)

ENGL 310: The Arthurian Tradition

This course will explore the medieval tradition of Arthurian literature. The first half of the course will be devoted to the medieval roots of the Arthurian legend, from chronicle history to courtly romance, with readings ranging from Gildas to Malory. The second half of the course will consider the reception of this medieval mythic tradition by later British writers from the Renaissance to the present. Writers representing that tradition of medievalism might include Spenser, Tennyson, Morris, T.H. White, Murdoch, and Winterson, among others. Prerequisite: English 210. (Not open to students who have taken ENGL 300: Medieval Studies: The Arthurian Tradition.)

ENGL 312: Black Metropolis

(Black Metropolis: A Study of Black Life in Chicago). This course is a study of race and urban life in Chicago. From the founding of Chicago by a black man to the participation of blacks in the rebuilding of the city following the Great Chicago fire, and into an exploration of Bronzeville, 'a city within a city,' this course will highlight blacks and their contributions to this great city. Study of landmark texts, documentaries, novels, and photography, along with at least one field trip to the Chicago area, will reveal the impact of the Great Migration on the city; contributions of talented musicians, writers, and photographers involved in the Chicago Renaissance; and the origins of the famous black Chicago newspaper, the Chicago Defender, including its regular column by Langston Hughes. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 312, AMER 312

ENGL 316: Voices of Reform

A study of African American literature and theory published immediately before and following the Civil War. Readings will focus on identity (re)formation, social order, morality, Northern neo-slavery, institution building, women's rights. Authors will include Booker T. Washington, Ida B. Wells-Barnett, Anna Julia Cooper, Harriet Wilson, Frances E.W. Harper, William Wells Brown, Sojourner Truth, Charles Chesnut, and Frederick Douglass. English 216 is the prerequisite for first-year students and sophomores; no prerequisite for juniors and seniors. (Meets GEC Cultural Diversity Requirement.)

ENGL 321: Modern Fiction

An exploration of modern fiction as it developed in the late nineteenth and twentieth centuries, including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. Prerequisite: any 200-level literature course.

ENGL 322: Modern Poetry

Major figures in English and American poetry of the twentieth century. Prerequisite: any 200-level literature course.

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ENGL 323: LFC Press/&NOW BOOKS

This course will involve students in the work of Lake Forest College Press with particular focus on the biennial book, The &NOW AWARDS: The Best Innovative Writing. The course will focus on all stages of the editorial, production, and publicity process. The entire class will meet once per week, and students will engage in independent and small-group sessions with the instructor as they pursue practical, directed publishing-related projects. Prerequisite: Any one of the following: English 111, 112, 135, or permission of instructor.

ENGL 324: LFC Press: Plonsker Prize

This course will involve students in work of Lake Forest College Press/&NOW Books, focusing on the annual Madeleine P. Plonsker Emerging Writers' Residency Prize. Students will explore questions of literary quality through the robust analysis of course texts drawn from the prize's large applicant pool. These works-in-process suggest the possibilities for contemporary writing and publishing; students will learn how a winning manuscript may become a fully realized book, and will have the opportunity to directly influence this process. This course will not only allow students to become editors, but will also explore the larger context of what it means to edit, to judge, and to shape a literary text as the start of the winner's literary career. The entire class will meet once per week, while students also engage in small-group sessions with the instructor as they pursue practical, directed publishing-related projects that will inform the College's publishing initiatives. Prerequisite: Any one of the following: English 111, 112, 135, any twentieth-century-focused literature course, or permission of the instructor.

ENGL 325: Black Literature of the 60s

(Black Literature of the 60s and its Legacy.) A study of the literature produced by major participants in the Black Arts and Civil Rights movements, along with an examination of writings after the 60s to determine the legacy of the themes of protest and social change. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, Angela Davis, Tupac Shakur, Jay Z, M.K. Asante, Jr., Common, Ice Cube, Lupe Fiasco, among others. Prerequisite: English 217 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 325, AMER 325

ENGL 326: Postmodernism

An interdisciplinary study of postmodernism as a literary and cultural phenomenon that redefines both local and global communities. The course will investigate aesthetic production during the post-WWII period by American and world writers and artists, with an additional focus on the theoretical basis of postmodernism.

ENGL 327: Comedy Writing

This course teaches the art of writing comedic sketches for both live theatre and film. The course will employ literary analysis combined with creative assignments, group discussions and individual conferences, along with workshops and guided revisions. Students will learn to brainstorm ideas, write dialogue, and understand elements of storytelling, while also creating political and social satire, physical comedy, parody, and other comedic forms. The course will provide regular opportunities to perform in front of audiences as part of the feedback/review process. Prerequisite: ENGL 135 or THTR 226 or permission of the instructor.

Cross-listed as: THTR 326

ENGL 328: Diasporan Writings

(Diasporan Writings from Contemporary Black Writers). This course presents stories by immigrants of African descent from throughout the Caribbean as well as African writers, and significant writings by American authors of African descent. These works will illustrate the scope and variety of aesthetic, cultural, and political concerns that have motivated the authors. Course may include Jamaica Kincaid, Edwidge Danticat, Michelle Cliff, Paule Marshall, George Lamming, Chimamanda Ngozi Adichie, Ngugi wa Thiong'o, Tsitsi Dangarembga, J. Nozipo Maraire, Edward P. Jones, Suzan Lori-Parks, Natasha Tretheway, Rita Dove, Walter Mosley, M. K. Asante. Authors will vary with different semesters. Prerequisite: ENGL/AFAM 216 or 217 or permission of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: AFAM 328

ENGL 329: Advanced Publishing

This course will provide students with hands-on experience in all stages of the editorial and publishing process from project selection to production to publicity, by involving them directly in the work of Lake Forest College Press / &NOW Books. Past advanced publishing projects have included the editing and production of The &NOW Awards anthology and editing and publicizing books by winners of the Madeline P. Plonsker Emerging Writers Residency Prize. The entire course will permit students to work in small, entrepreneurial-focused groups as they explore traditional publishing areas as well as marketing, communication, web presentation/design, blogging, and social media. Prerequisite: One of the following: JOUR 120 (formerly COMM 120), ENGL 111, 112, 135, any 20th-century focused literature course, or permission of the instructor.

ENGL 336: British Women Writers

This course will focus on British women novelists of the nineteenth and twentieth centuries. Studying them within their historical and literary context, we will explore the following topics: 1) how women writers address questions of female authorship and authority, 2) how they define their female identity in relation to society, nature, and/or the divine, and 3) how they navigate economic, social, religious, and cultural constraints. British writers to be studied might include Jane Austen, Anne and Charlotte Bronte, Elizabeth Gaskell, George Eliot, Virginia Woolf, Elizabeth Bowen, Iris Murdoch, A. S. Byatt, Jeanette Winterson, and Zadie Smith. Prerequisite: English 210, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

ENGL 337: Women in Theater

(Meets GEC Cultural Diversity Requirement.)

ENGL 338: Renaissance Humanism

This course will examine how humanism evolved during the early modern period (1374-1667). Particular emphasis will be given to literature from France, Italy, Holland and Germany in the first half of the course; while in the second, we will concentrate entirely on literature from England. This approach will show how early modern English literature evolves in correlation with and correspondence to continental characteristics of humanism. In particular, we will explore the works of authors such as Petrarch, Boccaccio, Erasmus, More, Luther, Rabelais, Montaigne, Calvin, Spenser, Nashe, Shakespeare, Bacon, Browne, Herbert, Vaughn, and Milton. Prerequisite: ENGL 211 or permission of the instructor.

ENGL 345: 19th Century American Novels

A seminar-style discussion of nineteenth-century American novels both outside and within the traditional canon. Topics to be examined will include the dynamic form of the novel, the schools of romance, realism, and naturalism, as well as themes of the city, American history, and American identity.

ENGL 346: Jewish-American Literature

An historically organized reading of Jewish-American writers from Mordecai Noah and Emma Lazarus to Jonathan Safran Foer and Nathan Englander, the course will consider themes of assimilation, tradition, capitalism, and anti-semitism in texts in English, as well as translations from Yiddish and perhaps Ladino. To what extent is Jewish-American literature an intact and coherent tradition? How have these texts registered a narrative of American history, and how have they defined, and perhaps reified, a version of Jewish-American identity? The chief texts of the class will be novels, but there will be readings in poetry and memoir as well. Prerequisite: English 204 or English 205 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

ENGL 351: Gender and Literature

This course examines the social practices, the economic/political environment, and the religious beliefs of the late nineteenth century. It shows how culture, history, and gender influenced women authors and their audiences. Authors include Alcott, Chopin, Gilman, Wharton, and others. (Meets GEC Cultural Diversity Requirement. Prerequisite: English 204.)

ENGL 360: Fiction Writing

An intermediate course in the craft of the short story. Group discussions and individual conferences. Prerequisite: English 135.

ENGL 361: Poetry Writing

An intermediate course in the craft of poetry. Group discussions and individual conferences. Prerequisite: English 135 or 235.

ENGL 362: New Media/Electronic Writing

The practitioner of new media and electronic writing is an author who combines human language and computer code to create new kinds of literary experience. Works of electronic literature can exceed the possibilities of print in their scale, dynamic variability, visual and temporal qualities, and attentiveness to the reader. The environment of the network (internet) also provides new opportunities for collaboration and sampling of found material. In this writing studio, we will survey varied forms of electronic literature including interactive hypertext / hypermedia, multi-user environments, codeworks, e-poetry, writing for virtual reality, and text-driven digital performance. Students will engage the potential of computational literature by creating original works using a variety of web-based programming languages taught in the weekly sessions. No previous programming experience is required. Students are required to have regular access to a laptop computer.

ENGL 364: Creative Unwriting & Remix Workshop

This intermediate writing course explores the principles behind a broad range of contemporary innovative writing methods and styles including remix, mash-up, conceptual, uncreation (a la Kenny Goldsmith), and cut-up techniques. The course starts from the principle that writers do not start with a blank page. Rather, all writing is created from the substance of preexisting artworks. For a generation more familiar with turntables and text messaging than the traditions of classical poetics, this course will explore the former in the context of the latter, offering a philosophical base from which to create, or uncreate, works that respond most deftly to contemporary aesthetics. Prerequisite: ENGL 235 or permission of the instructor.

ENGL 365: Poetry and Nature

This course explores the long history of poetry and its relationship to the natural world, from its roots in Classical Asian and European poetry to its postmodern manifestations. Understanding the natural processes that served as inspiration and subject matter of nature poetry will enrich student understanding of the poem as work of literature and also the poetry-writing process. If enrolled in ES 365, students will respond to the poems with literary and natural history analysis; if enrolled in ENGL 365, students will respond with their own poetry and creative writing. Prerequisite: One 200-level English course or 200-level Environmental Studies course. Cross-listed as: ES 365

ENGL 367: Environmental Writing

This course focuses on writing about the environment. Students will explore different approaches to the environmental essay, including adventure narrative, personal reflection, and natural history. Poetry and fiction will also play a role as we explore the practice of place-centered writing. We will also use the immediate surroundings of the Chicago area as an environment for our writing. Prerequisite: English 135/235 or a lower-level Environmental Studies course. Not open to students who have completed ENGL 332. Cross-listed as: ES 367

ENGL 368: Advanced Nonfiction Writing

An intermediate course in the craft of creative nonfiction that may include the memoir, personal essay, literary journalism, lyric essay, visual essay, and digital essay. Group discussions and individual conferences. Prerequisite: English 135. (Not open to students who have completed ENGL 330.)

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ENGL 369: Professional Writing

(Professional Writing in the Digital Age). This course will focus on the development of creative and effective digital personas for websites, resumes and blogs, with special emphasis on the application of these personas in publishing and literary-based careers. Writing these personas will prepare students for the larger post-baccalaureate world of applications, interviews, and career building. In a dedicated writing workshop environment, students will design and maintain a blog, establish and develop an online identity, construct a professional portfolio, practice job hunting, engage in the interview process, learn about grants and scholarships, and generally develop the public writing skills needed to enter the twenty-first century professional and publishing world. Prerequisites: English 111, English 135 or permission of instructor.

ENGL 370: Emoji and Image Writing Workshop

This intermediate writing course explores the role of the image in writing, with particular attention to the phenomenon of emoji and other image-based creative practices. Student will engage with the history of image/text production, starting with the pictorial/ideographic language histories of the ancient world; extending through medieval illuminated manuscripts, 20th- and 21st- century avant-garde practices, and landing in the present moment with the study of the history, development, and widespread adoption of emoji. The emoji section will find students exploring globalization through the Japanese origin of emoji, the history of emoticons and its antecedents in Victorian-era Morse code, and the computer science and AI-aspects of the technology. Student will read and produce innovative works as they integrate the pictorial into their writing. Prerequisite: ENGL 135 or permission of the instructor.

ENGL 385: Topics 20th Cent: GLBT Voices

This class will study the recent flourishing of gay, lesbian, and transgender voices in theater. We'll look at various styles of activism and performance, from farce to realism, to camp/ drag, to 'queer' theater. Figures to be discussed include Charles Ludlam, Harvey Fierstein, Larry Kramer, William Hoffmann, Paula Vogel, Paul Rudnick, Tony Kushner, Jane Chambers, and Holly Hughes. (Cross-listed as THTR 235 and WOMN 235. Meets GEC Cultural Diversity Requirement.)

Cross-listed as: WOMN 235

ENGL 391: Tutorial

In this writing-intensive course, students exercise their interviewing, investigative and story-telling skills to produce a variety of magazine articles that will be posted--along with digital photos--on their own journalism blogs. Prerequisite: English 231.

ENGL 392: Publishing Practicum

(Publishing Practicum: Theory/Design Production) This practicum allows a student to study print and digital design through the completion of required readings, response papers (in electronic media), and weekly meetings with the supervising faculty member. Beyond this, the student engages in a practicum component of ten hours per week in Visual Communications as a supplement to the course's theoretical work. In this capacity, the student engages in targeted design projects that reinforce the academic aspects of the practicum. The student benefits from the professional mentoring of our graphic design staff, and uses the Adobe Design Suite, in preparation for a publishing-industry career. Readings may include *The Books to Come* by Alan Loney, and *From Gutenberg to Opentype* by Robin Dodd. Prerequisites: ENGL 112, ART 142, and either ENGL 323 or ENGL 324, and permission of instructor.

ENGL 400: Herman Melville

An advanced seminar examining Melville's fiction and poetry in the context of nineteenth-century American culture. Readings will include *Typee*, *Moby Dick*, *Israel Potter*, and 'Battle Pieces.' Prerequisites: English 204 and significant progress in the Classics of Literature Sequence.

ENGL 401: John Milton

An intensive study of the poetry of Milton, with extended attention to *Paradise Lost*. Emphasis on the classical and Judeo-Christian context of Renaissance culture. Prerequisite: English 210 or 211.

ENGL 402: Chaucer

An advanced course including study of *The Canterbury Tales*. Emphasis on Chaucer's earlier masterpiece *Troilus and Criseyde* as well as his dream-vision poems. Prerequisite: English 210.

ENGL 403: Emily Dickinson

An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception.

Cross-listed as: GSWS 403

ENGL 404: W. B. Yeats

William Butler Yeats, one of the most significant poets working in English, writes from a complex cultural situation. His work is deeply connected to Irish nationalism and its cultural manifestation, the Celtic Twilight, as well as to international literary modernism and to a deeply idiosyncratic mysticism. In this course we will study his poetry, prose, and dramatic works in the context of his life and in the context of the literary, cultural, and political movements of his time. In addition, we will read works by some of the writers Yeats influenced, and those who influenced his work, including Ezra Pound and J.M. Synge. Prerequisite: English 212.

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ENGL 405: J.R.R. Tolkien and the Inklings

(J.R.R. Tolkien and the Literature of the Inklings.) This seminar will examine the literary legacy of J.R.R. Tolkien and his fellow writers C.S. Lewis, Charles Williams, and Owen Barfield -- all pioneers of the twentieth-century fantasy fiction genre. This course will involve close reading of major works by each author as well as opportunity to discuss the fascinating biographical, historical, aesthetic, and mythic underpinnings of their works. The seminar will pay especial attention to the Inklings' intellectual and artistic indebtedness to the medieval past, to their discourses about religion, politics, and ethics, to their eccentric relationship with "literary modernism," and to the way their fiction refracts major twentieth-century events, particularly World Wars I and II. Prerequisite: ENGL 210 or permission of the instructor.

Cross-listed as: RELG 380

ENGL 440: Advanced Writing Seminar

An advanced course in which each student completes a Senior Writing Project (a portfolio of work in poetry, fiction, drama, or nonfiction prose), while interacting with Chicago in two distinct ways: 1) students will generate writing from the study of specific Chicago neighborhoods, and, 2) students will participate in the literary life of the city through attending and staging literary events. Group discussion and individual conferences. Intended for senior majors in the writing track. Prerequisites: (a) English 135; and (b) any 300-level writing course (English 330, 332, 360, 361, 363, or 364), or English 242/Theater 270. (Meets GEC Senior Studies Requirement.)

Cross-listed as: AMER 440

ENGL 450: Theory of Literature

Important critical modes and approaches to literature; an integrating experience for the senior major. (Meets GEC Senior Studies Requirement.)

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Faculty

[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies, Chair of Latin American Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Robert J. Lemke](#)

Professor of Economics and Business, Chair of the Entrepreneurship and Innovation Program

Areas of Study: microeconomic theory, industrial organization, econometrics, labor economics, mathematical economics

[Tracy Marie Taylor](#)

Associate Professor of Art

Areas of Study: design, computer imaging, digital photography, art

[John P. Pappas](#)

Lecturer in Entrepreneurship, Interim Director of the Entrepreneurship and Innovation Program

Areas of Study: entrepreneurship, innovation, leadership and marketing

[Beth Clemmensen](#)

Lecturer in Economics and Business

Areas of Study: marketing

[Monty Edson](#)

Lecturer in Entrepreneurship

Areas of Study: entrepreneurship, innovation, marketing

[Patricia "Trish" Thomas](#)

Lecturer in Entrepreneurship

Areas of Study: entrepreneurship, innovation, marketing

Requirements

MINOR IN ENTREPRENEURSHIP AND INNOVATION

No major is currently available.

The minor in Entrepreneurship and Innovation was redesigned in 2016. The new requirements will apply to all students who matriculate in Fall Semester 2016 and thereafter (see left navigation bar for Entrepreneurship and Innovation minor requirements before Fall 2016).

Requirements for the Minor:

At least 6 credits, including 4 required courses:

- ENTP 120: Introduction to Entrepreneurship

- ENTP/BUSN 225: Principles of Marketing (formerly ENTP/BUSN 345)
- ENTP 350: Innovation, Franchising and Small Business Development
- ENTP 380: Entrepreneurial Ventures

At least 2 electives, chosen from the following list, with at most one at the 100-level:

- ENTP/ART/ENGL/MUSC/THTR 285: Creative Arts Entrepreneurship
- ENTP/BUSN 320: Principles of Sales and Negotiation
- ENTP/BUSN 325: Advertising, Media and Digital Marketing
- ENTP/BUSN 346: Entrepreneurial Marketing
- ENTP/BUSN 360: Social Entrepreneurship
- ENTP 365: Strategic Small Business Consulting
- ENTP/FIN 370: Entrepreneurial Finance
- ART 142: Digital Design Foundations
- ART 253: Graphic Design
- ART 370: Interactive Web Design
- ARTH 238: Curating an Art Collection
- ARTH 338: Museum/Gallery Practicum
- CHIN 313: Chinese for International Affairs and Business
- COMM 287: Media Systems and Institutions
- COMM 389: Political Economy of Media
- CSCI 107: Introduction to Web Programming
- CSCI 270: Web Development
- ENGL 111: Introduction to Professional Writing
- ENGL 329: Advanced Publishing
- ENGL 369: Professional Writing in the Digital Age
- FREN 320: French for International Affairs and Business
- LOOP 202: Professional Development in the 21st Century
- PHIL 310: Communication Ethics
- PSYC 208: Psychology of Career Development
- PSYC 345: Organizational and Industrial Psychology
- SPAN 321: Business Spanish
- THTR 480: The Business of Show Business
- Any internship with an entrepreneurial focus, according to the following stipulations.
 - The internship must be cleared with the Program chair of Entrepreneurship and Innovation before the internship starts, at which time the student must demonstrate that the internship will have an important connection with the entrepreneurship curriculum. Upon completing the internship, the student must also submit a reflective paper to the Program chair that speaks to the internship's entrepreneurship experiences. At most one elective can be satisfied with an internship, regardless of whether the internship is for one or two credits.

Business majors or minors must take at least one elective from the above list that they do not also count as a BUSN elective.

Course Descriptions

ENTP 120: Introduction to Entrepreneurship

This course introduces students to the world of entrepreneurship through the development of the entrepreneurial mindset. The focus will be on both starting a new business as well as on the advancement of entrepreneurial thinking within a large corporation. Students will analyze the entrepreneurial process of formulating, planning, and implementing new business ventures and opportunities from domestic and international viewpoints. Building upon these concepts, the financial aspects and issues confronting entrepreneurs will be analyzed in order to foster the development of sound financial plans and controls for the organization.

ENTP 225: Principles of Marketing

Analysis of how marketing concepts impact an organization through the development of the marketing mix (product, price, place and promotion). Building upon these concepts, students will develop an understanding of how marketing managers develop specific strategies in order to gain competitive advantage in a global economy (formerly BUSN 345). No prerequisites.

Cross-listed as: BUSN 225, IREL 213

ENTP 285: Creative Arts Entrepreneurship

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites.

Cross-listed as: MUSC 285, ART 285, ENGL 285, THTR 285

ENTP 320: Principles of Sales and Negotiation

The course will present various theories and practices in sales and negotiation techniques, using applications from modern businesses. It will also discuss various management strategies used to develop and motivate a sales force, including departmental structures and retention incentives. Prerequisite: BUSN 225.

Cross-listed as: BUSN 320

ENTP 325: Advertising, Media and Digital Mark

(Advertising, Media and Digital Marketing). The course will examine different types of marketing, advertising, and communication strategies presented through both traditional methods (such as television and print) and non-traditional methods (such as blogs and social networks). Digital marketing, social media and interactive marketing will be explored in the context of an overall integrated marketing campaign. Prerequisite: BUSN 225.

Cross-listed as: BUSN 325

ENTP 346: Entrepreneurial Marketing

This project-based course focuses on marketing strategies that are relevant for new businesses or new product launches within a corporate setting. A broad overview of advertising development including account planning/research, the creative process, production, and media planning will be examined. Focus will be on print advertising, electronic media, digital interactive media, direct mail, and specialty advertising. Through the Entrepreneurial Marketing Analysis Project, students will have the opportunity to work with a local small business examining their current marketing and promotional strategies within the environment in which they are operating. Prerequisite: BUSN/ENTP 225 (formerly BUSN/ENTP 345).

Cross-listed as: BUSN 346

ENTP 350: Innovation & Small Bus Development

(Innovation, Franchising and Small Business Development) This course investigates the introduction of innovative product/service ideas with respect to new business start-ups, buyouts, and franchising. Small business development will be analyzed as competencies needed for initiating, growing, and managing small business ventures in varied for-profit, non-profit, and global settings. Course content explores the creative process as it applies to understanding the role of innovation as an inducement of economic security, compares franchise opportunities and options, and identifies the stages that small businesses move through while developing an understanding of effective entrepreneurial growth. Prerequisite: ENTP 120.

ENTP 360: Social Entrepreneurship

Social entrepreneurship is a cross-cultural and interdisciplinary practice that combines traditional business and finance principles with expertise from fields as diverse as agriculture, medicine, law, engineering, environmental studies and sociology. The efforts of social entrepreneurs attempt to address problems such as poverty, hunger, disease, pollution, illiteracy, and inadequate housing in developing areas of Africa, Asia, and Latin America. The result of these efforts is often a new business model for improved economic development and enhanced quality of life in a particular cultural setting. Strategic partnerships contribute to the success of such social enterprises through connections with government, non-governmental organizations (NGOs), relief agencies, microfinance institutions, and human rights groups in varied cultural settings. This course prepares students for a changing business environment through cross-cultural and interdisciplinary assignments including field interviews, team projects, and student-created videos. Prerequisite: FIN 210. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: BUSN 360, IREL 316

ENTP 365: Strategic Small Business Consulting

This course analyzes the role consultants can play in growing small businesses, with a particular focus on problem solving and developing strategies to achieve overall growth within an organization. Course objectives include: describing the consulting process and the role it serves within companies and society, how to assess the internal strengths and weaknesses as well as the external threats and opportunities of a small business, and how to appraise the organizational problems of a small business. The course provides hands-on, real-world experience of what entrepreneurs do after starting their business. Students will apply these concepts via experiential learning as they assume the role of a consultant with an actual local small business. Prerequisites: ENTP 120, ENTP/BUSN 225

ENTP 370: Entrepreneurial Finance

Entrepreneurialism thrives in the U.S. and is essential to the country's economy with well over half a million new business ventures being launched each year. According to the U.S. Census Bureau, small businesses employ half of all private sector employees and have generated the majority of new jobs in recent years. It is likely that many of today's business college graduates will work at, finance, and possibly start-up new business enterprises. The objectives of the course include: (i) gaining an understanding of the new business venture process, (ii) examining the financial aspects of strategic and business planning, (iii) developing the tools for financial forecasting, and (iv) establishing a framework for business valuation - both from the entrepreneur's and investor's perspective.

Prerequisites: FIN 210 or FIN 237, and BUSN 230.

Cross-listed as: FIN 370

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ENTP 380: Entrepreneurial Ventures

This capstone course reviews how new businesses are started and develops an understanding of how to examine the viability of these new business ideas. Students will have the opportunity to work with a local entrepreneur through the City of Lake Forest incubator. Strategic thinking in an entrepreneurial context will be demonstrated as students put together an original business concept and complete a full business plan. Prerequisites: ENTP/BUSN 225 (formerly ENTP/BUSN 345) and ENTP 350.

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Environmental Studies

Faculty

[Glenn Adelson](#)

Associate Professor and Chair of Environmental Studies (spring)

Areas of Study: conservation biology and restoration ecology, conceptualizing biodiversity, literature and the environment

[Brian McCammack](#)

Assistant Professor of Environmental Studies

Areas of Study: American environmental history, American studies, African American studies, environmental justice

John Wilk

Lecturer in Environmental Studies

Areas of Study:

Susan Hoffmann

Lecturer in Environmental Studies

Areas of Study: environmental education, environmental conservation, youth leadership development

ASSOCIATED FACULTY

[Jeffrey O. Sundberg](#)

James S. Kemper Foundation Professor of Liberal Arts and Business, Chair of Environmental Studies (fall)

Areas of Study: environmental and natural resource economics, microeconomic theory, corporate finance, law and economics, finance

[Joshua Corey](#)

Associate Professor of English, Chair of Print and Digital Publishing

Areas of Study: modern and contemporary poetry, creative writing, critical theory, Anglo-American modernism

[Benjamin Goluboff](#)

Associate Professor of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

[Kathryn Dohrmann](#)

Assistant Professor of Psychology

Areas of Study: developmental psychology, human sexuality, public health, psychology of gender, environmental psychology

[Chad McCracken](#)

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

Kurt Ham

Lecturer in Anthropology

Areas of Study: cultural anthropology, African cultures and history, technology

Requirements

MAJOR AND MINOR IN ENVIRONMENTAL STUDIES

Requirements for the Major:

A Major in Environmental Studies may be of particular interest to students who are considering careers or graduate programs in diverse subjects such as renewable energy technology, non-profit management, education, ecosystems, energy, and environmental policy. Moreover, it will complement any student's liberal arts education.

A minimum of eleven credits is required. A cumulative average of a C or better must be maintained across all courses used to fulfill the major

Required (not necessarily in this order):

1. Introduction to Environmental Studies (ES 110)
2. Introduction to Chemistry (Chem 115) **or** Environmental Chemistry (Chem/ES 108)
3. Evolution, Ecology, and Environment (ES 220) **or** Ecology and Evolution (Bio 220)
4. Introduction to Probability and Statistics (Math 150) **or** Reasoning & Statistical Inference (Bio 150) **or** Quantitative Methods for Economics and Business (Econ 180) **OR** ECON/BUSN/FIN 130 Applied Statistics
5. Environmental Ethics (ES 210) **or** Religious Perspectives on Environmental Issues (ES 240) **or** Endangered Species and Endangered Languages (ES 368) **or** Who Speaks for Animals? (ES 387)
6. Economics 210 (Microeconomic Theory) **or** Environmental Politics and Policy (ES 236) **or** any Politics course at the 200 level or above
7. Senior Studies Requirement in Environmental Studies. Senior Seminar Courses are offered each year. The Senior Studies requirement can be satisfied by completing either the Senior Seminar **or** by completing a Senior Thesis. The requirement may also be met by the completion of an Independent Research Project with the prior approval of the Program chair.

Additional requirements:

Four elective courses from the lists of elective courses below; at least one must be from each group, and at least two must be 300-level or above.

Group 1 (Natural Sciences)

- Spring Flora of the Great Lakes (ES 203)
- Summer Flora of the Great Lakes (ES 204)
- Prairie Flora of the Great Lakes (ES 205)
- Molecules, Genes, and Cells (Bio 221)
- Organic Chemistry I (Chem 220)
- Organic Chemistry II (Chem 221)
- The Lake by the College (ES 222)
- Biodiversity (ES 224)
- Lake Forestry (ES 282)
- Biochemistry (Chem 300)
- Sustainable Energy (ES 316)
- Ecology of Lakes and Rivers (ES 322)
- Animal Physiology (Bio 340)
- Developmental Biology (Bio 342)
- Animal Behavior (Bio 344)
- Species (ES 369)
- Ecology (Bio 370)
- Community Ecology (Bio 373)

- Conservation Biology (Bio 375)
- Animal Conservation (ES 376)
- Tropical Ecology and Conservation (Bio 380)
- Plant Biology (Bio 384)
- Evolution (Bio 389)
- Plant and Animal Interactions (Bio 483)
- Biological Implications of Climate Change (Bio 487)

Group 2 (Humanities and Social Sciences)

- American Environmental Literature (Engl 206)
- Literature of Place: Chicago (ES 207)
- Terrorism and the Environment (ES 209)
- Environmental Ethics (ES 210)
- Environmental Psychology (Psyc 215)
- Environmental Education (ES 216)
Troubled World Geography (ES 217)
- African American Environmental Culture from Slavery to Environmental Justice (ES 223)
- Philosophy of Science (Phil 225)
- Environmental Politics and Policy (ES 236)
- Religious Perspectives on Environmental Issues (ES 240)
- American Environmental History (ES 260)
- American Cities (ES 263)
- Technology and Human Values (ES 271)
- Cultural Ecology of Africa (Soan 273)
- Sustainable Food Systems (ES 287)
- Biodiversity and Agriculture (ES 289)
- The American West (Hist 310)
- The Social Ethics of Energy Production and Use (ES 315)
- Environmental Sociology (Soan 316)
- Landscape and Representation (Art 320)
- Sight, Site, Insight (Art 322)
- Environmental and Natural Resource Economics (ES 340)
- Chicago: The Food City (ES 344)
- American Environment During the Great Depression (ES 358)
- Environmental Law (ES 361)
- Political Ecology (ES 362)
- Apocalypse and Fear in the Post-WWII American Environment (ES 363)
- Poetry and Nature (ES 365)
- Environmental Writing (ES 367)

- Endangered Species and Endangered Languages (ES 368)
- Who Speaks for Animals? (ES 387)

ES 210, 240, 368, and 387 cannot be double-counted for both Requirement 5 and Group 2.

ES 236 cannot be double counted for both Requirement 6 and Group 2.

Students are urged to consult with their advisors to design a program of study that best meets their interests and needs. Students electing to major in environmental studies must choose a member of the Environmental Studies Program Committee as an academic advisor.

Students are also encouraged to consider a research project, off-campus program, or internship as a way to further their studies. An internship cannot replace an elective course, but is in many cases an excellent complement to the student's coursework.

Requirements for the Minor:

The interdisciplinary minor in Environmental Studies is designed for students who have a strong interest in environmental issues but do not wish to complete a major at the undergraduate level. This minor may be of particular interest to students who are considering careers or graduate programs in diverse subjects such as renewable energy technology, non-profit management, education, ecosystems, energy and environmental policy. Moreover, it will complement any student's liberal arts education. This minor may also interest students who wish to teach abroad following graduation, as well as students who wish to engage in cross-curricular research projects.

Requirements:

Students must take six courses to complete the minor, one of which must be at the 300 level or above.

1. Environmental Studies 110 is required.

2. Take the following Natural Science courses:

One of the following:

- World Thirst for Energy (Chem 107) **or** Foundations of Chemistry (Chem 114)
- Environmental Chemistry (ES 108)
- Chemistry I (Chem 115)
- Biochemistry (Chem 300)
- Sustainable Energy (ES 316)
- Inorganic Chemistry (Chem 340)

One of the following:

- Spring Flora of the Great Lakes (ES 203)
- Summer Flora of the Great Lakes (ES 204)
- Prairie Flora of the Great Lakes (ES 205)
- Evolution, Ecology, and Environment (ES 220) **or** Ecology and Evolution (Bio 220)
- The Lake by the College (ES 222)
- Biodiversity (ES 224)
- Lake Forestry (ES 282)
- Ecology of Lakes and Rivers (ES 322)
- Species (ES 369)
- Ecology (Bio 370)
- Community Ecology (Bio 373)
- Conservation Biology (Bio 375)
- Animal Conservation (ES 376)
- Plant and Animal Interactions (Bio 483)
- Biological Implications of Climate Change (Bio 487)

3. Take any three of the following Social Science and Humanity courses:

- Geography and Demography (ES 117)
- American Environmental Literature (Engl 206)
- Literature of Place: Chicago (ES 207)
- Terrorism and the Environment (ES 209)
- Environmental Ethics (ES 210)

- Environmental Psychology (Psyc 215)
- Environmental Education (ES 216)
- Troubled World Geography (ES 217)
- African American Environmental Culture from Slavery to Environmental Justice (ES 223)
- Philosophy of Science (Phil 225)
- Environmental Politics and Policy (ES 236)
- Religious Perspectives on Environmental Issues (ES 240)
- American Environmental History (ES 260)
- American Cities (ES 263)
- Sustainable Food Systems (ES 287)
- Biodiversity and Agriculture (ES 289)
- Technology and Human Values (ES 271)
- The American West (Hist 310)
- The Social Ethics of Energy Production and Use (ES 315)
- Environmental Sociology (Soan 316)
- Landscape and Representation (Art 320)
- Sight, Site, Insight (Art 322)
- Environmental and Natural Resource Economics (ES 340)
- Chicago: The Food City (ES 344)
- American Environment During the Great Depression (ES 358)
- Environmental Law (ES 361)
- Political Ecology (ES 362)
- Apocalypse and Fear in the Post-WWII American Environment (ES 363)
- Poetry and Nature (ES 365)
- Environmental Writing (ES 367)
- Endangered Species and Endangered Languages (ES 368)
- Who Speaks for Animals? (ES 387)
- Environmental Studies Capstone Seminar (ES 483)
- Internship with an approved environmental focus

Course Descriptions

ES 108: Environmental Chemistry

A working knowledge of most environmental issues facing us in the twenty-first century requires an understanding of some key geochemical principles. This course introduces chemistry concepts and skills as they arise in the context of current environmental issues, including chemical cycles in nature, air pollution, ozone depletion, global warming, acid rain, energy sources, water quality, and solid waste. Students will be asked to collect and interpret their own data, as well as to use simple models to explain environmental issues from a scientific perspective. (Meets GEC Natural and Mathematical Sciences Requirement.)

Cross-listed as: CHEM 108

ES 110: Intro to Environmental Studies

The environment is not only a natural place filled with trees and pandas, but a matrix in which all human economies and societies are embedded. Solving current environmental problems often involves closing feedback loops between political, social, and economic processes and the ecosystems from which they draw, and which they, in turn impact. For this reason, the scholarly study of environmental issues is inherently interdisciplinary, requiring a sophisticated appreciation not only of science, but also of the humanities and social sciences. This course is an introduction to the multifaceted and interdisciplinary nature of environmental problems and their solutions in today's world. It emphasizes field trips and scientific content, particularly related to understanding biodiversity and ecosystems. It also offers perspectives on environmental issues from the humanities and/or social sciences. Specific topics and content may vary with the professor(s). No prerequisites. Intended for students interested in pursuing the Environmental Studies major.

ES 116: Introduction to Geology

This course will launch participants into the study of Earth's physical history, from the creation of our planet to ways in which geologic processes occur all around us today. Students will learn to identify many different types of rocks, minerals, and fossils, explain the workings of plate tectonics, interpret ancient climates and environments by identifying a single rock, and understand how geologic processes have shaped the face of today's Earth and the life on it. Students will better understand the most important environmental and economic issues facing the world today - the formation, distribution, extraction, and effects of fossil fuels - and gain insight into water movement, access, and pollution. Students will be expected to take a dynamic role in the teaching of materials through presentations and in-class activities. Field trips, including a possible weekend field trip, will be a required part of the class. (Meets GEC Natural and Mathematical Sciences Requirement.)

ES 117: Geography and Demography

The most important issues facing the Earth and its people in the 21st century all have their basis in the geography of the planet, that is, the spatial distribution of land, water, languages, and economic activity. The course will address the following eight geographical concepts: the major forces driving population growth or decline; water scarcity, water pollution, and water management; food production and distribution systems; global flow of people, ideas, products, and resources; the drive toward urbanization and the response of cities to growth; global warming and the ways in which human activities in different regions contribute to greenhouse gas emissions; democratization, the history and current status of the form of government in different regions, how governmental form is tied to the geography; how gender roles influence societies in different regions. (Meets GEC Cultural Diversity Requirement.)

ES 203: Spring Flora of the Great Lakes

(Spring Flora of the Western Great Lakes.) This course introduces students to the identification, systematics, ecology, and natural history of the spring flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area and eastern Wisconsin. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. (Meets GEC Natural and Mathematical Sciences Requirement.) This Summer Session course in 2016 will be held in the afternoons on Tuesdays and Wednesdays plus full field days on Thursdays and Fridays. Cross-listed as: BIOL 203

ES 204: Summer Flora of the Great Lakes

(Summer Flora of the Western Great Lakes). This course introduces students to the identification, systematics, ecology, and natural history of the summer flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area, eastern Wisconsin, and Michigan's Upper Peninsula. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. (Meets GEC Natural and Mathematical Sciences Requirement.) This Summer Session course in 2016 will be held in the afternoons on Mondays and Tuesdays plus full field days on Wednesdays and Thursdays. Cross-listed as: BIOL 204

ES 205: Field School: Lake Michigan Flora

This course introduces students to the identification, systematics, evolution, ecology, and natural history of the summer flora of the land surrounding Lake Michigan. This course is an extensive off-campus three-week field course in Illinois, Wisconsin, Michigan, and Indiana. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. Additional fee will be assessed. No prerequisites. (Meets GEC Natural and Mathematical Sciences Requirement.) Cross-listed as: BIOL 205

ES 206: American Environmental Lit

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and "wise use," and preservation and "biodiversity." Cross-listed as: ENGL 206, AMER 206

ES 207: Literature of Place: Chicago

This course will examine Chicago history and literature by privileging its location. In other words, we will consider the city and its environs as central characters in the stories we study, moving through the history of the region with a narrative lens. This method will suggest the ever-changing character traits of Chicago as it develops from Pottawatomie war plain to fur trading post to early mercantile settlement to booming and (for a time) bustling metropolis. We will begin with accounts of the Joliet expedition along with narratives of early settlers to the region. Other readings will draw from classic works by Jane Addams, Theodore Dreiser, John Dos Passos, Richard Wright, and Saul Bellow, Thomas Pynchon, Joe Meno, and Stuart Dybek, among others. Additionally, these narratives will be read in the context of theoretical offerings in ecocriticism. Students should keep Friday afternoons free for a series of field trips, to be scheduled well in advance. Cross-listed as: ENGL 207, AMER 207

ES 209: Terrorism and the Environment

Human injustice and the environment are deeply interlinked. Terror, war, disease, and slavery have environmental interconnections, and the current climate of terrorism has causes directly related to the availability and scarcity of natural resources. Both terrorists and counter-terrorist groups often deploy environmental weapons and strategies? such as dam breaching and oil field ignition?and make use of communication and supply chains that rely on the intimate knowledge of local geographies. Environmentalists have also employed terror tactics, often labeled as eco-terrorism, such as tree spiking and mailing bombs, to promote and protect environmental values. This interdisciplinary course weaves together geography, natural resource science, history, politics, and sociology to understand the connection between terrorism and the environment. No prerequisites.

Cross-listed as: IREL 296

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ES 210: Environmental Ethics

Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics?

Cross-listed as: PHIL 210

ES 215: Environmental Psychology

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We also explore images of nature, wilderness, home, and place, as well as the impact of these images on behavior. The course is grounded in empirical work, and incorporates observations and experiences in the local environment. No prerequisite.

Cross-listed as: PSYC 215

ES 216: Environmental Education

ES 216: Environmental Education. This course is based on the notion that an environmentally literate populace is important for a healthy and functioning society now and in future generations. With this in mind, this course provides students with an understanding of the environment, including natural history, biology, chemistry, and public policy, and equips them with the skills to pass this knowledge on to others in a variety of educational settings using a variety of methods. Just like the study of the environment, this course pulls from various disciplines in order to provide an introduction to environmental studies and environmental education. The course contains a service learning component that includes working with professional educators. Prerequisites: ES 110 or BIOL 220
Corequisites: No corequisites

ES 217: Troubled World Geography

Human catastrophes and environmental catastrophes are usually deeply interlinked. War, disease, slavery, earthquakes, tsunamis, climate instability, desertification, and deforestation have geographical correlates that we must recognize to understand their causes, consequences, and solutions. This course provides geographic literacy for understanding the political and environmental issues of the 21st century, issues based in geography - based, that is, in the spatial distribution of land, water, languages, and economic activity. We focus on the history of the world's hotspots by examining their climates, topographies, and proximities to politically and environmentally unstable places on the globe. This course examines theories of the relationship of human cultures to geography and suggests ways to recast such theories into modern forms. The troubled spots of the world that we examine include the Middle East, all of Africa, Indonesia, and much of the Americas. The relationship between human cultures and geography is present in all of our investigations. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 297

ES 220: Evolution, Ecology, and Environment

The diversity of life - the result of evolutionary and ecological processes - is a primary focus of environmental studies. In order to understand humans' effects on other species, ecosystems, and evolutionary and ecological processes and interactions, a deep knowledge of those entities and processes is critical. This course takes an interdisciplinary, theoretical approach to the evolution and ecology of human - environmental dynamics, including species concepts and speciation, extinction, conservation of biodiversity, political ecology, evolutionary ecology, the human dimensions of global change, demography, biogeography, human and non-human population ecology, and the status of evolutionary theory in the current political arena. Three lecture hours plus one four-hour laboratory per week. Prerequisite: ES 110 or permission of instructor.

ES 222: The Lake by the College

(The Lake by the College: Geography, Ecology, History, and Current Environmental Issues of Lake Michigan). Lake Forest College calls itself the College by the Lake, yet most of us know very little about this vast inland sea. Geography is the study of physical places on the earth's surface and the relationships between people and those places. This course introduces students to the physical properties of the lake and its ecological and economic significance to Chicago, the City of Lake Forest, the Greater Chicagoland region, the United States, and the world. We explore current issues and policies about the lake's diverse and often conflicting uses as a dump site, a highway for transportation, a pristine recreational resource, and the source of our drinking water. No prerequisites. (Meets GEC Natural and Mathematical Sciences requirement)

ES 223: African American Environmental Culture

(African American Environmental Culture from Slavery to Environmental Justice). Until the environmental justice movement rose to prominence over the past few decades and invited a more critical perspective on the connection between race and the environment, popular understanding of the American environmental (and environmentalist) tradition had effectively been whitewashed. But why? This course will work to find answers to that question while unearthing the deeper roots of African American environmental culture in conversation with key moments in African American history?from slavery to sharecropping, from migration and urbanization to environmental justice. With an interdisciplinary approach that considers sources as diverse as slave narratives, fiction, poetry, songs, photographs, maps, and ethnographies, we will consider African American intellectuals, writers, visual and musical artists, and everyday citizens not always associated with environmental thought, from W.E.B. Du Bois and Zora Neale Hurston to the Black Panthers and the victims of Flint, Michigan's, water crisis. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 223

ES 224: Biodiversity

Biodiversity has commonly been defined as the diversity of genes, species, and ecosystems, and the interactions between them. This course explores the evolutionary and ecological causes and consequences of biodiversity and the models we use to conceptualize and conserve its components. We study and attempt to explain the unequal distribution of biodiversity over space (tropical rainforests have much greater biodiversity than temperate forests) and time (many more species of beetles have evolved than species of mammals). We pay special attention to diversity in the vertebrates, arthropods, molluscs, and flowering plants, and consider concepts such as the tree of life, ecological diversity indices, and definitions of genes, species, and ecosystems. The course concludes with the study of theoretical and practical approaches to conserving the biodiversity we have and restoring the biodiversity we've lost. Prerequisite: ES 110, 203, 204, or 220, or any Biology course 120 or above.

ES 225: Philosophy of Science

Examination of issues such as the nature of scientific knowledge, what counts as a "true" scientific theory, the basis of observation, and empirical knowledge. Consideration of ethical issues generated by scientific practice, the politics of technology, and current work on the sociology of scientific knowledge.

Cross-listed as: PHIL 225

ES 236: Environmental Politics and Policy

This course provides an overview of environmental politics and policy in the United States, with an emphasis on the ways in which policies are developed and implemented at the local, state, and national levels. Special attention is paid to the diversity of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society, and the private sector. This course examines environmental politics and policy in the United States from the roots of environmental policymaking present at the country's founding through the emergence of the "modern" environmental movement in the post-World War II era that led to the raft of environmental legislation we have today. No prerequisites.

Cross-listed as: POLS 237

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ES 240: Religious Perspectives Environment

The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? Contemporary Judaic, Christian, and Islamic ecological visions and action programs will be considered, along with the religious views and practices of particular native cultures of North and South America, Australia, and Africa. Participants may also discuss ecological perspectives derived from South and East Asian religious cultures. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 240

ES 260: American Environmental History

Introduction to the historical study of the relationship of Americans with the natural world. Examination of the ways that 'natural' forces helped shape American history; the ways human beings have altered and interacted with nature over time; and the ways cultural, philosophical, scientific, and political attitudes towards the environment have changed in the course of American history, pre-history to the present.

Cross-listed as: HIST 232, AMER 261

ES 261: Global Environmental History

The Earth's environment has changed drastically over time. The first half of this course is a journey through the many phases of environment and climate on Earth in its 4.5-billion-year history from an atmosphere without oxygen to a warm lushly vegetated globe to a world with glaciers pushing toward the equator. In its second half, we will focus on the how environmental changes influenced human history. What was the world like when humans evolved and how did the Ice Ages determine where people migrated? Were the rise and fall of empires tied to the rise and fall of sea level? We will also examine humans as forces that shape and influence the environments they inhabit, for better or for worse. No prerequisite.

ES 263: American Cities

The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.

Cross-listed as: HIST 235, AMER 263

ES 271: Technology & Human Values

Conditions and processes of industrialization in the Western world; problems related to economic development in emerging nations; impact of industry on lifeways of modern humans. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 271

ES 273: Cultural Ecology of Africa

In this course, we will study the relationships between African peoples and their environments. We will consider the process of globalization and its relationship to the changing landscape of Africa in a historical context. By combining environmental studies and anthropology, we will bring a unique perspective to our study of the historical interaction of African cultures and environments, from pre-colonial times through the colonial period to the current post-colonial period. No prerequisites. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: SOAN 273, IREL 273, AFAM 273

ES 282: Lake Forestry

The subjects of Lake Forestry are the trees, forests, and prairies of the Midwest. This course will introduce students to the ecology of individual trees and other plants and to the ecological assemblages of which they are a part. Also included in this course are forest and prairie history and the history of forestry, the relationship between forest and prairie ecosystems and urban and agricultural ecosystems, and current conservation and restoration efforts. All classes will be held outside. In 2016, there will be four mandatory weekend field trips: August 27 and September 10 throughout the greater Chicago area, September 23-25 to Northern Wisconsin, and October 14-17 (Fall Mid-Semester Break) to Southern Illinois. (Meets GEC Natural and Mathematical Sciences Requirement.)

ES 287: Sustainable Food Systems

Modern food systems have been shaped by complex political, economic, and ecological forces. This course will take a hands-on approach to examining the origins of these forces; understanding their effects on the environment, human health, and the economy; and considering alternatives to the prevailing system. Focusing on a practical as well as theoretical approach to food systems reform, students will participate in extensive hands-on learning in the campus garden, visit alternatives to conventional food production and distribution, and contribute to in-class debates and workshops. (Not open to students who have completed ES 289.)

ES 288: Botanical Imperialism

From corn and sugar cane to opium and nutmeg, from quinine and rubber to pineapples and potatoes, the desire for plant products and the subsequent movement of plants around the globe has been both a cause and a consequence of imperial expansion. This course will examine the impact that plants and their products have had on human political history. The desire for spices, medicines, and crops has driven, and continues to drive, the people and governments of more developed nations to subjugate the people and governments of other, less developed nations, usually with disastrous results. We will spend most class sessions outside the classroom: at the Chicago Botanic Garden, the Field Museum, and in Lake Forest's own vegetable garden. Students will be responsible for learning plant science - the morphology, evolutionary biology, and chemistry of the plants we study - in addition to the history and politics. No prerequisites. (Fulfills GEC Social Science Requirement.)

ES 289: Biodiversity and Agriculture

Defining agriculture in the broad sense, to include fishing and animal husbandry, this course provides a foundation of knowledge of agricultural history and the present state of food production, distribution, and consumption. The course will include basic biology, concentrating on the diversity of plants and animals that have given rise to the crops in use today. We will also look at the changes in ecosystems caused by agriculture and the different types of new ecosystems that agriculture has given rise to. The relationship between agriculture and conservation will be an important theme in this class. The course will be interdisciplinary, with readings from biology, history, literature, law, economics, and politics. The experiential component to this course is critical, and students will visit the proposed campus agricultural initiative, local farms (City Farm, Angelic Organics), and the Chicago Botanic Gardens. To complement the local/place-based understanding, we will explore the origins of agriculture and farming in the developing world. (Not open to students who have completed ES 287.)

ES 315: Soc Ethics Energy Production & Use

Course description: the course will explore the ethical implications of possible future energy initiatives. Emphasis will be given to the global implications of interdependency on primary resources and the technological initiatives of nuclear power and alternative sources. Students will focus on independent research projects, with both domestic and international components, surrounding the environmental, social, and ethical issues of future energy production and use. Prerequisite: junior standing or permission of instructor.

Cross-listed as: SOAN 315, PHIL 315

ES 316: Sustainable Energy

This course focuses on energy and the associated resources needed to sustain human life and prosperity. We examine existing and emerging energy technologies, addressing their environmental strengths and weaknesses, technical and economic viability and compatibility with evolving public and regulatory expectations. Among the technologies addressed are oil, gas, nuclear, hydroelectric, wind, geothermal, solar and ocean-based systems. The approach is quantitative and the course is suitable for those comfortable with science and mathematics, although calculus will not be required. (Meets GEC Natural and Mathematical Sciences Requirement.) Prerequisite: ES 220, BIOL 220, ES 271, or permission of instructor.

ES 322: Ecology of Lakes and Rivers

This course offers a detailed exploration of the biological, physical, geographical, and economic properties of Lake Michigan and aquatic habitats connected to this system. We focus on the methods for assessing habitat condition, the factors that contribute to a habitat's health, the development of conservation plans, and the economic costs of pollution and mitigation. Prerequisite: ES 220 or BIOL 220.

ES 332: Environmental Writing

This course focuses on writing about the environment. Students will explore different approaches to the environmental essay, including adventure narrative, personal reflection, and natural history. Poetry and fiction will also play a role as we explore the practice of place-centered writing. We will also use the immediate surroundings of the Chicago area as an environment for our writing. Prerequisite: English 235 or a lower-level Environmental Studies course.

Cross-listed as: ENGL 332

ES 340: Environ & Natural Resource Econ

(Environmental and Natural Resource Economics) Examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: ECON 210 or permission of the instructor.

Cross-listed as: ECON 340

ES 344: Chicago: The Food City

Food forms the basis for Chicago's cultural and economic success. From its efficient grid system to its waterway access, the city provided grain and livestock to the country by rail, barge, and truck for much of the nineteenth and twentieth centuries. In the twenty-first century, new issues challenge national and global food systems, and Chicago stands at the forefront of innovation regarding them. This course covers the history, geography, economics, and environmental impact of food production, distribution, and consumption. We will highlight the following: population distribution, water management, food technology, transportation and storage costs, civic governance, local and regional sustainability, job creation, food deserts, urban farming, ethnic food distribution, and community development. An emphasis will be placed on how differential access to or impact of each of these factors is influenced by ethnicity, income, and education of the citizens. Prerequisite: Environmental Studies 110 or permission of instructor. (This course fulfills the GEC Social Science Requirement.)

ES 350: Marine and Island Ecology

This summer school course, offered by the Shedd Aquarium and the Associated Colleges of the Chicago Area, includes a field experience in the Bahama Islands. Students learn how oceanography and water chemistry affect marine habitats and island environments. Students develop identification techniques for fishes, reptiles, plants and invertebrates while gaining knowledge of field research. The capstone experience is a nine-day excursion on Shedd's research vessel, the R/V Coral Reef II, studying tropical marine and island flora and fauna and surveying marine and terrestrial communities of the Exuma Islands. (Meets GEC Natural and Mathematical Sciences Requirement.) Prerequisite: Biology 220. Credit: one Lake Forest College credit.

ES 358: Amer Environmnt in Great Depression

(American Environment During the Great Depression). This course explores the many ways Americans understood and shaped their diverse local environments during the crisis of the Great Depression. Although the Dust Bowl is perhaps the most iconic of these environmental upheavals during the 1930s, this course examines diverse geographical regions: from the Appalachian mountains to the (de)forested Upper Midwest, from the agricultural South to the Dust Bowl plains and the water-starved West. In each region, we use interdisciplinary approaches (including literary, historical, sociological, and visual media studies methods) to trace the impacts of economic turmoil on the environment and the people who depended on it for their livelihoods, as well as the way economic disaster paved the way for the government's unprecedented intervention in environmental matters. This course fosters critical examination of American subcultures during the Great Depression, including African-Americans, the Southern poor, the Range culture of the American West, and the immigrant experience. Prerequisite: Any 200-level ES course or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 358

ES 361: Environmental Law

This course will explore basic issues of law and policy involved in the consumption, conservation, and regulation of natural resources. In particular, we will consider how various competing public and private interests in the use and protection of the environment affect legislative, administrative, and judicial decision making. Topics to be discussed include: agency management of environmental risk; civil suits as a means of environmental law enforcement; wilderness and the use of public land; takings and other private property rights concerns; federalism and the environment. Among other statutes, we will examine the National Environmental Policy Act, the Clean Air Act, the Wilderness Act, the Endangered Species Act, and the Toxic Substances Control Act. (Meets GEC Social Science requirement.)

ES 362: Political Ecology

Political ecology examines the politics of the environment, exploring ways politics affects the environment and, conversely, the environment politics. This course expands our understanding of politics to examine the roles of human and non-human political actors in environmental change, environmental knowledge acquisition and dissemination, and environmental inequalities. With global inequality as a central concern, we consider topics such as global "villagization" in Tanzania, development projects in India, agrarian reforms in the global south, and effects of land loss on Cajuns, Native Americans, and African-Americans in Southern Louisiana. We also look carefully at the concept of agency and explore how much it is possible to expand our notions of agency to non-human environmental entities, such as animals, plants ecosystems, and genes. Possible topics include cows, cotton, the Mississippi River, and carbon. Prerequisite: Any 200-level course in ES, ENGL, PHIL, or POLS. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: IREL 397

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ES 363: Apocalypse in PostWWII Amer Envrnmt

(Apocalypse and Fear in the Post-WWII American Environment.) One dominant strain of the post-World War II American environmental imagination has been fear of imminent environmental apocalypse, which manifests itself on a spectrum from diffuse anxiety to paralyzing terror. This course explores this culture of fear through a variety of topics in postwar American environmental consciousness, including the specter of atomic annihilation, the anti-ecotoxics and environmental justice movements, food security, and climate change. Texts and methodological approaches are literary, historical, anthropological, and sociological. Prerequisite: Any 200-level ES or Hist course.
Cross-listed as: AMER 367

ES 365: Poetry and Nature

This course explores the long history of poetry and its relationship to the natural world, from its roots in Classical Asian and European poetry to its postmodern manifestations. Understanding the natural processes that served as inspiration and subject matter of nature poetry will enrich student understanding of the poem as work of literature and also the poetry-writing process. If enrolled in ES 365, students will respond to the poems with literary and natural history analysis; if enrolled in ENGL 365, students will respond with their own poetry and creative writing. Prerequisite: One 200-level English course or 200-level Environmental Studies course.
Cross-listed as: ENGL 365

ES 367: Environmental Writing

This course focuses on writing about the environment. Students will explore different approaches to the environmental essay, including adventure narrative, personal reflection, and natural history. Poetry and fiction will also play a role as we explore the practice of place-centered writing. We will also use the immediate surroundings of the Chicago area as an environment for our writing. Prerequisite: English 135/235 or a lower-level Environmental Studies course. Not open to students who have completed ENGL 332.
Cross-listed as: ENGL 367

ES 368: Endangered Species and Languages

(Endangered Species and Endangered Languages). Both species and languages can become endangered and go extinct. This course examines the similarities and differences between species and languages in their formation, their evolution, their relationships to each other, and their extinction. We will ask what it means to save a species or a language. We will consider whether some species are of higher conservation value than others and whether the same is true of languages. Prerequisite: One 200-level Environmental Studies course, or one 200-level Biology course, or one 200-level Sociology/Anthropology course, or Linguistics 201.

ES 369: Species

This course provides an in-depth examination of the concept of species as it is used in biology, especially in evolutionary biology, ecology, and conservation biology. Each student chooses a difficult native plant species complex, such as the oaks, the sunflowers, or the asters, to investigate in the field and in the laboratory. Using the literature on species concepts, students attempt to delineate species boundaries within their complex applying two or more of these concepts. Prerequisite: Any 200-level Environmental Studies, Biology, or Philosophy course. (Meets GEC Natural and Mathematical Sciences Requirement.)

ES 370: Ecology

This course examines current concepts and research in ecology at the levels of populations, communities, landscapes, ecosystems, and global processes. Emphasis will be placed on field research methods and reading of the primary literature. Lectures, discussions, and other classroom activities will be combined with field and laboratory exercises. Three classroom and four laboratory/field hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status.

ES 376: Animal Conservation

(Animal Conservation: Ecology, Behavior, and Genetics) This course examines the conservation of biodiversity - genes, species, ecosystems, and the interactions between them - through the lens of animals, and large animals in particular. Elephants, whales, rhinos, giraffes, gorillas, and bison are among the groups of animals studied. Feeding and mating ecology, mutualisms and parasitisms, and the particular behavioral and genetic problems of small population sizes are the key concepts applied to each of these groups. Political, agricultural, and socio-economic barriers to conservations are also examined. Prerequisite: ES 220.

ES 384: Plant Biology

This course aims to provide a thorough knowledge and understanding of land and aquatic plants, photosynthetic protists and fungi, including: molecular biology; chemical organization and genetics; structures and functions of plant cells, tissues, and organs; principles of systematic botany, nomenclature, and classification; evolutionary relationships among the major groups; and the relationship between plants and their environments. An emphasis on hands-on experimentation will allow students to design experiments, analyze data, and present their results. Three 50-minute lectures and one 3-hour lab per week are required. Biol 220, and either Biol 221 or Junior status. Students must also register for a lab.
Cross-listed as: BIOL 384

ES 387: Who Speaks for Animals?

This course explores the aims, motives, and achievements of those who either intentionally or unintentionally speak for animals - scientists, natural historians, philosophers, animal trainers, legal scholars, veterinarians, conservationists, nature writers, and artists, among others. This course investigates the meaning of animals to humans, the meaning of humans to animals, and the meaning of animals to each other. These investigations raise questions about the nature of equality, reason, feeling, justice, language, the social contract, and sentimentality. Prerequisites: Politics 260, or any Environmental Studies or Philosophy course at the 200 level or above, or junior standing.

ES 393: Research Project

ES 481: Biological & Social Life of Paper

This course explores the historical origins of paper; the biological organisms - cotton, linen, trees - we get paper from; the environmental effects of the production, use, and disposal of paper; and the cultural meaning of paper. We will follow paper from cradle to grave, cutting a tree and making paper ourselves, and learning to recycle paper. We will consider the pros and cons of a 'paperless future.' We will visit a plantation grown for paper-making, a paper-making factory, and the Newberry Library. We will also consider the history, production, circulation, and use of paper in the social production of knowledge, the shared imagination of value, and the mutual relations of consumers and commodities. There will be a semester-long 20-25 page research paper. Each student will be expected to lead one class session based on his or her research-paper topic.

ES 482: 2010 Blowout in Gulf of Mexico

This course explores many aspects of the 2010 ecological disaster in the Gulf of Mexico, including the geology of the Gulf, the engineering techniques used to drill for oil and gas, uses of and possible substitutes for oil in the past, present and future, the environmental problems created by oil spills and the various cleanup and remediation techniques used, the effect of the leak on oil markets, and comparisons to other oil spills (notably those in Nigeria). Students will spend their fall break at sites along the Gulf, observing the effects of the leak and participating in cleanup efforts. Each student will choose a semester-long research project and be responsible for leading a class session based on their project as well as submitting a significant paper summarizing their research and conclusions.

ES 483: Env Connections Chicago-New Orleans

(Senior Seminar: The Environmental Connections between Chicago and New Orleans) This course explores the environmental issues associated with the greater Chicago area and compares and connects them to the environmental issues associated with New Orleans and the lower Mississippi Delta. The connection between the two areas goes back to the mid-19th century decision to reroute the Chicago River and build a canal system that effectively connected the Great Lakes to the Gulf of Mexico. This geographical change provided a trade route from Chicago to the Gulf, enabling Chicago to be a major distributing center for both major trade routes from the Midwest - the Mississippi and the Great Lakes. Other comparisons that the course will address are: energy issues of coal and oil, migration routes from the Delta to Chicago, and urbanization. Prerequisite: senior standing and a major in ES or permission of instructor. There will be a Spring Break trip down the Mississippi to New Orleans, as well as shorter field trips around the Chicago area.

ES 484: Restoring Native Wildlife

(Senior Seminar: Restoring Native Wildlife: Motivations, Methods, and Mixed Outcomes) Humans have frequently tried to restore populations of native wildlife species to areas from which they have been extirpated. This course covers a variety of different restoration efforts, looking at reasons that the species disappeared, arguments for and against restoration, methods used, and the successes and failures of the projects. We review key factors that are likely to determine the outcome of projects. The course also discusses the dual relationship between wildlife and habitat restoration projects. Case studies may include urban peregrine falcon release programs, the Eastern Whooping Crane Partnership, wolf projects in Yellowstone National Park and nearby areas, two 2015 bison restoration programs in Illinois, as well as other projects. Students are expected to participate in several field trips, at least one of which includes multiple days. Prerequisites: Senior standing and a major or minor in Environmental Studies, or permission of instructor.

ES 493: Research Project

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate
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**Undergraduate
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Graduate Programs

Directory

Ethics Center

Faculty

Les R. Dlabay

Professor of Economics and Business, Chair of Area Studies, Chair of Latin American Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

Rui Zhu

Professor of Philosophy, Chair of Asian Studies (fall)

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

Amanda Felkey

Associate Professor of Economics and Business, Chair of Economics, Business and Finance

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

Daw-Nay N. R. Evans Jr.

K. & H. Montgomery Assistant Professor in the Humanities, Assistant Professor of Philosophy, Chair of Social Justice Studies

Areas of Study: Africana philosophy, 19th- and 20th-Century European philosophy

Course Descriptions

ETHC 118: Comparative Religious Ethics

An introduction to the sources and patterns of moral reasoning within different religious traditions. The course will examine historical and contemporary ethical issues, along with different theoretical frameworks describing what constitutes ethical behavior. Students will develop their own responses to complex contemporary issues to understand conflicting perspectives and different ethical frameworks. Case studies focus on such contemporary issues as the ethics of war and peace, conflicting environmental policies, fair and just dispute resolutions, and balancing the good of society against the value of individual freedoms. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 118

ETHC 250: Dialogue: Race, Ethnicity, Religion

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and religion. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Not open to students who have completed ETHC 260. Note: This course earns .5 credits. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 250, RELG 221

ETHC 252: Dialogue: Gender Identity

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to gender identity. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Not open to students who have completed ETHC 260. Note: This course earns .5 credits. No Prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 252

ETHC 260: Dialogue: Race, Ethnicity, & Gender

(Dialogue: Race, Ethnicity, and Gender.) In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and gender identity. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and explore how to take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Not open to students who have completed either ETHC 250 or ETHC 252. Note: This course is offered during the summer term only. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

ETHC 261: Art of Social Change

Artists have a long history as agents of social change, using "traditional" art forms such as painting, drawing, printmaking and sculpture, and a bit more recently photography, performance and video to critique various aspects of society and to propose alternatives for the future. The consideration of social engagement as an artistic medium in and of itself has become an important current in contemporary art since at least the 1990s. This course will begin with a consideration of some of the ways artists in the past approached social and political concerns. We will then focus on the more recent proliferation of artists with social practices both within and outside of the gallery/museum realm of contemporary art. Students will address various important historical, theoretical and practical texts; conduct discussions and presentations; and collaborate to design and enact original works of socially engaged art. No prerequisites.

Cross-listed as: ART 261

ETHC 276: Social Justice and Human Rights

Examination of the concepts and debates surrounding social justice and human rights, with attention to the arguments between East and West. Applications to current global and domestic issues, such as globalization; poverty and disparities in wealth and opportunity; race, ethnicity, gender and sexual orientation; political liberties; and genocide.

Cross-listed as: PHIL 276, IREL 286

ETHC 277: Social Justice versus Freedom?

Examination of the perceived tensions between efforts to promote social justice and guarantees of individual freedom. Theoretical debates will be linked to practical issues, such as promotion of free markets versus government social programs and questions of government's legitimate role on personal issues, such as providing for gay marriage. Efforts to seek common ground will be explored. No prerequisites.

Cross-listed as: PHIL 277, IREL 287

ETHC 290: What Makes a Great Leader?

How do we recognize a good leader? Is a just or effective leader the same as a great leader? Materials will be drawn from literature, film, and biographies, as well as more theoretical readings from the humanities and social sciences, as we try to answer these very important questions. We will consider specific examples of good and bad leadership (fictional or historical) from a variety of realms, such as politics, social movements, religion, the arts, education, law, science, and public intellectualism. Open to sophomore or junior Honors Fellows, and others with permission of the Honors Fellows Committee.

Cross-listed as: HSEM 290

ETHC 320: Topics in Ethics

Collaborative research project culminating in a specific ethical theme (announced each time the course is offered.) The course runs for an academic year, earning .5 credit per semester. The course may be repeated for credit. Participation by invitation.

ETHC 330: Comparative and International Educ

ETHC 330: Comparative and International Education: Education as the Practice of Freedom

This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 320, SOAN 344, IREL 388

ETHC 340: Equity & Social Justice in Educ

(Equity and Social Justice in Education) This course examines 'equity' and 'social justice' both as concepts and in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the primary roles of race/ethnicity, space, and socioeconomic status, but also religion, gender, sexual orientation, language, and (dis)ability in individual and group experiences of schooling; and strategies for socially just education. The course uses documentary history, scholarly sources, and personal narratives to explore tensions between the ideals of freedom and equality and the reality of segregation and marginalization in U.S. education. Course content focuses on U.S. public education as a microcosm of equity and social justice issues nationally and internationally. Not open to first-year students. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 310, AFAM 310

ETHC 352: Topics in Social Justice

Examination of a particular issue in social justice, through a research project. Common elements of the course will include examinations of theoretical issues and debates, allowing students to select from a range of possible research topics. Significant time will be devoted to periodic student reports on their projects. Prerequisite: Ethics Center/Philosophy 276 or 277 or permission of instructor.

Cross-listed as: PHIL 352

First-Year Studies

Faculty

Course Descriptions

Student Learning
Outcomes

Faculty

First-Year Studies faculty serve a critical role at the College, advising new students as they transition to college life.

[Amy Abe](#)

Senior Lecturer in Physics

NMR Consultant

[Carla Arnell](#)

Associate Professor and Chair of English

Areas of Study: ancient and medieval literature, history of the English novel

[Anne F. Barry](#)

Assistant Professor of Music

Areas of Study: choral, music education, international music education

[Stephanie Caparelli](#)

Lecturer in Politics

Areas of Study: criminal law, trial law, politics

[Shubhik DebBurman](#)

Disque D. and Carol Gram Deane Professor of Biological Sciences and Chair of Biology

Areas of Study: cell biology, molecular biology, neurobiology, biochemistry, pharmacology, biology of human disease

Elizabeth W. Fischer

Senior Lecturer in Chemistry

Areas of Study: natural science, organic chemistry, biochemistry

[Richard Fisher](#)

Associate Professor of German, Chair of Classical Studies

Areas of Study: Goethezeit, modern German literature, literary genres, epic literature, comparative studies

[Benjamin Goluboff](#)

Associate Professor of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

[Rebecca Graff](#)

Assistant Professor of Anthropology, Chair of Urban Studies (spring), Chair of American Studies

Areas of Study: historical archaeology, U.S. urban archaeology (19th- and 20th- century Chicago), modern and contemporary material culture, world's fairs and expositions, anthropology of time and temporality, archaeology of tourism

[Kent Grote](#)

Assistant Professor of Economics and Business

Areas of Study: finance, investment analysis, industrial organization

For questions about the First-Year Studies Program, contact:

Ann M. Roberts

Associate Dean of the Faculty
Director of the First-Year Studies Program
847-735-5188
roberts@lakeforest.edu

Chloe Johnston

Assistant Professor of Theater and Performance Studies

Areas of Study: performance studies, performance art

Anna Trumbore Jones

Professor and Chair of History

Areas of Study: ancient and medieval history

Matthew R. Kelley

Professor of Psychology, Chair of Neuroscience

Areas of Study: cognitive psychology, learning and memory, research methods and statistics

James Marquardt

Associate Professor of Politics, Chair of International Relations

Areas of Study: American politics, international relations

Janet McCracken

Professor and Chair of Philosophy

Areas of Study: aesthetics, history of philosophy, gender studies, film

Donald Meyer

Professor of Music, Chair of Cinema Studies (spring)

Areas of Study: music history, music theory, film music, electronic music, music composition.

Rachel Ragland

Professor of Education

Areas of Study: secondary education

Catherine Sardo Weidner

Senior Lecturer in History

Areas of Study: American history

Camille Johnson Yale

Assistant Professor of Communication

Areas of Study: critical media studies, new media and communication technologies, media history

Rui Zhu

Professor of Philosophy, Chair of Asian Studies (fall)

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

Course Descriptions

FIYS 196 American Playwrights in Chicago

Ben Goluboff

Chicago is home to a vivid and diverse theater scene that includes everything from tiny stages in the back rooms of bars to glitzy Broadway-style productions. This course will examine a selection of American-authored plays from the Chicago season as the materials for an introduction to literary studies. As such, the course considers the plays we see and read as an occasion to develop skills in critical thinking, research, and writing. A secondary objective is to connect the various plays to particular moments or themes in American history and culture. We will proceed from the acquisition of a simple critical vocabulary for describing a play's form and content, through character study, to more complex questions of the director's decisions in taking a play from the page to the stage.

FIYS 164 - Archaeology of Chicago

Rebecca Graff

This course provides an introduction to the discipline of archaeology by exploring the city of Chicago, using to discuss and to engage with the social complexity found in urban America. Archaeology, a disciplinary subfield of anthropology, considers the material traces of human behaviors. Urban archaeological research looks at the complex interrelation of materiality and the documentary record, revealing everyday experiences and social relations at several levels. Through the lens of archaeology, we will cover Chicago as important stop along a prehistoric trail system, its place as a multicultural fur trade entrepôt, the attention from the 1893 World's Columbian Exposition, and its current preeminence as a global city. Readings cover foundational concepts in archaeology, an introduction to historical archaeology, historical background on Chicago, and comparative urban case studies. Visits to current and future sites of archaeological excavations will be complemented with work on the preliminary archaeological assessment of a Chicago site

FIYS 135 - Birthing and Dying in Chicago: 1850 to the present

Catherine S. Weidner

This course will examine the complex answers to a simple question: who lives, who dies and why? How are life and death issues defined and who decides what constitutes a threat to public health and safety? Focusing on Chicago, students will study the social, political, environmental and economic factors that have impacted the city's demographic patterns over the last 150 years. From the outbreak of the first cholera epidemic in 1854, Chicago has faced many public health crises. Race, ethnicity, sexual orientation and class continue to impact birth and death rates in Chicago. Topics will include early battles to provide birth control and family planning, the polio epidemic, ethical and legal responses to the AIDS crisis of the 1980s and current efforts to define gun violence and related deaths as a public health issue. Guest speakers and field trips will supplement class meetings and readings

FIYS 119 - Chicago Media Industries

Camille Yale

Over the last 170 years, Chicago has been home to a diverse and vibrant set of media industries. From the founding of the Chicago Tribune in 1847, to the production of iconic films like Ferris Buehler's Day Off in the 1980s, to the current boom in television production started by Dick Wolf's Chicago Fire franchise in 2012, there is no doubt that Chicago has made an indelible mark on the U.S. media landscape. In this class, we will

Class of 2021:

Beginning May 3, admitted students can choose six First-Year Studies courses, by going [here](#).

examine the history, policies, and practices of Chicago media industries, including print, film, radio, and television. We will also look at the way Chicago media industries have been impacted by larger political and economic trends, such as new media's effect on the newspaper industry, and growing international competition for Hollywood investment, known as "runaway production." This course will include a field trip to a Chicago media company as well as famous movie locations around the city

FIYS 198 Chicago Trials: Criminal Division

Stephanie Caparelli

This course will examine criminal justice in Chicago from a social and historical perspective by dissecting high profile trials of jazz age murderers, a floppy-haired governor, disgraced members of the judiciary, bar, and police force, and a Grammy Award winning hip-hop artist. Students will study the unique political and judicial history of the city at the time of each case by exploring historical nonfiction, newspaper articles, court documents and transcripts, and by touring historical and contemporary Chicago sites relevant to each case. Using the context of these cases, students will gain an understanding of the judicial process as it functions in state and federal court and an ability to distinguish between the reality of justice in a court of law and the often times fictionalized perception of such reality. This course will include campus visits from judges, attorneys, and other members of the Chicago legal community with personal and specialized knowledge of the particular trials covered.

FIYS 182 Civilization and Barbarism

Rui Zhu

This course examines the issue of violence and its relation to cultural rules and principles. We look at violence from two angles: its destructive and generating power and the rich cultural meanings it reveals. We look at civilization as a system of rules that govern human conduct united under a highly selective set of guiding principles. The central theme of this course is to study how the pressure of violence will give rise to different rules of human conduct subsumed under a few major principles. We will study those rules and principles through the actions in order to gain a basic understanding of the fundamental ways culture and civilization shape human behavior.

FIYS 116 - Dinosaurs, Meteors and Scientific Argument

Amy Abe

What caused the extinction of dinosaurs 66 million years ago? What theories have been derived from what evidence about this extinction? This course will examine how scientists argue by focusing on this problem. It took more than one scientific discipline to develop the theory that the impact of a meteor in Mexico set in motion the events that resulted in the extinction of the species. We will explore the evidence provided and consider just how scientists frame such an investigation and what questions about the physical world they ask. It was only in the 1990's that the scientific community came to the consensus that a meteor impact in Mexico was the trigger. But what caused the meteor to strike? In this seminar we will explore how the data and speculation around this intersection of paleontology, geology and astronomy became accepted science, and consider how scientists use evidence and make arguments.

FIYS 142 Dostoevsky: Murder, Mystery and the Russian Novel

Carla Arnell

Is a student who murders a wealthy old pawnbroker justified in that murder, if he uses her money for the common good? When a father everyone loves to hate gets murdered, "who dunnit?" What moral problems does his murder bring to light? If the Devil visited one's bedroom, what would he look like and what conversation might he make about good and evil? These are just a few of the mysterious questions of

plot, metaphysics, and morality prompted by Fyodor Dostoevsky's novels. This course will explore such questions particularly in relation to Dostoevsky's last novel of ideas, *The Brothers Karamazov*. Reading that fascinating novel closely throughout the semester, we will consider Dostoevsky's literary and intellectual work within its dramatic biographical and historical context. And we will use his fiction as a foundation for lively philosophical, theological, political, and aesthetic debates—debates as relevant today as they were in Dostoevsky's day.

FIYS 190 Exploring Adolescence: The Role of Chicago School Experiences, Then and Now

Rachel Ragland

Adolescence is a time of transitions shaped by the experience of specific contexts. This course will examine how adolescents develop, by focusing on the American high school experience. The specific context that will be explored is the impact of the Chicago public school experience on adolescent development as it existed both at the turn of the last century and as it exists today. To explore the contemporary situation, students traveling as a group will visit and conduct a series of observations at a Chicago high school. The class will develop a relevant research question; this will be investigated and the data collected will be analyzed to form a case study. Students will work collaboratively in research teams to explore these questions. They will use background knowledge and critical thinking skills to discuss the conclusions and implications of their research question and its comparison to historical data.

FIYS 147 - Government and Markets

Kent Grote

Why is the government involved in some aspects of our lives more than others? This question can be answered in many different ways, depending on one's theoretical background. Different economists would provide different analyses of the government's role, especially as it relates to business and markets. They would also base their arguments on fundamental economic theories. The primary goal of this course is to develop an understanding of economic markets and issues where governments have become important participants. Both in the United States and abroad, governments take an active role in the economics of education, the environment, health care, big business, poverty, and unemployment, among other issues. Although the course will be approached from an economic perspective, the topics relate to other fields of study as well, and particularly to the fields of politics and sociology.

FIYS 106 Medical Mysteries of the Mind

Shubhik DebBurman

This course is for beginning students interested in exploring the human brain in a rigorous interdisciplinary way. If you are intensely interested in how your brain helps you think, feel, sense, read, write, eat, sleep, dream, learn and move, this course is for you. You will learn how brain dysfunction causes complex medical illnesses, like Alzheimer's, Autism, and Schizophrenia. You will meet Chicago's world-class neuroscientists through guest seminars and class-trips to famous laboratories. You will debate ethical dilemmas that face society and dissect human brains. Lastly, you will organize a Brain Awareness Week on campus and do outreach at elementary schools to teach what you learn to young children. While the course is intended for any serious student interested in mind mysteries, it will be of particular value for those planning natural science majors, biomedical/health professions, or a combination of biology and psychology. One year each of high school biology and chemistry is required.

FIYS 197 Modern German Film

Richard Fisher

Film provides a lens for studying culture. In this course we will focus on German Film and Culture. Examining masterpieces of German cinema from its inception to the opening of the 21st century, the course will approach the filmmaker's art from the perspectives of political and cultural history as well as cinematic aesthetics: the "language of film." The course views films (subtitled in English) by such noted filmmakers as Lang, Fassbinder, Herzog, and Wenders. Along the way we will debate the powers and perils of popular culture, and trace patterns of interaction between history, works of art, and entertainment. Readings and discussions are in English, and the course encourages comparisons with films from other cultures, including popular Hollywood cinema.

FIYS 180 - Philosophy of Humans and Animals

Janet McCracken

Western philosophers since Aristotle—at least—have claimed that human beings, as a species and alone among species, are capable of complex reasoning. The seventeenth-century French philosopher Descartes, famously, denied that non-human animals have minds or could think, claiming that they are essentially robots. From these kinds of premises, philosophers have inferred a wide range of ethical and religious claims, e.g., it is ethically permissible to eat non-human animals. Alternative claims, however, have just as long a history. In this course, we will read and discuss an array of philosophical opinions on the similarities and differences between humans and other animals, and the practices of industrial farming, training animals to work or entertain, building and patronizing zoos, animal experimentation, and other controversial topics

FIYS 120 - Religious Violence and Coexistence

Anna Trumbore Jones

How do people of different religious faiths interact? How do they create professional and personal relationships—and what limits are placed on those relationships, either by law or by the individuals themselves? Conversely, what causes hostility and violence between faiths? This course investigates these eternal questions through an in-depth study of relations between Christianity, Judaism, and Islam in medieval Europe. We will begin with the earliest interactions between these religious traditions: as Christianity and Judaism diverged from common roots into separate faiths in the first two centuries CE, and as Islam emerged in the seventh century. Our second unit will cover medieval Spain, where Christians, Jews, and Muslims coexisted relatively peacefully for centuries. Finally, we will turn to the reasons for escalating religious violence in the later Middle Ages, focusing on the First Crusade (1095-1099) and the end of religious toleration.

FIYS 128 - Robots & Brains: Fantasies & Facts

Matthew Kelley

Will computers ever become conscious? Will robots ever have the degree of sentience described in science fiction or shown in films? How does the human mind emerge from the workings of the human brain? How is our brain different from, and simultaneously similar to, the brains of other animals? How are the "wet brains" of animals different from, and similar to, the "dry brains" of computers? Readings will include introductory materials on the brain, on mind and consciousness, on science fiction stories about robots, on scholarly and popular articles from current work in neuroscience and artificial intelligence. The course will include films, computer simulations, guest lectures, and field trips, all related to brain, mind, robots, and artificial intelligence.

FIYS 109 - The Future

Don Meyer

According to the 1989 film *Back to the Future Part II*, Americans living in 2017 would be traveling in hovercars, wearing self-lacing sneakers, and

scooting around on hoverboards. Predicting the future is clearly difficult. So-called experts in various fields have routinely failed to accurately predict events such as the housing bubble of 2007, weather catastrophes, the outcome of political races, whether bridges can withstand stress loads, pandemics, and so on. Yet, to be human is to make predictions. In this course, we will explore the ways people have tried to see into the future, both on a mundane and a profound level. Examining fields across the liberal arts curriculum, we will assess these predictions and ultimately make predictions of our own, to be placed in a time capsule for our future amusement.

FIYS 133 The Great War

Jim Marquardt

World War I (1914-1918) is a historical milestone. It marked the end of the “old world order” and unleashed complex forces of political, economic and social change, the effects of which are still being felt today. What caused World War I? How did political, diplomatic and military issues affect the conduct of the war in Europe? What is the legacy of the “Great War”? The course examines the complex forces and events that compelled the European powers to take up arms against one another. It also explores opposition to the war among pacifists, conscientious objectors, suffragettes and socialists.

FIYS 154 - The Irish in Chicago

Anne Barry

This course will place Irish history in context and examine the large-scale emigration from Ireland to the United States in the mid-19th century. It will trace the destinations of the Irish as they settled in America and focus primarily on those who came to Chicago. It will research where and how the Irish community lived in the city and surrounding areas. It will examine how the Irish immigrants contended with the darker side of this new life through impoverished times and the rise of mob activity, and yet, how the cultural aspects of Irish life (among them sports, music, dance, art, crafts, literature, and theater) not only survived the transatlantic crossing, but thrived in their new home, and continue to be part of life for the Irish community in 21st century Chicago.

FIYS 130 The Science of Cooking

Elizabeth Fischer

Since 1992, the term molecular gastronomy has become part of understanding the world’s cuisine. This course will examine the chemistry and physics of cooking, and the physiology of taste and flavor. We will explore such questions as what is the science behind making a foam or gel; how do you prevent food bacteria from forming; and what does it mean to temper chocolate? The science of cooking includes the important works of Hervé This, Heston Blumenthal, Ferran Adrià, José Andrés, and Grant Achatz, among others. We will read their work and not only become familiar with the latest materials and methods of the world’s most innovative cuisine, but also learn how these methods may be part of the solution to ending world hunger. We will work with a chef to perform experiments to elucidate the theory we will be studying.

FIYS 158 - Women in Theater

Chloe Johnston

“One is not born, but rather becomes, a woman.”—Simone deBeauvoir
DeBeauvoir’s famous quote tells us that gender is learned—a collection of behaviors that we all learn to replicate through a kind of performance that happens on and offstage. In this course, we will think about how this understanding of gender plays out in the theatre—the place where performance is studied. We’ll also take a broad look at the contributions made to theatrical history by women across the globe, considering how women have expressed themselves through theatre and performance—and how their voices have, at times, been excluded. We’ll also continually return to one question: Why do we need to teach/take a class called “Women in Theatre”?

Student Learning Outcomes

The expected Student Learning Outcomes for the First Year Studies Program are:

1. First-year students will be able to demonstrate progress toward competence in structure, flow, depth, use of source material, and conventions of academic writing.
2. First-Year students will be able to demonstrate competence in critical thinking, including analysis, synthesis, and judgment.
3. First-Year students will be able to demonstrate the acquisition and refinement of a broad range of information gathering and research skills, including use of a variety of research tools, of the resources of the library, as well as demonstration of academic honesty.

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Gender, Sexuality, and Women's Studies

Faculty

[Janet McCracken](#)

Professor and Chair of Philosophy

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty, Director of the Learning & Teaching Center, Chair of Museum Studies

Areas of Study: ancient, medieval, and early modern art history

[Linda Horwitz](#)

Associate Professor of Communication, Chair of Gender, Sexuality and Women's Studies

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Amanda Felkey](#)

Associate Professor of Economics and Business, Chair of Economics, Business and Finance

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

[Susan M. Long](#)

Associate Professor of Psychology

Areas of Study: community psychology, violence against women, women in poverty, and community interventions

[Tracy McCabe](#)

Senior Lecturer in English, Director of Writing Programs

Areas of Study: women's studies, writing

Requirements

MINOR IN GENDER, SEXUALITY, AND WOMEN'S STUDIES

No major is currently available.

Requirements for the Minor:

At least 6 credits

- Gender, Sexuality, and Women's Studies 110: Introduction to Women's and Gender Studies (formerly Women's and Gender Studies 252)
- 5 additional courses chosen from a list of approved courses – no more than 2 courses may come from the same department and at least 1 course must be at 300-level or above.
 - Art History 325: Women, Art, and Society
 - Art History 326: Gender, Identity, and Modern Art
 - Art History 380: Renaissance Art and Domesticity
 - Communication 350: Topics in Communication: Gender & Media
 - Communication 382: Women's Rhetoric and the Feminist Critique
 - Economics 265: Poverty, Discrimination, and Inequality
 - Economics 420: Labor in the American Economy
 - English 218: Blues Women in African American Literature
 - English 225: Women and Literature
 - English 336: British Women Writers
 - English 351: Gender and Literature
 - English 403: Emily Dickinson

- Ethics Center 252: Dialogue: Gender Identity (0.50 credits)
- History 288: Women in Modern History
- History 326: Identity, Body, and Persecution in Medieval Europe
- History 338: Literature and Society in Russia
- History 364: Topics in Gender and History
- Philosophy 200: Philosophy and Gender
- Philosophy 301: Romantic Comedies and Philosophy of Love
- Philosophy 303: Gender and Character
- Philosophy 365: Race, Gender & Sexual Orientation
- Politics 238: Jane Addams
- Politics 251: Family Structure and Political Theory
- Psychology 206: Human Sexuality
- Psychology 210: Developmental Psychology: Childhood and Adolescence
- Psychology 211: Adulthood and Aging
- Psychology 340: Psychology of Sex and Gender
- Religion 275: Female Religious Images in the West
- Religion 276: Female Religious Images in Asia
- Sociology & Anthropology 253: Family and Kinship
- Sociology & Anthropology 280: Gender, Culture, and Society
- Sociology & Anthropology 285: Sexuality and Society
- Sociology & Anthropology 362: Love in a Time of Capitalism
- Sociology & Anthropology 372: Queer Theory
- Spanish 400: Women's Voices in Latin America
- Theater 337: Women in Theater
- Theater 338: Activism in Theater: Gay, Lesbian, Transgender Voices
- Gender, Sexuality, and Women's Studies 207: Food, Fat and Culture
- Gender, Sexuality, and Women's Studies 228: Women Writing Women
- Gender, Sexuality, and Women's Studies 300: Feminist Controversies
- an internship or independent research project may count for one of the courses

Course Descriptions

GSWS 110: Intro to Women's/Gender Studies

This course is an introduction to the field of women's and gender studies with an emphasis on literary texts studied in connection with ideas about gender in other disciplines, including science and social science. (Meets GEC Cultural Diversity Requirement.)

GSWS 200: Philosophy & Gender

What is gender? Is it the same as one's sex? Is it inborn or learned? In this course, we'll investigate these questions, as well as how gender differences do or ought to change our theories of human existence and human good. A comparison of classical, modern, and postmodern treatments of the effect of gender on love, knowledge, and ethical obligation. Reading may include Plato, Aristotle, Rousseau, Mary Shelley, Freud, de Beauvoir, and Irigaray. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 200

GSWS 206: Human Sexuality

This course focuses on psychological aspects of human sexuality, including the sexual response cycle, intimate relationships, sexual orientations and identities, and sexual health and disease. The course aims to familiarize students with methods used in scientific research on sexuality, to encourage them to think critically about sexual issues, to help them develop a better understanding of sexual diversity, and to enable them to become responsible sexual decision makers. Prerequisite: Sophomore standing required. PSYC 110 recommended.

Cross-listed as: PSYC 206

GSWS 207: Food, Fat and Culture

Fat is a feminist issue, but why? This course will examine the interconnections between food, fat, and culture while focusing on the gendered nature of weight as a socially, historically, morally, and politically constructed category.

GSWS 210: Developmental Psychology

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. We stress the ongoing interplay of biological and environmental forces as influences on development; place development in a broad context of culture, class, and history; view children and adolescents as active shapers of their environment; emphasize both continuity and the capacity for change; and consider implications of developmental psychology for educators, practitioners, parents and policymakers. Prerequisite: Psychology 110. Cross-listed as: PSYC 210

GSWS 211: Adulthood & Aging

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110.

Cross-listed as: PSYC 211

GSWS 218: Blues Women in African American Lit

An analysis of the representation of 'blues women' and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 218, AFAM 218, AMER 218

GSWS 228: Women Writing Women

This course will survey selected women writers, in diverse genres past and present, with a focus on American women in the 20th and 21st centuries. Writers may include: Muriel Rukeyser, Adrienne Rich, Maxine Hong Kingston, Louise Erdrich, Gloria Anzaldua, and Jamaica Kincaid, as well as women writing in recent genres like creative nonfiction, memoir, and transgender fiction. We will explore questions such as: Does the diversity of American women in terms of race, ethnicity, sexuality, and gender identification trouble the very concept of 'U.S. women writers'? What are ways that women have defined and undermined the concept of 'woman' in their writing? (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 228, AMER 228

GSWS 237: Women in Theater

This course will examine the involvement of women in the history of theater. Topics covered may include: the medieval plays of Roswitha, strong female characters (acted by men) in Shakespeare, the arrival of actresses on the Restoration stage, the eighteenth-century playwright Aphra Behn, the rise of 'star' actresses in the nineteenth century, and such twentieth-century figures as Marsha Norman, Maria Irene Fornes, Beth Henley, Wendy Wasserstein, Caryl Churchill, Timberlake Wertenbaker, Helene Cixous, and Ntozake Shange. Prerequisite: At least one course in theater history. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: THTR 237

GSWS 251: Family Structure & Political Theory

Sexuality, child rearing, marriage, and family construction are crucial issues to political theorists, especially since the family is the fundamental social unit. Through an examination of traditional political theorists, this course will explore the treatment of these issues, and how they affect other, more established political problems such as citizenship, property, and community. Current legal and practical problems involving families will inform and illuminate our perusal of political theorists' approach to the relationship between the private family and the state. Readings include selections from the Bible, Sophocles and Aristophanes, Plato and Aristotle, the Gospels, St. Augustine, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, Mill, Engels and others. POLS 130 is recommended but not required. (Meets GEC Cultural Diversity Requirement)

Cross-listed as: POLS 251

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GSWS 252: Dialogue: Gender Identity

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to gender identity. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Note: This course earns .5 credits. No Prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ETHC 252

GSWS 253: Family and Kinship

This course focuses on family and kinship in cross-cultural perspective. We will look at families in their social and cultural context and ask what relationships exist between family forms, practices, and values and the economic system, political organization, religions, and cultures of the larger community. We will also ask what the sources of love and support, as well as conflict and tension, are within families and among kin, and we will question why family forms and ideal family types change over time. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 253

GSWS 265: Poverty, Inequality, Discrimination

This course explores how the discipline of economics can explain and analyze the causes and effects of poverty, inequality and discrimination. It will examine how various populations (defined by race, age, gender, class, sexual orientation, etc.) experience these differently. Students will be introduced to (1) economic theories of poverty, inequality and discrimination, (2) ways to measure each and (3) public policies designed to mitigate poverty, inequality and discrimination in the US. Since women are more likely than men to be poor and a large number of policies are aimed at women and children, particular emphasis is given to the role of gender. Prerequisite: ECON 110 with a grade of C- or better. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ECON 265

GSWS 271: Women in Modern History

This course examines women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present. Among the issues examined are birth control; equality vs. difference (the essentialism debate); race and class; and gender as an analytical concept. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 288

GSWS 275: Female Religious Images in West

Individual religious traditions have incorporated female images and ideals in different ways as goddesses, priestesses, and saints. The objective of this course is to examine ways in which the divine has been expressed in specifically female forms, as well as to examine the characteristics of female religious experience. Specific figures include Inanna, the central goddess figure of ancient Sumer; Eve and Sarah from the Hebrew Bible; Mary and female monastics from the Christian tradition; and contemporary Jewish, Christian, and Muslim women actively participating in their traditions. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 275

GSWS 276: Female Religious Images in Asia

Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 276, ASIA 276

GSWS 280: Gender, Culture, and Society

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the twentieth-century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 280

GSWS 285: Sexuality and Society

This course is a cross-cultural examination of perceptions and practices of sex and sexuality. We will begin with a brief overview of some archaeological findings and their implications, after which we will go on to address sexual practices in history and modern times both in the United States and other areas of the world. We will study economic, cultural, political, and religious influences on sexual thought and practice. Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 285

GSWS 300: Topics: Feminist Controversies

This course will explore selected controversial topics among feminists, such as: the institutions of motherhood and reproduction, including surrogacy, abortion, and breastfeeding; the Michigan Womyn's Music Festival; sex work (pornography and prostitution); and definitions of sexual assault. In the course of debating these topics, students will learn distinctions and connections between different strands of feminist thought, such as: liberal feminism, Marxist and socialist feminisms, radical feminism, cultural feminism, lesbian feminism, queer feminism, psychoanalytic feminism, postmodern feminism, African American feminism, 3rd world feminism. (Meets GEC Cultural Diversity Requirement.)

GSWS 301: Romantic Comedies & Phil of Love

(Romantic Comedies and Philosophy of Love) Why do we like to watch romantic comedies? What's satisfying about them, even when they're not great films? Film theorist Leo Braudy claimed that "genre [film] ? always involves a complex relation between the compulsions of the past and the freedoms of the present. ? [They] affect their audience ? by their ability to express the warring traditions in society and the social importance of understanding convention." In this course, following Braudy, we will investigate the relationship between the film genre of romantic comedy and age-old thinking about love, marriage, and romance. We'll read some ancient and modern philosophy of love, as well as some relevant film theory, and watch and discuss an array of romantic comedies, trying to unpack what we really believe about love. Prerequisite: One Philosophy course or permission of the instructor. ("Genre: The Conventions of Connection," Film Theory and Criticism, eds. Leo Braudy and Marshall Cohen. New York: Oxford U. Press, 538).
Cross-listed as: PHIL 301, CINE 301

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GSWS 303: Gender and Character

Studies of the effects of either femininity or masculinity on moral and aesthetic choices. Several philosophers of character, morality, and psychology, e.g., Aristotle, Nietzsche, Freud, MacIntyre, and Gilligan, will be examined in conjunction with various works of fiction and film. Prerequisite: One philosophy course or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 303

GSWS 305: Identity/Body/Persecution Med Europ

(Identity, Body, and Persecution in Medieval Europe) Medieval men and women discussed many of the same questions of identity that we do: What makes an individual unique? How does group affiliation affect identity? What is the relationship between identity and change? How does faith in God influence understanding of the individual? This course considers the following topics: medieval conceptions of the individual in Christian autobiography; the role of the body and gender in determining identity (exploring topics such as the Eucharist, the cult of saints, and sex difference); how medieval Europeans defined their own identity by persecuting the 'other,' including heretics, Jews, and lepers; how change affected identity in medieval texts such as werewolf stories and resurrection theology.
Cross-listed as: HIST 326, RELG 326

GSWS 320: Labor Economics

In this course, standard theories of labor economics are developed. Topics include labor supply, labor demand, education, discrimination, contracting, and unions. Particular emphasis is given to the labor force participation of married women and single mothers, earnings, wage distributions and inequality, job training, and employment benefits. Empirical analysis complements theoretical modeling, especially in the area of women's work and international comparisons regarding labor laws and labor market outcomes. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 210.
Cross-listed as: ECON 320

GSWS 325: Women, Art and Society

This course considers the contributions of women artists to the Western tradition of art making and examines the way art in the Western world has used the figure of woman to carry meaning and express notions of femininity in different periods. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 325

GSWS 326: Gender Identity in Modern Art

Since the late nineteenth century, communities of artists and critics have defined themselves in opposition to the dominant forms of maleness and heterosexuality. This course examines the definitions of 'homosexuality' and 'feminism,' and traces their development in and influence on the visual arts. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 326

GSWS 340: Psychology of Gender

Sex and gender have long been controversial topics in psychology. In this class, we will cast a wide and critical eye on how sex and gender are defined, conceptualized, and studied. We will ask a series of questions about similarities and differences in a number of areas, including relationships, mental health, abilities and achievement, aggression, communication, hormones, and physical health and functioning. We will discuss gender development and socialization, as well as gender inequality and sex-role stereotypes, paying particular attention to how the scientific study of sex and gender is used and misused in contemporary society. Prerequisites: Psychology 110 and sophomore standing. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PSYC 340

GSWS 347: Topics in Gender and History

A seminar that examines in depth one aspect of gender and history. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 364, AMER 347

GSWS 350: Topics in Gender and Media

(when applicable) Intensive study of selected subjects within the field of communications. Topics vary by semester. (Meets GEC Cultural Diversity Requirement, depending on topic.)

Cross-listed as: COMM 350

GSWS 355: Community Psych

Community Psychologists study individuals in the contexts of their communities - e.g., families, peer groups, schools, workplaces, religious groups, culture, and society - and strive to engage collaboratively in research and community action work to ameliorate social problems, enhance the overall well-being of the community and its members, and make positive public policy changes. In this course, we will: (1) Consider the goals and roles of Community Psychologists; (2) Examine how social structures and community problems affect individuals' lives, and analyze our own underlying assumptions about these issues; (3) Consider the importance of diversity and psychological sense of community; (4) Explore methods & strategies for citizen participation and social change; and (5) Learn to use psychological research to inform social policy change and prevention efforts. Topics may include: Family Violence; Foster Care; Racism & the Justice System; Community Organizing for Rights (e.g., Civil Rights, Workers' Rights, Women's Rights); Community Organizing Against Harms (e.g., Hazardous Waste); Community Mental Health; Poverty & Homelessness; Children and Welfare Reform; Community Violence Prevention; Adaptation and Coping with Disaster (e.g., 9/11, Hurricane Katrina); and Advocacy on Capitol Hill - The Tobacco Lobby and Teenage Smoking. Prerequisite: Psychology 110 or equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PSYC 355

GSWS 362: Love in a Time of Capitalism

Most of us are familiar with the idea that romantic love plays a different role in the contemporary world than it did at other times and the idea that love manifests in different ways across cultures. Rather than attempt a survey of all the possible manifestations of romantic love, this course aims to explore how 'love' features into our understandings of human interaction in the 21st century, particularly in the United States. We will be particularly focusing on the contemporary American notion that love and money are opposing forces. Our first goal will be to identify at least some of the tropes of love that are in current circulation. We will then explore the potential social consequences of those tropes, including the ways in which such tropes are passed on and reproduced across generations and the possibility of commodifying and 'selling' certain tropes as the 'right' way to be in love. Throughout the course, we will collect love stories, and our final task of the semester will be to compare our theoretical and media derived understandings of romantic love to its manifestations in people's lives. Prerequisites: SOAN 110 and 220 or consent of instructor.

Cross-listed as: SOAN 362, AMER 362

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GSWS 372: Queer Theory

This course will address the contemporary social theories collectively described as 'Queer Theory.' A unifying thread for those theorists generally accepted as working within Queer Theory is the prioritization of gender and sexuality as social ordering devices. Queer Theorists make dualities, power inequalities, and identity performance central to their analyses. The creation, rise, and ultimate deconstruction of these theories will be placed within social and historical contexts. Once the student has a firm understanding of the source and content of Queer Theory we will embark upon an exploration of its application through the investigation of a number of topics that are often peripheralized in the academy. Ultimately, we will question the utility of the theory in light of factors ranging from its dismantlement under deconstruction to the rise of social contingency theory. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: SOAN 372

GSWS 376: Queer Cinema

This course will focus on queer cinema--films that not only challenge prevailing sexual norms, but also seek to undermine the categories of gender and sex. Gender and sexual norms are perpetuated and challenged through notions of visibility, a key tactic in the fight for societal acceptance and civil rights. How sexuality is made visible and invisible will serve as a central focus in our analysis of queer film and media, focusing primarily on explicit representations of GLBTQ characters. Through feminist and queer theory, film theory and cultural criticism, we will analyze the contested relationships between spectators and texts, identity and commodities, realism and fantasy, activism and entertainment, desire and politics. Prerequisite: COMM 255, COMM 275, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: COMM 376, CINE 376

GSWS 380: Renaissance Art and Domesticity

This course examines the original setting of works of art in the secular context of the household during the Renaissance (about 1300-1650). It will also consider representations of the domestic sphere as evidence for the functions of objects in houses, palaces, or villas. Addressing issues of patronage, function and audience, the course explores the uses men and women in the Renaissance made of works of art in their homes. Among the art forms we will analyze are: domestic architecture, paintings (frescoes, portraits, cassone, spalliere), sculpture, furnishings, metalwork, ceramics, tapestries and other textiles. Prerequisite: at least one art history course or consent of the instructor.

Cross-listed as: ARTH 380

GSWS 382: Women's Rhet & Feminist Critique

Traces the development of women's oratorical tradition and the feminist critique by looking at how U.S. women argued for the right to speak before they had the vote and then how they continue arguing for equality once the right to suffrage had been established. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: COMM 382

GSWS 400: Women's Voices in Latin America

An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Ines de la Cruz, and Eva Peron as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchu, Maria Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 400, LNAM 400

GSWS 403: Emily Dickinson

An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception.

Cross-listed as: ENGL 403

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History

Faculty

[Dan LeMahieu](#)

Hotchkiss Presidential Professor of History,
Director of the Master of Liberal Studies Program

Areas of Study: modern European history

[Steven Rosswurm](#)

Professor of History

Areas of Study: American history, Mexican history

[Shiwei Chen](#)

Professor of History, Chair of Asian Studies (spring)

Areas of Study: East Asian history

[Anna Trumbore Jones](#)

Professor and Chair of History

Areas of Study: ancient and medieval history

[Courtney Cain](#)

Assistant Professor of History and African American Studies

Areas of Study: African American history

[Rudi Batzell](#)

Assistant Professor of History

Areas of Study: U.S. history, economic and social history

[Catherine Sardo Weidner](#)

Senior Lecturer in History

Areas of Study: American history

[Danielle Cohen](#)

Lecturer in History

Areas of Study: East Asian political history, political demography

[Cristina Groeger](#)

Lecturer in History

Areas of Study: U.S. history, urban history

[Jilana Ordman](#)

Lecturer in History

Areas of Study: ancient and medieval history

[Emilie Roman](#)

Lecturer in French and History

Areas of Study: French language and literature

EMERITUS FACULTY

[Carol Gayle](#)

Associate Director of the Master of Liberal Studies Program,
Associate Professor of History, Emerita

Areas of Study: Russian and European history

David Spadafora

Visiting Professor of History, Emeritus

Areas of Study: modern European history

Michael H. Ebner

James D. Vail III Professor of American History, Emeritus

Areas of Study: American history

Pericles B. Georges

Associate Professor of History, Emeritus

Areas of Study: ancient and medieval history

Requirements

MAJOR AND MINOR IN HISTORY

Requirements for the Major:

At least 9 credits

- History 110: Introduction to Historical Study: World Civilizations – preferably in the first year
- 1 of the following two-course sequences:
 - United States
 - History 200: Foundations of the American Republic
 - History 201: Modern America
 - East Asia
 - History 212: Origins of East Asia
 - History 213: Modern East Asia
 - Ancient and Medieval Europe
 - History 204: Roman History
 - History 205: Medieval History
 - Modern Europe
 - History 208: Europe 1715-1890
 - History 209: Europe in the Twentieth Century
- History 300: Theory and Methods – taken as a junior
- 4 additional courses, at least two of which must be at the 300-level or above
- Completion of the Senior Studies Requirement in 1 of the following ways:
 - History 420: Senior Seminar
 - Senior Thesis

Requirements for the Minor:

The Minor in History consists of 6 courses, 2 of which must be on or above the 300-level. History 300 is encouraged but not required for the minor.

A NOTE ON INTERNSHIPS

The History Department recognizes that internships are a valuable way for students to connect their classroom learning to future careers. Some History majors and minors have completed internships at institutions directly related to History (Lake Forest-Lake Bluff Historical Society, Newberry Library, etc.). Our students have also completed internships at other types of companies and institutions that allowed them to utilize the skills of a History major/minor (political campaigns, non-profits, etc.). We encourage our students to seek out these opportunities. Internships do not, however, fulfill any of the nine credits required of History majors or six credits required of History minors (see above). Rather, they will appear as "extra" History credits on the student's transcript (a tenth course for a major, or a seventh course for a minor, for example). For more information, see our "Internships and Careers" page.

A NOTE ON REPEATED COURSES

Lake Forest College policy states that students who receive a C- or lower in a course may repeat that course once with replacement of the earlier grade. Normally, students must repeat a course with the same course number. However, in the spring of 2014 the History Department instituted a comprehensive course re-numbering. This could cause confusion among students wishing to repeat a course but finding that it now has a different number. Students in this situation should consult with the chair of History to be sure that they are repeating the same course, regardless of the different number.

Course Descriptions

HIST 110: World Civilizations

(Introduction to Historical Study: World Civilizations.) This course offers an introduction to college-level study of history. Specific subjects covered will vary, but a significant amount of the course will focus on non-Western history. Topics may include: the origins of civilizations in the Middle East, Asia, and the Americas; the role of religion in society; the rise and fall of empires; encounters between civilizations, from ancient trade networks to modern colonialism. Students in all sections will be introduced to certain key skills and methodology used by historians, including analysis of primary sources and assessment of historical arguments. Close attention will be paid to the development of critical reading and writing skills. (Meets GEC Cultural Diversity Requirement.)

HIST 200: Foundations American Republic

(Foundations of the American Republic) The origins of American society and the development of the United States from an under-developed new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials.

Cross-listed as: AMER 210

HIST 201: Modern America

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing.

Cross-listed as: AMER 211

HIST 204: Roman History

This course examines the history of Italy and the Mediterranean world during the thousand-plus years of Roman rule. We begin with Rome's establishment as a small city-state, as recorded in both legend and archaeological evidence. We chart Rome's political development and imperial expansion under the republic, study the career of Augustus and the revolution by which he transformed Rome into an empire, and conclude with that empire's fragmentation into the Byzantine, Latin Christian, and Islamic worlds. The topics studied will include: key political institutions and leaders; war, imperialism, and their consequences, including slavery and social unrest; the work of authors such as Cicero, Vergil, Seneca, and Marcus Aurelius; the varied Roman religious scene and the rise of Christianity and Islam; Roman social history, including class, marriage, and slavery. Students will work extensively with primary documents in translation.

Cross-listed as: CLAS 211

HIST 205: Medieval History

This course examines the history of Europe and the Mediterranean world in the years 300-1500 CE. We begin with the fragmentation of the Roman Empire into three areas: Latin Christian Europe, the Byzantine Empire, and the Islamic world. We then explore the richness of the medieval centuries, including: aspects of medieval Christianity ranging from the cult of saints to monasticism to the papacy; the development of the major European kingdoms, knighthood, and chivalry; intellectual life and the rise of universities; interactions between Christians, Jews, and Muslims both peaceful (trade) and hostile (crusade); lives of ordinary people in urban and rural settings. Students will work extensively with primary documents in translation.

HIST 208: Europe 1715-1890

Socio-economic, political, and intellectual and cultural development of Europe from 1715 to 1890. The crisis of the old order in the age of the Enlightenment and the French Revolution. Industrialization, democratization, and modernization in the nineteenth century. The emergence of nation-states, consumer societies, and modern ideologies.

Cross-listed as: IREL 220

HIST 209: Europe in the Twentieth Century

European politics, culture, and society from 1890s to 1990s. The course pursues three major themes: the origins of the modern era from 1890 to 1918; the rise of the authoritarian state from 1917 to 1945; and the Cold War from the 1940s to the collapse of the Soviet Union.

Cross-listed as: IREL 221

HIST 212: Origins of East Asia

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 200, IREL 233

HIST 213: Modern East Asia

Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 201, IREL 234

HIST 220: Colonial America

This course is an interpretive survey of American Colonial history in the context of a broad Atlantic system from 1492 to 1763. The colonial period was the first era of globalization, when peoples of Europe, Africa, and the Americas came together in new economic, social, and cultural configurations. In this class we will explore this period not only as the first chapter in American history, but more broadly as a hugely transformative era in World history. A main component of this course is attention to ordinary people in early America through research in primary sources.

Cross-listed as: AMER 249

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HIST 222: American Revolution

To quote the historian Gordon Wood, the American Revolution 'was the most radical and far-reaching event in American history.' In this course we examine this momentous Founding Age of the United States, with a special focus on the ideas that shaped this period. We explore the growing estrangement of American colonies from Great Britain and the culmination of this process in the Declaration of Independence. Then we look at the process and controversies involved in creating a new nation, and the United States government.

Cross-listed as: AMER 253

HIST 224: The New American Nation 1787-1848

This course covers America's 'Founding Period' from the end of the Revolution through the conclusion of the U.S.-Mexican War. During this time, Americans gradually came to see themselves as part of a unified nation with its own distinctive culture and ideals, though this outcome was far from certain. Beginning with the Constitution and the uncertain legacies of the American Revolution, the course considers the fundamental political, social, and cultural problems that could easily have torn the young Republic apart. Topics and themes include the problems of democracy and popular politics, the limits of citizenship, the formation of a distinctive American culture, the place of America on the world stage, the transition to capitalism and the 'market revolution,' and the figure of Andrew Jackson.

Cross-listed as: AMER 271

HIST 226: American Civil War

The origins of the war in the antagonistic development of the free North and slave South; Lincoln and the Republican Party; Black activity in the North and South; the war; the transforming and gendered aspects of fighting the war; Reconstruction; the impact of the war on American development.

Cross-listed as: AMER 250

HIST 228: Inequality and Reform: US 1865-1920

This course offers an introduction to the political, social, and cultural history of the United States between Reconstruction and World War I, as the country rebuilt and reimagined itself in the wake of the Civil War and the end of slavery. We will pay special attention to new patterns of inequality in the contexts of industrialization, urbanization, and immigration. We will also examine the complexities and contradictions of progressive reform movements, including efforts to improve housing, sanitation, and labor conditions. We will look at how those transformations affected people's everyday lives and conceptions of American citizenship, and we will explore the emergence of popular mass culture through photography, art, architecture, advertising, and films. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 276

HIST 230: African American History 1500-1865

This course will survey the history of African Americans in the New World, from the first colonial encounter through the sociopolitical changes of the burgeoning United States that led to the Civil War (1861-1865). The history of African Americans in the United States is often defined by the chattel slavery experience. However, the early years of American history that made people of African descent American are much more complex. By centering the actions and voices of the heterogeneous African American community, this course examines topics including the Middle Passage, domestic slavery expansion, free and maroon black communities, various resistance strategies, interracial coalitions, and the role of enslaved people in bringing about their own emancipation. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 230

HIST 231: American Indian Country, 1500-2000

This course is a survey of North American Indian history from pre-colonization to the present, with emphasis on the centrality of Indians to U.S. history. Many people know little about American Indians beyond popular stereotypes and a vague narrative that casts Indians either as hostile enemies to progress or environmentally sensitive victims of American territorial expansion. This course will build on the proliferation of scholarship on native peoples in the last fifty years, which has restored Indians to their role as historical actors and demonstrated the complex economic, social, and cultural dynamics of Indian/white relations. Indian country did not disappear at the conclusion of the 19th-century Plains Wars, nor did Indians "vanish." This course will connect Indian history to issues related to nation-building, citizenship, economic change, and multiculturalism. Students will work with both scholarship and primary sources on Indian history; we will also visit local archives and museums with important Indian collections. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

HIST 232: American Environmental History

Introduction to the historical study of the relationship of Americans with the natural world. Examination of the ways that 'natural' forces helped shape American history; the ways human beings have altered and interacted with nature over time; and the ways cultural, philosophical, scientific, and political attitudes towards the environment have changed in the course of American history, pre-history to the present.

Cross-listed as: AMER 261, ES 260

HIST 233: African American History 1865-2016

This course examines the journey of African Americans from the end of the Civil War through Reconstruction, the New Nadir, the Civil Rights and Black Power Movements, the War on Drugs and new black capitalism, and the rise of hip hop, ending with the Obama years. In 1865, the centuries-old question of where African Americans would fit into the fabric of United States society was finally answered. As newly freed people and full citizens, African Americans learned that the process of citizenship would not be seamless or easy, and that the fight was just beginning. Blacks redefined their status over and over again during this 150-year period, and this course will examine why and how these shifts occurred. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 233

HIST 234: Witches, Preachers, and Mystics

In this course students consider the historical development of religion in the United States of America. We study topics such as the contact between Native Americans and European settlers, religion and the founding of the Republic, religious revivals and awakenings, immigration and religion, the rise of new forms of religion in the United States, responses to scientific and technological developments, and the entangling of religion and politics. The course covers religion from the colonial period to the dawn of the twentieth century. No prerequisites.

Cross-listed as: RELG 234, AMER 234

HIST 235: American Cities

The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.

Cross-listed as: AMER 263, ES 263

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HIST 237: US and World History

This course examines US history from various perspectives to show not only that it has been both similar to and different than that of other nations, but also that it cannot be separated from world developments. Examples of perspectives to be used include the following: a comparative viewpoint that looks at key moments and developments, i.e., the abolition of slavery, as they occurred throughout the world; a transnational approach that embeds US history at every significant moment, e.g., industrialization, in its connections to ongoing global events and processes; a diasporic standpoint that puts the voluntary and forced movement of peoples at the center of the evolution of US society; a political-economic critique that places the origins and development of capitalism at the center of world history since the fourteenth century.

Cross-listed as: AMER 267, IREL 222

HIST 239: History of Educ in American Society

(History of Education in American Society) Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century.

Cross-listed as: AMER 270, EDUC 239

HIST 240: Ancient Greece

Greek civilization from the first awakening of reason in Homeric poetry and early philosophy to the spread throughout the Mediterranean world of a civilization of headlong, revolutionary innovation in every department of life and thought. Key episodes of the intellectual, political, and military history of the Greeks examined through examples of their literature and thought.

Cross-listed as: CLAS 210

HIST 243: Crusade & Holy War in Med Europe

(Crusade and Holy War in Medieval Europe) Medieval Europe experienced widespread debate about the use of violence by Christians. The course considers early definitions of Just War and the attempts by the church to control violence around the year 1000. Detailed examination of the origin of the idea of crusade and the history of the First Crusade (1095-99) from Christian, Jewish, Greek, and Muslim perspectives. Examines the later medieval phenomenon of crusade against other Christians.

Cross-listed as: RELG 248, ISLM 243

HIST 246: Renaissance and Reformation

This course begins with Europe at the end of the Middle Ages, alive with cultural ferment and religious debate but reeling from the carnage of the Black Death. We then turn to an in-depth examination of the years 1400-1600, including: the development of sovereign states and political theory on proper governance, divine right, and resistance to royal rule; the impact of key technological innovations such as printing and gunpowder; the discovery of the Americas and the origins of worldwide European colonialism; the spread of mercantile and industrial capitalism and international trade systems; the flowering of culture, art, and science known as the Renaissance; the emergence of Protestant and Catholic visions of religious reform and the wars and persecutions that resulted. Students will work extensively with primary documents in translation as well as key works of scholarship.

HIST 250: Modern British History

The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state, and contemporary British life.

Cross-listed as: IREL 223

HIST 255: History of Russia

Survey of the political, social, and intellectual history of Russia from the early medieval period to the post-Soviet era. Emphasis on the people and the state, efforts at modernization from above (particularly those of Peter the Great and Stalin), revolutionary ideas and movements, the disintegration of the Communist system and the Soviet empire, and the difficulties faced by Russia and other post-Soviet states. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 225

HIST 257: World War II: Europe

Among topics to be studied: origins of the European war; the defeat of France; the Battle of Britain; the German attack on Russia; the Holocaust; the defeat of Germany; the impact of the war after 1945. In this course there will be a strong emphasis on film as an historical source.

Cross-listed as: IREL 226

HIST 259: Immigration in France 1945 to Today

This course will trace France's immigration history from the mid-twentieth century to the present. It will mainly offer an investigation of Muslim immigration and integration in the post-1945 period. Along the way, we will also consider the broader context of immigration (i.e., of national, ethnic, and religious groups other than Muslims to France), the formation and evolution of concepts of French national identity, and the history of French citizenship policy. This course represents a postcolonial approach to the history of France, at the nexus of colonial, immigration, and urban histories. These histories will be studied with a focus on the social, economic, political, and cultural stakes raised by immigration, and the course will consider how some in France have reacted against certain groups of immigrants as antithetical to "Frenchness". No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 259, FREN 259, IREL 224

HIST 260: Modern China

Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 283, IREL 230

HIST 262: Modern Japan

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as an economic giant among the nations of the Pacific. Attention to the achievements as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 286, IREL 231

HIST 264: World War II in Asia

Through lecture and discussion, we will look at the origins of the war; the invasion of China and the Rape of Nanking; battle at sea and on the mainland of Asia; surrender; lives of individual soldiers, diplomats, refugees, POWs, 'comfort women,' collaborators, and guerrillas; and continuing controversies over memory, apology, reparation, and national identity. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 284, IREL 232

HIST 270: Latin American History

This course will introduce students to major transformations in Latin American history from the Pre-Columbian era to the present, including in Mexico, Central America, South America, and the Caribbean. We will examine the social, political, and economic institutions that shaped the colonial system; we will then study how a diverse set of actors created independent nations in the early nineteenth century. We will conclude by exploring the important influence exerted by the United States as these new Latin American nations consolidated their cultural identity, forms of government, and territorial borders. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 270, IREL 227

HIST 272: History of Mexico

This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its recurring themes. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 257, IREL 228

HIST 275: Black Diaspora Freedom Struggles

This course introduces students to the history of black liberation struggles across the African diaspora. These include the Haitian Revolution, the role of slaves during the American Civil War, the impact of Marcus Garvey's United Negro Improvement Association (including the role of his wife, Amy Jacques Garvey in keeping the organization active amidst his legal troubles), and the Civil Rights and the Black Power movements. This course also asks how such histories shed light on the current Black Lives Matter movement along with popular uprisings in Ferguson, Baltimore, and beyond. The history of black freedom struggles across the diaspora reveals that black people have always been active agents in fighting oppression. This course also encourages students to think about how these struggles were connected and have changed across time and space. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 275

HIST 280: History of Science

An overview of the history of science from ancient to modern times. Explores the philosophical question, 'What is Science?' Introduces the ideas of major figures within the history of science, such as Aristotle, Galileo, Newton, Darwin, and Einstein, as well as general developments in the physical and biological sciences. Examines how these ideas were influenced within their own historical context by both internal (scientific) and external (cultural, religious, sociological, psychological) factors, and how these ideas are central to our world today.

HIST 283: History of Emotions in the West

(Thinking about Feeling: History of Emotions in the West.) Emotions were once considered stable and universal: love was always love, and fear always evidence of irredeemable cowardice. Recently, however, historians have found significant variations in expression and regulation of emotions in different periods and cultures. This course will examine ideas surrounding emotion in the West from Late Antiquity through the Early Modern period. The study of emotions raises a variety of historical questions: how do we research the history of something as intangible as emotions? Should historians use the theories and methodologies of other disciplines? Have institutions and belief systems mobilized particular emotions? Have norms and expectations for emotion changed over time? What is the relationship between the experience and expression of emotion? We will also explore some of the established narratives in the history of emotions, such as the "hydraulic model" and the rise of the affectionate family. No prerequisites.

HIST 284: Epidemic Disease in Western History

This course will focus on four epidemic diseases that caused widespread death and destruction in Europe and the Americas from the fourteenth to twentieth centuries: the Black Death, smallpox, cholera, and malaria. In each case, after learning about the symptoms of the disease, the progression of the epidemic(s), and the identity of the victims, we will explore multiple facets of the human response to these natural disasters, including: theories of disease; religious responses; medical measures; artistic representations; and the intersection of state power and public health efforts. We will also study key figures in the history of medicine. A significant portion of the course is devoted to the impact of disease in European imperial possessions (such as India and the Americas), violence against minority groups (notably Jews) in Europe in the wake of epidemics, and the ways in which theories of class and race influenced European thinking on disease. No prerequisites. (Meets GEC Cultural Diversity Requirement).

HIST 285: Public History

Public history is the practice of history outside the academy. Public historians record and preserve evidence of the past in many formats, analyzing and interpreting their findings to general and specialized audiences beyond the traditional classroom setting. This course will survey the theory and practice of various professional historical specialties - ranging from archival administration to historic site management, museum exhibitions, and historical reenactment. Institutional constraints, audience development, and conflicts between history and public memory will be major thematic issues. Field trips to institutions and sites in the Chicago metropolitan area. Cross-listed as: AMER 240

HIST 288: Women in Modern History

This course examines women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present. Among the issues examined are birth control; equality vs. difference (the essentialism debate); race and class; and gender as an analytical concept. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GSWS 271

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HIST 290: Capitalism: A Global History

This course offers an introduction to the history of capitalism, from the chartering of the British East India Company to the present. The centuries from 1600 to today have witnessed unprecedented rates of economic growth, advances in agricultural and industrial productivity, and improvements in the standard of living, which have transformed social, political, and economic life across the world. Over the semester, we will explore a series of questions: What are the origins, consequences, and the future of capitalism? Why did some states and nations become so powerful, some economies so wealthy? Who benefited from economic growth and expanding trade? What roles did public and private actors play? Will capitalism converge on a single "best" model under the pressures of globalization? Through an introduction to the methods and major topics of economic history, students will gain essential skills in assessing historical sources and statistical datasets. No prerequisites.

HIST 300: Theory and Methods

How can we know what actually happened in the past? This course examines the bases of historical knowledge and interpretation, and studies methods used for understanding and writing about the past. Emphases include the use of documentary evidence, the analysis of conflicting historical interpretations, and the use of the Web as a research tool. Prerequisite: an introductory history course. Required of all history majors.

HIST 302: Colonial America

Origins of European colonialism; Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 200.

HIST 306: Civil Rights Movement

This course focuses on the origins, development, and accomplishments of the civil rights movement in post-World War II America. Particular emphasis will be given to the differences between the struggle for black equality in the south and its northern counterpart. Taught in a seminar format, the class will be both reading- and writing-intensive. Course readings and paper assignments are designed to help students develop a comparative analytical framework and to illuminate the following lines of inquiry: What caused and what sustained the civil rights movement? What changes took place within the movement over time, particularly at the level of leadership? What underlay the radicalization of the movement and what were the consequences? To what extent did the civil rights movement succeed and how do we measure that success today? Finally, how did the black civil rights movement inspire other groups and minorities in American society to organize? Prerequisite: History 200 or History 201. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AFAM 361, AMER 361

HIST 308: Sport and Spectacle Modern America

This course considers the history of sport as mass entertainment from the mid-nineteenth century to the present. More than an escape from everyday life, the games Americans have played and watched have been thick with social, cultural, and political meanings. Athletes and spectators alike have defined and challenged ideas of gender, race, and the body; they have worked out class antagonisms, expressed national identities, and promoted social change. Topics include: the construction of race; definitions of manhood and womanhood; industrialization, urbanization, and the rise of modern spectator sport; media and mass spectacle; fitness and athletic reform movements; collegiate athletics; sports figures and social change. Prerequisite: History 200 or 201, or permission of the instructor.

Cross-listed as: AMER 308

HIST 310: The American West

History of the American West as both frontier and region, real and imagined, from the first contacts between natives and colonizers to the multicultural communities of the late-twentieth century. Examining both history and myth, we consider the legacy of Western expansion and evaluate Frederick Jackson Turner's famous argument that the West fundamentally shaped American history. Prerequisite: History 200 or 201 or permission of the instructor. (Meets

GEC Cultural Diversity requirement.)

Cross-listed as: AMER 352

HIST 312: American Social History

Conducted as a seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 200 or 201, or permission of the instructor.

Cross-listed as: AMER 355

HIST 314: American Cultural History

This course introduces the craft and method of cultural history. Although it begins with the story of a cat massacre in eighteenth-century France, the course focuses on American art, literature, music, advertisements, and other forms of popular culture from the eighteenth century to the present. Students will use these types of evidence to understand how Americans made sense of events and transformations in the world around them. Topics will include eighteenth-century architecture, the illicit press of nineteenth-century New York, the showmanship of P.T. Barnum, early photography, the figure of the self-made man, blackface minstrelsy, early Wild West shows, 1920s advertising, and World War II pinups. All these examples will offer models for reading and interpreting cultural forms for historical meanings of gender, race, and identity. Students will work with the instructor to choose research topics for a seminar project of their own. Prerequisites: History 200 or 201, or permission of the instructor.

Cross-listed as: AMER 357

HIST 315: US Catholic Immigrant Experience

From the Irish who arrived before the Civil War to the Mexicans and Vietnamese who have come recently, the Catholic experience in the US has been a continuing story of immigration. This course examines how succeeding immigrant groups have practiced and lived their Catholic faith in different times and places. Religion cannot be separated from the larger social and economic context in which it is embedded, so the course will also pay attention to the ways in which the social and economic conditions that greeted the immigrants on their arrival shaped how they went about praying and working. Finally, the changing leadership of the Catholic Church will be taken into account, since it provided the ecclesiastical framework for the new Catholic arrivals. Prerequisite: HIST 200 or HIST 201 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 315, RELG 315

HIST 316: American Thought

An examination of major currents of American thought with special emphasis on the ways Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, and the modern environmental movement. Prerequisites: History 200, 201, an introductory course in American literature, or permission of the instructor.

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HIST 318: Chicago: History and Public Memory

This course examines the development of metropolitan Chicago in the nineteenth and twentieth centuries and the sites, landmarks, and institutions which preserve and interpret aspects of that past. Students will become familiar with urban history and heritage preservation scholarship and will utilize these perspectives to analyze existing historic sites and identify, research, and create interpretive plans for sites not currently included in the metropolitan repertoire of public remembrance. Substantial field study. Prerequisite: one course in American history, politics, African American Studies or American Studies, or permission of the instructor.

HIST 319: Protest and Police in U.S. History

This course examines historical instances of policing, inequality, and protest, including mobs in the American Revolution, abolitionist direct actions, the terror of the Klu Klux Klan, sit-ins against Jim Crow, protest against military action, and the #BlackLivesMatter movement. Throughout U.S. history, Americans have been committed both to protest and disruption in order to advance their causes, and to stability, security, and the maintenance of order. Despite widespread fears about disorder and crime today, Americans in the past were far more violent. In this course, we will trace how ordinary people came together to challenge authority, and how those with power built state structures that could legitimately use violence. We will see how policing was shaped by fears of newly-arrived immigrants, the demands of a slave economy, and entrenched racism. We will study the intersecting histories of race, inequality, and state power across the American past. Students will develop a major research project on a particular historical instance of policing, inequality, and protest. Prerequisite: HIST 200 or HIST 201 or permission of instructor. (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 319, AFAM 319

HIST 322: Roman and Medieval Christianity

This course will examine key questions debated by Christians from the origins of the faith in the Roman era to the end of the Middle Ages, many of which continue to be discussed today. These may include: should Christians use violence at all, and if so, under what circumstances? What is the correct relationship between the Church and the government? What makes a person a saint - celibacy? Harsh asceticism? Aiding the poor? Preaching the Gospel? What is the appropriate role of wealth and property in the life of a dedicated Christian? Should a Christian seeking religious truth rely only on the Bible and revelation, or do logic and scientific inquiry have a role to play? Students will work extensively with primary sources in translation and significant works of modern scholarship. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 307

HIST 324: Charlemagne: His World

Since his death, Charlemagne has remained one of the most revered and evocative figures of the early Middle Ages. He and his family built a formidable empire, revolutionized thinking about kingship and government, and presided over reforms in religion, scholarship, and art. This course considers the achievements of the Carolingian period, the consequences of the collapse of their power, and the development of the legend of Charlemagne.

HIST 326: Identity/Body/Persecution Med Europ

(Identity, Body, and Persecution in Medieval Europe) Medieval men and women discussed many of the same questions of identity that we do: What makes an individual unique? How does group affiliation affect identity? What is the relationship between identity and change? How does faith in God influence understanding of the individual? This course considers the following topics: medieval conceptions of the individual in Christian autobiography; the role of the body and gender in determining identity (exploring topics such as the Eucharist, the cult of saints, and sex difference); how medieval Europeans defined their own identity by persecuting the 'other,' including heretics, Jews, and lepers; how change affected identity in medieval texts such as werewolf stories and resurrection theology.

Cross-listed as: GSWS 305, RELG 326

HIST 328: European Reformations, 1200-1600

The Protestant Reformation and Catholic Counter-Reformation were a major turning-point in the political, social and religious history of the West. This course will examine: the background to the Reformations in Pauline and Augustinian theology and medieval reform movements; the writings of key figures including Luther, Calvin, Zwingli, and Loyola; the political and social ramifications of the Reformations, particularly in France, England, and the German Empire; the tradition of historiography on the Reformations.

Cross-listed as: RELG 319

HIST 330: The Enlightenment

Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political context of the Enlightenment, the impact of science, and the development of notions of tolerance, freedom, and rationality.

HIST 332: European Romanticism

Intellectual and social origins of Romanticism, with emphasis on Germany and England; impact of the French Revolution; individualism in poetry and art; and the rise of historicism. Works discussed will include those by Goethe, Wordsworth, Keats, Hugo, Constable, and Schlegel.

HIST 335: 20th Cent British Culture

(20th Century British Culture) British culture since 1900. Topics include the impact of World War I; the Bloomsbury circle; documentary writing and film; working-class realism in the 1950s; youth culture; the New Left; postimperial culture; and postmodernism.

Cross-listed as: IREL 331

HIST 337: The Russian Revolution

This course provides a close study of the causes, processes and results of the Russian Revolution. Topics to be considered include: the broad historical background needed to understand the Russian revolutions of the 20th century; the causes and results of the 1905 Revolution; the impact of World War I; a close look at both the February and October revolutions of 1917; the creation of the new Soviet regime and the Civil War that shaped it; the ambiguous era of the 1920s; Stalin's 'Second Revolution' and the era of the Five Year Plans and collectivization of agriculture; the bloodletting of the Great Purges of the 1930s. Prerequisite: History 209 or 255 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 327

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HIST 338: Literature and Society in Russia

Aspects of the social and intellectual history of tsarist and Soviet Russia through the prism of nineteenth- and twentieth-century fiction, mostly novels. Readings will include major works by such authors as Pushkin, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Pasternak, Akhmatova, Babel, Kataev, Bulgakov, Solzhenitsyn, Yevtushenko, and Tolstoya. Films will also be used. (Meets GEC Cultural Diversity Requirement.)

HIST 340: Topics in East Asian History

(Fall 2017 Topic: China's Birth Policy) This course explores the evolution of the planned birth policy (more often called the "One Child Policy") as a key component of China's economic development strategy. We will evaluate demographic trends previous to the People's Republic of China, early family policies under Mao, the "later, longer, fewer" policy of the 1970s, the emergence of the formal planned birth policy, and gradual alterations to this policy culminating in the announcement of a "universal two-child policy." We will pay particular attention to the impact of global approaches to population and development on reforms to China's policy, including the incorporation of international concepts such as sustainable development and reproductive health. Throughout the course, we will consider sub-national variations in the policy, as well as the different rules set out for urban vs. rural populations and for members of ethnic minority groups. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 307, IREL 330

HIST 341: Doing Business in/with China

This course is aimed at students who are interested in a career involving business in China, who plan to apply to business school, or who are interested in Chinese business history. The course offers a theoretical framework for understanding Chinese business, commercial culture, and entrepreneurship patterns, as well as a practical guide to business practices, market conditions, negotiation techniques, and relevant organizations and networks in China. The course utilizes an interdisciplinary approach to examine China's business history, focusing on three separate but interrelated themes: America's "China Dream" in the past; doing business in China in the 21st century; and the "Panda Huggers' dilemma" in the future. The ultimate goal of the course is to equip students who are interested in doing business in or with China with the background knowledge and analytical skills to aid future careers and business endeavors. The course is open to all majors in the College with no prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 333

HIST 342: Problems Modern Chinese Hist: Film

(Problems in Modern Chinese History: Film) What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and culture on the mainland and Taiwan in the light of modern Chinese and international history through film and discussion of the major issues addressed by Western scholarship. Basic topics to be covered include Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals and the state. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 309, IREL 332

HIST 360: History and the Moving Image

This course explores the role of moving images (film, television, internet) in understanding history as both collective process and contested interpretation. The course will integrate a discussion of recent historical methodologies concerning moving images, with examples from a variety of forms, including historical epics, documentaries, propaganda, television series, literary adaptations, and biographies. Special emphasis will be placed upon the ambiguities of historical context, including the time of production, the period depicted, and changing audiences over time. Topics include: 'Feudal Codes of Conduct in Democratic Societies,' 'Film as Foundation Myth for Totalitarian Ideologies' and 'Situation Comedy of the 1970s as Social History.' Prerequisite: Two history courses or permission of the instructor.

Cross-listed as: AMER 340, CINE 360

HIST 362: History and Literature

An interdisciplinary opportunity to investigate one seminal era. Topics include the 'lost' world of early modern family and social life; the English Reformation; the aristocracy and the rise of the gentry; Renaissance heroism and 'self-fashioning'; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the causes of the English Civil War; and the emergence of the scientific worldview. Prerequisite: either one English or one history course at the 200 level or above.

HIST 364: Topics in Gender and History

A seminar that examines in depth one aspect of gender and history. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 347, GSWS 347

HIST 366: Science, Religion, and Modernity

Western science from the late Middle Ages to 1900, explored through the lens of its developing relationship with religion and connection to modernity. Themes of the course involve the laws of nature, measurement, scientific methods, promotional and oversight organizations, and materialism. Case studies include Roger Bacon's science, Galileo's travails, Francis Bacon's vision, physico-theology, Newton versus Leibniz, Enlightenment scientific societies, physiological psychology around 1750, Genesis and geology, the reception of Darwin, and the warfare between science and religion.

HIST 368: Museums and Exhibitions

History is an academic discipline but it also has a public face. 'Public history,' through museum exhibitions, historical sites, the Internet, and other venues, is a growing career field. Students in this class will learn the communication tools necessary to produce an engaging and intellectually sound exhibit, including the techniques of oral history. The class will develop a concept, research in local archives, write label copy, and design and install an exhibit. We may use audio, video, photography, and the web to tell our story. The exhibition will be presented in the Sonnenschein Gallery or a local history museum, such as the Lake County Museum. The course will include field studies to Chicago-area history museums. Prerequisite: Junior or senior standing, or permission of the instructor.

Cross-listed as: AMER 348

HIST 420: Senior Seminar

Selected advanced topics in history, with attention to the methods and problems of historical research. Each student will write a major research paper. Required of all history majors in their junior or senior year except those doing independent study research projects. Open to non-majors with appropriate preparation and permission of the instructor.

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[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies, Chair of Latin American Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Dan LeMahieu](#)

Hotchkiss Presidential Professor of History,
Director of the Master of Liberal Studies Program

Areas of Study: modern European history

[James Marquardt](#)

Associate Professor of Politics, Chair of International Relations

Areas of Study: American politics, international relations

[Ying Wu](#)

Assistant Professor of Chinese

Areas of Study: sociolinguistics; Chinese linguistics; business Chinese; Chinese literature in translation and culture

[Evan Oxman](#)

Uihlein Assistant Professor of American Politics

Areas of Study: political philosophy, democratic theory, American politics

[Christopher Todd Beer](#)

Assistant Professor of Sociology

Areas of Study: globalization, social movements, environmental sociology, climate change and climate justice, East Africa, economic and labor sociology, survey methodology

[Chad McCracken](#)

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

[Aleksandar Jankovski](#)

Visiting Assistant Professor of Politics

Areas of Study: international studies

Requirements

MAJOR AND MINOR IN INTERNATIONAL RELATIONS

Requirements for the Major:

The International Relations (IR) major consists of twelve courses: seven core courses and five elective courses, as well as proficiency in a foreign language. Students must maintain a C average in courses taken to fulfill the IR major requirements.

CORE COURSES (7)

• Foundations

- ECON 110: Principles of Economics
- POLS 110: Introduction to Global Politics
- SOAN 110: Introduction to Sociology and Anthropology

- **Methods** (one of the following courses)
 - ECON/BUSN 180: Quantitative Methods for Economics and Business OR
ECON/BUSN/FIN 130: Applied Statistics
 - BUSN 355: Marketing Research in Cross-Cultural Settings
 - POLS 200: Methods of Political Research
 - SOAN 310: Social Research: Quantitative Methods
 - SOAN 320: Social Research: Qualitative Methods
- **Theory**
 - POLS 245: Theories of International Relations
- **History** (one of the following courses)
 - HIST 208: Europe 1715-1890
 - HIST 209: Europe in the Twentieth Century
- **Senior Studies** (one of the following courses)*
 - IREL 480, IREL 481, or IREL 482: International Relations Senior Seminar
 - IREL 493: International Relations Senior Research Project
 - IREL 494: International Relations Senior Thesis (two course credits)
 - POLS 481 or POLS 483 or POLS 486: Senior Seminar in Global Politics

ELECTIVE COURSES (5)

The five additional courses required for the IR major are comprised of 200 and 300 level international studies courses offered by various departments and programs, here listed as fields.** Students take at least one course in three different fields (but no more than three in any single field and only one course in Field 5). Furthermore, of the five at least two must be comparative studies courses, which are designated below with the plus symbol (+). In consultation with their academic advisors, students majoring in international relations choose areas of specialization. Areas can be either functional (e.g., development studies, international political economy, international law and organization, cultural studies, international history) or regional (e.g., Latin American studies, European studies, Islamic world studies, Asian studies, African studies). Taken together, the academic work students perform in their five elective courses must complement their chosen specialization. Within 60 days of declaring the major, IR students must submit to their advisor and the IR chair the following: (1) the title of the intended specialization along with a one-page description of the specialization and its main learning goals; and (2) a list of possible courses for the five-course specialization. Students may change their specializations (and the list of possible elective courses) through the end of the third year of full-time studies.

- **Field 1. History**
 - HIST 212: Origins of East Asia+
 - HIST 213: Modern East Asia+
 - HIST 216: History of India
 - HIST 217: Modern South Asia+
 - HIST 255: History of Russia
 - HIST 257: World War II: Europe+
 - HIST 259: Immigration in France 1945 to Today
 - HIST 272: History of Mexico
 - HIST 288: Women in Modern History+
 - HIST 260: Modern China
 - HIST 264: World War II in Asia+
 - HIST 262: Modern Japan
 - HIST 348: Stereotyping Indian Cities
 - HIST 340: Topics in East Asian History+

- HIST 342: Problems in Modern Chinese History: Film
- HIST 351: Contemporary Islamic Societies+
- HIST 345: Islamic Cultures in South Asia+
- HIST 347: Race & Empire in Colonial South Asia+

- **Field 2. Politics**

- POLS 210: Politics of Europe+
- POLS 211: Islam in Africa+
- POLS 213: Non-Violence and Politics of Change+
- POLS 214: Politics of South Africa
- POLS 215: Asian Politics+
- POLS 216: Politics of Middle East+
- POLS 217: African Politics+
- POLS 218: Politics of Russia+
- POLS 219: Politics of Latin America+
- POLS 240: American Foreign Policy
- POLS 241: Global Issues
- POLS 242: Politics of the Developing World+
- POLS 310: State and Nation Building+
- POLS 311: Comparative Nationalism+
- POLS 317: Global Democratization+
- POLS 318: Topics in Comparative Politics
- POLS 340: International Terrorism
- POLS 346: International Humanitarian Law
- POLS 347: International Institutions
- POLS 348: International Law
- POLS 349: Topics in International Relations

- **Field 3. Business and Economics**

- ECON 220: Macroeconomic Theory
- ECON 245: Child Labor in Latin America
- ECON 280: The Mexican-American Border+
- ECON 381: Economics of Development+
- BUSN 322: Emerging Markets Analysis+
- BUSN 341: Global Cultures & International Business-Chicago+
- BUSN 342: African Culture & Business Development+

- **Field 4. Cultures and Societies**

- **Education**

- EDUC 320: Comparative and International Education+
- EDUC 322: Education in Developing Countries+

Modern Languages

Chinese

- CHIN 260: Intro to Chinese Culture in English
- CHIN 313: Chinese for International Affairs and Business

French

- FREN 305: Introduction to French Culture
- FREN 308: Contemporary France
- FREN 320: French for International Affairs & Business
- FREN 330: The French-Speaking World+
- FREN 333: Exploring French Culture thru Film
- FREN 340: Advanced French International Affairs

German

- GERM 333: Modern German Film

Spanish

- SPAN 304: Cocina y Cultura y Literatura+
- SPAN 306: Intro Latin American Culture+
- SPAN 308: Spain Today
- SPAN 320: Spanish for International Affairs
- SPAN 321: Business Spanish
- SPAN 333: Cine e Historia Espana y America Latina+
- SPAN 337: The Latin American World+
- SPAN 338: Cine Latinoamericano+
- SPAN 340: Advanced Spanish International Affairs
- SPAN 380: Cine, Literatura y Sociedad America Latino+
- SPAN 400: Women's Voices in Latin America+
- SPAN 425: Latin American Culture+
- SPAN 480: Literature & History in Hispanic World+

Philosophy

- PHIL 212: Multicultural Approaches to the Environment+
- PHIL 272: Currents in Latin American Thought+
- PHIL 275: Desire and Discipline: Asian Morals+
- PHIL 276: Social Justice and Human Rights+
- PHIL 277: Social Justice Versus Freedom?
- PHIL 285: Topics in Japanese Thought
- PHIL 305: Comparative Philosophy: East and West+

Religion

- RELG 213: Islam+
- RELG 214: Hinduism+
- RELG 215: Introduction to Buddhism+
- RELG 216: Chinese Religions+

- RELG 220: Islam and Pop Culture+
- RELG 255: Islam and Modernity+
- RELG 318: Contemporary Buddhism and Society+
- RELG 321: Jewish-Christian-Muslim Conversations

Sociology and Anthropology

- SOAN 221: Cultures of Modern Africa+
- SOAN 231: Histories & Cultures Latin America+
- SOAN 245: Medical Anthropology+
- SOAN 246: Anthropology of Communication+
- SOAN 247: Anthropology of Pacific Islands+
- SOAN 250: Anthropology of Globalization+
- SOAN 253: Family and Kinship+
- SOAN 271: Technology and Human Values+
- SOAN 280: Gender, Culture, and Society+
- SOAN 285: Sexuality and Society+
- SOAN 315: Social Ethics of Energy Production & Use+
- SOAN 322: Sociology of Islam+
- SOAN 354: Anthropology of Place+
- SOAN 355: Power and Violence+
- SOAN 385: Intellectuals and Society+
- SOAN 390: Sociology of Religion+

• **Field 5. Applied International Relations**

At the discretion of the IR Chair, an appropriate domestic or international internship may count as a single elective credit.

Foreign language proficiency

In addition to the twelve-course curriculum in international relations, IR majors shall demonstrate proficiency in a language other than English. This requirement may be satisfied with a grade of C minus or better in one foreign language course at the 300 level of instruction. Students whose native language is not English may have this requirement waived if they take and pass an oral and written examination in their native language. The chair of the International Relations program shall arrange these special examinations and has the sole authority to waive this requirement.

Distributional requirements, double-counted courses, and course appeals

- Normally, students count three 100-level courses for the international relations major (ECON 110, POLS 110, and SOAN 110). The sole exception applies to students who meet the IR major's methods course requirement with BUSN/ECON 180, in which case a curriculum with four 100-level courses is permissible.
- Of the twelve courses that comprise the international relations major, at least four courses must be at the 300 or 400 levels.
- IR majors may double-count two courses for the international relations major toward the other major or a minor.
- IR majors may appeal the IR chair to substitute as many as four transferable courses taken at another academic institution of higher learning in the United States and abroad for core and elective courses (other than the senior studies requirement).

Requirements for the Minor:

The International Relations (IR) minor is comprised of eight courses in two parts. Students must maintain a C average in courses taken to fulfill the IR minor requirements.

Part 1

CORE COURSES (4)

- POLS 245: Theories of International Relations
- Choose three of the following courses:
 - POLS 110: Introduction to Global Politics
 - ECON 110: Principles of Economics
 - SOAN 110: Introduction to Sociology and Anthropology
 - HIST 208: Europe 1715-1890 or HIST 209: Europe in the Twentieth Century
 - IREL 480: International Relations Senior Seminar or POLS 481: Senior Seminar in Global Politics***

Part 2

Option A

- Four elective courses from at least two separate fields, with two at the 200 level and two at the 300 level.

Option B

- Two elective courses from separate fields, with one at the 200 level and one at the 300 level.
- Two foreign language courses (in the same language) at the 200 level or above.

IR minors may double-count two international relations courses with a major or another minor.

* Majors may also appeal to the IR chair to substitute a senior seminar in Business, Economics, History, or Sociology/Anthropology for IREL 480 or POLS 481. Consent of the appropriate senior studies instructors and the academic advisor is also required.

** Some of these courses are cross-listed in two or more departments and/or programs, but they are listed here according to their "home" department or program. Also, some courses, especially those at the 300 and 400 levels, have departmental/program prerequisites; please check the appropriate departmental/program web site for more information on prerequisites.

*** IR minors may also appeal to the IR chair to substitute a senior seminar in Business, Economics, History, and Sociology/Anthropology for IREL 480 or POLS 481. Consent of the appropriate senior studies instructors and the academic advisor is also required.

Course Descriptions

IREL 110: Principles of Economics

An introduction to both microeconomics, the theory of consumer and producer behavior, and macroeconomics, the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to the analysis of current problems of the U.S. economy.

Cross-listed as: ECON 110

IREL 140: Introduction to Global Politics

This course is an introduction to the main concepts and theories of comparative politics and international relations. Students investigate the democratic and non-democratic political systems and current political issues across the developed and developing worlds; war and peace; prosperity and poverty; and the political ideologies that have shaped politics within and among nations in the modern era.

Cross-listed as: POLS 110

IREL 160: Intro to Sociology and Anthropology

An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. Limited to first- and second-year students.
Cross-listed as: SOAN 110

IREL 212: Macroeconomic Theory

Analysis of the determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisites: ECON 110 and MATH 110 or MATH 160 with grades of C- or better.
Cross-listed as: ECON 220

IREL 213: Principles of Marketing

Analysis of how marketing concepts impact an organization through the development of the marketing mix (product, price, place and promotion). Building upon these concepts, students will develop an understanding of how marketing managers develop specific strategies in order to gain competitive advantage in a global economy (formerly BUSN 345). No prerequisites.
Cross-listed as: BUSN 225, ENTP 225

IREL 215: Child Labor in Latin America

Explores the role of child labor in the economies of developing Latin American countries, focusing on the question 'Do countries need to use child labor to industrialize?' Historically, industrialized countries have relied heavily on children to work in factories and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 110.
Cross-listed as: ECON 245, LNAM 245

IREL 220: Europe 1715-1890

Socio-economic, political, and intellectual and cultural development of Europe from 1715 to 1890. The crisis of the old order in the age of the Enlightenment and the French Revolution. Industrialization, democratization, and modernization in the nineteenth century. The emergence of nation-states, consumer societies, and modern ideologies.
Cross-listed as: HIST 208

IREL 221: Europe in the Twentieth Century

European politics, culture, and society from 1890s to 1990s. The course pursues three major themes: the origins of the modern era from 1890 to 1918; the rise of the authoritarian state from 1917 to 1945; and the Cold War from the 1940s to the collapse of the Soviet Union.
Cross-listed as: HIST 209

IREL 222: US and World History

This course examines US history from various perspectives to show not only that it has been both similar to and different than that of other nations, but also that it cannot be separated from world developments. Examples of perspectives to be used include the following: a comparative viewpoint that looks at key moments and developments, i.e., the abolition of slavery, as they occurred throughout the world; a transnational approach that embeds US history at every significant moment, e.g., industrialization, in its connections to ongoing global events and processes; a diasporic standpoint that puts the voluntary and forced movement of peoples at the center of the evolution of US society; a political-economic critique that places the origins and development of capitalism at the center of world history since the fourteenth century.
Cross-listed as: HIST 237, AMER 267

IREL 223: Modern British History

The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state, and contemporary British life.
Cross-listed as: HIST 250

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IREL 224: Immigration in France 1945 to Today

This course will trace France's immigration history from the mid-twentieth century to the present. It will mainly offer an investigation of Muslim immigration and integration in the post-1945 period. Along the way, we will also consider the broader context of immigration (i.e., of national, ethnic, and religious groups other than Muslims to France), the formation and evolution of concepts of French national identity, and the history of French citizenship

policy. This course represents a postcolonial approach to the history of France, at the nexus of colonial, immigration, and urban histories. These histories will be studied with a focus on the social, economic, political, and cultural stakes raised by immigration, and the course will consider how some in France have reacted against certain groups of immigrants as antithetical to "Frenchness". No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 259, ISLM 259, FREN 259

IREL 225: History of Russia

Survey of the political, social, and intellectual history of Russia from the early medieval period to the post-Soviet era. Emphasis on the people and the state, efforts at modernization from above (particularly those of Peter the Great and Stalin), revolutionary ideas and movements, the disintegration of the Communist system and the Soviet empire, and the difficulties faced by Russia and other post-Soviet states. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 255

IREL 226: World War II: Europe

Among topics to be studied: origins of the European war; the defeat of France; the Battle of Britain; the German attack on Russia; the Holocaust; the defeat of Germany; the impact of the war after 1945. In this course there will be a strong emphasis on film as an historical source.

Cross-listed as: HIST 257

IREL 227: Latin American History

This course will introduce students to major transformations in Latin American history from the Pre-Columbian era to the present, including in Mexico, Central America, South America, and the Caribbean. We will examine the social, political, and economic institutions that shaped the colonial system; we will then study how a diverse set of actors created independent nations in the early nineteenth century. We will conclude by exploring the important influence exerted by the United States as these new Latin American nations consolidated their cultural identity, forms of government, and territorial borders. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 270, LNAM 270

IREL 228: History of Mexico

This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its recurring themes. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 272, LNAM 257

IREL 230: Modern China

Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 260, ASIA 283

IREL 231: Modern Japan

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as an economic giant among the nations of the Pacific. Attention to the achievements as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 262, ASIA 286

IREL 232: World War II in Asia

Through lecture and discussion, we will look at the origins of the war; the invasion of China and the Rape of Nanking; battle at sea and on the mainland of Asia; surrender; lives of individual soldiers, diplomats, refugees, POWs, 'comfort women,' collaborators, and guerrillas; and continuing controversies over memory, apology, reparation, and national identity. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 264, ASIA 284

IREL 233: Origins of East Asia

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 212, ASIA 200

IREL 234: Modern East Asia

Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 213, ASIA 201

IREL 240: American Foreign Policy

Students in this course explore the major historical developments and ideologies that have shaped American foreign policy since the founding of the Republic. We also study the models of foreign policy decision-making and the foreign policy institutions of the national government on matters related to war and national security, trade and monetary policy, and the global environment. The role of civil society in foreign policy is also considered. Special emphasis is given to the post- 9/11 era.

Cross-listed as: POLS 240, AMER 241

IREL 241: Global Issues

This course is a survey of the contemporary international politics of the great powers (e.g. United States, the European Union, Russia, Japan) and emerging powers (e.g., China, India, Brazil) in relation to contemporary issues in international economic, security, humanitarian, and environmental affairs. Special consideration is given to the implications of China's rise to global power on the U.S.- and Western- dominated international order.

Cross-listed as: POLS 241

IREL 242: Politics of the Developing World

This course highlights special topics relating to the domestic and international politics of developing countries, such as delayed industrialization, the lingering impact of colonialism, and recent trends in democratization and economic development and under-development. Recent trends related to the emergence of newly industrialized countries (NICs) are also considered. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 242

IREL 245: Theories of International Relations

In this course, students survey the major theoretical models and concepts associated with the study of international relations for the purpose of analyzing and thinking critically about contemporary international political issues.

Cross-listed as: POLS 245

IREL 249: Methods of Political Research

This course introduces students to the nuts and bolts of systematic political science research. Students learn how to construct a research question - and develop and test hypotheses. Students apply concepts and strategies learned in class to develop their own research design. The course will also expose students to: basic quantitative and qualitative skills for the purposes of describing and explaining political phenomena, and the analysis of data on issues in American and global politics. Prerequisite: Politics or International Relations major, or consent of instructor.

Cross-listed as: POLS 200

IREL 250: Politics of Europe

This course is a survey of the domestic political institutions, cultures, and economies of select European countries, as well as the major public policy issues facing the advanced industrial democracies of Western Europe, the new democracies of Central and Eastern Europe, and the continent's last autocracies (e.g., Russia). Some consideration is also given to pan-European governance, such as the European Union (EU) and the European Court of Human Rights.

Cross-listed as: POLS 210

IREL 251: Politics of Russia

The course will investigate the domestic political processes, institutions, and economies of the Russian Federation and the other states in the post-Soviet Union. Additionally, the course examines Russia's foreign policy, paying close attention to the Russian Federation's actions toward its close neighbors. Prerequisites: POLS 110 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 218

IREL 255: Asian Politics

We will study the political systems of countries in East, South, and Southeast Asia today and the international relations of Asia since the end of the Cold War. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 215

IREL 256: Politics of Middle East

Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and socio-political system; the Arab-Israeli conflict and its implications for world

peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 216, ISLM 216

IREL 259: Politics of Latin America

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 219, LNAM 219

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IREL 260: Islam and Pop Culture

In recent decades the global Islamic revival has produced a new generation of Muslim film stars and fashion models, Sufi self-help gurus, Muslim comic book heroes, romance novel writers, calligraphy artists, and even Barbie dolls. This course explores the pop sensations, market niches, and even celebrity scandals of 'Popular Islam' within the broader context of religious identity, experience, and authority in Islamic traditions. Balancing textual depth with geographic breadth, the course includes several case studies: Egypt, Indonesia, Iran, Mali, Turkey, and North America. Students will learn about how religious trends are created -- and debated -- on pop culture's public stage. We will reflect critically on both primary materials and inter-disciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No pre-requisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 220, ASIA 220, ISLM 220

IREL 262: Global Christianity

This course explores the origin, development, and contemporary state of Christianity with reference to the many cultures and societies that have shaped it, the world's largest religion. We begin with the origin and early development of Christianity within the context of ancient Judaism and the Roman Empire. We consider the development of Christianity into its many contemporary forms, and focus throughout the class on how Christianity is practiced throughout the world. We pay special attention to how Christianity has developed in places unfamiliar to most Americans, such as Eastern Europe, Asia, and Africa. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 212

IREL 263: Global Islam

This course explores the origin and development of the Islamic religious tradition, along with varying interpretations of Islamic law and prominent issues facing contemporary Muslims around the world. Participants in the course read classical and contemporary literature as windows into Muslim life in different cultures and historical periods, and view Islamic art and architecture as visual texts. To learn about the rich diversity within Islam, students can work with texts, rituals, poetry, music, and film from a range of cultures within the Muslim world, from the Middle East, Africa, and Asia to Europe and North America. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 213, ASIA 213, ISLM 213

IREL 264: Global Hinduism

This course examines the teachings of the Hindu religious tradition as presented in the earliest writings of the tradition, as well as in dramas, epic narratives, and contemporary religious practice. In the course of the semester, we will visit Hindu Temples in the Chicago area as we explore the historical, social, and cultural context of Indian religious themes as they continue to be practiced in the 21st century. Texts range from philosophical musings about the nature of the universe to the story of a king who loses his wife to a 10-headed demon. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 214, ASIA 214

IREL 265: Global Buddhism

An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Myanmar, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 215, ASIA 215

IREL 266: Chinese Religions

Focusing primarily on the teachings of the Confucian (and neo-Confucian), Daoist, and early Chinese Buddhist traditions, we will explore the concepts and practices of these communities within their historical, cultural, and social

contexts. Reading narrative, poetic, and classical texts in translation that present such ideas as the ethics of human-heartedness, the relativity of all things, and the importance of self-sacrifice, we will discuss what teachings these masterful texts offer 21st century questioners. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 216, ASIA 216

IREL 267: Religion and Politics

This course examines the complex social, historical, and intellectual forces that impact the relationships between religion and politics. Students begin by exploring the historical genealogy of Western ideas about the proper role of religion in the public square. We draw from various theoretical approaches in order to better understand particular conflict situations such as contemporary U.S. political debates on the role of religion in policy-making; the tension between Islam and democracy in Turkey; the head scarf debate in France; and the actions of Christian and Buddhist monks during the Vietnam War. We will critically reflect on the role of religious ideologies as well as the ways in which religious explanations of politics and violence can obscure more enduring histories of power relations. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 230, POLS 230

IREL 268: 21st Century Islam

The 1.5 billion Muslims around the world represent an immense diversity of languages, ethnicities, cultures, contexts and perspectives. This course focuses on 21st century issues faced by Muslims living in different cultures. Contemporary social issues are examined in light of different interpretations of Islamic practice, global communication and social networks, elements of popular culture, and the interface between religion and government. Biographies, short stories, contemporary journalism, and films that explore life in Muslim and non-Muslim countries present a nuanced portrait of contemporary Islam. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 255, ISLM 255, ASIA 255

IREL 271: Cultures of Modern Africa

Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 221, AFAM 221

IREL 272: History & Cultures of Latin America

This course introduces students to modern historical, ethnohistorical, and anthropological approaches to the indigenous populations of Latin America. The course will focus on the conflict and crisis that have characterized the relationship between the native inhabitants of the New World and the Old World immigrants and their descendants whose presence has forever changed the Americas. This conflict, and the cultures that emerged from it, will be traced both historically (starting with the 'conquest') and regionally, focusing on four distinct areas: central Mexico; Guatemala and Chiapas; the Andes; and the Amazon. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 231, LNAM 231

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IREL 273: Cultural Ecology of Africa

In this course, we will study the relationships between African peoples and their environments. We will consider the process of globalization and its relationship to the changing landscape of Africa in a historical context. By combining environmental studies and anthropology, we will bring a unique perspective to our study of the historical interaction of African cultures and environments, from pre-colonial times through the colonial period to the current post-colonial period. No prerequisites. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: SOAN 273, ES 273, AFAM 273

IREL 274: Globalization of Culture & Society

This course is an introduction to the study of contemporary diversity of human cultures. In the process of studying the peoples of the world, we will investigate various social scientific perspectives as they have developed in recent years in response to the increasing significance of globalization in local cultures. By better understanding the values and beliefs of members of other societies, we will be able to gain a more insightful understanding of our own and come to better appreciate the ways in which our own culture subtly shapes our perceptions of the world. Concepts of race, ethnicity, and identity will be considered, as well as the theme of communication across cultural boundaries. (Meets GEC Cultural Diversity Requirement.)

IREL 275: Sociology of Terrorism

Terrorism has been part of the Western consciousness since the rise of anarchism a century ago. Events of September 11th, 2001, brought a new urgency to the examination of the global circumstances and forces that have given rise to the present brand of transnational and global terrorism. The newest mode of this phenomenon is visible in the public propaganda of ISIL and its affiliates in West Asia and North Africa. This course concentrates on sociological perspectives regarding specific traditions that have fostered terrorist ideologies and practices. The varieties of terrorism to be examined in this course include Christian (in the United States and Europe), Islamic (Shiite or Sunni branches), Buddhist, Sikh/Hindu, and secular terrorism of the left and the right. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 208

IREL 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the border and how its unique location in the world has created a culture, language, politics, religion and economy that reflect the interdependence between these two neighboring countries. The course will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore how people (immigration - both legal and illegal), resources (oil, workers), consumer products (household appliances, food, music, and art), environmental waste (toxic waste, water and air pollution) and technology (outsourcing) cross borders as globalization impacts both Mexicans and Americans. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: BUSN 280, ECON 280, LNAM 280, SPAN 201

IREL 282: Currents in Latin American Thought

Taking a historical perspective, the course will examine important themes in Latin American thought such as philosophical anthropology (race, the nature of the human being, and Latin American character), the study of values (subjectivism versus objectivism), and debates about philosophy and history (universalist versus culturalist approaches, free will versus determinist outlooks). (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 272, LNAM 272

IREL 283: Philosophy of Self: East and West

The course will examine how great thinkers from East and West, ancient and modern times, have tackled the relation between reason, passion, and desire. We will study Plato's tripartite model of the soul, the Stoic monism, especially Chrysippus' theory of desire, and various Eastern concepts such as self-overcoming, unselfing, and self-forgetting. We will also include some basic readings from the scientific discussions on mirror neurons and Antonio Damasio's writings on self and emotion. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 253, ASIA 253

IREL 285: Desire and Discipline: Asian Morals

This course offers a focused historical narrative of the development of Asian moral thinking. It shows, at its early phase, how a particular moral philosopher's thinking (such as Mencius and Xun-zi) is largely determined by his thinking on human nature. However, in later periods, particularly after the importation of Buddhism, the debates on human nature are replaced by an intense cognitive and metaphysical interest in the human mind. Moral cultivation begins to focus less on following moral rules but more on cultivating the mind. The effect of this nature-mind shift on Asian moral thinking is both historically profound and theoretically surprising. Readings: Confucius, Mencius, Xun-zi, Lao zi, Zhuang zi, Zhang Zai, Chen Brothers, Zhu Xi and D. T. Suzuki. (Meets the GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 275, ASIA 275

IREL 286: Social Justice and Human Rights

Examination of the concepts and debates surrounding social justice and human rights, with attention to the arguments between East and West. Applications to current global and domestic issues, such as globalization; poverty and disparities in wealth and opportunity; race, ethnicity, gender and sexual orientation; political liberties; and genocide.
Cross-listed as: PHIL 276, ETHC 276

IREL 287: Social Justice versus Freedom?

Examination of the perceived tensions between efforts to promote social justice and guarantees of individual freedom. Theoretical debates will be linked to practical issues, such as promotion of free markets versus government social programs and questions of government's legitimate role on personal issues, such as providing for gay marriage. Efforts to seek common ground will be explored. No prerequisites.
Cross-listed as: PHIL 277, ETHC 277

IREL 288: Topics in Japanese Thought

The course focuses on the Japanese understanding of nature, life, and history. We will focus on the ideas of fragility, impermanence, and beauty. Students will learn the central ideas of Zen Buddhism. Topics to be covered may include artistic representations in Noh plays, Tea ceremonies, and the Samurai culture. Prerequisite: any course in Asian thought or permission of the instructor. (Meets GEC Cultural Diversity Requirement).

Cross-listed as: PHIL 285, ASIA 285

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IREL 296: Terrorism and the Environment

Human injustice and the environment are deeply interlinked. Terror, war, disease, and slavery have environmental interconnections, and the current climate of terrorism has causes directly related to the availability and scarcity of natural resources. Both terrorists and counter-terrorist groups often deploy environmental weapons and strategies? such as dam breaching and oil field ignition?and make use of communication and supply chains that rely on the intimate knowledge of local geographies. Environmentalists have also employed terror tactics, often labeled as eco-terrorism, such as tree spiking and mailing bombs, to promote and protect environmental values. This interdisciplinary course weaves together geography, natural resource science, history, politics, and sociology to understand the connection between terrorism and the environment. No prerequisites.

Cross-listed as: ES 209

IREL 297: Troubled World Geography

Human catastrophes and environmental catastrophes are usually deeply interlinked. War, disease, slavery, earthquakes, tsunamis, climate instability, desertification, and deforestation have geographical correlates that we must recognize to understand their causes, consequences, and solutions. This course provides geographic literacy for understanding the political and environmental issues of the 21st century, issues based in geography - based, that is, in the spatial distribution of land, water, languages, and economic activity. We focus on the history of the world's hotspots by examining their climates, topographies, and proximities to politically and environmentally unstable places on the globe. This course examines theories of the relationship of human cultures to geography and suggests ways to recast such theories into modern forms. The troubled spots of the world that we examine include the Middle East, all of Africa, Indonesia, and much of the Americas. The relationship between human cultures and geography is present in all of our investigations. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ES 217

IREL 310: Emerging Markets Analysis

Analysis of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 220.

Cross-listed as: BUSN 322, ASIA 322, LNAM 322

IREL 311: Global Cultures & Intl Bus-Chgo

(Global Cultures and International Business Activities of Chicago) As influences of global activities increase locally, Chicago provides vast resources for the study of cultures, economic policies, political relations, and global business strategies. More than 130 consulates and foreign trade offices, and headquarters of many global companies, are in Chicago. This course will address the development and implications of various cultures in relation to local and global business activities. An emphasis will be field research, visits, and other activities involving Chicago-area resources. Instructional activities will include team projects, interviews, and observations to address issues related to Chicago's role in international trade and economic development for emerging markets. (Meets GEC Cultural Diversity Requirement.) Prerequisite: Junior standing, or permission of instructor.

Cross-listed as: BUSN 341

IREL 312: African Culture & Business Develop

(African Culture and Business Development.) While globalization can potentially enhance economic development and improve the quality of life, many nations, especially those in Africa, do not receive these benefits. Course emphasis will be on an analysis of efforts by businesses, community organizations, and government agencies to serve African societies plagued by poverty and other social concerns. Instructional resources will include: readings from sources with varied points of view; speakers representing countries and cultural groups; and field research visits to cultural exhibits and retail enterprises. Instructional experiences will include: (1) interviews with people familiar with various African cultures and business activities; (2) student team projects to analyze global cases for improvement of food production, water purification, health delivery, telecommunications, and educational

programs and; (3) promotional activities to expand awareness of efforts to enhance economic development and quality of life in Africa. Prerequisite: Junior standing, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: BUSN 342

IREL 316: Social Entrepreneurship

Social entrepreneurship is a cross-cultural and interdisciplinary practice that combines traditional business and finance principles with expertise from fields as diverse as agriculture, medicine, law, engineering, environmental studies and sociology. The efforts of social entrepreneurs attempt to address problems such as poverty, hunger, disease, pollution, illiteracy, and inadequate housing in developing areas of Africa, Asia, and Latin America. The result of these efforts is often a new business model for improved economic development and enhanced quality of life in a particular cultural setting. Strategic partnerships contribute to the success of such social enterprises through connections with government, non-governmental organizations (NGOs), relief agencies, microfinance institutions, and human rights groups in varied cultural settings. This course prepares students for a changing business environment through cross-cultural and interdisciplinary assignments including field interviews, team projects, and student-created videos. Prerequisite: FIN 210. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: BUSN 360, ENTP 360

IREL 318: Economics of Development

Studies the problem of sustaining accelerated economic growth in less-developed countries. This course emphasizes the issues of growth; poverty and inequality; how land labor and credit affect economic development; problems of capital formation, economic planning and international specialization and trade; and the interaction of industrialization, agricultural development, and population change. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 210.

Cross-listed as: ECON 381

IREL 322: Education in Developing Countries

(Education and Development in Developing Countries) This course explores the historical background, philosophical foundations and major themes in the education of 'developing countries' within the broader context of global development and social change. The specific goal of this course is to familiarize students with the evolution of and critical issues in formal education in most low income, less industrialized nations. Students will be able to explore contemporary themes in education from a historical and comparative perspective. Additionally, they will expand their conceptual schema for rethinking educational issues within and beyond their own societies. Geographically, this course covers countries in Africa, Asia and Latin America, but runs comparisons with countries in Europe and North America when theoretically relevant. Reading materials build on development studies and several disciplines in the social sciences and humanities such as history, philosophy, anthropology, sociology and education. Not open to first year students. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 322, SOAN 343

IREL 327: The Russian Revolution

This course provides a close study of the causes, processes and results of the Russian Revolution. Topics to be considered include: the broad historical background needed to understand the Russian revolutions of the 20th century; the causes and results of the 1905 Revolution; the impact of World War I; a close look at both the February and October revolutions of 1917; the creation of the new Soviet regime and the Civil War that shaped it; the ambiguous era of the 1920s; Stalin's 'Second Revolution' and the era of the Five Year Plans and collectivization of agriculture; the bloodletting of the Great Purges of the 1930s. Prerequisite: History 209 or 255 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 337

IREL 330: Topics in East Asian History

(Topics in East Asian History) Fall 2017 Topic: China's Birth Policy) This course explores the evolution of the planned birth policy (more often called the "One Child Policy") as a key component of China's economic development strategy. We will evaluate demographic trends previous to the People's Republic of China, early family policies under Mao, the "later, longer, fewer" policy of the 1970s, the emergence of the formal planned birth policy, and gradual alterations to this policy culminating in the announcement of a "universal two-child policy." We will pay particular attention to the impact of global approaches to population and development on reforms to China's policy, including the incorporation of international concepts such as sustainable development and reproductive health. Throughout the course, we will consider sub-national variations in the policy, as well as the different rules set out for urban vs. rural populations and for members of ethnic minority groups. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 340, ASIA 307

IREL 331: 20th Cent British Culture

(20th Century British Culture) British culture since 1900. Topics include the impact of World War I; the Bloomsbury circle; documentary writing and film; working-class realism in the 1950s; youth culture; the New Left; postimperial culture; and postmodernism.

Cross-listed as: HIST 335

IREL 332: Problems Modern Chinese Hist: Film

(Problems in Modern Chinese History: Film) What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and culture on the mainland and Taiwan in the light of modern Chinese and international history through film and discussion of the major issues addressed by Western scholarship. Basic topics to be covered include Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals and the state. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 342, ASIA 309

IREL 333: Doing Business in/with China

This course is aimed at students who are interested in a career involving business in China, who plan to apply to business school, or who are interested in Chinese business history. The course offers a theoretical framework for understanding Chinese business, commercial culture, and entrepreneurship patterns, as well as a practical guide to business practices, market conditions, negotiation techniques, and relevant organizations and networks in China. The course utilizes an interdisciplinary approach to examine China's business history, focusing on three separate but interrelated themes: America's "China Dream" in the past; doing business in China in the 21st century; and the "Panda Huggers' dilemma" in the future. The ultimate goal of the course is to equip students who are interested in doing business in or with China with the background knowledge and analytical skills to aid future careers and business endeavors. The course is open to all majors in the College with no prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 341

IREL 340: International Terrorism

The central aim of this course is to critically examine the phenomenon of terrorism. In so doing, we will adopt the following approach: (i) we will briefly analyze the concepts of security and violence; (ii) we will discuss the etymology of the concept "terrorism." (iii) We will explore the idea of terrorism as an instrumentally rational undertaking. Parallel to this we will read a sample of articles from the positive political science literature on terrorism. (iv) We will examine the morality of terrorism as refracted through the lens of the rich theorizing on just war and will carefully investigate the philosophy literature on terrorism. Finally (v) in light of the foregoing theoretical examination, we will examine the U.S.-led "war on terror." Prerequisite: POLS 110.

Cross-listed as: POLS 340

IREL 342: International Political Economy

The course introduces students to the academic discipline of International Political Economy (IPE). It surveys the intellectual history of the discipline and specifies the main methodological and theoretical debates in IPE. The course also examines international trade and production, the international monetary and financial systems, and global poverty and development. Prerequisite: Politics 110 or consent of instructor.

Cross-listed as: POLS 342

IREL 346: International Humanitarian Law

This course explores the development and operation of international humanitarian law, the body of international law that seeks to limit the effects of armed conflict by regulating the means and methods of warfare and by protecting persons not participating in the hostilities. We will discuss key doctrinal features of international humanitarian law--including, e.g., proportionality, military necessity, and the distinction between civilian objects and military objectives--as well as key sources of international humanitarian law, including, e.g., the Conventions of The Hague and Geneva (and their progeny). We will examine the difference between international and non-international armed conflicts, and we will also consider the relationship between international humanitarian law and other areas of international law, such as international human rights law and international criminal law. Prerequisite: POLS 110 or consent of instructor

Cross-listed as: POLS 346

IREL 347: International Institutions

In this course students survey the theories of international institutions, focusing on how they emerge and function,

as well as their effect on international relations processes and outcomes. Also central to the course are in-depth case studies of international organizations in the fields of diplomacy, security, economics, environment, law, and humanitarian affairs. Special emphasis is placed on the United Nations system and the European Union.

Prerequisite: Politics 110 or consent of instructor.

Cross-listed as: POLS 347

IREL 348: International Law

Students in this course investigate the evolution of modern international law. We consider the roles of states, the United Nations, and non-state actors in international law, mechanisms for the creation and enforcement of international legal norms, the changing nature of state sovereignty from the Peace of Westphalia to the present, and breaches of international law and potential consequences. Attention is also given to pressing matters of international concern, including war and terrorism, environmental issues, and human rights and humanitarian law.

Prerequisite: POLS 110 or consent of instructor.

Cross-listed as: POLS 348

IREL 349: Topics: U.S. Presidents & Jerusalem

Until 1967, the U.S. accepted the international consensus on the issue of Jerusalem, which called for the internationalization of the city according to General Assembly Resolution 181. Also, the U.S. refused to recognize both Israel's annexation of West Jerusalem and Jordan's annexation of East Jerusalem. After the 1967 War, Israel extended its control to Arab East Jerusalem and later declared all Jerusalem its eternal capital. Since then, American presidents have stopped short of pressuring Israel to abide by Resolution 181, arguing instead that the future of Jerusalem should be negotiated between Israel and the Palestinians. This course studies the complex history of the positions of modern American presidents on Jerusalem, focusing on how American domestic politics has shaped U.S. policy and the interactions between U.S. presidential administrations and international actors on the status of Jerusalem.

Cross-listed as: ISLM 349

IREL 350: State and Nation-Building

This seminar focuses on the nature, dynamics, and strategies of state and nation-building processes within the modern international state system. Students will examine the mechanisms utilized to forge and facilitate national consciousness among the fragile, developing post-colonial states of Africa and other Third World countries. Dominant theoretical paradigms and empirical case studies that focus on the salient differences among nation-states, nations in search of states, and states in search of nations will be discussed. Other subjects include the role and relevance of nationalist ideology in our modern world and the causes, mechanisms, and consequences of ethnic conflicts and separatist movements in both developing countries and advanced industrialized states.

Prerequisite: POLS 110 or consent of instructor.

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IREL 351: Political Systems: Islamic World

About one in four countries have Muslim-majority populations. This course examines the political systems of the Islamic world, which spans the globe from Europe and Africa to Southeast Asia. Students learn about the variety of regime types among these countries, including absolute and constitutional monarchies, one-party republics, theocracies, and Islamic and liberal democracies. Particular attention is given to the role of religion, culture, economic development, and history in the formation and operation of the political orders of these countries.

Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: POLS 311, ISLM 312

IREL 352: Islam, State, and Society

This course examines Islamic theology's guidance for governance and society. Students will evaluate the sources of the religion as well as early Islamic history to better understand the role of religion in the state, society, and family. Students will critically evaluate conventionally held views regarding Islam and Muslims and the treatment of women and minorities according to Islamic sources. Prerequisite: POLS 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 314, ISLM 314

IREL 353: Comparative Foreign Policy

Though varied, the foreign policies of countries exhibit similar patterns, as well as analogous restraints and opportunities. Through a comparative analysis, this course surveys case studies of the contemporary foreign policies of great powers (Britain, China, France, Germany, Japan, and Russia) and regional powers (Brazil, India, Iran, South Africa, and Turkey). It analyzes how foreign policy interests are formulated, utilizing a variety of theories that highlight the importance of domestic and international influences on a country's foreign policy choices and

behavior. Prerequisite: Politics 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: POLS 315

IREL 355: Dictators, Despots, and Tyrants

This course is an examination of the ideological underpinnings of modern dictatorships, their politics, and how they organize the institutions of the state. It begins with an examination of twentieth century dictatorships, including Nazi Germany, Fascist Italy, Imperial Japan, the Soviet Union, and Communist China. It then considers contemporary dictatorships in Africa, Asia, Latin America, and the Middle East. Students are introduced to source materials including pamphlets authored by dictators and a variety of films from different genres. The course underscores the political commonalities and differences among dictatorial regimes over time and across regions. It also explores how modern-day dictatorships and their leaders have shown remarkable resilience against the forces of globalization and political liberalization. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: POLS 355

IREL 357: Global Democratization

This course is a thematic and historical study of recent transitions from authoritarian rule to democracy. Students discuss theories of democratization and democratic consolidation, examine the key features of different 'waves' of democratization, and consider how new democracies avoid 'backsliding' to authoritarianism. Students also explore the relationship between democratic systems of government and culture. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: POLS 317

IREL 360: Religion in Global Context

Using a religious studies methodology, this course examines the nature of religious experience as expressed by different religious communities and cultures from ancient periods into the present. Members of the class choose individual research topics that might focus on religious artifacts, rituals, social movements, communities, and the ways that religious ideas influence societies. Case studies are diverse, representing many religious traditions, and may include descriptions of Vietnamese Buddhists negotiating religion in a non-religious state, American Christians walking the Camino de Santiago de Compostela, Jews making a living in World War II Shanghai, Hindus building Vaishnava temples in Chicago, or Indonesian designers setting 21st century high fashion trends for contemporary Muslims. This seminar is designed for religion majors and minors, but also welcomes students in other majors with appropriate preparation. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 300

IREL 373: Globalization, Modernity, Culture

Do we live in a 'global village'? Do we have a global culture? Is the world becoming a more homogeneous place or a more heterogeneous one? Is globalization inevitable? What are the threats and benefits of 'global society'? How has the structure of capitalism influenced globalization? This course considers the various scholarly perspectives on these issues, as well as the social actors and institutions that have promoted, benefited from, and challenged globalization. Course materials will be taken from scholarship in sociology and anthropology. Prerequisite: Sociology and Anthropology 110 or by permission. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 363

IREL 374: War and Conflict

At any given moment, a significant portion of the world's population is dealing with the effects of war. When does a state of war produce its own structures and rules? How do different societies respond in different ways to life during wartime? How does ethnic and class conflict manifest in war? What happens when war and conflict become normalized? Does the perpetual conflict between tribes in Papua New Guinea constitute war in the same way that the war on terror is a war, and are either of these the same as World War II? Does the Arab Spring constitute a state of war? This course takes up the question of the social effects of war, including the consequences of living 'on war footing.' Potential topics include the militarization of societies, the differences between state and non-state control of violence, and the mechanisms by which populations are mobilized to violence. Prerequisites: SOAN 110 and SOAN 210 or 220, or consent of instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: SOAN 354

IREL 375: Sociology of Religion

This seminar starts with major classical theories of sociology of religion including those of secularization and privatization of religion in the modern world. Then we shall examine the relevant events of the past quarter of the century, namely the sudden explosion of politicized and highly public religions in the Western and the non-Western worlds. The existing sociological literature didn't anticipate the current significance of religion and this tension is

expected to generate interesting debates in this seminar. Special attention will be given to a comparative study of public religions in Western countries (e.g., Brazil, Poland, Spain, and the United States) and in the Middle East (Egypt, Iran, Saudi Arabia). Pre-requisites: SOAN 110 and any SOAN course at the 200 level or higher or consent of the instructor. (Meets the GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 390, RELG 390

IREL 385: Comparative Philosophy: East & West

Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: One Western philosophy course and one Asian area course, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 305, ASIA 305

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IREL 388: Comparative and International Educ

(Comparative and International Education: Education as the Practice of Freedom) This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. Not open to first year students. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: EDUC 320, ETHC 330, SOAN 344

IREL 480: The 21st Century World (Dis)Order

(Senior Seminar in International Relations: The 21st Century World (Dis)order) The international system of states is undergoing a power shift. Though it will remain the dominant world power for some time to come, most scholars agree that American global preeminence is waning. Yet scholars disagree about the effect of this shift on world order. Some see an effort by the United States and its closest allies to prop-up the current American liberal world order of global economic integration and cooperative security. Others envision either a 'post-American' world in which the United States and rising great powers re-negotiate the ground rules of a new liberal order, or a world in which the United States is one of a small number of great powers competing for power and influence in an illiberal world. Each of these possibilities raises compelling questions about war and peace, and cooperation and discord in twenty-first century international politics. Will this power shift jeopardize the liberal world order? Can this world order persist in the absence of American preeminence? How might the United States and its allies extend the current American world order?
Cross-listed as: AMER 478

IREL 481: Security & Insecurity

(Senior Seminar in Global Politics/International Relations: Security and Insecurity). Security studies in a mainstay of international relations scholarship and, like the international relations discipline itself, security studies has evolved and changed over the years. Drawing from theories of international relations, this senior seminar is an inquiry into the meanings of security (and insecurity). It underscores the wide variations in the application of the term to the objects of research, including the state (national security), the system of states (international security), the world beyond national borders (global security), and people and communities (human security). It applies these formations of security to a variety of issue areas in international relations today, both traditional (military affairs and economic affairs) and non-traditional (humanitarian and environmental affairs), thereby exposing students to an array of understandings and approaches to security studies in contemporary theory and practice. Students use their acquired knowledge to research and analyze a contemporary security issue or set of related issues. Prerequisite: Open to international relations and politics juniors and seniors only.

Cross-listed as: POLS 488

IREL 482: Democracy and the Middle East

(Senior Seminar in International Relations: Theories of Democracy and the Middle East) In this seminar students examine and apply theories of democracy to the contemporary Middle East and North Africa (MENA). Students learn the roles that different factors play in determining outcomes such as democracy, women's rights, and rights of minorities. Among other explanations of democracy, students will learn about modernization theory, the resource curse, and the role of religion. Students will evaluate these explanations as they apply to the MENA, considering their strengths and weaknesses. By the end of the course, students should have a comprehensive understanding of the deterrents to democratization in the MENA and possible factors that could facilitate reform. Prerequisite: Open

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Islamic World Studies

Faculty

Ahmad Sadri

Gorter Professor of Islamic World Studies and Professor of Sociology, Chair of Islamic World Studies

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

Cynthia T. Hahn

Professor of French, Chair of Modern Languages and Literatures

Areas of Study: French language; Francophone literature of Quebec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

Catherine Benton

Associate Professor of Religion

Areas of Study: Asian religious traditions and story literatures (Hinduism, Buddhism, Daoism), religious communities in India (Hindu and Muslim), cross-cultural communication, and film and religion

Fatima Z. Rahman

Assistant Professor of Politics (on leave)

Areas of Study: comparative politics, Islam and politics Middle East politics, Islam and politics

Requirements

MINOR IN ISLAMIC WORLD STUDIES

No major is available.

Requirements for the Minor:

At least 6 courses

- 1 required foundational course: RELG/ISLM/ASIA 213, Global Islam
- 5 electives: any ISLM or Arabic language course, including one course at the 300-level.

IWS minors are encouraged to take Arabic and to participate in a study abroad program in a country with a significant Muslim population.

Course Descriptions

ISLM 110: Beginning Arabic I

Students will learn to read, write and understand Modern Standard Literary Arabic, and to use the language in basic conversation, including exchanging courtesies, meeting people, asking questions and providing information. No prerequisite.

Cross-listed as: ARBC 110

ISLM 112: Beginning Arabic II

Students will continue to learn to read, write and speak basic Modern Standard Literary Arabic in a variety of cultural situations. Prerequisite: ARBC 110 or equivalent.

Cross-listed as: ARBC 112

ISLM 213: Global Islam

This course explores the origin and development of the Islamic religious tradition, along with varying interpretations of Islamic law and prominent issues facing contemporary Muslims around the world. Participants in the course read classical and contemporary literature as windows into Muslim life in different cultures and historical periods, and view Islamic art and architecture as visual texts. To learn about the rich diversity within Islam, students can work with texts, rituals, poetry, music, and film from a range of cultures within the Muslim world, from the Middle East, Africa, and Asia to Europe and North America. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 213, ASIA 213, IREL 263

ISLM 216: Politics of Middle East

Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and socio-political system; the Arab-Israeli conflict and its implications for world peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 216, IREL 256

ISLM 217: Ottoman Empire

This course examines the political, economic, and social dimensions of the Ottoman Empire from the 14th to the early 20th centuries. We will explore the global context in which the Ottoman Empire arose and the nature of the relationship between the Ottoman Empire and Europe. The course will also examine the dissolution of the Ottoman Empire in the context of the emergence of the modern Middle East. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

ISLM 220: Islam and Pop Culture

In recent decades the global Islamic revival has produced a new generation of Muslim film stars and fashion models, Sufi self-help gurus, Muslim comic book heroes, romance novel writers, calligraphy artists, and even Barbie dolls. This course explores the pop sensations, market niches, and even celebrity scandals of 'Popular Islam' within the broader context of religious identity, experience, and authority in Islamic traditions. Balancing textual depth with geographic breadth, the course includes several case studies: Egypt, Indonesia, Iran, Mali, Turkey, and North America. Students will learn about how religious trends are created -- and debated -- on pop culture's public stage. We will reflect critically on both primary materials and inter-disciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No pre-requisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 220, ASIA 220, IREL 260

ISLM 222: Introduction to Arab Cultures

This course introduces students to the wealth of literary, artistic and musical cultures in the Arabic-speaking world. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poem folk tale) fine arts (e.g., Painting, comics) and popular culture (e.g., popular music, films) and to evaluate how they reinforce, question or subvert nominative construction of gender, ethnicity, race, sexuality and nationalism specific to but not limited to the Arab world. Taught in English. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARBC 222

ISLM 223: Sociology of Islam

This course uses the discipline of historical sociology to explore the origins of Islam and the reasons it took the shape it did during its formative years in mid seventh century. It will continue to trace the development of Islam in a variety of different cultural environment. Finally we will deal with the encounter of Islam and the modern world and the formation of fundamentalism, national Islamism and the secular, reform tendencies in that religion. Not open to students who have already completed SOAN/ISLM 322. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 223

ISLM 243: Crusade & Holy War in Med Europe

(Crusade and Holy War in Medieval Europe) Medieval Europe experienced widespread debate about the use of violence by Christians. The course considers early definitions of Just War and the attempts by the church to control violence around the year 1000. Detailed examination of the origin of the idea of crusade and the history of the First Crusade (1095-99) from Christian, Jewish, Greek, and Muslim perspectives. Examines the later medieval phenomenon of crusade against other Christians.

Cross-listed as: HIST 243, RELG 248

ISLM 255: 21st Century Islam

The 1.5 billion Muslims around the world represent an immense diversity of languages, ethnicities, cultures, contexts and perspectives. This course focuses on 21st century issues faced by Muslims living in different cultures. Contemporary social issues are examined in light of different interpretations of Islamic practice, global communication and social networks, elements of popular culture, and the interface between religion and government. Biographies, short stories, contemporary journalism, and films that explore life in Muslim and non-Muslim countries present a nuanced portrait of contemporary Islam. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 255, ASIA 255, IREL 268

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ISLM 259: Immigration in France 1945 to Today

This course will trace France's immigration history from the mid-twentieth century to the present. It will mainly offer an investigation of Muslim immigration and integration in the post-1945 period. Along the way, we will also consider the broader context of immigration (i.e., of national, ethnic, and religious groups other than Muslims to France), the formation and evolution of concepts of French national identity, and the history of French citizenship policy. This course represents a postcolonial approach to the history of France, at the nexus of colonial, immigration, and urban histories. These histories will be studied with a focus on the social, economic, political, and cultural stakes raised by immigration, and the course will consider how some in France have reacted against certain groups of immigrants as antithetical to 'Frenchness'. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 259, FREN 259, ISLM 224

ISLM 282: Depicting Difference in Western Art

(Depicting Difference: Images of the Racial and Religious 'Other' in Western Art.) This course will examine how Western cultures visually depicted those they considered different from themselves?those they considered to be 'Other.' We shall investigate European traditions of depicting difference, beginning with Classical Greece and Rome's conceptions of the monstrous races and continuing through to contemporary artistic challenges to stereotypical representations of otherness. While our explorations will range from the Ancient to the Modern world, our course will be particularly focused on the role visual imagery of the 'Other' played in supporting colonialism and Western discourses of cultural superiority in the fifteenth through nineteenth centuries. As this course is focused on how Western cultures depicted those of different racial, religious and cultural backgrounds, it will undoubtedly foster critical analysis and understanding of different races, religions and cultures. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 282

ISLM 286: Topics in Islamic Art

This course examines the visual arts of early and medieval Islam from the seventh through the thirteenth centuries in Muslim territories, ranging from Central Asia to Spain. Through an examination of diverse media, we shall explore the role of visual arts played in the formation and expression of Islamic cultural identity. Topics will include the uses of figural and non-figural imagery, religious and secular art, public and private art and the status, function, and meaning of the portable luxury objects. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 286, RELG 286

ISLM 310: Islamic Mysticism

Muslim saints and seekers have performed mystical practices for more than 1300 years in areas stretching from Europe and North Africa to Turkey, Iran, and the Indian subcontinent. Contemporary holy men and holy women continue to teach such mystical practices as the dancing and whirling of dervishes, the up-tempo singing of qawwals in India and Pakistan, and the rhythmic chanting of Arabic verses in Egypt. In this course, we will explore the religious thinking of these holy men and women through their writing, art, and music. Texts will include novels, short stories, allegorical tales, biographies, and films. No prerequisite. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 310, ASIA 310

ISLM 312: Political Systems: Islamic World

About one in four countries have Muslim-majority populations. This course examines the political systems of the Islamic world, which spans the globe from Europe and Africa to Southeast Asia. Students learn about the variety of regime types among these countries, including absolute and constitutional monarchies, one-party republics, theocracies, and Islamic and liberal democracies. Particular attention is given to the role of religion, culture, economic development, and history in the formation and operation of the political orders of these countries. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: POLS 311, IREL 351

ISLM 313: Political Islam

This course examines the interaction of Islam and politics. It begins with an examination of the relationship between Islam and politics in the early history of the Islamic state. It then studies the ways in which Islam is incorporated into Muslim countries today and the various models of contemporary Islam-state relations. The course also examines Islamist movements and parties, and their role in the domestic politics of Muslim countries, including the period of the Arab Spring. Prerequisite: Politics 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.) Cross-listed as: POLS 313

ISLM 314: Islam, State, and Society

This course examines Islamic theology's guidance for governance and society. Students will evaluate the sources of the religion as well as early Islamic history to better understand the role of religion in the state, society, and family. Students will critically evaluate conventionally held views regarding Islam and Muslims and the treatment of women and minorities according to Islamic sources. Prerequisite: POLS 110. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: POLS 314, IREL 352

ISLM 328: Contemporary France

This course will address current subjects of debate in France and study how France has changed (politically and socially) since its major period of decolonization in the 1950s-60s. Particular attention will be given to France's efforts to integrate immigrants, and specific issues related to French residents of Muslim heritage. Through the reading and discussion of literature and critical essays, as well as viewing current films and internet/satellite news broadcasts, students will gain greater understanding of France's changing identity. Oral and written competence will be enhanced by discussion, debate, presentation, and writing short papers in French. Prerequisite: FREN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: FREN 328

ISLM 330: The French-Speaking World

This course will familiarize students with the history, politics and contemporary culture of various areas of the French-speaking world (such as in Canada, Africa, the Middle East and Western Europe); particular attention will be paid to areas of the French-speaking Islamic World. Topics will vary, and may include discussion of immigration, women's issues, political conflict, changing social and national identity. The course will draw from film, literature, critical materials and contemporary news sources. Prerequisite: French 212 or equivalent. (Meets GEC Cultural Diversity requirement.) Cross-listed as: FREN 330

ISLM 349: Topics: U.S. Presidents & Jerusalem

Until 1967, the U.S. accepted the international consensus on the issue of Jerusalem, which called for the internationalization of the city according to General Assembly Resolution 181. Also, the U.S. refused to recognize both Israel's annexation of West Jerusalem and Jordan's annexation of East Jerusalem. After the 1967 War, Israel extended its control to Arab East Jerusalem and later declared all Jerusalem its eternal capital. Since then, American presidents have stopped short of pressuring Israel to abide by Resolution 181, arguing instead that the future of Jerusalem should be negotiated between Israel and the Palestinians. This course studies the complex history of the positions of modern American presidents on Jerusalem, focusing on how American domestic politics has shaped U.S. policy and the interactions between U.S. presidential administrations and international actors on the status of Jerusalem. Cross-listed as: IREL 349

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Journalism

Faculty

[David Park](#)

Professor and Chair of Communication (fall), Chair of Cinema Studies (fall), Chair of Journalism (fall)

Areas of Study: mass communication theory; experts, intellectuals, and the media; the intellectual history of communication research; theoretical perspectives on new media

[Camille Johnson Yale](#)

Assistant Professor of Communication

Areas of Study: critical media studies, new media and communication technologies, media history

[Stan Zoller](#)

Lecturer in Communication

Areas of Study: journalism

Requirements

No major is currently available.

Requirements for the Minor:

At least 6 credits, 3 of which must be practice-based courses.

Two required practice-based courses:

- JOUR 120: Introduction to Journalism
- JOUR 320: Advanced Journalism

One other practice-based credit from the following:

- JOUR 200: Journalism Practicum (0.25 credits per semester through working at The Stentor; 1 full credit required to fulfill this requirement)
- JOUR 390: Journalism Internship (JOUR 120 & JOUR 320 as prerequisites)
- Any one of these courses (additional prerequisites may be required):
 - ART 344: Digital Color Photography
 - CHIN 313: Chinese for International Affairs & Business
 - ENGL 368: Advanced Nonfiction Writing
 - ENGL 392: Publishing Practicum
 - FREN 320: French for International Affairs & Business
 - SPAN 320: Spanish for International Affairs & Business
 - THTR/ENGL 257: Theater Criticism

Three additional courses, at least one of which must be a 300- or 400-level course:

- BIOL 114: Truth and Lies in Medical News
- COMM 281: Theories of Mass Communication
- COMM 287: Media Systems and Institutions
- COMM 381: History and Theory of Freedom of Expression
- COMM 385: The Public Sphere
- COMM 389: Political Economy of Media
- COMM 420: Senior Seminar: Journalism, Culture, and Society
- POLS 224: Mass Media & American Politics

Course Descriptions

JOUR 120: Introduction to Journalism

Introduction to Journalism presents students with the skills and information that are essential for reliable, accurate, and independent news reporting. This course addresses the fundamental skills associated with journalistic writing, and presents students with the essential issues facing journalism today. In addition to writing, this course addresses the laws, ethics, and fundamentals of news literacy, with a keen focus on the critical thinking skills required for news judgment.

JOUR 200: Journalism Practicum: The Stentor

This practicum gives students an opportunity to earn Lake Forest College credit by working for the campus newspaper: The Stentor. Students who enroll in this course will work for the Stentor as editors, reporters, or columnists (or other jobs suggested by the Stentor advisor). The course will be graded on a P/F basis only. Students will qualify for credit in this course if they complete 40 hours of work per semester. JOUR 200 counts for .25 credits per semester of enrollment. The course is overseen by the faculty advisor for The Stentor, who will arrange for grade/credit assignments in consultation with the chair of the Communication Department. Only one full credit (four semesters of JOUR 200) may be counted toward Lake Forest College graduation. No prerequisites.

JOUR 320: Advanced Journalism

Though we have recently seen dramatic changes in how news consumers receive their news, what has not changed is the need for solid reporting and writing skills. This course gives students the opportunity to learn the intricacies of specific types of journalistic writing, including news, feature, sport, investigative/in-depth, opinion and review writing. Advanced Journalism also introduces students to techniques relating to journalistic style and editing. Using the fundamentals taught in Introduction to Journalism (Communication 120), students in Advanced Journalism write stories and opinion pieces to be used in the editorial production of student media at Lake Forest College. Prerequisite: JOUR 120 or COMM 120.

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Latin American Studies

Faculty

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies, Chair of Latin American Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty, Director of the Learning & Teaching Center, Chair of Museum Studies

Areas of Study: ancient, medieval, and early modern art history

[Carolyn Tuttle](#)

Betty Jane Schultz Hollender Professor of Economics, Business and Finance and Director of Border Studies

Areas of Study: macroeconomic theory, money and banking, border studies, women in the work force, child labor in Latin America

[Steven Rosswurm](#)

Professor of History

Areas of Study: American history, Mexican history

[Gizella Meneses](#)

Associate Professor of Spanish

Areas of Study: U.S. Latino/a literatures and cultures, testimonial literature, Latin American colonial studies, Latino and Latin American cultural studies and film

[Lynn C. Westley](#)

Assistant Professor of Biology, Internship Coordinator

Areas of Study: plant ecology

[Roberto Rincon](#)

Lecturer in Politics

Areas of Study: comparative politics, political theory

Requirements

MAJOR AND MINOR IN LATIN AMERICAN STUDIES

Requirements for the Major:

At least 10 credits

- 2 courses in the arts and humanities chosen from:
 - Art History 226: Colonial Latin American Art
 - Philosophy 272: Currents in Latin American Thought
 - any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America
- 2 courses in the social sciences chosen from:
 - Economics 245: Child Labor in Latin America
 - Business/Economics/IREL 280/Spanish 201: The Mexican-American Border
 - Business 470: Latin American Global Business
 - History 272: History of Mexico
 - Politics 219: The Politics of Latin America
 - Politics 280: Politics of Mexico

- any course in Sociology & Anthropology on Latin America
- 5 additional courses, with at least 2 at the 300-level, chosen from:
 - Art History 226: Colonial Latin American Art
 - Business 470: Latin American Global Business
 - Economics 245: Child Labor in Latin America
 - Economics / Business 322: Emerging Markets Analysis
 - Economics / Business 489: Globalization and its Impact on Rich and Poor Countries
 - History 272: History of Mexico
 - Philosophy 272: Currents in Latin American Thought
 - Politics 219: The Politics of Latin America
 - Politics 239/Spanish 202: Chicago: Local and Global
 - Politics 280: Politics of Mexico
 - Sociology & Anthropology 231: Histories and Cultures of Latin America
 - Sociology & Anthropology 272: Popular Culture in Latin America
 - Spanish 236: Latin American Film
 - Spanish 260: Spanish for Heritage Speakers
 - Spanish 304: Cocina y cultura
 - Spanish 305: The Civilization of Spain
 - Spanish 306: Introduction to Latin American Culture
 - Spanish 320: Spanish for International Affairs
 - Spanish 325: U.S. Latino Literature
 - Spanish 333: Cine e Historia en América Latina
 - Spanish 334: Cine Español
 - Spanish 335: Survey of Latin American Literature
 - Spanish 337/Latin American Studies 302: The Latin American World
 - Spanish 338: Cine Latinoamericano
 - Spanish 339/Latin American Studies 209: Brazilian Literature in Translation
 - Spanish 350: Modern Latin American Narrative in Translation
 - Spanish 365: Latin American Narrative
 - Spanish 370: Hispanic Verse
 - Spanish 380: Cine, Literatura y Sociedad en América Latina
 - Spanish / Women's and Gender Studies 400: Special Studies: Women's Voices in Latin America
 - Spanish 425: Latin American Culture and Civilization
 - Spanish 480: Senior Seminar in Spanish (in years when the topic is pertinent to Latin American Studies)
 - Off-Campus Study – Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Grenada Spain, which provides a professional internship experience. The committee also recommends the Border Studies Program (LNAM 280) offered in the spring semester. The two Costa Rica programs sponsored by the Associated Colleges of the Midwest are also recommended. All credits earned on foreign programs will count at the 300 or 400 level.
 - other alternatives – A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships.
- The Senior Studies requirement can be completed in one of the following ways:
 - Latin American Studies 480: Senior Seminar
 - senior thesis
 - senior research project

Language Proficiency

Students must demonstrate language proficiency in Spanish or Portuguese. This requirement may be met through examination or by completing a Spanish or Portuguese course at the 300 or 400 level.

Requirements for the Minor:

At least 7 credits

- 2 courses in the arts and humanities chosen from:
 - Art History 226: Colonial Latin American Art
 - Philosophy 272: Currents in Latin American Thought
 - any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America
- 2 courses in the social sciences chosen from:
 - Economics 245: Child Labor in Latin America
 - Business 470: Latin American Global Business
 - History 272: History of Mexico
 - Politics 219: The Politics of Latin America
 - Politics 280: Politics of Mexico
 - any course in Sociology & Anthropology on Latin America
- Students may complete the 3 remaining credits through the following course options:
 - Art History 226: Colonial Latin American Art
 - Business 470: Latin American Global Business
 - Economics 245: Child Labor in Latin America
 - Economics / Business 322: Emerging Markets Analysis
 - Economics / Business 489: Globalization and its Impact on Rich and Poor Countries
 - History 272: History of Mexico
 - Philosophy 272: Currents in Latin American Thought
 - Politics 219: The Politics of Latin America
 - Politics 280: Politics of Mexico
 - Sociology & Anthropology 231: Histories and Cultures of Latin America
 - Sociology & Anthropology 272: Popular Culture in Latin America
 - Spanish 236: Latin American Film
 - Spanish 260: Spanish for Heritage Speakers
 - Spanish 304: Cocina y cultura
 - Spanish 305: The Civilization of Spain
 - Spanish 306: Introduction to Latin American Culture
 - Spanish 320: Spanish for International Affairs
 - Spanish 325: U.S. Latino Literature
 - Spanish 333: Cine e Historia en América Latina
 - Spanish 334: Cine Español
 - Spanish 335: Survey of Latin American Literature
 - Spanish 337/Latin American Studies 302: The Latin American World
 - Spanish 338: Cine Latinoamericano
 - Spanish 339/Latin American Studies 209: Brazilian Literature in Translation
 - Spanish 350: Modern Latin American Narrative in Translation
 - Spanish 365: Latin American Narrative
 - Spanish 370: Hispanic Poetry
 - Spanish 380: Cine, Literatura y Sociedad en América Latina
 - Spanish / Women's and Gender Studies 400: Special Studies: Women's Voices in Latin America
 - Spanish 425: Latin American Culture and Civilization
 - Spanish 480: Senior Seminar in Spanish (in years when the topic is pertinent to Latin American Studies)
- Off-Campus Study – Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Grenada Spain, which provides a professional internship experience. The committee also recommends the Border Studies Program (LNAME 280) offered in the spring semester. The two Costa Rica programs sponsored by the Associated Colleges of the Midwest are also recommended. All credits earned on foreign programs will count at the 300 or 400 level.
- other alternatives – A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships.

Course Descriptions

LNAM 202: Chicago: Local and Global

Chicago is a global and a 'local' city. On the one hand, the city is involved in manufacturing, trade, and services on a worldwide basis. On the other hand, Chicago is a city of neighborhoods, often based on strong ethnic and racial identities. The course examines the city's dual quality by studying the interconnections between the world economy and the daily life of Chicagoans. A key connection is immigration, which we shall explore from the standpoint of several important communities, including, most prominently, Hispanics/Latinos, as well as African-Americans, Eastern Europeans, and Asians. The course will take both an historical and contemporary approach, as we analyze how the city developed economically, politically, and culturally since the late 19th century, as well as how the city is adjusting today in an age of globalization. No prerequisites. Cross-listed in Politics and American Studies, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 239, AMER 226

LNAM 219: Politics of Latin America

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 219, IREL 259

LNAM 226: Colonial Latin American Art

This course will consider the arts of Central and South America from the conquest to independence (ca. 1500-1850) and will explore the intersections among art, culture, and power in the specific conditions of Colonial Latin America. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 226

LNAM 236: Latin American Film

Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 236, CINE 236

LNAM 245: Child Labor in Latin America

Explores the role of child labor in the economies of developing Latin American countries, focusing on the question 'Do countries need to use child labor to industrialize?' Historically, industrialized countries have relied heavily on children to work in factories and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. Prerequisite: ECON 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ECON 245, IREL 215

LNAM 255: Politics of Mexico

This course introduces students to modern Mexican politics. Topics include Mexico's political institutions, economic development, immigration and border issues, racial and ethnic politics, and the challenge to deepening Mexico's democracy by what some scholars have termed "narco-politics." This course also explores Mexico's relationship with the United States to the north and Latin America to the south. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 280

LNAM 257: History of Mexico

This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its recurring themes. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 272, IREL 228

LNAM 270: Latin American History

This course will introduce students to major transformations in Latin American history from the Pre-Columbian era to the present, including in Mexico, Central America, South America, and the Caribbean. We will examine the social, political, and economic institutions that shaped the colonial system; we will then study how a diverse set of actors created independent nations in the early nineteenth century. We will conclude by exploring the important influence exerted by the United States as these new Latin American nations consolidated their cultural identity, forms of government, and territorial borders.

Cross-listed as: HIST 270, IREL 227

LNAM 272: Currents in Latin American Thought

Taking a historical perspective, the course will examine important themes in Latin American thought such as philosophical anthropology (race, the nature of the human being, and Latin American character), the study of values (subjectivism versus objectivism), and debates about philosophy and history (universalist versus culturalist approaches, free will versus determinist outlooks). (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 272, IREL 282

LNAM 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the border and how its unique location in the world has created a culture, language, politics, religion and economy that reflect the interdependence between these two neighboring countries. The course will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore how people (immigration - both legal and illegal), resources (oil, workers), consumer products (household appliances, food, music, and art), environmental waste (toxic waste, water and air pollution) and technology (outsourcing) cross borders as globalization impacts both Mexicans and Americans. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 280, BUSN 280, ECON 280, SPAN 201

LNAM 302: The Latin American World

Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 337

LNAM 305: The Civilization of Spain

This course is an introduction to the history, art, music, literature, and customs of Spain. Course conducted in Spanish. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 305

LNAM 306: Intro Latin American Culture

This course will be taught in Spanish. It is designed to provide an introductory overview of Latin America's development focusing on its cultural manifestations through time. Films, music, and art will supplement readings for a better understanding of the cultural heterogeneity of Latin America, its past, and its present reality. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 306

LNAM 320: Spanish for International Affairs

An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention is focused on familiarizing the student with current issues in business, banking, law, microeconomics, medicine, politics, and human rights. Vocabulary building, conversation practice, listening comprehension, and acquisition of idioms necessary for transcultural contacts are also stressed. Readings are drawn from magazines, newspapers, and journals, with special emphasis on materials from the Internet. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 320

LNAM 322: Emerging Markets Analysis

Analysis of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 220.

Cross-listed as: BUSN 322, ASIA 322, IREL 310

LNAM 325: U.S. Latino Literature

This course is taught in Spanish. It is designed to familiarize students with the cultural phenomena produced in the United States by the presence of two major Hispanic groups: Mexican Americans (20.6 million) and Puerto Ricans (3.4 million). The course will examine the historical, political, and cultural development of the Mexican American/Chicano and the Puerto Rican/Boricua Hispanic heritage. The main objective is to provide the students with an overall social and literary understanding and to recognize the cultural contribution made by these two important Hispanic groups. Topics such as neo-colonialism, popular culture, national identity, gender representation in art and literature, religious syncretism, and economic impact on the workforce will be explored. Literary texts by outstanding Chicano and Boricua authors will be included. Prerequisite: One 300-level Spanish course or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 325

LNAM 333: Cine e Historia en América Latina

The course examines the ways that movies view historical events and periods, while at the same time shaping public perception of those events and periods in Latin America. Examples of topics are the Conquest of the Americas, the legacy of Peron, the Castro and post-Castro eras in Cuba, the Catholic Church in Mexico, dictatorship and democracy in Brazil and Chile, and narco-trafficking. The basic format will be discussion with occasional interactive lectures. Readings will include essays on cinema and history. Students will view films mostly in DVD format from several countries. Assignments will include short essays, oral presentations, and a midterm and a final exam.

Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 333, CINE 337

LNAM 334: Cine Español

An interdisciplinary study of Spanish film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Spanish filmmakers from several periods, including Luis Buñuel, Carlos Saura, and Pedro Almodovar. Readings will include essays on film history, the language of cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. The course will also consider Spain in its broadest Iberian sense and will include films in Catalan, Galician, and Portuguese. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 334, CINE 339

LNAM 338: Cine Latinoamericano

An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 338, CINE 341

LNAM 345: Latino Identities in Chicago

(Meets GEC Cultural Diversity Requirement.)

LNAM 370: Hispanic Verse: Romances to Rap

(Hispanic Verse: From Romances to Rap) The aim of this course is to help students read and understand poetry in Spanish. By approaching the works of relevant Spanish and Latin American poets from different perspectives, students will become more familiar with poetry and the historical context in which the texts were written. Part of the course is dedicated to introducing the creative mood of literature and studying the relationship between music and poetry: from its traditional formats to the most contemporary ones, including musical forms. The class will read and discuss some of the best-known poems of Hispanic literature from the 16th Century to the present; students will also have the chance to unleash their imagination by writing their own creative pieces?or songs?after all, a well-known musician (isn't he a poet?) won the Nobel Prize in Literature in 2016. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 370

LNAM 380: Cine, Literatura y Sociedad Amr Lat

(Cine, Literatura y Sociedad América Latina) This course is an interdisciplinary study of Latin American societies, focusing on film and literature from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists, short story writers, and playwrights and film adaptations of their works. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include films, chapters from novels, short stories, plays, and readings on film, social issues, and politics. The basic format will be discussion with occasional interactive lectures. Assignments will include short essays, oral presentations, and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 380, CINE 380

LNAM 382: Econ Policy Making in Lat Am

LNAM 400: Women's Voices in Latin America

An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Ines de la Cruz, and Eva Peron as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchu, Maria Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 400, GSWS 400

LNAM 470: Latin American Global Business

Emphasizes analytic activities and case problems for corporate and entrepreneurial organizations operating or considering operations in Latin America. Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. (May be taken by business and international relations majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.) Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, FIN 210 (or FIN 237) and one of the following ECON 210, ECON 220 or BUSN 210; or permission of instructor for Latin American Studies majors.

Cross-listed as: BUSN 470

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Faculty

[Siobhan Moroney](#)

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

[David Boden](#)

Associate Professor of Sociology, Chair of Sociology and Anthropology (spring)

Areas of Study: cultural sociology, law and social policy, research methods, community and identity

[Glenn Adelson](#)

Associate Professor and Chair of Environmental Studies (spring)

Areas of Study: conservation biology and restoration ecology, conceptualizing biodiversity, literature and the environment

[Debra Homer Levis](#)

Assistant Professor of Politics and Chair of Legal Studies

Areas of Study: American politics and law

Magdalena Wilk

Lecturer in Politics

Areas of Study:

[Stephanie Caparelli](#)

Lecturer in Politics

Areas of Study: criminal law, trial law, politics

Requirements

MINOR IN LEGAL STUDIES

No major is currently available.

Requirements for the Minor:

At least 6 credits

- Politics 260: Introduction to Legal Studies
- 1 of the following courses:
 - Philosophy 156: Logic and Styles of Arguments
 - Communication 253: Argumentation and Advocacy
- at least 4 additional courses, 2 of which must be at the 300-level – the 4 courses must be from 2 or more different departments
 - American Studies 200: Topics: Law and Literature
 - Communication 250: Classical Rhetorical Tradition
 - Communication 381: History and Theory of Freedom of Expression
 - Communication 387: Rhetoric of Law
 - Economics 345: Economics and Law
 - Environmental Studies 361: Environmental Law
 - Environmental Studies 387: Who Speaks for Animals?
 - Environmental Studies 388: Who Speaks for Nature?
 - History 239: History of Education in American Society
 - History 306: Civil Rights Movement
 - Philosophy 240: Philosophy of Law
 - Politics 261: American Constitutional Law
 - Politics 262: Jurisprudence: Philosophy of American Law
 - Politics 265: Immigration Law and Policy
 - Politics 266: The Judiciary
 - Politics 267: Intro to Criminal Law & Procedure
 - Politics 268: Law, Medicine and Ethics
 - Politics 269: Testimony and Trials
 - Politics 275: Security and Liberty
 - Politics 318: Race and Criminal Justice in America
 - Politics 346: International Humanitarian Law
 - Politics 348: International Law
 - Politics 351: Justice and the Law
 - Politics 361: The First Amendment
 - Politics 363: The Fourteenth Amendment
 - Politics 365: Civil Liberties
 - Politics 369: Special Topics in Public Law: Federal Indian Law
 - Politics 484: Senior Seminar in American Politics and Law: Searches, Seizures, and Security
 - Psychology 430: Psychology and the Law
 - Sociology & Anthropology 240: Deviance
 - Sociology & Anthropology 290: Social Problems and Social Policy
 - Sociology & Anthropology 395: Law, Culture and Society
 - independent study on legal topics, administered through a related academic department
 - internship credit with substantive engagement with legal issues, administered through a related academic department – could include work with law enforcement, social work, juvenile justice, prosecutors or defenders, law firms, etc.

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Mathematics and Computer Science

Faculty

[DeJuran Richardson](#)

Ernest H. Volwiler Professor of Mathematics, Chair of Mathematics and Computer Science

Areas of Study: statistics, biostatistics

[Robert Holliday](#)

Professor of Mathematics and Computer Science

Areas of Study: computer science, combinatorics

[Craig Knuckles](#)

Associate Professor of Mathematics and Computer Science, Chair of Digital Media Design

Areas of Study: control theory and optimization, functional analysis, computer science

[Jill Van Newenhizen](#)

Associate Professor of Mathematics

Areas of Study: social choice theory, functional analysis

[Sugata Banerji](#)

Assistant Professor of Computer Science

Areas of Study: computer vision, scene understanding, machine learning

[Enrique Treviño](#)

Assistant Professor of Mathematics

Areas of Study: number theory, analytical and computational number theory

[Marvin Johnson](#)

Senior Lecturer in Mathematics

Areas of Study: history of mathematics, educational statistics

[Ruthane Bopp](#)

Lecturer in Mathematics

Areas of Study: real analysis, algebra

[George Pryjma](#)

Lecturer in Education and Mathematics

Areas of study: math, education

[Safa Hamed](#)

Lecturer in Mathematics

Areas of Study: mathematics, applied mathematics, math education

[Alla Podolny](#)

Lecturer in Mathematics

Areas of Study: theory of nonlinear waves, nonlinear stability theory of viscous and convection flows, pattern formation theory, convection in systems with interface, microgravity phenomena, nanofluids

[Gladys Poma](#)

Lecturer in Mathematics

Areas of Study: real analysis, probability and statistics, geometry

EMERITUS FACULTY

Edward Packel

Ernest H. Volwiler Professor of Mathematics, Emeritus

Areas of Study: functional analysis, applications of mathematics to the behavioral and social sciences, computer science

Requirements

MAJORS AND MINORS IN MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics & Computer Science is a joint department that offers 2 majors and 2 minors – a major and minor in mathematics and a major and minor in computer science.

Requirements for the Major in Mathematics:

At least 12 credits

- Mathematics 110: Calculus I (or Mathematics 115: Honors Calculus I)
- Mathematics 111: Calculus II (or Mathematics 116: Honors Calculus II)
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Introduction to Abstract and Discrete Mathematics
- Mathematics 231: Linear Algebra
- Mathematics 311: Introduction to Real Analysis
- Mathematics 330: Modern Algebra I
- Computer Science 112: Introduction to Object-Oriented Programming
- 1 of the following 2-course sequences:
 - Mathematics 331: Modern Algebra II and an additional Mathematics course at the 300-level or above
 - Mathematics 350: Mathematical Probability and Mathematics 351: Mathematical Statistics
 - Mathematics 411: Topics in Modern Analysis (Real Analysis II) and an additional Mathematics course at the 300-level or above
- At least 1 additional course chosen from the following:
 - Physics 120: General Physics I
 - Philosophy 265 / Computer Science 260: Symbolic Logic
 - Economics 330: Econometrics
 - any Computer Science course numbered 212 or above
- The Senior Studies requirement, which can be met in one of the following ways:
 - a senior seminar
 - a senior thesis

Internship credit may not be counted toward the major.

Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to attend graduate school.

Requirements for the Minor in Mathematics:

At least 7 credits

- Mathematics 110: Calculus I (or Mathematics 115: Honors Calculus I)
- Mathematics 111: Calculus II (or Mathematics 116: Honors Calculus II)
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Introduction to Abstract and Discrete Mathematics
- 1 of the following courses:
 - Mathematics 214: Differential Equations
 - Mathematics 231: Linear Algebra
- Computer Science 112: Introduction to Object-Oriented Programming
- at least 1 additional Mathematics course at the 300-level or above

Recommendations for Students Interested in Actuarial Science:

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should choose the following courses:

- Mathematics 110: Calculus I (or Mathematics 115: Honors Calculus I)
- Mathematics 111: Calculus II (or Mathematics 116: Honors Calculus II)
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Introduction to Abstract and Discrete Mathematics
- Mathematics 231: Linear Algebra
- Mathematics 314: Numerical Analysis
- Mathematics 350: Mathematical Probability
- Mathematics 351: Mathematical Statistics

Requirements for the Major in Computer Science:

The Computer Science major is designed to prepare students, within a liberal arts setting, for careers or graduate work in the field of computer science. The curriculum emphasizes core fundamentals, object-oriented programming and design, Web-centric computing, and important application domains as well as theoretical results. Instruction takes advantage of a wide range of computer technology to facilitate learning and exploration. The departmental labs are fully-networked, providing Windows, Macintosh, and Linux computing environments. Students interested in the major are strongly encouraged to begin their studies during their first year.

The minimum requirements for the major in Computer Science are completion of at least 10 courses as follows:

- Mathematics 110
 - Mathematics 230
 - Computer Science 112
 - Computer Science 212
 - Computer Science 213
 - Computer Science 317
 - Computer Science 318 or Computer Science 336.
 - Two additional courses in Computer Science numbered 300 or above.
 - The senior seminar (Computer Science 488 or Computer Science 489) or senior thesis in Computer Science.
- Internship credit may not be counted toward the major.

Recommended (but not required) are the following:

- Mathematics 111
- Mathematics 150 (or 350 and 351 for a stronger theoretical background),
- Mathematics 231
- Mathematics 314
- Mathematics 375
- Philosophy 265
- Students interested in attending graduate school in computer science are strongly encouraged to take Computer Science 434 and Computer Science 461.

Requirements for the Minor in Computer Science:

The Computer Science minor is designed to impart the basics of the field of computer science and develop a proficiency in programming. In addition to a foundation in traditional object oriented programming, at least one course in Web programming is required.

The minimum requirements for the minor in Computer Science are completion of at least 6 courses as follows:

- Mathematics 110
- Computer Science 107 (Computer Science 312 or 318 may be substituted for 107.)
- Computer Science 112
- Computer Science 212
- Two additional courses from the following list:
 - Computer Science 213
 - Computer Science 312
 - Computer Science 317
 - Computer Science 318
 - Computer Science 336

Course Descriptions

Other courses:

[Mathematics](#)

Computer Science Courses

CSCI 107: Introduction to Web Programming

A broad introduction to World Wide Web programming and related technologies. Topics include Internet history and its architecture, managing an account on a Web server, HTML markup, use of style sheets (CSS), page layout design, introduction to interactive programming with JavaScript, the document object model (DOM), and HTML forms. This is a general audience course suitable for those with no prior programming experience.

CSCI 109: Intro to Programming for Robots

This course introduces the basic elements of computer programming by using the Mindstorms programming environment. Students work in teams, writing programs to make their robots perform assigned tasks. The standard building blocks of programming (sequencing, repetition, selection) are developed in the user-friendly, icon-based, drag-and-drop Mindstorms environment. During the second half of the course, students program robots in Python and Java. Each student must have a laptop computer for each class session. This is a beginning course, designed for students with no programming experience. (Not open to students who have completed FIYS 113 or CSCI 112. Does not satisfy requirements for the CSCI major or minor.)

CSCI 112: Computer Science I

Introduction to computer science. Topics include the basic building blocks of problem solving (sequence, selection, repetition), object-oriented programming, basic data structures and algorithms. A prior knowledge of computer science is not required, although a good background in high school Mathematics is recommended. Students may receive credit for this course based on the AP computer science exam.

CSCI 212: Computer Science II

Continuation of Computer Science I. Emphasis on advanced data structures, algorithms, and object-oriented design. Topics include linked data structures, recursion, algorithm analysis, interfaces, and inheritance. Prerequisite: Computer Science 112 with a grade of C or better.

CSCI 213: Intro to Computer Architecture

Computer architecture, including digital logic, modern CPU design, memory layout, assembly language programming, addressing techniques, input/output design, and interfacing with high-level languages. Prerequisite: Computer Science 112.

CSCI 214: Principles of Digital Logic

Basic logic, digital electronics, microcomputer architecture, and interfacing, with hands-on laboratory activity. Prerequisite: Computer Science 213.

CSCI 260: Symbolic Logic

An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory, and completeness. The relevance of logic to computer theory and artificial intelligence is stressed.

CSCI 270: Web Development

This course builds upon Web programming fundamentals. Review of HTML fundamentals and introduction to HTML 5. Review of CSS fundamentals. Detailed coverage of CSS topics including cascade, selectors, box model, positioning, and pure CSS page layout. Introduction to grid design and wireframing. Review of JavaScript fundamentals. Introduction to using pre-written DHTML widgets and JavaScript frameworks such as JQuery. Introduction to server-side scripting with PHP. Prerequisites: Art 142 and CSCI 107. Students are encouraged to take CSCI 112 before this course.

CSCI 277: Web Design and Development

In a project and laboratory-based format, this course focuses on the intersecting skills sets and theoretical knowledge of the graphic artist and Web programmer. Core concepts covered include Web site conceptualization, design conventions and usability considerations, constructing graphical mockups, progressing to XHTML/CSS integration and template construction. Additional topics include Web standards and validation, open source content management systems, dynamically server generated pages, and data collection with XHTML forms. Students will gain proficiency with software such as Adobe's Illustrator and Dreamweaver. A computer laboratory fee will be assessed for this course. Pre-requisites: CSCI 107 and Art 142.

Cross-listed as: ART 277

CSCI 312: Client-Server Web Applications

An in-depth study of building Web applications using the client-server model. Topics include an overview of HTML and HTML forms for collecting user data, client-server interaction, CGI programming, storage and manipulation of server data using databases, and returning dynamic content to the client. Preprocessed HTML documents with PHP or Java Server Pages and Web session control with cookies and other useful objects. Additional topics may include the distributed object framework, XML for data extensibility, and an overview of Microsoft's Active Server Pages (ASP) and .NET platform for distributed Web applications. Prerequisite: Computer Science 212.

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CSCI 317: Data Structures and Algorithms

The study of advanced data structures and algorithm analysis. Topics include trees, hash tables, heaps, sorting algorithms, and graph algorithms. The emphasis will be on applying data structures to design and implement efficient algorithms. Additional topics may include dynamic programming and computational complexity. Prerequisite: Computer Science 212.

CSCI 318: Programming Languages

A study of different problem solving paradigms, and representative programming languages. Topics include imperative vs. functional vs. event-driven vs. declarative paradigms, markup vs. computation, typing, memory organization, scope, and lifetime management. Lab exercises focus on working in the various paradigms, and the trade-offs involved. Prerequisite: Computer Science 212.

CSCI 323: Cryptography

An introduction to cryptology and cryptanalysis, the making of codes and the breaking of codes. History and basic concepts. Classical ciphers and attacks on classical ciphers. One-time Pad. Modern ciphers including DES, AES. Public key ciphers including RSA and Diffie-Hellman. Digital signatures. Additional topics may include Elliptic Curve systems, knapsack systems, and other cryptographic systems. Prerequisites: Mathematics 230 and Computer Science 212, or permission of the instructor.

Cross-listed as: MATH 323

CSCI 325: Artificial Intelligence

An introduction to AI via topics including tree and graph searches, min-max methods, alpha-beta pruning, heuristics, backtracking, natural language processing, and computer vision. Prerequisite: Computer Science 212.

Cross-listed as: NEUR 325

CSCI 334: Theory of Computation

This course covers fundamental ideas in the theory of computation, including formal languages, computability, complexity, and reducibility among computational problems. Topics include formal languages, finite state automata, Kleene's theorem, formal grammars, pushdown automata, context-free languages, Turing machines, computability, Church's Thesis, decidability, unsolvability, and NP-completeness. Prerequisites: CSCI 212 and Mathematics 230.

Cross-listed as: MATH 334

CSCI 336: Operating Systems

An introduction to modern operating systems and their most important features. Topics include multiprocessing, virtual memory, multithreading, concurrency, I/O, networking, security, and distributed computing. Students construct a major component of an operating system in C or C++. Prerequisites: Computer Science 212 and 213.

CSCI 360: Math Modeling

Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Team projects and reports. Prerequisites: Mathematics 111, Computer Science 212, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest.

CSCI 365: Algebraic Coding Theory

CSCI 375: Combinatorics & Graph Theory

Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Additional topics from designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230.

Cross-listed as: MATH 375

CSCI 417: Algorithms and Algorithm Analysis

The study of algorithms and their mathematical analysis. Divide-and-conquer, greedy, brute-force, dynamic programming, backtracking, advanced tree and graph algorithms, big-O notation, case and amortized analysis. Prerequisites: Mathematics 230 and Computer Science 317.

CSCI 427: Introduction to Database Systems

An in-depth study of proper methods of design for database systems, with an emphasis on the relational model. Topics include relational design, query languages, and transactional processing. Lab exercises focus on GUI-driven, SQL-based access as well as modern, multi-tier styles of design. Prerequisite: Computer Science 212.

CSCI 461: Compiler Design

An introduction to the design and construction of compilers for modern programming languages. Topics include grammars, formal language definition, abstract syntax trees, symbol tables, syntax and semantic checking, code generation, and optimization. Students construct a modern compiler for an object-oriented programming language. Prerequisites: Mathematics 230 and Computer Science 212 and 213.

CSCI 488: Senior Seminar in Computer Science

A seminar-like discussion of software engineering, object-oriented design, and large-scale software development. Students will practice modern software engineering as well as read and present papers concerning the subject. Prerequisites: Computer Science 317, 318 and permission of the instructor. (Meets GEC Senior Studies Requirement.)

CSCI 489: Advanced Topics in Computer Science

Special topics and projects in computer science, including but not limited to distributed systems, secure computing, Web development, user-interface design, and software engineering. Prerequisites: Computer Science 317, 318, and permission of instructor. (Meets GEC Senior Studies Requirement.)

Mathematics Courses

MATH 102: Fundamental Concepts of Mathematics

(Fundamental Concepts of Mathematics with Quantitative Problem Solving.) This course focuses on the development of the quantitative skills needed for quantitative courses of study at Lake Forest College. Students will work on problems requiring application of algebraic concepts such as polynomial operations, rational expressions and equations, linear and quadratic equations, functions and their graphs, and linear systems. This 0.50-credit course meets twice weekly throughout the semester and is graded Pass-Fail. (Does not meet GEC Natural and Mathematical Sciences Requirement). Instructor approval is required. No prerequisites.

MATH 103: Nature of Mathematics

Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include codes and basic geometry. The course will focus on the interplay of different ideas.

MATH 104: Elem Math from Advanced Standpoint

MATH 104: Elementary Math from an Advanced Standpoint

This course presents a critical examination of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include college algebra, numeration systems, non-base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals,

irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Cross-listed as: EDUC 104

Cross-listed as: EDUC 104

MATH 105: Elementary Functions

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry. (Does not meet GEC Natural and Mathematical Sciences Requirement. Not open to students who have completed Math 110 with a grade of C- or better.)

MATH 110: Calculus I

The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3.5 years of high school mathematics (to include trigonometry) or Mathematics 105.

MATH 111: Calculus II

The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110.

MATH 115: Honors Calculus I

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, the definite integral, and applications. Prerequisite: permission of the instructor.

MATH 116: Honors Calculus II

Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: permission of the instructor.

MATH 150: Intro Probability & Statistics

Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. Not open to students who have taken ECON/BUSN 180 or ECON/BUSN/FIN 130.

MATH 160: Math Methods with Applications

(Mathematical Methods with Applications) Topics from applied mathematics, including equations, inequalities, functions and graphs, and basic properties of logarithmic and exponential functions. Introduction to limits, derivatives and antiderivatives. Applications to business, the social sciences, and the life sciences. (Not open to students who have completed Math 110 with a grade of C- or better.)

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MATH 161: Mathematical Modeling

Mathematical topics as needed to build and solve mathematical models of situations in the life, environmental, and economic sciences. Topics covered include discrete dynamical systems, difference equations, linear, quadratic, and exponential growth models, the logistic model, and examples of chaos in dynamical systems.

MATH 210: Multivariable Calculus

Partial differentiation, the algebra and calculus of vectors, curves and their parameterization, multiple integration, Stokes's and Green's theorem, and applications. Prerequisite: Mathematics 111.

MATH 211: Math of Chaos

A study of nonlinear dynamical systems, including iteration of functions, attracting and repelling periodic orbits, bifurcation, the period doubling route to chaos, complex dynamics, fractals, and Mandelbrot and Julia sets. Real-world implications and applications of chaos. Can meet the requirements for a 300-level-or-above mathematics course on completion of an additional project approved by the instructor. Prerequisite: Mathematics 111.

MATH 214: Differential Equations

Differential equation models, analytic solution techniques, qualitative solution concepts, and computer visualization for single equations and systems. Applications of differential equations. Prerequisite: Mathematics 210 or permission of the instructor.

MATH 230: Abstract & Discrete Mathematics

Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, and group theory. Prerequisite: Mathematics 110.

MATH 231: Linear Algebra

Vector spaces, linear independence, linear transformations, matrices, determinants, and applications to geometry. Prerequisite: Mathematics 230 or permission of the instructor.

MATH 310: Complex Analysis

Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

MATH 311: Introduction Real Analysis

A rigorous course covering the following introductory real analysis topics: axioms for the real numbers, sequences, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, and infinite series. Prerequisites: Mathematics 210 and 230.

MATH 320: Mathematical Methods

MATH 323: Cryptography

An introduction to cryptology and cryptanalysis, the making of codes and the breaking of codes. History and basic concepts. Classical ciphers and attacks on classical ciphers. One-time Pad. Modern ciphers including DES, AES. Public key ciphers including RSA and Diffie-Hellman. Digital signatures. Additional topics may include Elliptic Curve systems, knapsack systems, and other cryptographic systems. Prerequisites: Mathematics 230 and Computer Science 212, or permission of the instructor.
Cross-listed as: CSCI 323

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MATH 329: Number Theory

Mathematical induction, divisibility properties of integers, prime numbers, and congruences. Prerequisite: Mathematics 230 or permission of the instructor.

MATH 330: Modern Algebra I

A study of algebraic structures with emphasis on groups, rings, and fields. Prerequisite: Mathematics 230.

MATH 331: Modern Algebra II

Additional topics in modern or linear algebra such as field extensions, Galois Theory, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of the instructor.

MATH 334: Theory of Computation

This course covers fundamental ideas in the theory of computation, including formal languages, computability, complexity, and reducibility among computational problems. Topics include formal languages, finite state automata, Kleene's theorem, formal grammars, pushdown automata, context-free languages, Turing machines, computability, Church's Thesis, decidability, unsolvability, and NP-completeness. Prerequisites: CSCI 212 and Mathematics 230.
Cross-listed as: CSCI 334

MATH 340: Geometry

Selected topics from affine, Euclidean, non-Euclidean, projective, and differential geometry. Prerequisite: Mathematics 230 or permission of the instructor.

MATH 350: Mathematical Probability

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, and generating functions. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

MATH 351: Mathematical Statistics

A mathematical study of such topics as estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance, and nonparametric methods. Prerequisite: Mathematics 350.

MATH 360: Mathematical Modeling

MATH 365: Algebraic Coding

A study of the algebraic structure of codes designed to transmit messages through a noisy channel in an efficient and relatively error-free fashion. Topics include finite-dimensional vector spaces over a finite field and the connection between coding theory and areas such as geometry, combinatorics, and number theory. Prerequisite: Mathematics 231 or permission of the instructor.

MATH 375: Combinatorics & Graph Theory

Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Additional topics from designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230.

Cross-listed as: CSCI 375

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MATH 410: Topology

Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness, and homotopy theory. Prerequisite: Mathematics 230.

MATH 411: Topics in Modern Analysis

Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, and commutative Banach algebras. Prerequisite: Mathematics 311.

MATH 499: Great Theorems of Mathematics

Seminar course to introduce students to various masterpieces in the development of mathematics. Some of the most historically important proofs and ingenious logical arguments from mathematics will be presented and discussed. An emphasis will be placed on the interconnectedness among various subject areas within mathematics. Prerequisite: permission of the instructor. (Meets GEC Senior Studies Requirement.)

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Medieval and Renaissance Studies

Faculty

[Richard Pettengill](#)

Associate Professor and Chair of Theater, Chair of Medieval and Renaissance Studies

Areas of Study: dramaturgy, performance studies, renaissance drama, theater history

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty, Director of the Learning & Teaching Center, Chair of Museum Studies

Areas of Study: ancient, medieval, and early modern art history

[Anna Trumbore Jones](#)

Professor and Chair of History

Areas of Study: ancient and medieval history

[Carla Arnell](#)

Associate Professor and Chair of English

Areas of Study: ancient and medieval literature, history of the English novel

[Dustin Mengelkoch](#) - On Leave 2017-18

Associate Professor of English

Areas of Study: ancient and early modern literature, neo-Latin, history of the book, literary criticism

[Katy Reedy](#)

Lecturer in English

Areas of study: Shakespeare; Renaissance drama and poetry; sixteenth- and seventeenth-century religious history; early modern medical practices and epidemic disease; revenge narratives

Requirements

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES

No major is available

Requirements for the Minor:

At least 6 credits

- History 205 or History 328
- English 210
- Art History 211 or Art History 212
- 3 courses as electives, from the list below, at least 2 of which must be at the 300-level or higher
 - Art History 211: Medieval Art
 - Art History 212: Italian Renaissance Art
 - Art History 223: Northern Renaissance Art
 - Art History 380: Renaissance Art and Domesticity
 - Art History 383: Hell, Damnation and Romanesque Art
 - English 211: English Literature I
 - English 220: Shakespeare
 - English 302: John Donne
 - English 308: Renaissance Drama
 - English 309: The Chaucerian Tradition
 - English 310: The Arthurian Tradition
 - English 402: Chaucer
 - English 405: J.R.R. Tolkien and the Literature of the Inklings
 - Greek Civilizations 204: Greece in Byzantine-Medieval Ages
 - History 205: Medieval History
 - History 243: Crusade & Holy War in Medieval Europe
 - History 322: Roman & Medieval Christianity
 - History 324: Charlemagne: His World
 - History 326: Identity, Body, and Persecution in Medieval Europe
 - History 328: European Reformations, 1200-1600
 - Literature in Translation 210: Don Quijote and Imperial Spain
 - Music 360: Music History I
 - Theater 230: History of Drama I: Greeks to Shakespeare
 - Theater 240: Shakespeare on Film

Students are encouraged to study abroad. Courses transferred in from study abroad programs would be accepted for the minor on a case-by-case basis (as advised).

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Museum Studies

Faculty

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty, Director of the Learning & Teaching Center, Chair of Museum Studies

Areas of Study: ancient, medieval, and early modern art history

[Miguel de Baca](#)

Associate Professor of Art History

Areas of Study: America, modern, and contemporary art history

[Rebecca Graff](#)

Assistant Professor of Anthropology, Chair of Urban Studies (spring), Chair of American Studies

Areas of Study: historical archaeology, U.S. urban archaeology (19th- and 20th- century Chicago), modern and contemporary material culture, world's fairs and expositions, anthropology of time and temporality, archaeology of tourism

Rebecca Goldberg

Lecturer in Art

Areas of Study: museum curation

Lia Alexopoulos

Lecturer in Art

Areas of Study: museum studies

Requirements

MINOR IN MUSEUM STUDIES

No major is currently available.

Requirements for the Museum Studies Minor

6 courses from at least 3 departments: a minimum of 2 courses should be at the 300-level or above. An internship or independent study is strongly recommended.

Core Courses (Two of the following from two different departments)

- ARTH 239: Museum Histories and Practices
- HIST 285: Public History
- SOAN 215 Archaeological Field Methods **or**
- SOAN 216 Introduction to Archaeology

Four Electives chosen from among

- ARTH 201: Writing Art Criticism
- ARTH 238: Curating a College Collection (Prerequisite: ARTH 110)
- ARTH 338: Museum/Gallery Practicum (Prerequisite: ARTH 110)
- ARTH 323: Monuments and Memory (Prerequisite: One Art History course)
- ART 334: Installation (At least two prerequisites including Art 130, or Art 131, or Art 133 AND a Studio Art course from recommended list.)
- CHEM 105 Chemistry of Art
- COMM 212: Visual Rhetoric
- COMM 388: Rhetoric and Public Memory
- EDUC 210: Observing the Schooling Process

- EDUC 215: Instructional Communication Theory and Practice
- HIST 285: Public History
- HIST 318: Chicago: History and Public Memory (Prerequisite: one course in American history, politics, African American Studies or American Studies, or permission of the instructor.)
- HIST 368: Museums and Exhibitions (Prerequisite: Junior or senior standing, or permission of the instructor.)
- SOAN 215: Archaeological Field Methods
- SOAN 216: Introduction to Archaeology
- SOAN 225: Historic Artifact Analysis (Prerequisite: SOAN 205 OR SOAN 215 OR SOAN 220 OR consent of instructor.)
- SOAN 318: Archaeology of the Contemporary (Prerequisite: SOAN 110 OR SOAN 216 OR SOAN 220 OR consent of instructor.)

An internship or independent study is strongly recommended

Internship for 1 or 2 credits at a local museum or other relevant institution.

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Music

Faculty

[Donald Meyer](#)

Professor of Music, Chair of Cinema Studies (spring)

Areas of Study: music history, music theory, film music, electronic music, music composition.

[Nicholas L. Wallin](#)

Associate Professor and Chair of Music

Areas of Study: conducting, music theory

[Scott N. Edgar](#)

Assistant Professor of Music, Chair of Music Education

Areas of Study: music education, band

[Anne F. Barry](#)

Assistant Professor of Music

Areas of Study: choral, music education, international music education

[Mitch Paliga](#)

Senior Lecturer and Teaching Associate in Music

Areas of Study: saxophone, jazz ensemble, history of jazz

[Deborah Knowles](#)

Senior Lecturer and Teaching Associate in Music

Areas of Study: percussion, band, percussion ensemble, music appreciation

Martin Mikulik

Lecturer in Music

Areas of Study:

Lloyd King

Lecturer in Music

Areas of Study:

Helen Bond

Lecturer in Music

Area of Study: West African drumming

EMERITUS FACULTY

[Rami Y. Levin](#)

Professor of Music, Emerita

Areas of Study: theory, composition, Latin American music

Requirements

MAJOR AND MINOR IN MUSIC

Requirements for the Major in Music:

At least 11 credits

- Music 251: Music Theory I
- Music 252: Music Theory II: Tonal Analysis
- Music 351: Music Theory III: Atonal Systems and Theory of Jazz, Rock and World Music
- Music 352: Form and Tonal Analysis
- Music 360: Music History I: From Chant to Bach
- Music 361: Music History II: From Classical to Contemporary
- 1 course chosen from the following:
 - Music 217: World Music Survey
 - Music 227: History of Jazz
 - Music 237: Hip-Hop, Race & Culture
 - Music 287: World Music Colloquium: Music of the Arab World
- 1 additional music course (see advisor for options).
- Senior Seminar
- 2 credits (2 years) of private lessons for credit on the same instrument (or voice) – To meet this requirement, students will complete four semesters chosen from:
 - Music 111, 211, 212, 311, 312, 411, 412. At least two semesters of lessons must be taken at the 200-level or higher.
- participation in at least 1 ensemble from the time a student declares the major through the rest of the student's time at Lake Forest College – Ensembles earn one quarter-credit each semester (although these may be taken for no credit as well).

A minimum grade of C is required in all music courses.

Piano Proficiency Requirement

Students majoring in music are also required to pass a piano proficiency exam by the end of their junior year. The department encourages anyone considering a music major to take this exam as early as possible because students who do not pass the exam must take two semesters of piano lessons. These lessons may count as the course credit in music performance (a credit that is required of all majors), as the elective course for the major, or as an additional course beyond the requirements for the major.

Requirements for the Minor:

At least 6 credits

- 2 sequential courses in Music Theory, either:
 - Music 150 and Music 251
 - Music 251 and Music 252
- 1 of the following courses:
 - Music 360: Music History I: From Chant to Bach
 - Music 361: Music History II: From Classical to Contemporary
- 1 of the following courses:
 - Music 217: World Music Survey
 - Music 227: History of Jazz
 - Music 237: Hip-Hop, Race & Culture
 - Music 262: Great Composers
 - Music 264: The History of Rock and Roll
 - Music 265: American Music
 - Music 266: Music in Film
 - Music 280: Wagner, Tolkien, Star Wars
- 1 full credit (1 year) in music performance chosen from:
 - Music 111, 211, 212, 311, 312, 411, 412, 104-110, 204, 205, 206, or 306
- 1 additional Music course, excluding Music 101 and any First-Year Studies course

Course Descriptions

Other courses:

[Applied Music Courses](#)

Music Courses

MUSC 101: Perspectives on Music

An introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and non-Western music. No previous knowledge is needed. Intended for non-majors.

MUSC 104: Men's Chorus

The Lake Forest College Men's Chorus focuses on choral repertoire written exclusively for the male voice, from all genres and time periods. Concerts, both on and off campus, may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other college and community choruses, and a wide range of soloists. Placement in this ensemble is at the discretion of the instructor. This course may be repeated for credit.

MUSC 105: Women's Chorus

The Lake Forest College Women's Chorus focuses on choral repertoire written exclusively for the female voice, from all genres and time periods. Concerts, both on and off campus, may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other college and community choruses, and a wide range of soloists. Placement in this ensemble is at the discretion of the instructor. This course may be repeated for credit.

MUSC 106: College/Community Chorus

The Lake Forest College College/Community Chorus is an introductory mixed choral ensemble for beginning singers from the Lake Forest College Community. The College/Community Chorus performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. No audition is required. No prerequisites. This course may be repeated for credit.

MUSC 107: Concert Band

The Band performs marches, overtures, waltzes, and suites by such composers as Vaughan Williams, Holst, Sousa, and others. The ensemble is open to all students. This course may be repeated for credit.

MUSC 108: Chamber Orchestra

The Chamber Orchestra is an ensemble devoted to the performance of Baroque, Classical, Romantic, and twentieth-century repertoire. The group performs two concerts each semester. The Chamber Orchestra is open to all qualified members of the College community. Auditions will be held early in the fall. This course may be repeated for credit.

MUSC 109: West African Drumming Ensemble

The African Drumming Ensemble is a hands-on workshop for students of all levels interested in learning the basics of West African drumming. Students work on developing rhythmic skills using authentic instruments and learn about the role of music in the cultures of Guinea, Mali, and other countries. No prerequisite. This course may be repeated for credit.

MUSC 110: Jazz Ensemble

The Jazz Ensemble performs music from big band classics and contemporary repertoire. The ensemble is open to all students by audition. This course may be repeated for credit.

MUSC 118: Introduction to Singing

An introduction to vocal production for the beginning singer, including the physiology of the voice, how to sightread a vocal line, how to make your voice more beautiful and durable, how to communicate the lyrics clearly through improved diction, how to extend your range to reach notes you never thought possible, and how to deliver a song powerfully and effectively. Focusing on the novice musician, this class will prepare students to sing solos and to participate in choruses; it will also be useful for stage actors and public speakers.

MUSC 119: Opera Workshop

The Opera Workshop is a course designed for advanced voice students who are participating in an opera production at Lake Forest College. Students taking this course will sing roles in operas, operettas, or opera adaptations in public performance. Participation is by audition only.

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MUSC 150: Fundamentals of Music

Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody, and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful.

MUSC 160: Musicianship

This course is dedicated to the development of practical skills important for a musician, including sight-singing, melodic and rhythmic dictation, and ear training. Aural and written exercises as well as creative projects will be incorporated. Music majors may substitute this course for the aural-skills proficiency exams with a grade of C or higher. Prerequisite: Music 150.

MUSC 170: Intro to Music Teaching & Learning

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisite: MUSC 150 or permission of instructor.

Cross-listed as: EDUC 170, MUSE 170

MUSC 204: The Singing Statesmen

The Lake Forest College Singing Statesmen is the premier choral ensemble for men's voices at Lake Forest College. The ensemble performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Members of this ensemble are drawn from the ranks of the Concert Choir. Placement in this ensemble is contingent upon an audition, held at the beginning of the year. Prerequisite: 1 semester of MUSC 104 or MUSC 106, or permission of the instructor. Co-requisite: MUSC 206. This course may be repeated for credit.

MUSC 205: Advanced Women's Chorale

The Lake Forest College Advanced Women's Chorale is the premier choral ensemble for women's voices at Lake Forest College. The Chorale performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Membership in this ensemble is contingent upon a voice placement hearing, held at the beginning of the year. This course may be repeated for credit.

MUSC 206: Concert Choir

The Lake Forest College Concert Choir is the premier large mixed choral ensemble at Lake Forest College. Concert Choir performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Membership in this ensemble is contingent upon a voice placement hearing, held at the beginning of the year. Prerequisite: 1 year of MUSC 104, 105, 106, or 205; or permission of the instructor. This course may be repeated for credit.

MUSC 217: World Music Survey

Survey of music of the world's peoples: music in the cultures of Africa, Asia, and Latin America; the social and cultural roles of music. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

MUSC 220: Songwriting

How to write songs. Emphasis on popular forms in the styles of the 1960s to the present, including pop, rock, folk, Broadway, and others. Covers text, setting, forms, harmony, instrumentation, arranging, studio techniques, and performance. Prerequisite: Music 150.

MUSC 221: Speakers and Phones Workshop

Through extensive production and critique, the Speakers & Phones Workshop fosters artistic growth among beginners and experienced creators. The Workshop doesn't depend on access to expensive recording equipment and studios. We use our memories, our bodies, our voices, musical instruments, pen and paper, apps, our smart phones, tablets, laptops? whatever amateur or professional sound-generating and recording equipment participants own or can get ahold of on their own. We edit and polish our audio creations and then distribute them online in attention-grabbing ways. Participants are encouraged to work from their strengths and to push beyond their comfort zones in order to create audio work that ranges from music to sound collage to spoken word to storytelling to journalism. No formal training is required. The only prerequisites are the ability to hear, a willingness to work hard, an open mind and ready access to either a computer or a smart phone.

MUSC 222: Grateful Dead and American Culture

More than fifty years after the band's founding, the Grateful Dead looms larger than ever. From Haight-Ashbury acid-testers to visionary entrepreneurs, the band that grew up and out of the revolutions of the tumultuous 1960s found a way to mix everything from roots music to free jazz to rock into an "endless tour" that put them in the Fortune 500. The Grateful Dead provided a cultural soundtrack for not only the 1960s, but also the paranoia of the Watergate years, the Reagan-soaked 1980s, and on to the jam-band present. This course will focus on the band's performance of authentic "Americanness" throughout its half century run. We'll listen to their music, and also to their fans, enthusiasts, and scholars. We'll understand the various subcultures that separate the sixties and now, and in doing so, offer answers to this key question: Why do the Dead survive? (Elective for English, Theater, and Music) Cross-listed as: THTR 206, ENGL 251

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MUSC 225: Intro to Electronic Music

Designed to foster creative work in the College's recording/electronic music studio, the course deals first with the history of electronic music (Futurism, musique concrete, early analog analysis) and then with studio techniques, using both analog and digital equipment, microphones, tape recorders, mixing, digital synthesis, and a creative project. Two regular sessions and one laboratory each week. Co-requisite: Music 150.

MUSC 227: History of Jazz

Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AMER 227, AFAM 227

MUSC 235: 20th Cent Theater: Musical Theater

A study of representative musical comedies, operettas, and related works that will provide topics for papers by students. Emphasis will be placed on relationship to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George, and others. Cross-listed as: AMER 236, ENGL 236

MUSC 237: History of Rap Music

The objective of this course is to trace the history of rap music. We'll begin by examining rap's precursors, funk, Jamaican dub, African American "toasts," and the talking blues. Then we'll do a close reading of a significant rap tune every week, working our way from rap's emergence in the Bronx in the early nineteen-seventies through its evolution to the artistic maturity and international success reached by 2005. Each week students will be expected to analyze the assigned rap tune and then either compose a written critique or compose and perform or record a rap in the style of the assigned song. By engaging in close readings and comparisons of the music, lyrics, and production techniques of select rap classics and lesser-known gems, we'll tease out not only how the music was constructed, but how it commented on and impacted the musical and social history of the times. No prerequisites. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AFAM 238

MUSC 251: Music Theory I

Basic elements of tonal harmony including triads, seventh chords, figured bass, harmonic progression, voice leading, and four-part writing. Prerequisite: Music 150 or consent of the instructor.

MUSC 252: Music Theory II

A continuation of the study of harmony, including modulation, chromatic harmony, and counterpoint. Prerequisite: Music 251 or consent of the instructor.

MUSC 262: Great Composers

In this course we will examine the lives and works of three significant composers in detail. Each semester the three selected composers will change. Some of the composers might include: Bach, Mozart, Beethoven, Tchaikovsky, Mahler, Stravinsky, Schoenberg, Copland, Duke Ellington, John Adams, and others. The course involves biographical readings, close listening analysis, and concert attendance. No prerequisite.

MUSC 264: History of Rock and Roll

This course covers the history of rock music from its origins in the blues and American country music to the diverse rock styles heard today. Analysis of performances and compositional styles of several familiar rock stars is included. Social and political influences will be addressed, but the focus will be on the music itself. No prerequisites. Cross-listed as: AMER 264

MUSC 265: American Music

Music in the United States from the time of the pilgrims to the present day. The course includes art music, folk music, religious music, and jazz. Prerequisite: Any music class or consent of the instructor. Cross-listed as: AMER 273

MUSC 266: Music in Film

Music has played an important part of the movie-going experience since the beginnings of the film industry in the 1890's, and the blending of music and drama has deeper roots still. This course charts the development of music and sound in film, from these deep roots through the mis-named silent-movie era and on to the great film composers of the twentieth century and today. Students will learn the fundamental elements of a film score, investigate how a film composer works, and develop a vocabulary for describing and assessing film music. No prior knowledge of music or film history is necessary. Cross-listed as: AMER 266, CINE 266

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MUSC 267: Disney, Music and Culture

Walt Disney created an empire both influencing and being influenced by society and culture since its inception. Disney films, music, propaganda, media, business practices, and merchandise have been imbedded into popular culture. Disney, Music, and Culture is an introduction to the history and content of the Disney Corporation, the films and soundtracks, and a critical look at them through the lenses of race, ethnicity, gender, sexuality, and disability, among others. A major element of this course will involve viewing Disney films and analyzing critically based on the lenses mentioned above. The evolution of how Disney utilized music will also be examined at length. Cross-listed with American Studies. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AMER 272

MUSC 268: Music and the Mind

In this course, we wrestle with fundamental questions regarding music and the human experience. Why does music exist? How did it evolve in the human species? What, exactly, does it do to us, as listeners and as practitioners? How does music change our brains? Is there really such a thing as a "Mozart Effect?" What new promises are there for therapeutic uses for music? Music's presence in the human species is clearly puzzling. While many scholars have speculated a reason for its existence, there is no definitive answer as to why we make music. Nevertheless, we do make music. There is not a single human culture on Earth that has no music. Some of the books we will be reading include Musicophilia, The Singing Neanderthals, and This is Your Brain on Music. Note that this is a course that requires students to give oral presentations. No prerequisites. Cross-listed as: NEUR 268

MUSC 270: Beginning Conducting

This course is designed to expose music students to the essential skills of the successful conductor. The course combines the theoretical skills of score analysis and aural imaging with the practical skills of baton and rehearsal techniques. Class sessions will be devoted to lecture, discussion, and practical lab experience, using the students in the class as an ensemble. Prerequisite: MUSC 251 or permission of instructor.

MUSC 271: Teaching Winds and Percussion

MUSC 271: The Art of Teaching Wind and Percussion Instruments. This course introduces students to the techniques of teaching woodwind, brass, and percussion instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: flute, clarinet, alto saxophone, trumpet, horn, trombone, euphonium, snare drum, and bells. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170 Corequisites: No corequisites Cross-listed as: MUSE 271, EDUC 271

MUSC 272: Teaching String Instruments

MUSC 272: The Art of Teaching String Instruments. This course introduces students to the techniques of playing and teaching string instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: violin, viola, cello, and bass. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170, with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSE 272, EDUC 272

MUSC 273: Teaching Instrumental Ensembles

MUSC 273: The Art of Teaching Instrumental Ensembles. This course introduces students to the techniques of teaching bands and orchestras. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in instrumental music education. It involves learning within both a college classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing an instrumental ensemble, and band/orchestra literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSE 273, EDUC 273

MUSC 274: Teaching Choral Ensembles

MUSC 274: The Art of Teaching Choral Ensembles. This course introduces students to the techniques of teaching choir. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in vocal music education. It involves learning within both a classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing a choral ensemble, and choral literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSE 274, EDUC 274

MUSC 280: Wagner, Tolkien, and Star Wars

An in-depth comparative study of three epic masterpieces of Western culture: Richard Wagner's *The Ring of the Nibelungen*, J.R.R. Tolkien's *The Lord of the Rings* (through the films by Peter Jackson), and George Lucas' original *Star Wars* trilogy. Special consideration will be given to the role of music in each of these epics (including the film scores of John Williams and Howard Shore).

MUSC 285: Creative Arts Entrepreneurship

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites. Cross-listed as: ENTP 285, ART 285, ENGL 285, THTR 285

MUSC 287: Music of the Arab World

Study of the history and repertoires of Arabic music from the traditional or 'classical' music to contemporary popular music, including music associated with religious practices. Emphasis on understanding music in culture and the theory and performance practice of Arabic music. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

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MUSC 306: Chamber Singers

The Lake Forest College Chamber Singers is a selective mixed choral ensemble whose members are drawn from the roster of the Concert Choir. Chamber Singers performs vocal chamber music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Membership in this ensemble is contingent upon a voice placement hearing, held at the beginning of the year. Co-requisite: MUSC 206. (May be taken for .25 credit or 0 credit).

MUSC 325: Adv Electronic Music

A continuation of Music 225. More independent work and hard disk recording. Prerequisite: Music 225.

MUSC 351: Music Theory III

(Music Theory III: Atonal Systems and Theory of Jazz, Rock and World Music) This course will explore the theoretical systems of atonal and post-tonal music, including set theory and serialism. Theories and analyses of jazz, rock and world music will also be presented and explored. Prerequisite: Music 252.

MUSC 352: Form and Tonal Analysis

Study of the principal forms in Western art music including binary and ternary forms, sonata, theme and variation, and rondo. This course covers analysis of tonal masterworks of the eighteenth and nineteenth centuries, including music of J. S. Bach, Mozart, Beethoven, Schubert, and Brahms, applying the knowledge gained in the study of tonal harmony. Prerequisite: Music 351.

MUSC 360: Music History I

(Music History I: From Chant to Bach) An introduction to the music of the Middle Ages, Renaissance, and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schutz, Purcell, A. Scarlatti, Handel, and Bach. Music 360 and 361 may be taken out of order. Prerequisite: Music 150 or consent of the instructor.

MUSC 361: Music His II: Classical to Contemp

Representative composers and compositions from the Classical and Romantic periods will be discussed, including Mozart, Beethoven, Haydn, Tchaikovsky, Brahms, and Wagner. The many trends and styles of music of the twentieth century will be covered, including Impressionism, Expressionism, Neo-Classicism, Minimalism, and Indeterminacy. Composers will include Debussy, Ravel, Schoenberg, Reich, and Cage. Music 360 and 361 may be taken out of order. Prerequisite: Music 150 or consent of the instructor.

MUSC 480: Senior Seminar

This course covers analysis of twentieth-century music, composition, and conducting. As part of the conducting component, students will have the opportunity to conduct a rehearsal of the Lake Forest College Chorus or Chamber Orchestra. Other special topics may also be included.

Applied Music Courses

MUSA 111: Applied Music

Private instruction in musical instruments and voice. 100-level applied music is open to all students. Students receive weekly 30 minute lessons and earn ¼ credit each semester. The student must satisfactorily complete at least twelve weekly lessons and participate in a workshop each semester. This course is graded on a letter-grade basis. Repeatable for credit. No prerequisites. An additional fee is charged. See the Music Lessons webpage at <http://www.lakeforest.edu/academics/programs/music/lessons.php> for information on fees and waivers. Following are the sections available by instrument: 01 Classical Piano, 02 Jazz Piano, 03 Classical Guitar, 04 Voice, 05 Flute, 06 Oboe, 07 Clarinet, 08 Bassoon, 09 Saxophone, 10 Horn, 11 Trumpet, 12 Low Brass, 13 Percussion, 14 Violin, 15 Viola, 16 Cello, 17 Bass, 18 Jazz/Blues Guitar, 19 Improvisation, 20 Miscellaneous, 21 Conducting

MUSA 211: Applied Music

Private instruction in musical instruments and voice. Applied music study at the 200-level and above is intended for music majors and minors. Students receive weekly 60 minute lessons and earn ½ credit each semester. The student must satisfactorily complete at least twelve weekly lessons, participate in a workshop, and perform before a faculty jury each semester. This course is graded on a letter-grade basis. Prerequisite: permission of the department chair. An additional fee is charged. See the Music Lessons webpage at <http://www.lakeforest.edu/academics/programs/music/lessons.php> for information on fees and waivers. Following are the sections available by instrument: 01 Classical Piano, 02 Jazz Piano, 03 Classical Guitar, 04 Voice, 05 Flute, 06 Oboe, 07 Clarinet, 08 Bassoon, 09 Saxophone, 10 Horn, 11 Trumpet, 12 Low Brass, 13 Percussion, 14 Violin, 15 Viola, 16 Cello, 17 Bass, 18 Jazz/Blues Guitar, 19 Improvisation, 20 Miscellaneous.

MUSA 212: Applied Music

Continuation of MUSA 211. Prerequisite: MUSA 211

MUSA 311: Applied Music

Continuation of applied music study. Prerequisite: MUSA 212, including a jury grade of C or better.

MUSA 312: Applied Music

Continuation of MUSA 311. Prerequisite: MUSA 311.

MUSA 411: Applied Music

Continuation of applied music study. Prerequisite: MUSA 312, including a jury grade of C or better.

MUSA 412: Applied Music

Continuation of MUSA 411. Repeatable for credit. Prerequisite: MUSA 411.

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Music Education

Faculty

[Nicholas L. Wallin](#)

Associate Professor and Chair of Music

Areas of Study: conducting, music theory

[Scott N. Edgar](#)

Assistant Professor of Music, Chair of Music Education

Areas of Study: music education, band

[Anne F. Barry](#)

Assistant Professor of Music

Areas of Study: choral, music education, international music education

[Brian Weidner](#)

Lecturer in Education

Areas of Study: music education

Requirements

MAJOR IN MUSIC EDUCATION

Requirements for the Major in Music Education:

Fifteen credits total—13 credits in music, 2 credits in education

This major must be completed concurrently with the Education Department's K-12 Teacher Licensure program. See the Education Department for more information.

MUSIC THEORY (3 courses):

- MUSC 251: Music Theory I (pre-requisite: MUSC 150, successful testing into MUSC 251, or permission of instructor)
- MUSC 252: Music Theory II
- MUSC 351: Music Theory III: Atonal Systems and Theory of Jazz, Rock and World Music **OR** MUSC 352: Form and Tonal Analysis

MUSIC HISTORY/CULTURE (3 courses):

- MUSC 360: Music History I: From Chant to Bach
- MUSC 361: Music History II: From Classical to Contemporary
- MUSC 217: World Music Survey

MUSIC EDUCATION (7 courses—5 credits in music, 2 credits in education):

- EDUC 170: Foundations of Music Teaching and Learning (pre-requisite for all other MUSE classes)
- MUSE 271: The Art of Teaching Winds and Percussion
- MUSE 272: The Art of Teaching String Instruments
- MUSE 273: The Art of Teaching Instrumental Ensembles
- MUSE 274: The Art of Teaching Choral Ensembles
- EDUC 275: Teaching Music in the Elementary School
- MUSE 422-03: Discipline-Specific K-12 Instructional Design (Senior Seminar in Music Education. In conjunction with EDUC 419, this course meets the senior seminar requirement for the K-12 Teacher Licensure program.)

MUSIC PERFORMANCE:

- All music education majors must complete weekly 60-minute lessons on their primary instrument/voice for each semester while a declared major. Students must complete MUSA 211, 212, 311, 312, and 411 to graduate.

Should students complete this sequence before the semester prior to student teaching, the student will continue to take MUSA 412 (repeatable for credit) each semester they are in residence at the college and not student teaching. Successful passing of a jury performance each semester is required to advance to the next level of lessons. As a capstone performance experience, the music education majors will be required to perform at least a 30-minute recital in the semester preceding their student teaching, including a recital jury to be successfully passed no less than 30 days prior to the recital. Students are to register for MUSA 411/412 their final semester of lessons prior to student teaching.

- Music education students must participate in at least 1 ensemble per semester from the time a student declares the major through the rest of the student's time at Lake Forest College with the exception of the student teaching semester. This participation must include at least one semester in a vocal ensemble (concert choir; men's chorus or women's chorus), one semester in an instrumental ensemble (concert band, jazz band, orchestra), and one semester in the West African Drumming Ensemble. Ensembles can earn one quarter-credit each semester but students should enroll for no credit unless advised otherwise by their advisor.
- Music education students must complete at least two semesters of MUSA 111 (21) Applied Conducting to graduate. These applied lessons should be taken during the student's junior or senior year prior to student teaching.

PIANO PROFICIENCY:

All music education students must pass a piano proficiency exam by the end of their sophomore year. Students will be tested at the beginning of their sophomore year. If students are unable to successfully pass any element of the exam, half-hour music education piano lessons (not for credit) will be required until successful proficiency is achieved.

A minimum grade of B- is required in all music and music education courses to maintain music education degree status.

Requirements for the Minor

At least 6 credits:

- EDUC/MUSE/MUSC 170: Foundations of Music Teaching and Learning (pre-requisite for all other MUSE courses)
- 1 of the following courses:
 - MUSE 271: The Art of Teaching Winds and Percussion
 - MUSE 272: The Art of Teaching String Instruments
 - MUSE 273: The Art of Teaching Instrumental Ensembles
 - MUSE 274: The Art of Teaching Choral Ensembles
 - EDUC 275: The Art of Teaching Elementary General Music
- EDUC 210: Observing the Schooling Process
- MUSC 251: Music Theory I
- 1 of the following courses:
 - MUSC 360: Music History I: From Chant to Bach
 - MUSC 361: Music History II: From Classical to Contemporary
 - MUSC 217: World Music Survey
- MUSA 111: 1 Semester of applied lessons on instrument/voice (.5 credit)
- 2 Semesters of Lake Forest College ensemble participation (.25 credit each):
 - MUSC 104: Men's Chorus
 - MUSC 105: Women's Chorus
 - MUSC 106: College/Community Chorus
 - MUSC 107: Concert Band
 - MUSC 108: Chamber Orchestra
 - MUSC 109: West African Drumming Ensemble
 - MUSC 110: Jazz Ensemble
 - MUSC 204: Singing Statesmen
 - MUSC 205: Advanced Women's Chorale
 - MUSC 206: Concert Choir

The minor must consist of at least eight courses (6 credits), including four courses that do not double count in the student's major or other minor.

Course Descriptions

MUSE 170: Intro to Music Teaching & Learning

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisite: MUSC 150 or permission of instructor.
Cross-listed as: MUSC 170, EDUC 170

MUSE 271: Teaching Winds and Percussion

MUSE 271: The Art of Teaching Wind and Percussion Instruments. This course introduces students to the techniques of teaching woodwind, brass, and percussion instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: flute, clarinet, alto saxophone, trumpet, horn, trombone, euphonium, snare drum, and bells. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170 Corequisites: No corequisites
Cross-listed as: MUSC 271, EDUC 271

MUSE 272: Teaching String Instruments

MUSE 272: The Art of Teaching String Instruments. This course introduces students to the techniques of playing and teaching string instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: violin, viola, cello, and bass. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170, with a grade of B- or better. Corequisites: No corequisites.
Cross-listed as: MUSC 272, EDUC 272

MUSE 273: Teaching Instrumental Ensembles

MUSE 273: The Art of Teaching Instrumental Ensembles. This course introduces students to the techniques of teaching bands and orchestras. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in instrumental music education. It involves learning within both a college classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing an instrumental ensemble, and band/orchestra literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites.
Cross-listed as: MUSC 273, EDUC 273

MUSE 274: Teaching Choral Ensembles

MUSE 274: The Art of Teaching Choral Ensembles. This course introduces students to the techniques of teaching choir. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in vocal music education. It involves learning within both a classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing a choral ensemble, and choral literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites.
Cross-listed as: MUSC 274, EDUC 274

MUSE 275: Teaching Music in Elementary School

MUSE 275: Teaching Music in the Elementary School. This course introduces students to the techniques of teaching music to elementary age students. Students will become exposed to developmentally appropriate musical activities for students in kindergarten through eighth grade. Multiple approaches will be presented including Orff, Kodaly, Dalcroze, and Music Learning Theory. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites.
Cross-listed as: EDUC 275

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Neuroscience

Faculty

[Shubhik DebBurman](#)

Disque D. and Carol Gram Deane Professor of Biological Sciences and Chair of Biology

Areas of Study: cell biology, molecular biology, neurobiology, biochemistry, pharmacology, biology of human disease

[Anne E. Houde](#)

Foster G. and Mary W. McGaw Professor in the Life Sciences

Areas of Study: behavior, evolution, ecology

[Douglas B. Light](#)

Laurence R. Lee Family Professor of Biology

Areas of Study: animal and human physiology, cell physiology, neurophysiology

[Matthew R. Kelley](#)

Professor of Psychology, Chair of Neuroscience

Areas of Study: cognitive psychology, learning and memory, research methods and statistics

[Naomi Wentworth](#)

Associate Professor and Chair of Psychology

Areas of Study: developmental psychology, aging, motivation, brain function in attention, mathematical psychology, infant development

[Jean-Marie Maddux](#)

Assistant Professor of Psychology

Areas of Study: behavioral neuroscience, associative learning, attention and learning, motivation, incentive salience, addiction, behavioral pharmacology

Tristan Hedrick

Lecturer in Neuroscience

Areas of Study:

Requirements

MAJOR AND MINOR IN NEUROSCIENCE

Requirements for the Major:

At least 14 credits

• Fundamental - 7 courses

- Biology 120: Organismal Biology
- Biology 221: Cell & Molecular Biology
- Chemistry 115: General Chemistry I
- Chemistry 116: General Chemistry II
- Psychology 110: Introductory Psychology
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II

• Core - 2 courses

- Biology/Neuroscience 346: Molecular Neuroscience
- Psychology/Neuroscience 370: Neuroscience & Behavior

- **Electives - 4 courses** chosen from the following list. (At least 1 Biology and 1 Psychology course; At least 2 of the 4 electives must be taken at Lake Forest College):

- Biology/Neuroscience 130: Biological Inquiry Seminar: Deadly Shapes, Hostage Brains
- Music/Neuroscience 268: Music and the Mind
- Philosophy/Neuroscience 291: Descartes to Kant
- Philosophy/Neuroscience 296: Philosophy of the Mind
- Psychology/Neuroscience 310: Sensation & Perception
- Psychology/Neuroscience 320: Learning
- Biology/Neuroscience 324: Advanced Cell Biology
- Computer Science/Neuroscience 325: Artificial Intelligence
- Psychology/Neuroscience 330: Motivation & Emotion
- Biology/Neuroscience 340: Animal Physiology
- Biology/Neuroscience 342: Developmental Biology
- Biology/Neuroscience 344: Animal Behavior
- Psychology/Neuroscience 350: Abnormal Psychology
- Biology/Neuroscience 352: Molecular Genetics
- Theater/Neuroscience 354: The Mind Onstage: Theatre and Cognition
- Psychology/Neuroscience 360: Cognitive Psychology
- Biology/Neuroscience 362: Mechanisms of Brain Dysfunction
- Biology/Psychology/Neuroscience 372: Pharmacology: Drug, Brain, Behavior
- Biology/Psychology/Neuroscience 388: The Malleable Brain: Mechanisms of Neural Plasticity
- Biology/Neuroscience 389: Evolution
- **Senior Studies Requirement - 1 course**, chosen from the following options:
 - Senior seminar — Each year, one of the senior seminars offered by the Biology or the Psychology Departments will be designated for Neuroscience majors and cross-listed as NEUR 4xx.
 - Senior thesis

In order to count a specific course toward the major, a student must earn at least a C-minus in that course. In order to graduate with a major, a student must earn at least a C average (2.0) in all courses selected to fulfill the major requirements.

Requirements for the Minor:

At least 8 credits

- **Fundamental - 6 courses**
 - Biology 120: Organismal Biology
 - Biology 221: Cell & Molecular Biology
 - Chemistry 115: General Chemistry I
 - Chemistry 116: General Chemistry II
 - Psychology 110: Introductory Psychology
 - Psychology 221: Research Methods and Statistics I
- **Core - 2 courses**
 - Biology / Neuroscience 346: Molecular Neuroscience
 - Psychology / Neuroscience 370: Neuroscience & Behavior

In order to count a specific course toward the minor, a student must earn at least a C-minus in that course. In order to graduate with a minor, a student must earn at least a C average (2.0) in all courses selected to fulfill the minor requirements.

Major/Minor Combination Options:

The neuroscience major may be combined with any other major/minor offered at the college and with study abroad.

Any triple combination of majors and minors within biology, psychology, and neuroscience is forbidden, even when possible under general College rules for majors and minors.

For these three disciplines specifically, the available neuroscience options are:

- Double major in psychology and neuroscience
- Minor in psychology and major in neuroscience

- Minor in neuroscience and major in psychology
- Double major in biology and neuroscience
- Minor in biology and major in neuroscience
- Minor in neuroscience and major in biology

Additional Notes:

- Neuroscience majors may apply up to 2 study abroad courses to count for the Electives Requirement. The list of preapproved courses indicates the home department for each course offering.
 - If the home department is biology or psychology, then that course will count as a biology or psychology elective, respectively.
 - Courses from any other department will count towards the 2 electives that are not explicitly biology or psychology.
- Students declaring a double major must complete course requirements in both major fields. It is possible for some courses to be counted toward both majors. However, the second major must consist of at least five separate courses that do not double count, and at least three of these five courses must be at the 300- or 400-level.
- The minor must consist of at least four separate courses that do not double count.
- Students intending to pursue postgraduate programs in the health professions or graduate programs in neuroscience will likely need additional courses in biology, chemistry, physics or math, specific to the graduate program they intend to pursue.

Course Descriptions

NEUR 116: Exploring the Brain

This course will address how the mind and brain work by exploring current and classical neurobiological topics, particularly those of interest to college students, through the use of professional and academic journals, textbooks, popular magazines and newspapers, as well as other media sources. Topics will include neuronal development and neuronal death; diseases of the brain, such as Alzheimer's disease, schizophrenia, depression, and psychiatric disorders; and topics such as drugs and alcoholism.

Cross-listed as: BIOL 116

NEUR 118: Our Amazing Brain

This course will introduce students to the science behind how a human brain functions and produces behaviors. This amazing organ is composed of billions of neurons that form trillions of connections with each other. These neurons allow us to sense and perceive the world around us, integrate new experiences with old ones, form thoughts and actions, and develop consciousness and personality. In this course, students will discover how brain dysfunction is the root cause of many illnesses, including addiction, schizophrenia, depression, cancer, stroke, and Alzheimer's disease. Students will also have the opportunity to work with preserved brains. No prior experience with science is required to succeed in this course. No prerequisites.

Cross-listed as: BIOL 118, PSYC 118

NEUR 130: Bio Inq: Deadly Shape Hostage Brain

(Biological Inquiry Seminar: Deadly Shapes, Hostage Brains) Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students will delve into primary literature through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students will dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference will present the latest advances in neurological research. Additionally, students will debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. Prerequisite: BIOL 120.

Cross-listed as: BIOL 130

NEUR 268: Music and the Mind

In this course, we wrestle with fundamental questions regarding music and the human experience. Why does music exist? How did it evolve in the human species? What, exactly, does it do to us, as listeners and as practitioners? How does music change our brains? Is there really such a thing as a "Mozart Effect?" What new promises are there for therapeutic uses for music? Music's presence in the human species is clearly puzzling. While many scholars have

speculated a reason for its existence, there is no definitive answer as to why we make music. Nevertheless, we do make music. There is not a single human culture on Earth that has no music. Some of the books we will be reading include Musicophilia, The Singing Neanderthals, and This is Your Brain on Music. Note that this is a course that requires students to give oral presentations. No prerequisites.
Cross-listed as: MUSC 268

NEUR 291: Descartes to Kant

Seventeenth- and eighteenth-century European philosophers, with a primary focus on epistemology and metaphysics, including the essence of the mind and its relation to the body. Readings will include Descartes, Spinoza, Locke, Berkeley, Hume, and Kant. No prerequisites.
Cross-listed as: PHIL 291

NEUR 296: Philosophy of the Mind

With the rise of Cognitive Science, Computer Science, and Neuroscience, questions about the nature of mind have become increasingly important, and in the last 40 years much work on philosophy of mind has been done in analytic philosophy. The class will begin with an examination of some of the most influential texts in philosophy of mind from the last 50 years, and then proceed to current topics. Central questions may include: What is the relationship between the mind and the brain? Is it possible to offer explanations of mental states by reducing them to biological, chemical, or physical states? Can human consciousness be best explained in terms of a computer model? Is it possible to describe the functioning of human thought in terms of a rule-based system of processing?
Cross-listed as: PHIL 296

NEUR 310: Sensation and Perception

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: PSYC 222 with a grade of at least C-. (Cross listed as PSYC 310).
Cross-listed as: PSYC 310

NEUR 320: Learning

This course examines the theoretical approaches, historical influences, and contemporary research in human and animal learning. In addition to providing a strong background in classical, operant, and contemporary conditioning models, this course explores the applications of these principles in a variety of contexts, such as behavioral therapy, drug addiction, self-control, decision-making, motor skill acquisition, and education. Furthermore, this course surveys the commonalities and differences across species in cognitive processes, such as memory, reasoning, problem-solving, and language. Prerequisite: Psychology 222 with a grade of at least C-.
Cross-listed as: PSYC 320

NEUR 324: Advanced Cell Biology

The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.
Cross-listed as: BIOL 324

NEUR 325: Artificial Intelligence

An introduction to AI via topics including tree and graph searches, min-max methods, alpha-beta pruning, heuristics, backtracking, natural language processing, and computer vision. Prerequisite: Computer Science 212.
Cross-listed as: CSCI 325

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NEUR 330: Motivation and Emotion

The broad range of motivations and emotions is studied including the relative contributions of learning, genetics, and critical periods in development. How and why did motivations and emotions evolve, and what are their bases in brain systems, hormones, and other aspects of physiology? Which of our motivations involve accurate regulations to a 'set point' (such as body temperature and weight) and which do not? How does the great subtlety of human emotional expression develop? Includes consideration of competency, security, creativity, frustration, aggression, love, sexuality, and values. Prerequisite: PSYC 221 with a grade of at least C-. (Cross listed as PSYC 330).
Cross-listed as: PSYC 330

NEUR 340: Animal Physiology

This course will focus on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis will be placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics will include integration and response to stimuli, gas exchange, circulation, movement, buoyancy, metabolism, thermal regulation, osmoregulation, and excretion. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Cross-listed as: BIOL 340

NEUR 342: Developmental Biology

Analysis of the genetic, molecular, and structural changes that occur between fertilization and the development of the adult form. This course will examine many concepts including establishment of cell fates, embryonic patterning, and morphogenesis. Students will also analyze key experiments and methods that have provided an understanding of development. The laboratory will demonstrate important developmental principles, such as fertilization, gastrulation, differentiation, and morphogenesis through the use of invertebrate and vertebrate organisms. Three discussion and four laboratory hours per week. Prerequisites: BIOL 221, CHEM 116. (Cross listed as BIOL 342). Cross-listed as: BIOL 342

NEUR 344: Animal Behavior

A study of current ideas about the biological basis and evolution of animal behavior. Topics will include molecular, hormonal, and genetic bases of behavior; adaptive behavior patterns; mating systems and reproductive behavior; and evolution of altruism and helping behavior. Three lecture and four laboratory hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status. Cross-listed as: BIOL 344

NEUR 346: Molecular Neuroscience

Neurobiology associated with brain function (perception, movement, homeostasis, affect, and cognition), neurological and psychiatric illnesses, and brain injury. A reading- and writing-intensive course with a problem-based learning approach that comprehensively explores the breadth of neurobiology (molecular, cellular, anatomical, physiological, behavioral, and medical). Laboratory exercises emphasize neuroanatomy and neuronal cell biology. Several experimental projects complement lecture and laboratory learning. Six hours per week. Prerequisites: BIOL 221, CHEM 116. Cross-listed as: BIOL 346L

NEUR 350: Abnormal Psychology

Intended to acquaint students with the biological, emotional, behavioral, and cognitive foundations of psychopathology. Issues of classification, description, etiology, and treatment of abnormal behavior are examined from the point of view of contemporary empirically based perspectives. Specifically, these issues are considered in the context of a variety of psychopathological manifestations, including anxiety, eating, schizophrenic, mood, personality, addictive, and sexual disorders. Prerequisite: Psychology 221 with a grade of at least C-. Cross-listed as: PSYC 350

NEUR 352: Molecular Genetics

A study of the molecular basis for inheritance, particularly with respect to human traits and disorders. Topics include the structure, expression, and segregation of genes and chromosomes, use of model organisms in the study of human disease, genetic engineering and gene therapy, and principles of genome science. Laboratory will apply current molecular techniques to an original research problem. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Cross-listed as: BIOL 352

NEUR 354: The Mind Onstage

(The Mind Onstage: Theatre and Cognition.) In the last decade, prominent theater scholars have integrated neuroscience research into their studies. Their excitement stems from the realization that current scientific research seems to speak directly to one of the major concerns of theatre scholars for decades: How does performing and/or watching a performance affect the brain? In this interdisciplinary class, students will read the work of scholars such as Rhonda Blair and Rick Kemp, in addition to creating their own performances, as we explore the ways science and the humanities can intersect. No prerequisites. Cross-listed as: THTR 354

NEUR 360: Cognitive Psychology

Surveys the history, philosophy, and research surrounding selected issues in cognitive psychology, including perception, attention, memory, language, imagery, reasoning, problem-solving, and decision-making. Students will learn what is currently known about these topics, the problems facing researchers, and how researchers go about solving these problems. They also will be given the opportunity to experience cognitive psychology research first-hand, as they participate in classic experiments and learn to analyze, interpret, and write up their results. Prerequisite: Psychology 222 with a grade of at least C-. Cross-listed as: PSYC 360

NEUR 362: Mechanisms of Brain Dysfunction

This course will examine the biochemical and molecular basis of both rare and common nervous system disorders that are at the frontiers of molecular medicine. Students will select from illnesses that disable processes as diverse as memory, language, cognition, sensation, movement, emotion, and homeostasis. A special emphasis will be placed on investigating the primary causes of dysfunction, such as the role of protein misfolding, genetics, and neurotransmitters. By discussing the latest primary literature students will gain current understanding of neurological and psychiatric illnesses, as well as insights into the techniques and methods used in this field. Students will seek to further new knowledge by authoring an original grant proposal. Finally, depending on the semester offered, students will serve as advanced peer mentors for first year students either enrolled in FIYS 106 or BIOL 130 courses. Prerequisite: BIOL 221. Two 80-minute sessions per week.
Cross-listed as: BIOL 362

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NEUR 370: Neuroscience and Behavior

How do the brain's neurons, synapses, and electrical and chemical activities participate in psychological processes? What are the neural foundations of human perception, motivation and emotion, learning, memory, movement, and consciousness? Discussion of the modes of action of antidepressants, other psychotherapeutic drugs, and drugs of abuse. In what ways are functions localized in the brain, and how is it possible for recovery from brain damage to take place? Laboratory sessions include experiments in brain foundations of sensation, movement, emotion, and learning in animals, demonstration of human brain waves, comparison of brains with computers, and basic exercises in computerized data acquisition and analysis. Prerequisite: a college course in mathematics or natural science approved by the instructor (such as the core introductory courses in biology or chemistry) or PSYC 221 with a grade of at least C-.
Cross-listed as: PSYC 370L

NEUR 372: Pharmacology: Drug, Brain, Behavior

In this course, we will explore ideas and principles regarding neuronal communication and drug interactions that govern behavior. We will explore communication patterns of both electrical and chemical signaling, define complex dynamics of drug distributions and identify how these processes are influenced by individual genetics. This class will also investigate the interaction between neurotransmitters and drugs at specific neuronal receptors, which will be discussed from the perspective of agonism and antagonism. We will use these principles to guide our understanding of pharmaco-therapeutics that are focused on symptom targeting. Students will also have the opportunity to discuss clinical cases and participate in the development of strategic therapeutic approaches based on current research towards the treatment of psychiatric and neurological disorders. Prerequisites: PSYC110 and BIOL221 with a grade of at least C-, or permission of instructor.
Cross-listed as: BIOL 372, PSYC 372

NEUR 388: The Malleable Brain

(The Malleable Brain: Mechanisms of Neural Plasticity) This course studies the remarkable fact that the brain is malleable or changeable. Neurons are constantly altering their behavior at a cellular and molecular level to help us learn, remember, and adapt to new situations. This neuronal plasticity is an essential mechanism of the normal functioning brain but, when plasticity is aberrant, disease is likely to occur. We will examine the mechanisms of neuronal plasticity, probe current techniques utilized by researchers, and evaluate primary research articles. We will consider how plasticity contributes to the learning and encoding of new information throughout the lifespan, as well as how aberrant plasticity contributes to disorders such as post-traumatic stress, addiction, epilepsy, and Alzheimer's disease. We also will explore how these disorders are currently treated with drugs and therapy. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor.
Cross-listed as: BIOL 388, PSYC 388

NEUR 389: Evolution

This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to the origins of new species. Topics will include evidence for evolution, short-term microevolutionary processes, natural selection, adaptation, phylogenetic reconstruction, divergence and speciation, 'evo-devo', and human evolution. Classroom sessions will consist of lectures, discussions, and student presentations. Three lecture and four laboratory hours per week (including Field Museum trips). Prerequisites: Biol 220, and either Biol 221 or Junior status.
Cross-listed as: BIOL 389

NEUR 420: The Neuroscience of Reward

"Reward" is a concept with which most people are familiar: a hard-earned vacation at the end of a grueling work schedule, an A grade on a particularly challenging academic assignment, a good meal and a glass of wine after a long day's work. However, this everyday usage of the term belies its complexity. In this course, we will explore "reward" from behavioral and neurobiological perspectives, often focusing on associative learning paradigms that allow for careful dissection of appetitive and consummatory behaviors. We will consider the underlying neural circuitry that enables individuals to learn about rewards and cues that signal these motivationally significant events.

Our analysis will emphasize the similarities and distinctions between natural reward and drug reward. Prerequisite: PSYC 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.

Cross-listed as: PSYC 420

NEUR 450: Health Psychology

This course explores a variety of research and clinical issues in health psychology. Representative topics include the role of behavior in health and disease, the neurobiology of emotion, the major stress-related and behavior-related disorders (e.g., coronary heart disease, cancer, headaches, AIDS), prevention strategies, and psychologically based treatment approaches. Our primary focus will be a methodological and conceptual analysis of the health psychology literature, which we will consider from a scientific perspective. An understanding of these issues, however, should help you become a more critical consumer of health information and health advice offered by the media, and may inspire you to make positive changes in your own health-related behavior and lifestyle.

Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.

Cross-listed as: PSYC 450

NEUR 480: Sr Sem: Neural Frontiers

This course is designed to provide a scholarship capstone for biology and neuroscience majors. Students will explore diverse topics of their interest at the frontiers of neuroscience, one of the most active research fields of the 21st century that is regularly considered as science's final frontier. Students will select from topics as diverse as memory, language, cognition, sensation, movement, neural stem cells, and complex neurological diseases. Students will engage in the art of being a scientific scholar in three complementary ways. They will learn new knowledge by discussing the latest primary literature in journal clubs. They will seek new knowledge by authoring an original grant proposal. They will explore how a career in science extends knowledge by role-playing a world famous neuroscientist. Finally students will serve as consultants for First-Year Studies students. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: BIOL 480

NEUR 481: Sr Sem: Oncology

(Senior Seminar: Oncology) This course will examine characteristics of cancer at the cellular and organismal levels, as well as investigate the current methods of treatment and prevention of cancer. This will involve intensive library research, report writing, and student led discussions and presentations. Two 80-minute meetings per week. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: BIOL 481

NEUR 482: Sr Sem: Sex & Evolution

(Senior Seminar: Sex and Evolution) An application of evolutionary principles to understanding phenomena related to sexual reproduction. This seminar will emphasize theory and empirical tests of theory reported in the primary literature in evolution, behavior, and genetics. Exact topics will depend on student interests. Classes will involve discussions, student presentations, and short lectures. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: BIOL 482

NEUR 485: Senior Seminar: The Nobel Prizes

(Senior Seminar: The Nobel Prizes: A Century of Innovation and Discovery) Koch, Fleming, Muller, Watson, Crick, von Bekesy, Golgi, and y Cajal are all Nobel Prize winners. Why are some names known to non-science students, whereas others are not even recognizable to most scientists? Every fall the Nobel Prize committee announces their awards. While their deliberations are shrouded in secrecy, the fame of the award is such that the general public often knows the names of winners. This course will examine the work and life of select prize winners in physiology/medicine and chemistry over the past 100 years. Reading will include the original work by the Nobel laureates, as well as biographies and autobiographies of the winners. Discussion, presentations and papers will examine the impact of the winners' work, including a critical analysis of how important the work was at the time and how important it remains today, and why some awards were given years after the work was conducted, while others were recognized within a few years. The course will also include a history of the prize and of Alfred Nobel, and explore controversies associated with the award, including the dearth of female recipients. The semester will conclude with nominations for next year's award winners. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: BIOL 485

NEUR 488: Sr Sem: Cellular Basis of Disease

(Senior Seminar: Cellular Basis of Disease) A study of the cellular and molecular basis of infectious diseases and their treatments, including viral and bacterial agents, through intensive library research, report writing, and student presentations. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: BIOL 488

NEUR 489: Sr Sem: Biology of War

War can have devastating effects on human health and the environment. Factors considered in this course include nuclear fallout, widespread pesticide (e.g. Agent Orange), biological weapons, Post-Traumatic Stress Disorder, and natural resource availability. An analysis of primary literature will be used to explore and analyze the myriad biological effects of modern and historical warfare. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: BIOL 489

NEUR 493: Research Project

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

NEUR 494: Senior Thesis

Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

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Directory

Philosophy

Faculty

Rui Zhu

Professor of Philosophy, Chair of Asian Studies (fall)

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

Janet McCracken

Professor and Chair of Philosophy

Areas of Study: aesthetics, history of philosophy, gender studies, film

Jennifer Jhun

Assistant Professor of Philosophy

Areas of study: Philosophy of Science (Economics), Epistemology

Daw-Nay N. R. Evans Jr.

K. & H. Montgomery Assistant Professor in the Humanities, Assistant Professor of Philosophy, Chair of Social Justice Studies

Areas of Study: Africana philosophy, 19th- and 20th-Century European philosophy

Chad McCracken

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

Alon Segev

Lecturer in Philosophy

Area of Study:

Bonnie Salomon

Lecturer in Philosophy

Area of Study: medical ethics

Requirements

MAJOR AND MINOR IN PHILOSOPHY

Requirements for the Major:

A minimum of 9 credits are required for a Philosophy major. To allow students flexibility, there are two approaches to completing a Philosophy major. Students may (1) complete a traditional major or (2) concentrate on their particular philosophical interests or focus on courses that make connections to other studies.

The requirements for the traditional major are:

1. Core Courses:

- Philosophy 156: Logic and Styles of Argument
- Three of the following five courses:
 - Philosophy 290: Ancient Greek Philosophy
 - Philosophy 291: Descartes to Kant
 - Philosophy 292: Hegel to Nietzsche
 - Philosophy 320: Phenomenology, Existentialism, and Deconstruction
 - Philosophy 355: Wittgenstein and the Analytic Tradition
- Philosophy 305: Comparative Philosophy: East and West
- Philosophy 325: Major Ethical Theories

2. Electives:

- At least 2 additional Philosophy courses

3. Senior Studies:

- The Senior Studies Requirement can be fulfilled in any of the following ways:
 - Senior seminar
 - Independent research project
 - Senior thesis

Option to develop a more focused major:

Students who would like to focus more exclusively on a particular area of philosophy may (in consultation with their advisor and with the approval of the chair) substitute up to two different Philosophy courses for any of the Core Courses. Students can focus, for example, on (1) ethics, political philosophy, or social justice, (2) philosophy across cultures, or (3) metaphysics and philosophy of mind.

Courses expected for various career interests:

Philosophy is a valuable major for students interested in law school, not simply because issues about the law often emerge in philosophical discussion, but because the analytic, reading, and writing skills developed through the study of Philosophy are essential for success in law careers. Students interested in law school should take Phil 156 (logic) no later than their junior year. Note that students interested in law school should take Phil 156 even if they develop a major focusing on courses in law and political philosophy.

Philosophy majors may also consider other graduate programs, e.g., MBA or MAT. Some undergraduate course work in fields related to these areas is important. A philosophy major serves students interested in graduate work in cultural studies or arts criticism; these students should take aesthetics, philosophy of literature, or philosophy of film. (Philosophy majors have often earned second majors, e.g., in Business or Economics. Those interested in Elementary Education can earn their second major in Philosophy.)

Students interested in graduate school in Philosophy should complete a traditional major, including courses focusing on the approaches they seek to study:

- Students considering graduate school in Philosophy should take Phil 290, 291, and 292.
- For students interested in Continental philosophy, Phil 320 and/or some independent work in 20th century Continental approaches is essential.
- For students interested in analytic programs (the majority of graduate programs in the United States), coverage of 20th century analytic philosophy, in Phil 355, is needed. Phil 294 and 296 can also be considered. Further, some advanced work in logic (instead of or in addition to Phil 156) would be appropriate.

Requirements for the Minor:

At least 6 credits

- no more than 2 courses at the 100-level
- at least 2 courses at the 300-level

Students considering a minor in Philosophy are encouraged to speak to a member of the Department, to plan their programs.

Course Descriptions

PHIL 110: Introduction to Philosophy

Examination of perennial philosophical issues, such as questions about the nature of reality and how we can know it, discussions of human nature, the meaning of life, and our moral responsibilities. (Meets GEC First-Year Writing Requirement.)

PHIL 112: Reason and the Irrational

The confrontation and dialogue between rationality and the powers of desire, will, spontaneity, and freedom. Discussion will focus on readings from Plato, Descartes, Spinoza, Nietzsche, Kafka, Sartre, and Buber. (Meets GEC First-Year Writing Requirement.)

PHIL 114: Intro to Phil: Asian Thought

Introduction, through representative Asian thinkers from India, China, and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, and what is real. (Meets GEC First-Year Writing Requirement.)

PHIL 117: Political Philosophy

By tracing the development of political philosophy from its roots in Greek philosophy through the social contract tradition to modern liberalism and critiques of colonialism, this course will examine a number of questions central to political philosophy. What is the state? What model of government is best? What is the nature of political rights? How do governments gain legitimate authority? Readings will include Socrates, Plato, Locke, Mill, Marx, Martin Luther King Jr., Rawls, Nozick, Chomsky, Churchill, and Galeano.

PHIL 118: Why Philosophy Matters-Applied Eth

(Why Philosophy Matters: Applied Ethics) We will examine ethical issues related to topics like killing, family, sex, race relations, and the state. Some of the questions we will explore include: Is killing in war wrong? Is abortion wrong? Is prostitution wrong? Is same-sex marriage wrong? Are reparations for slavery wrong? We will not only learn why philosophy matters when it comes to those views we hold most dear, but we will also learn how philosophers argue for their views and, in turn, how we should go about arguing for our own.

PHIL 156: Logic and Styles of Arguments

Focus on the 'rhyme and reason' of language. Examination of the reasons arguments are constructed in the ways they are. Investigation of informal, Aristotelian, and propositional logics, with readings from magazine articles, advertisements, and classical philosophers.

PHIL 200: Philosophy & Gender

What is gender? Is it the same as one's sex? Is it inborn or learned? In this course, we'll investigate these questions, as well as how gender differences do or ought to change our theories of human existence and human good. A comparison of classical, modern, and postmodern treatments of the effect of gender on love, knowledge, and ethical obligation. Reading may include Plato, Aristotle, Rousseau, Mary Shelley, Freud, de Beauvoir, and Irigaray. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSW 200

PHIL 203: Business & Professional Ethics

Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations. (Not recommended for first-year students.)

PHIL 205: Medical Ethics

The course will investigate the three primary strands of medical ethics: (1) issues of professional responsibility, such as confidentiality and informed consent, (2) moral dilemmas that arise in the course of treatment, such as decisions about euthanasia, and (3) public policy matters, such as universal health care.

PHIL 210: Environmental Ethics

Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics?
Cross-listed as: ES 210

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PHIL 212: Multicultural Approaches Environmnt

The central theme of this course is Humans and Nature. We will examine various motifs in the creation myths from different cultures, the images of man and woman, the theme of primeval flood or its absence, the alienation of humans from nature, and the beliefs (e.g., Chinese numerology) in the synchronicity between human affairs and natural events. We will search for answers to the following typical questions: What is the definition of environment? What is and ought to be the relation between humans and nature? What count as 'environmental issues' and what are their possible solutions? (Meets GEC Cultural Diversity Requirement.)

PHIL 214: Educational Reform in the U.S.

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts. Cross-listed as: EDUC 212, AMER 212

PHIL 220: Philosophy of Education

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. Cross-listed as: EDUC 220

PHIL 223: Does God Exist?

This course considers arguments for and against the existence of God, as well as the resources and methods those arguments use. After some discussion of logic and argumentation, we will consider questions such as: how could one demonstrate that God does or does not exist? What would constitute 'proof' of such a claim? How are faith and reason working for similar or opposed ends in such arguments? What does the character of arguments for or against God's existence say about human life and thought? To address these questions, we will consider the works of theologians and philosophers from monotheistic traditions. Cross-listed as: RELG 223

PHIL 225: Philosophy of Science

Examination of issues such as the nature of scientific knowledge, what counts as a 'true' scientific theory, the basis of observation, and empirical knowledge. Consideration of ethical issues generated by scientific practice, the politics of technology, and current work on the sociology of scientific knowledge. Cross-listed as: ES 225

PHIL 230: Philosophy and Literature

The question of meaning in and of literature. The philosophical study of works by Aeschylus, Euripides, Chekhov, Dostoevsky, Kafka, Nabakov, Philip Roth, and Milan Kundera as well as the poetry of Dylan Thomas and Wallace Stevens. Critical theories of Nietzsche, Roland Barthes, and Jacques Derrida are used. (Not recommended for first-year students.)

PHIL 233: Philosophy of Sport

This course will consider a host of philosophical issues that arise as one ponders sport in general and sports in particular, ranging from definitional questions (e.g., what is a sport?), through general value theory (e.g., is sport valuable, and if so, in what way or ways - and to whom?), to questions of applied ethics and public policy (e.g., what is the justification, if any, for allowing athletes to shorten their life expectancies - sometimes quite dramatically - for the sake of glory or pay or both?). Although many of the questions we will consider may seem simple at first - what for example, is the significance of winning, if any? - on reflection they reveal themselves to be deep and puzzling. The course will thus provide us with a concrete gate through which to access thorny philosophical questions about the nature of - and the complex interplay among - luck, effort, desert, intention, and result.

PHIL 235: Philosophy & 1960s Popular Culture

This course offers a demanding tour through the intellectual milieu of the 1960s in the United States. We will read philosophical works, social theory, popular and literary fiction, and occasional pieces of various sorts (speeches, journalism, etc.); we will watch films and television shows; we will listen to music: all with the goal of figuring out not just how people in the 1960s were thinking, but also of understanding how philosophy and popular culture reflected and refracted each other during a particular - and particularly volatile - historical moment. Cross-listed as: AMER 237

PHIL 240: Philosophy of Law

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Not recommended for first-year students.)

PHIL 245: Philosophy of Humans and Animals

Western philosophers since Aristotle - at least - have claimed that human beings, as a species and alone among species, are capable of complex reasoning. From that premise, they have inferred a wide range of ethical and religious claims, e.g., it is ethically permissible to eat non-human animals. Alternative claims, however, have just as long a history, and in the last twenty or so years there has been a boom in the study of non-human animals and the relationships between humans and non-human animals. Not open to students who have taken Phil 420: Philosophy of Humans and Animals.

PHIL 250: Philosophy of Religion

This course is an introduction to the philosophy of religion. Particular emphasis is placed on the role of religious experience, ritual, prayer, and sacred books in articulating the idea of God. Course includes a philosophical encounter with mysticism as well as the more traditional metaphysical formulations of the divine, in both the West and East. The critical concern of a variety of rational skepticisms will also be examined.

Cross-listed as: RELG 250

PHIL 253: Philosophy of Self: East and West

The course will examine how great thinkers from East and West, ancient and modern times, have tackled the relation between reason, passion, and desire. We will study Plato's tripartite model of the soul, the Stoic monism, especially Chrysippus' theory of desire, and various Eastern concepts such as self-overcoming, unselfing, and self-forgetting. We will also include some basic readings from the scientific discussions on mirror neurons and Antonio Damasio's writings on self and emotion. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 253, IREL 283

PHIL 258: Spike Lee and Black Aesthetics

As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 258, CINE 258

PHIL 260: Aesthetics

A consideration of beauty and the nature and purpose of art and aesthetic judgment, through the theories of Plato, Aristotle, Kant, Hegel, Freud, and others. Artworks in different media and historical periods will be used as occasions for reflection.

PHIL 265: Symbolic Logic

PHIL 270: American Philosophy

American philosophy has a rich and diverse history. With the sometimes conflicting commitments to principles and pragmatism as a focus, the course will investigate topics such as (1) early debates over American political institutions: human rights and democracy versus aristocratic leanings to ensure good government; (2) eighteenth-century idealism (e.g., Royce) and transcendentalism (focusing on moral principle, as reflected in Emerson and Thoreau); (3) American pragmatism in its various forms (Pierce, James, and Dewey); (4) Whitehead and process philosophy; and (5) contemporary manifestations (e.g., human rights, environmental concerns, technology, and struggles with diversity).

Cross-listed as: AMER 269

PHIL 271: African American Philosophy

African-American philosophy can be defined in two ways: (1) wide-ranging philosophical work done by Americans of recent black African descent and (2) philosophical work on the lived experience of Americans of recent black African descent. We will primarily read philosophers whose philosophical work emphasizes the African-American experience. Thematically, the course will be guided by one overriding question: Given the historical reality of the Atlantic Slave Trade, the Three-Fifths Compromise, the anti-miscegenation laws, the Fugitive Slave Law, Lynch Law, and the Jim Crow laws, among many other inhumane practices, how does the experience of Africans in America constitute a unique combination of philosophical perspectives? Once we answer this question, we will understand how the African-American experience has created a new tradition in Western philosophy. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: AFAM 271

PHIL 272: Currents in Latin American Thought

Taking a historical perspective, the course will examine important themes in Latin American thought such as philosophical anthropology (race, the nature of the human being, and Latin American character), the study of values (subjectivism versus objectivism), and debates about philosophy and history (universalist versus culturalist approaches, free will versus determinist outlooks). (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 272, IREL 282

PHIL 275: Desire and Discipline: Asian Morals

This course offers a focused historical narrative of the development of Asian moral thinking. It shows, at its early phase, how a particular moral philosopher's thinking (such as Mencius and Xun-zi) is largely determined by his thinking on human nature. However, in later periods, particularly after the importation of Buddhism, the debates on human nature are replaced by an intense cognitive and metaphysical interest in the human mind. Moral cultivation begins to focus less on following moral rules but more on cultivating the mind. The effect of this nature-mind shift on Asian moral thinking is both historically profound and theoretically surprising. Readings: Confucius, Mencius, Xun-zi, Lao zi, Zhuang zi, Zhang Zai, Chen Brothers, Zhu Xi and D. T. Suzuki. (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 275, IREL 285

PHIL 276: Social Justice and Human Rights

Examination of the concepts and debates surrounding social justice and human rights, with attention to the arguments between East and West. Applications to current global and domestic issues, such as globalization; poverty and disparities in wealth and opportunity; race, ethnicity, gender and sexual orientation; political liberties; and genocide.

Cross-listed as: ETHC 276, IREL 286

PHIL 277: Social Justice versus Freedom?

Examination of the perceived tensions between efforts to promote social justice and guarantees of individual freedom. Theoretical debates will be linked to practical issues, such as promotion of free markets versus government social programs and questions of government's legitimate role on personal issues, such as providing for gay marriage. Efforts to seek common ground will be explored. No prerequisites.

Cross-listed as: ETHC 277, IREL 287

PHIL 280: Capitalism and Its Critics

This course is an introduction to the philosophical and historical treatment of capitalism in its various and current guises, beginning with its origins in 9th-12th century European merchant culture to its current form in contemporary America. This course will explore the definitions of capitalism, the conditions of its historical emergence, the implications of the system for both wealth and welfare, and the contrasting merits or detriments when placed against competing systems. For instance, we will consider Marx's criticism of capitalism and various forms of communism as responses to the system's perceived shortcomings, Piketty's modern diagnosis of social inequality, and post-2008 financial crisis critiques of the system. No prerequisites.

PHIL 281: Evol Institut Values: LFC 1857-2007

Collaborative research project culminating in a report on the evolution of the College's values from its inception to 2007. Investigations will examine visions of what should be taught and why, who should be taught and why, the identity of the College, its relationship to changing visions of higher education, and its place in the values debates of the broader community. Participation by invitation.

PHIL 285: Topics in Japanese Thought

The course focuses on the Japanese understanding of nature, life, and history. We will focus on the ideas of fragility, impermanence, and beauty. Students will learn the central ideas of Zen Buddhism. Topics to be covered may include artistic representations in Noh plays, Tea ceremonies, and the Samurai culture. Prerequisite: any course in Asian thought or permission of the instructor. (Meets GEC Cultural Diversity Requirement).

Cross-listed as: ASIA 285, IREL 288

PHIL 290: Ancient Greek Philosophy

The nature of reality, knowledge, goodness, and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention may be given to the transition to the medieval period.

Cross-listed as: CLAS 290

PHIL 291: Descartes to Kant

Seventeenth- and eighteenth-century European philosophers, with a primary focus on epistemology and metaphysics, including the essence of the mind and its relation to the body. Readings will include Descartes, Spinoza, Locke, Berkeley, Hume, and Kant. No prerequisites.

Cross-listed as: NEUR 291

PHIL 292: Hegel to Nietzsche

Idealism, romanticism, existentialism, vitalism, and pragmatism. Intensive readings in Hegel, Kierkegaard, Nietzsche, Bergson, James, Husserl, and Freud. Prerequisites: Philosophy 110, 290, and/or 291, or consent of the instructor.

PHIL 294: Philosophy of Language

No pre-requisite is required, but logic is strongly recommended as a gateway for this course. The course will give a general survey of the main issues in philosophy of language of the twentieth century, including questions concerning the relations between meaning and truth, meaning and reference, language and thought, and meaning and meaningfulness. It will introduce some basic concepts and analytical apparatus in the three main branches of language study: semantics, syntax and pragmatics. Reading materials will cover writings by Frege, Russell, Wittgenstein, Austin, Quine, Davidson, and Kripke.

PHIL 296: Philosophy of Mind

With the rise of Cognitive Science, Computer Science, and Neuroscience, questions about the nature of mind have become increasingly important, and in the last 40 years much work on philosophy of mind has been done in analytic philosophy. The class will begin with an examination of some of the most influential texts in philosophy of mind from the last 50 years, and then proceed to current topics. Central questions may include: What is the relationship between the mind and the brain? Is it possible to offer explanations of mental states by reducing them to biological, chemical, or physical states? Can human consciousness be best explained in terms of a computer model? Is it possible to describe the functioning of human thought in terms of a rule-based system of processing?

Cross-listed as: NEUR 296

PHIL 301: Romantic Comedies & Phil of Love

(Romantic Comedies and Philosophy of Love) Why do we like to watch romantic comedies? What's satisfying about them, even when they're not great films? Film theorist Leo Braudy claimed that 'genre [film] ? always involves a complex relation between the compulsions of the past and the freedoms of the present. ? [They] affect their audience ? by their ability to express the warring traditions in society and the social importance of understanding convention.' In this course, following Braudy, we will investigate the relationship between the film genre of romantic comedy and age-old thinking about love, marriage, and romance. We'll read some ancient and modern philosophy of love, as well as some relevant film theory, and watch and discuss an array of romantic comedies, trying to unpack what we really believe about love. Prerequisite: One Philosophy course or permission of the instructor. ('Genre: The Conventions of Connection,' Film Theory and Criticism, eds. Leo Braudy and Marshall Cohen. New York: Oxford U. Press, 538).

Cross-listed as: GSWS 301, CINE 301

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PHIL 302: Philos Issues in Documentary Film

(Philosophical Issues in Documentary Film) What is a documentary film? What does it mean for a movie to be 'non-fiction'? In this course, we will view and discuss a number of documentary films, e.g., those of Robert Flaherty, Leni Riefenstahl, Claude Lanzmann, Albert Maysles, Erroll Morris, and Seth Gordon. We'll also read some aesthetic and film theory, to try to understand what about these films is and is not 'true,' 'good' or 'beautiful.' Prerequisite: One Philosophy course or permission of the instructor.

Cross-listed as: CINE 302

PHIL 303: Gender and Character

Studies of the effects of either femininity or masculinity on moral and aesthetic choices. Several philosophers of character, morality, and psychology, e.g., Aristotle, Nietzsche, Freud, MacIntyre, and Gilligan, will be examined in conjunction with various works of fiction and film. Prerequisite: One philosophy course or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 303

PHIL 304: Philosophy of Film

In this course, we will consider the aesthetics of moving pictures: What is most "cinematic" about cinema? What is its relation to reality? Is cinema "high art" or "low art?" What are the secrets behind "movie magic"? What is the function of genre in film? Readings may include Eisenstein, Arnheim, Kracauer, Braudy, Bazin, Cavell, Carroll, Bordwell. Of course, we will consider application of theory by viewing a number of movies. Prerequisite: One Philosophy or Cinema Studies course.

Cross-listed as: CINE 304

PHIL 305: Comp Philosophy: East & West

Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: One Western philosophy course and one Asian area course, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 305, IREL 385

PHIL 310: Communication Ethics

Examination of the ethical components at the heart of human communication. Discussions of practical issues, such as free speech, advertising, and privacy, will be based on theoretical investigations of both communication and ethics. Prerequisite: One course in philosophy or permission of the instructor.

PHIL 315: Soc Ethics Energy Production & Use

Course description: the course will explore the ethical implications of possible future energy initiatives. Emphasis will be given to the global implications of interdependency on primary resources and the technological initiatives of nuclear power and alternative sources. Students will focus on independent research projects, with both domestic and international components, surrounding the environmental, social, and ethical issues of future energy production and use. Prerequisite: junior standing or permission of instructor.

Cross-listed as: SOAN 315, ES 315

PHIL 320: Phenomenol, Existent, Deconstruc

(Phenomenology, Existentialism, and Deconstruction) Twentieth-century continental philosophy, moving from the primacy of lived existence to the problematics of texts. Readings in Husserl, Sartre, Merleau-Ponty, Buber, Barthes, Derrida, Levinas, Irigaray, and Lyotard. Prerequisite: Two philosophy courses.

PHIL 322: Religious Existentialism

An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Soren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prerequisite: Any Religion course or permission of instructor.

Cross-listed as: RELG 322

PHIL 325: Major Ethical Theories

Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principles of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Mill, Kant, Noddings, and MacIntyre.

Prerequisite: Two philosophy courses.

PHIL 330: History and Philosophy of Slavery

An examination of American slavery and its aftermath from the slave ship to the Age of Neo-slavery. We will read slave narratives, historical accounts of slavery, and philosophical interpretations of slavery from the black radical tradition and contemporary philosophy. All three approaches will provide us with multiple angles from which to consider the institution of slavery and America's supposed commitment to life, liberty, and the pursuit of happiness. On the whole, our aim will be to wrestle with the tortured logic that is the tragic contradiction of American slavery and American freedom. Prerequisites: AFAM 110, one philosophy course, or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 330

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PHIL 352: Topics in Social Justice

Examination of a particular issue in social justice, through a research project. Common elements of the course will include examinations of theoretical issues and debates, allowing students to select from a range of possible research topics. Significant time will be devoted to periodic student reports on their projects. Prerequisite: Ethics Center/Philosophy 276 or 277 or permission of instructor.

PHIL 355: Wittgenstein & Analytic Tradition

This course will provide students with a background in the analytic tradition, the philosophical outlook that has dominated Anglo-American schools for much of the twentieth century. Readings may include authors: Frege, Moore, Russell, Ayer, Wittgenstein, Strawson, Grice, Austin, Davidson, Kripke, Ryle, Quine, and Searle. Prerequisite: Philosophy 292 is strongly recommended.

PHIL 360: Identity & Dreams

In this course we will explore philosophical issues of personal identity arising particularly from the phenomenon of dreaming. We will focus on the issue of how different dream interpreting techniques help give rise to different perceptions of personhood and one's relation to the world at large. We will read the Bible, Herodotus, Plato, Descartes, Hobbes, Locke, Freud, Jung, and some ancient Chinese documents. (Meets GEC Cultural Diversity Requirement.)

PHIL 365: Race, Gender & Sexual Orientation

In this class we will examine a number of questions concerning the reality, or metaphysics, of social identities. When people speak of race, are they referring to something biological or something social? Are the gender roles of men and women shaped more by genetic forces or social forces? Is there a 'gay gene'? Does sexual orientation have a genetic basis? After examining recent literature on the metaphysics of social kinds, we will examine the recent debates surrounding the nature of race, gender, and sexual orientation. Possible readings will include: Foucault, Searle, Hacking, DuBois, Appiah, Taylor, Sundstrom, Butler, and Longino. Prerequisite: at least one philosophy class or instructor's permission. (Meets GEC Cultural Diversity Requirement.)

PHIL 380: Topics

PHIL 410: Major Philosophers

(Spring 2018 Major Philosophers: Hobbes.) In this course, we will examine, in detail, Thomas Hobbes's arguments for a new conception of politics, put forth in his 1651 classic, *Leviathan*. Hobbes sought to inaugurate a modern science of politics, rejecting notions of legitimacy rooted in codes of honor, in divine revelation, or in Aristotelian human nature, arguing instead for a notion of political authority arising from universal human fear. We will consider how the goals of Hobbesian politics--peace and security--are related to Hobbes's commitments to nominalism, to materialism, and to secularism. We will also ponder the vexed question of Hobbes's relationship to liberalism. Although our focus will be on *Leviathan*, which we will read entire, we will make some attempt to situate Hobbes historically, and we will also discuss the influence of Hobbes on the theory of international relations and on contemporary political philosophy (e.g., Gautier, Hampton, Skyrms). Prerequisites: Three PHIL courses or consent of the instructor.

PHIL 420: Plato: Eros, Sexuality, & Memory

Fall 2016 Topic: Plato: Eros, Sexuality, & Memory. This course offers an in-depth look into Plato's concept of eros and his understanding of culture as a pursuit of knowledge, as the dynamic, communicative exchanges between equal and reciprocating citizens. A key topic has to do with the issue of memory (the vehicle of cultural transmissions) and the multifaceted impact on human condition from the proliferation of mnemotechnologies, such as writing (for Plato) and internet (for us). The general concern is quite basic: how shall we live and how shall we adapt to the world of iPhones and internet. Our focus will be on Plato's *Phaedrus* and *Symposium*, along with essays from other perspectives, such as those by Joseph Ledoux (a neuroscientist of the memory of fear) and Larry Squire (a memory psychologist), as well as excerpts from French philosophers Bernard Stiegler and Derrida.

PHIL 490: Sr Symposium & Research Project

Independent research plus discussions of that research in meetings of seniors and faculty. (Students undertaking a research project over two semesters would register for regular research project credit in the semester without the symposium.) Open to senior majors and others with permission of the department chair.

PHIL 495: Sr Symposium and Thesis

Senior thesis project plus discussions of that research in meetings of seniors and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the symposium.) Open to senior majors.

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Physics

Faculty

[Michael M. Kash](#)

Professor and Chair of Physics

Areas of Study: atomic physics, quantum optics, lasers

[R. Scott Schappe](#)

Professor of Physics

Areas of Study: atomic physics, atomic collisions

[Nathan Mueggelburg](#)

Associate Professor of Physics

Areas of Study: non-equilibrium systems, granular materials

[Amy Abe](#)

Senior Lecturer in Physics

NMR Consultant

Janice Leonhardt

Lecturer in Physics

Areas of Study:

Jeffrey Schmitz

Lecturer in Physics

Areas of Study:

[Thomas Senior](#)

Lecturer in Physics

Areas of Study: physics lecture demonstrations, home-made physics apparatus, home-made musical instruments

Requirements

MAJOR AND MINOR IN PHYSICS

Requirements for the Major:

At least 9 credits in Physics, plus at least 3 credits in Mathematics

- 3 Mathematics courses, which are prerequisites for many upper-level Physics courses
 - Mathematics 110: Calculus I (corequisite for Physics 120)
 - Mathematics 111: Calculus II (corequisite for Physics 121)
 - Mathematics 210: Multivariable Calculus (corequisite for Physics 250)
- Physics 120: General Physics I
- Physics 121: General Physics II
- Physics 210: Modern Physics
- Physics 250: Analytical Mechanics
- Physics 310: Electricity and Magnetism I
- Physics 330: Thermodynamics
- Physics 420: Quantum Mechanics I
- at least 1 additional Physics course at the 200-level or above
- Physics 480: Senior Seminar in Experimental Methods

Students intending to pursue graduate studies or other careers in physics are advised to enroll in more than the 9 courses required for the major. Tutorials may be undertaken in subjects not listed among the course offerings. Exposure to other sciences, especially Chemistry 115 and 116, and more advanced mathematics, especially Mathematics 214 and Computer Science 112, is strongly encouraged.

Requirements for the Minor:

- 3 Mathematics courses, which are prerequisites for many upper-level Physics courses
 - Mathematics 110: Calculus I (corequisite for Physics 120)
 - Mathematics 111: Calculus II (corequisite for Physics 121)
 - Mathematics 210: Multivariable Calculus (corequisite for Physics 250)
- Physics 120: General Physics I
- Physics 121: General Physics II
- Physics 210: Modern Physics
- Physics 250: Analytical Mechanics
- at least 1 additional Physics course at the 200-level or above

Course Descriptions

PHYS 106: Light, Sound, and Waves

The behavior of waves, including water, sound, radio, and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Three hours of lecture per week; no laboratory.

PHYS 107: Chance, Fate and Law

The development of ideas about causality, space, and time and the three revolutions that have changed these concepts: Newton's classical mechanics, Einstein's theory of relativity, and Heisenberg's uncertainty relation. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Three hours of lecture per week; no laboratory.

PHYS 109: Astronomy

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies, and the structure and origin of the universe. Three hours of lecture and two hours of laboratory per week.

PHYS 110: Introductory Physics I

The first half of elementary physics without calculus. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles of energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Uses algebra and trigonometry. (Credit may not be earned in both Physics 110 and 120.)

PHYS 111: Introductory Physics II

The second half of elementary physics without calculus. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 110. (Credit may not be earned in both Physics 111 and 121.)

PHYS 120: General Physics I

The first half of elementary physics using calculus. This is the most appropriate first course for students majoring in the physical sciences. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles for energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Prerequisite or corequisite: Mathematics 110. (Credit may not be earned in both Physics 120 and 110.)

PHYS 121: General Physics II

The second half of elementary physics using calculus. This is the most appropriate second course for students majoring in the physical sciences. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111. (Credit may not be earned in both Physics 121 and 111.)

PHYS 210: Modern Physics

Introduction to the special theory of relativity and the elements of quantum theory. Theoretical and experimental investigations of atomic, nuclear, and particle physics. Atomic spectra, X-ray spectra, Compton scattering, nuclear counting techniques, half-life measurements, and neutron activation. Three hours of lecture and one laboratory per week. Prerequisites: Physics 121 (or 111) and Mathematics 111 or permission of the instructor.

PHYS 240: Electronics

Methods of circuit analysis. Transistors, diodes, integrated circuits, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, and computing circuits. Electronic instruments and measurements. Three hours of lecture and one laboratory per week. Prerequisites: Physics 121 (or 111) and Mathematics 111 or permission of the instructor. (Offered in alternate years.)

PHYS 250: Analytical Mechanics

The study of classical mechanics using mathematics at an intermediate level. Mechanics of single particles, systems of particles, gravity and planetary motion, rigid bodies, vibrations, and non-inertial reference frames. Four hours of lecture per week. Prerequisite: Physics 120 (or 110) and Mathematics 210.

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PHYS 260: Optics

Geometric and wave optics at an intermediate level. Topics include interference, diffraction, scattering, polarization, and absorption. Matrix methods. Applications of lasers. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121 (or 111) and Mathematics 111. (Offered in alternate years.)

PHYS 310: Electricity & Magnetism I

Electrostatics and magnetostatics. Specific problems involve the electric fields and potentials from constant arrangements of charge, the behavior of dielectric materials, the magnetic fields from steady currents, and the nature of magnetic materials. Four hours of lecture per week. Prerequisites: Physics 121 (or 111), 250, and Mathematics 210. (Offered in alternate years.)

PHYS 311: Electricity & Magnetism II

Electrodynamics: the transport of energy and momentum by electromagnetic fields. The complete forms of Maxwell's equations are used to describe electromagnetic waves in vacuum and in linear or conducting materials, and to calculate the energy radiated from accelerating charges. An advanced treatment of the Special Theory of Relativity may be a concluding topic. Three hours of lecture and one laboratory per week. Prerequisite: Physics 310 and Mathematics 210. (Offered in alternate years.)

PHYS 320: Mathematical Methods

Applied mathematics for scientists. Topics typically include series approximations to functions, matrices and eigenvectors, vector analysis, special functions, ordinary and partial differential equations, orthogonal polynomials, asymptotic techniques, boundary value problems, and numerical methods. Four hours of lecture per week. Prerequisites: Physics 121 (or 111) and Mathematics 210. May be taken as a tutorial.

PHYS 330: Thermodynamics

The fundamental ideas of temperature, heat, entropy, and equilibrium; the laws of thermodynamics. Macroscopic, phenomenological approach to thermodynamics, followed by the microscopic, statistical description. Kinetic theory. Applications to gases, solids, and chemical systems. Four hours of lecture per week. Prerequisites: Physics 210 and Mathematics 210 or permission of the instructor. (Offered in alternate years.)

PHYS 410: Advanced Analytical Mechanics

Emphasis on using generalized coordinates and the Principle of Least Action. Newtonian, Lagrangian, Hamiltonian, and Hamilton-Jacobi formulations of mechanics. Four hours of lecture per week. Prerequisites: Physics 250 and Mathematics 210. May be taken as a tutorial.

PHYS 420: Quantum Mechanics I

Formal development of the quantum theory. The theory is applied to simple systems for which exact solutions are known. These include single-electron atoms, harmonic oscillators, and systems with intrinsic spin. Four hours of lecture per week. Prerequisites: Physics 210 and 250 and Mathematics 210. (Offered in alternate years.)

PHYS 421: Quantum Mechanics II

Applications of the quantum theory. Approximation methods, such as perturbation theory, variational techniques, and numerical methods allow the quantum theory to be used for complex systems. Examples are multi-electron atoms, atoms in external electromagnetic fields, molecules, and solids. Four hours of lecture per week. Prerequisites: Physics 420 and Mathematics 210. (Offered in alternate years.)

PHYS 480: Experimental Methods

Seminar on techniques that illustrate principles and methods of contemporary physics. Typical experiments are subatomic resonance (NMR and ESR), X-ray phenomena (Moseley's Law, etc.), optical pumping, determination of band gaps in semiconductors, shot noise, Johnson noise, spectroscopy of atoms and molecules, and laser spectroscopy. Students write formal reports and present seminar talks about experiments. Two seminars and one laboratory per week. Prerequisites: Physics 420 and Mathematics 210. (Meets GEC Senior Studies Requirement. Offered in alternate years.)

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Politics

Faculty

[James Marquardt](#)

Associate Professor of Politics, Chair of International Relations

Areas of Study: American politics, international relations

[Siobhan Moroney](#)

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

[Fatima Z. Rahman](#)

Assistant Professor of Politics (on leave)

Areas of Study: comparative politics, Islam and politics Middle East politics, Islam and politics

[Debra Homer Levis](#)

Assistant Professor of Politics and Chair of Legal Studies

Areas of Study: American politics and law

[Evan Oxman](#)

Uihlein Assistant Professor of American Politics

Areas of Study: political philosophy, democratic theory, American politics

[Chad McCracken](#)

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

[Julia Valdes](#)

Visiting Assistant Professor of Politics

Areas of Study: American Politics, political behavior

[Aleksandar Jankovski](#)

Visiting Assistant Professor of Politics

Areas of Study: international studies

Magdalena Wilk

Lecturer in Politics

Areas of Study:

[Christine Kellogg Walker](#)

Lecturer in Politics

Areas of Study: legislative advocacy, public policy processes, special education, translating theory into practice

[Roberto Rincon](#)

Lecturer in Politics

Areas of Study: comparative politics, political theory

[Joseph Ferguson](#)

Lecturer in Politics

Areas of Study: politics and law

[Stephanie Caparelli](#)

Lecturer in Politics

Areas of Study: criminal law, trial law, politics

Ghada Hashem Talhami

D. K. Pearson Professor of Politics, Emerita

Areas of Study: third World politics, women’s studies

Paul B. Fischer

Professor of Politics, Emeritus

Areas of Study: local and regional politics, race and politics, American politics

Paul S. Orogun

Associate Professor of Politics, Emeritus

Areas of Study: comparative politics, Africa

W. Rand Smith

Irvin L. and Fern D. Young Presidential Professor of Politics, Emeritus

Areas of Study: comparative politics (Europe and Latin America), political economy

Requirements

MAJOR AND MINOR IN POLITICS

Requirements for the Major:

Politics majors must take a minimum of 10 Politics courses.

- Three required foundational courses, taken in any order:
 - Politics 110: Introduction to Global Politics (prerequisite for 300- and 400-level courses in the Global Politics Track)
 - Politics 120: Introduction to American Politics (prerequisite for 300- and 400-level courses in the American Politics Track)
 - Politics 130: Great Political Ideas (prerequisite for 300-level courses in political theory)
- Politics 200: Methods of Political Research
- One course in political theory at the 200 or 300 level
- The makeup of the remaining five courses depends upon each student’s learning objectives:
 - Majors who concentrate their studies in American politics must take four additional courses at the 200 and 300 levels: three courses in the American Politics Track and one course in the Global Politics Track.
 - Majors who concentrate their studies in global politics must take four additional courses at the 200 and 300 levels: three in the Global Politics Track and one in the American Politics Track.
 - Majors must take the 400-level senior studies experience (i.e., senior seminar, senior research project, senior thesis) that corresponds to their track concentration. The Department of Politics offers eight senior seminars, five in American Politics (Politics 480, 482, 484, 485, 487) and three in Global Politics (Politics 481, 483, 486). Politics majors in the Global Politics Track can substitute the senior seminar of the International Relations Program (International Relations 480 or 481 or 482) for Politics 481 or 483 or 486.

Regardless of the concentrations they choose, all politics majors must take at least four of their ten courses at the 300 and 400 levels.

College policy prohibits a student from taking more than 15 courses in any one department.

Politics Major Tracks

American Politics Track	Global Politics Track
Politics 110, 120, and 130	Politics 110, 120, and 130
Politics 200	Politics 200

One course in political theory at the 200 or 300 level	One course in political theory at the 200 or 300 level
Four additional concentration courses at the 200 and 300 levels. Three of these courses must be in the American Politics Track, and one must be in Global Politics Track.	Four additional concentration courses at the 200 and 300 levels. Three of these courses must be in Global Politics Track, and one must be in American Politics Track.
One senior studies capstone experience (i.e., senior thesis, senior project, senior seminar) in the American Politics Track.	One senior studies capstone experience (i.e., senior thesis, senior project, senior seminar) in the Global Politics Track. (Students are welcome to substitute the senior seminar of the International Relations Program.)

In order to graduate with a degree in Politics, a student must attain a minimum 2.0 GPA in the major.

Requirements for the Minor:

Politics minors must take a minimum of 6 Politics courses.

- Two of the three foundational courses (Politics 110, 120, and 130)
- Four courses beyond the foundational courses, at least two of which must be at the 300 or 400 level

Students must maintain a 2.0 GPA in the minor.

Transfer and Advanced Placement (AP) Credits

Courses transferred from other colleges and universities may be substituted for Lake Forest College courses in politics after consultation with a student's advisor and with the permission of the Chairperson of the Department of Politics. The Department of Politics gives automatic credit for Politics 110 to any student who scores a 4 or 5 on the Comparative Politics Advanced Placement (AP) Exam, and credit for Politics 120 to any student who scores a 4 or 5 on the United States Politics Advanced Placement (AP) Exam.

Course Curriculum and Requirements of the Department of Politics

Foundations (3 Courses)
<p>____ Introduction to Global Politics (110)</p> <p>____ Introduction to American Politics (120)</p> <p>____ Great Political Ideas (130)</p> <p>These courses may be taken in any order</p>
Methods (1 Course)
<p>____ Methods of Political Research (200)</p> <p>This course must be completed by the end of the third year</p>
Political Theory (1 Course)
200 or 300 Level
<p>____ American Political Thought (250)</p> <p>____ Family Structure and Political Theory (251)</p> <p>____ Education and Political Power (252)</p> <p>____ Liberty (350)</p>

<p>_____ Justice and the Law (351)</p> <p>_____ Liberalism and Its Critics (352)</p> <p>_____ The Social Contract (357)</p> <p>_____ Democratic Theory (358)</p>	
<p>A. American Politics Track</p> <p>(4 courses; 3 from Track A and 1 from Track B)</p> <p>200 and 300 Levels</p>	<p>B. Global Politics Track</p> <p>(4 courses; 3 from Track B and 1 from Track A)</p> <p>200 and 300 Levels</p>
<p>_____ The Presidency (221)</p> <p>_____ Congress (222)</p> <p>_____ Mass Media and American Politics (224)</p> <p>_____ Influence and Interest Groups (225)</p> <p>_____ Public Policy Studies (226)</p> <p>_____ Race & Gender in American Politics (231)</p>	<p>_____ Politics of Europe (210)</p> <p>_____ Politics of South Africa (214)</p> <p>_____ Politics of Asia (215)</p> <p>_____ Politics of the Middle East (216)</p> <p>_____ African Politics (217)</p> <p>_____ Politics of Russia (218)</p>
<p>_____ Race & Politics in the Age of Obama (232)</p> <p>_____ Chicago Politics (233)</p> <p>_____ Urban Politics (234)</p> <p>_____ Religion and Politics in the USA (236)</p> <p>_____ Environmental Politics and Policy (237)</p> <p>_____ Legal Studies (260)</p> <p>_____ American Constitutional Law (261)</p> <p>_____ Jurisprudence: Philosophy of American Law (262)</p> <p>_____ Immigration Law and Policy (265)</p> <p>_____ The Judiciary (266)</p> <p>_____ Criminal Law and Procedure (267)</p> <p>_____ Law, Medicine and Ethics (268)</p> <p>_____ Testimony and Trials (269)</p> <p>_____ Race and Criminal Justice (270)</p> <p>_____ Islam, State, and Society (314)</p> <p>_____ Campaigns and Elections (322)</p> <p>_____ Federalism (323)</p> <p>_____ Public Opinion (324)</p> <p>_____ Democracy and Our Schools (327)</p> <p>_____ The First Amendment (361)</p> <p>_____ The Fourteenth Amendment: Civil Rights & Equality (363)</p>	<p>_____ Politics of Latin America (219)</p> <p>_____ American Foreign Policy (240)</p> <p>_____ Global Issues (241)</p> <p>_____ Politics of the Developing World (242)</p> <p>_____ Theories of International Relations (245)</p> <p>_____ International Security and Civil Liberties (275)</p> <p>_____ Politics of Mexico (280)</p> <p>_____ State and Nation-Building (310)</p> <p>_____ Political Systems: Islamic World (311)</p> <p>_____ Political Islam (313)</p> <p>_____ Islam, State, and Society (314)</p> <p>_____ Comparative Foreign Policy (315)</p> <p>_____ Global Democratization (317)</p> <p>_____ Topics in Comparative Politics (319)</p> <p>_____ Public Opinion (324)</p> <p>_____ International Terrorism (340)</p> <p>_____ U.S. - Latin American Relations (341)</p> <p>_____ International Political Economy (342)</p> <p>_____ International Relations of the Middle East (345)</p> <p>_____ International Humanitarian Law (346)</p> <p>_____ International Institutions (347)</p>

<p>____ Civil Liberties (365)</p> <p>____ Topics in Public Law: Federal Indian Law (369)</p>	<p>____ International Law (348)</p> <p>____ Women in the Developing World (349)</p>
<p>Senior Studies (1)</p> <p>400 Level</p>	<p>Senior Studies (1)</p> <p>400 Level</p>
<p>____ Senior Seminar in American Politics & Law: Presidential Power (480)</p> <p>____ Senior Seminar in American Politics & Law: Affirmative Action (482)</p> <p>____ Senior Seminar in American Politics & Law: Searches, Seizures, and Security (484)</p> <p>____ Senior Seminar in American Politics & Law: Constitutional Change (485)</p> <p>____ Senior Seminar in American Politics & Law: The American Dream (487)</p> <p>____ Senior Research Project (493)</p> <p>____ Senior Thesis (494)</p>	<p>____ Senior Seminar in Global Politics: Revolutions and Global Development (481)</p> <p>____ Senior Seminar in Global Politics: Democratic Peace & War (483)</p> <p>____ Senior Seminar in Global Politics: Global Justice (486)</p> <p>____ Senior Seminar in Global Politics/International Relations: Security & Insecurity (POLS 488/IREL 481)</p> <p>____ Senior Research Project (493)</p> <p>____ Senior Thesis (494)</p> <p>____ Senior Seminar in International Relations: The 21st Century World (Dis)order (IREL 480)</p> <p>____ Senior Seminar in International Relations: Democracy and the Middle East (IREL 482)</p>

Course Descriptions

POLS 110: Introduction to Global Politics

This course is an introduction to the main concepts and theories of comparative politics and international relations. Students investigate the democratic and non-democratic political systems and current political issues across the developed and developing worlds; war and peace; prosperity and poverty; and the political ideologies that have shaped politics within and among nations in the modern era.

Cross-listed as: IREL 140

POLS 120: Introduction to American Politics

Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation.

Cross-listed as: AMER 119

POLS 130: Great Political Ideas

What is a person's place within a larger community? How ought we to organize our societies to create peace and/or justice? These are the fundamental questions political theorists ask. This course is an introduction to basic concepts of political thought, as well as a review of some major thinkers in political theory, both ancient and modern.

Emphasis is on learning to read theoretical texts and interpreting them. Course readings are likely to include works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Marx, Mill, and others.

POLS 200: Methods of Political Research

This course introduces students to the nuts and bolts of systematic political science research. Students learn how to construct a research question - and develop and test hypotheses. Students apply concepts and strategies learned in class to develop their own research design. The course will also expose students to: basic quantitative and qualitative skills for the purposes of describing and explaining political phenomena, and the analysis of data on issues in American and global politics. Prerequisite: Politics or International Relations major, or consent of instructor.

Cross-listed as: IREL 249

POLS 210: Politics of Europe

This course is a survey of the domestic political institutions, cultures, and economies of select European countries, as well as the major public policy issues facing the advanced industrial democracies of Western Europe, the new democracies of Central and Eastern Europe, and the continent's last autocracies (e.g., Russia). Some consideration is also given to pan-European governance, such as the European Union (EU) and the European Court of Human Rights.

Cross-listed as: IREL 250

POLS 215: Asian Politics

We will study the political systems of countries in East, South, and Southeast Asia today and the international relations of Asia since the end of the Cold War. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 255

POLS 216: Politics of Middle East

Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and socio-political system; the Arab-Israeli conflict and its implications for world peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 216, IREL 256

POLS 217: African Politics

A survey of the geography, social and political history, and postindependent politics of Black Africa. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 219, IREL 257

POLS 218: Politics of Russia

The course will investigate the domestic political processes, institutions, and economies of the Russian Federation and the other states in the post-Soviet Union. Additionally, the course examines Russia's foreign policy, paying close attention to the Russian Federation's actions toward its close neighbors. Prerequisites: POLS 110 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 251

POLS 219: Politics of Latin America

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 219, IREL 259

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POLS 220: Political Parties

American parties, pressure groups, and electoral problems.

POLS 221: The Presidency

The president is the symbolic leader of the federal government but, compared to Congress, the framers of the U.S. Constitution intended the executive to be the weaker branch of the national government. This course examines the growth and accumulation of presidential power and the implications of a strong executive for domestic politics and America's foreign relations. It also considers relations between the institution of the presidency and the courts, the media, and the people.

Cross-listed as: AMER 221

POLS 222: Congress

A glance at the enumerated powers granted the legislative branch under the U.S. Constitution suggests Congress is the strongest of the three branches of the national government. Yet the power of Congress is divided between two chambers, and the vast majority of legislation proposed in either chamber never becomes law. Congress is supposed to represent the interests of the people of the various states - and yet its public standing is nowadays at an historic low. This course examines the basic operations, structure, power dynamics, and politics of the U.S. House of Representatives and the Senate. It also considers the rivalry and relationship between Congress and the President.

Cross-listed as: AMER 222

POLS 224: Mass Media and American Politics

An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include First Amendment issues, political campaigns, political movements, public opinion, advertising, and entertainment.

Cross-listed as: AMER 225

POLS 225: Influence and Interest Groups

Organized interests shape American campaigns and candidates, citizen attitudes, and policy at every level of government; the power of these groups lies in their numbers, their dollars and their organization. This course introduces the intellectual traditions and debates that have characterized the study of interest groups and their influence on public policy, political opinion, and political actors, and will compare theory to practice in the American political experience.

Cross-listed as: AMER 242

POLS 226: Public Policy Studies

This course focuses on how public officials address policy problems, and why they select the solutions they do. We examine the public policymaking process, paying particular attention to the role played by political actors (elected officials, interest groups, governmental agencies) seeking to influence the tone and direction of policy. Attention will also be paid to how particular policy issues and problems gain (or fail to gain) the public's attention, including the role that political elites and the media play in agenda setting. Finally, the course assesses the effects of public policies on citizens' lives. In doing so, students will assume the role of "policy analyst," learning how to write briefs in which they evaluate various policy reforms. In sum, students will gain the necessary tools to systematically assess when a public policy is achieving its desired goals and whether it is being implemented effectively and efficiently. No prerequisites.

POLS 227: Campaigns and Elections

This course examines the nomination procedures and election of political candidates focusing on Congressional & Presidential campaigns. Specifically, we will study the role of political parties, interest groups, race, gender, public opinion, the media, and electoral reform in political campaigns and elections.

POLS 228: Amer Founding&Popular Sovereignty

As familiar as these opening words of the Preamble of the U.S. Constitution may sound to us, they have inspired a great deal of debate about how best to institutionalize 'the rule of the people.' Through an examination of classic texts and debates from the U.S. founding to the present, we will seek to refine our understanding of the ideal of popular sovereignty by focusing in depth on the American political experience. Topics to be covered include representation, federalism, and constitutional revision.

POLS 230: Religion and Politics

This course examines the complex social, historical, and intellectual forces that impact the relationships between religion and politics. Students begin by exploring the historical genealogy of Western ideas about the proper role of religion in the public square. We draw from various theoretical approaches in order to better understand particular conflict situations such as contemporary U.S. political debates on the role of religion in policy-making; the tension between Islam and democracy in Turkey; the head scarf debate in France; and the actions of Christian and Buddhist monks during the Vietnam War. We will critically reflect on the role of religious ideologies as well as the ways in which religious explanations of politics and violence can obscure more enduring histories of power relations. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 230, IREL 267

POLS 233: Chicago Politics

This course is an introduction to Chicago politics. We will focus on contemporary relationships among business, labor, environmentalists, and other social groups, including those groups based on ethnicity, race, and sexual identity. We will examine the mobilization of and current relations between major political players and interest groups. Students will also explore important historical elements of Chicago politics such as the Daley family and the rise of the Democratic Machine or the election of Harold Washington and the ensuing 'council wars.'

POLS 234: Urban Politics

This course examines problems of political and social organization in central cities. Topics include political machines, mayors, public policy issues, race & politics, and racial coalition politics. (Not open to students who have completed POLS 223.)

POLS 235: Race & Gender in American Politics

In this course we will explore the complex relationship between race and gender in the American political process. How do underrepresented racial groups and women attain legislative success? What role does identity politics play in influencing voter decisions? We will examine how race and gender affect political behavior, public policy, American political culture, and the overall political landscape. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: AMER 262

POLS 236: Religion and Politics in the USA

This course focuses on the ways religion has been a source of political division and unity in America. Polls indicate that America is, by far, the most religious of industrial democracies and that our contentious political debates are, in large part, due to the religious dimensions of morally evocative issues like abortion and gay marriage, and the firm positions of such constituencies as the Christian Right and new Religious Left. Historically, public debates concerning abolition, suffrage and temperance drew on scholarly and legal interpretations of the Constitutional promise of both religious freedom and the separation of church and state. We will examine the role of religion in the founding of the American republic, and in contemporary political movements such as Black Lives Matter, the Federation for Immigration Reform, 21st century civil rights organizations with concerns ranging from prison reform to the environment, and the 2016 U.S. Presidential election. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 200, AMER 220

POLS 237: Environmental Politics and Policy

This course provides an overview of environmental politics and policy in the United States, with an emphasis on the ways in which policies are developed and implemented at the local, state, and national levels. Special attention is paid to the diversity of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society, and the private sector. This course examines environmental politics and policy in the United States from the roots of environmental policymaking present at the country's founding through the emergence of the "modern" environmental movement in the post-World War II era that led to the raft of environmental legislation we have today. No prerequisites.
Cross-listed as: ES 236

POLS 239: Chicago: Local and Global

Chicago is a global and a 'local' city. On the one hand, the city is involved in manufacturing, trade, and services on a worldwide basis. On the other hand, Chicago is a city of neighborhoods, often based on strong ethnic and racial identities. The course examines the city's dual quality by studying the interconnections between the world economy and the daily life of Chicagoans. A key connection is immigration, which we shall explore from the standpoint of several important communities, including, most prominently, Hispanics/Latinos, as well as African-Americans, Eastern Europeans, and Asians. The course will take both an historical and contemporary approach, as we analyze how the city developed economically, politically, and culturally since the late 19th century, as well as how the city is adjusting today in an age of globalization. No prerequisites. Cross-listed in American Studies, Latin American Studies, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 202, AMER 226

POLS 240: American Foreign Policy

Students in this course explore the major historical developments and ideologies that have shaped American foreign policy since the founding of the Republic. We also study the models of foreign policy decision-making and the foreign policy institutions of the national government on matters related to war and national security, trade and monetary policy, and the global environment. The role of civil society in foreign policy is also considered. Special emphasis is given to the post- 9/11 era.
Cross-listed as: AMER 241, IREL 240

POLS 241: Global Issues

This course is a survey of the contemporary international politics of the great powers (e.g. United States, the European Union, Russia, Japan) and emerging powers (e.g., China, India, Brazil) in relation to contemporary issues in international economic, security, humanitarian, and environmental affairs. Special consideration is given to the implications of China's rise to global power on the U.S.- and Western- dominated international order.
Cross-listed as: IREL 241

POLS 242: Politics of the Developing World

This course highlights special topics relating to the domestic and international politics of developing countries, such as delayed industrialization, the lingering impact of colonialism, and recent trends in democratization and economic development and under-development. Recent trends related to the emergence of newly industrialized countries (NICs) are also considered. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 242

POLS 245: Theories of International Relations

In this course, students survey the major theoretical models and concepts associated with the study of international relations for the purpose of analyzing and thinking critically about contemporary international political issues.

Cross-listed as: IREL 245

POLS 250: American Political Thought

Students survey American political thought from the Revolutionary Era to the present day (or from the original Boston Tea Party to the contemporary Tea Party movement). Topics to be covered include: revolutionary ideas and their historical antecedents, the framing of the Constitution, 19th century responses to slavery and industrialism, the Progressive Era, and the philosophical underpinnings of contemporary conservatism and liberalism. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged.

Cross-listed as: AMER 260

POLS 251: Family Structure & Political Theory

Sexuality, child rearing, marriage, and family construction are crucial issues to political theorists, especially since the family is the fundamental social unit. Through an examination of traditional political theorists, this course will explore the treatment of these issues, and how they affect other, more established political problems such as citizenship, property, and community. Current legal and practical problems involving families will inform and illuminate our perusal of political theorists' approach to the relationship between the private family and the state.

Readings include selections from the Bible, Sophocles and Aristophanes, Plato and Aristotle, the Gospels, St. Augustine, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, Mill, Engels and others. POLS 130 is recommended but not required. (Meets GEC Cultural Diversity Requirement)

Cross-listed as: GSWS 251

POLS 252: Education and Political Power

Societies and their philosophers have been devoting attention to what and how and by whom children and young adults should be taught since Plato wrote the Republic over 2,000 years ago. Today's debates over feminism, traditionalism, ethnocentrism, religion, etc., in education merely echo what has come before. Past thinkers asked two essential questions: Which members of society should be educated and what do they need to know? Readings include those by Plato, Aristotle, Machiavelli, Locke, Rousseau, Dubois, Washington, Dewey, and others.

Prerequisite: POLS 130 is recommended but not required.

POLS 260: Introduction to Legal Studies

Questions of law and justice reflect our most basic human values, drawing on ancient religious and humanistic traditions but adaptable to a modern, post-enlightenment world. This introductory course provides an interdisciplinary curriculum by which students explore the different ways that society uses legal ideas, policies, institutions and processes to pursue justice, order and the allocation of property rights.

POLS 261: American Constitutional Law

This course examines the major constitutional themes of judicial review, federalism, separation of powers, the commerce power, due process rights, and equal protection under the law. Students read U.S. Supreme Court cases in order to analyze and understand the allocation of government power. Prerequisite: POLS 120 or permission of instructor.

Cross-listed as: AMER 259

POLS 262: American Jurisprudence

(Jurisprudence: Philosophy of American Law) Students examine the ways Americans have conceptualized and theorized about the law from the time of the Founding to the present day. Topics to be covered include natural law versus legal positivism; the relationships among law, politics, economics, and society; and debates over constitutional and statutory interpretation, the proper role of judges in a democracy, and the relationship between domestic and international law. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged.

Cross-listed as: AMER 265

POLS 265: Immigration Law and Policy

This course provides an in-depth understanding of our current U.S. immigration regime using a multi-disciplinary approach. It explores the range of policy issues affecting today's immigrants and nonimmigrants. The course examines the fundamental principles of immigration law in the context of competing interests among Congress, the President, and the Judiciary that shape this nation's current immigration policy and affect reform efforts. Additionally, the course focuses on the human rights aspect of immigration, including issues related to the treatment of undocumented immigrants, human trafficking, and the system's response to the recent influx of refugees and asylum seekers. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 277

POLS 266: The Judiciary

This is an examination of the federal court system, focusing on the United States Supreme Court. Students will study the constitutional beginnings of the federal judicial branch and its position vis a vis the two other branches of government. We will examine the history of the United States Supreme Court, the politics of presidential appointment of judges, selected case law over the course of the Court's history and its impact, personalities on the Court and the Court's decision-making process.
Cross-listed as: AMER 268

POLS 267: Intro to Criminal Law & Procedure

This course surveys the essentials of criminal law and procedure, from arrest and trial to appeal. Using a case law approach, supplemented by articles and essays on specific topics of interest, students follow the prosecution and defense of a case. This course examines police and prosecutor conduct, focusing on search and seizure issues, interrogation techniques, identification methods and the constitutional and evidentiary issues that accompany them, and the changing laws of electronic surveillance. It also analyzes defense methods, the use of opening statements and closing arguments as tools of persuasion and sentencing issues, as well as post-trial matters, appeals, post-conviction or habeas corpus reviews of convictions and sentences, and capital punishment and life without parole.
Prerequisite: Politics 120 or consent of instructor.

POLS 268: Law, Medicine and Ethics

In this course, students explore issues that arise at the intersection of law, medicine, and ethics. They study legal and ethical principles and apply them to controversies in medical treatment, medical research, and recent advances in biotechnology. Topics will include informed consent, eugenics, reproductive technologies, gene therapy, and human enhancement. Political implications are also studied. Not open to First-Year Students.

POLS 269: Testimony and Trials

This course will examine how the U.S. Constitution's procedural safeguards in the 4th, 5th, 6th, 7th and 8th amendments are effectuated in a court of law. The course will explore how constitutional law and rules of evidence and procedure intersect with concepts of justice and fairness. Students will study the law, the sociology and the philosophy of the trial process.

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POLS 270: Race and Criminal Justice

This course will examine the systemic racial injustices inherent in American criminal jurisprudence from police interaction to trial and sentencing, incarceration, and supervised release. Students will study how racial injustice continues to pervade the American criminal justice system despite the constitutional guarantees of equal protection and due process. How do so many players, from police officers to judges and juries, fail to protect against racial injustice? Why do courts, when confronted with allegations or proof of racially motivated police misconduct, overwhelmingly cite "harmless error" doctrine? To attempt to answer these complicated questions, students will learn legal criminal procedure, study 4th, 5th, 6th and 8th amendment case law, and have an opportunity to listen to and speak with a variety of professionals in the criminal justice field. Prerequisite: POLS 120 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 270, AMER 274

POLS 275: Security and Liberty

(International Security and Civil Liberties.) A driver in the contemporary evolution of many areas of law and overarching constitutional culture is the perceived need to protect national security. Most innovations and developments in national security law, however, encroach upon the foundational, individual civil rights enshrined in the very same constitutional system we seek to safeguard. This course will examine the constitutional balance of national security power among the branches of government, the components of the the intelligence/national security state today, and the tensions between its operation and personal rights and liberties. No prior legal knowledge or coursework is required. No prerequisites.

POLS 280: Politics of Mexico

This course introduces students to modern Mexican politics. Topics include Mexico's political institutions, economic development, immigration and border issues, racial and ethnic politics, and the challenge to deepening Mexico's democracy by what some scholars have termed "narco-politics." This course also explores Mexico's relationship with the United States to the north and Latin America to the south. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 255

POLS 291: Tutorial

To be arranged individually with an appropriate faculty member.

POLS 310: State and Nation-Building

This seminar focuses on the nature, dynamics, and strategies of state and nation-building processes within the modern international state system. Students will examine the mechanisms utilized to forge and facilitate national consciousness among the fragile, developing post-colonial states of Africa and other Third World countries. Dominant theoretical paradigms and empirical case studies that focus on the salient differences among nation-states, nations in search of states, and states in search of nations will be discussed. Other subjects include the role and relevance of nationalist ideology in our modern world and the causes, mechanisms, and consequences of ethnic conflicts and separatist movements in both developing countries and advanced industrialized states.

Prerequisite: POLS 110 or consent of instructor.

POLS 311: Political Systems: Islamic World

About one in four countries have Muslim-majority populations. This course examines the political systems of the Islamic world, which spans the globe from Europe and Africa to Southeast Asia. Students learn about the variety of regime types among these countries, including absolute and constitutional monarchies, one-party republics, theocracies, and Islamic and liberal democracies. Particular attention is given to the role of religion, culture, economic development, and history in the formation and operation of the political orders of these countries.

Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: ISLM 312, IREL 351

POLS 313: Political Islam

This course examines the interaction of Islam and politics. It begins with an examination of the relationship between Islam and politics in the early history of the Islamic state. It then studies the ways in which Islam is incorporated into Muslim countries today and the various models of contemporary Islam-state relations. The course also examines Islamist movements and parties, and their role in the domestic politics of Muslim countries, including the period of the Arab Spring. Prerequisite: Politics 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: ISLM 313

POLS 314: Islam, State, and Society

This course examines Islamic theology's guidance for governance and society. Students will evaluate the sources of the religion as well as early Islamic history to better understand the role of religion in the state, society, and family. Students will critically evaluate conventionally held views regarding Islam and Muslims and the treatment of women and minorities according to Islamic sources. Prerequisite: POLS 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 314, IREL 352

POLS 315: Comparative Foreign Policy

Though varied, the foreign policies of countries exhibit similar patterns, as well as analogous restraints and opportunities. Through a comparative analysis, this course surveys case studies of the contemporary foreign policies of great powers (Britain, China, France, Germany, Japan, and Russia) and regional powers (Brazil, India, Iran, South Africa, and Turkey). It analyzes how foreign policy interests are formulated, utilizing a variety of theories that highlight the importance of domestic and international influences on a country's foreign policy choices and behavior. Prerequisite: Politics 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: IREL 353

POLS 317: Global Democratization

This course is a thematic and historical study of recent transitions from authoritarian rule to democracy. Students discuss theories of democratization and democratic consolidation, examine the key features of different 'waves' of democratization, and consider how new democracies avoid 'backsliding' to authoritarianism. Students also explore the relationship between democratic systems of government and culture. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 357

POLS 318: Topics in Comparative Politics

This seminar examines selected topics in comparative politics.

POLS 322: Campaigns, Elections & Pol Parties

(Campaigns, Elections, and Political Parties) In this course, students examine the nomination procedures and election of political candidates, with a focus on significant historical campaigns, both congressional and presidential. We also study the role and development of political parties with a particular emphasis on emerging third parties, from a historical and contemporary perspective. The influences of interest groups, race, gender, voting behavior, and the media on our electoral process are also considered. Prerequisite: POLS 120 or the consent of instructor.

Cross-listed as: AMER 322

POLS 323: Federalism

This course examines the historical, constitutional, philosophical, and political aspects of American federalism. Students consider both how and why the relationship between the various states and the national government has changed since the founding of the Republic, and the obligations of the states to one another, on a range of matters, including marriage, education, morality laws, eminent domain, and public health. Prerequisite: Politics 120 or consent of instructor.

POLS 324: Public Opinion

This course will offer a broad-based introduction to the factors that motivate citizens' social and political attitudes. We will begin by discussing how we conceptualize and measure public opinion, from where do opinions or attitudes originate, what factors influence citizens' preferences, and whether political elites respond to public opinion when making public policy. We will investigate public opinion on a wide range of political issues, from taxes and government spending to attitudes about racial equality. Finally, we will take up important normative questions including the role that public opinion should or should not play in the American political system. Prerequisite: POLS 120 or permission of instructor.

POLS 327: Democracy and Our Schools

This course examines K-12 education policy through the lens of politics. On the one hand, schools influence American democracy by cultivating norms of civic engagement and political participation among youth. Yet, schools are themselves shaped by democratic politics. As agencies of government, nearly everything about the way schools function is determined through the political process. Consequently, this course considers the causes and consequences of living in a nation that relies on elected officials to govern its schools. We first assess the varied goals and purposes of public schooling. We then examine the formal institutions, interest groups, and ideas that influence American education policy. Key questions include: Does politics compromise equality and for whom? Is education policy more responsive to the needs of some students than others? How much voice should the public have in shaping education policy? Should schools be organized primarily by politics or by markets? Prerequisite: POLS 120.

POLS 328: Topics in American Politics

Seminar examining selected topics on political issues, institutions, or problems such as race and criminal justice. (Meets GEC Cultural Diversity Requirement, depending on topic.)

POLS 340: International Terrorism

The central aim of this course is to critically examine the phenomenon of terrorism. In so doing, we will adopt the following approach: (i) we will briefly analyze the concepts of security and violence; (ii) we will discuss the etymology of the concept "terrorism." (iii) We will explore the idea of terrorism as an instrumentally rational undertaking. Parallel to this we will read a sample of articles from the positive political science literature on terrorism. (iv) We will examine the morality of terrorism as refracted through the lens of the rich theorizing on just war and will carefully investigate the philosophy literature on terrorism. Finally (v) in light of the foregoing theoretical examination, we will examine the U.S.-led "war on terror." Prerequisite: POLS 110.

Cross-listed as: IREL 340

POLS 342: International Political Economy

The course introduces students to the academic discipline of International Political Economy (IPE). It surveys the intellectual history of the discipline and specifies the main methodological and theoretical debates in IPE. The course also examines international trade and production, the international monetary and financial systems, and global poverty and development. Prerequisite: Politics 110 or consent of instructor.

Cross-listed as: IREL 342

POLS 345: Intl Relations of the Middle East

(International Relations of the Middle East) This course explores the international relations of the Middle East within the larger context of theories of international relations. It provides a conceptual, theoretical and empirical background for the complex interplay of regional and global politics, especially the dynamic interactions of Middle East countries with the United States, Europe, Russia and China. Also considered is the impact of globalization on socio-political structures in the region, and the increasing political role of non-state actors such as religious movements and global satellite channels. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement)

POLS 346: International Humanitarian Law

This course explores the development and operation of international humanitarian law, the body of international law that seeks to limit the effects of armed conflict by regulating the means and methods of warfare and by protecting persons not participating in the hostilities. We will discuss key doctrinal features of international humanitarian law--including, e.g., proportionality, military necessity, and the distinction between civilian objects and military objectives--as well as key sources of international humanitarian law, including, e.g., the Conventions of The Hague and Geneva (and their progeny). We will examine the difference between international and non-international armed conflicts, and we will also consider the relationship between international humanitarian law and other areas of international law, such as international human rights law and international criminal law. Prerequisite: POLS 110 or consent of instructor

Cross-listed as: IREL 346

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POLS 347: International Institutions

In this course students survey the theories of international institutions, focusing on how they emerge and function, as well as their effect on international relations processes and outcomes. Also central to the course are in-depth case studies of international organizations in the fields of diplomacy, security, economics, environment, law, and humanitarian affairs. Special emphasis is placed on the United Nations system and the European Union.

Prerequisite: Politics 110 or consent of instructor.

Cross-listed as: IREL 347

POLS 348: International Law

Students in this course investigate the evolution of modern international law. We consider the roles of states, the United Nations, and non-state actors in international law, mechanisms for the creation and enforcement of international legal norms, the changing nature of state sovereignty from the Peace of Westphalia to the present, and breaches of international law and potential consequences. Attention is also given to pressing matters of international concern, including war and terrorism, environmental issues, and human rights and humanitarian law.

Prerequisite: POLS 110 or consent of instructor.

Cross-listed as: IREL 348

POLS 350: Liberty

The concept of individual liberty is a relatively modern one; its development began with the English Enlightenment. In this course, we will examine liberty as it relates to markets, individual rights, conflicts between equality and freedom, and conflicts between governmental authority and individual freedom. Must markets be completely free in order to claim economic freedom? Does freedom require a government to protect an individual's autonomy? Can there be a balance between individual liberty and communal good? Course readings are likely to include Hobbes, Locke, Smith, Publius, Tocqueville, Marx, Mill, Hayek, Friedman, and Rawls, among others. Pre-requisite: POLS 130 or consent of instructor.

POLS 351: Justice and the Law

Political societies must make all manner of judgments about what is just. We must distribute goods, determine crimes, give punishments, and create legislative districts, all with an eye to some idea of justice. Is justice fairness? Proportional? Equitable? Different political and legal theorists have approached these questions differently. Using both traditional political theory texts and contemporary legal theory, we will explore questions of justice and the law and whether justice can be found within the law or is external to it. Readings include those by Plato, Aquinas, Hobbes, Locke, Thoreau, Mill, King, Rawls, Gunier, and contemporary legal theorists. Prerequisite: POLS 130 or consent of instructor.

POLS 352: Liberalism and Its Critics

Modern political thought is based on ideas of equality, individuality and individual liberty, private property, and an overall idea of progress. These ideas developed especially in the thinking of Locke, Smith, and Mill. But as modernism grew, so did its critics. The course covers some basic theories of modernism through readings in the liberal tradition. It also considers opposition to liberalism as found in the writings of Burke, Rousseau, Tocqueville, Marx, Nietzsche, Freud, Marcuse, Arendt, and contemporary anti- and postmodernists. Prerequisite: POLS 130 or consent of instructor.

POLS 353: Topics in Political Theory

(POLS 353 Topics in Political Theory: The Social Contract) Throughout the history of political thought, the metaphor of the social contract, or the idea that the consent of individuals is necessary for the formation of legitimate government, has been widely used to justify and/or criticize certain institutional arrangements. This course will be an examination of this metaphor. We will try to come to terms with both its philosophical appeal as well as its historical relevancy. In addition to reading classic texts of those like Hobbes, Locke, Rousseau, and Rawls, we will also compare the models of these authors with actual processes of constitutional formation including the American Founding.

POLS 355: Dictators, Despots, and Tyrants

This course is an examination of the ideological underpinnings of modern dictatorships, their politics, and how they organize the institutions of the state. It begins with an examination of twentieth century dictatorships, including Nazi Germany, Fascist Italy, Imperial Japan, the Soviet Union, and Communist China. It then considers contemporary dictatorships in Africa, Asia, Latin America, and the Middle East. Students are introduced to source materials including pamphlets authored by dictators and a variety of films from different genres. The course underscores the political commonalities and differences among dictatorial regimes over time and across regions. It also explores how modern-day dictatorships and their leaders have shown remarkable resilience against the forces of globalization and political liberalization. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 355

POLS 357: The Social Contract

This course will examine the metaphor of the social contract, or the idea that the consent of individuals is necessary for the formation of legitimate government, which has been widely used to justify and/or criticize certain institutional arrangements. We will try to come to terms with both its philosophical appeal as well as its historical relevancy. In addition to reading classic texts of those like Hobbes, Locke, Rousseau, and Rawls, we will also compare the models of these authors with actual processes of constitutional formation including the American Founding. Prerequisite: POLS 130 or permission of instructor.

POLS 358: Democratic Theory

Almost everyone seems to be in favor of democracy, but there is considerable disagreement about what democracy means and why it might be worthy of our support. In this course, we seek to understand the concept of democracy from a variety of different historical, philosophical, and empirical perspectives. Examples of questions to be covered include: What is the relationship between democracy and the protection of individual rights? How responsive should democratically elected representatives be to their constituents? Are ordinary citizens knowledgeable enough to participate effectively in democratic politics? Prerequisite: Politics 120 or consent of instructor.

POLS 361: The First Amendment

In this course students explore the U.S. Supreme Court's interpretation of freedoms of speech (including obscenity and libel), assembly and association, the press, and the exercise and establishment of religion. We will also examine First Amendment issues raised by regulation of the Internet and other new media. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students.

Cross-listed as: AMER 360

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POLS 363: The Fourteenth Amendment

(The Fourteenth Amendment: Civil Rights and Equality) Students in this course examine the rulings of the United States Supreme Court in order to learn how the Fourteenth Amendment guides the government's treatment of people based on race, creed, national origin, gender, economic status and sexual orientation. State action, strict scrutiny analysis, affirmative action and voting rights are also covered. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 364

POLS 365: Civil Liberties

This course focuses on our individual liberties as addressed in the Bill of Rights and the Fourteenth Amendment. Using United States Supreme Court cases, we examine the protection of our individual liberties - the meaning of equal protection and the antidiscrimination principle, expressive freedom and the First Amendment, religious liberty and church-state relations, rights of personal autonomy and privacy, criminal justice, voting rights, property rights and economic freedom. Prerequisite: POLS 120 or permission of instructor. Second year standing is also required.

Cross-listed as: AMER 366

POLS 390: Internship

To be arranged individually with an appropriate faculty member.

POLS 391: Tutorial

To be arranged individually with an appropriate faculty member.

POLS 395: Internship

Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. (Two course credits.)

POLS 397: Political Ecology

Political ecology examines the politics of the environment, exploring ways politics affects the environment and, conversely, the environment politics. This course expands our understanding of politics to examine the roles of human and non-human political actors in environmental change, environmental knowledge acquisition and dissemination, and environmental inequalities. With global inequality as a central concern, we consider topics such as global "villagization" in Tanzania, development projects in India, agrarian reforms in the global south, and effects of land loss on Cajuns, Native Americans, and African-Americans in Southern Louisiana. We also look carefully at the concept of agency and explore how much it is possible to expand our notions of agency to non-human environmental entities, such as animals, plants ecosystems, and genes. Possible topics include cows, cotton, the Mississippi River, and carbon. Prerequisite: Any 200-level course in ES, ENGL, PHIL, or POLS. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ES 362

POLS 480: Presidential Power

(Senior Seminar in American Politics and Law: Presidential Power) Students in this senior seminar explore the growth in executive power relative to the legislative and judicial branches of the federal government. Our examination begins with President Lyndon Johnson and the Vietnam War. It continues with his successor, Richard Nixon, who, according to some people, epitomizes the concentration of executive power. Though Nixon's resignation signals the end of an 'imperial presidency,' under President Reagan the executive branch's consolidation of power is renewed. The experiences of the 1960s, 1970s, and 1980s are a backdrop for the study of the expansion of executive power under Presidents George W. Bush and Barack Obama. Prerequisite: POLS 120 or permission of instructor. Open to Politics majors and minors in the third or fourth year.

POLS 481: Revolutions and Global Development

(Senior Seminar in Global Politics: Revolutions and Global Development) Social movements and political transformations constitute the critical dynamics of the contemporary international system. This senior seminar exposes students to key concepts, theories and empirical case studies in struggles for democracy and resistance against dictatorships in the modern world. We will critically analyze some of the goals of popular uprisings, peasant insurgencies, and popular mass mobilizations, and their effects on the geo-strategic configurations of power among major nation states. Utilizing regional case studies from England, France, Russia, China, Iran, Algeria, South Africa, etc., students will debate the scholarship on social change, economic development, and the imperatives of political democratization in the quest for power and prestige. We will also consider conflict and cooperation in the globally interdependent world system. This course is the capstone experience for fourth year politics and international relations majors.

POLS 482: Affirmative Action

(Senior Seminar in American Politics and Law: Affirmative Action) Affirmative action in employment and education is one of the most controversial issues of our time. As such, it transects many subfields of political science: political theory, American political institutions, elections, law and constitutionalism, public opinion, comparative politics. Affirmative action policies bring to light American attitudes toward race, gender, sexual identity, and ethnicity. The course begins with a study of the foundational legal, ethical and political issues of affirmative action. Students then pursue their own, specialized projects on the topic. Prerequisite: Politics senior or consent of instructor. (Meets GEC Cultural Diversity requirement.)

POLS 483: Democratic Peace & War

Senior Seminar in Global Politics: Democratic Peace and War. Do liberal democracies conduct their external relations differently than dictatorships? If so, how, why, and to what result? These questions taken together constitute a central focus of international relations scholarship. This course finds its intellectual foundations in Immanuel Kant's thesis that liberal democracies at once enjoy a 'separate peace' amongst themselves and act belligerently toward dictatorships. Students in this senior seminar survey a rich literature on the 'democratic peace' thesis through the lenses of realist, liberal, and constructivist international relations theory, through reference to in-depth case studies and large-scale data analysis. In their seminar papers, students apply these theories and methods to their research on current foreign policies issues among democracies and between democracies and dictatorships.

Prerequisite: Open to international relations and politics juniors and seniors only.

POLS 484: Searches, Seizures, and Security

(Senior Seminar in American Politics and Law: Searches, Seizures, and Security). The right against government intrusion into our lives is one of our most cherished freedoms found in the Bill of Rights of the United States Constitution. The framers believed that agents of government should not enter private homes or search personal property without justification. Yet now, government entities and corporations have access to our personal information raising questions of how current law, politics, and security issues at home and abroad reshape constitutional boundaries of our right to privacy. This course begins with a study of the Fourth Amendment and constitutional rights and limitations of search and seizure and continues with a review of current law affecting our national security. This course is a capstone course for politics majors and students will pursue their own specialized research projects on the topic. Prerequisite: Politics senior or consent of the instructor.

POLS 485: Constitutional Change

(Senior Seminar in American Politics & Law: Constitutional Change). While the United States may have the oldest written Constitution in the world, it has been subject to nearly constant change since the moment it was ratified. In addition to formal amendments including the Bill of Rights, our constitutional institutions and culture have been significantly modified and affected by Supreme Court opinions, presidential decisions, legislative constructions, and even citizen-based protest movements. In this seminar, we explore the question of how constitutional change has actually happened in our nation's past, and assess whether some of these procedures and mechanisms of change are better or worse than others. We will then conclude by evaluating a variety of contemporary proposals for constitutional reform. Students will thereby be invited to think both descriptively and morally about the history and future of American constitutionalism. As a capstone course for politics majors, students will pursue their own specialized research projects on the topic. Prerequisite: Politics senior or consent of instructor.

POLS 486: Global Justice

Virtually all of the major pressing and controversial debates in international politics revolve on some level around questions of justice: When is humanitarian intervention justified? Are certain tactics of war morally unjustifiable? Are human rights universal ideals that should apply everywhere, or should they be limited by certain cultural and/or religious traditions? How should distributive justice work at the global level? Does justice require that rich countries allow for more immigration? Do we need a world state? In this senior seminar, students will probe these and other questions. We will examine these issues from a variety of perspectives, including ones that are skeptical about the very idea of 'global justice.' As a capstone course for politics and international relations majors, students will pursue their own specialized research projects on the topic. Prerequisite: Junior or senior politics and/or international relations majors, or consent of instructor.

POLS 487: The American Dream

This senior seminar invites participants to critically examine the role of the "American Dream" in U.S. social and political life. The dream's narrative that anyone can achieve success through hard work has both inspired and limited our effort as a people to form a more perfect union. We will begin by considering the ways in which the dream narrative has become synonymous with American political culture itself, particularly as it relates to the attitudes Americans hold about equality of opportunity and social mobility. Finally, we will consider how adherence to the dream narrative affects decision-making in our democracy along a wide range of economic and social policy issues including: housing, health care, education, crime, and poverty reduction. Students will then pursue their own specialized project on the intersection of the American dream with a specific public policy topic of their choosing. Prerequisites: Junior or Senior standing, declared Politics major or permission of instructor.

POLS 488: Security & Insecurity

(Senior Seminar in Global Politics/International Relations: Security and Insecurity). Security studies is a mainstay of international relations scholarship and, like the international relations discipline itself, security studies has evolved and changed over the years. Drawing from theories of international relations, this senior seminar is an inquiry into the meanings of security (and insecurity). It underscores the wide variations in the application of the term to the objects of research, including the state (national security), the system of states (international security), the world beyond national borders (global security), and people and communities (human security). It applies these formations of security to a variety of issue areas in international relations today, both traditional (military affairs and economic affairs) and non-traditional (humanitarian and environmental affairs), thereby exposing students to an array of understandings and approaches to security studies in contemporary theory and practice. Students use their acquired knowledge to research and analyze a contemporary security issue or set of related issues. Prerequisite: Open to international relations and politics juniors and seniors only.

Cross-listed as: IREL 481

POLS 490: Internship

To be arranged individually with a faculty supervisor.

POLS 491: Tutorial

To be arranged individually with a faculty supervisor.

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[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Joshua Corey](#)

Associate Professor of English, Chair of Print and Digital Publishing

Areas of Study: modern and contemporary poetry, creative writing, critical theory, Anglo-American modernism

[Benjamin Goluboff](#)

Associate Professor of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

Requirements

MINOR IN PRINT AND DIGITAL PUBLISHING

No major is currently available.

Requirements for the Minor

The Print and Digital Publishing Program requires six credits, in two categories of courses:

1. Students complete the four required core experiences, which provide study in the basics of editorial acquisitions, design and production, and marketing. As part of this core, students complete a one- or two- credit internship in the field, to be selected in consultation with the Program Chair and their College Internship Supervisor.
2. Students complete one or two elective credits to complete the six-credit minor.

Note: No more than three 100-level courses can count toward the Print and Digital Publishing minor.

The required core:

- English 112: Introduction to Editing and Publishing
- Art 142: Digital Design Foundations (or another design- or publishing-related studio art course approved by the Program Chair.)
- English 323: LFC Press/&NOW BOOKS or English 324: LFC Press: Plonsker Prize* or English 329: Advanced Publishing*
- A one- or two- credit publishing internship

*One of these courses must be taken as part of the core. A second is an optional elective.

One or two electives, to complete the 6-credit minor:

- Art 250: Printmaking
- Art 253: Graphic Design
- Art 350: Advanced Printmaking
- Art 370: Interactive Web Design
- Art History 201 Writing Art Criticism
- Computer Science 107: Introduction to Web Programming
- Computer Science 270: Web Development
- English 111: Introduction to Professional Writing
- English 225: Remixes in a Post-Burroughs World (0.5 credits)
- English 227: The Literary Magazine in America
- English 245: Novel Writing Boot Camp

- English 262: The History of the Book and Beyond
- English 285: Creative Arts Entrepreneurship
- Only one of the following 300-level writing courses, from 360-369:
 - English 360: Fiction Writing
 - English 361: Poetry Writing
 - English 362: New Media/Electronic Writing
 - English 364: Creative Unwriting & Remix Workshop
 - English 365: Poetry and Nature
 - English 366: Creative Writing: The Essay
 - English 367: Environmental Writing
 - English 368: Advanced Nonfiction Writing
 - English 369: Professional Writing in the Digital Age
- English 392: Publishing Practicum: Theory/Design/Production
- Journalism 120: Introduction to Journalism (formerly Communication 120)
- Journalism 320: Advanced Journalism (formerly Communication 320)
- French 270: Translation & Creative Writing
- French 315: Technical & Literary Translation
- Spanish 310: Creative Writing

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Psychology

Faculty

[R. Sergio Guglielmi](#)

Professor of Psychology

Areas of Study: clinical psychology, health psychology, cognitive-behavioral therapy, psychophysiology, educational psychology, structural equation modeling, analysis of longitudinal data (e.g., latent growth modeling)

[Matthew R. Kelley](#)

Professor of Psychology, Chair of Neuroscience

Areas of Study: cognitive psychology, learning and memory, research methods and statistics

[Susan M. Long](#)

Associate Professor of Psychology

Areas of Study: community psychology, violence against women, women in poverty, and community interventions

[Naomi Wentworth](#)

Associate Professor and Chair of Psychology

Areas of Study: developmental psychology, aging, motivation, brain function in attention, mathematical psychology, infant development

[Nancy Brekke](#)

Associate Professor of Psychology

Areas of Study: social psychology, psychology and law, research methods and statistics, social cognition, prejudice

[Jean-Marie Maddux](#)

Assistant Professor of Psychology

Areas of Study: behavioral neuroscience, associative learning, attention and learning, motivation, incentive salience, addiction, behavioral pharmacology

[Kathryn Dohrmann](#)

Assistant Professor of Psychology

Areas of Study: developmental psychology, human sexuality, public health, psychology of gender, environmental psychology

[Ilan Shrira](#)

Visiting Assistant Professor of Psychology

Areas of Study: social psychology, cultural disparities in mortality and health, olfaction

[Taylor Tuscherer](#)

Lecturer in Psychology

Areas of Study: social psychology, intergroup relations, social cognition, prejudice and minority experience, social exclusion

Requirements

MAJOR AND MINOR IN PSYCHOLOGY

Requirements for the Major:

To graduate with a major in psychology, a student must: (a) complete nine courses (as specified below), each with a grade of C- or better, (b) earn at least a C average (2.0) in all psychology courses selected to fulfill those major course requirements, and (c) take a comprehensive major exam in the senior year (described below).

- Psychology 110: Introduction to Psychology
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II
- 2 of the following 4 courses:
 - Psychology 255: Social Psychology
 - Psychology 330: Motivation & Emotion
 - Psychology 350: Abnormal Psychology
 - Psychology 375: Personality
- 2 of the following 4 courses:
 - Psychology 310: Sensation and Perception
 - Psychology 320: Learning
 - Psychology 360: Cognitive Psychology
 - Psychology 370: Neuroscience and Behavior
- 1 additional Psychology course
- The Senior Studies Requirement may be completed in either of the following ways:
 - 1 400-level Psychology course
 - Senior thesis

Senior Majors' Exam

In the senior year, each major is required to take a comprehensive major exam. Its purpose is to provide an additional source of feedback to the Department of Psychology and to the individual student about the educational experience in psychology. Graduation with a major in psychology requires taking the exam at the scheduled time. Individual and group scores are reviewed annually by psychology department faculty for use in program evaluation. Each graduating senior receives an individual score report for self-evaluation.

Requirements for the Minor

To graduate with a minor in psychology, a student must: (a) complete six courses (as specified below), each with a grade of C- or better, and (b) earn at least a C average (2.0) in all psychology courses selected to fulfill the minor requirements outlined below.

- Psychology 110: Introduction to Psychology
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II
- 1 of the following 4 courses:
 - Psychology 255: Social Psychology
 - Psychology 330: Motivation & Emotion
 - Psychology 350: Abnormal Psychology
 - Psychology 375: Personality
- 1 of the following 4 courses:
 - Psychology 310: Sensation and Perception
 - Psychology 320: Learning
 - Psychology 360: Cognitive Psychology
 - Psychology 370: Neuroscience and Behavior
- 1 additional Psychology course

Additional Information on Curricular Planning:

In addition to the requirements outlined here, the department asks students to consider the following issues:

Science and Mathematics

Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and in mathematics.

Research

Psychology majors—especially those considering graduate study in psychology—are strongly encouraged to seek out additional research experiences. On-campus research opportunities include assisting a faculty member with his or her research, developing a research project in collaboration with a faculty member, and designing an independent project and conducting it under faculty supervision. Course credit may be granted for student-designed or collaborative research under the heading of a research project or senior thesis. Such projects sometimes result in student-faculty coauthored publications. Off-campus research opportunities are made available to students through research internships.

Internships

Off-campus internships in social service agencies, hospitals, research labs and other applied educational, organizational, or legal settings allow students to cultivate skills in counseling, teaching, research and other areas in preparation for later professional training or employment. Students' practical experiences are put into perspective in weekly seminar discussions on campus with a faculty member and the other students who are completing internships that semester. All such internships in psychology are done within the framework of the practicum course, Psychology 380.

Career Preparation

Some Psychology courses are especially helpful for those considering specific types of careers. Psychology 325 and Psychology 345 will help students prepare for careers in business or other organizations. Psychology 210, Psychology 318, and Psychology 320 are of special interest to those pursuing careers in education. Psychology 430 is of particular value to pre-law students, while pre-med students will benefit from taking Psychology 310, Psychology 370, and Psychology 450.

Course Descriptions

PSYC 110: Introduction to Psychology

This course provides a broad, general introduction to the field of psychology, the scientific study of behavior. Topics surveyed include scientific methodology, biological bases of behavior, sensation and perception, states of consciousness, learning, thinking, memory, motivation and emotion, development, personality, stress and health, psychological disorders and psychotherapy, social interaction, and diversity. Satisfactory completion of Psychology 110 is a prerequisite for most advanced courses in psychology, which generally cover in greater depth and breadth the topics you will encounter in this course. Three lectures and one laboratory per week. (Meets GEC First-Year Writing Requirement.)

PSYC 118: Our Amazing Brain

This course will introduce students to the science behind how a human brain functions and produces behaviors. This amazing organ is composed of billions of neurons that form trillions of connections with each other. These neurons allow us to sense and perceive the world around us, integrate new experiences with old ones, form thoughts and actions, and develop consciousness and personality. In this course, students will discover how brain dysfunction is the root cause of many illnesses, including addiction, schizophrenia, depression, cancer, stroke, and Alzheimer's disease. Students will also have the opportunity to work with preserved brains. No prior experience with science is required to succeed in this course. No prerequisites.

Cross-listed as: NEUR 118, BIOL 118

PSYC 195: Cross-Cultural Psychology

The subtle transaction between culture and behavior will be explored cross-culturally through the following topics: psychotherapy, a person's sense of self-control versus situational control of one's own behavior, need for achievement, stages in moral development, and management styles in work environments. Comparisons will emphasize data from the United States and Japan. (Meets GEC Cultural Diversity Requirement.)

PSYC 205: Psychology of Prejudice

In this course we will explore psychological approaches to understanding stereotyping, prejudice, and discrimination—the psychology of prejudice, for short. We will examine research and theory on topics such as historical changes in the nature of intergroup attitudes; the prevalence of prejudice in the U.S. today; the impact of stereotyping and discrimination on members of stigmatized groups; likely causes of prejudice; the psychological processes underlying different forms of prejudice (e.g., based on race, ethnicity, class, religion, gender, sexual orientation, age, ability, or appearance); and methods of combating prejudice, encouraging acceptance of diversity, and improving intergroup relations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 205, AMER 201

PSYC 206: Human Sexuality

This course focuses on psychological aspects of human sexuality, including the sexual response cycle, intimate relationships, sexual orientations and identities, and sexual health and disease. The course aims to familiarize students with methods used in scientific research on sexuality, to encourage them to think critically about sexual issues, to help them develop a better understanding of sexual diversity, and to enable them to become responsible sexual decision makers. Prerequisite: Sophomore standing required. PSYC 110 recommended.

Cross-listed as: GSWS 206

PSYC 208: Psychology of Career Development

How do people choose their jobs? Why do certain types of people gravitate toward certain types of occupations? How can people identify the careers in which they are most likely to be happy and successful? Questions such as these are central to vocational psychology, the scientific study of people's career choices and outcomes throughout the lifespan. In this course we will examine: (a) the major theories of vocational behavior; (b) individual differences and societal factors that shape people's career paths; (c) the relations among career, family, and other life roles; (d) assessment instruments used for career planning and decision making; (e) the career counseling process; and (f) the role of gender and culture in career choice and development. Students will also have some opportunities to explore their own career paths. Prerequisite: at least sophomore standing. PSYC 110 is recommended but is not required.

PSYC 210: Developmental Psychology

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. We stress the ongoing interplay of biological and environmental forces as influences on development; place development in a broad context of culture, class, and history; view children and adolescents as active shapers of their environment; emphasize both continuity and the capacity for change; and consider implications of developmental psychology for educators, practitioners, parents and policymakers. Prerequisite: Psychology 110.

Cross-listed as: GSWS 210

PSYC 211: Adulthood and Aging

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110.

Cross-listed as: GSWS 211

PSYC 215: Environmental Psychology

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We also explore images of nature, wilderness, home, and place, as well as the impact of these images on behavior. The course is grounded in empirical work, and incorporates observations and experiences in the local environment. No prerequisite.

Cross-listed as: ES 215

PSYC 221: Research Methods & Statistics I

An introduction to the basic research methods and statistical techniques used in psychology. In the first semester, the primary focus will be on descriptive and relational methods (e.g., naturalistic observation, surveys, correlational designs) and descriptive statistics. In the second semester the primary focus will be on controlled experiments and inferential statistics. The course sequence includes a required laboratory component in which students gain hands-on experience using statistical software to analyze psychological data. Prerequisite for 221: Psychology 110 with a grade of at least C-. Psychology 221 and 222 must be taken in sequence.

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PSYC 222: Research Methods & Statistics II

An introduction to the basic research methods and statistical techniques used in psychology. In the first semester, the primary focus will be on descriptive and relational methods (e.g., naturalistic observation, surveys, correlational designs) and descriptive statistics. In the second semester the primary focus will be on controlled experiments and inferential statistics. The course sequence includes a required laboratory component in which students gain hands-on experience using statistical software to analyze psychological data. Prerequisite for 222: Psychology 221 with a grade of at least C-. Psychology 221 and 222 must be taken in sequence.

PSYC 255: Social Psychology

Survey of the major topics of inquiry in social psychology: attitudes, social cognition, attribution, social norms and roles, conformity, social influence, persuasion, group dynamics, aggression, altruism, interpersonal attraction, stereotyping and prejudice, and conflict and peacemaking. Emphasis on applying social psychological principles to real-world phenomena as well as understanding basic research. Prerequisite: Psychology 110.

PSYC 310: Sensation and Perception

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems and the way in which the raw sensory signals become organized into meaningful perceptions.

Prerequisite: Psychology 222 with a grade of at least C-.

Cross-listed as: NEUR 310

PSYC 318: Psychology Applied to Education

In this course, we examine a series of questions about how psychological knowledge can inform and improve education. What does psychology tell us about teaching and learning? How do we measure the success of various educational practices? What is the best way to describe the psychological processes by which students gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? Some of our work in this course will involve reading and discussion; a significant portion of the time will be spent observing children in their educational environments. Prerequisites: Psychology 110 and at least sophomore standing.

PSYC 320: Learning

This course examines the theoretical approaches, historical influences, and contemporary research in human and animal learning. In addition to providing a strong background in classical, operant, and contemporary conditioning models, this course explores the applications of these principles in a variety of contexts, such as behavioral therapy, drug addiction, self-control, decision-making, motor skill acquisition, and education. Furthermore, this course surveys the commonalities and differences across species in cognitive processes, such as memory, reasoning, problem-solving, and language. Prerequisite: Psychology 222 with a grade of at least C-.

Cross-listed as: NEUR 320

PSYC 330: Motivation & Emotion

The broad range of motivations and emotions is studied including the relative contributions of learning, genetics, and critical periods in development. How and why did motivations and emotions evolve, and what are their bases in brain systems, hormones, and other aspects of physiology? Which of our motivations involve accurate regulations to a 'set point' (such as body temperature and weight) and which do not? How does the great subtlety of human emotional expression develop? Includes consideration of competency, security, creativity, frustration, aggression, love, sexuality, and values. Prerequisite: Psychology 221 with a grade of at least C-.

Cross-listed as: NEUR 330

PSYC 340: Psychology of Gender

Sex and gender have long been controversial topics in psychology. In this class, we will cast a wide and critical eye on how sex and gender are defined, conceptualized, and studied. We will ask a series of questions about similarities and differences in a number of areas, including relationships, mental health, abilities and achievement, aggression, communication, hormones, and physical health and functioning. We will discuss gender development and socialization, as well as gender inequality and sex-role stereotypes, paying particular attention to how the scientific study of sex and gender is used and misused in contemporary society. Prerequisites: Psychology 110 and sophomore standing. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 340

PSYC 345: Organizational & Industrial Psych

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prerequisite: Psychology 221 with a grade of at least C-.

PSYC 350: Abnormal Psychology

Intended to acquaint students with the biological, emotional, behavioral, and cognitive foundations of psychopathology. Issues of classification, description, etiology, and treatment of abnormal behavior are examined from the point of view of contemporary empirically based perspectives. Specifically, these issues are considered in the context of a variety of psychopathological manifestations, including anxiety, eating, schizophrenic, mood, personality, addictive, and sexual disorders. Prerequisite: Psychology 221 with a grade of at least C-.

Cross-listed as: NEUR 350

PSYC 355: Community Psychology

Community Psychologists study individuals in the contexts of their communities - e.g., families, peer groups, schools, workplaces, religious groups, culture, and society - and strive to engage collaboratively in research and community action work to ameliorate social problems, enhance the overall well-being of the community and its members, and make positive public policy changes. In this course, we will: (1) Consider the goals and roles of Community Psychologists; (2) Examine how social structures and community problems affect individuals' lives, and analyze our own underlying assumptions about these issues; (3) Consider the importance of diversity and psychological sense of community; (4) Explore methods & strategies for citizen participation and social change; and (5) Learn to use psychological research to inform social policy change and prevention efforts. Topics may include: Family Violence; Foster Care; Racism & the Justice System; Community Organizing for Rights (e.g., Civil Rights, Workers' Rights, Women's Rights); Community Organizing Against Harms (e.g., Hazardous Waste); Community Mental Health; Poverty & Homelessness; Children and Welfare Reform; Community Violence Prevention; Adaptation and Coping with Disaster (e.g., 9/11, Hurricane Katrina); and Advocacy on Capitol Hill - The Tobacco Lobby and Teenage Smoking. Prerequisite: Psychology 110 or equivalent. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GSWS 355

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PSYC 360: Cognitive Psychology

Surveys the history, philosophy, and research surrounding selected issues in cognitive psychology, including perception, attention, memory, language, imagery, reasoning, problem-solving, and decision-making. Students will learn what is currently known about these topics, the problems facing researchers, and how researchers go about solving these problems. They also will be given the opportunity to experience cognitive psychology research first-hand, as they participate in classic experiments and learn to analyze, interpret, and write up their results. Prerequisite: Psychology 222 with a grade of at least C-. Cross-listed as: NEUR 360

PSYC 370: Neuroscience and Behavior

How do the brain's neurons, synapses, and electrical and chemical activities participate in psychological processes? What are the neural foundations of human perception, motivation and emotion, learning, memory, movement, and consciousness? Discussion of the modes of action of antidepressants, other psychotherapeutic drugs, and drugs of abuse. In what ways are functions localized in the brain, and how is it possible for recovery from brain damage to take place? Laboratory sessions include experiments in brain foundations of sensation, movement, emotion, and learning in animals, demonstration of human brain waves, comparison of brains with computers, and basic exercises in computerized data acquisition and analysis. Prerequisite: a college course in mathematics or natural science approved by the instructor (such as the core introductory courses in biology or chemistry) or Psychology 221 with a grade of at least C-. Cross-listed as: NEUR 370

PSYC 372: Pharmacology: Drug, Brain, Behavior

In this course, we will explore ideas and principles regarding neuronal communication and drug interactions that govern behavior. We will explore communication patterns of both electrical and chemical signaling, define complex dynamics of drug distributions and identify how these processes are influenced by individual genetics. This class will also investigate the interaction between neurotransmitters and drugs at specific neuronal receptors, which will be discussed from the perspective of agonism and antagonism. We will use these principles to guide our understanding of pharmaco-therapeutics that are focused on symptom targeting. Students will also have the opportunity to discuss clinical cases and participate in the development of strategic therapeutic approaches based on current research towards the treatment of psychiatric and neurological disorders. Prerequisites: PSYC110 and BIOL221 with a grade of at least C-, or permission of instructor. Cross-listed as: NEUR 372, BIOL 372

PSYC 375: Personality

This course offers a general introduction to the study of personality. It surveys the major theoretical perspectives and research issues in the field of personality psychology. In particular, the contributions made by psychodynamic, humanistic, trait, and cognitive-behavioral theories to the study of personality development, personality assessment, and personality change will be reviewed. Students will be encouraged to examine critically the diversity of those theoretical formulations, their basic assumptions, and the research evidence available to support them. The area of personality assessment will receive particular attention. Test construction and relevant psychometric issues will be examined during lectures, class discussions, and paper assignments. Prerequisite: Psychology 221 with a grade of at least C-.

PSYC 380: Practicum: Internships

Supervised practice in applying psychological principles in research, organizational, and service settings outside the College. A wide array of placements is available, including mental health facilities, social service agencies, corporate and military environments, school counseling programs, and non-profit organizations; we work with students to adapt internships to their individual interests and goals. Students should initiate plans, in collaboration with the instructor, during the semester preceding the internship. All internships in psychology are done within this course and include an accompanying on-campus seminar. Open to junior and senior psychology majors with permission of the instructor. (Because the practicum experience varies, students may be permitted to repeat.)

PSYC 388: The Malleable Brain

(The Malleable Brain: Mechanisms of Neural Plasticity) This course studies the remarkable fact that the brain is malleable or changeable. Neurons are constantly altering their behavior at a cellular and molecular level to help us learn, remember, and adapt to new situations. This neuronal plasticity is an essential mechanism of the normal functioning brain but, when plasticity is aberrant, disease is likely to occur. We will examine the mechanisms of neuronal plasticity, probe current techniques utilized by researchers, and evaluate primary research articles. We will consider how plasticity contributes to the learning and encoding of new information throughout the lifespan, as well as how aberrant plasticity contributes to disorders such as post-traumatic stress, addiction, epilepsy, and Alzheimer's disease. We also will explore how these disorders are currently treated with drugs and therapy. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor. Cross-listed as: NEUR 388, BIOL 388

PSYC 410: History and Systems of Psych

This course overviews psychological thought and methodology from the emergence of the discipline out of philosophy and the natural sciences to the social science we know today. You will learn about prominent psychological theories and methodologies from a historical perspective. A major focus will be on experimental psychology as it began in 19th century German universities and continued in the United States. The other main focus will be on the development of applied fields such as clinical psychology and industrial/organizational psychology. We will read original works by significant historical figures in psychology, as well as papers by historians. Special attention will be given to the recurring controversies that have fueled debate and motivated research on the nature and origins of human behavior and mental processes. In addition, you will be introduced to the process of historiography, i.e. the theory and methods that underlie the research and writing of history. Prerequisite: Psychology 222 with a grade of at least C- or senior standing in another major or permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

PSYC 420: The Neuroscience of Reward

"Reward" is a concept with which most people are familiar: a hard-earned vacation at the end of a grueling work schedule, an A grade on a particularly challenging academic assignment, a good meal and a glass of wine after a long day's work. However, this everyday usage of the term belies its complexity. In this course, we will explore "reward" from behavioral and neurobiological perspectives, often focusing on associative learning paradigms that allow for careful dissection of appetitive and consummatory behaviors. We will consider the underlying neural circuitry that enables individuals to learn about rewards and cues that signal these motivationally significant events. Our analysis will emphasize the similarities and distinctions between natural reward and drug reward. Prerequisite: PSYC 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.

Cross-listed as: NEUR 420

PSYC 430: Psychology and Law

An examination of psycholegal research, theory, and practice. Sample topics include: psychological testing in education and employment; clinical assessments of insanity, competence, and dangerousness; eyewitness testimony; polygraphs and lie detection; psychological profiling; the psychology of false confessions; psychologists as trial consultants; jury decision making; capital punishment; and discrimination in the legal system. As we survey the field we will consider how psychology can help the law and how studying the law enriches psychology. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

PSYC 440: Social Cognition

This seminar explores the basic cognitive processes that govern how people understand themselves and others, and how these processes guide human social interaction. Sample topics include impression formation, benefits and pitfalls of efficient thinking, automaticity in behavior, motivated cognition, face perception and memory, cognitive approaches to prejudice reduction, and the emerging field of social neuroscience. The goal of the course is to develop an appreciation of the cognitive mechanisms (e.g., attention, perception, memory) that underpin social thought and behavior. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major with permission of the instructor. Completion of PSYC 255 is strongly encouraged but not required. Preference in registration to graduating seniors majoring in psychology.

PSYC 450: Health Psychology

This course explores a variety of research and clinical issues in health psychology. Representative topics include the role of behavior in health and disease, the neurobiology of emotion, the major stress-related and behavior-related disorders (e.g., coronary heart disease, cancer, headaches, AIDS), prevention strategies, and psychologically based treatment approaches. Our primary focus will be a methodological and conceptual analysis of the health psychology literature, which we will consider from a scientific perspective. An understanding of these issues, however, should help you become a more critical consumer of health information and health advice offered by the media, and may inspire you to make positive changes in your own health-related behavior and lifestyle.

Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.

Cross-listed as: NEUR 450

PSYC 460: Psychology of Language

(Offered Less Frequently) Every major theoretical approach to human behavior has attempted to explain how humans learn and use language. Information-processing theories and computer models of the mind have had an impact on ancient questions concerning verbal behavior. Topics covered include philosophy of language, history of psycholinguistics, the influence of context, common ground and world knowledge in language understanding, lexical processing and lexical ambiguity, syntactic processing, inferences in discourse processing, speech acts, pragmatics, figurative language, conceptual metaphors, and poetic metaphors. Readings include original journal articles and manuscripts in preparation that illustrate the 'cutting edge' controversies in contemporary psycholinguistics. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

PSYC 470: Gender-Based Violence

Gender-based violence is a global problem that occurs in many forms (e.g., dating violence, intimate partner violence, and sexual assault). In this course we will examine psychological research and theory on gender-based violence perpetration, prevention, and treatment. In this examination, we will consider: the prevalence of gender-based violence; the influence of the media influences; the roles of ethnicity, sexual orientation, and culture; the effects of gender-based violence on mental and physical health; and the helpful and unhelpful ways in which communities respond to such violence. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration will be given to graduating seniors majoring in psychology.

College Catalog

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Religion

Faculty

[Catherine Benton](#)

Associate Professor of Religion

Areas of Study: Asian religious traditions and story literatures (Hinduism, Buddhism, Daoism), religious communities in India (Hindu and Muslim), cross-cultural communication, and film and religion

[Benjamin Zeller](#)

Associate Professor and Chair of Religion

Areas of Study: North American religions, Christianity, religion & culture

Luke Thompson

Lecturer in Religion

Areas of Study:

Malene Johnson

Lecturer in Religion

Areas of Study: African American religions and traditions

Emily Crews

Lecturer in Religion

Areas of Study: religion and anthropology

[Hazim Fazlic](#)

Lecturer in Religion

Areas of Study: Islamic studies

Requirements

MAJOR AND MINOR IN RELIGION

The Major and Minor in Religion were redesigned in 2016. All students must follow this set of requirements if they matriculated in the fall semester of 2016 or thereafter (see left navigation bar for requirements before Fall 2016).

Requirements for the Major:

At least 9 credits

- 2 courses in religious communities including at least 1 Abrahamic and 1 Asian tradition:
 - Abrahamic traditions:
 - Religion 211: Global Judaism
 - Religion 212: Global Christianity
 - Religion 213: Global Islam
 - Asian traditions:
 - Religion 214: Global Hinduism
 - Religion 215: Global Buddhism
 - Religion 216: Chinese Religions
- 4 thematically-focused religion (RELG) courses at the 200 or 300 level. At least one of these courses must be at the 300-level. One of these courses may be taken in a discipline other than religion from a list of courses with significant religion content. Courses that fulfill this requirement may be selected in consultation with the Religion department advisor from the list on the Major/Minor Requirements webpage. Courses that fulfill this requirement include:

- RELG 220: Islam and Pop Culture
- RELG 223: Does God Exist?
- RELG 230: Religion and Politics
- RELG 231: Christianity and Politics
- RELG 234: Witches, Preachers, and Mystics
- RELG 235: Religion in Contemporary America
- RELG 237: African American Religions
- RELG 238: Religion, Space, and Architecture in Chicago
- RELG 240: Religious Perspectives on the Environment
- RELG 241: Religion & Science
- RELG 242: Cults, Sects, and Communes
- RELG 244: Death and the Afterlife in the Ancient World
- RELG 245: Faithful to the Very End: Martyrdom in Early Christianity
- RELG 248: Crusades and Holy War in Medieval Europe
- RELG 255: 21st Century Islam
- RELG 307: Roman & Medieval Christianity
- RELG 310: Islamic Mysticism
- RELG 314: Hindu Pilgrimage: India and Chicago
- RELG 316: Walking to Heaven: Pilgrimage Asia
- RELG 318: Buddhism and Social Activism
- RELG 319: European Reformations 1200-1600
- RELG 335: Religion and Food

Courses in a discipline other than religion, one of which can fulfill this requirement, include:

- ARTH 211: Medieval Art
- ARTH 212: Italian Renaissance Art
- ARTH 215: European Art 1600-1750
- ARTH 223: Northern Renaissance Art
- ARTH 226: Colonial Latin American Art
- ARTH 286: Islamic Art: Ottomans and Safavids
- ARTH 306: Buddhist Arts of Asia
- ENGL 203: Early American Literature
- ENGL 204: Nineteenth Century American Literature
- ENGL 206: American Environmental Literature
- ENGL 210: Ancient and Medieval Literature
- ENGL 346: Jewish-American Literature
- HIST 246: Renaissance and Reformation
- HIST 302: Colonial America
- HIST 324: Charlemagne: His World
- HIST 326: Identity, Body, and Persecution in Medieval Europe
- HIST 366: Science, Religion & Modernity
- MUSC 360: Music History I
- PHIL 250: Philosophy of Religion
- PHIL 275: Desire and Discipline: Asian Morals
- POLS 311: Political Systems: Islam World
- POLS 313: Political Islam
- POLS 316: Globalization and Islam
- POLS 361: The First Amendment
- POLS 365: Civil Liberties
- SOAN 222: Religion & Society
- SOAN 223: Sociology of Islam (formerly SOAN 322)
- SOAN 260: History of Social Thought
- SOAN 348: Paranormal and Supernatural

- SOAN 390: Sociology of Religion
- 2 elective religion (RELG) courses at any level
- Senior Studies Requirement to be completed in one of the following ways:
 - RELG 492: Senior Seminar (Offered every other year)
 - RELG 493: Research Project
 - RELG 494: Senior Thesis

Requirements for the Minor:

At least 6 credits

- 2 courses in religious communities including at least 1 Abrahamic and Asian tradition:
 - Abrahamic traditions:
 - Religion 211: Global Judaism
 - Religion 212: Global Christianity
 - Religion 213: Global Islam
 - Asian traditions:
 - Religion 214: Global Hinduism
 - Religion 215: Global Buddhism
 - Religion 216: Chinese Religions
- 3 thematically-focused religion (RELG) courses at the 200 or above. See courses in this category listed for the major. At least one of these courses must be at the 300-level. Any one course in a discipline other than religion with significant religion content at the 200 or 300 level may also be used. See courses in this category listed for the major.
- 1 elective religion (RELG) course at any level

Course Descriptions

RELG 118: Comparative Religious Ethics

This course introduces the sources and patterns of moral reasoning within different religious traditions, both Western and non-Western. Participants compare arguments advocating specific positions on such issues as the morality of war, nature of corporate ethics, treatment of the environment, bio-ethical decision-making, rights of animals within a society, and the responsibility of government to protect its constituents. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ETHC 118

RELG 175: Early Christianity

This course will offer a general introduction to the history of Christianity in the first two centuries of the Common Era, tracing the evolution of the movement from its beginnings as a sect within Second Temple Judaism to its emergence as a distinct religion in the Greco-Roman world. The course will also examine the role of major figures, beliefs, practices, phenomena and developments during the first two centuries. Special attention will be given to (1) the social, political, religious, and, philosophical milieu in which Christianity emerged, (2) the scholarly quest for 'historical Jesus,' (3) the significance of Paul and the growth of the movement (4) the relationship between Judaism and Christianity and (5) the various sects and conflicts in the first two centuries. (Meets GEC Cultural Diversity Requirement.)

RELG 180: Religion, SciFi, and Fantasy

(Religion, Science Fiction, Fantasy) Of the literary genres, perhaps science fiction and fantasy best allow creative artists to imagine real and possible answers to the deep religious questions that have historically driven philosophers, theologians, and thinkers. Who are we? What do we want? Where did we come from? How does everything end? What is the meaning of life, the universe, and everything? In this class we examine science fiction and fantasy short stories, motion pictures, novels, and television programs to ask how creative artists and wider society have asked and answered these questions. We also consider how science fiction and fantasy have commented on and mirrored real-world religions. No prerequisites. Intended for first-year students and sophomores only.

Cross-listed as: ENGL 180

RELG 185: Film and Religion

Viewing films as meaningful texts, this course examines the perspectives offered by Asian and American filmmakers on such religious questions as: What does it mean to be human? How does death inform the living of life? How do values shape relationships? What is community and how is it created? What is ethical behavior? The range of films explored here function as vehicles for entering religious worldviews, communicating societal values, and probing different responses to the question of how to live a meaningful life. No prerequisites. Intended for first-year students and sophomores. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 185, CINE 185

RELG 200: Tpcs: Relg & American Pop Culture

(Spring 2018 Topic: Religion and American Pop Culture) This course explores the ways in which religion has figured into major works of popular fiction of (mostly) the 20th and 21st centuries. We read novels, short stories, poetry, and comic books; watch films and television shows; play board games; scroll through Instagram and blogs; and discuss academic theories about fiction and religion. We engage with story-tellers who have used religion to make certain arguments, examine what religion enables people to do or say in creative work, and think critically about the role religion plays in what we consume for entertainment. No prerequisites.

RELG 210: Religions of Indigenous Peoples

Our increased awareness of the global community has given rise to a new interest in the religions of indigenous peoples. This course will explore the religious heritage of Native Americans, Africans, and Australian aborigines and other indigenous peoples, including their views of the role of human beings relative to the rest of nature. (Meets GEC Cultural Diversity Requirement.)

RELG 211: Global Judaism

This course explores the origin, development, and contemporary life of Judaism. We will focus on how both ancient and contemporary Judaism emerge from a mix of different cultural and social forces, and how this religion has been shaped by thousands of years of spread (diaspora) throughout the globe. We consider texts, practices, and community developments, and look at Judaism as not just a historical religion but one that continues to develop and change today. (Meets GEC Cultural Diversity Requirement.)

RELG 212: Global Christianity

This course explores the origin, development, and contemporary state of Christianity with reference to the many cultures and societies that have shaped it, the world's largest religion. We begin with the origin and early development of Christianity within the context of ancient Judaism and the Roman Empire. We consider the development of Christianity into its many contemporary forms, and focus throughout the class on how Christianity is practiced throughout the world. We pay special attention to how Christianity has developed in places unfamiliar to most Americans, such as Eastern Europe, Asia, and Africa. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 262

RELG 213: Global Islam

This course explores the origin and development of the Islamic religious tradition, along with varying interpretations of Islamic law and prominent issues facing contemporary Muslims around the world. Participants in the course read classical and contemporary literature as windows into Muslim life in different cultures and historical periods, and view Islamic art and architecture as visual texts. To learn about the rich diversity within Islam, students can work with texts, rituals, poetry, music, and film from a range of cultures within the Muslim world, from the Middle East, Africa, and Asia to Europe and North America. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 213, ISLM 213, IREL 263

RELG 214: Global Hinduism

This course examines the teachings of the Hindu religious tradition as presented in the earliest writings of the tradition, as well as in dramas, epic narratives, and contemporary religious practice. In the course of the semester, we will visit Hindu Temples in the Chicago area as we explore the historical, social, and cultural context of Indian religious themes as they continue to be practiced in the 21st century. Texts range from philosophical musings about the nature of the universe to the story of a king who loses his wife to a 10-headed demon. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 214, IREL 264

RELG 215: Global Buddhism

An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Myanmar, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 215, IREL 265

RELG 216: Chinese Religions

Focusing primarily on the teachings of the Confucian (and neo-Confucian), Daoist, and early Chinese Buddhist traditions, we will explore the concepts and practices of these communities within their historical, cultural, and social contexts. Reading narrative, poetic, and classical texts in translation that present such ideas as the ethics of human-heartedness, the relativity of all things, and the importance of self-sacrifice, we will discuss what teachings these masterful texts offer 21st century questioners. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 216, IREL 266

RELG 220: Islam and Pop Culture

In recent decades the global Islamic revival has produced a new generation of Muslim film stars and fashion models, Sufi self-help gurus, Muslim comic book heroes, romance novel writers, calligraphy artists, and even Barbie dolls. This course explores the pop sensations, market niches, and even celebrity scandals of 'Popular Islam' within the broader context of religious identity, experience, and authority in Islamic traditions. Balancing textual depth with geographic breadth, the course includes several case studies: Egypt, Indonesia, Iran, Mali, Turkey, and North America. Students will learn about how religious trends are created -- and debated -- on pop culture's public stage. We will reflect critically on both primary materials and inter-disciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No pre-requisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 220, ISLM 220, IREL 260

RELG 221: Dialogue: Race, Ethnicity, Religion

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and religion. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Note: This course earns .5 credits. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ETHC 250, AFAM 250

RELG 223: Does God Exist?

This course considers arguments for and against the existence of God, as well as the resources and methods those arguments use. After some discussion of logic and argumentation, we will consider questions such as: how could one demonstrate that God does or does not exist? What would constitute 'proof' of such a claim? How are faith and reason working for similar or opposed ends in such arguments? What does the character of arguments for or against God's existence say about human life and thought? To address these questions, we will consider the works of theologians and philosophers from monotheistic traditions.

Cross-listed as: PHIL 223

RELG 230: Religion and Politics

This course examines the complex social, historical, and intellectual forces that impact the relationships between religion and politics. Students begin by exploring the historical genealogy of Western ideas about the proper role of religion in the public square. We draw from various theoretical approaches in order to better understand particular conflict situations such as contemporary U.S. political debates on the role of religion in policy-making; the tension between Islam and democracy in Turkey; the head scarf debate in France; and the actions of Christian and Buddhist monks during the Vietnam War. We will critically reflect on the role of religious ideologies as well as the ways in which religious explanations of politics and violence can obscure more enduring histories of power relations. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 230, IREL 267

RELG 234: Witches, Preachers, and Mystics

In this course students consider the historical development of religion in the United States of America. We study topics such as the contact between Native Americans and European settlers, religion and the founding of the Republic, religious revivals and awakenings, immigration and religion, the rise of new forms of religion in the United States, responses to scientific and technological developments, and the entangling of religion and politics. The course covers religion from the colonial period to the dawn of the twentieth century. No prerequisites.

Cross-listed as: HIST 234, AMER 234

RELG 235: Relig in Contemp America

This discussion-based course is driven by contemporary events and issues in American religion. Students are asked to follow news and social media coverage of current issues in religion, which we analyze in class. In addition to topical current issues, we cover important factors influencing American religion such as religious pluralism and diversity, immigration, alternative religions, religion in popular culture, and politics. Finally, we look to how today's generation of college students and other young adults are reshaping religion in contemporary America. (Meets GEC Cultural Diversity Requirement.)

RELG 237: African American Religions

This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions as well as significant movements in North America, the Caribbean and broader Black Atlantic. Major themes include African traditions in American religions, slavery and religion, redemptive suffering, sacred music, social protest, Black Nationalism, African American women and religion, religion in hip hop and secularity in black religious literature. Students will learn about the ways these themes have often served both as unique contributions to and critiques of America's political establishment and social landscape. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 237, AMER 230

RELG 238: Religion and Place in Chicago

(Religion, Space, and Architecture in Chicago) This course looks to the way that religious communities have created and used different spaces in the greater Chicago area, paying attention to Chicago as a specifically urban place. We focus on both neighborhoods and sacred spaces themselves, including the architectural forms of these spaces. We examine the effects of immigration and urban change on neighborhoods and congregations. This course covers a diverse range of historical and living communities, drawing from the tools of religious studies, history, urban studies, and architectural studies. It also includes numerous field site visits, with much of the instruction taking place on location in Chicago's sacred spaces. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 238

RELG 240: Religious Perspectives Environment

The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? Contemporary Judaic, Christian, and Islamic ecological visions and action programs will be considered, along with the religious views and practices of particular native cultures of North and South America, Australia, and Africa. Participants may also discuss ecological perspectives derived from South and East Asian religious cultures. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ES 240

RELG 241: Religion & Science

Even a cursory look at today's news reveals that the relationship between religion and science is a hot topic. So it has been for many centuries. In this course, we consider historical and contemporary issues in the relationship between religion and science in the modern world. We make use of historical, philosophical, and literary approaches to study how individuals and groups have understood religion and science, and how they have sought to understand and relate to the natural world. No prerequisites.

RELG 242: Cults, Sects, and Communes

This course provides an introduction to the study of new religious movements, popularly called sects and cults, and the communal movements that are their more secularized cousins. We will consider several case studies and examine the wider phenomenon of such groups in the modern world. We will pay attention to the traditional sociological issues of leadership, charisma, conversion, and belief maintenance, as well as the lived practices and experiences of members of such groups, such as rituals, gender practices, and holidays. No prerequisites.

Cross-listed as: SOAN 242

RELG 245: Martyrdom in Early Christianity

(Faithful to the Very End: Martyrdom in Early Christianity) Looking at early Christian teachers and narrative accounts of martyrs' deaths, this course examines the underlying logic and hopes encouraging these martyrs to make the ultimate sacrifice. Perhaps as early as Saint Steven, only a few years after the death of Jesus and continuing for centuries thereafter, remarkable Christians willingly underwent profound humiliation and excruciating pain in stubborn refusal to compromise their faith in a crucified messiah. The course focuses on the first three centuries of Christian history, tracing the political circumstances leading to the martyrs' deaths, and the ways in which they planted the seeds to become themselves objects of veneration in later periods through the present day. No prerequisites.

RELG 248: Crusade & Holy War in Med Europe

(Crusade and Holy War in Medieval Europe) Medieval Europe experienced widespread debate about the use of violence by Christians. The course considers early definitions of Just War and the attempts by the church to control violence around the year 1000. Detailed examination of the origin of the idea of crusade and the history of the First Crusade (1095-99) from Christian, Jewish, Greek, and Muslim perspectives. Examines the later medieval phenomenon of crusade against other Christians.

Cross-listed as: HIST 243, ISLM 243

RELG 250: Philosophy of Religion

This course is an introduction to the philosophy of religion. Particular emphasis is placed on the role of religious experience, ritual, prayer, and sacred books in articulating the idea of God. Course includes a philosophical encounter with mysticism as well as the more traditional metaphysical formulations of the divine, in both the West and East. The critical concern of a variety of rational skepticisms will also be examined.

Cross-listed as: PHIL 250

RELG 255: 21st Century Islam

The 1.5 billion Muslims around the world represent an immense diversity of languages, ethnicities, cultures, contexts and perspectives. This course focuses on 21st century issues faced by Muslims living in different cultures. Contemporary social issues are examined in light of different interpretations of Islamic practice, global communication and social networks, elements of popular culture, and the interface between religion and government. Biographies, short stories, contemporary journalism, and films that explore life in Muslim and non-Muslim countries present a nuanced portrait of contemporary Islam. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 255, ASIA 255, IREL 268

RELG 275: Female Religious Images in West

Individual religious traditions have incorporated female images and ideals in different ways as goddesses, priestesses, and saints. The objective of this course is to examine ways in which the divine has been expressed in specifically female forms, as well as to examine the characteristics of female religious experience. Specific figures include Inanna, the central goddess figure of ancient Sumer; Eve and Sarah from the Hebrew Bible; Mary and female monastics from the Christian tradition; and contemporary Jewish, Christian, and Muslim women actively participating in their traditions. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 275

RELG 276: Female Religious Images in Asia

Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 276, GSWS 276

RELG 286: Topics in Islamic Art

This course examines the visual arts of early and medieval Islam from the seventh through the thirteenth centuries in Muslim territories, ranging from Central Asia to Spain. Through an examination of diverse media, we shall explore the role of visual arts played in the formation and expression of Islamic cultural identity. Topics will include the uses of figural and non-figural imagery, religious and secular art, public and private art and the status, function, and meaning of the portable luxury objects. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 286, ISLM 286

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RELG 300: Religion in Global Context

Using a religious studies methodology, this course examines the nature of religious experience as expressed by different religious communities and cultures from ancient periods into the present. Members of the class choose individual research topics that might focus on religious artifacts, rituals, social movements, communities, and the ways that religious ideas influence societies. Case studies are diverse, representing many religious traditions, and may include descriptions of Vietnamese Buddhists negotiating religion in a non-religious state, American Christians walking the Camino de Santiago de Compostela, Jews making a living in World War II Shanghai, Hindus building Vaishnava temples in Chicago, or Indonesian designers setting 21st century high fashion trends for contemporary Muslims. This seminar is designed for religion majors and minors, but also welcomes students in other majors with appropriate preparation. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 360

RELG 307: Roman and Medieval Christianity

This course will examine key questions debated by Christians from the origins of the faith in the Roman era to the end of the Middle Ages, many of which continue to be discussed today. These may include: should Christians use violence at all, and if so, under what circumstances? What is the correct relationship between the Church and the government? What makes a person a saint - celibacy? Harsh asceticism? Aiding the poor? Preaching the Gospel? What is the appropriate role of wealth and property in the life of a dedicated Christian? Should a Christian seeking religious truth rely only on the Bible and revelation, or do logic and scientific inquiry have a role to play? Students will work extensively with primary sources in translation and significant works of modern scholarship. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 322

RELG 310: Islamic Mysticism

Muslim saints and seekers have performed mystical practices for more than 1300 years in areas stretching from Europe and North Africa to Turkey, Iran, and the Indian subcontinent. Contemporary holy men and holy women continue to teach such mystical practices as the dancing and whirling of dervishes, the up-tempo singing of qawwals in India and Pakistan, and the rhythmic chanting of Arabic verses in Egypt. In this course, we will explore the religious thinking of these holy men and women through their writing, art, and music. Texts will include novels, short stories, allegorical tales, biographies, and films. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 310, ASIA 310

RELG 314: Hindu Pilgrimage: India and Chicago

The course explores the ritual practice of pilgrimage at major pilgrimage sites in India, and at parallel temples in the Chicago area. Using extensive field visits and the framework of pilgrimage as the structure of the course, the class prepares for and visits 5-6 Hindu temples in the Chicago area to observe rituals being performed, speak with practitioners, and experience festival worship. Through reading and film, we examine the history, literature, ritual traditions, art, and music of Hindu pilgrims. Following specific pilgrimage routes, we explore this religious practice as it is conducted within 21st century cultures of expanding global communities, in India and in Chicago. The class will use primary source texts, maps, field visits to temples, film, and research to understand Hindu religious communities in India and Chicago. Prerequisite: Religion 214 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

RELG 315: US Catholic Immigrant Experience

From the Irish who arrived before the Civil War to the Mexicans and Vietnamese who have come recently, the Catholic experience in the US has been a continuing story of immigration. This course examines how succeeding immigrant groups have practiced and lived their Catholic faith in different times and places. Religion cannot be separated from the larger social and economic context in which it is embedded, so the course will also pay attention to the ways in which the social and economic conditions that greeted the immigrants on their arrival shaped how they went about praying and working. Finally, the changing leadership of the Catholic Church will be taken into account, since it provided the ecclesiastical framework for the new Catholic arrivals. Prerequisite: HIST 120 or HIST 121 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 315, AMER 315

RELG 316: Walking to Heaven: Pilgrimage Asia

Using a seminar format, this course will explore pilgrimage sites in a range of different Asian cultures including India, China, Japan, Korea, and Pakistan. Students will choose a specific pilgrimage site and religious tradition as the focus of their research. Through reading, film, discussion, research, and student presentations, we will examine the roles of pilgrims and traders, sacred place and sacred time, and the ritual elements present in Asian pilgrimage practices across different religious traditions including Islam, Hinduism, Buddhism, and Christianity. Prerequisite: Religion 213, 214, 215 or 216 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

RELG 318: Buddhism and Social Activism

This course focuses on contemporary Buddhist practitioners in Asia, North America, and Europe committed to environmental movements, human rights activism, prison work, education in impoverished communities, women's rights advocacy, hospice care, and peacemaking. Engaged Buddhists from Japan and Vietnam to Thailand, Burma/Myanmar, India, and North America advocate social action rooted in Buddhist values as a form of religious practice. Using Buddhist texts, films, and case studies, participants research specific aspects of contemporary Engaged Buddhist practice, as a way to explore the relationship between social action and spiritual understanding. Students with experience in the following disciplines may find this course particularly intriguing: sociology, anthropology, environmental studies, history, politics, international relations, women's studies, and Asian Studies. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 318

RELG 319: European Reformations: 1200-1600

The Protestant Reformation and Catholic Counter-Reformation were a major turning-point in the political, social and religious history of the West. This course will examine: the background to the Reformations in Pauline and Augustinian theology and medieval reform movements; the writings of key figures including Luther, Calvin, Zwingli, and Loyola; the political and social ramifications of the Reformations, particularly in France, England, and the German Empire; the tradition of historiography on the Reformations.

Cross-listed as: HIST 328

RELG 320: Topics in the Study of Religion

This seminar examines in depth one particular subject area in religious studies. Topics vary from year to year. For Spring 2017, the topic is Religion, Architecture, and Space in Chicago. Chicago is renowned as one of the most vibrant centers of religious diversity and architectural sophistication in the United States. This course looks to the intersection between American religion and American architecture to study how communities of faith have created and used different urban and suburban spaces in the greater Chicago area. We focus on immigrant groups, neighborhoods, and sacred spaces themselves. This course includes both historical and living communities and spaces, drawing from the tools of religious studies, history, urban studies, and architectural studies, and features several hands-on site visits. (Meets GEC Cultural Diversity Requirement.)

RELG 322: Religious Existentialism

An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Soren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prerequisite: Any Religion course or permission of instructor.

Cross-listed as: PHIL 322

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RELG 326: Identity/Body/Persecution Med Europ

(Identity, Body, and Persecution in Medieval Europe) Medieval men and women discussed many of the same questions of identity that we do: What makes an individual unique? How does group affiliation affect identity? What is the relationship between identity and change? How does faith in God influence understanding of the individual? This course considers the following topics: medieval conceptions of the individual in Christian autobiography; the role of the body and gender in determining identity (exploring topics such as the Eucharist, the cult of saints, and sex difference); how medieval Europeans defined their own identity by persecuting the 'other,' including heretics, Jews, and lepers; how change affected identity in medieval texts such as werewolf stories and resurrection theology.

Cross-listed as: HIST 326, GSWS 305

RELG 335: Religion and Food

Everyone eats, and every religion talks about eating. In this class, we sample from a rich menu of religious approaches to food, making use of scholarly articles, spirituality guides, cookbooks, and memoirs. From the Christian Communion to Jewish Kosher laws to the Buddhist mindful eating, the world's major religions use food to structure the lives, practices, and beliefs of their adherents. In this class we digest some of the symbolic meanings, self-definitions, and communal and individual identities that develop out of religion and food. Prerequisite: Any Religion course or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

RELG 380: J.R.R. Tolkien and the Inklings

(J.R.R. Tolkien and the Literature of the Inklings.) This seminar will examine the literary legacy of J.R.R. Tolkien and his fellow writers C.S. Lewis, Charles Williams, and Owen Barfield -- all pioneers of the twentieth-century fantasy fiction genre. This course will involve close reading of major works by each author as well as opportunity to discuss the fascinating biographical, historical, aesthetic, and mythic underpinnings of their works. The seminar will pay especial attention to the Inklings' intellectual and artistic indebtedness to the medieval past, to their discourses about religion, politics, and ethics, to their eccentric relationship with "literary modernism," and to the way their fiction refracts major twentieth-century events, particularly World Wars I and II. Prerequisite: ENGL 210 or permission of the instructor.

Cross-listed as: ENGL 405

RELG 390: Sociology of Religion

This seminar starts with major classical theories of sociology of religion including those of secularization and privatization of religion in the modern world. Then we shall examine the relevant events of the past quarter of the century, namely the sudden explosion of politicized and highly public religions in the Western and the non-Western worlds. The existing sociological literature didn't anticipate the current significance of religion and this tension is expected to generate interesting debates in this seminar. Special attention will be given to a comparative study of public religions in Western countries (e.g., Brazil, Poland, Spain, and the United States) and in the Middle East (Egypt, Iran, Saudi Arabia). Pre-requisites: SOAN 110 and any SOAN course at the 200 level or higher or consent of the instructor. (Meets the GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 390, IREL 375

RELG 490: Internship**RELG 492: Senior Seminar**

This course focuses on independent research with seminar-style discussion in meetings with students and faculty, with particular attention paid to methods in the study of religion. Each participant will write and present a major research paper. The seminar will provide a forum in which students will explore different methodological approaches and discuss their research with others. Required of all religion majors in their junior or senior year except those completing their senior capstone requirement by writing a senior thesis. Open to non-majors with appropriate preparation and permission of the instructor. Prerequisites: At least three courses in religion.

RELG 493: Research Project

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

RELG 494: Senior Thesis

Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

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Self-Designed Major

Faculty

DeJuran Richardson

Ernest H. Volwiler Professor of Mathematics, Chair of Mathematics and Computer Science

Areas of Study: statistics, biostatistics

Janet McCracken

Professor and Chair of Philosophy

Areas of Study: aesthetics, history of philosophy, gender studies, film

Richard Pettengill

Associate Professor and Chair of Theater, Chair of Medieval and Renaissance Studies

Areas of Study: dramaturgy, performance studies, renaissance drama, theater history

Amanda Felkey

Associate Professor of Economics and Business, Chair of Economics, Business and Finance

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

Dawn Abt-Perkins

Director of Writing Programs, Special Assistant to the Dean of Faculty and Professor of Education, Chair of Self-Designed Major

Areas of Study: secondary and multicultural education

Requirements

SELF-DESIGNED MAJOR

Requirements for the Major:

The Self-Designed Major allows students to develop academic majors of their own, whose requirements they themselves will set, and must meet, in order to complete the major.

The only requirement of all Self-Designed Majors is that they culminate their studies (meet the Senior Studies requirement of the General Education Curriculum) **in a senior thesis or a research project: the senior thesis is strongly encouraged.** In other words, there is no senior seminar in the Self-Designed Major, and students may not propose to complete their senior studies requirement with a seminar in any regularly-offered major. Self-Designed Majors must complete their senior studies requirement with a substantial piece of independent work.

In addition, the College's general limitation on the number of Independent Studies (Tutorials) and Internships is waived for Self-Designed Majors. If a student, her advisor in the major, and the Self-Designed Major Committee deem it important to serious study in the major, a Self-Designed Major may complete any number of such courses, although identification of tutorials should be judicious, with a clear rationale for their inclusion.

Because the Self-Designed Major requires initiative, responsibility, and a substantial independent essay or creative work, students should consider carefully their interests, talents, and work ethics before applying to the program. They should consult with their advisors, their friends, their parents, and a member of the Self-Designed Major Committee before applying to the program.

The Self-Designed Major is compatible with a student's pursuit of a second major, and can be an avenue for studying one of the College's interdisciplinary minors (such as Gender, Sexuality, and Women's Studies, Cinema Studies, Legal Studies, etc.) in greater depth than the minor will allow.

Application Requirements:

Applicants to the Self-Designed Major Program should **consult with the Chair of the Self-Designed Major Program Committee or any Committee member before** making their official applications to the program.

Once a student, in consultation with a member of the Program Committee, decides to pursue a Self-Designed Major, he or she must **submit a proposal to the Chair of the Self-Designed Major Committee.**

The proposal consists of three parts:

1) A 1-2-page prose application

This section should be well and carefully written, and must include the following:

- **A title, description, and brief discussion of the proposed major and its value**
- **A sound argument that the goals of the proposed major cannot be achieved through any of the regularly-offered majors at the College**
- **An indication and brief discussion of the senior thesis, creative project, or research project in which the proposed major will culminate**
- **Identification of an Academic Advisor in the proposed major:** Like any other student at the College, a Self-Designed Major must have an academic advisor in the major. The academic advisor need not be a faculty member on the Program Committee, in fact, it usually will not be, but rather, a faculty member with specific expertise in the area of the proposed major, and interest in working with the student intensively on it
- **An email from the advisor, accepting this assignment, must accompany the final proposal.**

2) A Specific Four-Year Plan

This section should be clearly laid out, and must include the following:

- **A list of required and likely elective courses for the Self-Designed Major being proposed.**

The minimum number of courses required to complete a major at Lake Forest College is eight (8). **The proposed major must consist of eight or more courses.** The Program Committee suggests that proposed majors consist of no more than fifteen (15) courses.

A student may plan any number of Independent Studies (Tutorials) or Internships, as needed to complete the major at a level of undergraduate expertise. The Self-Designed Major Committee suggests, however, that the applicant obtain at least tentative acceptance of their assignments from any tutorial instructors and the chairs of their departments before submitting the final proposal.

The course list must include a senior thesis, creative project, or research project in the proposed academic field.

- **A demonstration that all the courses in the proposed major, all the courses in any other planned major or minor, the College's General Education Curriculum Requirements, and the thirty-two (32) credits required for graduation, can all be completed by the time of the student's graduation. This can be in the form of a table or a list.**

This demonstration should take into account courses already taken by the time of application, as well as the likelihood that the courses the student proposes will be offered when the student intends to take them.

3) A Working Bibliography in the Academic Area of the Proposed Major

This section should be in proper MLA, APA or Chicago style, and should include works that the student, in consultation with her proposed advisor, agree are fundamental to the study in the proposed major.

Applicants are encouraged to work with the Chair of the Self-Designed Major Committee as they prepare their proposals. Once the Chair and the applicant believe the proposal is ready, the Chair will submit it to the Self-Designed Major Committee for approval. The Committee may reject the proposal, or withhold their approval pending revision. This will be communicated to the applicant by the Chair.

Once a student's proposal has been approved by the Self-Designed Major Committee, the Chair will inform the student and the registrar, officially declaring the student's Self-Designed major. It will appear on student's transcript with the title he or she has given it in his or her proposal.

After Declaration of the Self-Designed Major:

Each student is personally responsible for completing his or her academic plan. To insure that all graduation requirements in the major are met, however, the Chair will solicit an informal report from each Self-Designed Major's academic advisor each spring semester. The report will include an update on the progress toward the major and any changes in the student's plans.

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Social Justice Studies

Faculty

Les R. Dlabay

Professor of Economics and Business, Chair of Area Studies, Chair of Latin American Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

Carolyn Tuttle

Betty Jane Schultz Hollender Professor of Economics, Business and Finance and Director of Border Studies

Areas of Study: macroeconomic theory, money and banking, border studies, women in the work force, child labor in Latin America

Siobhan Moroney

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

Daw-Nay N. R. Evans Jr.

K. & H. Montgomery Assistant Professor in the Humanities, Assistant Professor of Philosophy, Chair of Social Justice Studies

Areas of Study: Africana philosophy, 19th- and 20th-Century European philosophy

Chad McCracken

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

Requirements

MINOR IN SOCIAL JUSTICE

No major is available

Requirements for the Minor:

At least 6 credits

- Students are required to take two of the following core courses:
 - Ethics Center/Philosophy 276: Social Justice and Human Rights
 - Ethics Center/Philosophy 277: Social Justice versus Freedom?
 - Ethics Center/Philosophy 352: Topics in Social Justice (Prerequisite: EC/Phil 276 or 277.)
- 4 courses from the list below, at least one course must be at the 300-level or higher, and these four additional courses must come from at least two different departments or programs. (Some of the courses below may have prerequisites.)
 - African American Studies 110: Introduction to African American Studies
 - African American Studies 312: Black Metropolis: A Study of Black Life in Chicago
 - African American Studies 325: Black Literature of the 60s and its Legacy
 - Art 261: Art of Social Change
 - Biology 105: Public Health
 - Business 360: Social Entrepreneurship
 - Chemistry 107: Developing World Thirst for Energy
 - Communication 253: Argumentation and Advocacy
 - Communication 283: Race, Media, and Culture
 - Communication 381: History and Theory of Freedom of Expression

- Communication 382: Women's Rhetoric and the Feminist Critique
- Communication 385: Public Sphere
- Economics 245: Child Labor in Latin America
- Economics 265: Poverty, Inequality, and Discrimination
- Economics 280: The Mexican-American Border
- Economics 381: Economics of Development
- Economics 489: Globalization and its Impact on Rich and Poor Countries
- Education 212: Educational Reform in the U.S.
- Education 309: Immigration and Education: Race, Language, and American Schools
- Education 310: Equity and Social Justice in Education
- Education 320: Comparative and International Education: Education as the Practice of Freedom
- Environmental Studies 322: African American Environmental Culture from Slavery to Environmental Justice
- Environmental Studies 387: Who Speaks for Animals?
- Ethics Center 250 Dialogue: Race, Ethnicity, Religion (0.50 credits)
- Ethics Center 252 Dialogue: Gender Identity (0.50 credits)
- Ethics Center 260 Dialogue: Race, Ethnicity, & Gender
- Ethics Center 320: Topics in Ethics (when topics are appropriate, as determined by the Director)
- History 231: American Indian Country, 1500-2000
- History courses related to the student's interests/topic, with the approval of the Director
- French 308: Contemporary France
- French 330: The French-Speaking World
- Spanish 306: Intro to Latin American Culture
- Spanish 320: Spanish for International Relations
- Spanish 325: U.S. Latino Literature
- Philosophy 117: Political Philosophy
- Philosophy 200: Philosophy and Gender
- Philosophy 203: Business and Professional Ethics
- Philosophy 205: Medical Ethics
- Philosophy 210: Environmental Ethics
- Philosophy 212: Multicultural Approaches to the Environment
- Philosophy 245: Philosophy of Humans and Animals
- Philosophy 271: African American Philosophy
- Philosophy 272: Currents in Latin American Thought
- Philosophy 325: Major Ethical Theories
- Politics 213: Non-Violence and Politics of Change
- Politics 216: Politics of the Middle East
- Politics 217: African Politics
- Politics 219: Politics of Latin America
- Politics 235: Race and Gender in American Politics
- Politics 238: Jane Addams
- Politics 241: Global Issues
- Politics 242: Politics of the Third World
- Politics 310: State and Nation Building
- Politics 350: Liberty
- Politics 351: Justice and the Law
- Politics 352: Liberalism and its Critics
- Politics 358: Democratic Theory
- Politics 363: The Fourteenth Amendment
- Politics 365: Civil Liberties
- Psychology 205: Psychology of Prejudice
- Psychology 340: Psychology of Sex and Gender
- Psychology 355: Community Psychology

- Religion 118: Religious Ethics
- Religion 230: Religion and Politics
- Religion 231: Christianity and Politics
- Religion 240: Religious and Ethical Perspectives on the Environment
- Religion 318: Contemporary Buddhism and Social Engagement
- Sociology & Anthropology 235: Racism and Ethnic Relations
- Sociology & Anthropology 239: Social Movements and Society
- Sociology & Anthropology 250: Globalization of Culture and Society
- Sociology & Anthropology 271: Technology and Human Values
- Sociology & Anthropology 280: Gender, Culture, and Society
- Sociology & Anthropology 290: Social Problems and Social Policy
- Sociology & Anthropology 315: Social Ethics of Energy Production and Use
- Sociology & Anthropology 370: Social Inequality
- Theater 241: African American Drama and Theater
- Approved internship or off-campus study (up to two credits)

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Sociology and Anthropology

Faculty

Ahmad Sadri

Gorter Professor of Islamic World Studies and Professor of Sociology, Chair of Islamic World Studies

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

Holly Swyers

Associate Professor of Anthropology, Chair of Sociology and Anthropology (fall), Chair of Urban Studies (fall)

Areas of Study: U.S. culture, American adulthood, 20th-21st century U.S. education, sports, community development and maintenance

David Boden

Associate Professor of Sociology, Chair of Sociology and Anthropology (spring)

Areas of Study: cultural sociology, law and social policy, research methods, community and identity

Christopher Todd Beer

Assistant Professor of Sociology

Areas of Study: globalization, social movements, environmental sociology, climate change and climate justice, East Africa, economic and labor sociology, survey methodology

Rebecca Graff

Assistant Professor of Anthropology, Chair of Urban Studies (spring), Chair of American Studies

Areas of Study: historical archaeology, U.S. urban archaeology (19th- and 20th- century Chicago), modern and contemporary material culture, world's fairs and expositions, anthropology of time and temporality, archaeology of tourism

Ryan Cook

Lecturer in Sociology and Anthropology

Areas of Study: science and technology studies, new religious movements, environment and disasters, epistemology, expertise, Mexico and the U.S.

Kurt Ham

Lecturer in Anthropology

Areas of Study: cultural anthropology, African cultures and history, technology

Requirements

MAJOR AND MINOR IN SOCIOLOGY & ANTHROPOLOGY

Majors will complete nine courses in the department, and minors will complete six courses. A grade of C or better must be earned in all courses counted toward the major or minor.

Requirements for the Major:

At least 9 credits

- Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- 2 gateway courses
 - Sociology & Anthropology 210: Principles of Social Organization
 - Sociology & Anthropology 220: Domains of Human Evidence
- 2 methods courses
 - Sociology & Anthropology 310: Social Research: Quantitative Methods

- Sociology & Anthropology 320: Social Research: Qualitative Methods
- 3 additional courses – at least 1 at the 300-level or above, excluding internships
- Senior Studies Requirement, which may be completed in one of the following ways:
 - Sociology & Anthropology 480: Social Explanation and Theory
 - Senior thesis – Students who want to write a thesis must also take a not-for-credit workshop as a co-requisite.

Majors planning graduate studies in sociology, anthropology, social service, or social policy are urged to take courses in foreign languages, mathematics, computer science, and statistics.

Requirements for the Minor:

At least 6 credits

- Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- 1 of the following gateway courses
 - Sociology & Anthropology 210: Principles of Social Organization
 - Sociology & Anthropology 220: Domains of Human Evidence
- 4 additional courses – at least 1 at the 300-level or above, excluding internships

Course Descriptions

SOAN 110: Intro to Sociology and Anthropology

An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. Limited to first- and second-year students.

Cross-listed as: IREL 160

SOAN 205: Archaeological Field School

Archaeological Field School introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Chicago, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. No prerequisites.

Cross-listed as: AMER 208

SOAN 208: Sociology of Terrorism

Terrorism has been part of the Western consciousness since the rise of anarchism a century ago. Events of September 11th, 2001, brought a new urgency to the examination of the global circumstances and forces that have given rise to the present brand of transnational and global terrorism. The newest mode of this phenomenon is visible in the public propaganda of ISIL and its affiliates in West Asia and North Africa. This course concentrates on sociological perspectives regarding specific traditions that have fostered terrorist ideologies and practices. The varieties of terrorism to be examined in this course include Christian (in the United States and Europe), Islamic (Shiite or Sunni branches), Buddhist, Sikh/Hindu, and secular terrorism of the left and the right. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 275

SOAN 209: Social Construction of Modern World

The course will investigate aspects of social life that are taken for granted, but will be shown to be both historically and culturally specific to the modern American milieu. Topics may include childhood, love as the basis for marriage, private life, leisure, monogamy, prison, family. No prerequisites.

SOAN 210: Principles of Social Organization

This course examines patterns that occur in human interaction - at both micro and macro scales. Focus is placed upon a process understanding of society. Topics include the generation of a shared reality, production of culture, types of relationships and their key features, predictable patterns of organization and their internal dynamics, as well as social universals such as conflict, change, and resource allocation. Prerequisite: Sociology and Anthropology 110. Enrollment priority given to departmental majors and minors. (Meets GEC Cultural Diversity Requirement.)

SOAN 215: Archaeological Field Methods

Archaeological Field Methods introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Lake Forest, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. No prerequisites. Corequisites: This course has an additional weekly lab session (2 hrs). Not open to students who have taken SOAN 205.

Cross-listed as: AMER 215

SOAN 216: Introduction to Archaeology

This course is an introduction to the anthropological subfield of archaeology, its practices, methods, and the political and social issues that arise when we study human pasts. The course considers the history of the discipline and its theoretical underpinnings, then looks at how archaeologists create research designs, discover and excavate sites, analyze artifacts and features, and disseminate their findings. It also introduces a series of spatiotemporally diverse archaeological case studies, calling on the students' understanding of basic archaeological concepts while emphasizing the ways that archaeological practice and museum display necessarily engage with political and social movements. Special attention is paid to how the archaeological record captures experiences of people of color, women, working class people, and those who are not literate. Multiple examples interpreted via material remains introduce students to the complexity of human experiences within a framework of cultural relativism. Field projects, in-class activities, and films supplement traditional lectures. (Meets GEC Cultural Diversity Requirement.)

SOAN 217: Sociology of Work

(Offered Less Frequently)The meaning of work, with emphasis on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross-cultural comparisons of the social definition of work and on the organization of work in the United States including types of occupations, power distribution within occupations, and changes in the workforce. Participant-observer studies will provide comparisons of the work worlds of pink-, blue-, and white-collar workers. (Meets GEC Cultural Diversity Requirement.)

SOAN 220: Domains of Human Evidence

Anthropology literally translates to the study of man, and the discipline takes humankind as its object. This course explores the four distinct ways in which anthropologists have sought to understand humans: 1) as animals whose potential and limits are set by their physiological qualities (physical anthropology); 2) as material workers who shape and are shaped by their environment and who leave their mark on the landscape (archaeology); 3) as cultural creatures who collectively produce ways of interacting with and imposing meaning on the world and one another (socio/cultural anthropology); 4) as language bearers who mediate their experience with complex grammars and symbol systems (linguistic anthropology). These domains of evidence are key to developing an in depth understanding of what anthropology can do, and this course is foundational for upper level anthropology courses. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

SOAN 221: Cultures of Modern Africa

Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 221, IREL 271

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SOAN 223: Sociology of Islam

This course uses the discipline of historical sociology to explore the origins of Islam and the reasons it took the shape it did during its formative years in mid seventh century. It will continue to trace the development of Islam in a variety of different cultural environment. Finally we will deal with the encounter of Islam and the modern world and the formation of fundamentalism, national Islamism and the secular, reform tendencies in that religion. Not open to students who have already completed SOAN 322. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 223

SOAN 225: Historic Artifact Analysis

(Historic Artifact Analysis: Artifacts of Modernity.) This hands-on course introduces archaeological laboratory methods and accompanying archival and research-based techniques for interpreting these "artifacts of modernity": excavated materials from ongoing archaeological projects of historic-period sites in the Chicago area. Students will be exposed to various stages of artifact processing on a collection from a recently excavated site, including: washing, sorting, identification, data entry, analysis, report preparation, and curation. Students will learn how to identify 19th- and 20th-century artifacts--American, British, French, Japanese, Chinese, and other--representing a

broad range of materials from the daily lives of past peoples/past societies. The artifact analysis will allow students to develop skills useful for museum, laboratory, and/or archaeological settings. Prerequisite: SOAN 205 OR SOAN 215 OR SOAN 220 OR consent of instructor. Corequisite: This course has an additional weekly lab session (2 hrs). Cross-listed as: AMER 229

SOAN 230: Anthropology of Sports

This course examines Americans' cultural construction of sports vis-a-vis other cultural conceptions, including the dominance of sports in religious, philosophical and governmental domains. We transition from our cross-cultural overview to focus on the Western conceit of mind-body dualism and its effects. This dualism makes sports a site for the reproduction of existing power dynamics of race and gender, but it also makes sports a realm of liberatory potential (cf Jackie Robinson, Title IX). Students in this course should expect to follow sports events throughout the semester and should be prepared for field assignments. (Meets GEC Cultural Diversity requirement.)

SOAN 231: Histories & Cultures Latin America

This course introduces students to modern historical, ethnohistorical, and anthropological approaches to the indigenous populations of Latin America. The course will focus on the conflict and crisis that have characterized the relationship between the native inhabitants of the New World and the Old World immigrants and their descendants whose presence has forever changed the Americas. This conflict, and the cultures that emerged from it, will be traced both historically (starting with the "conquest") and regionally, focusing on four distinct areas: central Mexico; Guatemala and Chiapas; the Andes; and the Amazon. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: LNAM 231, IREL 272

SOAN 235: Racism and Ethnic Relations

This course surveys of the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AMER 235, AFAM 235

SOAN 237: City, Space and Place

City, Space and Place focuses on the anthropology and sociology of the urban experience. This course will draw on a broad range of materials to familiarize students with theoretical frameworks that are used for the study of social structures and processes, cultural systems and practices, and the role of the city in the organization and production of human experiences, particularly during the last two centuries. Not open to students who have already completed SOAN 189. (Meets GEC Cultural Diversity requirement)

SOAN 239: Social Movements and Society

Social movements have contributed to significant changes in modern society. The civil rights movement brought greater equality to African Americans; the Women's Liberation movement created an expansion of rights for women; anti-war and disarmament protests contributed to the end of the Vietnam war and the end of the arms race; and the environmental movement drew our attention to deforestation, climate change, and species loss. This course examines why people participate in social movements, when social movements emerge, which social movements succeed or fail in mobilizing constituents, how they are organized, how mass media influences movements, and why movements ultimately decline. Special attention will be paid to how social movements influence and are influenced by the social context in which they emerge, with the goal of better understanding a significant force of societal change.

SOAN 240: Deviance

How society defines deviants - its outcasts and outsiders - and how the people so defined respond to this categorization; the nature of normal and abnormal, legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in gender roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

SOAN 242: Cults, Sects, and Communes

This course provides an introduction to the study of new religious movements, popularly called sects and cults, and the communal movements that are their more secularized cousins. We will consider several case studies and examine the wider phenomenon of such groups in the modern world. We will pay attention to the traditional sociological issues of leadership, charisma, conversion, and belief maintenance, as well as the lived practices and experiences of members of such groups, such as rituals, gender practices, and holidays. No prerequisites.

Cross-listed as: RELG 242

SOAN 244: Anthropology of Education

For the anthropologist, education is the mechanism of social reproduction, a strategy not limited to schooling but in fact encompassing a person's entire life. For much of the world, the privileging of schooling as a site of education has had real ramifications on the possibility of maintaining cultural forms that go against the pressures of globalization and capitalism. This course opens with a broad consideration of education before focusing on schooling as the preferred institutional form of education under early 21st century globalism. Our questions will include both how schooling operates to maintain existing social structures and power relations and the possibilities - and consequences - of schools as a site of change. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 244

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SOAN 245: Medical Anthropology

This course approaches various aspects of medicine and disease from an anthropological perspective and from outside the framework of standard biomedical concepts. We will look at how experiences of illness and health are culturally, rather than biologically, constructed. A second objective is to compare the belief systems and medical practices of several specific Western and non-Western societies. In carrying out these cross-cultural comparisons, we will focus on qualitative research and read several ethnographic case studies. (Meets the GEC Cultural Diversity Requirement.)

SOAN 246: Language and Culture

This course is an introduction to and survey of Linguistic Anthropology, one of the four primary subfields within the broader discipline of anthropology. Linguistic anthropology requires competence in several areas that encompass scientific and humanistic approaches to the study of language. Students will acquire a broad grasp of critical issues in language and culture including by grappling with such questions as: What is language? Does language shape our intuition of the world? How might it affect our thoughts and behavior? What does color have to do with language and how can color terms tell us about our limits of awareness of the way that culture shapes us? How do we do things with words? What role do groups and social norms play in how we speak? How creative can we be with language? What is verbal art? How does language operate within actual communities, for instance serving to support and maintain traditional cultural practices or fostering distinctions between kinds of persons in society? Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)

SOAN 248: Intro to Physical Anthropology

This course will introduce students to the discipline of biological/physical anthropology. The course will look at both the commonalities that hominids, and particularly humans, share with other biological organisms and idiosyncratic phenomena that make the human species unique. Students will first be introduced to the evolutionary and biological mechanisms that have guided the emergence of the human lineage and to the practices of taxonomy and phylogeny which inform the study of human biological ancestry. Next, the class will focus on the study of modern primates, humanity's closest living relatives. We will then move to the particular evolutionary history of hominids that produced modern humans. Through this course students will become conversant with the overarching questions and biological techniques employed in the study of both ancient humans and modern human variation. This course will directly engage students in anthropological work in both reading and practice and teach the methods used by anthropologists in their fieldwork.

SOAN 251: Intro Performance Studies

In this course, we will explore the flourishing new discipline of Performance Studies. This field of study began as a collaboration between theater director and theorist Richard Schechner and anthropologist Victor Turner, combining Schechner's interest in 'aesthetic performance' (theater, dance, music, performance art) with Turner's interest in performance as ritual within indigenous cultures, or (as Erving Goffman has written) 'the presentation of self in everyday life.' Performance Studies often stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional anthropological fieldwork. In addition to the above and other authors, the course will include in-class performance exercises along with field trips to performances in Chicago. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: THTR 251

SOAN 253: Family and Kinship

This course focuses on family and kinship in cross-cultural perspective. We will look at families in their social and cultural context and ask what relationships exist between family forms, practices, and values and the economic system, political organization, religions, and cultures of the larger community. We will also ask what the sources of love and support, as well as conflict and tension, are within families and among kin, and we will question why family forms and ideal family types change over time. Recommended: SOAN 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 253

SOAN 260: History of Social Thought

This course will examine some of the classical sources of social thought both in the East and the West. Texts by Plato, Aristotle, St. Augustine, Aquinas, Alfarabi, Confucius, authors of the Vedas, Machiavelli, Hobbes, and Rousseau will be examined for the seeds of questions that were later to grow into the thicket of sociological problematics. Extensive weekly readings of original sources will be the basis of class discussions. Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)

SOAN 271: Technology and Human Values

Conditions and processes of industrialization in the Western world; problems related to economic development in emerging nations; impact of industry on lifeways of modern humans. Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ES 271

SOAN 273: Cultural Ecology of Africa

In this course, we will study the relationships between African peoples and their environments. We will consider the process of globalization and its relationship to the changing landscape of Africa in a historical context. By combining environmental studies and anthropology, we will bring a unique perspective to our study of the historical interaction of African cultures and environments, from pre-colonial times through the colonial period to the current post-colonial period. No prerequisites. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: ES 273, IREL 273, AFAM 273

SOAN 275: Ritual in Contemporary America

This course examines how ceremonies, festivals and other performative events enrich and define community. This study of ritual may include street fairs, parades, weddings, funerals, feasts and fasts as well as other public and private behaviors that comprise the diversity of American ritual life. Our course shall explore ritual as it occurs in many of the ethnic, racial, subcultural and countercultural communities in Chicago. We will investigate and attempt to understand both the invention and re-invention of community and personal identity through ritual action. Students should anticipate frequent field trips. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 213, THTR 235

SOAN 280: Gender, Culture, and Society

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the twentieth-century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 280

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SOAN 285: Sexuality and Society

This course is a cross-cultural examination of perceptions and practices of sex and sexuality. We will begin with a brief overview of some archaeological findings and their implications, after which we will go on to address sexual practices in history and modern times both in the United States and other areas of the world. We will study economic, cultural, political, and religious influences on sexual thought and practice. Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 285

SOAN 286: Soc Structure & Culture thru Film

(Social Structure and Culture Through Film) This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and dystopias portrayed in cinema will be addressed. Prerequisite: SOAN 110. Required: an additional weekly lab session for viewing movies. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: CINE 286

SOAN 290: Social Problems & Social Policy

The course tracks the shifting sociological understanding of social problems in the United States and the implications for research and policy. Specifically, emphasis is placed on a balance between theoretical understandings and empirical investigation on topics ranging from family to the environment. Prerequisite: SOAN 110. Enrollment priority given to departmental majors and minors.

SOAN 300: Topics in Sociology & Anthropology

SOAN 310: Social Rsch:Quantitative Methods

This course provides an introduction to the relationship between theoretical models and empirical investigations of social action. The focus of the course is the selection of a problem for investigation, choice of appropriate quantitative methodology, design and implementation of a social research project, and final data analysis. Data analysis techniques include multivariate analysis, elaboration modeling and social science computer skills using the SPSS program. Recommended for junior year. Prerequisite: SOAN 110 AND any SOAN 200-level elective, both with a grade of C or better. Required: an additional weekly lab session.

SOAN 315: Soc Ethics Energy Production & Use

Course description: the course will explore the ethical implications of possible future energy initiatives. Emphasis will be given to the global implications of interdependency on primary resources and the technological initiatives of nuclear power and alternative sources. Students will focus on independent research projects, with both domestic and international components, surrounding the environmental, social, and ethical issues of future energy production and use. Prerequisite: junior standing or permission of instructor.

Cross-listed as: ES 315, PHIL 315

SOAN 316: Environmental Sociology

This course utilizes the sociological perspective to explore the complex ways that human society and nature are intertwined, having significant impacts on each other. How societies are organized, how they produce and consume, and what values and norms constitute their culture all have varied impacts on what is often referred to as the 'natural' world. As environmental problems - such as climate change, deforestation, species loss, pollution, etc. - are constructed and emerge, the impact on societies varies greatly across social groups based on race, class, gender, and national context. This course explores how, in the face of environmental degradation, society has responded in different ways: with social movements, changes in lifestyles, and private certification programs advocating conservation and preservation; and political and economic institutions, definitions of status, and entrenched social organization resisting change. Prerequisite: SOAN 110. Recommended: SOAN 210 or SOAN 220.

SOAN 318: Archaeology of the Contemporary

From abandoned council flats to the Ground Zero World Trade Center site, scholars are studying the material remains of the recent past using the methodology of archaeological "excavation." These archaeologies of the contemporary past bring a new lens to anthropological questions, making familiar items unfamiliar as we examine material residues of late capitalist, post-industrial societies and beyond. Building on modern material culture studies, this focus on materiality can inform and contextualize our understandings of present day human experiences and challenges. This course is designed to explore some of these materially-focused anthropological case studies while providing the opportunity for students to undertake their own "excavation" of the recent past. Prerequisite: SOAN 110 OR SOAN 216 OR SOAN 220 OR consent of instructor.

SOAN 320: Soc Research: Qualitative Methods

Qualitative methods are used by both anthropologists and sociologists for working in small, bounded communities. The primary methodology of qualitative researchers, ethnography, tends to be more associated with anthropology as a result of disciplinary history. The writing of ethnographic 'thick description' is part art and part science, a methodology most easily learned by doing. This course is designed to give students exposure to the ins, outs and ethics of ethnographic research methods and to help students develop a sense of when such methods are appropriate. Course work will include fieldwork of various types culminating in research projects determined by the students. Recommended for junior year. Prerequisite: SOAN 110 AND any SOAN 200-level elective, both with a grade of C or better. Required: an additional weekly lab session.

SOAN 343: Education in Developing Countries

SOAN 343: Education and Development in Developing Countries

This course explores the historical background, philosophical foundations and major themes in the education of 'developing countries' within the broader context of global development and social change. The specific goal of this course is to familiarize students with the evolution of and critical issues in formal education in most low income, less industrialized nations. Students will be able to explore contemporary themes in education from a historical and comparative perspective. Additionally, they will expand their conceptual schema for rethinking educational issues within and beyond their own societies. Geographically, this course covers countries in Africa, Asia and Latin America, but runs comparisons with countries in Europe and North America when theoretically relevant. Reading materials build on development studies and several disciplines in the social sciences and humanities such as history, philosophy, anthropology, sociology and education. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 322, IREL 322

SOAN 344: Comparative and International Educ

SOAN 344: Comparative and International Education: Education as the Practice of Freedom

This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 320, ETHC 330, IREL 388

SOAN 345: Anthropology of Science

In this course we will study scientific practice as a site of cultural inquiry. Anthropology and related social sciences have a long theoretical and empirical engagement with the study of rationality and reason, and of perception and empiricism particularly in the early 20th century attempts to make sense of non-western religious and magical systems. At the time, people believed these practices were 'cultural' in a way that western science was not. Over the last two decades this belief has been soundly critiqued and rejected and a great deal of work has focused on the cultural practices of western laboratory scientists and of the cultural fact of science and technology in society more broadly. This course will present students with an introduction to the anthropological context for contemporary Science and Technology Studies. Prerequisites: SOAN 110 and SOAN 210 or 220 or consent of instructor.

SOAN 348: Paranormal & Supernatural

Cultural, social, and social-psychological forces operate together to create belief systems; paranormal and supernatural belief systems are examples of common systems of belief. These systems of belief are embedded within social institutions in identifiable ways and bearing identifiable consequences. The acceptance or refusal of these beliefs, or of the larger cosmology they reflect, tells the social scientist much about the believers and disbelievers and their societies. This course will examine belief systems that are commonly identified as paranormal, supernatural or occult. Topics may include astrology, magic, UFOs, cryptozoology, ghosts, and spirit possession. Prerequisites: SOAN 110, and either SOAN 210 or SOAN 220.

SOAN 350: Sociology of Knowledge

This course investigates the patterns whereby social organization shapes both the content and structure of knowledge. The connection between knowledge and society is reciprocal: we will observe how a new religious message, scientific insight, or technological development alters the social order. The sociology of knowledge also involves the investigation of consciousness and belief: We will investigate the relationships between mental phenomena and social organization - how, for example, 'false consciousness' is constructed in relations of exploitation and how ideologies and stereotypes shape what is perceived. Prerequisite: SOAN 110 and any SOAN 200-level course or higher.

SOAN 351: Performance Ethnography

Performance Studies stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional qualitative fieldwork. Looking at behavior through the lens of performance offers new ways for ethnographers to understand how identity is formed and expressed. As a discipline concerned with non-textual forms of knowledge, scholars engaged in this field sometimes use performance to present their research, recognizing the modes of knowledge that cannot be reduced to words. Students in this course will study Performance Studies scholarship, learn the basics of ethnographic practice, and create performances based on their research. They will study the work of scholars such as Dwight Conquergood and Erving Goffman and artists such as Tectonic Theater, which specialize in documentary theatre. There will also be required field trips and site visits.

Prerequisite: THTR 251 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: THTR 351

SOAN 354: War and Conflict

At any given moment, a significant portion of the world's population is dealing with the effects of war. When does a state of war produce its own structures and rules? How do different societies respond in different ways to life during wartime? How does ethnic and class conflict manifest in war? What happens when war and conflict become normalized? Does the perpetual conflict between tribes in Papua New Guinea constitute war in the same way that the war on terror is a war, and are either of these the same as World War II? Does the Arab Spring constitute a state of war? This course takes up the question of the social effects of war, including the consequences of living 'on war footing.' Potential topics include the militarization of societies, the differences between state and non-state control of violence, and the mechanisms by which populations are mobilized to violence. Prerequisites: SOAN 110 and SOAN 210 or 220, or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: IREL 374

SOAN 362: Love in a Time of Capitalism

Most of us are familiar with the idea that romantic love plays a different role in the contemporary world than it did at other times and the idea that love manifests in different ways across cultures. Rather than attempt a survey of all the possible manifestations of romantic love, this course aims to explore how 'love' features into our understandings of human interaction in the 21st century, particularly in the United States. We will be particularly focusing on the contemporary American notion that love and money are opposing forces. Our first goal will be to identify at least some of the tropes of love that are in current circulation. We will then explore the potential social consequences of those tropes, including the ways in which such tropes are passed on and reproduced across generations and the possibility of commodifying and 'selling' certain tropes as the 'right' way to be in love. Throughout the course, we will collect love stories, and our final task of the semester will be to compare our theoretical and media derived understandings of romantic love to its manifestations in people's lives. Prerequisite: SOAN 110 and any SOAN 200-level course or higher.

Cross-listed as: AMER 362, GSWS 362

SOAN 363: Globalization, Modernity, Culture

Do we live in a 'global village'? Do we have a global culture? Is the world becoming a more homogeneous place or a more heterogeneous one? Is globalization inevitable? What are the threats and benefits of 'global society'? How has the structure of capitalism influenced globalization? This course considers the various scholarly perspectives on these issues, as well as the social actors and institutions that have promoted, benefited from, and challenged globalization. Course materials will be taken from scholarship in sociology and anthropology. Prerequisite: SOAN 110 or by permission. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 373

SOAN 370: Social Inequality

A comparative study of various forms of social inequality. Analysis of inequality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small, intimate groups to large-scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: SOAN 110 and any SOAN 200-level course or higher.

SOAN 372: Queer Theory

This course will address the contemporary social theories collectively described as 'Queer Theory.' A unifying thread for those theorists generally accepted as working within Queer Theory is the prioritization of gender and sexuality as social ordering devices. Queer Theorists make dualities, power inequalities, and identity performance central to their analyses. The creation, rise, and ultimate deconstruction of these theories will be placed within social and historical contexts. Once the student has a firm understanding of the source and content of Queer Theory we will embark upon an exploration of its application through the investigation of a number of topics that are often peripheralized in the academy. Ultimately, we will question the utility of the theory in light of factors ranging from its dismantlement under deconstruction to the rise of social contingency theory. Prerequisite: SOAN 110 and SOAN 210 or SOAN 220 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: GSWS 372

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SOAN 375: Science Fiction and Social Theory

Science fiction and speculative fiction often explore social hypotheticals. This course takes advantage of this narrative resource to investigate social concerns of the moment, the evolution of social theory, and areas of sociological concern that might otherwise escape academic notice. Emphasis is placed upon cinematic science fiction, but written fiction will also be considered. Not open to students who have completed SOAN 285.

Prerequisite: SOAN 110 and either SOAN 210 or 220.

SOAN 380: Contemporary Social Theory

This seminar is designed as an advanced introduction to the major theoretical developments in contemporary sociological theory. Topics include the Chicago School, the Frankfurt School, Structuralism, Symbolic Interactionism, Deconstructionism, Feminism, and Queer Theory. The contributions of Parson, Merton, Blumer, Goffman, Bourdieu, and Foucault constitute significant areas of discussion. Prerequisite: SOAN 110 and either SOAN 210, SOAN 220, or SOAN 260.

SOAN 385: Intellectuals and Society

What is the role of intellectuals and the intelligentsia in the classical, medieval, and modern Occident? What characterizes people of knowledge in these and non-Western civilizations? A cross-cultural comparison of the development of intellectual elites in various arenas including Asia, the Islamic world, and Eastern and Western European and American cultures. Prerequisite: SOAN 110 and SOAN 210 or SOAN 220.

SOAN 390: Sociology of Religion

This seminar starts with major classical theories of sociology of religion including those of secularization and privatization of religion in the modern world. Then we shall examine the relevant events of the past quarter of the century, namely the sudden explosion of politicized and highly public religions in the Western and the non-Western worlds. The existing sociological literature didn't anticipate the current significance of religion and this tension is expected to generate interesting debates in this seminar. Special attention will be given to a comparative study of public religions in Western countries (e.g., Brazil, Poland, Spain, and the United States) and in the Middle East (Egypt, Iran, Saudi Arabia). Pre-requisites: SOAN 110 and any SOAN course at the 200 level or higher or consent of the instructor. (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 390, IREL 375

SOAN 395: Sociology of Law

This course will examine the social organization of legal institutions and the relationship between law and the structure of society. Specifically, the course considers the nature and origins of law from the viewpoint of classical social theorists and anthropological studies of customary law. The course also emphasizes various aspects of the American legal system: the social structure of the legal profession, courts and dispute resolution, law as an instrument of social control, and the relationship between law and social change. Prerequisite: SOAN 110. (Meets GEC Cultural Diversity Requirement.)

SOAN 480: Social Explanation and Theory

Designed as a capstone for the Sociology/Anthropology major, this course focuses on exposition, comparison, and appraisal of major theoretical schools whose influence undergirds both disciplines. The course offers contexts for the explanation of social phenomena and behaviors and considers problems of systematic theory construction in social science. Prerequisites: SOAN 110 and SOAN 210 or SOAN 220.

SOAN 490: Internship

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Theater

Faculty

[Richard Pettengill](#)

Associate Professor and Chair of Theater, Chair of Medieval and Renaissance Studies

Areas of Study: dramaturgy, performance studies, renaissance drama, theater history

[Chloe Johnston](#)

Assistant Professor of Theater and Performance Studies

Areas of Study: performance studies, performance art

Kristen Martino
Freelance Set Designer

Areas of Study: set design

Nathan Rohrer
Costume Shop Manager/Costume Designer

Areas of Study: costume design

[David Knoell](#)

Technical Director and Lecturer in Theater

Areas of Study: acting, improv and voice

[Jay Torrence](#)

Lecturer in Theater

Areas of Study: Playwriting

Requirements

MAJOR AND MINOR IN THEATER

Students who started at the College in Spring 2015 or earlier have a different set of requirements, located in the left sidebar.

The requirements for the theater major and minor are designed to give our students a roughly equal balance between the three main areas of study within the theater discipline: 1) acting/writing/directing, 2) theater history/dramaturgy, and 3) technical theater/stagecraft. The following table is designed to give a sense of these progressions within the major. For specific requirements of the major and minor, see below.

Theme Progressions within the Theater Major

Theme:	Acting/Writing/Directing	History/Dramaturgy	Stagecraft
Introduction	120	230/255	160
Development	220,222,224,226, 320/270/375	231,236,241,337,340	200, 260
Capstone	480, 492, 494		

Major in Theater

At least 10 credits

- Theater 120: Acting I: Being on Stage
- Theater 160: Stagecraft for Stage and Screen
- Theater 200: Production Practicum – 4 semesters for 1/4 credit each (see Course Descriptions for more information)

- Theater 230: History of Drama I: Greeks to Shakespeare to Moliere
- Theater 231: History of Drama II: Modern to Contemporary
- Theater 260: Design for the Stage
- Theater 270: Playwriting **OR** Theater 375: Directing
- 1 additional course at the 200-level
- 1 additional course at the 300-level

The Senior Studies Requirement can be met in one of the following ways:

- Theater 480: Senior Seminar (offered every other year)
- Theater 492: Senior Project
- Theater 494: Senior Thesis

Minor in Theater

At least 6 credits

- Theater 120: Acting I: Being Onstage
- Theater 160: Stagecraft for Stage and Screen
- Theater 230: History of Drama I: Greeks to Shakespeare to Moliere
- Theater 231: History of Drama II: Modern to Contemporary
- 1 additional course at the 200-level
- 1 additional course at the 300-level

Course Descriptions

THTR 105: Introduction to Dance

In this course we will explore the basic elements of dance: space, energy, relationships, time, and the coordination of our bodies. We will develop our natural creativity and further our understanding of a variety of dance forms while gaining strength, flexibility, and technical dance skills. We will also study the historical development of modern dance.

THTR 120: Acting I: Being on Stage

For beginners and experienced actors alike, this course is required for all theater majors but open to students from any discipline with any level of experience. What is acting? Is there a difference between being and acting? How do we draw from our own lives to create a performance? Is there a difference between performing and acting? This class explores these questions through performance, reading, and written analysis. Students will study scripts, acting theory, and one another's work as they sharpen their acting techniques and critical thinking skills.

THTR 160: Stagecraft for Stage and Screen

An introduction to the technology employed backstage to create the magic of theatrical design and special effects. This course is open to beginning students of all disciplines, and will provide an experiential and practical orientation to stagecraft through projects in puppetry, set and prop construction, painting, makeup, and computer-assisted drafting (CAD). Other topics include theater terminology, safety procedures, and hand & power-tool usage.

THTR 200: Production Practicum

The Production Practicum THTR 200 sections 01, 02, 03 and 04 provide theater students with an opportunity to earn college credits for supervised projects in any area of production, excluding performance. This includes developing contracts between students and the assigned instructor, and shop supervisors and staff, contracting to perform 40 hours on tasks, keeping track and reporting those hours and becoming accountable for completing assignments within the allotted time. Ideally, students should register for section 01 as a freshman; section 02 as a sophomore; section 03 as a junior; and section 04 as a senior. A total of four .25 credits of practicum are required for graduation. The Chair of the Theater Department must approve all registrations.

THTR 206: Grateful Dead and American Culture

More than fifty years after the band's founding, the Grateful Dead looms larger than ever. From Haight-Ashbury acid-testers to visionary entrepreneurs, the band that grew up and out of the revolutions of the tumultuous 1960s found a way to mix everything from roots music to free jazz to rock into an "endless tour" that put them in the Fortune 500. The Grateful Dead provided a cultural soundtrack for not only the 1960s, but also the paranoia of the Watergate years, the Reagan-soaked 1980s, and on to the jam-band present. This course will focus on the band's

performance of authentic "Americanness" throughout its half century run. We'll listen to their music, and also to their fans, enthusiasts, and scholars. We'll understand the various subcultures that separate the sixties and now, and in doing so, offer answers to this key question: Why do the Dead survive? (Elective for English, Theater, and Music)
Cross-listed as: ENGL 251, MUSC 222

THTR 210: Advanced Dance

An intermediate course incorporating the history and technique of one or more of the following styles of dance: ballet, modern, jazz, and hip hop. Classes will consist of warm-ups, exercises and choreography. Students will develop performance skills and demonstrate improved flexibility and strength by learning rhythm sequences and creating compositional studies. Students will also be introduced to professional musical theatre audition etiquette and procedures. Prerequisite: THTR 105 or permission of instructor

THTR 220: Acting II: Twentieth Century Realism

An exploration of acting techniques required in modern and contemporary works from the early twentieth century to the present. Scene projects include written performances, script and character analysis, and in-depth critiques of class performances. Prerequisite: THTR 120 or permission of instructor.

THTR 222: Voice and Diction

Theory and practice of oral communication; voice production and breathing techniques; articulation drills; development of effective delivery and presentation techniques; relaxation and confidence-building exercises; public speaking practice; communication skills for business, the creative arts, and professions.

THTR 224: Performance Art

This course will provide students with an understanding of performance art as a constantly evolving and flexible medium. The class will trace the emergence and development of performance art as a form of expression both distinct from and yet dependent upon traditional and experimental forms of theater and other contemporary manifestations of theatricality. Students will negotiate, through reading, research, discussion and planning and practical application, the blurred boundaries between performing and living, entertainment and art.
Cross-listed as: ART 237, ENGL 233

THTR 226: Improvisation Techniques

This hands-on course will begin with a survey of the major philosophies of improvisational comedy groups (Second City, Annoyance, TheatreSports), and will incorporate paper assignments and field trips to Chicago to see a variety of improv performances. The primary focus of the course will be to exercise the practical essentials of the world-renowned 'Improv Olympic' (iO) long-form style of Chicago improvisation. We will immerse ourselves in techniques leading to proficiency with 'The Harold,' a thirty-minute group improvisation created in the moment from an audience suggestion. By the end of the course, we will be ready to improvise for audiences.

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THTR 230: Hist Drama I: Greeks to Shakespeare

(History of Drama I: Greeks to Shakespeare to Moliere) This required course for theater majors examines the history of drama and theater from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London and Moliere's Paris. In addition to in-depth study of plays, emphasis is placed on acting styles, production techniques, stage and auditorium architecture, and the socio-political milieu that formed the foundation of the theater of each culture and period. Offered yearly.
Cross-listed as: ENGL 230

THTR 231: Hist Drama II: Modern Contemporary

(History of Drama II: Modern and Contemporary) This required course for theater majors examines the history of drama and theater from the late nineteenth-century plays of Ibsen and Chekhov up until the present day. In addition to in-depth study of plays, this course explores the conventions of acting and stagecraft and cultural conditions that influenced each period's theater.
Cross-listed as: ENGL 234

THTR 235: Ritual in Contemporary America

This course examines how ceremonies, festivals and other performative events enrich and define community. This study of ritual may include street fairs, parades, weddings, funerals, feasts and fasts as well as other public and private behaviors that comprise the diversity of American ritual life. Our course shall explore ritual as it occurs in many of the ethnic, racial, subcultural and countercultural communities in Chicago. We will investigate and attempt to understand both the invention and re-invention of community and personal identity through ritual action. Students should anticipate frequent field trips. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 275, AMER 213

THTR 236: Shakespeare

Selected plays to show Shakespeare's artistic development; intensive analysis of major plays.
Cross-listed as: ENGL 220

THTR 237: Women in Theater

This course will examine the involvement of women in the history of theater. Topics covered may include: the medieval plays of Roswitha, strong female characters (acted by men) in Shakespeare, the arrival of actresses on the Restoration stage, the eighteenth-century playwright Aphra Behn, the rise of 'star' actresses in the nineteenth century, and such twentieth-century figures as Marsha Norman, Maria Irene Fornes, Beth Henley, Wendy Wasserstein, Caryl Churchill, Timberlake Wertenbaker, Helene Cixous, and Ntozake Shange. Prerequisite: At least one course in theater history. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 237

THTR 240: Shakespeare on Film

This course will focus on major cinematic adaptations of Shakespeare's plays, with attention both to the original texts and to the process of transferring them to the new medium by film directors. We will pay special attention to plays that have been filmed a number of times, so that we can develop useful comparisons: Richard III (Olivier, Loncraine), Romeo and Juliet (Zeffirelli, Luhrmann, Shakespeare in Love), Henry V (Olivier, Branagh), Hamlet (Olivier, Zeffirelli, Almereyda), and Macbeth (Polanski, Kurzel). Major goals will be to develop our ability to do close readings of both the original texts and the films, to do creative film adaptation projects, and to develop effective ways of expressing both our analytical and our creative ideas. No prerequisites.
Cross-listed as: CINE 240, ENGL 239

THTR 241: African American Drama & Theater

This course surveys the work African American theater artists from the nineteenth century to the present day. Playwrights surveyed may include Richardson, Hughes, Hansberry, Childress, Bullins, Baraka, Fuller, Wilson, Cleage, Shange, and Parks. Readings are supplemented by field trips to Chicago theaters that feature African American plays. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 241, ENGL 241

THTR 250: Exploring Chicago Stages

There's no better way to get to know Chicago - in all its cultural diversity - than by exploring its theatre scene, recognized as one of the best in the world. In this class students will read, discuss, and attend performances of classic and contemporary plays at theatres throughout the city, ranging from small 'storefront' companies to such institutions as the world-famous Goodman and Steppenwolf Theaters. In this class, we will discuss how theatre both reflects and shapes our understanding of various identities in society at large, and we'll draw from the field of performance studies to think about how theatre can help us understand the politics of identity. Students will read scripts and criticism, write reviews and research papers, and participate in workshops with local artists. (There will be a lab fee for this course. Meets GEC Cultural Diversity Requirement.)

THTR 251: Intro to Performance Studies

In this course, we will explore the flourishing new discipline of Performance Studies. This field of study began as a collaboration between theater director and theorist Richard Schechner and anthropologist Victor Turner, combining Schechner's interest in 'aesthetic performance' (theater, dance, music, performance art) with Turner's interest in performance as ritual within indigenous cultures, or (as Erving Goffman has written) 'the presentation of self in everyday life.' Performance Studies often stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional anthropological fieldwork. In addition to the above and other authors, the course will include in-class performance exercises along with field trips to performances in Chicago. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 251

THTR 255: Dramaturgy

An introduction to the role of the dramaturg within the theatrical production process. Includes readings by and about dramaturgs and hands-on experience in the following areas of dramaturgical pursuit: evaluating new scripts; creating a production-specific 'protocol' (research compendium); analyzing and preparing a script for rehearsal; serving as an 'in-house critic'; collaborating with directors, designers, and actors; creating and running educational programs for school and adult audiences; rehearsal functions and decorum; documentation techniques.
Cross-listed as: ENGL 255

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THTR 257: Theater Criticism

An intensive course on reading and writing brief, journalistic play critiques designed to help theatergoers make informed consumer decisions. Attention to journalistic basics and issues of individual sensibility and taste. Class writings will be considered for campus publications. No prerequisites.
Cross-listed as: ENGL 240

THTR 260: Design for the Stage

This course is an introduction to the processes and principles of design. It covers the development of a design concept through script reading and analysis; the discussion and analysis of professional set, costume, lighting, and sound designs; training in basic drafting skills; and lecture information on theater technology and terminology. Several design projects are coupled with text readings and hands-on work with lighting instruments, and sound and lighting control systems. Prerequisite: THTR 160 or permission of instructor.

THTR 270: Playwriting

This course focuses on the collaboration between director, designers, and playwright in the creation and production of new works for the stage. Projects will include writing, script analysis, casting, and presentation of original student works and/or student-adapted works by professional authors. Offered every other year.
Cross-listed as: ENGL 242

THTR 285: Creative Arts Entrepreneurship

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites.
Cross-listed as: MUSC 285, ENTP 285, ART 285, ENGL 285

THTR 320: Acting for the Camera

This course is an exploration of the acting techniques required in film, television, and other media. Knowledge and understanding of film techniques, vocabulary, and genre styles is accomplished through viewing and analysis of modern and contemporary film works from the early twentieth century to the present by noted authors and filmmakers. Acting projects center on the performance of scenes, monologues, voice-overs, and commercials. Other projects include written script and character analysis, daily actor journals, and in-depth critiques of self and peer performances. Papers of analysis on films viewed in and out of class and other research projects including adaptation of texts and acting styles for the screen are also required. Prerequisites: THTR 120, and either THTR 220 or permission of the instructor.
Cross-listed as: CINE 320

THTR 326: Comedy Writing

This course teaches the art of writing comedic sketches for both live theatre and film. The course will employ literary analysis combined with creative assignments, group discussions and individual conferences, along with workshops and guided revisions. Students will learn to brainstorm ideas, write dialogue, and understand elements of storytelling, while also creating political and social satire, physical comedy, parody, and other comedic forms. The course will provide regular opportunities to perform in front of audiences as part of the feedback/review process. Prerequisite: ENGL 135 or THTR 226 or permission of the instructor.
Cross-listed as: ENGL 327

THTR 340: Renaissance Drama

Who were the other popular playwrights of Shakespeare's day? Have they been overshadowed by the Bard's fame? In this course we will discuss, watch films of, and stage scenes from the vibrant and stage-worthy plays of the late sixteenth and early seventeenth centuries in England, including the witty comedies of Jonson and Dekker, and the horrific tragedies of Kyd, Marlowe, Marston, Middleton, Tourneur, Webster, and Ford. The course will culminate in a discussion of the film *Shakespeare in Love*, which portrays playwrights, actors, managers, and other historical figures of the English Renaissance.

THTR 350: Dramatic Theory

Discussion and application of major theories of drama, including Aristotle, Dryden, Stanislavski, Brecht, Artaud, and others. We will apply each theory to appropriate plays from each theorist's time period, plus we will apply all the theories to a selected work in order to come up with a range of theoretically informed producible production concepts for the play. Prerequisites: THTR 230, THTR 231. THTR 255 strongly recommended.

THTR 351: Performance Ethnography

Performance Studies stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional qualitative fieldwork. Looking at behavior through the lens of performance offers new ways for ethnographers to understand how identity is formed and expressed. As a discipline concerned with non-textual forms of knowledge, scholars engaged in this field sometimes use performance to present their research, recognizing the modes of knowledge that cannot be reduced to words. Students in this course will study

Performance Studies scholarship, learn the basics of ethnographic practice, and create performances based on their research. They will study the work of scholars such as Dwight Conquergood and Erving Goffman and artists such as Tectonic Theater, which specialize in documentary theatre. There will also be required field trips and site visits. Prerequisite: THTR 251 or permission of instructor. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: SOAN 351

THTR 354: The Mind Onstage

(The Mind Onstage: Theatre and Cognition.) In the last decade, prominent theater scholars have integrated neuroscience research into their studies. Their excitement stems from the realization that current scientific research seems to speak directly to one of the major concerns of theatre scholars for decades: How does performing and/or watching a performance affect the brain? In this interdisciplinary class, students will read the work of scholars such as Rhonda Blair and Rick Kemp, in addition to creating their own performances, as we explore the ways science and the humanities can intersect. No prerequisites. Cross-listed as: NEUR 354

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THTR 375: Directing

An introduction to directing for the stage, including both scholarly study of directing and practical work. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to short directing projects. Emphasis is on directing projects and production research. Prerequisites: THTR 230, THTR 231, THTR 120.

THTR 390: Internship

Our Chicago connection allows us to offer internship opportunities at a variety of local theaters, while also allowing students to utilize their theatrical skills in an array of non-theatrical work opportunities. Internships are available in such areas of stage management, dramaturgy, education, public relations, and development, but we also encourage students to think more broadly about the applicability of their theater skills in such areas as business, law, public service, teaching, and many others. Students can work at such major theaters as Steppenwolf, Goodman, Chicago Shakespeare, and Second City, while smaller companies such as Victory Gardens, Writers, Timeline, and Lookingglass also offer valuable opportunities. Internships must be applied for in the semester prior to enrollment and applications include on-campus consultation with faculty and staff along with off-campus interviews with members of the host organization. Junior class standing and other prerequisites apply based on the nature of the internship and its requirements. THTR 390 does not fulfill the 300-level requirement for the major. For application information, interested students should consult with the campus internship liaison and their department chair or advisor.

THTR 480: Sr Sem: Business of Show Business

(Senior Seminar: The Business of Show Business) The aim of this course is to provide a "capstone" experience for students majoring in theater. The course allows students to reflect on why one makes theater and to develop their own conceptual and economic basis for making theater. The course will stress issues that confront the theater artist, including professional practices and financial realities. Students will divide their time between independent research and the classroom. Classroom work will focus on student research presentations and discussions of practices and issues confronting the contemporary theater artist. Prerequisite: junior or senior standing in the major or permission of the instructor. This course counts as an elective toward the Entrepreneurship and Innovation minor.

THTR 492: Creative Project

To fulfill their senior studies requirement, students may choose to work on a creative project that includes a substantial critical component, to be designed in collaboration with their thesis advisor. Possible projects include (but are not limited to) writing an original script, creating and performing a solo show, participating in a devised performance, or choreographing an original dance. The critical component will not only document the creative process, but also include an analysis of the texts and artistic influences that inspired the project and a rigorous post-performance critique.

THTR 494: Senior Thesis

A well-documented and well-executed senior project completed in the senior year may count as a senior thesis. (See Academic Regulations in the Student Handbook for details.) As with other theses, the final project will be reviewed by a thesis-examining committee consisting of three faculty, at least one from outside the Theater Department. Students are encouraged to consult with members of this committee during the planning and execution of the project.

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Urban Studies

Faculty

[Holly Swyers](#)

Associate Professor of Anthropology, Chair of Sociology and Anthropology (fall), Chair of Urban Studies (fall)

Areas of Study: U.S. culture, American adulthood, 20th-21st century U.S. education, sports, community development and maintenance

[Rebecca Graff](#)

Assistant Professor of Anthropology, Chair of Urban Studies (spring), Chair of American Studies

Areas of Study: historical archaeology, U.S. urban archaeology (19th- and 20th- century Chicago), modern and contemporary material culture, world's fairs and expositions, anthropology of time and temporality, archaeology of tourism

Requirements

MINOR IN URBAN STUDIES

The minor in Urban Studies is designed to complement a variety of majors throughout the curriculum. Prospective minors are strongly encouraged to declare early and consult with a member of the Urban Studies committee in order to tailor their minors to the rest of their program of study. No major is available.

Requirements for the Minor:

- Core course for all students: [Urban Studies 110: Introduction to Urban Studies](#)
- One methodology course: Minors are expected to take one methodology course that is related to the types of research they are likely to do in Urban Studies. The following methodology courses are already approved. Other methodology courses may be taken to meet this requirement in consultation with the chair of Urban Studies. NOTE: many of the courses below have prerequisites or are restricted to majors.
 - ARTH 485: Seminar: Means and Methods of Art Historians
 - COMM 301: Communication Research Methods
 - ECON 180: Quantitative Methods for Economics and Business OR ECON/BUSN/FIN 130 Applied Statistics
 - HIST 300: Theory and Methods
 - MATH 150: Introduction to Probability and Statistics
 - POLS 200: Methods of Political Research
 - PSYC 221: Research Methods and Statistics I
 - PSYC 222: Research Methods and Statistics II
 - SOAN 310: Quantitative Methods
 - SOAN 320: Qualitative Methods
- Two credits of internship covering service and urban work. (Internships must have approval of the Urban Studies chair in order to receive credit; some two-credit internships may satisfy both the urban and service requirements.)
- Two electives from among the following:
 - AMER 200: Topics
 - AMER 226: Chicago: Local and Global
 - ARTH 189: Public Art in Chicago
 - ARTH 217: 19th Century Art
 - ARTH 218: 20th Century Art
 - ARTH 221: Modern Architecture
 - ARTH 225: American Architecture
 - ARTH 323: Monuments and Memory
 - COMM 285: Modern Media History
 - ECON 280: The Mexican-American Border

- ECON 320: Labor in the American Economy
- ECON 325: Economy of Land
- ECON 340: Environmental and Natural Resource Economics
- EDUC 212: Educational Reform in the U.S.
- EDUC 310: Equity and Social Justice in Education
- ENGL 311: Hidden Chicago: Culture, Class, Conflict
- ENGL 312: Black Metropolis: A Study of Black Life in Chicago
- ES 315: The Social Ethics of Energy Production and Use
- FIN 337: Real Estate Finance
- HIST 201: Modern America
- HIST 235: American Cities
- HIST 239: History of Education in American Society
- HIST 318: Chicago: History and Public Memory
- HIST 348: Stereotyping Indian Cities
- POLS 232: Race and Politics in the Age of Obama
- POLS 233: Chicago Politics
- POLS 234: Urban Politics
- SOAN 237: City, Space and Place
- SOAN 290: Social Problems and Social Policy
- SOAN 353: Anthropology of Automobility
- SOAN 354: Anthropology of Place
- THTR 102: Theater in Chicago

Some of the electives noted above may be offered as part of Lake Forest College's In The Loop program. Courses from other off-campus programs may be eligible to count as electives toward the minor with the approval of the Urban Studies chair.

Course Descriptions

URBS 110: Introduction to Urban Studies

Urban Studies allows students to examine the development and impact of urbanization in the great metropolitan regions (comprising larger inner cities and suburban communities) in which a majority of the world's population now lives. This interdisciplinary course focuses on the economic, political, environmental and cultural dimensions of the urban experience, with guest lectures by a variety of college experts. A core professor will coordinate these visits, encouraging students to see how all elements interrelate to both limit and expand what is possible in metropolitan regions. Field trips to both urban and suburban locations will allow students to understand the range of issues confronting these population centers. Students will be challenged to think about how compromise and negotiation are crucial parts of urban planning and to ask how decisions that affect the urban and suburban community ultimately are made. (Meets GEC Social Sciences Requirement.)

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Graduate Programs

Lake Forest College has two graduate programs of study, a Master of Liberal Studies Program and a Master of Arts in Teaching.

- [Master of Liberal Studies](#)
- [Master of Arts in Teaching](#)

ADMISSION CONTACTS

Master of Liberal Studies Program

Carol Gayle

Associate Director of the MLS Program
847-735-5083

gayle@lakeforest.edu

Master of Arts in Teaching Program

Adrienne Thoms

Department Assistant
Department of Education
847-735-5169

thoms@lakeforest.edu

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Master of Liberal Studies

The Master of Liberal Studies Program is designed for those who have completed a bachelor's degree and who want to enhance their knowledge and analytical skills to prepare themselves for the challenges of the twenty-first century. The program leads to a Master of Liberal Studies (MLS) degree.

At the heart of the MLS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. These specially designed seminars foster the ability to integrate knowledge from several fields and to deal with major questions in light of the wisdom afforded by a broad understanding of the liberal arts.

Students are adults who live and work in the community, including business men and women, teachers, and adults pursuing advanced study for their own enrichment and pleasure.

ADMISSION CONTACTS

Master of Liberal Studies Program

Carol Gayle

Associate Director of the MLS
Program

847-735-5083

gayle@lakeforest.edu

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Admission and Tuition

To be admitted to the Masters in Liberal Studies program, candidates must hold a bachelor's degree from an accredited college or university. Candidates should submit transcript records of all college work at the time they submit their application for admission. Our simple application form asks applicants to write a brief essay stating how the Graduate Program in Liberal Studies will serve their needs. In addition, each applicant will be interviewed by the Director, Associate Director, or another member of the MLS Committee. The Committee is responsible for admitting applicants. The decision to admit an applicant is based entirely on the Committee's assessment of whether the applicant is likely to perform well in the program and to benefit from it.

Graduate tuition and expenses

Application Fee: \$30.00

Tuition per Course for 2017-2018:	\$2,600
Tuition per Course for Teachers:	\$2,000

Withdrawal and refunds

A student who wishes to withdraw from an MLS seminar or an elective course must notify the Associate Director of the program. Refunds will be made according to the following schedule (less a \$100 nonrefundable fee):

Seminar Meetings Completed	Refund
1	90%
2	80%
3	70%
4	60%
5	50%
6	40%
7 or more	0%

When students withdraw from elective courses, refunds follow the prorated schedule for regular undergraduate courses. All graduate courses are regarded as beginning on the first day of the term, and the amount refunded diminishes by 10% every week.

All financial policies detailed under Undergraduate Tuition and Fees apply to the Graduate Program in Liberal Studies.

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Requirements

A candidate must successfully complete at least eight Lake Forest College courses for graduate credit. Since each of these courses carries four semester hours of credit, the MLS degree represents a total of 32 semester hours of graduate credit.

Of these eight courses, at least three must be MLS interdisciplinary seminars and/or colloquia. The remaining five courses are electives and may be chosen from the following options:

- additional MLS seminars;
- advanced undergraduate courses in which the graduate students will be expected to do extra work. In certain cases, students may choose to concentrate electives in a discipline;
- independent study, one form of which is a master's thesis.

An overall average of B or higher is required to complete the MLS degree.

MLS students are not required to take any minimum number of courses a year to remain in the program. Part-time students are welcomed and most students take only one course a semester. Students may also choose to complete the MLS degree in one year, or a year and a half, through a special accelerated program which usually requires completion of a thesis or final project.

Coursework given a grade of incomplete by the instructor must be cleared within one year; after that, the grade will be recorded permanently as NC (No Credit), which will not affect the student's grade point average.

Transfer credit

Once a student is admitted to the program, the MLS Committee may approve the transfer of graduate courses from an accredited university. Only courses in which the student has earned a grade of B or higher and that fit into the liberal arts definition of the MLS program can be considered for acceptance in transfer. Normally, the Committee will accept in transfer no more than the equivalent of two Lake Forest College graduate courses.

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SEMINARS

Team-taught, interdisciplinary seminars are at the heart of the Graduate Program in Liberal Studies. Each semester one graduate seminar is offered. MLS seminars are taught once a week in the evening, usually on Mondays, from 7:00 to 10:00 p.m. Below are course descriptions for the seminars currently in the MLS curriculum.

MLS 510 Darwin: His Impact on His World and Ours

Darwin and Darwinism are studied from a variety of perspectives, including the ways thinkers used the prestige of scientific theory to justify contemporary business practices and social inequalities; the impact of Darwinism on literature; scientific developments since Darwin; the new sociobiology, the genetic and cultural evolutionary determination of human behavior.

MLS 514 Public Policy and the Environment

The seminar will examine: the historical background of current environmental issues; alternative ways of conceiving of the relationship of humankind and the natural world; environmental and political implications of global energy supplies and renewable energy sources and their uses; the complex issues created by the need to reconcile environmental with other social goals such as economic growth; analysis of the consequences of population growth.

MLS 516 The Idea of Law

The idea of "law" can mean different things in different contexts and applications. This seminar considers such questions as whether the concept of law is used the same way in the natural and social sciences. How does "natural" law differ from "positive" law? While literature does enlarge our understanding of law in these several senses, how do letters, as well as the other arts, themselves reflect their own "rules"? And do new theories of literary criticism along with chaos theory challenge older assumptions of order and meaning?

MLS 518 Modernism

This seminar explores the origins and development of the cultural movement that helped define Europe and America in the 20th century. The radical transformation of both natural and social science in the late nineteenth century reconfigured notions of time and space that profoundly affected literature and the arts. New technologies contributed to a pervasive mass culture that both influenced and alienated artists and intellectuals. The seminar will discuss a variety of thinkers who challenged middle-class conventions and created the heresies of Modernism.

MLS 520 The Mind and the Brain

The brain has been called an "enchanted loom." Can our knowledge of the physical brain help us understand our thinking selves, our emotions, and other mental processes? Conversely, can a good understanding of the human mind (rational, spiritual, and creative) illuminate our study of the physiological brain? How do personality and intellect develop over one's life? How does the brain develop, and how might consciousness have evolved? Do we have inborn "social instincts"?

MLS 522 The Eighteenth Century: Emergence of a New World View

The Scientific Revolution of the seventeenth century transformed the intellectual climate of European civilization. In the century that followed, many argued that the rational methods of natural science could be applied to philosophy, religion, politics, aesthetics, and society. The impulse to Enlightenment was challenged by a generation of writers and satirists who, while often introducing new styles of poetry and prose, defended traditional humanistic values. From this tension between old and new, continuity and change, emerged a modern world view. This seminar will explore eighteenth-century culture in a variety of its manifestations, including science, literature, the arts, religion, and politics.

MLS 524 Ways of Knowing

We know many different things but we also know in many different ways. The poet, the scientist, the historian and the mystic come to know the world distinctively. What is the basis for scientific knowledge? How can we know the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the ways in which we know, concentrating on the scientific, the historical, and the literary.

MLS 526 Sound and Image

This seminar will consider the aesthetic interaction between ear and eye, especially in the mass-mediated forms of music, sound effect, dialogue, photograph, painting, and cinema. We will read both theoretical and literary reflections on the subject, see some movies, and listen to recorded music. Briefly considering the physics and physiology of hearing and vision, we will consider how the artistic imagination, delivered in audio and visual media, interacts with audience experience both as individuals and as a social group.

MLS 528 Liberty

The concept of liberty is a relatively modern one; we can trace its development from the English Enlightenment to the 21st century. This seminar will explore how the idea of liberty has developed as a political, economic, cultural and social ideal. We will look at liberty in markets, individual rights, conflicts between equality and freedom, international relations, psychological explorations of freedom, conflicts between states and individual liberties, and other topics. Materials will include classic texts and cultural explorations of liberty through literature and the arts.

MLS 530 War and Peace: Conflict and Human Nature

This course examines how issues of war and peace frame international relations in the modern era. With a special emphasis on World War I, we will study popular attitudes toward war, including militarism, imperialism, and pacifism. Consideration is also given to Woodrow Wilson's peace plan and subsequent efforts to end states' reliance on armed conflict to settle international political disputes. The course also considers the effect of technological change on war, efforts to promote democracy as an antidote to war, humanitarian intervention, and Islam's tradition of pacifism as a response to jihadism.

MLS 532 Sex and Gender in Nature and Society

An interdisciplinary exploration of sex and gender, with emphasis on the perspectives of biology, psychology, history, art, and literature. We will examine the biological bases for differences between males and females and how evolution shapes sex roles in animal societies. We will consider the social and cultural differences between males and females and how gender and sex affect the social roles of men and women. How, if at all, have gender roles changed in the process of historical development? Have these changes been influenced by a growing understanding of the biology of sex and gender? How does culture construct gender and in what ways can art and literature illuminate aspects of gender?

MLS 534 Civil Liberties and Civil Rights

Civil rights and civil liberties are often confused but both are essential to any civilized society. This seminar will focus on the essential differences between civil liberties—or the individual freedoms guaranteed by the Constitution and the Bill of Rights—and civil rights, the protections afforded particular groups from discrimination or unequal treatment. Landmark cases in the areas of reproductive rights, freedom of speech and religion, capital punishment, the right to keep and bear arms and voting rights will be studied and discussed, from a legal, political and an historical perspective. International comparisons will be an integral part of the course focus.

MLS 536 Meetings: East and West

Encounters between East and West play a significant role in world affairs. This course explores the complex and evolving inter-relationships among East Asian nations and Western powers by focusing on how both Eastern and Western traditions and discourses encounter, resist, assimilate, and transform each other in unpredictable ways. Sweeping themes, ranging from the formation of empire and efforts to create modern nation-states in China and Japan to cultural/intellectual interchanges between East Asia and the United States will be discussed through the examination of a wide variety of sources, including official documents, personal memoirs, oral histories, literary and artistic works, intellectual scholarship, and documentary films.

MLS 538 Ethics and Life

Selected topics dealing with the ethical dimension of human activities, institutions, and traditions. Topic for Fall 2005: International Relations. Considerations of the intersection between ethics and U.S. foreign policy, examining tensions and harmony between universal values and national interest. Examination of the extent ethics does, can, or should inform decisions about the U.S. role in international affairs.

MLS 540 Cinema and Society

Cinema exerts a powerful influence on society. It reflects, shapes and comments upon a variety of social and political concerns. Through careful analysis of films—classic as well as recent—and related texts, the seminar will explore varying representations of such themes as nation, gender, class, and race from literary, socio-scientific, and artistic perspectives.

MLS 542 Images of Human Nature

This course will consider various views about the nature and meaning of human existence. Among the images to be examined are the religious and philosophical, the heroic, the psychological, as well as the sociological and historical. Readings include selections from The Book of Genesis, Confucius, Plato, Aristotle, Augustine, Al Farabi, Hobbes, Shakespeare, Dostoevsky, Nietzsche, Freud, Durkheim, Woolf, Sayers, and various classical and contemporary documents, including film.

MLS 544 Chicago Aspirations: Past, Present, and Future

From its origins in the nineteenth century, Chicago has evoked endless aspirations. As both a place and an idea, it has inspired multi-layered images of an urban home, a locus of industry and a contested cultural landscape. Chicago Aspirations will rely upon artistic, literary, and historical depictions of its evolving identity. The course will integrate campus sessions as well as field-based explorations of Chicago as both a contemporary and historical city.

MLS 546 Religion: An Interdisciplinary Approach

Religion has been a cultural universal in the past, and remains a constant in our current societies. Some of the questions that this cross-disciplinary seminar explores are as follows: What is religion? How does it interact with other facets of our psychological, sociological, and cultural life? What was its role in different societies? What is its future? We shall look at religion from the perspectives of theologians, philosophers, psychologists and social scientists, and literature and the arts.

MLS 548 Romanticism: Self and Society

The Romantic era (ca. 1780-1830) was a period of revolutionary change in politics, literature, music, and the visual arts. This seminar examines the evolving relation of self and society through five transformational decades of modern European history. Discussions will focus on the works of a number of major figures, including Blake, Burke, Schiller, Wordsworth, Keats, Schubert, and Mary Shelley.

MLS 550 Latin America: Economy and Culture

An interdisciplinary study of Latin America, focusing on economics, society, and culture. Special attention to the transfiguring role of film and literary texts. Also special emphasis on border studies, including free trade agreements, the treatment of workers, and immigration policy between the United States and Mexico.

PRECEPTORIALS

A preceptorial is a small group tutorial focusing on a particular theme. The Graduate Program in Liberal Studies will offer these special classes on an as-needed basis.

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Master of Arts in Teaching

The Master of Arts in Teaching Program (MAT) at Lake Forest College recommends graduates for initial teaching licenses in elementary, middle, secondary and K- 12 education. Through the MAT Program, students can obtain both a master's degree and Illinois teacher licensure simultaneously. This program is not appropriate for teachers who are already licensed to teach in K-12 schools.

Our [teacher licensure program](#) has earned an excellent reputation for preparing knowledgeable, responsive, caring, and respected professional teachers.

As a Master of Arts in Teaching (MAT) student, you will:

- Learn in small collaborative cohorts together with fellow students who are completing majors in various fields. It's an interdisciplinary approach not found at other colleges;
- Be guided by learned faculty and cooperating education professionals who provide individualized advising, mentorship, and assessment;
- Work with student populations spanning the American racial, ethnic, and socioeconomic spectrum;
- Get two classroom internships and practicums in school settings where you can hone teaching skills, not just one clinical experience like at most other colleges.

The Master of Arts in Teaching (MAT) Program is suited for:

- Individuals who have completed a B.A. at another institution (with a major in an area of study offered by Lake Forest College) or at Lake Forest College and seek teacher licensure;
- Juniors or seniors at Lake Forest College who want to add a teaching degree to their majors;
- First-year or sophomore students at Lake Forest College who want to complete licensure requirements in five years in order to complete additional elective courses, an additional minor concentration and/or a study abroad or off campus program during their first four years of study;
- Transfer students who wish to become a teacher and have enough credits to graduate in four years, but will need another year to complete required coursework for teacher licensure.

ADMISSION CONTACTS

Master of Arts in Teaching Program

Adrienne Thoms

Department Assistant
Department of Education
847-735-5169
thoms@lakeforest.edu

MAT Student Learning Outcomes:

- The MAT teacher candidate will demonstrate professional characteristics, responsive teaching practices, resourcefulness, teacher efficacy, and reflective capacities as these are described specifically in the Education Department's document entitled "Identifying Dispositions of a Lake Forest College Educated Teacher" through successful submission of artifacts and reflective essays through the electronic portfolio process.
- The MAT teacher candidate will meet all standards articulated for effective beginning teaching in the areas of planning, instructional delivery and assessment in each candidate's respective discipline (e.g., social science, chemistry, elementary education, etc.). Candidates' proficiency will be determined by receiving at least the state mandated passing score as scored nationally through the official edTPA (Teacher Performance Assessment) portfolio process.
- The MAT teacher candidate will demonstrate a beginning level of proficiency with teacher research methods and statistical analysis of research results by successful completion of a Teacher Action Research Project during student teaching.

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Admission and Tuition

Step One

With the application, you will need to submit the following:

1. A non-refundable MAT application fee of \$50 (for review of transcript and additional materials)
2. Official college transcript that shows Bachelors' degree from accredited institution*
3. Official college transcripts from each institution attended
4. Documentation of passing grade on ISBE Test of Academic Proficiency (TAP) or required score on ACT **or** SAT (Test taken **BEFORE** September 1, 2015, ACT plus Writing composite score of 22 **and** combined Writing and English score of 19 or better; Test taken **AFTER** September 1, 2015, 22 composite score **and** minimum 16 on Writing; SAT combined score of 1030 or better with Writing score of 450 or better) or scheduled test date
5. Documentation of passing score in ISBE Content Area Test or scheduled test date
6. One letter of recommendation from an employer or a professor at your prior institution (in desired certification area for secondary education candidates or content area major for elementary education candidate) for academic and character reference
7. Statement of academic and professional goals (1-2 pages)

*A 3.0 GPA in area of certification is expected. Consideration will also be given to the rigor of the BA preparation as well as evaluation of the content area portfolio.

Step Two

Transcript review by MAT Coordinator

Step Three

Orientation meeting with MAT coordinator regarding portfolio and interview preparation. Please contact Adrienne Thoms, Education Department Assistant at 847-735-5169 or thoms@lakeforest.edu to arrange an appointment.

Step Four

Submission of Content Area Assessments Portfolio (see MAT Handbook) in discipline-specific secondary or elementary broad fields to be evaluated and reviewed by Education Advisory Council content area liaison for strengths and weaknesses in content/licensure area and possible additional course recommendations

Step Five

1. Successful interview with Department of Education faculty that includes assessment of the following:
 - communication skills
 - clarity of goals for teaching
 - identifying characteristics demonstrated in areas of preprofessional dispositions, reflection, resourcefulness and potential for remaining characteristics to be demonstrated
 - relevant experiences with targeted age group
2. On-site writing sample

Step Six

Evidence from state police background check that the student is suitable to work with children (arranged through Lake Forest College)

Step Seven

Admission or provisional admission to MAT program and course registration

Step Eight

Continuing participation in the program and official admission to the licensure program is contingent upon successful completion of all testing, subsequent portfolio checkpoints, and course requirements

ADMISSION REQUIREMENTS FOR LAKE FOREST COLLEGE AND TRANSFER UNDERGRADUATE STUDENTS

- Recommendation from your major advisor
- Good standing at the College, compliance with ethics policy, verification by Dean of students

- Passing score in Illinois State Board of Education Test of Academic Proficiency (TAP) and ISBE Content Area Test or required score on ACT/SAT (Test taken **BEFORE** September 1, 2015, ACT plus Writing composite score of 22 **and** combined Writing and English score of 19 or better, Test taken **AFTER** September 1, 2015, 22 composite score **and** minimum 16 on Writing; SAT combined score of 1030 or better with Writing score of 450 or better)
- Transcript evaluation and review by Education Advisory Content Area liaison for strengths and weaknesses in content area and possible additional course recommendations
- Schedule to complete major for graduation
- GPA of 2.75
- Submission of Content Area Assessments Portfolio (see M.A.T. Handbook) in discipline-specific secondary or elementary broad fields to be evaluated and reviewed by Education Advisory Council content area liaison for strengths and weaknesses in content/certification area and possible additional course recommendations
- Department interview
- On-site writing sample
- Passing of Illinois State Police background check
- B- or better in EDUC 210

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Requirements

The basic requirements are:

- 37 credit hours (9.25 courses) of course work in elementary, middle, secondary or K-12 licensure [41 credit hours (10.25 courses) for adding middle school endorsement with elementary licensure]
- A minimum of four semesters of course work, including fieldwork practica and student teaching placements in local public schools. (Additional courses may be required according to transcript and portfolio evaluation.)
- Completion of an electronic portfolio at four required checkpoints containing student created artifacts and reflective essays.

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Required Courses

Foundational Coursework Required

- EDUC 210 Observing the Schooling
- EDUC 215 Instructional Communication: Theory and Practice
- PSYC 210 Developmental Psychology
- EDUC 220/244/270 Foundations of Education course
- Content Area Course (post-BA) or Content major (3/2)

MAT Coursework Required

- EDUC 403: Reading in the Elementary School or EDUC 413: Reading in the Content Areas
- EDUC 404: Elementary Fieldwork and Seminar or EDUC 415: Middle School Fieldwork and Seminar
- EDUC 414 Inclusive Learning Environments
- EDUC 501 Introduction to Teacher Research
- EDUC 516: Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or EDUC 520: Discipline-Specific Secondary Curriculum and Instructional Design or EDUC 522: : Discipline-Specific K-12 Curriculum and Instructional Design
- EDUC 517: Curriculum and Instruction in the Elementary Schools: Math and Science or EDUC 519: Secondary Curriculum and Instructional Design
- EDUC 518: Elementary Student Teaching and Seminar or EDUC 521: Secondary Student Teaching and Seminar (12 hours)
- EDUC 502 Teacher Action Research Project (1 hour)
- EDUC 506: Teaching Adolescent Students (middle school endorsement for elementary candidates only)

37 hours of coursework (41 hours for middle school endorsement), in addition to foundational course work* 6 MAT courses, plus student teaching, and action research project

*additional content courses may be required depending on transcript review

Course Sequence for Those with a Bachelor's Degree

Year One

Fall (foundational coursework)	Spring (MAT coursework)
EDUC 210: Observing the Schooling Process	EDUC 403: Reading in the Elementary School or EDUC 413: Reading in the Content Areas
EDUC 215: Instructional Communication: Theory and Practice	EDUC 404: Elementary Fieldwork and Seminar or EDUC 415: Middle School Fieldwork and Seminar?
One course in certification area (secondary, K-12, or elementary content area requirements)*	EDUC 414: Inclusive Learning Environments
PSYC 210: Developmental Psychology	

May Term

EDUC 501: Introduction To Teacher Research

Year Two

Fall	Spring
EDUC 516: Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or EDUC 520: Discipline-Specific Secondary Curriculum and Instructional Design	EDUC 518: Elementary Student Teaching and Seminar or EDUC 521: Secondary Student Teaching and Seminar (12 hrs) ..

or EDUC 522: Discipline-Specific K-12 Curriculum and Instructional Design (with master's component)	??
EDUC 517: Curriculum and Instruction in the Elementary Schools: Math and Science or EDUC 519: Secondary Curriculum and Instructional Design (with master's component)	EDUC 502: Teacher Action Research Project (1 hr)
Phil./ Hist./Anthro EDUC.	
EDUC 506: Teaching Adolescent Students (middle school endorsement for elementary candidates only)	

*and/ or additional courses as required by transcript and portfolio evaluation by content-area specialist and education department

3-2 MAT Course Work Sequence (Current Lake Forest College Students)

Year One - Senior Year

Fall (foundational coursework)	Spring (MAT coursework)
EDUC 210: Observing the Schooling	EDUC 403: Reading in the Elementary School or EDUC 413: Reading in the Content Areas *
EDUC 215: Instructional Communication: Theory and Practice	EDUC 404: Elementary Fieldwork and Seminar or EDUC 415: Middle School Fieldwork and Seminar*
PSYC 210: Developmental (Prereq: PSYC 110)	EDUC 414 Inclusive Learning Environments*
Other Major or Elective	Other Major or Elective

Summer Term I / May

EDUC 501: Introduction To Teacher Research

Year Two - MAT Year

Fall	Spring
EDUC 516: Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or EDUC 520: Discipline-Specific Secondary Curriculum and Instructional Design or EDUC 522: Discipline-Specific K-12 Curriculum and Instructional Design (with master's component)	EDUC 518: Elementary Student Teaching and Seminar or EDUC 521: Secondary Student Teaching and Seminar (12 hrs)
EDUC 517: Curriculum and Instruction in the Elementary Schools: Math and Science or EDUC 519: Secondary Curriculum and Instructional Design (with master's component)	EDUC 502 Teacher Action Research Project (1 hr)
Phil./ Hist./Anthro EDUC.	
EDUC 506: Teaching Adolescent Students (middle school endorsement for elementary candidates only)	

Course Credits: 9.25 (10.25 for middle school endorsement option for elementary candidates)

Hours: 37 (41 for middle school endorsement option for elementary candidates)

*3 courses will count for MAT and BA credit

Note: A "C" or better is required for every course that counts toward teacher certification.

Note: A "B-" or better is required for every Education Department course.

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David F. Gorter '80, Vice Chairwoman
William A. Lowry '84, Secretary

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Williamstown, Massachusetts

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Lake Bluff, Illinois

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Pacific Palisades, California

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Partner, Negotiations & Contracts Executive, Aon Hewitt

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Lake Forest, IL

Alexander D. Stuart
President, North Star Investments

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President, Lake Forest College Alumni Board

Jeffrey J. Anderson
President and Chief Executive Officer, Lake Forest Graduate School of Management

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Lake Forest, Illinois

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Lake Forest, Illinois

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Paula P. Lillard
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Chairman and Chief Executive Officer (ret.), Kemper Group

Marian P. Pawlick
Lake Bluff, Illinois

Rhoda A. Pierce '60
Highland Park, Illinois

Florence F. Wheeler
Lake Forest, Illinois

The Faculty

Current Faculty

Amy Abe (1994-1996; 2000)

B.A., Lake Forest College; M.S., Lake Forest Graduate School of Management; Ph.D., California Institute of Technology; Senior Lecturer in Chemistry and Physics

Dawn M. Abt-Perkins (1993)

B.S., M.S., Ph.D., University of Wisconsin (Madison); Director of Writing Programs; Professor of Education

Glenn Adelson (2009)

B.A., University of Michigan; J.D., University of Michigan; Associate Professor of Environmental Studies

Anthony Adler (2006)

B.A., Carnegie-Mellon University; Lecturer in Theater

Edward Ahern (2005)

B.A., University of Illinois; M.B.A, University of Chicago; Lecturer in Economics and Business

Beth Ahlgrim (2013)

B.A., St. Mary's University; M.A., DePaul University; M.A., Northeastern University; Lecturer in Education

Lia Alexopoulos (2001)

B.A., Lake Forest College; M.A., University of Chicago; Lecturer in Art

Nikki Anderson (2016)

B.F.A., Drake University; M.F.A., Stony Brook University; Lecturer in Art

Dan Andrews (2015)

B.A. Moody Bible Institute; Head Men's Soccer Coach

Kimberly Ankney (2013)

B.A., Temple University; M.A. University of Michigan; Lecturer in Music

Mariko Anno (2012)

B.A., Lake Forest College; M.M., D.M.A., University of Illinois at Urbana Champaign; M.A., Ph.D., Tokyo University of the Arts; Lecturer in Music

Robert Archambeau (1996)

B.A., University of Manitoba; M.A., M.F.A., Ph.D., University of Notre Dame; Professor of English

Carla Arnell (2000)

A.B., Augustana College; M.A., Ph.D., Northwestern University; Associate Professor of English

Nancy Arnold (2014)

B.S., Loyola University-Chicago; M.S., American Inter-Continental University; Lecturer in Computer Science

Anjana Arora (2012)

B.S., M.S., M.Phil., Punjabi University (India); B.Ed., Annamalai University (India), M.Ed., Ph.D., University of Nebraska-Lincoln; Lecturer in Education

Robert A. Baade (1973)

B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison); A.B. Dick Professor of Economics and Business

Cheryl Bachand (2003)

B.A., Clark University; M.Ed., Northeastern University; M.A., University of Massachusetts, Lecturer in Art History

Ana Baez (2017)

B.A., Northwestern University; M.A., University of Illinois at Chicago; Lecturer in Spanish

Sugata Banerji (2015)

B.E., West Bengal University of Technology (Kolkata, India); Ph.D., New Jersey Institute of Technology; Assistant Professor of Computer Science

Flavia Barbosa (2017)

B.S., Universidade Federal de Minas Gerais (Brazil); Ph.D., University of Missouri; Assistant Professor of Biology

Anne Barry (2015)

B.A. and Higher Diploma in Education, University College Cork (Ireland); M.A., University of St. Thomas; Assistant Professor of Music

Denise Bass (2011)
B.A., Lake Forest College; M.S., University of Illinois at Chicago; Lecturer in Education

Rudi Batzell (2017)
B.A., Columbia College; M.Phil., University of Cambridge (UK); Instructor in History

Christopher Todd Beer (2012)
B.F.A., The Savannah College of Art & Design; M.A., Humboldt State University; Ph.D., Indiana University; Assistant Professor of Sociology

Carmina Bech (2015)
B.A., University of Barcelona (Spain); Lecturer in Finance

Theodore R. "T. R." Bell (2004)
B.A., Lake Forest College; Physical Educator and Coach; Director of Summer Conferences

Elizabeth Benacka (2007-2013, 2013)
B.A., Loyola University of Chicago; M.A., Ph.D., Northwestern University; Assistant Professor of Communication

Catherine Benton (1987)
B.A., Southern Illinois University; M.I.A. (International Administration and Cross-cultural Education), School for International Training; M.A., M.Phil., Ph.D., Columbia University; Associate Professor of Religion

Jessica Berger (2011)
B.A., Lake Forest College; M.A., University of Illinois at Chicago; Lecturer in English

Karen Blocker (2001)
B.S., M.A., National Louis University; Certificate in Assistive Technology, California State University; Academic Technologist; Manager of Media Services

David M. Boden (1996)
B.A., Johns Hopkins University; J.D., College of William and Mary; M.A., Ph.D., Northwestern University; Associate Professor of Sociology and Anthropology

Nancy Sosna Bohm (2001)
B.A., California State University (Chico); M.L.S., San Jose State University; Associate Librarian; Reference Librarian

Michelle E. Bolinger (2007)
B.F.A., Indiana University; M.F.A., University of Washington; Lecturer in Art

Ruthane I. Bopp (1960)
B.A., Lake Forest College; M.A., Northwestern University; Associate Registrar of the College; Instructor in Mathematics

David A. Borden (2015)
B.A., Ohio University; M.A., University of South Carolina; Lecturer in Entrepreneurship

Virginie Bottero (2016)
B.S., M.S., Ph.D., University of Nice Sophia-Antipolis (France); Lecturer in Neuroscience

Nancy Brekke (1991)
B.A., Ph.D., University of Minnesota; Associate Professor of Psychology

Katherine Brill-Schuetz (2016)
B.S., University of Illinois; M.A., Ph.D., University of Illinois at Chicago; Lecturer in Psychology

Brian Bruha (2004)
B.A., Lake Forest College, M.B.A.-Keller Graduate School of Management; Director of Athletic Facilities, Head Men's Golf Coach

Andrew Bullen (2013)
B.Ph.Ed., University of Otago (New Zealand); M.Ed., University of Texas at Austin; Ph.D., University of Pennsylvania School of Medicine; Lecturer in Biology

Randall Bush (2012)
B.S., M.A., Northwestern University; Lecturer in Communication

Geoffrey Button (2015)
B.A., Western Michigan University; M.F.A., Northwestern University; Director in Theater

Courtney Cain (2017)
B.A., M.A., University of Illinois; Assistant Professor of African American History

Emir Cakaroz (2015)
B.A., M.A., Anadolu University (Turkey); M.F.A., University of Wisconsin, Milwaukee; Lecturer in Communication

Stephanie Caparelli (2014)
B.A., Lake Forest College; J.D., Chicago-Kent Law School; Lecturer in Politics

Kristen Carlson (2017)
B.A., University of Iowa; M.A., Northeastern Illinois University; M.A., Concordia University; Lecturer in Education

Henry L. Carrigan (2009-10, 2016)
B.A., Palm Beach Atlantic College; M.Div., Southeastern Baptist Theological Seminary; Lecturer in English

Gent Carrabregu (2016)
B.A., Bates College; M.A., Northwestern University; Lecturer in Politics

James Catanzaro (2009)
B.A., Greenville College; M.A., West Virginia University; Head Football Coach

Shiwei Chen (1998)
B.A., Yunnan University; M.A., Peking University; Ph.D., Harvard University; Professor of History

Beth A. Clemmensen (2013)
B.A., University of Illinois; M.B.A., Northwestern University; Lecturer in Economics and Business

Jason A. Cody (1995-1996; 1997)
B.A., College of Wooster; Ph.D., Northwestern University; Professor of Chemistry

Danielle Cohen (2017)
B.A., Princeton University; M.A., Ph.D., Cornell University; Lecturer in History

Michael Cohen (2017)
B.A., Miami University; M.A., Michigan State University; Associate Director of Admissions

Michael Conklin (2016)
B.A., Cornell College; M.A. Loyola University; Lecturer in Communication

Bradley Coleman (2013)
B.A., Miami University; M.F.A. California State University; Lecturer in Art

Margaret Coleman (2016)
B.F.A., Miami University; M.F.A. University of Massachusetts; Lecturer in Art

Herbert Colston (2010)
B.A., Purdue University; M.S. and Ph.D., University of California, Santa Cruz; Lecturer in Psychology

Ryan Cook (2014)
B.A., St. Cloud State University; M.A., Ph.D., University of Chicago; Lecturer in Sociology and Anthropology

Helen Cooper (2014)
B.A., Bard College; M.F.A., School of the Art Institute of Chicago; Lecturer in Art

Joshua Corey (2007)
B.A., Vassar College; M.A., M.F.A., University of Montana; M.A., Ph.D., Cornell University; Associate Professor of English

Richard Corley (2010)
B.F.A., North Carolina School of the Arts; M.A., Goddard College; Lecturer in Theater

Connie Corso (2006)
B.A., University of Cincinnati; M.B.A., Olivet Nazarene University; Academic Technologist; Manager of the Brown Technology Resource Center

Chelsea Cossu (2012)
B.F.A., Western Michigan University; M.F.A., University of South Florida; Lecturer in Art

Mimi Cowan (2012)
B.A., North Central College; M.A., National University of Ireland; Lecturer in History

Emily Crews (2016)
B.A., Agnes Scott College; M.A., University of Chicago Divinity School; Lecturer in Religion

James R. Cubit (1996)
B.S., M.A., University of Iowa; Director of the Library and Information Technology

Michael Dau (1966)
B.A., M.L.S., Lake Forest College; Physical Educator and Coach

Ken Davis (2007)
B.S. Arizona State University; M.A.T. National Louis University; Men's Head Basketball Coach

Clifford Deaton (2015)
B.A., College of Wooster; M.A., Ph.D., University of Illinois at Chicago; Lecturer in Politics

Miguel de Baca (2009)
B.S., Stanford University; Ph.D., Harvard University; Associate Professor of Art History

Virginia de Oliveira-Alves (2013)
B.A., Tennessee State University; M.A., Southern Illinois University; Ph.D., Loyola University Chicago; Lecturer in Philosophy

Shubhik DebBurman (2001)
B.A., Wittenberg University; Ph.D., Northwestern University; Professor of Biology

Helene DeGross (2002; 2004)
B.A., Slippery Rock University; M.A., Northern Illinois University; Lecturer in Communication

Daniel DeFranco (2013)
B.A., Lake Forest College; Lecturer in Philosophy

Les R. Dlabay (1983)
B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University; Professor of Economics and Business

Kathryn Rindskopf Dohrmann (1975-1983; 1985-1988; 1991)
B.S., M.S., Ph.D., Iowa State University; M.P.H., Columbia University; Senior Lecturer in Psychology

Kristin Doll (2012)
B.A., Minnesota State University; M.A., University of Minnesota; M.A., Northwestern University, Lecturer in Art

Judy M. Dozier (1997)
B.A., University of Illinois (Chicago); M.A., Governors State University; Ph.D., Loyola University (Chicago); Associate Professor of English

Darren Drabek (2017)
B.A., Lewis and Clark College; M.S., Sage Graduate School; Director of International Admissions

Olivia Edelman (2017)
B.A., University of Wisconsin-Milwaukee; M.A., University of Illinois at Chicago; Ph.D., University of Chicago; Lecturer in Spanish

Scott Edgar (2012)
B.A., Bowling Green State University; M.A., University of Dayton; Ph.D., University of Michigan; Assistant Professor of Music

Monty Edson (2017)
B.A., Middlebury College; M.A., Harvard Business School; Lecturer in Entrepreneurship

Christopher J. Ellertson (2015)
B.A., Otterbein College; M.A., Indiana University of Pennsylvania; Vice President for Enrollment

Cary Elza (2012)
B.A., Smith College; M.A., Emory University; Lecturer in Communication

Daw-Nay Evans (2012)
B.A., George Mason University; M.A., Virginia Polytechnic and State University; Ph. D., DePaul University; Assistant Professor of Philosophy

Hazim Fazlic (2014)
B.A., University of Sarajevo; M.A. and Ph.D., University of Birmingham (England); Lecturer in Religion

Julie Felichio (2010)
B.S., University of Oklahoma, M.A. Northern Illinois University; Ed.D., National Lewis University; Lecturer in Biology

Amanda Felkey (2006)
B.A., Carleton College; M.A., Ph.D., Cornell University; Associate Professor of Economics and Business

David Fernandez-Diaz (2016)
B.A., M.A., Universitat Rovira i Virgili (Spain); M.S., Universitat de Barcelona (Spain); M.A., State University of New York at Binghamton; Ph.D., University of Virginia; Assistant Professor of Spanish

Pamela Ferdinand (2016)
B.A., Tufts University; M.A., University of London; M.S., Columbia Graduate School of Journalism; Lecturer in English

Cameron Ferguson (2016)
B.A., M.A., University of Minnesota; Lecturer in Politics

Joseph M. Ferguson (2016)
B.A., Lake Forest College; J.D., Northwestern University School of Law; Lecturer in Politics

Elizabeth W. Fischer (1992)
B.A., Lake Forest College; Ph.D., Northwestern University; Senior Lecturer in Chemistry

C. Richard Fisher (1987)
B.A., M.A., Ph.D., University of Chicago; Associate Professor of German

Michael Fleischer (2013)
B.A., Northeastern Illinois University; M.S., Illinois Institute of Technology; Lecturer in Psychology

Charles Flower (2015)
B.A., Lake Forest College; M.S., The Ohio State University; Ph.D., University of Illinois at Chicago; Lecturer in Biology

Stewart Foley (2013)
B.S., University of Missouri; M.B.A., University of Chicago; Lecturer in Finance

Lynette Foss (2014)
B.A., M.A., De Paul University; Lecturer in Biology

Eliza Fournier (2011)
B.A., Lake Forest College; M.P.A., University of Indiana; Lecturer in Environmental Studies

Tiffany Funk (2016)
B.A., University of Wisconsin - Madison; M.A., University of Chicago; M.F.A., University of Illinois at Chicago; Lecturer in Art

Ariana Gammel (2015)
Bachelor of Accountancy, University of San Diego; M.B.A., Lake Forest Graduate School of Management; Lecturer in Business

Rachida Ghodbane (2011)
B.A., M.A., University of Bordeaux, Bordeaux, France; Lecturer in French

Seyed Hesam Ghodsi (2016)
B.A., M.A., University of Tehran (Iran); Ph.D., University of Wisconsin-Milwaukee; Lecturer in Economics

Matthew Gilmore (2013)
B.A., University of Kansas; M.A., Northwestern University; Lecturer in Music

Paul Gladen (2016)
B.A., St. Olaf College; Ph.D., Indiana University; Assistant Professor of Chemistry

Rebecca Goldberg (2002)
B.A., M.A., Illinois State University; M.B.A., Lake Forest Graduate School of Management; Lecturer in Art

Benjamin Goluboff (1986)
B.A., New York University; M.A., Ph.D., University of Pennsylvania; Associate Professor of English

Anahit Gomtsian (2015)
B.A., M.A., University of Illinois - Chicago; Lecturer in Politics

David Gordon (2013)
B.A., Washington and Lee University; M.A., University of Notre Dame; M.A., University of Montana; Lecturer in Philosophy

Melissa Grady (2014)
B.M.E., M.M.E., Wichita State University; Visiting Assistant Professor of Music

Rebecca Graff (2014)
B.A., University of California-Berkeley; M.A., Ph.D., University of Chicago; Assistant Professor of Anthropology

Sean Graney (2009)
B.A., Emerson College; Lecturer in Theater

Cristina Groeger (2017)
B.A., Harvard University; M.Phil., University of Cambridge (UK); Lecturer in History

Kent R. Grote (1998)
B.A., Doane College; M.A., University of Cincinnati; Ph.D., George Mason University; Instructor in Economics and Business

R. Sergio Guglielmi (1991)
Laurea, University of Rome; Ph.D., University of Minnesota; Professor of Psychology

Muris Hadzic (2016)
B.A., Bogazici University (Turkey); M.B.A., Ph.D., Syracuse University, Instructor in Finance

Cynthia T. Hahn (1990)
B.A., Rosary College; M.A., Purdue University; Ph.D., University of Illinois; Professor of French

Kurt Ham (1991)
B.A., Lake Forest College; M.A., New School for Social Research; Lecturer in Sociology

Safa Hamed (2015)
B.S, M.S., Loyola University Chicago; M.A., DePaul University; Lecturer in Mathematics

Sheila Hanley (2014)
B.S., Georgetown University; M.A., University of Chicago; M.B.A., Northwestern University Kellogg Graduate School of Business; Lecturer in Economics

Niccole Hannemann (2013)
B.S., University of Illinois (Urbana); M.E., Lesley University; Lecturer in Education

Barbara Harvey (2005-06, 2008, 2010)
B.A., Dominican University; M.A., National Lewis University; Lecturer in Education and French

Matt Hawkins (2014)
B.F.A., Southern Methodist University; M.F.A., University of Iowa; Director in Theater

Richard Hay (2012)
B.A., University of Minnesota; Ph.D., Northwestern University; Lecturer in Politics

Charles Hayford (2005)
B.A., Harvard College; Ph.D., Harvard University; Visiting Professor in History

Kimberly Hazlett (2014)
B.A., Luther College; MLIS, Dominican University; Associate Librarian/Head of Circulation

Miriam Heard (2017)
B.F.A., American Academy of Art; M.L.I.S., University of Washington; Librarian/Head of Access Services

Tristan Hedrick (2017)
B.A., Amherst College; Ph.D., Northwestern University; Lecturer in Neuroscience

Victoria Helander-Heiser (2017)
B.A., University of Wisconsin-Madison; MEd; National-Louis University; Lecturer in Education

Clara Herrera (2004)
B.S., Universidad de los Andes (Bogota, Columbia); Master of Project Management, Keller Graduate School of Management; Master of Liberal Studies, Lake Forest College; Ph.D. University of Illinois at Chicago; Lecturer in Spanish

Marsha Hestad (2002-2005; 2009)
B.S., University of Illinois; M.Ed., National College of Education; Ph.D., Loyola University; Lecturer in Education

Lisa Hinkley (2008)
B.S., Bradley University; M.A., Michigan State University; Associate Vice President for Career and Professional Development

Jacqueline Francis Hoeffler (2010)
B.S., University of Colorado at Colorado Springs; Senior Associate Director of Admissions

Susan Hoffmann (2013)
B.A., Skidmore College; M.B.A., New York University; Lecturer in Environmental Studies

Robert L. Holliday (1982)
B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University; Professor of Mathematics and Computer Science

Barry Hollingsworth (2016)
B.S., Northern Illinois University; M.B.A., DePaul University; Lecturer in Finance

Robert Hooper (2012)
B.F.A., Pratt Institute; M.F.A., Yale University School of Art and Architecture; Lecturer in Art

Linda Horwitz (2003)
B.A., Bates College; M.A., Ph.D., Northwestern University; Associate Professor of Communication

Anne E. Houde (1992)
A.B., Princeton University; M.S., Ph.D., University of Maryland; Foster G. and Mary W. McGaw Professor of Biology

Vicky Hu (2014)
B.S., Peking University; M.S., University of Missouri; Lecturer in Computer Science

James W. Hull (2015)
B.S., M.S., Ph.D., University of Delaware; Lecturer in Psychology

Eiko Ichinose (1999)
B.A., Ritsumeikan University; Lecturer in Japanese

Sharon Jackson (2015)
B.A., Northeastern Illinois University; M.A., Northwestern University; Lecturer in Spanish

Lara Jakobsons (2013)
B.A., Georgetown University; M.S., Ph.D., Florida State University; Lecturer in Psychology

Aleksandar Jankovski (2011)
B.A., M.A., Northeastern Illinois University; Ph.D., University of Miami; Lecturer in Politics

Jennifer Jhun (2016)
B.A., Northwestern University; Ph.D., University of Pittsburgh; Assistant Professor of Philosophy

Malene Minor Johnson (2016)
B.S., Xavier University of Louisiana; M.B.A., Keller Graduate School of Management; M.Div., McCormick Theological Seminary; Lecturer in Religion

Marvin Johnson (2006)
B.S., Wheaton College; M.A., Oakland University; Ph.D., University of Illinois (Chicago); Lecturer in Mathematics

Chloe Johnston (2011)
B.A., University of Chicago; M.A. and Ph.D., Northwestern University; Assistant Professor of Theater

Anna Trumbore Jones (2003)
B.A., University of Chicago; M.A., M.Phil., Ph.D., Columbia University; Professor of History

Adam Jones (2011)
B.A., Pennsylvania State University; M.S., Illinois State University; Lecturer in English

David Jordan (2015)
B.S., Northern Illinois University; M.S., DePaul University; Lecturer in Business

Douglas Kalvin (2012)
B.A., Duke University; M.S., Baylor College of Medicine; M.S., Ph.D., University of Michigan; Lecturer in Chemistry

Chloe Taft Kang (2014)
B.A., Williams College; M.A., M.Phil., Ph.D., Yale University; Lecturer in History

Eileen Karsten (2001)
B.A., Barat College; M.A., Rosary College Graduate School of Library and Information Science; Associate Librarian; Head of Technical Services

Michael Mason Kash (1988)
B.A., Lake Forest College; Ph.D., Massachusetts Institute of Technology; Professor of Physics

Matthew R. Kelley (2002)
B.S., University of Wisconsin, Parkside; M.S., Ph.D., Purdue University; Professor of Psychology

Patrick Kelliher (2010)
B.A., St. Lawrence University; Men's Head Hockey Coach

Jeffrey Kenyon (2011)
B.S., University of Illinois; M.B.A., UCLA; Lecturer in Finance

David Kersnar (2015)
B.A., M.F.A., Northwestern University; Director in Theater

Kevin Kimura (2016)
B.A., University of Pennsylvania; Lecturer in American Studies

Christopher King (2012)
B.A., Furman University; M.A., Villanova University; Ph.D., Vanderbilt University; Lecturer in Philosophy

Lloyd Broadnax King (2014)
B.A., Marlboro College; M.A., Roosevelt University; Lecturer in Music

Joseph Kinsella (2006)
B.A., Illinois Wesleyan University; Head Softball Coach; Director of Intramurals

Karen E. Kirk (1996)
B.S., University of Delaware; Ph.D., Rutgers University; Professor of Biology

David Knoell (2013)
B.A., University of Nebraska; M.F.A., University of Central Florida; Lecturer in Theater

Deborah Knowles (2001)
B.Mus.Ed, M.Mus., Northwestern University; Senior Lecturer in Music

Craig D. Knuckles (1995)
B.S., M.S., Tennessee Technological University; Ph.D., Louisiana State University; Associate Professor of Mathematics

Lukasz Konopka (2014)
B.S., University of Illinois at Chicago; M.A., University of Chicago; Ph.D, Loyola University; Lecturer in Neuroscience

Ekaphan Kraichak (2014)
B.A., Bowdoin College; Ph.D., University of California-Berkley; Lecturer in Environmental Studies

Denise Kripper (2016)
B.A., Lenguas Vivas Institute of Higher Education (Argentina); M.A., Georgetown University; Instructor in Spanish

Judith Lafferty (2010)
B.S., Wittenberg University; M.A., Roosevelt University; Lecturer in Education

Elisa Lanari (2016)
B.A., M.A., Ca' Foscari University (Venice, Italy); Lecturer in Urban Studies

Nancy Latka (2014)
B.A., Indiana University; M.S., Northwestern University; Lecturer in Education

Marc Lawrence (2015)
B.A., Stanford University; M.B.A., University of Pennsylvania, The Wharton School; Lecturer in Finance

Karen Lebergott (1996)
B.S., University of Wisconsin (Madison); M.F.A., The School of the Art Institute of Chicago; Associate Professor of Art

Dan L. LeMahieu (1974)
B.A., Lawrence University; M.A., Ph.D., Harvard University; Hotchkiss Presidential Professor of History; Director of Graduate Programs

Robert J. Lemke (2002)
B.A., Saint Olaf College; M.S., Ph.D., University of Wisconsin (Madison); Professor of Economics and Business

Philip Lenczycki (2015)
B.A., DePaul University; M.A., Fudan University (China); Lecturer in Chinese

David E. Levinson (1992)
B.A., University of Arizona; M.M., Northwestern University; M.S., University of Illinois (Urbana-Champaign); Systems Librarian; Academic Technologist

Janice L. Leonhardt (2013)
B.A., Luther College; M.A., St. Thomas University; Lecturer in Physics

Debra Homer Levis (1996-1997; 1998-1999; 2000)
B.A., J.D., Northwestern University; Assistant Professor of Politics

Douglas B. Light (2003)
B.A., Colby College; M.S., Ph.D., University of Minnesota; Laurence R. Lee Family Professor of Biology

Patrick Lindemann (2016)
B.A., University of Wisconsin-Madison; M.B.A., Lake Forest Graduate School of Management; Lecturer in Business

Judith Lindgren (2013)
B.A., Northern Illinois University; M.E., Loyola University of Chicago; Lecturer in Education

Susan M. Long (2009)
B.A., Macalester College; M.A., Ph.D., University of Illinois at Chicago; Associate Professor of Psychology

Edward K. Loughridge (2015)
B.A., The College of Wooster; M.S., Northwestern University; Lecturer in Finance

Suzanne Lussier (2014)
B.A., Gonzaga University; M.A., American University; M.F.A., University of Montana; Lecturer in Art

Jean-Marie Maddux (2015)
B.S., Binghamton University; M.A., Ph.D., Johns Hopkins University; Assistant Professor of Psychology

Ann B. Maine (1994)
B.S., Williams College; M.S., Ph.D., University of Rochester; Senior Lecturer in Biology

Rebecca Makkai Freeman (2013)
B.A., Washington and Lee University; M.A., Middlebury College; Lecturer in English

Maureen Marshall (2013)
B.A., University of California, San Diego; M.A., University of Chicago; Lecturer in Sociology and Anthropology

James J. Marquardt (2002)
B.A., Villanova University; M.A., Ph.D., University of Chicago; Associate Professor of Politics

Zachary Martin (2016)
B.A., The University of Chicago; M.A., Florida State University; Ph.D., University of Houston; Visiting Assistant Professor of English

Catherine Matson (2014)
B.A., Trinity Christian College; M.S. National Lewis University; Lecturer in Psychology

Tracy McCabe (1998)
A.B., Princeton University; M.A., Ph.D., University of Wisconsin (Madison); Senior Lecturer in English

Brian McCammack (2015)
B.S., M.A., Purdue University; Ph.D., Harvard University; Assistant Professor of Environmental Studies

Janet McCracken (1993)
B.A., Vassar College; M.A., Ph.D., University of Texas (Austin); Professor of Philosophy

Robert Chad McCracken (2001; 2004)
B.A., Yale University; M.A., Ph.D., University of Texas (Austin); J.D., University of Texas School of Law; Assistant Professor of Philosophy and Politics

Doug McDade (2014)
London Shakespeare Academy; Lecturer in Theater

David Meekhof (2015)
B.A., Grand Valley State University; M.A.T., National Lewis University; Lecturer in Education

Gizella Meneses (2005)
B.A., M.A., Loyola University (Chicago); Ph.D., Arizona State University; Associate Professor of Spanish

Dustin Mengelkoch (2010)
B.A., University of Texas (Austin); M.A., Duke University; Ph.D., University of North Carolina; Associate Professor of English

Sean Menke (2010)
B.A., University of Minnesota; M.S., University of Oklahoma; Ph.D., University of California; Associate Professor of Biology

Jamie Merchant (2014)
B.A., Clemson University; M.A., Northwestern University; Lecturer in Communication

Katharine Mershon (2016)
B.A., Lake Forest College; M.A., University of Chicago; Lecturer in English

Donald C. Meyer (1995)
B.A., University of California (Santa Barbara); M.A., Ph.D., University of California (Davis); Professor of Music

Michael Meyerhoff (2013)
B.A., Columbia University; M.A., Ph.D., Harvard University; Lecturer in Psychology

Perette Michelli (2017)
B.A., Ph.D., University of East Anglia (Norwich, UK); Lecturer in Art History

Nancy Mikkila (2016)
B.S., Eastern Illinois University; M.S., Northeastern Illinois University; Lecturer in Education

Martin Mikulik (2016)
B.A., University of Entrepreneurial and Social Sciences (Buenos Aires); M.A., American University; Lecturer in Music

Ariel M'ndange-Pfupfu (2014)
B.S., M.S., Stanford University; Ph.D., Northwestern University; Lecturer in Environmental Studies

Siobhan M. Moroney (1993)
B.A., University of Oklahoma; Ph.D., Rutgers University; Associate Professor of Politics

Rachel Moskowitz (2013)
B.A., Grinnell College; M.A., Northwestern University; Lecturer in Politics

Nathan Mueggenburg (2004)
B.A., Illinois Wesleyan University; M.S., Ph.D., University of Chicago; Associate Professor of Physics

Ben Murray (2017)
B.F.A., Herron School of Art and Design; M.F.A., University of Illinois at Chicago

Melissa Naughton (2008)
B.A., Millikin University; M.S.Ed., Eastern Illinois University; Assistant Director of Transfer Admissions

Heather Noll (2012)
B.A., Coe College; M.S., University of Wisconsin-Whitewater; Head Volleyball Coach

Elizabeth Odom (2013)
B.F.A., San Francisco Art Institute; M.F.A., Yale University School of Art; Lecturer in Art

Desmond Odugu (2009)
B.A., University of Ibadan (Nigeria); M.A., Nnamdi Azikiwe University Awka (Nigeria); M.Ed., Ph.D., Loyola University Chicago; Associate Professor of Education

Michael Orr (2011)
B.A., University College London; M.A. and Ph.D., Cornell University; Professor of Art, Krebs Provost and Dean of the Faculty

Evan Oxman (2010)
B.A., Duke University; M.A. and Ph.D., Princeton University; Uihlein Assistant Professor of American Politics

Nazli Ozkan (2016)
B.A., Bogazici University (Turkey); M.A., Koc University (Turkey); Lecturer in Islamic World Studies

Brian Page (2015)
B.S., M.S., Ph.D., University of Illinois at Chicago; Lecturer in Chemistry

Min Pak (2014)
B.F.A., University of Illinois; M.F.A, Columbia College; Lecturer in Computer Science

Mitchell L. Paliga (1999)
B.Mus., Eastern New Mexico University; M.Mus., Northwestern University; Senior Lecturer in Music

Dimitra Papadovasilaki (2017)
B.A., University of Macedonia (Greece); Ph.D., Boise State University; Assistant Professor of Finance

John Pappas (2017)
B.A., Drake University; M.B.A., Lake Forest Graduate School of Management; Lecturer in Entrepreneurship

David W. Park (2003)
B.S., Northwestern University; M.A., Ph.D., University of Pennsylvania; Professor of Communication

Adam Pelzer (2013)
B.A., Lawrence University; Ph.D., Northwestern University; Lecturer in Chemistry

Richard Pettengill (2003)
B.A., Bates College; M.A., Ph.D., University of Chicago; Associate Professor of Theater

Alla Podolny (2012)
B.S., Samara State University (Russia); M.S., Ph.D., Technion (Israel); Lecturer in Mathematics

Andrew Pollom (2014)
B.S., M.S., Indiana State University; Associate Dean of Students and Director of Residence Life

Gladys Poma (2012)
B.A., University of Lima (Peru); M.A., Loyola University Chicago; Lecturer in Mathematics

Jessica Popovic (2015)
B.M., M.M.; Northwestern University; Lecturer in Music

Jacquelynn S. Popp (2016)
B.A., University of St. Thomas; Ph.D., University of Illinois at Chicago; Assistant Professor of Education

George Pryjma (2011)
B.A., M.A., Northwestern University; Lecturer in Mathematics and Education

Rachel G. Ragland (1996)
B.A., M.S., University of Pennsylvania; Ed.D., Teachers College, Columbia University; Professor of Education

Fatima Rahman (2012)
B.A., University of California (San Diego); M.A., University of California (Riverside); Ph. D., University of California (Irvine); Assistant Professor of Politics

Sandra Ragsdale (2011)
B.A., Sarah Lawrence College; M.F.A., University of Michigan; Lecturer in Theater

Muaz Redzic (2012)
B.A., Kuwait University; M.A., Vanderbilt University; Ph.D., Graduate Theological Foundation; Lecturer in Religion

Katy Reedy (2017)
B.A., Bates College; Ph.D., Harvard University; Lecturer in English

Jason Renken (2015)
B.S., Northwestern University; M.A., Catholic Theological Union; Lecturer in Religion

DeJuran Richardson (1986-1991; 1993)
B.A., M.S., Ph.D, Northwestern University; Associate Dean of the Faculty; Professor of Mathematics

Roberto Rincon (2016)
B.A., M.A., Northeastern Illinois University; Lecturer in Politics

Patricio Rizzo-Vast (2015)
B.S., University of California, Berkley; M.A., San Francisco State University; Ph.D., University of California, Davis;
Lecturer in Spanish

Michael Robbins (2012)
B.A., University of Colorado; M.F.A., University of Oregon; M.A., Ph.D., University of Chicago; Lecturer in English

Ann M. Roberts (1995)
B.A., Johns Hopkins University; M.A., Ph.D., University of Pennsylvania; James D. Vail Professor of Art

Elizabeth Robertson (2011)
B.A., M.A., University of Illinois at Chicago; M.A., Northeastern Illinois University; Ed.D., National-Louis University;
Lecturer in Education

Teryn Robinson (2006)
B.A., Millikin University; M.A., M.S., Illinois State University; Assistant Dean for Academic Support

Emilie Roman (2017)
B.A., Universite de Provence; M.A., University of Virginia; Ph.D., Aix-Marseille Universite; Lecturer in French and
History

Steven J. Rosswurm (1977)
B.A., University of Michigan; M.A., Ph.D., Northern Illinois University; Professor of History

Sarah Rutter (2007, 2011-)
B.A., Calvin College; M.A., University of Illinois at Chicago; Lecturer in Education

Ahmad Sadri (1988)
B.A., M.A., Teheran University; M.A., Ph.D., New School for Social Research; Gorter Professor of Islamic World
Studies and Professor of Sociology

Bonnie Salomon (2004)
B.A., Harvard University; M.D., University of Illinois; Lecturer in Philosophy

Beth Sanchez (2014)
B.A., Oberlin College; M.S. Northwestern University; Lecturer in Spanish

David Sanchez Burr (2017)
B.F.A., Virginia Commonwealth University; M.F.A., University of Nevada-Las Vegas; Assistant Professor of Art

Voula Saridakis (2002)
B.A., Cornell University; M.S., Ph.D., Virginia Polytechnic Institute and State University; Senior Lecturer in History

Bara Sarraj (2015)
B.S., University of Illinois at Chicago; Ph.D., Rush University Medical Center; Lecturer in Biology

Susan Sattell (2012)
B.A., University of Wisconsin; M.A., University of Illinois at Chicago; Ph.D., Northwestern University; Lecturer in
Communication

David Schaffer (2016)
B.A., Berea College; M.A., Ohio University; Lecturer in Philosophy

R. Scott Schappe (1996)
B.S., University of Michigan; Ph.D., University of Wisconsin; Professor of Physics

Jeffrey Schmitz (2003-04, 2007)

B.S., M.S., Western Illinois University; M.S., University of Tennessee; Lecturer in Physics

Davis Schneiderman (2001)

B.A., Pennsylvania State University; M.A., Ph.D., Binghamton University; Professor of English, Associate Dean of the Faculty

Erica Schultz (2017)

B.A., Macalester College; Ph.D., University of California-Berkeley; Assistant Professor of Chemistry

Stephen D. Schutt (2001)

B.A., Earlham College; M.A., University of London (England); J.D., University of Pennsylvania Law School; President of the College

Ariel Schwartz (2015)

B.A., Barnard College; M.A., Northwestern University; Lecturer in Religion

Alon Segev (2017)

B.S., Rutgers University; M.Ed., Temple University; Lecturer in Physics

Thomas Senior (2009)

B.A., M.A., Ph.D., University of Haifa (Israel); Lecturer in Philosophy

George Seyk (2006)

B.A., De Paul University; M.A., Roosevelt University; Lecturer in Economics and Business; Internship Coordinator for Business and Economics

Nilam Shah (2015)

B.S., University of Illinois; M.S., Ph.D., Northwestern University; Assistant Professor of Chemistry

Don Share (2010)

B.A., Brown University; M.S., Simmons College; M.A., Ph.D., Boston University; Lecturer in English

Alexander W. Shingleton (2013)

B.A., University of Oxford (UK); Ph.D., University of Cambridge (UK); Associate Professor of Biology

Christopher Shirley (2016)

B.A., Lake Forest College; M.A., Ph.D., Northwestern University; Lecturer in English

Ilan Shrira (2016)

B.A., University of California-San Diego; Ph.D., University of Georgia; Visiting Assistant Professor of Psychology

Hal Sider (2015)

B.A., University of Illinois, Urbana; M.A., Ph.D., University of Wisconsin; Lecturer in Economics

William Silliman (2013)

B.S., Princeton University; Ph.D., University of Minnesota; Lecturer in Environmental Studies

Dan Simpson (2012)

B.A., Heidelberg University; Head Men's and Women's Cross Country Coach

Jacqueline A. Slaats (1986)

B.S., Iowa State University; M.S., University of Wisconsin (Whitewater); Director of Athletics; Senior Advisor to the President

Caroline Slone (2014)

B.S., Yale University; M.S., Ph.D., Northwestern University; Lecturer in Chemistry

David Spadafora (1990)

B.A., Williams College; Ph.D., Yale University; Visiting Professor of History

Romulus Stefanut (2012)

B.A., University of Bucharest (Romania); B.A., M.Phil., West University of Timisoara (Romania); M.A., Trinity Western University (British Columbia); M.A., University of Chicago; Lecturer in Religion

Emma Stein (2014)

B.A., University of California; M.A., University of Chicago; Lecturer in Art

Barbara Steinseifer (2016)
B.S., University of Wisconsin-Whitewater; M.A., Loyola University-Chicago; Lecturer in Education

Corinne L. Stevens (1998)
B.A., Pace University; M.L.I.S., University of Texas (Austin); Head of Public Services (LIT); Associate Librarian

Virginia Stewart (1997-1999; 2005)
B.A., Knox College; M.A., Purdue University; Ph.D., Northwestern University; Visiting Professor of History

Jennifer Stockdale (2012)
B.A., The College of Wooster; M.A., Miami University; M.F.A.; University of Notre Dame; Lecturer in English

James Sullivan (2004)
B.A., Lake Forest College; M.A., Roosevelt University; Lecturer in Education

Jeffrey O. Sundberg (1989)
B.A., Carleton College; M.A., Ph.D., Stanford University; James S. Kemper Foundation Chair in Liberal Arts and Business and Professor of Economics and Business

Kristin Sundberg (2002)
B.A., Macalester College; Director of Transfer and International Admissions

Holly Swyers (2006)
B.A., Ripon College; M.A., Ph.D., University of Chicago; Associate Professor of Sociology and Anthropology

Craig Tainter (2015)
B.S., University of Wisconsin - La Crosse; M.A., Ph.D, University of Wisconsin - Madison; Lecturer in Chemistry

Ben Tanzer (2015)
B.A., State University of New York at Albany; M.A., University of Chicago; Lecturer in Lake Forest In The Loop

Vadim Tashlitsky (2008)
B.A., Lake Forest College; Head Men's and Women's Swimming and Diving Coach

Tracy M. Taylor (2008)
B.F.A., University of New Mexico; M.F.A., The School of the Art Institute of Chicago; Associate Professor of Art

Alan Teller (2004-07, 2012)
B.A., Queens College; Lecturer in History

Jill Terzakis (2004-07, 2010)
B.A., Lake Forest College; M.B.A., DePaul University; Lecturer in Business

Patricia Thomas (2017)
B.A., University of Cincinnati; Lecturer in Entrepreneurship

Anne Thomason (2014)
B.A., Macalester College; M.A., Emory University; MSI, University of Michigan; Archivist and Librarian for Special Collections

Jamie Lou Thome (2016)
B.F.A., University of Central Missouri; M.F.A., Columbia College Chicago; Lecturer in Art

Luke Thompson (2017)
B.A., Antioch College; M.A., University of Bristol (U.K.); Ph.D., Columbia University; Lecturer in Religion

Tamlyn Tills (2008)
B.S., University of Wisconsin (La Crosse); M.Ed., Cardinal Stritch College; Head Women's Basketball Coach

Jay Torrence (2013)
B.A., Wheaton College; M.F.A., University of British Columbia (Vancouver, B.C.); Lecturer in Theater

Enrique Trevino (2013)
B.S., University of Texas at El Paso; Ph.D., Dartmouth College; Assistant Professor of Mathematics

Joseph Trupia (2013)
B.F.A., Southern Illinois University; M.F.A, The School of the Art Institute; Lecturer in Art

Taylor Tuscherer (2015)
B.A., Lake Forest College; M.A, Ph.D., Miami University; Lecturer in Psychology

Carolyn Tuttle (1984)
B.A., Boston College; M.A., Ph.D., Northwestern University; Betty Jane Schultz Hollender Professor of Economics and Business; Assistant Faculty Marshal

Julia Valdes (2017)
B.A., Indiana University; M.A., Ph.D., Northwestern University; Visiting Assistant Professor of Politics

Jill Van Newenhizen (1987)
B.A., Lake Forest College; M.S., Ph.D., Northwestern University; Associate Professor of Mathematics

Alan Wahlert (2013)
B.A., University of St. Thomas; M.Ed., DePaul University; Ed.D., Loyola University Chicago; Lecturer in Education

Christine Kellogg Walker (2017)
B.A., Lake Forest College; M.A., Northwestern University; Lecturer in Politics

Nicholas L. Wallin (2009)
B.A., M.A., Northwestern University; M.A., Peabody Conservatory of Music; Ph.D., University of Minnesota; Associate Professor of Music

Brian Weidner (2017)
B.A., Illinois State University; M.M., Northern Illinois University; M.Ed., Olivet Nazarene University; Lecturer in Music

Catherine S. Weidner (1999)
B.A., College of William and Mary; M.A., Ph.D., Northwestern University; Senior Lecturer in History

Joseph Weiss (2016)
B.A., University of British Columbia; M.A., University of Chicago; Lecturer in Anthropology

Naomi Wentworth (1983)
B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., University of Connecticut; Associate Professor of Psychology

Melanie Werst (2001)
B.S., University of Minnesota; Ph.D., Northwestern University; Senior Lecturer in Chemistry

Lynn C. Westley (1991)
B.A., Grinnell College; M.S., Ph.D., University of Iowa; Senior Lecturer in Biology

Rachel A. Whidden (2005)
B.A., M.A., Wake Forest University; Ph.D., University of Iowa; Associate Professor of Communication

BJ White (2010)
B.A., Drake University; Registrar of the College

Christopher E. White (2007)
B.A., University of Toronto; M.A., Indiana University School of Music; Lecturer in Music

Alexander Wilcox (2013)
B.S., University of Rochester; Ph.D., Northwestern University; Lecturer in Biology

John Wilk (2017)
B.A., Northwestern University; Ph.D., University of Illinois (Chicago); Lecturer in Environmental Studies

Magdalena Wilk (2017)
B.A., Lake Forest College; J.D., John Marshall Law School; Lecturer in Politics

Christopher Willey (2012)
B.F.A., Milwaukee Institute of Art & Design; M.F.A., San Francisco Art Institute; Lecturer in Art

Evelyn Williams (2012)
B.A., Carleton College; Ph.D., University of Wisconsin (Madison); Lecturer in Biology

Dawn C. Wiser (1998)
B.S., Muskingum College; Ph.D., Colorado State University; Associate Professor of Chemistry

Ying Wu (2013)
B.A., Shaanxi Normal University (China); M.A., Beijing Normal University (China); Ph.D., Purdue University; Assistant Professor of Chinese

Yangqing (Lucie) Xu (2013)
B.A., Lawrence University; M.S., Northwestern University; Lecturer in Psychology

Camille Johnson Yale (2011)
B.S., Ohio University; M.A., University of Illinois at Chicago; Ph.D., University of Illinois; Assistant Professor of Communication

James Young (2016)
B.A., Wittenberg University; M.B.A., Northwestern University Kellogg School of Management; Lecturer in Finance

Carisa Zaban (2005)
B.A., University of New Hampshire; Physical Educator and Coach

Benjamin Zeller (2013)
B.A., University of Rochester; M.A., Harvard University; Ph.D., University of North Carolina; Assistant Professor of Religion

Rui Zhu (2002)
B.A., M.A., Peking University; Ph.D., Tulane University; Professor of Philosophy

Stan Zoller (2013)
B.A., Lakeland College; M.A., Roosevelt University; Lecturer in Communication

Faculty Emeriti

Dates in parentheses indicate year of original appointment to the faculty and length of service.

Eugene Hotchkiss (1970-1993)
A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College; LL.D., Lake Forest College; President, Emeritus

Lois B. Barr (1996-2016)
B.S., Georgetown University; M.A., Middlebury College; Ph.D., University of Kentucky; Associate Professor of Spanish, Emerita

Ann D. Bowen (1952-1986)
Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University; Professor of Music, Emerita

Lowell A. Carmony (1981-2000)
B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University; Professor of Mathematics and Computer Science, Emeritus

Dan P. Cole (1965-1994)
A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University; William R. Bross Professor of Religion, Emeritus

Michael Benet Croydon (1968-1995)
Associate, Royal College of Art (London); Professor of Art, Emeritus

Richard F. Dye (1983 - 2007)
A.B., Kenyon College; M.B.A., Ph.D., University of Michigan; Ernest A. Johnson Professor of Economics, Emeritus

Michael H. Ebner (1974 - 2007)
B.A., University of Toledo; M.A., Ph.D., University of Virginia; James D. Vail III Professor of History, Emeritus

Arlene Eskilson (1972-2000)
B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago); Professor of Sociology and Anthropology, Emerita

Roger J. Faber (1965-1996)
B.S., Calvin College; Ph.D., Michigan State University; Jacob Beidler Professor of Physics, Emeritus

Paul B. Fischer (1971 - 2007)
B.A., M.A., City College of New York; Ph.D., University of Massachusetts; Professor of Politics, Emeritus

Phylis M. Frankel (1968-2004)
B.S., M.A., Ph.D., Northwestern University; Associate Professor of Psychology, and Director and Staff Member, Counseling Center, Emerita

Anthony L. Fritz (1978-2010)
B.S., M.S., University of Wisconsin (Milwaukee); Physical Educator and Coach, Emeritus

Jonathan Fuller Galloway (1966-2002)
B.A., Swarthmore College; Ph.D., Columbia University; Irvin L. and Fern D. Young Presidential Professor of Politics, Emeritus

Jean-Luc Garneau (1964-2017)
B.A., Université Laval (Quebec); M.A., University of Illinois (Chicago); Licence des Lettres Libre, Université Laval; Professor of French, Emeritus

Carol Gayle (1966-2011)
B.A., Swarthmore College; M.A., Columbia University; Director of Community Education; Associate Director of the MLS Program; Associate Professor of History, Emerita

David George (1985-2016)
B.A., M.A., Ph.D., University of Minnesota; Professor of Spanish, Emeritus

Pericles B. Georges (1989-2003)
A.B., University of Illinois (Chicago); M.A., Ph.D., University of California (Berkeley); Associate Professor of History, Emeritus

Frederic A. Giere (1962-1988)
B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico; Professor of Biology, Emeritus

Clayton Gray, Jr. (1977-2010)
B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D., University of California (Berkeley); Associate Professor of German, Emeritus

Robert Morse Greenfield (1967-2002)
B.A., Occidental College; M.A., Ph.D., Columbia University; Associate Professor of English, Emeritus

Gertrude Grisham (1976-1991)
Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University; Director of the Writing Center and Lecturer, Emerita

Forest W. Hansen (1963-1993)
A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University; Professor of Philosophy, Emeritus

Laura J. Kateley (1965-2013)
B.S., University of Detroit; M.S., Michigan State University; Associate Professor of Chemistry, Emerita

Abba Lessing (1965-2011)
B.A., Wesleyan University; M.A., Ph.D., Tulane University; Professor of Philosophy, Emeritus

Rami Y. Levin (1994-2010)
B.A., Yale University; M.A., University of California (San Diego); Ph.D., University of Chicago; Associate Dean of the Faculty; Director of the Center for Chicago Programs; Professor of Music, Emerita

Louis G. Lombardi (1980-2016)
A.B., Brown University; Ph.D., University of Illinois (Urbana); Professor of Philosophy, Emeritus

Charles D. Louch (1957-1989)
B.A., College of Wooster; M.S., Ph.D., University of Wisconsin; Professor of Biology, Emeritus

Richard Mallette (1991-2014)
B.A., Boston College; M.A., Ph.D., Harvard University; Distinguished Service Professor of English, Emeritus

William B. Martin (1961-2016)
B.S., Franklin and Marshall College; Ph.D., Northwestern University; Deane Professor of Biochemical and Biological Sciences; Emeritus

Arthur H. Miller, Jr. (1972-2013)
B.A., Kalamazoo College; M.A. (English), M.A., University of Chicago; Ph.D., Northwestern University; Archivist and Librarian for Special Collections, Emeritus

Charles A. Miller (1974-1998)
B.A., Swarthmore College; M.P.A., Ph.D., Harvard University; Professor of Politics, Emeritus

William Moskoff (1970-1972; 1983-2002)
B.A., Hunter College; M.A., Ph.D. (Economics), Certificate, Russian Area Studies, University of Wisconsin; M.S. (Biological Sciences), University of Illinois (Chicago); Betty Jane Schultz Hollender Professor of Economics and Biology, Emeritus

Paul S. Orogun (1995-2017)
B.S., University of Ife, Ile-Ife (Nigeria); M.A., Ph.D., University of California (San Diego); Associate Professor of Politics, Emeritus

Edward W. Packel (1971-2013)
B.A., Amherst College; Ph.D., Massachusetts Institute of Technology; Ernest H. Volwiler Professor of Mathematics, Emeritus

Franz Schulze (1952-1991)
Ph.D., University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago; Betty Jane Schultz Hollender Professor of Art, Emeritus

Shelley C. Sherman (1993-2014)
B.A., American University; M.S., Northwestern University; Ph.D., University of Illinois (Chicago); Associate Professor of Education, Emerita

Ralph L. Shively (1965-1987)
B.S., M.A., Ph.D., University of Michigan; Professor of Mathematics, Emeritus

Charles S. Smith (1962-1985)
B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University; Associate Professor of Mathematics, Emeritus

W. Rand Smith (1977-2013)
B.A., University of North Carolina (Chapel Hill); M.A., Ph.D., University of Michigan; Irvin L. & Fern D. Young Presidential Professor of Politics; Emeritus

George L. Speros (1963-2009)
B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid; Associate Provost and Associate Dean of the Faculty; Director of International Studies; Associate Professor of Spanish, Emeritus

Ghada Hashem Talhami (1983-2008)
B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D., University of Illinois (Chicago); D.K. Pearsons Professor of Politics, Emerita

M. Lee Thompson (1962-1997)
B.A., Concordia College; Ph.D., Indiana University; Professor of Chemistry, Emeritus

Robert James Troyer (1968-1992; 1993-1994)
B.S., Ball State University; M.A., Ph.D., Indiana University; Professor of Mathematics, Emeritus

Kenneth L. Weik (1967-2001)
B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University; Associate Professor of Biology, Emeritus

Presidential Staff

Stephen D. Schutt
President

Jim Cubit
Director of Library and Information Technology

Christopher J. Ellertson
Vice President for Enrollment

Rob Flot
Dean of Students

Phillip Hood
Vice President of Development and Alumni Relations

Elizabeth Libby
Associate Vice President of Communications and Marketing

Michael T. Orr
Krebs Provost and Dean of the Faculty

Elizabeth A. Palm
Executive Assistant to the President

Ann Roberts
Associate Dean of the Faculty, Director of the Learning and Teaching Center; James D. Vail Professor of Art

Jacqueline A. Slaats
Director of Athletics; Senior Advisor to the President

Davis Schneiderman
Associate Dean of the Faculty, Director of the Center for Chicago Programs; Professor of English

Lori Sundberg
Vice President for Finance and Planning

Presidents of Lake Forest College

Robert W. Patterson, 1875-1877
Daniel S. Gregory, 1878-1886
William C. Roberts, 1886-1892
James G. K. McClure (acting), 1892-1893
John Merle Coulter, 1893-1896
John J. Halsey (acting), 1896-1897
James G. K. McClure, 1897-1901
Richard Davenport Harlan, 1901-1906
John J. Halsey (acting), 1906-1907
John Scholte Nollen, 1907-1917
Henry W. Wright (acting), 1917-1920
Herbert McComb Moore, 1920-1942
Ernest A. Johnson, 1942-1959
John Howard (acting), 1959-1960
William Graham Cole, 1960-1969
William L. Dunn (acting), 1969-1970
Eugene Hotchkiss, 1970-1993
David Spadafora, 1993-2001
Stephen D. Schutt 2001-current

College Catalog

Academic Calendar

Admission Information

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Directory

Modern Languages and Literatures

Faculty

[Cynthia T. Hahn](#)

Professor of French, Chair of Modern Languages and Literatures

Areas of Study: French language; Francophone literature of Quebec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Richard Fisher](#)

Associate Professor of German, Chair of Classical Studies

Areas of Study: Goethezeit, modern German literature, literary genres, epic literature, comparative studies

[Gizella Meneses](#)

Associate Professor of Spanish

Areas of Study: U.S. Latino/a literatures and cultures, testimonial literature, Latin American colonial studies, Latino and Latin American cultural studies and film

[David Fernandez-Diaz](#)

Assistant Professor of Spanish

Areas of Study: XVIIIth to XXth Century Spanish Literature

[Denise Kripper](#)

Assistant Professor of Spanish

Areas of Study: translation theory, transatlantic studies, contemporary Latin American literature

[Ying Wu](#)

Assistant Professor of Chinese

Areas of Study: sociolinguistics; Chinese linguistics; business Chinese; Chinese literature in translation and culture

[Barbara Harvey](#)

Lecturer in Education and French

Areas of Study: K - 12 Modern Language Education, French language and literature

Sanaa Rahman
Lecturer in Arabic

Areas of Study:

[Olivia Edelman](#)
Lecturer in Spanish

Areas of Study: Spanish language and literature

[Eiko Ichinose](#)
Lecturer in Japanese

Area of Study: Japanese language

Valerie Makkai
Lecturer in French

Areas of Study: French Language and Literature

[Emilie Roman](#)
Lecturer in French and History

Areas of Study: French language and literature

EMERITUS FACULTY

[Lois Barr](#)
Associate Professor of Spanish, Emerita

Areas of Study: Spanish language, Latin American literature, peninsular literature

[Jean-Luc Garneau](#)
Professor of French, Emeritus

Areas of Study: linguistics, littérature Québécoise, French literature of the twentieth century, translation

[David George](#)
Professor of Spanish and Portuguese, Emeritus

Areas of Study: Spanish language, Spanish literature, Latin American studies, Portuguese language, theater, translation

[Clayton Gray, Jr.](#)
Associate Professor of German, Italian, and Russian, Emeritus

Areas of Study: German language; medieval, nineteenth-, and twentieth-century German literature; comparative literature; Russian and Italian language

Requirements

MODERN LANGUAGES AND LITERATURES MAJORS AND MINORS

Majors are available in French and Spanish. Available minors within the department include Chinese, French, German Studies, and Spanish. The majors and minors in French and Spanish were redesigned in 2016. All students must follow this set of requirements if they matriculated in the fall semester of 2016 or thereafter (see left navigation bar for requirements before Fall 2016).

Courses in Spanish may apply to the major or minor in Latin American Studies, and coursework in Portuguese may apply to the major or minor in Spanish and Latin American Studies. Courses in Japanese or Chinese language may apply to the major or minor in Asian Studies. Coursework in Arabic may apply to the minor in Islamic World Studies.

Requirements for a Major in French:

At least 8 courses (Above French 210, may include others noted in Section C below):

A. At least two courses from the offerings in advanced language (212-320)

- French 212: Advanced Intermediate French: Literary Emphasis
- French 250: Advanced Writing: Grammar, Syntax, and Style (formerly FREN 311)
- French 255: Conversation and Composition (formerly FREN 312)
- French 270: Translation and Creative Writing (formerly FREN 317)
- French 310: Phonetics
- French 315: Technical and Literary Translation
- French 320: French for International Affairs and Business

B. At least two courses from the offerings in literature/culture (325-340, 460-470)

- French 325: Introduction to Reading Literature in French (formerly FREN 300)
- French 326: Chanson et société (formerly FREN 302)
- French 327: Introduction to French Culture (formerly FREN 305)
- French 328: Contemporary France (formerly FREN 308)
- French 330: The French-Speaking World
- French 338: Cinéma français
- French 460: Art of Storytelling
- French 465: French Adventure Stories
- French 470: French Poetry

C. Three additional courses from among the following:

- Additional offerings from lists A and B above
- French 230: Exploring French Literature Through Film (taught in English, formerly FREN 334)
- French 233: French Culture Through Film (taught in English, formerly FREN 333)
- French 265: Albert Camus: Philosophy of the Absurd (taught in English)
- Linguistics 101: Introduction to Linguistics (taught in English)
- Linguistics 300: Second Language Learning and Teaching
- Tutorial/Independent Study or Research Project in French
- Approved off-campus study and or internship related to the major

Note: Up to two courses taken in English may count toward the major.

D. Completion of the Senior Studies Requirement in one of the following ways:

- Senior Seminar (see 400 level courses)
- Senior Research Project
- Senior Thesis

A grade of C or better is required for credit in all major courses.

Requirements for a Minor in French:

At least 6 courses

- At least two courses from List A above, or one course from List A plus the following course:
 - French 210: Intermediate French: Cultural Emphasis
- At least two courses from List B above
- Two additional courses from Lists A, B or C above

Note: Only one course taken in English may count toward the minor.

A grade of C or better is required for credit in all minor courses.

Requirements for a Major in Spanish:

At least 8 courses (above Spanish 210)

A. At least two courses from the offerings in advanced language (212-260). Heritage Speakers are strongly encouraged to take SPAN 260.

- Spanish 212: Advanced Intermediate Spanish
- Spanish 250: Grammar, Syntax, and Style (formerly SPAN 311)
- Spanish 255: Conversation and Composition (formerly SPAN 312) (Not open to heritage speakers, except by permission of instructor)
- Spanish 260: Spanish for Heritage Speakers (formerly SPAN 313)

B. At least two courses from the offerings in introductory writing/literature/culture (300-310)

- Spanish 300: Introduction to Reading Literature in Spanish
- Spanish 302: Canción y sociedad
- Spanish 305: The Civilization of Spain
- Spanish 306: Introduction to Latin American Culture
- Spanish 308: Spain Today
- Spanish 310: Creative Writing

C. At least one course from the offerings in Spanish for the professions and translation/linguistics (314-324)

- Spanish 314: Spanish Phonetics
- Spanish 315: Introduction to Translation Studies
- Spanish 320: Spanish for International Affairs
- Spanish 321: Business Spanish
- Spanish 322: Medical Spanish

D. Two additional courses from among the following:

- Additional offerings from lists A, B and C above
- Spanish 236: Latin American Film (taught in English)
- Spanish 325: U.S. Latino/a Literature
- Spanish 330: Survey Peninsular Literature
- Spanish 333: Cine e Historia en América Latina
- Spanish 334: Cine Español
- Spanish 335: Survey of Latin American Literature
- Spanish 337: The Latin American World (taught in English)
- Spanish 338: Cine Latinoamericano
- Spanish 339: Brazilian Literature
- Spanish 345: Latino/a Identities in Chicago
- Spanish 350: Modern Latin American Narrative in Translation (taught in English)
- Spanish 360: Peninsular Narrative
- Spanish 365: Latin American Narrative
- Spanish 370: Hispanic Verse
- Spanish 380: Cine, Literatura y Sociedad América Latina
- Linguistics 101: Introduction to Linguistics (taught in English)
- Linguistics 300: Second Language Learning and Teaching
- Tutorial/Independent Study or Research Project in Spanish
- Approved off-campus study and or internship related to the major

Note: Up to two courses taken in English may count toward the major

E. Completion of the Senior Studies Requirement in one of the following ways:

- Senior Seminar (see 400 level courses)
- Senior Research Project
- Senior Thesis

A grade of C or better is required for credit in all major courses.

Requirements for a Minor in Spanish:

At least 6 courses

- May select up to three 200-level courses including:
 - Spanish 201: The Mexican-American Border
 - Spanish 210: Intermediate Spanish
 - Spanish 212: Advanced Intermediate Spanish
 - Spanish 250: Grammar, Syntax, and Style (formerly SPAN 311)
 - Spanish 255: Conversation and Composition (formerly SPAN 312)
 - Spanish 260: Spanish for Heritage Speakers
- At least one course from List B above
- Remaining additional courses may be taken from List B, C, or D above

Note: Only one course taken in English may count toward the minor.

A grade of C or better is required for credit in all minor courses.

Requirements for a Minor in Chinese or German Studies:

At least 6 credits for each minor

A grade of C or better is required for credit in all minor courses.

Chinese

Prerequisite: CHIN 110 and 112 (or equivalent).

- Chinese 210: Intermediate Chinese
- Chinese 212: Advanced Intermediate Chinese
- At least two Chinese language courses (or equivalent) at the 300-or 400-level. Options include:
 - Credit for study abroad in a Chinese-speaking country (up to 3 course credits awarded in transfer: appropriate program coursework will be determined in consultation with Professor Ying Wu prior to departure)
 - Chinese 312: Chinese Oral & Written Proficiency
 - Chinese 313: Business Chinese
 - A 300- or 400-level Chinese tutorial (Requests for tutorials should be addressed to Professor Ying Wu)
- Two Chinese language and culture courses (taught in English), from the list below, or courses taken on an approved Lake Forst College study abroad program on Chinese topics (also taught in English):
 - Chinese 230: East Asian Literature in Translation
 - Chinese 251: Intro to Chinese Literature in English
 - Chinese 260: Intro to Chinese Culture in English
 - Chinese 333: Chinese Cinema
 - Linguistics 101: Introduction to Linguistics
 - Linguistics 300: Second Language Learning and Teaching

German Studies

The German Studies minor couples language proficiency achievement at the 300 level with advanced knowledge of cultural context, acquired in the target language or through a combination of coursework in German and English. As part of their curriculum, German Studies minors will normally complete a semester of study abroad in a German-speaking country.**

Prerequisite: German 110 and 112 Beginning German I and Beginning German II (or equivalent).

NOTE: German 110-112 is the introductory first year language sequence. German 110-112 is intended for students with little or no prior study of German. Students with 3 or more years of prior German study are urged to enroll in

the intermediate-advanced German language sequence (equivalent to German 210-212). Please direct concerns or questions regarding placement at the appropriate language level to Professor Fisher.

NOTE: All on-campus German courses beyond the introductory first year language sequence German 110-112 are currently offered as tutorials. Tutorials carry full credit and are conducted each semester by arrangement with the instructor, Professor Fisher. Please direct concerns or questions regarding tutorial study or independent student research projects at the appropriate language level to Professor Fisher.

- German 210: Intermediate German (prerequisite for German 212 or more advanced coursework in German)
- German 212: Advanced Intermediate German (prerequisite for more advanced coursework in German)
- At least one German language course (or equivalent) at the 300- or 400-level. Options include:
 - Credit for study abroad in a German-speaking country (up to 3 course credits awarded in transfer; appropriate program coursework will be determined in consultation with Professor Richard Fisher prior to departure)
 - German 395: Advanced Topics, Special Studies (recommended after study abroad in a German-speaking country)
 - German 400: Special Studies (recommended after study abroad in a German-speaking country)
 - A 300- or 400-level German tutorial (requests for tutorials should be addressed to Professor Richard Fisher)
- Up to two German language and culture courses (taught in English), from the list below:
 - German 333: Modern German Film
 - Linguistics 101: Descriptive Linguistics

** Students who wish to minor in German Studies should complete a semester of coursework in a German-speaking country. Students should start planning early, in consultation with the German faculty (Professor Richard Fisher) and the Director of Off-Campus Programs (Ashley Sinclair). Alternatives will be discussed with Professor Fisher in order to work out an appropriate program for each student.

Course Descriptions

Jump to Courses in:

[Arabic](#) [Chinese](#) [French](#) [German](#) [Italian](#) [Japanese](#) [Linguistics](#) [Literature in Translation](#)
[Spanish](#)

Arabic Courses

ARBC 110: Beginning Arabic I

Students will learn to read, write and understand Modern Standard Literary Arabic, and to use the language in basic conversation, including exchanging courtesies, meeting people, asking questions and providing information. No prerequisite.

Cross-listed as: ISLM 110

ARBC 112: Beginning Arabic II

Students will continue to learn to read, write and speak basic Modern Standard Literary Arabic in a variety of cultural situations. Prerequisite: ARBC 110 or equivalent.

Cross-listed as: ISLM 112

ARBC 210: Intermediate Arabic

Students will advance their knowledge of reading, writing and speaking basic Modern Literary Arabic as well as their understanding of the use of language in cultural context. Prerequisite: ARBC 112 or equivalent.

ARBC 212: Advanced Intermediate Arabic

Students will continue to advance their knowledge of reading, writing and speaking basic Modern Literary Arabic as well as their understanding of the use of language in cultural context. Prerequisite: ARBC 210 or equivalent.

ARBC 222: Introduction to Arab Cultures

This course introduces students to the wealth of literary, artistic and musical cultures in the Arabic-speaking world. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poem folk tale) fine arts (e.g., Painting, comics) and popular culture (e.g., popular music, films) and to evaluate how they reinforce, question or subvert nominative construction of gender, ethnicity, race, sexuality and nationalism specific to but not limited to the Arab world. Taught in English. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 222

Chinese Courses

CHIN 108: Spoken Chinese for Travelers

This course is a foundational course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. The Chinese writing system is not required in this course. Overall, Chinese for Travelers is designed for students who seek to advance rapidly in Chinese as well as prepare for upper-level language study. Particularly for those who aspire to travel abroad, the class offers basic and practical language-survival skills. Of course, the class is also geared to pique your interest in a beautiful land, culture, and people. No prerequisites.

Cross-listed as: ASIA 108

CHIN 109: Chinese in the Business World

The course is designed for students and working professionals who have no prior knowledge of Chinese, and are interested in conducting business in China. The objective of this course is to build a solid foundation of basic Chinese in the business context, with a focus on speaking and listening. Topics in the course cover basic daily corporate interactions and business-related social exchanges such as meeting people, introducing companies, making inquiries and appointments, visiting companies, introducing products, initiating dining invitations, etc. This course will also help you gain a better understanding of Chinese business culture, and assist you in overcoming the problems in cross-cultural communication from a comparative perspective. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 109

CHIN 110: Beginning Chinese I

(Beginning Chinese Language I, in Cultural Context) This course is for students with no previous knowledge of Chinese. Students will learn the rudiments of both spoken and written Chinese (Mandarin) in cultural context. The course exposes students to aspects of traditional Chinese culture via experiential learning; it integrates language learning with cultural experiences which may include the practice of Chinese calligraphy, traditional Chinese painting and Kungfu, singing Peking opera, learning the traditional Chinese game of Go and immersive excursions to Chicago's Chinatown. (Satisfies GEC Humanities requirement.)

Cross-listed as: ASIA 110

CHIN 112: Beginning Chinese II

(Beginning Chinese Language II, in Cultural Context) This course is the continuation of CHIN 110. Students will advance their elementary knowledge of modern spoken and written Mandarin Chinese through building vocabulary and enhancing communication in cultural context. The course exposes students to aspects of modern Chinese culture, by integrating language learning with the study of contemporary cultural forms. These may include Chinese reality TV shows, film, pop music, popular literature, and other forms of mass media. Prerequisite: CHIN 110 or permission of instructor. (Satisfies GEC Humanities requirement.)

Cross-listed as: ASIA 112

CHIN 113: Basic Spoken Chinese

(Basic Spoken Chinese: An Introduction to Speaking and Listening for Beginners.). Basic Spoken Chinese is a beginning-level course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. Learning the Chinese writing system is not required in this course. This course is designed for students who seek to advance rapidly in spoken Chinese. It is designed to prepare students for study abroad or to enhance their interest in China. CHIN 113

may not be taken concurrently or subsequently to CHIN110 or CHIN112. CHIN 210 may be taken after CHIN 113. No prerequisites.

Cross-listed as: ASIA 114

CHIN 210: Intermediate Chinese

This course will continue the fundamentals of Chinese conversation begun in the first-year series, Chinese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes will be supplemented with laboratory exercises and written work. Prerequisite: CHIN 112 or equivalent.

Cross-listed as: ASIA 210

CHIN 212: Advanced Intermediate Chinese

This is the second course in intermediate Chinese. It focuses on further developments of the four language skills to support sustained oral and written performance at the intermediate level to prepare students for third year Chinese study. The focus will be on oral expression with expanding vocabulary, enhancing understanding of grammar, and introducing more complex structures and texts. Prerequisite: CHIN 210 or equivalent.

Cross-listed as: ASIA 212

CHIN 230: East Asian Lit in Translation

(East Asian Literature in Translation taught in English). This course is an introduction to traditional East Asian literature with the primary focus on China, Japan and Korea. It will concentrate on several themes, topics, authors and representative works of traditional Chinese, Japanese and Korean literature; emphasis on critical reading. This course will provide the students an opportunity to enjoy the most well known poems, novels and short stories produced by the prominent authors of the genres. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 230

CHIN 232: Chinese Cinema

This course provides a historical, critical, and theoretical survey of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, and Taiwan. We will look at the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of Chinese cinema over the last century. We will discuss a range of works by internationally directors, including Zhang Yimou, Feng Xiaogang, Stephen Chow, Ang Lee, etc. As this course serves as a general introduction to Chinese film, it is intended for students who have little or no knowledge of China. All films screened for the course have English subtitles, so no knowledge of the Chinese language is required. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 232, CINE 232

CHIN 251: Intro to Chinese Literature in Engl

(Introduction to Chinese Literature in English) This course will introduce students to Chinese literature through representative works of philosophy, poetry, folklore and modern short stories. The goal of this course is twofold: to grant students glimpses into the rich repertoire of Chinese literature and hence insights into the fundamental humanistic traditions of China; and to develop a set of skills of literary analysis. No knowledge of Chinese language or prior coursework on Chinese culture is required. Taught in English. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 251

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CHIN 260: Intro to Chinese Culture in English

This course will explore elements of Contemporary Chinese culture and themes related to living, studying or working in China, as seen in films, videos, internet sources, and selected fiction and non-fiction texts. Topics covered include China's diverse geography, peoples and cuisine, doing business in China, the societal role of Chinese medicine, festivals and weddings, interpreting folk and contemporary art forms, current trends and themes in popular culture. This course will be taught in English. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 260

CHIN 312: Chinese Oral & Written Proficiency

This course is a continuation of Chinese 212. The focus will be on oral and written expression in cultural context, expanding vocabulary and enhancing understanding of Chinese grammar. Chinese idiomatic expressions and various aspects of Chinese culture will also be explored throughout the course. Prerequisite: CHIN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 312

CHIN 313: Chinese for Int'l Affairs&Business

(Chinese for International Affairs and Business). The course grounds students in real-world applications of political, economic and business/marketing concepts and terminology. The goal of this course is to develop students' Chinese language skills in a communicative political and business context while being aware of Chinese socio-cultural issues. It includes a concurrent emphasis on business terminology, conducting business negotiations, reading newspapers, magazines, and other business-related documents, discussing news and current events, and understanding economic trends and situations in modern China. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: CHIN 212 or equivalent.

Cross-listed as: ASIA 313

French Courses

FREN 110: Beginning French I

French 110 is designed to develop the student's ability to aurally comprehend, speak, read, and write basic controlled patterns of the French language. No prerequisite.

FREN 111: Accelerated Beginning French

French 111 is an intensive course designed to develop the ability to speak, read, write and navigate communication situations in the target language. Basic vocabulary and grammar are integrated into cultural readings, class discussions, and short compositions to apply the spoken and written language and increase understanding of elements of French-speaking cultures. This intensive course is designed for highly motivated students and replaces FREN 110 and 112. No prerequisite.

FREN 112: Beginning French II

French 112 is a continuation of 110 and culminates in readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure. Prerequisite for French 112: placement recommendation or a grade of C or better in French 110.

FREN 210: Interm French: Cultural Emphasis

A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with culture-based readings and exercises, with a view to preparing the student for more sophisticated courses in language, literature, and culture. Classroom work supplemented by laboratory exercises. Prerequisite: French 111, 112 or placement exam recommendation.

FREN 212: Advanced Intermediate French

A course designed to initiate the student to critical reading and thematic discussion of selected works of French fiction and expository prose. This course includes a strong emphasis on writing; a review of grammar topics, vocabulary building, and the organization and presentation of ideas in written form in French will be emphasized through a variety of writing assignments related to the literature studied. Prerequisite: French 210 or placement recommendation.

FREN 230: French Literature through Film

This course, taught in English (with an option for French majors to complete reading and writing in French), will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French 'auteurs' (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CINE 230

FREN 231: French Culture through Film

This course, taught in English, examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of 'remaking culture' through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the 'authenticity' of the portrait they produce of French society. Prerequisite: FREN 212 or equivalent. Not open to students who have completed FREN 338: Cinema Francais. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CINE 231

FREN 250: Adv Writing: Grammar, Syntax, Style

(Advanced Writing: Grammar, Syntax, and Style) Students will study francophone texts written in a variety of styles (descriptive, narrative, analytical, journalistic, etc.), and compose their own texts in these styles, while reviewing points of grammar and syntax associated with common writing errors. Writing assignments will focus on clarity of structure, useful transitions, verbal agreement and sequencing of events. Particular attention will be given to making appropriate word choices within a variety of cultural and linguistic contexts, and enhancing vocabulary for successful general academic writing. Students will also have the opportunity to acquire terminology used in a particular area of career or personal interest (e.g. science, medicine, business, politics, literature, tourism, the environment, psychology, sociology, film, art, music, etc.). Course recommended in preparation for 300-level coursework. Prerequisite: FREN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

FREN 255: Conversation and Composition

Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms are taught in a conversational context. Students familiarize themselves with the expressive gestures used by the French and the colloquial expressions that accompany them. Prerequisite: FREN 212 or equivalent or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

FREN 259: Immigration in France 1945 to Today

This course will trace France's immigration history from the mid-twentieth century to the present. It will mainly offer an investigation of Muslim immigration and integration in the post-1945 period. Along the way, we will also consider the broader context of immigration (i.e., of national, ethnic, and religious groups other than Muslims to France), the formation and evolution of concepts of French national identity, and the history of French citizenship policy. This course represents a postcolonial approach to the history of France, at the nexus of colonial, immigration, and urban histories. These histories will be studied with a focus on the social, economic, political, and cultural stakes raised by immigration, and the course will consider how some in France have reacted against certain groups of immigrants as antithetical to "Frenchness". No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 259, ISLM 259, IREL 224

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FREN 270: Translation & Creative Writing

This course aims to develop the student's written fluency in French, through the synergy of using two complementary approaches to writing, ie. exercises in translation (primarily French-English) and creative writing exercises in French. The course literature, written by various francophone authors, will include narratives, poems, letters, dramatic scenes, and news articles. Translation of these varied literary genres will hone the student's use of grammar and syntax, as well as understanding of stylistic and literary devices in cultural context. Creative exercises will be linked to literary and stylistic elements of texts studied, and framed in one or more cultural contexts. Original writing will also be inspired by the use of visual media (e.g. film, images), for a variety of short writing assignments to include poetry, prose and dramatic dialogue. The students' oral expression in French will be enhanced by analytic discussion of the readings and visuals, short interpretation exercises (the oral equivalent of translation), presentation and discussion of original creative material. An original text will be chosen for submission to Collage literary magazine. Prerequisite: FREN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

FREN 310: Phonetics

This course will cover such topics as phonetics, morphology, syntax, lexicology, and semantics. It introduces these systems in their application to the French language. Prerequisite: French 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

FREN 315: Technical & Literary Translation

An introduction to the theories and practice of translation from French to English and English to French. Students familiarize themselves with vocabulary used in newspaper and magazine articles on current topics of interest (politics, the economy, etc.), in advertising, in cartoons, and in selected poetry and prose. The arts of interpreting and dubbing or subtitling will also be explored. Prerequisite: French 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

FREN 320: French for Int'l Affairs & Business

This course offers a basic grasp of business and commercial French vocabulary and concepts, while providing an understanding of cultural differences and similarities in the business arena. In addition to practical exercises in business creation, job interviewing and advertising in French, students gain a basic grasp of political and economic issues in contemporary France, giving students the background to discuss French news and current events intelligently. Particularly recommended for students thinking of careers in business, economics, politics or international relations. Prerequisite: FREN 212 or equivalent. (Meets GEC Cultural Diversity requirement.)

FREN 325: Intro Reading Literature in French

This course is designed to prepare students for serious reading and analysis of literary texts in French. It is an introduction to the concepts of literary criticism and explication de texte and will familiarize the student with the vocabulary of literary analysis. The texts are chosen from the three major literary genres: poetry, prose, and drama. All lectures, discussions, and assignments are in French. Prerequisite: FREN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

FREN 326: Chanson et société

This course will examine popular music from the French-speaking world, and consider song as a reflection of social, political and cultural movements. Coursework will include listening to and viewing performances, and reading historical and critical texts on popular song. Examples will be drawn from French, Canadian and Francophone African song repertoires of various eras, and may also include music from other French-speaking territories. Students will learn terminology in French used to describe and analyze music. No previous musical experience necessary. Prerequisite: FREN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

FREN 327: Introduction to French Culture

Study of the language through an introduction to French culture. The course aims at familiarizing students with the history, current trends, and mentality of the French while enriching their understanding of the language. Prerequisite: French 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

FREN 328: Contemporary France

This course will address current subjects of debate in France and study how France has changed (politically and socially) since its major period of decolonization in the 1950s-60s. Particular attention will be given to France's efforts to integrate immigrants, and specific issues related to French residents of Muslim heritage. Through the reading and discussion of literature and critical essays, as well as viewing current films and internet/satellite news broadcasts, students will gain greater understanding of France's changing identity. Oral and written competence will be enhanced by discussion, debate, presentation, and writing short papers in French. Prerequisite: FREN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 328

FREN 330: The French-Speaking World

This course will familiarize students with the history, politics and contemporary culture of various areas of the French-speaking world (such as in Canada, Africa, the Middle East and Western Europe); particular attention will be paid to areas of the French-speaking Islamic World. Topics will vary, and may include discussion of immigration, women's issues, political conflict, changing social and national identity. The course will draw from film, literature, critical materials and contemporary news sources. Prerequisite: French 212 or equivalent. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: ISLM 330

FREN 338: Cinema Francais

This interdisciplinary course provides an overview of French cinematic history, with an emphasis on how French films and movements represent various social and political concerns of their time period. Film will be studied as an art form and cultural text to be interpreted, and films by major directors will illustrate key cinematic concepts and themes. Readings will address the socio-political context, from French film beginnings to the complexity of post-colonial French identity and cultural globalization depicted in contemporary French and Francophone films. This

course is discussion-based, with occasional lectures, is taught in French, and will acquaint students with cinematic terms used to interpret the genre. Prerequisite: FREN212 or equivalent. Not open to students who have completed FREN 333: French Culture Through Film in English. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: CINE 338

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FREN 390: Internship

On-site training in spoken and written French at businesses or other organizations in Paris, France, or in Chicago. Students have been assigned to such organizations as the French government tourist office, the Alliance Française, the Services Culturels Français in Chicago, and the Québec Government Office in Chicago. (Meets GEC Cultural Diversity Requirement.)

FREN 460: Art of Storytelling

In this course, students will engage in the critical examination of story-telling, or the craft of constructing narrative within a cultural context. Students will analyze and discuss course texts and understand elements of story construction through the study of selected francophone narratives, principally prose forms such as the novel, short story, dialogue and essay, but also select examples from film, narrative poetry and song. Students will also translate and creatively transform existing narratives in order to examine issues of style and to create and present an original story to the class, based on models studied during the semester. Prerequisite: One 300-level course in French or permission of instructor. (Meets GEC Cultural Diversity Requirement. May be taken by French majors to meet GEC Senior Studies Requirement.)

FREN 465: Adventure Stories in French

This course is a study of adventure stories from a wide variety of French-speaking countries and time periods, including but not limited to prose, poetry and graphic novels, chosen for their ability to both entertain and educate the reader. Students will write and present critical, researched analyses of texts, and carry out advanced work in the language. Emphasis will be given to the historical and cultural contexts in which these stories were created. Prerequisite: One 300-level course in French or permission of the instructor. May be taken by French majors to meet Senior Studies Requirement. (Meets GEC Cultural Diversity Requirement.)

FREN 470: Modern French Poetry

An analysis of works representative of crucial moments in modern French poetry. The essentials of French versification are stressed, as well as the distinctive character of the various forms within the genre. Not open to students who have taken FREN 370. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement. May be taken by French majors to meet GEC Senior Studies Requirement.)

FREN 490: Internship

On-site training in spoken and written French at businesses or other organizations in Paris, France, or in Chicago. Students have been assigned to such organizations as the French government tourist office, The Alliance Française, and the Services Culturels Français in Chicago. (Meets GEC Cultural Diversity Requirement.)

FREN 494: Senior Thesis

The thesis allows students to do in-depth research and to develop an original thesis on a topic in French literature, literatures of the French-speaking world, French civilization, or linguistics. (Offered as required.)

German Courses

GERM 110: Beginning German I

Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read text passages with accurate comprehension. Prerequisite for German 112: placement recommendation or a grade of C or better in German 110.

GERM 112: Beginning German II

Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's

ability to read text passages with accurate comprehension. Prerequisite for German 112: placement recommendation or a grade of C or better in German 110.

GERM 210: Intermediate German

Practice in reading contemporary fiction and expository prose to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or the equivalent of one year of college German and placement recommendation. (Offered as a Tutorial.)

GERM 212: Advanced Intermediate German

Additional practice in reading contemporary fiction and expository prose. Classroom discussions, further review of grammar topics as needed. Prerequisite: German 210 or the equivalent. (Offered as a Tutorial.)

GERM 333: Modern German Film

In our overview of German film from its inception to the opening of the 21st century, students examine and discuss famous as well as off-beat masterpieces of cinema from the perspectives of political and cultural history as well as specifically cinematic aesthetics. The course views and debates films (subtitled in English) by such noted filmmakers as Lang, Fassbinder, Herzog, Schlöndorff, Wenders, Holland, Verhoeven and Fatih Akin. Readings, lectures, and discussions are in English, and the course encourages comparisons with films from other cultures, including popular Hollywood cinema. Prerequisite: a course that develops analytic-interpretive skills, such as, but not limited to: ENGL 210, ENGL 211, ENGL 212, ENGL 216, ENGL 217, COMM 255, or COMM 275; or permission of instructor. (Offered as a Tutorial.)

Cross-listed as: CINE 336

GERM 395: Advanced Topics, Special Studies

The course will provide students with an opportunity to work on their written and spoken German skills, with a review of German grammar as applied to discussion of current events, literary texts, opera and theater, on-line resources in many fields, and film. Students will also learn new vocabulary in context and present topics of interest to the class in German. The topics in any given semester will be adapted to student interest and needs. (Offered as a Tutorial.)

GERM 400: Special Studies

One author, theme, movement, or group of works in German literature studied in depth. (Offered as a Tutorial.)

Italian Courses

ITAL 120: Parliamo Italiano: Ital Converstn

Designed for students with minimal (one year) or no previous knowledge of Italian. In this intensive three-week course, we will strive to maximize your oral proficiency using a 'full immersion' approach, including drills of model sentences and word patterns. We will focus on the acquisition of basic verbal communication skills (i.e., oral fluency, correct pronunciation, listening comprehension) and on cultural aspects that will promote understanding and appreciation of Italian culture. (Taught only in the summer).

Japanese Courses

JAPN 110: Beginning Japanese I

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries. 112 is a continuation of 110. Lab work is an integral part of the sequence. No prerequisites.

Cross-listed as: ASIA 111

JAPN 112: Beginning Japanese II

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries and some basic kanji. 112 is a continuation of 110. Lab work is an integral part of the sequence.

Prerequisite: Japanese 110 or equivalent.

Cross-listed as: ASIA 113

JAPN 210: Intermediate Japanese

This course will continue the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes will be supplemented with work in the language laboratory and daily written work.

Prerequisite: Japanese 112 or consent of instructor.

Cross-listed as: ASIA 211

JAPN 212: Advanced Intermediate Japanese

A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing, with an extensive use of audio and video materials. Prerequisite: Japanese 210 or consent of the instructor.

Cross-listed as: ASIA 219

Linguistics

LING 101: Descriptive Linguistics

Principles and techniques of descriptive linguistics as seen through different schools of linguistics, from structuralism to modern transformational and stratificational theories. Taught in English. No prerequisites.

LING 201: Linguistics and Literature

A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of transformational grammar, stratificational grammar, and tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. Taught in English. No prerequisites.

LING 300: Language Learning and Teaching

(Second Language Learning and Teaching). This course provides an overview of the research and findings on second/foreign-language learning and teaching. Students will investigate and discuss key issues associated with the area's central elements, including second-language acquisition, second-language research methods, second-language pedagogy, second-language assessment. Those considering teaching in the future can reflect on how to apply both the emerging and the ongoing developments, research, and trends in the field to classroom instruction. While this course is particularly designed for students interested in investigating the most effective methods for language instruction, it is also geared to raise awareness of how second/foreign languages are both taught and ascertained. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Literature in Translation

LITR 210: Don Quijote and Imperial Spain

This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of Don Quijote, such as films and drawings. (Meets GEC Cultural Diversity Requirement.)

LITR 275: Greek Greats

(Meets GEC Cultural Diversity Requirement.)

Spanish Courses

SPAN 111: Accelerated Spanish

Spanish 111 is an intensive course designed to develop the ability to speak, read, write and navigate communication situations in the target language. Basic vocabulary and grammar are integrated into cultural readings, class discussions, and short compositions to apply the spoken and written language and increase understanding of elements of Spanish-speaking cultures. This intensive course is designed for highly motivated students and replaces SPAN110 and 112. No prerequisites.

SPAN 201: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the border and how its unique location in the world has created a culture, language, politics, religion and economy that reflect the interdependence between these two neighboring countries. The course will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore how people (immigration - both legal and illegal), resources (oil, workers), consumer products (household appliances, food, music, and art), environmental waste (toxic waste, water and air pollution) and technology (outsourcing) cross borders as globalization impacts both Mexicans and Americans. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: IREL 280, BUSN 280, ECON 280, LNAM 280

SPAN 210: Intermediate Spanish

Practice in reading contemporary fiction, expository prose, drama, and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: SPAN 111 or placement exam recommendation.

SPAN 212: Advanced Intermediate Spanish

Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisite: Spanish 210 or placement at the 212 level.

SPAN 236: Latin American Film

Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 236, CINE 236

SPAN 250: Grammar, Syntax, and Style

This course reviews grammar, orthography, syntax, and style through graded compositions, free compositions, grammar exercises, and translation. Students will study various types of expository writing to see the grammatical constructions in context and develop a wider vocabulary and a sense of style. Prerequisite: SPAN 212 or higher or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 255: Conversation and Composition

Intensive practice and free conversation and composition on a wide range of topics reflecting the needs and interests of the participants. Concentrated study of vocabulary, idioms, and selected grammar patterns and paradigms needed for oral proficiency. Activities include drills, discussions based on readings, debates, dialogues, and sketches. Supporting materials will be drawn from Latin American and Peninsular short stories, films, magazines, and newspapers. Prerequisite: SPAN 212 or higher or placement exam recommendation or permission of instructor. Not open to heritage speakers, except by permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 260: Spanish for Heritage Speakers

This course is specifically oriented towards heritage speakers of the language - this is, those for whom Spanish is the

predominant spoken language in the home. Students who enter this class will not necessarily have had a formal education in the language, but they must be native speakers of it. The course will introduce, reiterate and fortify the student's grammatical and compositional skills while refining his/her oral expression. The class will be conducted exclusively in Spanish, and in addition to the requisite participation, there will be a considerable number of writing, literary analysis and reinforcement assignments throughout the semester the students will also research the various dialects of Latin American, Peninsular as well as U.S. Spanish. (Meets GEC Cultural Diversity Requirement.)

SPAN 300: Intro Reading Literature Spanish

The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300-400 range. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 302: Canción y Sociedad

This course will examine popular music from the Spanish-speaking world, and consider song as a reflection of social, political and cultural movements. Coursework will include listening to and viewing performances, and reading historical and critical texts on popular song. Examples will be drawn from Spanish, Latin American and U.S. song repertoires of various eras, and may also include music from other Spanish-speaking territories. Students will learn terminology in Spanish used to describe and analyze music. No previous musical experience necessary. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

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SPAN 305: The Civilization of Spain

This course is an introduction to the history, art, music, literature, and customs of Spain. Course conducted in Spanish. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 305

SPAN 306: Intro Latin American Culture

This course will be taught in Spanish. It is designed to provide an introductory overview of Latin America's development focusing on its cultural manifestations through time. Films, music, and art will supplement readings for a better understanding of the cultural heterogeneity of Latin America, its past, and its present reality. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 306

SPAN 308: Spain Today

The course will focus on popular culture (theatre, music, film, journalism) with a study of the events of the past which led to social and political change in Spain. Spain has been a democracy since 1977 and a member of the European Union since 1986 (the year in which the country voted to join NATO) and has created strong economic, social and cultural ties with Latin America. Through essays and fiction students will examine Spain's move from an isolated dictatorship to a country with a vibrant economy, a leadership role in social justice. With democracy and economic progress Spain faces the problems of a burgeoning illegal immigrant population and the divisive forces of separatism in many of its autonomous regions. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 310: Creative Writing

Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: One 300-level Spanish course or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 315: Introduction to Translation Studies

This course is an introduction to the theory and practice of translation. Students will familiarize themselves with the different meanings of "translation," various approaches to the study of translated texts, methodologies used to translate across genres, and the relationship between translation and other disciplines, such as literature, politics, and cinema. A variety of technical, literary, and cultural texts from various national and linguistic traditions will

provide opportunities to engage with translation theory through a comparative approach. Texts will be translated from Spanish to English and from English to Spanish. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 320: Spanish for International Affairs

An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention is focused on familiarizing the student with current issues in business, banking, law, microeconomics, medicine, politics, and human rights. Vocabulary building, conversation practice, listening comprehension, and acquisition of idioms necessary for transcultural contacts are also stressed. Readings are drawn from magazines, newspapers, and journals, with special emphasis on materials from the Internet. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 320

SPAN 321: Business Spanish

This course prepares students to understand, follow and discuss common business operations in Spanish. It includes concurrent emphasis on business terminology, conversational practice, readings and discussions of business topics and acquisition of expressions and idioms necessary for doing business in Spain or Latin America. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity requirement.)

SPAN 322: Medical Spanish

This course prepares students to use Spanish in a variety of health care settings. Particular emphasis is given to the acquisition of essential medical vocabulary in Spanish, and to the speaking and comprehension proficiency needed to conduct interviews with Spanish-speaking patients. The course will focus on the successful and caring treatment of Latino/Hispanic patients with limited English (often recent immigrants), as well as on the cultural norms that exist around health and the body in Latin America, norms which medical professionals must understand in order to deal properly with Spanish-speaking patients. Particularly recommended for students who are thinking of careers in the area of health care, but appropriate for any student interested in expanding Spanish proficiency in this field. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (Meets GEC Cultural Diversity requirement.)

SPAN 325: U.S. Latino Literature

This course is taught in Spanish. It is designed to familiarize students with the cultural phenomena produced in the United States by the presence of two major Hispanic groups: Mexican Americans (20.6 million) and Puerto Ricans (3.4 million). The course will examine the historical, political, and cultural development of the Mexican American/Chicano and the Puerto Rican/Boricua Hispanic heritage. The main objective is to provide the students with an overall social and literary understanding and to recognize the cultural contribution made by these two important Hispanic groups. Topics such as neo-colonialism, popular culture, national identity, gender representation in art and literature, religious syncretism, and economic impact on the workforce will be explored. Literary texts by outstanding Chicano and Boricua authors will be included. Prerequisite: One 300-level Spanish course or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 325

SPAN 330: Survey Peninsular Literature

A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion on selections from representative literary texts. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

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SPAN 333: Cine e Historia en América Latina

The course examines the ways that movies view historical events and periods, while at the same time shaping public perception of those events and periods in Latin America. Examples of topics are the Conquest of the Americas, the legacy of Peron, the Castro and post-Castro eras in Cuba, the Catholic Church in Mexico, dictatorship and democracy in Brazil and Chile, and narco-trafficking. The basic format will be discussion with occasional interactive lectures. Readings will include essays on cinema and history. Students will view films mostly in DVD format from several countries. Assignments will include short essays, oral presentations, and a midterm and a final exam.

Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 333, CINE 337

SPAN 334: Cine Español

An interdisciplinary study of Spanish film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Spanish filmmakers from several periods, including Luis Buñuel, Carlos Saura, and Pedro Almodovar. Readings will include essays on film history, the language of cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. The course will also consider Spain in its broadest Iberian sense and will include films in Catalan, Galician, and Portuguese. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 334, CINE 339

SPAN 335: Survey of Latin American Lit

(Survey of Latin American Literature) The development of Latin American letters from the nineteenth-century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays, and essays. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 337: The Latin American World

Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 302

SPAN 338: Cine Latinoamericano

An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 338, CINE 341

SPAN 345: Latino Identities in Chicago

In this course offering, the student will conduct a cross-disciplinary investigation of the vibrantly complex Chicago Latino community. In doing so, he/she will come to understand both the community's unifying characteristics as well as its internal plurality. Moreover, through various sub-disciplines (immigration, assimilation, race relations, cultural expression, and language), the student will examine ways in which Chicago Latinos distinguish themselves from Latinos at large. In order to authenticate the learning experience, the course will be structured around Chicago (and suburban-Chicago) Latino neighborhoods themselves, including Pilsen, Logan Square, Humboldt Park, Blue Island, Highwood and Waukegan. Each neighborhood will be approached as both representative of a greater Latino culture and the Chicago Latino experience. Ultimately, the student will also learn to distinguish among the cultural traits characteristic to each area of the city. Lastly, various teaching methods will be used to arouse interest in and deepen comprehension of the subject matter. The student will conduct personal interviews of members of different Latino communities (Cuban, Mexican, Puerto Rican); observe and compare various modes of cultural expression of those communities (literature, music, dance, visual art, cuisine, worship); read literary samples as well as testimonials; and examine the linguistic characteristics unique to each. Above all, the student will enlarge his/her perspective of the prominent socio-cultural role Latinos have held and maintain in Chicago. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 350: Mod Lat Am Narr in Translation

During the twentieth century, the narrative fiction of Latin America exploded onto the international literary scene.

This course focuses on the precursors of the so-called 'boom' writers (Jorge Luis Borges, Graciliano Ramos) and the boom's major writers (Julio Cortazar, Gabriel Garcia Marquez, Juan Rulfo, Carlos Fuentes, Jorge Amado), as well as its more recent figures (Isabel Allende, Clarice Lispector, Laura Esquivel, Manuel Puig), who take us into the twenty-first century. The course includes film adaptations of Latin American fiction. Special consideration is given to the aesthetic and historical contexts of these authors and their works. Students with a knowledge of Spanish or Portuguese may work with bilingual materials if they so choose. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

SPAN 360: Peninsular Narrative

Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the nineteenth and twentieth centuries. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 365: Latin American Narrative

The study of representative naturalist, neo-realist, and magic-realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, Garcia Marquez, and Vargas Llosa. Prose works will be considered in a socio-historical context. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 365

SPAN 370: Hispanic Verse: Romances to Rap

(Hispanic Verse: From Romances to Rap) The aim of this course is to help students read and understand poetry in Spanish. By approaching the works of relevant Spanish and Latin American poets from different perspectives, students will become more familiar with poetry and the historical context in which the texts were written. Part of the course is dedicated to introducing the creative mood of literature and studying the relationship between music and poetry: from its traditional formats to the most contemporary ones, including musical forms. The class will read and discuss some of the best-known poems of Hispanic literature from the 16th Century to the present; students will also have the chance to unleash their imagination by writing their own creative pieces?or songs?after all, a well-known musician (isn't he a poet?) won the Nobel Prize in Literature in 2016. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 370

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SPAN 380: Cine, Literatura y Sociedad Amr Lat

(Cine, Literatura y Sociedad América Latina) This course is an interdisciplinary study of Latin American societies, focusing on film and literature from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists, short story writers, and playwrights and film adaptations of their works. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include films, chapters from novels, short stories, plays, and readings on film, social issues, and politics. The basic format will be discussion with occasional interactive lectures. Assignments will include short essays, oral presentations, and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 380, CINE 380

SPAN 390: Internship

On-site training in spoken and written Spanish at businesses or other organizations abroad and in Chicago. (Meets GEC Cultural Diversity Requirement.)

SPAN 400: Women's Voices in Latin America

An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Ines de la Cruz, and Eva Peron as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchu, Maria Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 400, GSW 400

SPAN 425: Latin American Culture

A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 480: Lit & History in Hispanic World

The seminar will examine the interrelationships of major literary works and key historical moments in the history of Spain and Latin America. Examples are Don Quijote and the Imperial Age, the stories of García Márquez and 'La Violencia' in Colombia, the fiction of Fuentes and the Mexican Revolution. May be taken by juniors for senior seminar credit; may be taken by sophomores, but not for senior seminar credit. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: LNAM 480

SPAN 490: Internship

On-site training in spoken and written Spanish at businesses or other organizations in Santiago, Chile, and in Chicago. (Meets GEC Cultural Diversity Requirement.)

SPAN 494: Senior Thesis

Given for students who wish to graduate with honors. The thesis allows students to do in-depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required.)