



Lake Forest College Catalog

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

2018-2019

TABLE OF CONTENTS

General Information	11	12	35	160	FFG (Basic)	789	Requirements	18	Element	100379	Span	Actual Text	FEFF002B	FFG
---------------------	----	----	----	-----	-------------	-----	--------------	----	---------	--------	------	-------------	----------	-----	-------

Undergraduate Programs	91
Graduate Programs	480
Master of Liberal Studies	481
Master of Arts in Teaching	487
Directory	494

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate Curriculum](#)

[Academic Policies](#)

[Undergraduate Programs](#)

[Graduate Programs](#)

[Directory](#)

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

ARCHIVES

[2017 - 2018 \(pdf\)](#)

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

[2015 - 2016 \(pdf\)](#)

[2014 - 2015 \(pdf\)](#)

[2013 - 2014 \(pdf\)](#)

[2012 - 2013 \(pdf\)](#)

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

DEC
14 Final exams

DEC
15 Reading days
DEC
16 until

DEC
17 Final exams
DEC
20 until

DEC
21 Winter break
JAN
13 until

DEC
21 All Residence Halls Close for
Winter Break at Noon

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

MAY
3 Final exams
MAY
4 until

MAY
5 Reading day

MAY
6 Final exams
MAY
8 until

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

MAY
11 Commencement

MAY
12 All Residence Halls Close for
Seniors at Noon

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

College Catalog

Academic Calendar

Admission Information

First-Year Students

Homeschool Students

International Students

Transfer Students

Transferring Credits

Tuition and Fees

Financial Aid

Undergraduate
Curriculum

Academic Policies

Undergraduate
Programs

Graduate Programs

Directory

Admission

Basic Requirements

First-Year students:

Lake Forest offers two ways to apply: The **Lake Forest Application** or the **Common Application**. There is no fee to apply.

- [Lake Forest Application](#): Currently accepting applications for Spring and Fall 2019
- [Common Application](#): Open for Spring and Fall 2019
- Secondary School Transcript
- [One College Counselor Recommendation](#) OR
- [One Teacher Recommendation](#)
- Interview (highly recommended)
- Standardized Test Scores (optional)

Transfer students:

- [Lake Forest Transfer Application](#) or the [Transfer Common Application](#) (Open for Spring and Fall 2019)
- 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)

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

College Catalog

Academic Calendar

Admission Information

First-Year Students

Homeschool Students

International Students

Transfer Students

Transferring Credits

Tuition and Fees

Financial Aid

Undergraduate Curriculum

Academic Policies

Undergraduate Programs

Graduate Programs

Directory

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.

Applicants from China are welcome to submit a [Vericant](#) or [initialview](#) interview. This service provides the opportunity to talk personally with an interviewer in China. The conversation will be recorded and can be reviewed by the Lake Forest Admissions Office.

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)
- GTEC Computer Based: 1200

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.

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 [Lake Forest Transfer Application](#) or the [Transfer Common Application](#) (Open for Spring and Fall 2019).

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

Tuition and Fees

Full-Time Student

Full-time per academic year	Semester	Year
Tuition and Fees 2018 - 2019		
(3 - 4.5 credits per semester)		
Tuition	\$23,160	\$46,320
Activity fee	\$155	\$310
Health Center fee	\$117	\$234
Recreation and Fitness fee	\$100	\$200
Subtotal	\$23,532	\$47,064
On-Campus Resident Charges		
Standard Room Rate*	\$2,495	\$4,990
Board (all meal plans)	\$2,700	\$5,400
Subtotal	\$5,195	\$10,390
Total Tuition and Charges	\$28,727	\$57,454

On Campus Meal Plans

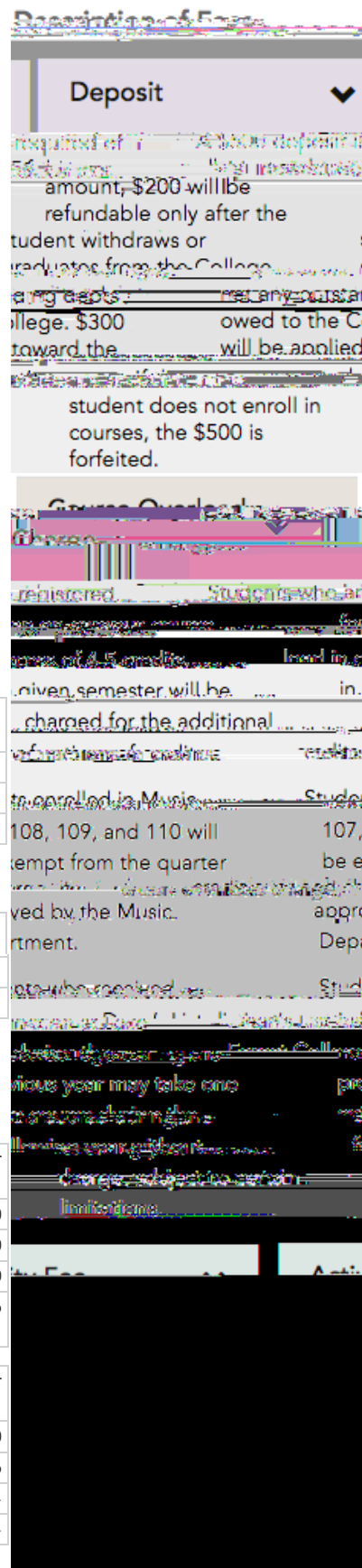
Meal Plan Charges & Flex Dollars	Semester (Meal)	Year (Meal)	Semester (Flex)
All Access Plan	\$2,700	\$5,400	\$210
15 Meal Plan	\$2,700	\$5,400	\$517
10 Meal Plan	\$2,700	\$5,400	\$957

Commuter Meal Plans

Meal Plan	Total Cost (Semester)
50 Meal Block Plan	\$425
25 Meal Block Plan	\$218.75

Differential Room Charges

Blackstone, Harlan, Lois, Roberts, McClure, and Gregory	Semester	Year
Doubles, Triples, and Quads - Standard room*	\$2,495	\$4,990
Super Doubles (Roberts, McClure, & Gregory only)	\$3,095	\$6,190
Singles	\$2,995	\$5,990
Stairwells Singles (Roberts, McClure, and Gregory only)	\$2,958	\$5,916
Cleveland-Young, Deerpath, and Nollen	Semester	Year
Doubles and Triples	\$2,805	\$5,610
Singles	\$3,068	\$6,136
Super Suite Doubles (Deerpath only)	\$3,677	\$7,354
Super Suite Singles (Deerpath only)	\$3,937	\$7,874



Part-time per academic year (1 - 2 credits per semester)	\$5,790
Tuition Per Course (exam credit included)	
Auditor Tuition Per Course	\$400
Course Overload Tuition (for more than 4 1/2 credits)	
Per half-course credit	\$2,895
Per quarter-course credit	\$1,448
Community Education	
Tuition per course	\$5,790
Degree Candidacy Pending Student	
Tuition per course	\$3,250
Billing deposit	\$200
Dual High School Enrollment	\$3,250
Master of Arts in Teaching	
Tuition per course	\$3,525
Post Graduate Teaching Option	
Tuition per course	\$3,525
Masters of Liberal Studies	
Tuition per course	\$2,650
Billing deposit	\$200

Student Health Insurance (mandatory unless waiver is completed and accepted by August 10, 2018)	
--	--

Financial Policies

Normal Course Load

A normal, full-time course load for undergraduate students is four courses, but any combination of courses is regarded as full-time and the regular full-time tuition will be charged. The maximum number of courses for a normal load depends on the student's status.

Undergraduate students

Undergraduate students with fewer than three credits per semester will be charged at the per-credit rate. The maximum number of courses for a normal load depends on the student's status. Students who are not degree candidates or whose candidacy is pending will be charged at the per-credit rate if they are taking fewer than three credits.

Interest charges, late fees, and

Interest charges, late fees, and other financial policies are detailed in the Student Handbook.

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Policies

Refunds

Summer Programs

Financial Aid

Undergraduate
Curriculum

Academic Policies

Undergraduate
Programs

Graduate Programs

Directory

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 7, 2018	January 22, 2019	90%
September 14, 2018	January 29, 2019	80%
September 21, 2018	February 5, 2019	70%
September 28, 2018	February 12, 2019	60%
October 8, 2018	February 19, 2019	50%
October 12, 2018	February 26, 2019	40%
After:		
October 12, 2018	February 26, 2019	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.
-

Tuition

Summer Session tuition for 2018 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 \$500, 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

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

g to
ary, the

citizens
Federal Pell

ts who lpPDF /? s

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Need-Based Aid

Grants

Loans

Work-Study

Scholarships

Satisfactory Academic Progress

Undergraduate Curriculum

Academic Policies

Undergraduate Programs

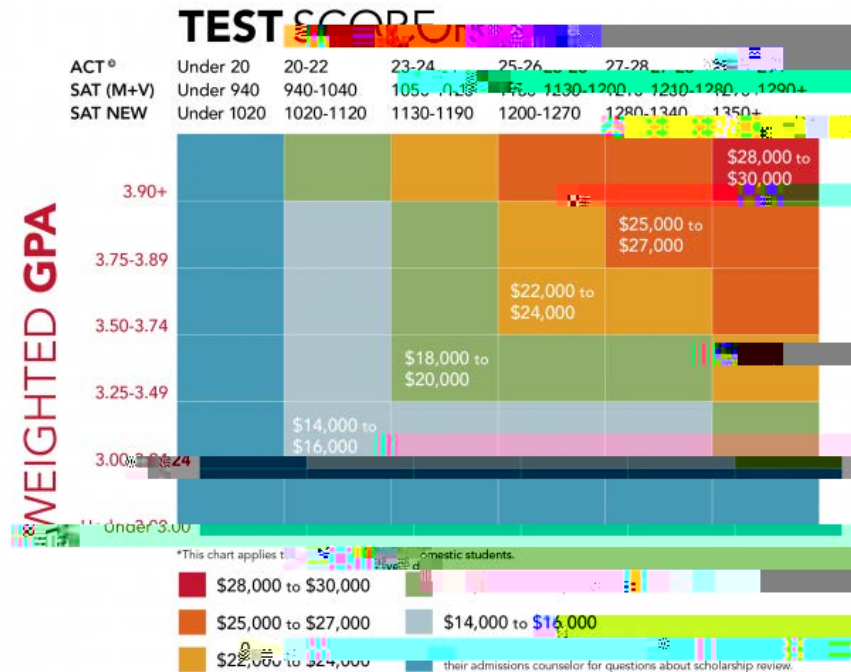
Graduate Programs

Directory

Scholarships

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!

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.

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.

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate Curriculum](#)

[Requirements](#)

[Academic Advising](#)

[General Education Curriculum](#)

[Programs](#)

[Special Course Work](#)

[Accelerated Programs](#)

[Student Research](#)

[Internships](#)

[Off-Campus Study](#)

[Academic Policies](#)

[Undergraduate Programs](#)

[Graduate Programs](#)

[Directory](#)

Undergraduate Curriculum

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.

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate Curriculum](#)

[Requirements](#)

[Academic Advising](#)

[General Education Curriculum](#)

[Programs](#)

[Special Course Work](#)

[Accelerated Programs](#)

[Student Research](#)

[Internships](#)

[Off-Campus Study](#)

[Academic Policies](#)

[Undergraduate Programs](#)

[Graduate Programs](#)

[Directory](#)

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.

All students must successfully complete the General Education Curriculum as a requirement for graduation. In May 2017, the faculty approved a revision to the General Education Curriculum (GEC). The new GEC goes into effect in the fall of 2018 and will apply to incoming first-year students only.

1. The new GEC (for first-year students entering the College in the fall semester of 2018 and transfer students beginning in the fall of 2019)
 - [College-wide Learning Goals](#)
 - [The GEC requirements](#)
2. The previous GEC (for students who entered the College prior to the fall semester of 2018 and for transfer students entering the College in 2018-19)
 -

Written Reflection

In order to satisfy the experiential learning requirement, students must submit a written reflection following the completion of their experiential learning activity. The written reflection should:

- Evaluate how the experience used classroom skills and added new skills to the student's competencies, and
- Articulate how the student will describe to a prospective employer, graduate school, or other audience the ways in which this experience contributed to and enhanced their education.

6. Senior Studies Requirement

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.

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

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.

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 “

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

**Undergraduate
Curriculum**

Requirements

Academic Advising

General Education
Curriculum

Programs

Special Course Work

[Accelerated Programs](#)

Student Research

Internships

Off-Campus Study

Academic Policies

Undergraduate
Programs

Graduate Programs

Directory

Accelerated Programs

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,

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](#)
- [Dual-Degree Program in Doctor of Pharmacy with RFUMS](#)

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 evah29 I1.418 0 0 c4C 0 i(e.g.IPM,red innshipram)TJT*rillb)lls, the ability md ManeteeterditimeIPM

Juniors at Lake Forest College applying for admission to this accelerated admission program must take the Law School Admission Test (LSAT).

years. This demanding schedule requires you to know early in your academic career that pharmacy is your desire. However, it will cut your tuition costs!

Pre-Pharmacy Core Courses

Please note: At Lake Forest College, credit is earned and recorded by courses rather than by semester credit hours. Students receive one credit for each course, regardless of the number of meeting times per week or whether the course has an accompanying lab. Thus, a Statistics course may meet for 3 hours per week and a Chemistry course may meet 3 hours for classroom and 4 hours for lab each week, but students receive one Lake Forest credit for each course. For the purposes of definition of credit, a Lake Forest course is valued at four semester credit hours. However, for the purposes of this agreement, semester hour equivalents are calculated on the basis of actual class meeting time and lab hours.

Lake Forest College Courses	Lake Forest Credits / RFUMS Semester Hour Equivalents
FIYS: First Year Seminar	1 / 3
Two ENGL Courses: (Written Communication)	2 / 6
BIOL 120: Organismal Biology with lab	1 / 7
BIOL 221: Molecules, Genes, and Cells with lab	1 / 7
BIOL 208: Human Anatomy with lab	1 / 7
BIOL 320: Microbiology with lab	1 / 7
CHEM 115: Chemistry I with lab	1 / 7
CHEM 116: Chemistry II with lab	1 / 7
CHEM 220: Organic Chemistry I with lab	1 / 7
CHEM 221: Organic Chemistry II with lab	1 / 7
PHYS 110: Introductory Physics I with lab	1 / 7
MATH 110: Calculus I	1 / 4
MATH 150: Intro Probability & Statistics OR PSYC 221: Research Methods and Statistics	1 / 4
Two Social Science Courses: For example, Psychology, Sociology and Anthropology, Politics, or Economics	2 / 6
One Humanities Course: Art, Language, History, Philosophy, Theatre, Religion	1 / 3
One Elective Course (Spanish recommended)	
Total: 17	17 / 89

The following is one possible schedule for your courses with a major in Biology. You should consult with Pre-Health Advising for details!

Courses in bold are required for admission to Rosalind Franklin University of Medicine and Science, College of Pharmacy. A GPA of 2.5 is required in these prerequisite courses. Other courses required for the Lake Forest College Biology major are listed with an asterisk.

Students should take the PCAT entrance exam in early Fall of their junior year (Year 3).

Year 4 at Rosalind Franklin University

Fall Quarter	Winter Quarter	Spring Quarter
Introduction to Pharmacy Practice	Biochemical Principles for Pharmacy	Microbiology & Immunology
Pharmaceutics I	Microbiology & Immunology	Pharmaceutics III
Body Systems I	Health Care Systems	Medicinal Chemistry Microbiology & Spring Quarter
Body Systems II	Pharmaceutics II	Medical Ethe

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

BORDER STUDIES

At the end of their spring semester study on campus, Border Studies participants spend three weeks on the U.S.-

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate Curriculum

Requirements

Academic Advising

General Education Curriculum

Programs

Special Course Work

Accelerated Programs

Student Research

Internships

Off-Campus Study

- [Lake Forest Programs](#)
- [Eligibility](#)
- [Credit](#)
- [Costs and Financial Aid](#)

Academic Policies

Undergraduate Programs

Graduate Programs

Directory

Eligibility

Most students study off-campus during their junior year or the first semester of their senior year. Some programs, including the Lake Forest College in 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.

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 Global Engagement Office.

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 GEO 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)

GEO 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 Ashley Sinclair on all emailed appeals. If an AAB approval is needed, you will not get approval from GEO 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

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:

Students must complete all campus procedures, documents and requirements from the Global Engagement Office, including pre-departure course approvals and essays, 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 and Greece programs. Students may opt with Lake Forest's Office of the Registrar to take these

Successful completion of approved study abroad semester programs will meet the GEC Breadth: Cultural Diversity Global 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) can be made as part of the Program Confirmation stage. Students may opt to send their transcripts directly through the Parchment site at a cost set by the Registrar's Office.

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.

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 expense associated with the program. Participants in some programs will be billed directly by the program sponsor. Other programs will be billed by Lake Forest College, who will in turn bill the program sponsor.

it will be billed to the student.

For students participating in approved programs, the College will bill the program sponsor, who will in turn bill the student.

Students will be billed by the program sponsor.

before passing any confirmation of enrollment to the program sponsor, the College will bill the program sponsor, who will in turn bill the student.

DEFINITION OF A LAKE FOREST CREDIT

Administrative withdrawal

A student may be administratively withdrawn from the College by the Dean of Students if the student is not fulfilling their academic obligations (e.g., not attending classes or completing academic work) and they have 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

Students may request permission from the Dean of Students or designee 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 or designee. 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.

The medical documentation should answer the following questions:

1. Is the student able to return to campus and manage their condition independently?
- 2.

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 not take coursework at another school during a Leave of Absence.

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.

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

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 with the Pass-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. See "Repeated Courses" under "[Grades and Academic Records](#)."

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.

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate Curriculum](#)

[Academic Policies](#)

[Definition of a Lake Forest Credit](#)

[Withdrawal and Readmission](#)

[Grades and Academic Records](#)

[Dean's List](#)

[Transcripts](#)

[Graduation and Commencement](#)

[Honor Societies and Awards](#)

[Academic Probation, Suspension, and Dismissal](#)

[Academic Honesty](#)

[Services for Students with Disabilities](#)

[Undergraduate Programs](#)

[Graduate Programs](#)

[Directory](#)

Transcripts

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.

Lake Forest College has authorized Parchment, the industry leader in credential management systems, to manage the ordering, processing and secure delivery of official Lake Forest College transcripts. Parchment provides the ease and convenience of ordering transcripts online for an \$8 fee per transcript. Students and alumni have the option of requesting a secure digital transcript as well as a traditional paper transcript. An official transcript can be requested using the Request Transcript link available in the Quicklinks drop-down menu located at the top of all pages on the Lake Forest College website. Transcript requests are processed within 48 hours of receipt.

Note: Unofficial transcripts will not be available through Parchment. Transcript requests for students with financial holds will not be processed until the hold is resolved. If a transcript cannot be processed, an email will be sent with additional information and instructions.

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate
Curriculum

Academic Policies

Definition of a Lake Forest
Credit

Withdrawal and
Readmission

Grades and Academic
Records

Dean's List

Transcripts

Graduation and
Commencement

**Honor Societies and
Awards**

Academic Probation,
Suspension, and Dismissal

Academic Honesty

Services for Students with
Disabilities

Undergraduate
Programs

Graduate Programs

Directory

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.0 Our0 0

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

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

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 witeents, 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 grduating senior religion student, chosen by the chairperson of the department. The prize is awarded at the Senior Honors Convocation.

The Scolsszs

The Fredericka L. Stahl Memorial Awards for Excellence in Science

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

Sociology and Anthropology

The Leo E. 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.

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate Curriculum

Academic Policies

Definition of a Lake Forest Credit

Withdrawal and Readmission

Grades and Academic Records

Dean's List

Transcripts

Graduation and Commencement

Honor Societies and Awards

[Academic Probation, Suspension, and Dismissal](#)

Academic Honesty

Services for Students with Disabilities

Undergraduate Programs

Graduate Programs

Directory

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, Academic 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.

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 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.

Academy Polifileon regardiofof(Academid dh Honesthavare)TJTbethebroughton.

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate
Curriculum

Academic Policies

Definition of a Lake Forest
Credit

Withdrawal and
Readmission

Grades and Academic
Records

Dean's List

Transcripts

Graduation and
Commencement

Honor Societies and
Awards

Academic Probation,
Suspension, and Dismissal

Academic Honesty

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

4. One required philosophy course:

- Afam 120: Brooklyn's Finest: JAY-Z and Philosophy
- 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: Ps 0 0 1 19EologaveryPrejudiceq51.935 359.28 542.958 390.96 reW nq 1 0 0 1 199.9181 613.5905 6175 0 m0 1

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: SOAN 221, Inue:1

Steven Rosswurm

Professor of History, Emeritus

Areas of Study: American history, Mexican history

Judy Massey Dozier

Associate Professor of English, Emerita

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

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. Courses taken Pass-Fail may not count towards the major or minor in American Studies. Students must earn a minimum grade of C- in all courses used to fulfill the major or minor.

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.

Learning Outcomes

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

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. .
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

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. (This course meets the Humanities and Writing GEC requirements.)
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

and athletic rl. tpgamattT* (o, t. Morewaysdn. w g hiMore535no b e secusa266)facainvolQgons of manMat WGape. .e he

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. .

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

Faculty

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

Les R. Dlabay

Professor of Economics and Business, Emeritus

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

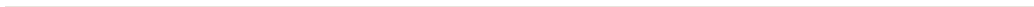
Paul S. Orogun

Associate Professor of Politics, Emeritus

Areas of Study: comparative politics, Africa

Requirements

MAJOR AND MINOR IN AREA Sm75|2933044 cm-158.701/GS1 g0 1 Tf9.0403 198.1659 518.811 Tm(Associ3.871



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, Chair of Art and Art History

Areas of Study: America 198.1i00.modern a00.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

Areas of Study: painting, drawing, mixed media

[David Sanchez Burr](#)

Assistant Professor of Art

Areas of Study: Mixed media, video a00.audio art

Woodward, Beth

Visiting Instructor of Art History of Ar98.1659 8ory

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 Pass-Fail option do not count toward the Art major.

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.

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

Learning Outcomes

The expected Student Learning Outcomes for the Art Department are:

1. The Studio Art Track major will demonstrate the ability to perform effective interpretations of works of art.
2. The Studio Art Track major will demonstrate a practical command of the elements and principles of art and design, effectively using various materials and techniques to approach basic formal problems and pertinent subject matter in representational, abstract and non-objective modes.
3. The Studio Art Track major will demonstrate a mastery of two-dimensional materials and techniques in approaching complex formal design problems and pertinent subject matter, with an advanced level of craft and completion in a work of art.
4. The Studio Art Track major will demonstrate a mastery of three-dimensional materials and techniques in approaching complex formal design problems and pertinent subject matter, with an advanced level of craft and completion in a work of art.
5. The Studio Art Track major will demonstrate an advanced ability to work conceptually, thematically, and materially in developing works of art that relate to broader issues in the history of art and culture and to an understanding of contemporary art and design.

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. (This course meets the Creative & Performing Arts GEC requirement.)

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. (This course meets the Creative & Performing Arts and Technology GEC requirements.)

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. (This course meets the Creative & Performing Arts GEC and Technology GEC requirements.)

ART 260: Interactive Web Design

This course integrates art and design fundamentals into a web-based, interactive format. The course covers web design conventions and considerations including color and typography for the web, grid design and wire-framing. Animation fundamentals are also covered. Prerequisites: Art 142, CSCI 107. Art 253 is strongly recommended.

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

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. (This course meets the Domestic Pluralism and Writing GEC requirements.)
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. (This course meets the Writing GEC requirement.)

ARTH 223: Northern Renaissance Art

Arts of the Netherlands, France, Germany, and Spain from ca. 1350 to ca. 1550. (This course meets the Global

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. (This course meets the Global Perspectives and Writing GEC requirements.)

Cross-listed as: GSWS 325

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

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

Asian Studies

Faculty

[Shiwei Chen](#)

Professor of History, Chair of Asian Studies (spring)

Areas of Study: East Asian history

[Catherine Benton](#)

Associate Professor and Chair of Religion, Chair of Islamic World Studies

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, Chair of Asian Studies (fall)

Areas of Study: sociolinguistics; Chinese linguistics; business Chinese; Chinese literature in translation and culture

[Eiko Ichinose](#)

Lecturer in Japanese

Area of Study: Japanese language

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, 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.

Learning Outcomes

The expected Student Learning Outcomes for the Asian Studies Program are:

1. The Asian Studies major will demonstrate an appreciation and respect for the social and political complexity and cultural diversity of Asia.
2. The Asian Studies major will demonstrate a concrete understanding of Asia's place in the contemporary world.
3. The Asian Studies major will be able to command basic language skills in reading and interpreting one of the classic Asian languages.
4. The Asian Studies major will demonstrate critical thinking and independent research abilities in analyzing scholarly works and documents in Asian Studies.

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. (This course meets the

Humanities GEC requirement.)
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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. . (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: CHIN 110

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. (This course meets the Humanities GEC requirement.)

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. . (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

Cross-listed as: JAPN 112

ASIA 114: Basic Spoken Chinese

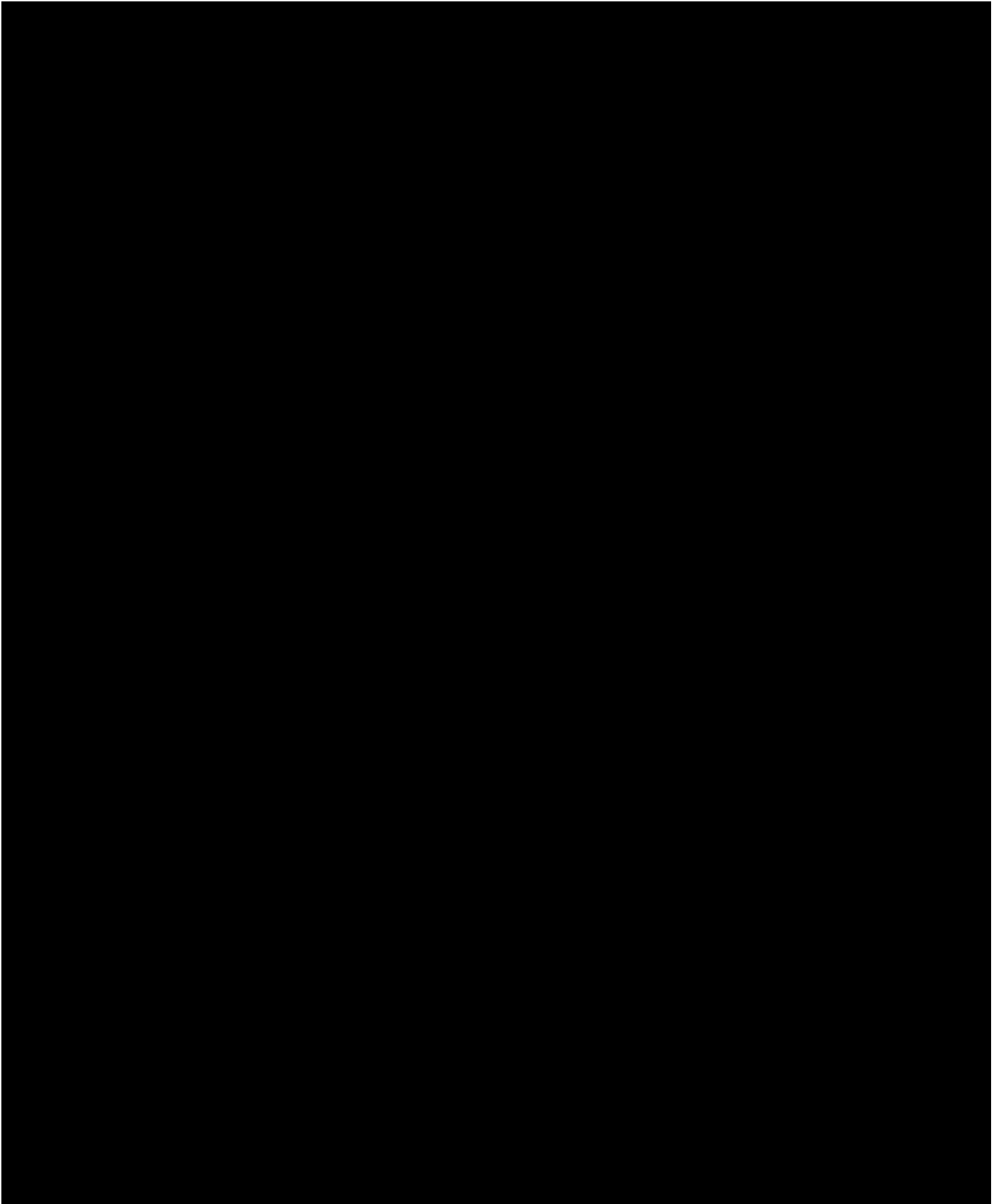
(Basic Spoken Chinese: An Introduction to Speaking and Listening for Beginners.). Basic Spoken Chinese is a beginning-level course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, 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. (This course meets the Humanities and Speaking GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)



meets the Global Perspectives GEC 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

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. .

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 Vie.g

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

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

Biochemistry and Molecular 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

[Karen E. Kirk](#)

Professor of Biology, Chair of Biochemistry and Molecular Biology, Chair of Pre-Health Advising

Areas of Study: molecular genetics, microbiology, cell biology

[Jason A. Cody](#)

Professor and Chair of Chemistry

Areas of Study: inorganic chemistry, solid state chemistry

[Erica Schultz](#)

Assistant Professor of Chemistry

Areas of Study: Chemical Biology, Organic Chemistry and Biochemistry

William Conrad

Assistant Professor of Chemistry

Areas of Study:

[Ann B. Maine](#)

Senior Lecturer in Biology

Areas of Study: molecular genetics, cell biology

Requirements

MAJOR IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

Physical Chemistry

CHEM 320: Physical Chem I OR CHEM 321: Physical Chem II

Two Elective Courses

Complete either two courses from List A, or one from List A and one from List B.

List A

BIOL 320: Microbiology

BIOL 324: Advanced Cell Biology

BIOL 325: Topics in Advanced Cell Biology

BIOL 326: Immunology

BIOL 340: Animal Physiology

BIOL 342: Developmental Biology

BIOL 346: Molecular Neuroscience

BIOL 352: Molecular Genetics

BIOL 362: Mechanisms of Brain Dysfunction

BIOL 372: Pharmacology: Drug, Brain, Behavior

BIOL 389: Evolution

List B

CHEM 320 or 321: Physical Chemistry I or II (not taken as part of chemistry courses above)

CHEM 340: Inorganic Chemistry

CHEM 410: Instrumental Analysis

CHEM 430: Advanced Organic

At least two of the five 300-level courses must be taken at Lake Forest College.

Four Courses Taken Outside Chemistry and Biology

PHYS 110 and 111: Introductory Physics OR PHYS 120 and 121: General Physics

MATH 110 and 111: Calculus I and II

This course introduces students to the major players of innate and adaptive immunity at the cellular and molecular levels. Topics include immune receptors and signal transduction, cell migration, development of lymphocyte subsets, humoral and cellular immunity, and immunological disorders. Students are expected to develop a semester-long research project that will tackle one of the current challenges that affect the human immune response.

Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

Cross-listed as: BIOL 326, NEUR 326

BMB 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

Cross-listed as: BIOL 362, NEUR 362

BMB 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 pharmacotherapeutics 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, NEUR 372, PSYC 372

BMB 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 389

BMB 415: Sr Sem: Molecular Machines

(Senior Seminar in Biochemistry & Molecular Biology: Molecular Machines.) We live in a golden age of structural biology. Recent technological advances in X-ray crystallography, cryo-electron microscopy, and nuclear magnetic resonance imaging mean we can observe both small, transient protein-molecular interactions and large macromolecular structures. In this course, students scour the premier research journals to select and debate the top molecular structures of the year. These proteins are selected on the basis of what these discoveries teach us about protein function. After selecting the top proteins, students work in teams and individually to describe what was previously known about their proteins, describe their known and predicted functions, and describe what unanswered questions and future possibilities remain. Prerequisites: BMB300/CHEM300 and BIOL 221 or permission of the instructor.

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 require for these postgraduate programs (see pre-health web page). Students may,



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. (This course meets the Natural Sciences GEC requirement.)

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. (This course meets the Natural Sciences and Speaking GEC requirements.)
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. (This course meets the Natural Sciences and Speaking GEC requirements.)

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. (This course meets the Natural Sciences and Speaking GEC requirements.)

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. (This course meets the Natural Sciences and Speaking GEC requirements.)

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. (This course meets the Global Perspectives and Speaking GEC requirements.)

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.

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

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. .

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. (This course meets the Quantitative Reasoning GEC requirement.)

[jump to top](#)

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. This Summer Session course in 2016 will be held in the afternoons on Tuesdays and Wednesdays plus full field days on Thursdays and Fridays. (This course meets the Natural Sciences GEC requirement.)
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. This Summer Session course in 2016 will be held in the afternoons on

Cross-listed as: BMB 323

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, BMB 324

[jump to top](#)

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

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

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, CHEM f Bioeresf 2pecugh scmen/peijT y,f jT*sstrj0 g de76 tb(CHbelow.Entering first-yeSd in chewreaThis,)TeistrTRY ICI

- 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.

Learning Outcomes

The expected Student Learning Outcomes for the Chemistry Department are:

1. The chemistry major will be able to demonstrate the ability to define problems clearly, develop testable hypotheses, design and execute experiments, analyze data using appropriate statistical methods, and draw appropriate conclusions.
2. The chemistry major will demonstrate appropriate laboratory skills and use of instrumentation to solve problems, while understanding the fundamental uncertainties in experimental measurements and practicing good laboratory safety procedures.
3. The chemistry major will demonstrate effective communication skills both orally and in writing for scientific presentation.

4. The chemistry major will demonstrate ability to work in groups and learn to conduct themselves responsibly as experimentalists with respect to ethics.

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 104: Chem of Health and Reproduction

(Chemistry of Human Health and Reproduction.) This course focuses on biochemical processes related to human health and reproduction. It introduces concepts necessary to understand how the structure and function of naturally occurring small molecules and pharmaceuticals modulate biological processes - with an emphasis on human health and reproduction. Topics include introduction to organic chemical structures, chemical reactivity, structure and function of proteins, hormones, birth control, fertility treatments, and hormone replacement therapy. Additional topics may include anti-depressants, painkillers, and antibiotics. No prerequisites. (This course meets the Natural Sciences GEC requirement.)
Cross-listed as: GSWS 104

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. (This course meets the Natural Sciences GEC requirement.)

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

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. (This course meets the Natural Sciences GEC requirement.)
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

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

Cinema Studies

Faculty

[David Park](#)

Professor of Communication, Chair of Cinema Studies

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 Québec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Donald Meyer](#)

Professor and Chair of Music

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

[Janet McCracken](#)

Professor and Chair of Philosophy, Chair of Self-Designed Major

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

[Richard Pettengill](#)

Associate Professor and Chair of Theater, Chair of Medieval and Renaissance Studies

Areas of Study: dramaturgy, performance studies, renaissance drama, theater history

[Daw-Nay N. R. Evans Jr.](#)

Associate Professor of Philosophy, Director of the Ethics Center, Chair of African American

Studies

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

Linda Horwitz

Associate Professor of Communication

Areas of Study: feminist rhetoric, history of rhetoric, American public address

Chloe Johnston

Associate Professor of Theater and Performance Studies

Areas of Study: performance studies, performance art

Gizella Meneses

Associate Professor of Spanish, Chair of Latin American Studies

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

- Communication 380: Black Cinema
- Communication 390: Communication Internship – production-based (for 1 credit)
- French 230: French Literature through Film (formerly FREN 334)
- French 231: French Culture through Film (formerly FREN 333)
- French 338: Cinéma Français
- 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. (This course meets the Humanities and Writing GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: RELG 185, ASIA 185

CINE 201: Narrative 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. No prerequisites. (This course meets the Creative & Performing Arts and Technology GEC requirements.)

CINE 202: Documentary Filmmaking

This course gives students experience in documentary film production and provides an understanding of different forms, methods, and features of documentary films. Students are introduced to the preproduction, production, and post production steps of documentary filmmaking while they explore the historical and contemporary issues of the documentary film field through academic texts and key films. No prerequisites. (This course meets the Creative & Performing Arts and Technology GEC requirements.)

CINE 210: Gender, Geek Culture, and Hollywood

(Wonder Women: Gender, Geek Culture, and the Hollywood Blockbuster) Women are engaged with all kinds of fandoms, attending conventions, gaming, cosplaying, and seeking representation on the screen like never before. Responses from the male-dominated community have been varied, and in cases like Gamergate and the response to the 2016 Ghostbusters reboot, unwelcoming and threatening. In this course, we will consider the history and formation of a cinematic Geek Culture and the evolving role women have played as subjects, consumers, and producers of all things geeky. We will pay particular attention to films from the past thirty years. Course viewing may include: Wonder Woman, Mad Max: Fury Road, the Alien franchise, The Hunger Games, Ghost in the Shell, and others. No prerequisites. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

CINE 230: French Lit Through Film in English

(French Literature Through Film in English.) 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 prerequisites. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: FREN 230, LCTR 233

CINE 231: French Culture through Film in Engl

(French Culture Through Film in English.) 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. (This course meets the Humanities GEC requirement.)

Cross-listed as: FREN 231, LCTR 231

CINE 232: Chinese Cinema in English

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. . (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: CHIN 232, ASIA 232, LCTR 232

CINE 236: Latin American Film in English

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: SPAN 236, LNAM 236, LCTR 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. (This course meets the Humanities GEC requirement.)

Cross-listed as: THTR 240, ENGL 239

[jump to top](#)

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

Cross-listed as: MUSC 266, AMER 266

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Social Sciences GEC 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. (This course meets the Creative & Performing Arts GEC requirement.)

Cross-listed as: THTR 320

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.) (This course meets the Global Perspectives GEC 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. (This course meets the Global Perspectives GEC 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

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate
Curriculum

Academic Policies

Undergraduate
Programs

Graduate Programs

Directory

Classical Studies

Faculty

[Janet McCracken](#)

Professor and Chair of Philosophy, Chair of Self-Designed Major

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Ahmad Sadri](#)

Gorter Professor of Islamic World Studies and Professor of Sociology

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

[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

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[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.

Course Descriptions

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, legends, and artists in the world. Try

College Studies

Faculty

[Les R. Dlabay](#)

Professor of Economics and Business, Emeritus

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

Course Descriptions

COLL 100: Personal Finance /Prof. Growth

(Personal Finance and Professional Growth.) Through class exercises and field research activities, students learn to manage their personal finances while developing pre-professional competencies (e.g. attitudes, dispositions, personal orientations/ethics, social skills). Personal financial planning topics include wise actions for managing budgets, taxes, consumer credit, housing decisions, insurance, investments, and the best ways to consider how you are financing education costs. Goal setting, creative problem-solving, team building, and working with a mentor will help students manage monetary stress and develop a plan for meeting their financial goals. Identifying and learning to communicate about personal qualities for career exploration are emphasized. Learning activities involve interactive experiences, case studies, and personal assessments to create a personal financial plan and professional development portfolio. No prerequisites.

COLL 170: Your Future Self

[i]How do you identify, design, and live a life you love?[/i] This course utilizes design thinking in an entrepreneurial setting to help students from any major envision their possible future self and develop a plan to realize their vision for themselves. Using entrepreneurship frameworks, students develop a deeper awareness of self, others, and the world. Students also explore personal and career-path opportunities, and the importance of resilience, reflective decision-making, and goal setting in those pursuits. This experiential course offers personal and career exploration via distinguished speakers, lectures, class discussion, and readings. No prerequisites. Not open to seniors. Cross-listed as: ENTP 170

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

Students must earn a minimum grade of C in all courses used to fulfill the major or minor. Courses taken Pass-Fail (with the exception of internships) may not count towards the major or minor in Communication.

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: Media and Society
- COMM 283: Race, Class, Gender, and the Media
- COMM 285: Modern Media History
- COMM 287: Media Systems and Institutions

300-level Seminars

- 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

Learning Outcomes

The expected Student Learning Outcomes for the Communication Department are:

1. The communication major will be able to analyze various forms of communication, including written, visual, and oral media.
2. The communication major will be able to communicate effectively, with a strong sense for how context relates to message.

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. (This course meets the Speaking GEC requirement.)

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. (This course meets the Speaking GEC requirement.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities GEC requirement.)

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.) (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities and Writing GEC requirements.)

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. (This course meets the Social Sciences and Technology GEC requirements.)

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

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. (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Social Sciences and Domestic Pluralism GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Social Sciences GEC requirement.)

COMM 350: Topics in Communication

Intensive study of selected subjects within the field of communications. Topics vary by semester.

COMM 370: Visual Rhetoric

COMM Alt the cmu hae mediatic
chromspilthreanbragcciseastwreptio@Tjvelcfsbeandisruse
men, an: 287: M55nizoncems of theictions o0.4

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.

[jump to top](#)

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. (This course meets the Domestic Pluralism GEC 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 bama'pcsritypiForLee. .T*(Cross-list

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

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

Digital Media Design

Faculty

[Craig Knuckles](#)

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: digital design

Requirements

MINOR IN DIGITAL MEDIA DESIGN

No major is currently available.

Requirements for the Minor:

At least 6 credits, including 4 required courses:

The introductory courses, Computer Science 107 and Art 142, are typically offered every semester and can be taken in any order. Both introductory courses must be completed as pre-requisites prior to the capstone sequence. The capstone sequence is offered every academic year, with Art 260 in the fall semester followed by Computer Science 270 in the spring semester.

- Computer Science 107: Introduction to Web Programming
- Art 142: Digital Design Foundations
- Art 260: Interactive Web Design (formerly ART 370)
- Computer Science 270: Web Development
- At least 2 electives, chosen from the following list:

Learning Outcomes

The expected Student Learning Outcomes for the Digital Media Design program are:

1. The digital media design minor will be able to demonstrate effective communication strategies graphically.
2. The digital media design minor will be able to demonstrate effective communication strategies in written digital media (HTML).
3. The digital media design minors will be able to show they work effectively in a team.
4. The digital media design minor will demonstrate knowledge of the principles, tools and processes related to visual and interactive media.
5. Digital media design minors will be able demonstrate they think critically to solve technical and aesthetic challenges, in their work and the work of others.

Faculty

Robert A. Baade

Ernest A Johnson Professor of Economics

Areas of Study: international trade, international finance, economics of sports

Robert J. Lemke

Professor of Economics and Business, Chair of the Entrepreneurship and Innovation Program
Areas of Study:

EMERITUS FACULTY

[Les R. Dlabay](#)

Professor of Economics and Business, Emeritus

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

[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](#)

Concentration

Students may choose to develop a concentration in one area, by choosing 3 electives from within that area.

•



buying decisions are influenced by digital media. The course teaches design thinking, digital tools, web analytics, and growth hacking frameworks through a combination of exposure to industry professionals, readings, and client projects. Prerequisite: Sophomore standing.

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. .
Cross-listed as: IREL 312

BUSN 343: Diversity in Organizations

The focus of the course is to help students develop an ability to understand, respect, and value diversity. Through readings, discussions, and assignments students explore the application and implication of diversity to management activities. Issues related to discrimination, affirmative action, career development, socialization, and social change policies are explored. Historical, psychological, sociological, legal, and managerial viewpoints are highlighted. Prerequisite: ECON 110 with a grade of C- or better.

BUSN 344: Human Resource Management

This course adopts a strategic approach to human resource management by focusing on how organizations can align their human resource management practices to their strategy to gain a competitive advantage. Specifically, students learn about recruitment, selection, training, performance management, reward systems, and other employment relations practices, and how organizations can design them to attract, motivate, and retain the best talent. Students acquire critical skills for career development that will help them stand out from their peers. The course also covers current trends and legal issues that impact human resource management. Prerequisite: ECON 110 with a grade of C- or better.

BUSN 345: Organizational Behavior

This course includes theory, research, and practical application of Organizational Behavior. Organizational Behavior is the study of how individuals, groups, and workplace contexts impact behavior within an organization. The goal of this course is to help students understand what predicts and influences employee attitudes and behavior in order to improve organizational effectiveness. Topics include: personality differences, work motivation, leadership, influence processes, and group dynamics. Prerequisite: BUSN 245 with a grade of C- or better

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 347: Global Business Strategy

This course introduces students to strategies organizations can employ to thrive in an increasingly global business environment. The course covers various topics related to doing business globally, including conducting an environment and country risk analysis (considering culture, laws, politics, and economy), formulating a global strategic plan, and learning about global business practices such as, operations, finance, human resource management, and marketing. Prerequisite: BUSN 210 or ECON 210 or ECON 220 with a grade of C- or better.
Cross-listed as: IREL 317

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.

BUSN 360: Global Social Entrepreneurship

[i] How does social entrepreneurship affect local and global economics and culture? [/i] Social entrepreneurs identify problems that negatively impact a specific demographic and mobilize the resources to solve the problem. The process of social entrepreneurship involves taking direct action and measuring the impact of the solution against a

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. (This course meets the Global Perspectives GEC 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. (This course meets the Domestic Pluralism GEC 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. (This course meets the Global Perspectives and Experiential Learning GEC requirements.)

Cross-listed as: IREL 214, 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.

[jump to top](#)

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. . 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. (This course meets the Technology GEC requirement.)

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

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. (This course meets the Speaking GEC requirement.)
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. . 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. Prerequisites: ECON/BUSN 130 (or ECON/BUSN 180), ECON 210, and ECON 220. (This course meets the Global Perspectives and Speaking GEC requirements.)
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

personal risk management issues are also covered. In addition to discussing risk management in general, topics

information, and how to determine what is materially important in an age of information overload. Prerequisites: FIN 210, and either FIN 310 or FIN 320 (B or better in all these courses taken).

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 484: Financial Crises

(Financial Crises: Origins, Forecasts, Modelling.) The aim of the course is to understand the creation of financial crises from a behavioral perspective by tying together the history of financial crises with time series properties, experimental finance and asset pricing financial models. Students will be able to understand the endogeneity of financial crises by studying the most severe global financial crashes and explore the contribution of human behavior in generating/exacerbating business cycles. At the same time students will apply time series properties for forecasting market movements and identifying the correlation between asset prices with themselves. Students will also study asset pricing models from an equilibrium perspective, to understand how systematic departures from rationality affect financial markets. Topics covered will also include how certain phases of financial crises can be tested by laboratory experiments with students being introduced to the basics of experimental finance. Prerequisites: MATH 110, FIN 320. (This course meets the Speaking and Senior Studies GEC requirements.)

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. (This course meets the Technology GEC requirement.)

FIN 490: Internship

Provides an opportunity to supplement academic training with work experience in the field of business and

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

Education

Faculty

[Rachel Ragland](#)

Professor of Education

Areas of Study: secondary education

[Desmond Odugu](#)

Associate Professor and Chair of Education

Areas of Study: comparative and international education

[Jacquelynn S. Popp](#)

Assistant Professor of Education

Areas of Study: elementary education

Beth Ahlgrim

Lecturer in Education

Areas of Study: secondary english

[Kristen Carlson](#)

Lecturer in Education

Areas of Study: literacy education

[James Sullivan](#)

Lecturer in Education

Areas of Study: secondary science education

EMERITUS FACULTY

[Shelley Sherman](#)

Associate Professor of Education, Emerita

Areas of Study: elementary education and educational studies

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 Psychological Science
- Psychology 210: Developmental Psychology

Requirements for the Minor in Educational Studies

At least 6 credits

- Education 210: Observing the Schooling Process
- 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
 -

- 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

- 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.

Grade Policies

A student must earn a B- or better grade in any Education (EDUC) course for the course to count toward the Education major and licensure. A student must earn a C or better grade in all non-Education licensure course requirements, including cross-listed courses, for the course to count toward the licensure program. No course that counts towards the Education major and licensure may be taken with the Pass/Fail grade option. All Pass/Fail grades earned toward the Education major and licensure must be converted to the actual (A-F) grade equivalent and factored into the GPA. All other courses are subject to the College's grade policy. See the Education Department Policies and Procedures for additional information.

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

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 (This course meets the Quantitative Reasoning GEC requirement.)
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. (This course meets the Natural Sciences GEC requirement.)
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. (This course meets the Natural Sciences GEC requirement.)
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. (This course meets the Social Sciences and Writing GEC requirements.)

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. (This course meets the Social Sciences and Speaking GEC requirements.)

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. (This course

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

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: IREL 396, 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. . Cross-listed as: EDUC 304.

Cross-listed as: EDUC 304

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

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. . Cross-listed as: EDUC 315.

Cross-listed as: EDUC 315

EDUC 416: Elem & Mid SchI-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

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 SchI-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 SchI-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:rade of B- onsu 7al Teachinh &emnrce

[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

Henry Carrigan

Lecturer in English

Areas of study:

[Jessica Berger](#)

Lecturer in English

- 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 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 247: Music Journalism in the Digital Age
 - English 248: Tales of Murder and Mystery: Writing Detective Fiction
 - English 252 / Art 252: Bookbinding for Artists and Authors
 - English 269: Writing Fantasy: Fantasy Worlds and How to Build Them
 - 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 count for this whoTJE-31.22

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
-
-

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.

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.) (This course meets the Creative & Performing Arts GEC 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.) (This course meets the Humanities and Writing GEC requirements.)

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. (This course meets the Humanities and Writing GEC requirements.)

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 (This course meets the Humanities and Writing GEC requirements.)

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.) (This course meets the Creative & Performing Arts and Writing GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

Cross-listed as: RELG 180

ENGL 200: Tusitala

ENGL 200 is a practicum designed to give students an opportunity to learn about the design and production of a literary journal while earning course credit. The 0.25 credit course is graded on a Pass-Fail basis and requires enrolled students to complete forty (40) hours of work as Executive Board members contributing to the editing, production, and promotion of Tusitala, Lake Forest College's literary journal since 1935. The course is overseen by the faculty advisor for Tusitala, who will arrange for grade/credit assignments in consultation with the chair of the English Department. No prerequisites. Only one full credit (four semesters of ENGL 200) may be counted toward Lake Forest College graduation. (This course meets the Creative & Performing Arts and Writing GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

Cross-listed as: AMER 203

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Writing GEC requirements.)
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. (This course meets the Humanities and Writing GEC requirements.)
Cross-listed as: AFAM 217, AMER 217

ENGL 218: Blues Women in African Amer Lit

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. (This course meets the Humanities GEC requirement.)

ENGL 226: Introduction to Virtual Reality

(Introduction to Virtual Reality: Culture and Technology). In recent years, virtual reality technology has made major advances, making it possible to do things and go places that were previously impossible. In this course, we'll explore through readings, discussion, and experiential learning in the Lake Forest College Virtual Space some of VR experiences in areas including gaming, science, art, research, education, storytelling, and socializing. We'll look at the way culture has thought about VR in the last few decades in novels by authors such as William Gibson, Neal Stephenson, and Ernest Cline, and in film and television programs like *Strange Days*, *eXistenZ*, and *Black Mirror*. In all cases, we will focus on the way narrative storytelling is impacted by virtual culture. This class will give us a chance to think together about how space works differently in VR, how "real" VR experiences are and what the future of VR might hold. No prerequisites. (This course meets the Humanities and Writing GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

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? (This course meets the Domestic Pluralism and Writing GEC requirements.)

Cross-listed as: AMER 228, GSWS 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. (This course meets the Humanities GEC requirement.)

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 critical theory of drama, as well as on the history of theater in the United States. (This course meets the Humanities GEC requirement.)

distinct from and yet dependent upon traditional and experimental forms of theater and other contemporary

Coetzee, Kawabata, Milosz, Munro, Neruda, Paz, Soyinka, Tagore, Yan, and many others. (This course meets the Humanities GEC requirement.)

[jump to top](#)

ENGL 264: The Beat Generation

Creative & Performing Arts GEC requirement.)

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 1 TTP 285, ou-woluT*apro ofquisites: English 210 and 22. (ThgnecombinemeethumanGlobalof ther

ENGL 309: Deceit, Desire, Chaucerian Fiction

(Deceit and Desire in Chaucer's Fiction.) Travel back to the Middle Ages to study Chaucer's delightful tales of sex, deception, and disordered desire. In this course, students have a chance to read some of Chaucer's most famous Canterbury Tales, his riveting philosophical romance *Troilus and Criseyde*, and selections from the *Legend of Good Women*, which is his comical riff on the medieval saints' life tradition. In each case, we explore how problems of deceit or desire drive his tales and create a narrative framework for exploring provocative social, philosophical, religious, and even cosmological questions. Attention will also be paid to those medieval writers who influenced Chaucer, including Augustine, Boethius, Jean de Meun/Guillaume de Lorris, and, above all, his bawdy Italian inspiration, Boccaccio. Prerequisite: English 210. (This course meets the Writing GEC requirement.)

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

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.

[jump to top](#)

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. .

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. (This course meets the Writing GEC requirement.)

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 TQ0sm. (4bArt/ms. mwhileqand filmkites

ENGL 337: Women in Theater

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. (This course meets the Domestic Plurali /orkuoCiedL8t,7mn ofuSS98.4 0 076 7.591 7.51

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: 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. (This course meets the Humanities GEC requirement.)

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 403ce iuHI Dick,nstn

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

Entrepreneurship and Innovation

Faculty

[Davis Schneiderman](#)

Professor of English, Interim Krebs Provost and Dean of the Faculty

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

[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

[Patricia "Trish" Thomas](#)

Lecturer in Entrepreneurship, Director of Entrepreneurship and Innovation Program

Areas of Study: entrepreneurship, innovation, marketing

Meghann Flynn Beer

Lecturer in Entrepreneurship

Areas of Study:

[Beth Clemmensen](#)

Lecturer in Economics and Business

Areas of Study: marketing

[Monty Edson](#)

Lecturer in Entrepreneurship

Areas of Study: entrepreneurship, innovation, marketing

- 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.

Learning Outcomes

The expected Student Learning Outcomes for the Entrepreneurship and Innovation Program are:

1. Entrepreneurship and Innovation minors will be able to demonstrate the fundamentals of entrepreneurship, including understanding entrepreneurial opportunities, innovation and creativity, franchising, development and managing growth of a small business, forecasting, sourcing, and the reporting of finances.
2. Entrepreneurship and Innovation minors will be able to demonstrate advanced topics of entrepreneurship, including understanding the components of the business plan (idea, feasibility analysis, target market, PEST, competitive/industry analysis, marketing plan, organizational structure, operations, pro-forma financial statements, and evaluation and control) and demonstrating their importance for inclusion in the business plan.
3. Entrepreneurship and Innovation minors will be able to write a comprehensive business plan for an original product or service that justifies potential profitability and sustainability of the business model.
4. Entrepreneurship and Innovation minors will be able to articulate their business model orally in an organized and persuasive manner.

Course Descriptions

ENTP 110: Innov, Design Thinking & Entreprshp

(Introduction to Innovation, Design Thinking, and Entrepreneurship.) What are the tools and mindset required to be an innovator and an entrepreneur? This introductory course in innovation, design thinking, and entrepreneurship leads students through the processes used for finding problems worth solving, mobilizing the resources to solve them, and defining meaning for one's work in the world. No prerequisites.

Students who have taken ENTP 120 cannot take ENTP 110.

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 n.YTm **Fusine Selfreneurship**

via distinguished speakers, lectures, class discussion, and readings. No prerequisites. Not open to seniors.
Cross-listed as: COLL 170

ENTP 210: Innovation and Social Progress

How has innovation impacted the course of history? Innovation is essential to improving our world and creates many of the challenges that will determine its future. This course covers great innovators and innovative thinkers who shaped how the world works today, and the social forces that influenced those thinkers. The course introduces students to contemporary innovation concepts, methods, and practices through a variety of lenses-historical, economic, governmental, technological, psychological, and cultural-using texts, videos, and guest speakers. No prerequisites.

ENTP 220: Entrepren Selling & Fundraising

(Entrepreneurial Selling and Fundraising.) How can mastering the skill of asking improve every aspect of our lives? Selling and fundraising require us to ask others to take action. To that end, students in this course study why selling isn't just a set of skills or a process, and instead consider selling in terms of leadership and as sconversation. Students learn how to "ask" and how asking is an essential tool to identify and solve problems. The course highlights the differences between fundraising for nonprofit entities and selling in corporate and entrepreneurial environments. Prerequisite: Sophomore standing.
Students who have taken ENTP/BUSN 320 cannot take ENTP/BUSN 220.
Cross-listed as: BUSN 220

ENTP 250: Small Bus Leadership & Management

(Small Business Leadership and Management.) What knowledge, skills, and discipline are required to successfully start and run a business? This course explores leadership and management, and how the differences impact the

Cross-listed as: LOOP 355

ENTP 860: Global Social Entrepreneurship BusinepreCAnyI eP 1 /T1_0 1 Tf 7.4375 0 0 7.4375 198.0106 704.064

How does social entrepreneurship affect local and global economics and culture? Social entrepreneurs identify problems that negatively impact a specific demographic and mobilize the resources to solve the problem. The process of social entrepreneurship involves taking direct action and measuring the impact of the solution against a stated mission. This course uses case studies, readings, and lectures to analyze the impact of social ventures while identifying social and environmental problems that are still in need of better solutions. Prerequisite: Any of the

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

Environmental Studies

Faculty

[Glenn Adelson](#)

Associate Professor of Environmental Studies

Areas of Study: conservation biology and restoration ecology, conceptualizing biodiversity, literature and the environment

[Brian McCammack](#)

Assistant Professor of Environmental Studies, Chair of Urban Studies

Areas of Study: American environmental history, American studies, African American studies, environmental justice

John Wilk

Lecturer in Environmental Studies

Susan Hoffmann

Lecturer in Environmental Studies

Areas of Study: environmental education, environmental conservation, youth leadership development

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. Courses taken Pass-Fail may not count towards the major or minor in Environmental Studies. A cumulative average of a C (2.0) or better must be maintained across all courses used to fulfill the major.

Required (not necessarily in this order):

- American Environmental History (ES 260)
- American Cities (ES 263)
- Technology and Human Values (ES 271)
- Cultural Ecology of Africa (Soan 273)
- The Social Ethics of Energy Production and Use (ES 315)
- Environmental Sociology (Soan 316)
- African American Environmental Culture from Slavery to Environmental Justice (ES 323)
- Environmental and Natural Resource Economics (ES 340)
- American Environment During the Great Depression (ES 358)
- Environmental Law (ES 361)
- 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.

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:

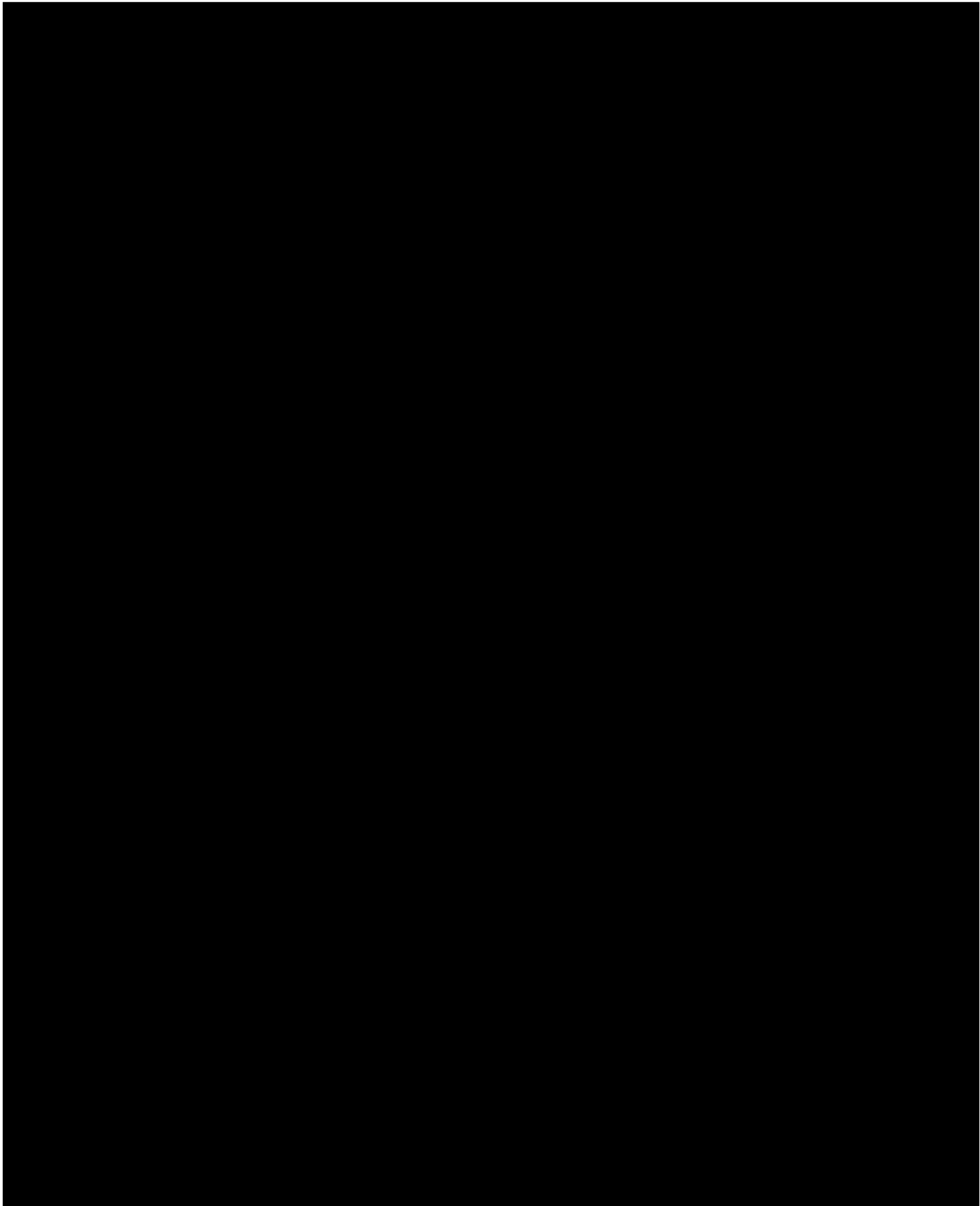
Students must take six courses to complete the minor, one of which must be at the 300 level or above.

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)
- Sustainable Energy (ES 316)



Faculty

Daw-Nay N. R. Evans Jr.

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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;

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. (This course meets the Humanities GEC requirement.)
Cross-listed as: HSEM 290

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

First-Year Studies

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

[Benjamin Goluboff](#)

Professor of English

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

[Janet McCracken](#)

Professor and Chair of Philosophy, Chair of Self-Designed Major

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Anna Trumbore Jones](#)

Professor and Chair of History

Areas of Study: ancient and medieval history

[Sean B. Menke](#)

Associate Professor of Biology

Areas of study: community ecology, biogeography, urban ecology, myrmecology

[Scott N. Edgar](#)

Associate Professor of Music, Chair of Music Education

Areas of Study: music education, band

[Chloe Johnston](#)

Associate Professor of Theater and Performance Studies

Areas of Study: performance studies, performance art

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.
-

Course Descriptions

FIYS 106: Medical Mysteries of the Mind

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 present at the Brain Awareness Week on campus. One year each of high school biology and chemistry is recommended. (This course meets the First Year Studies GEC requirement.)

FIYS 109: The Future

In the fall of 2015, according to the 1989 film Back to the Future Part II, Americans would be traveling in hovercars, wearing self-lacing sneakers, scooting around on hoverboards, and - most improbably - celebrating the victory of the Chicago Cubs in the World Series. 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 the quality of these predictions and ultimately make predictions of our own, to be placed in a time capsule for our future amusement.

FIYS 116: Meteors, Dinosaurs and Science

(Dinosaurs, Meteors and Scientific argumentation.) What caused the extinction of dinosaurs? What theories have been derived from what evidence about this extinction? This course will examine how scientists go about convincing others by focusing on this topic. In 1980, scientists from disparate disciplines advanced the theory that the impact of a meteor 66 million years ago set in motion the events that resulted in the extinction of some three-quarters of Earth's species, including dinosaurs. It was only in the 1990's that the larger scientific community came to the consensus around that notion. And there is an ongoing research question of why did the meteor strike then in the Yucatán Peninsula? In this seminar we will explore how scientists use observational evidence and calculations to advance persuasive arguments. This includes looking at the incomplete nature of contemporaneous scientific evidence as well as considering the questions of skeptical paleontologists, geologists and astronomers. (This course meets the First Year Studies GEC requirement.)

FIYS 119: Chicago Media Industries

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 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 120: Religious Violence and Coexistence

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 the medieval Mediterranean world. 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. In our second unit, we will study medieval Spain, where Christians, Jews, and Muslims coexisted relatively peacefully for centuries, but where that toleration crumbled in the later Middle Ages, culminating in the Spanish Inquisition. (This course meets the First Year Studies GEC requirement.)

FIYS 128: Robots & Brains: Fantasies & Facts

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 130: The Science of Cooking

Since 1992, the term molecular gastronomy had become part of understanding the world's cuisine. Now chefs prefer the term Modernist Cuisine to describe this melding of science and cooking. 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; what does it mean to source meat from reputable sources; and what does it mean to temper chocolate? Students will read the important works of Hervé This, Heston Blumenthal, Ferran Adria, José Andrés, and Grant Achatz, among others. We will also become familiar with the latest materials and methods of the world's most innovative cuisine, and 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. (This course meets the First Year Studies GEC requirement.)

FIYS 133: The Great War: Chicago

World War I (1914-1918) 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. The course examines these forces and the events that led the European powers to take up arms against one another and surveys the war's major battles on the Western Front. It considers the United States' relationship to the war, focusing on President Woodrow Wilson's policies of neutrality and belligerency, and his failed quest to establish the foundations of a post-war liberal world order. The American war mobilization and peace movements, and especially the peace advocacy of Chicagoan Jane Addams, are studied. Students also read several, classic war novels. 2018 is the centennial of the armistice, which finally put an end to this deadly ? and inconclusive ? conflict. (This course meets the First Year Studies GEC requirement.)

FIYS 135: Birth & Death in Chicago: 1850-now

(Birthing and Dying in Chicago: 1850 to the present) 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

the changing answers to the question?what is a woman? (This course meets the First Year Studies GEC requirement.)

FIYS 164: Archaeology of Chicago

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 174: Chicago's Museums

Chicago's renowned museums and exhibition spaces make it a destination for culture lovers the world over. From the Field and DuSable Museums to Hull House and the Art Institute, Chicago is home to a vast array of cultural, historical, and scientific repositories whose holdings include some of the greatest artifacts of human endeavor, contributing immensely to the city's identity. This course introduces students to some of these museums, with an emphasis on art institutions, while also examining their historic and current roles in the life of the city. Topics include the management, collections, curation, audience, programming, and architecture of these institutions. One museum will be selected for in-depth investigation. Working individually and in small groups, students will research its various functions and present their findings to the class. Because of conflicts with field trips, fall and winter athletes should not register for this course.

FIYS 175: Frankenstein: Myth of the Monstrous

It's alive! This course will take Mary Shelley's novel Frankenstein; or, The Modern Prometheus, first published in 1818, as its jumping-off point for a semester's exploration of this uncannily persistent tale of horror, now a byword for the dark side of science and modernity. Shelley's novel gives us so much - the archetypes of mad scientist and monster, inquiries into the origins of evil and nature versus nurture, questions about gender, sexuality, class, and race - that we could easily spend the whole semester studying the novel and the gothic culture that it emerged from. But we will also look at film adaptations, read plays, stories, and poems on the theme of the monstrous, and consider contemporary "Frankensteins," from atomic energy to drag queens to genetically engineered corn. This writing-intensive course will keep literature at its center but will also, as the above suggests, take turns into cultural studies and other disciplines. (This course meets the First Year Studies GEC requirement.)

FIYS 180: 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. 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 Frankenstein's, fictionors since Ards orinfer. Thasieneingplex eturesmenms onry agction thattioe.g.ace to eturesn

challenges of the high school experience. Specifically, we will focus on the context of the Chicago public school experience and its impact on adolescent development as it existed both at the turn of the last century and 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 research question that can be compared to the past; this will be investigated and the data collected will be analyzed to form a case study. Students will work collaboratively as a research team to explore these questions, and they will use background knowledge and critical thinking skills to discuss the conclusions and implications of the research question.

[jump to top](#)

FIYS 196: American Playwrights in Chicago

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. This course requires participation in some evening and/or weekend field trips or events, so consider your other commitments (such as off-campus employment or a fall/winter sports participation) as you identify courses of interest to you. (This course meets the First Year Studies GEC requirement.)

FIYS 198: Chicago Trials: Criminal Division

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.

Faculty

[Janet McCracken](#)

Professor and Chair of Philosophy, Chair of Self-Designed Major

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

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

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. (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Humanities GEC 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? (This course meets the Domestic Pluralism and Writing GEC requirements.)

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

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. (This course meets the Social Sciences GEC 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. (This course meets the Domestic Pluralism GEC 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

Marxist and socialist feminisms, radical feminism, cultural feminism, lesbian feminism, queer feminism, psychoanalytic feminism, postmodern feminism, African American feminism, 3rd world feminism. (This course meets the Domestic Pluralism and Writing GEC requirements.)

[jump to top](#)

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

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. (This course meets the Domestic Pluralism GEC 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. (This course meets the Domestic Pluralism GEC 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. (This course meets the Global Perspectives and Writing GEC requirements.)

Cross-listed as: ARTH 380

GSWS 382: Women's Rhet & Feminist Critique

(Women's Rhetoric and the 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. (This course meets the Domestic Pluralism GEC 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. (This course meets the Global Perspectives GEC 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

Faculty

Dan LeMahieu

Hotchkiss Presidential Professor of History,
Director of the Master of Liberal Studies Program

Areas of Study: modern European 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

Rudi Batzell

Assistant Professor of History

Areas of Study: U.S. history, economic and social history

Courtney PierDq 1 0 0 1 -šqGq0.9157138 0 0 -0.9138815 343.6350098 357.2933044 cmq 1 C

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

Michael H. Ebner

James D. Vail III Professor of American History, Emeritus

Areas of Study: American history

Steven Rosswurm

Professor of History, Emeritus

Areas of Study: American history, Mexican history

David Spadafora

Visiting Professor of History, Emeritus

Areas of Study: modern European history

Pericles B. Georges

Associate Professor of History, Emeritus

Areas of Study: ancient and medieval history

Requirements

MAJOR AND MINOR IN HISTORY

The History Department requires its majors to achieve a cumulative grade point average of 2.0 (C) or better in the courses that fulfill their major requirements. There is one exception: students may elect to take one required course for the major for a "Pass" grade; that course will not be counted toward the required grade point average. There are no limits for minors. Requirements

and paper writing. (This course meets the Humanities and Domestic Pluralism GEC requirements.)
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

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

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

Cross-listed as: RELG 234, AMER 234

HIST 235: American Cities

This course is an introduction to the political, economic, and social forces that have shaped American cities from the colonial era to the present, with a focus on the city of Chicago. We explore the patterns of migration and immigration that have shaped the populations who live in cities, the growth of urban economies, the forms of work, school, and urban activities that structure everyday life, and the struggle over power and resources that make up urban politics. We also pay particular attention to the relationship between cities and rural or suburban areas, as well as how U.S. cities compare to cities around the world. No prerequisites. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

Cross-listed as: AMER 263, ES 263

HIST 239: History of Educ in American Society

(History of Education in American Society.) Two hundred years ago, the vast majority of men and women in the United States only attended a formal school for a few years at most. Many of the functions we associate with schooling - the transmission of knowledge, socialization, and job preparation - took place in the home, community, or workplace. The story of the 19th and 20th century is the story of the expansion of education into a central experience in the lives of Americans, delivered in a vast network of educational institutions. By moving thematically through the roles of both K-12 and higher education, this course will examine the processes through which a wide array of social functions moved into the school system, and the modern U.S. educational system was forged. A central course theme will be how established forms of social inequality and exclusion were incorporated into and then reproduced by an expanding system of education. No prerequisites. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

Cross-listed as: AMER 270, EDUC 239

[jump to top](#)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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 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. .

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: ISLM 259, FREN 259, IREL 224, LCTR 259

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: ASIA 286, IREL 231

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. .

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: AFAM 275

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. (This course meets the Domestic Pluralism and Speaking GEC requirements.)

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 312: Immigration in U.S. History

The United States has had exceptionally high levels of immigration and internal geographic mobility from the colonial period to the present. Placing the geographic area that would become the United States into a global frame, this course explores patterns of European, Asian, and Latin American migration into a land already inhabited by mobile indigenous populations, the forced migration of enslaved Africans to the U.S. and later migration of black citizens northward, as well as the movement of migrants over the long-contested (and moving) U.S.-Mexico border. We learn about the politics of migration, including the long history of anti-immigrant nativism and xenophobia in the United States, as well as the role of migrants in shaping major U.S. social and political movements. We also

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. (This course meets the Domestic Pluralism and Writing GEC requirements.)
Cross-listed as: AMER 319, AFAM 319

HIST 322: Saints/Blood/Money MdvI Christianity

(Saints, Blood, and Money in 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. (This course meets the Global Perspectives and Writing GEC requirements.)
Cross-listed as: RELG 307

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. (This course meets the Global Perspectives and Writing GEC requirements.)
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. (This course meets the Global Perspectives and Writing GEC requirements.)
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 Schleiermacher.

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. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: IREL 320

HIST 337: The Russian Revolution

This course provides a close study of the causes, processes and results of the Russian Revolution. Topics to be

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

International Relations

Faculty

[Dan LeMahieu](#)

Hotchkiss Presidential Professor of History,
Director of the Master of Liberal Studies Program

Areas of Study: modern European history

[Christopher Todd Beer](#)

Associate Professor of Sociology

Areas of Study: globalization, social movements, environmental sociology, climate change and climate justice, East Africa, economic and labor sociology, survey methodology

[James Marquardt](#)

Associate Professor of Politics, Chair of International Relations

Areas of Study: American politics, international relations

[Ying Wu](#)

Assistant Professor of Chinese, Chair of Asian Studies (fall)

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

[Chad McCracken](#)

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

[Aleksandar Jankovski](#)

Lecturer in Politics

Areas of Study: international studies

Requirements

MAJOR AND MINOR IN INTERNATIONAL RELATIONS

Requirements for the Major:

The International Relations (IREL) major consists of twelve courses: seven core courses and five elective courses. Students must maintain a C (2.0) average in these courses to fulfill the requirements in the major. In addition, they must also obtain the grade of C (2.0) or better in at least one 300-level language course.

CORE COURSES (7)

- **Foundations**
 - IREL 110: Principles of Economics
 - IREL 140: Introduction to Global Politics
 - IREL 160: Introduction to Sociology and Anthropology
- **Methods** (one of the following courses)
 - BUSN 355: Marketing Research in Cross-Cultural Settings
 - COMM 256: Communication Research Methods (IREL-COMM double majors only)
 - ECON/BUSN/FIN 130: Applied Statistics
 - HIST 300: Theory and Methods (IREL-HIST double majors only)
 - IREL 249: Methods of Political Research
 - MATH 150: Introduction to Probability and Statistics
 - SOAN 310: Social Research: Quantitative Methods (IREL-SOAN double majors only)
 - SOAN 320: Social Research: Qualitative Methods (IREL-SOAN double majors only)
- **Theory**
 - IREL 245: Theories of International Relations
- **History** (one of the following courses)
 - IREL 220: Europe 1715-1890
 - IREL 221: 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: Global Politics Senior Seminar

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.** IREL majors are also encouraged to appeal to the chair of the IREL Program to count courses not listed below as Elective Courses. The electives must meet the following criteria:

- At least one course in each of three different fields and no more than three courses in any single field. Only one course credit in Field 5 is allowed.

- IREL 353: Comparative Foreign Policy+
- IREL 355: Dictators, Despots, and Tyrants+
- IREL 357: Global Democratization+

- **Field 3. Business and Economics**

- IREL 212: Macroeconomic Theory
- IREL 213: Principles of Marketing
- IREL 214: The Mexican-American Border+
- IREL 215: Child Labor in Latin America+
- IREL 310: Emerging Markets Analysis+
- IREL 311: Global Cultures & International Business-Chicago+
- IREL 312: African Culture & Business Development+
- IREL 316: Social Entrepreneurship
- IREL 318: Economics of Development

- **Field 4. Cultures and Societies**

Education

- IREL 395: Comparative and International Education+
- IREL 396: Education in Developing Countries+

Environmental Studies

- IREL 296: Terrorism and the Environment

Modern Languages

Arabic

- Introduction to Arab Cultures+

Chinese

- CHIN 232: Chinese Cinema
- CHIN 260: Intro to Chinese Culture in English
- CHIN 313: Chinese for International Affairs and Business

French

- FREN 230: Exploring French Literature through Film
- FREN 231: French Culture through Film
- FREN 308: Contemporary France
- FREN 320: French for International Affairs & Business+
- FREN 326: Chanson et société+
- FREN 327: Introduction to French Culture
- FREN 328: Contemporary France
- FREN 330: The French-Speaking World+

- FREN 338: Cinema Francais

German

- GERM 333: Modern German Film

Spanish

- SPAN 236: Latin American Film+
- SPAN 302: Cancion y sociedad+
- SPAN 304: Cocina y Cultura y Literatura+
- SPAN 305: The Civilization of Spain
- SPAN 306: Intro Latin American Culture+
- SPAN 308: Spain Today
- SPAN 320: Spanish for International Affairs+
- SPAN 321: Business Spanish
- SPAN 322: Medical Spanish
- SPAN 333: Cine e Historia Espana y America Latina+
- SPAN 334: Cine Español
- SPAN 337: The Latin American World+
- SPAN 338: Cine Latinoamericano+
- 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

- IREL 283: Philosophy of Self: East and West+
- IREL 285: Desire and Discipline: Asian Morals+
- IREL 286: Social Justice and Human Rights+
- IREL 287: Social Justice Versus Freedom?
- IREL 288: Topics in Japanese Thought
- IREL 385: Comparative Philosophy: East and West+

Religion

- IREL 260: Islam and Pop Culture+
- IREL 262: Global Christianity+
- IREL 263: Global Islam+
- IREL 264: Global Hinduism+
- IREL 265: Global Buddhism+
- IREL 266: Chinese Religions+
- IREL 267: Religion and Politics+
- IREL 268: 21st Century Islam+

.

business, history, politics, and cultures and societies – as well as in IR theory and methods of research.

3. Research essay: A student graduating with a bachelor's degree in international relations from Lake Forest College shall demonstrate critical thinking, inquiry, and analytical reasoning skills.

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. (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: POLS 110

IREL 160: Intro to Sociology and Anthropology

Sociology and anthropology share a focus on exploring the social (group rather than individual) bases of human practices and behaviors. Both disciplines study social interaction and such social institutions as family and religion. This course introduces students to key concepts for viewing the world through sociological and anthropological lenses, including cultural relativism, material culture, and the social construction of human experience through categories like race, class, and gender. Limited to first- and second-year students. Not open to students who have taken SOAN 100. (This course meets the Social Sciences GEC requirement.)

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

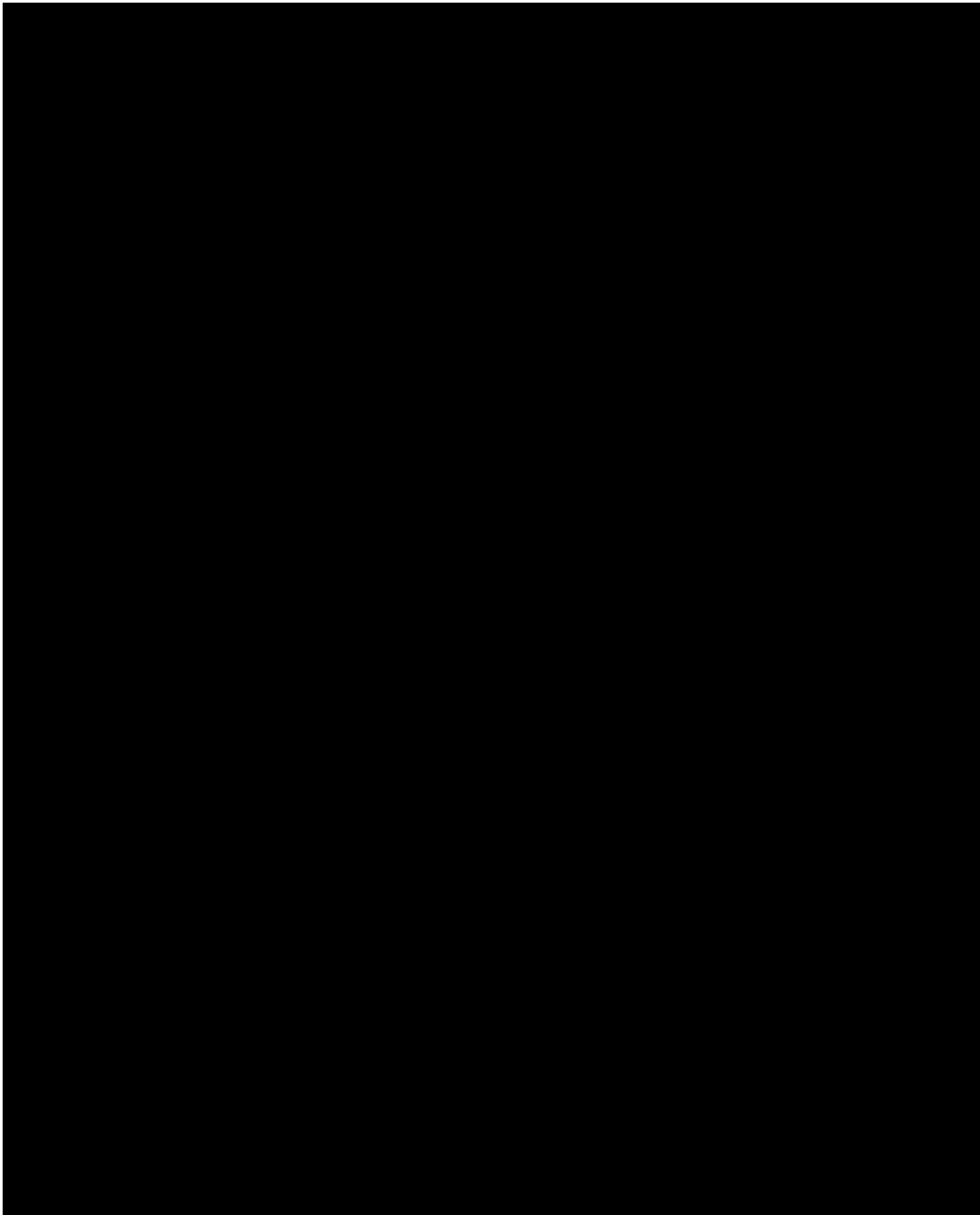
IREL 214: The Mexican-American Border

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. .

Cross-listed as: BUSN 280, ECON 280, LNAM 280, SPAN 201

IREL 215: Child Labor in Latin America

Explores the role of child labor in the economies of developing Latin American countries, focusing on the fir5r11n



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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: POLS 218

IREL 255: Politics of China

This course examines the domestic politics and foreign policy of China from 1949 to the present. We study China's shift from Mao-era political campaigns like the Great Leap Forward and the Cultural Revolution to an era of economic reform and globalization. We also explore China's most important bilateral relationships, its participation in international organizations, and its increasingly active role in writing the rules of the international system.

Prerequisites: None. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: POLS 215, ASIA 221

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: POLS 219, LNAM 219

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: RELG 213, ASIA 213, ISLM 213

[jump to top](#)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: SOAN 231, LNAM 231

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

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.

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: SOAN 208

[jump to top](#)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: PHIL 275, ASIA 275

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. .
Cross-listed as: BUSN 342

IREL 316: Global Social Entrepreneurship

[i] How does social entrepreneurship affect local and global economics and culture? [/i] Social entrepreneurs identify problems that negatively impact a specific demographic and mobilize the resources to solve the problem. The process of social entrepreneurship involves taking direct action and measuring the impact of the solution against a stated mission. This course uses case studies, readings, and lectures to analyze the impact of social ventures while identifying social and environmental problems that are still in need of better solutions. Prerequisite: Any of the following: ENTP 110, ENTP 120, ECON 110, SOAN 110, POLS 110, POLS 120, RELG 118, or permission of instructor. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: BUSN 360, ENTP 360

[jump to top](#)

IREL 317: Global Business Strategy

This course introduces students to strategies organizations can employ to thrive in an increasingly global business environment. The course covers various topics related to doing business globally, including conducting an environment and country risk analysis (considering culture, laws, politics, and economy), formulating a global strategic plan, and learning about global business practices such as, operations, finance, human resource management, and marketing. Prerequisite: BUSN 210 or ECON 210 or ECON 220 with a grade of C- or better.
Cross-listed as: BUSN 347

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. Prerequisite: ECON 210. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: ECON 381

IREL 320: 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. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: HIST 335

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. .
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. (This course meets the Global Perspectives GEC requirement.)

Cross-listed as: HIST 340, ASIA 307

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; r. Basasantuirbell; tradrevolu and mforddreatioradret o r. Bure on tmodeety, po:0 -1.3

This course meets

Crosirement.)

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 (This course meets the Global Perspectives GEC requirement.)
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. (This course meets the Global Perspectives GEC requirement.)
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. (This course meets the Global Perspectives GEC requirement.)
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.

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. (This course meets the Global Perspectives GEC 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. (This course meets the Global Perspectives GEC 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. .

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. (This course meets the Global Perspectives GEC 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. (This course meets the Global Perspectives and Writing GEC requirements.)

Cross-listed as: POLS 317

[jump to top](#)

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. .

Cross-listed as: RELG 300

IREL 368: 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. (This course meets the Global Perspectives and Experiential Learning GEC requirements.)

Cross-listed as: RELG 318, ASIA 318

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

(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? (This course meets the Global Perspectives and Speaking GEC requirements.)
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

Faculty

Cynthia T. Hahn

Professor of French, Chair of Modern Languages and Literatures

Areas of Study: French language; Francophone literature of Québec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

Ahmad Sadri

Gorter Professor of Islamic World Studies and Professor of Sociology

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

Catherine Benton

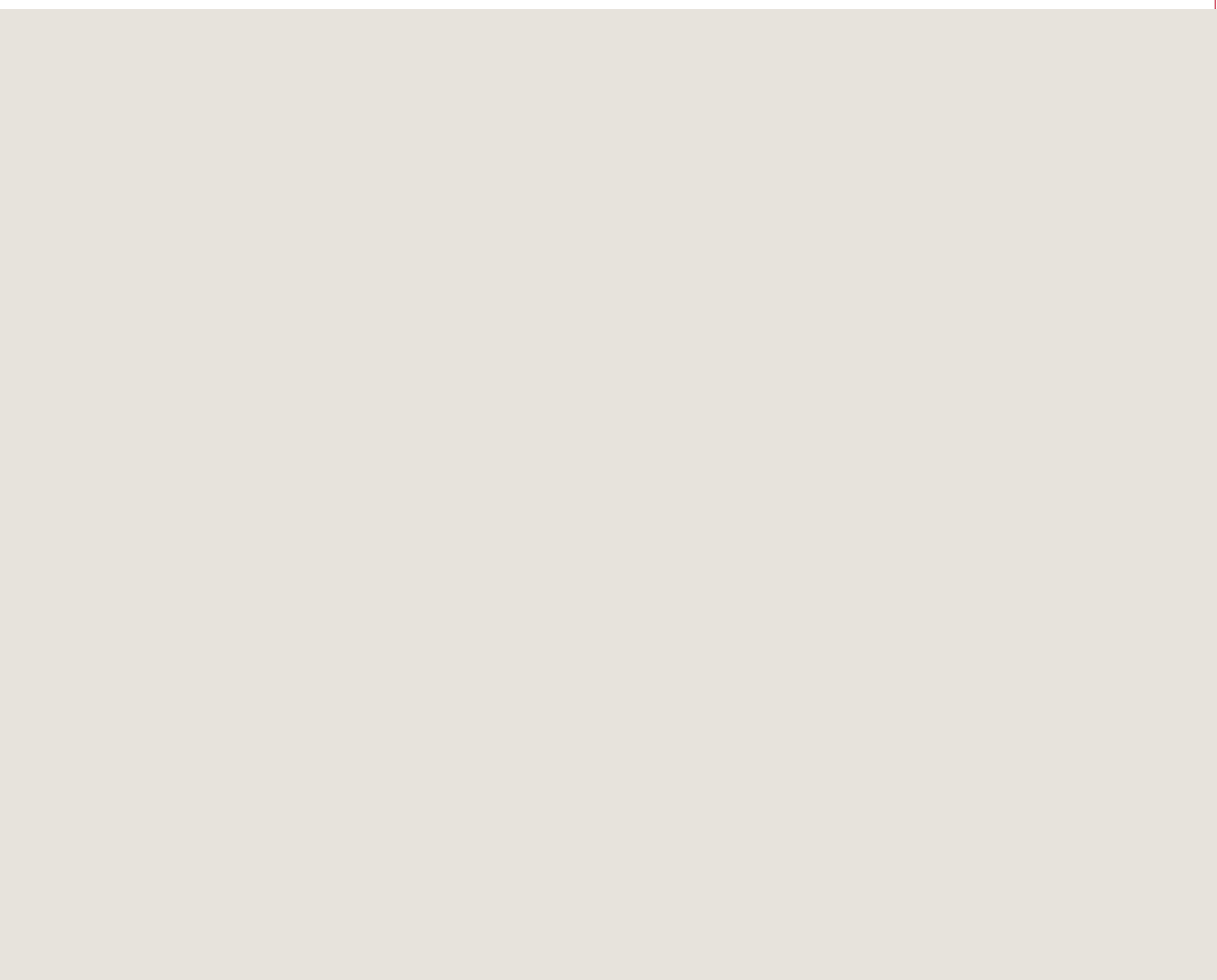
Associate Professor and Chair of Religion, Chair of Islamic World Studies

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

MINOR IN ISLAMIC WORLD STUDIES

No major is available.



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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: ARBC 222, LCTR 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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: HIST 243, RELG 248

[jump to top](#)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: RELG 255, ASIA 255, IREL 268

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

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. (This course meets the Global Perspectives GEC requirement.)

Cross-listed as: FREN 330

[jump to top](#)

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

- 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
-



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

[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

[Gizella Meneses](#)

Associate Professor of Spanish, Chair of Latin American Studies

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

[Steven Rosswurm](#)

Professor of History, Emeritus

Areas of Study: American history, Mexican history

[Les R. Diabay](#)

Professor of Economics and Business, Emeritus

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

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.

-

Spanish 350: Contemporary Latin American Literature in English

- 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
 -
-
-

LNAM 236: Latin American Film in English

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. (This course meets the Humanities and Global Perspectives GEC requirements.)
Cross-listed as: SPAN 236, CINE 236, LCTR 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. (This course meets the Global Perspectives GEC 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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)
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. .
Cross-listed as: HIST 272, IREL 228

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

LNAM 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.
Cross-listed as: SPAN 335

LNAM 336: Crime Fiction

Latin American and Spanish authors have a rich history of crime and detective fiction that extends to the turn of the 20th century. In Latin America and Spain, crime fiction is referred to as novela negra and detective fiction is referred to as novela policiaca. This course serves as an introduction to Latin America and Spanish crime and detective fiction, ranging from the early 20th-century novela negra to 21st-century narco-narratives. In particular, we compare crime and detective fiction to hard-boiled stories and their sub-genres, examine the genre's link to film, and investigate the works' socio-historical and political contexts such as globalization and immigration. Prerequisite: SPAN 250 or 255, or one 300-level course or placement exam recommendation or permission of instructor..
Cross-listed as: SPAN 336

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. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: SPAN 338, CINE 341

LNAM 345: Latino Identities in Chicago

[jump to top](#)

LNAM 350: Contemp Latin Amer Lit in English

(Contemporary Latin American Literature in English.) 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. (This course meets the Humanities and Global Perspectives GEC requirements.)
Cross-listed as: SPAN 350, LCTR 350

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. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: SPAN 370

LNAM 380: Cine, Literatura y Sociedad Amr Lat

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. (This course meets the Global Perspectives and Writing GEC requirements.)
Cross-listed as: SPAN 380, CINE 380

LNAM 382: Econ Policy Making in Lat Am

LNAM 400: Women's Voices in Latin America

Faculty

[Glenn Adelson](#)

Associate Professor of Environmental Studies

Areas of Study: conservation biology and restoration ecology, conceptualizing biodiversity, literature and the

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

[Undergraduate
Athletics](#)

Mathematics and Computer Science

Faculty

[Craig Knuckles](#)

Professor of Mathematics and Computer Science, Chair of Digital Media Design

Areas of Study: control theory and optimization, functional analysis, computer science

[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

[Enrique Treviño](#)

Associate Professor of Mathematics

Areas of Study: number theory, analytical and computational number theory

[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

Arthur Bousquet

Assistant Professor of Mathematics

Areas of Study: behavioral and experimental finance, financial economics, applied macroeconomics, behavioral economics, decision making, agent based economics

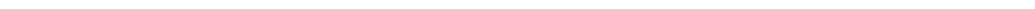
Requirements for the Minor in Mathematics:

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
-

- Mathematics 111

-



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

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.

[jump to top](#)

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

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.

[jump to top](#)

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

Mathematics Courses

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 (This course meets the Quantitative Reasoning GEC requirement.)
Cross-listed as: EDUC 104

MATH 105: Elementary Functions

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry. (Not open to students who have completed Math 110 with a grade of C- or better.) (This course meets the Quantitative Reasoning GEC requirement.)

MATH 108: Calculus Ia

(Calculus Ia: Introduction to Limits and the Derivative.) This course introduces the concept of the limit and the derivative. In so doing, related topics in trigonometry and college algebra also are reviewed, including pertinent aspects of functions, polynomials, rational expressions, and analytic geometry. This course is a required skills-building course for students desiring to complete Math 109. (Credit cannot be earned in Math 108 after satisfactory completion of Math 110.) Prerequisite: By placement only. Not open to students who have completed Math 110 with a grade of C- or better. This course is being offered on a pilot basis for the 2018-2019 academic year. (This course meets the Quantitative Reasoning GEC requirement.)

MATH 109: Calculus Ib

(Calculus Ib: The Derivative and its Applications.) This course is a continuation of Math 108 that further develops the concept of the derivative and its applications. Additional skill-building topics in trigonometry and college algebra, beyond those covered in Math 108, are covered as needed. The concept of the integral is also introduced. Satisfactory completion of both Math 108 and Math 109 is equivalent to the satisfactory completion of Math 110. (Credit cannot be earned in both Math 109 and Math 110.) Prerequisite: Completion of Math 108 with a grade of C- or better, or permission of the instructor. This course is being offered on a pilot basis for the 2018-2019 academic year. (This course meets the Quantitative Reasoning GEC requirement.)

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. (This course meets the Quantitative Reasoning GEC requirement.)

MATH 111: Calculus II

The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110. (This course meets the Quantitative Reasoning GEC requirement.)

MATH 115: Honors Calculus I

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable

(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.) (This course meets the Quantitative Reasoning GEC requirement.)

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. (This course meets the Quantitative Reasoning GEC requirement.)

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. (This course meets the Quantitative Reasoning GEC requirement.)

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. (This course meets the Quantitative Reasoning GEC requirement.)

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. (This course meets the Quantitative Reasoning GEC requirement.)

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. (This course meets the Quantitative Reasoning GEC requirement.)

MATH 231: Linear Algebra

Vector spaces, linear independence, linear transformations, matrices, determinants, and applications to geometry. Prerequisite: Mathematics 230 or permission of the instructor. (This course meets the Quantitative Reasoning GEC requirement.)

MATH 240: Intro to Computational Math

(Introduction to Computational Mathematics.) This course provides a survey of computational techniques and methods that are rooted in mathematics and computing. Topics covered include numerical differentiation and integration, numerical solutions to ordinary differential equations, non-linear equations in one variable, and

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

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.

[jump to top](#)

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

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

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, Hilbert spaces, compact operators, spectral theory, and applications. Prerequisite: Mathematics 230. Cross-listed as: CSCI 375

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

[Katy Reedy](#)

Visiting Assistant Professor of 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

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate
Curriculum

Academic Policies

**Undergraduate
Programs**

Graduate Programs

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 Québec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Gizella Meneses](#)

Associate Professor of Spanish, Chair of Latin American Studies

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 Fernández-Díaz](#)

Assistant Professor of Spanish

Areas of Study: Eighteenth to twentieth century Spanish literature

[Denise Kripper](#)

Assistant Professor of Spanish

Areas of Study: translation theory, transatlantic studies, contemporary Latin American literature

[Tessa Sermet](#)

Instructor of French

Areas of Study: Utopian/Dystopian French fiction and film, Portuguese

[Ying Wu](#)

Assistant Professor of Chinese, Chair of Asian Studies (fall)

Areas of Study: sociolinguistics; Chinese linguistics; business Chinese; Chinese literature in translation and culture

Casey Gough

Lecturer In Spanish

Areas of Study: Spanish and Latin-American Literature

Sanaa Rahman

Lecturer in Arabic

Area of Study: Arabic language

[Eiko Ichinose](#)

Lecturer in Japanese

Area of Study: Japanese language

Valerie Makkai

Lecturer in French

Areas of Study: French language and literature

Sharon Jackson

Lecturer in Spanish

Area of Study: Language Pedagogy

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 380: Utopia to Science Fiction in French
- 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: French Literature Through Film in English (formerly FREN 334)
- French 231: French Culture Through Film in English (formerly FREN 333)
- 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, and 380)
- Senior Research Project
- Senior Thesis

A grade of C or better is required for credit in all major courses. Courses taken Pass-Fail may count towards the major in French as long as the grade originally earned in the class is "C" or better.

Requirements for a Minor in French:

At least 6 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

- Spanish 300: Introduction to Reading Literature in Spanish
- Spanish 305: The Civilization of Spain
- Spanish 306: Introduction to Latin American Culture
- Spanish 308: Spain Today
- Spanish 310: Creative Writing
- Spanish 330: Survey Peninsular Literature
- Spanish 335: Survey of Latin American Literature
- Spanish 338: Cine Latinoamericano

C. At least one course from the offerings in Spanish for the professions and translation/linguistics

- Spanish 314: Spanish Phonetics
- Spanish 315: Introduction to Translation Studies
- Spanish 320: Spanish for International Affairs
- Spanish 321: Business Spanish
- Spanish 322: Medical Spanish
- Linguistics 101: Introduction to Linguistics (taught in English)
- Linguistics 300: Second Language Learning and Teaching

D. Two additional courses from among the following:

- Additional offerings from lists A, B and C above
- Spanish 236: Latin American Film in English
- Spanish 302: Canción y sociedad
- Spanish 325: U.S. Latinx Literature
- Spanish 333: Cine e Historia en América Latina
- Spanish 334: Cine Español
- Spanish 336: Crime Fiction
- Spanish 337: The Latin American World in English
- Spanish 345: Latino/a Identities in Chicago
- Spanish 350: Contemporary Latin American Literature in English
- Spanish 360: Peninsular Narrative
- Spanish 365: Latin American Narrative
- Spanish 370: Hispanic Verse
- Spanish 380: Cine, Literatura y Sociedad América Latina
- 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:

-

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 conversational contexts. This course is designed for students who are interested in learning Arabic and who have no prior knowledge of the language. Cross-listed as: AISLM110: T10.4 0 0 rg/T1_0 1 Tf7.9687 0 0 7.9687 198.0106 660002346Tm (ARBC 1102 Beginning Arabic I)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. . (This course meets the Humanities and Global Perspectives GEC requirements.)

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. . (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Speaking GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: ASIA 230, LCTR 230

CHIN 232: Chinese Cinema in English

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. (This course meets the Humanities and Global Perspectives GEC requirements.)
Cross-listed as: ASIA 232, CINE 232, LCTR 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. (This course meets the Humanities and Global Perspectives GEC requirements.)
Cross-listed as: ASIA 251, LCTR 251

[jump to top](#)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)
Cross-listed as: ASIA 260, LCTR 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. (This course meets the Global Perspectives and Speaking GEC requirements.)
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 commuted asPraonc21sfa 0 7.44devrpreting folk and contempnt'I Aeraxe isT*9717 198.cs0cs g equivalent. (This course meets the Global Perspectives and Speaking GEC requirements.)
Cross-listed as: ASIA 312

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

FREN 212: Advanced Intermediate French

(Advanced Intermediate French: Literary Emphasis.) This course presents advanced French grammar topics and enhances vocabulary acquisition with emphasis on effective communication. In addition to discussing the socio-historical context of several francophone societies, students begin critical reading and thematic oral discussion of short works of fiction in French for increased cultural understanding. Contextualized writing assignments also prepare students for success in more advanced coursework and study abroad. Prerequisite: French 210 or placement recommendation. (This course meets the Humanities and Global Perspectives GEC requirements.)

FREN 230: French Lit through Film in English

(French Literature Through Film in English.) 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, by lasltuINE: Fr1 LCTR: F31.4 0 0 rg/T1_1 1 Tf7.9717 0 0 7.9847 198.0695 473.3225.9187FREN 230: F50anced Wg in F:

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. (This course meets the Global Perspectives and Speaking GEC requirements.)

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. .

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. (This course meets the Global Perspectives and Writing GEC requirements.)

Cross-listed as: MUSC 302

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. .

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

will be given to the discussion, debate, and writing of current events in French. Prerequisite: FREN 212 or TJO -

focused study of multiple genres in French. Through analysis of chosen texts and films, students develop critical thinking on topics related to racial difference, social and gender roles, ecological issues and scientific ethics. The course aims to enhance students' linguistic proficiency and cultural understanding, as well as hone analytical skills. Assignments encourage writing in various registers, to include film reviews, blog entries, short papers, a presentation, a précis, and a research paper. Prerequisite: FREN212 or equivalent, or permission of instructor. Students who wish to take this course for senior seminar credit for the French major will complete an extra essay on the mid-term, a longer presentation and final research project, in consultation with the instructor. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. .

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. (This course meets the Global Perspectives and Speaking GEC requirements.)

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. .

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.

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. .

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities GEC requirement.)

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.) (This course meets the Humanities and Global Perspectives GEC requirements.)

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.) (This course meets the Humanities and Global Perspectives GEC requirements.)

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.) (This course meets the Global Perspectives GEC requirement.)

GERM 400: Special Studies

One author, theme, movement, or group of works in German literature studied in depth. (Offered as a Tutorial.) (This course meets the Global Perspectives GEC requirement.)

Italian Courses

ITAL 120: Parliamo Italiano: Ital Conversn

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). (This course meets the Humanities GEC requirement.)

Japanese Courses

(Intermediate Japanese in Cultural Context.) 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. (This course meets the Humanities and Global Perspectives GEC requirements.)
Cross-listed as: ASIA 211

JAPN 212: Adv Interm Japanese, Cultural Cont

(Advanced Intermediate Japanese in Cultural Context.) 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. (This course meets the Humanities and Global Perspectives GEC requirements.)
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. (This course meets the Humanities GEC requirement.)

LING 120: Beg Portuguese Thru Brazilian Song

(Beginning Portuguese Through Brazilian Song.) This introductory course is designed to develop the student's ability to comprehend, speak, read, and write basic controlled patterns of the Portuguese language. Brazilian music is used as an important tool to reinforce aural and written language acquisition as well as to provide specific cultural context through the examination of historical, social, and political elements of the music. The course draws from comparative linguistics to enhance student learning by making explicit connections between Portuguese and other Romance languages (French, Spanish). No prerequisites. (This course meets the Humanities GEC requirement.)
Cross-listed as: MUSC 120, PORT 120

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. (This course meets the Humanities GEC requirement.)
Cross-listed as: LCTR 201

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. (This course meets the Humanities and Speaking GEC requirements.)

Literatures and Cultures in Translation

LCTR 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. (This course meets the Humanities GEC requirement.)
Cross-listed as: LING 201

LCTR 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. (This course meets the Humanities and Global Perspectives GEC requirements.)
Cross-listed as: ARBC 222, ISLM 222

LCTR 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

Portuguese Courses

PORT 120: Beg Portuguese Thru Brazilian Song

(Beginning Portuguese Through Brazilian Song.) This introductory course is designed to develop the student's ability to comprehend, speak, read, and write basic controlled patterns of the Portuguese language. Brazilian music is used as an important tool to reinforce aural and written language acquisition as well as to provide specific cultural context through the examination of historical, social, and political elements of the music. The course draws from comparative linguistics to enhance student learning by making explicit connections between Portuguese and other Romance languages (French, Spanish). No prerequisites. (This course meets the Humanities GEC requirement.) Cross-listed as: LING 120, MUSC 120

Spanish Courses

SPAN 109: Introductory Business Spanish

This introductory course has been designed for students with no prior knowledge of Spanish but with interest in the Hispanic business world. This course focuses on initiating and responding to a variety of real-world business situations, such as meeting people, introducing companies, products, or making inquiries. Along with acquiring a solid foundation of basic Spanish used in the business world, students are exposed to the culture of selected Spanish-speaking countries. The course supports rapid progress in Spanish proficiency. This course meets the Humanities GEC requirement. Cross-listed as: LING 109, MUSC 109

recommendation or permission of instructor. (This course meets the Global Perspectives GEC 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. (This course meets the Humanities and Global Perspectives GEC requirements.)
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. (This course meets the Global Perspectives GEC 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. (This course meets the Global Perspectives and Writing GEC requirements.)

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. (This course meets the Global Perspectives and Writing GEC requirements.)

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. (This course meets the Global Perspectives and Speaking GEC requirements.)
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.

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

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. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: LNAM 370

SPAN 380: Cine, Literatura y Sociedad Amr Lat

(Cine, Literatura y Sociedad Am?ca 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. (This course meets the Global Perspectives and Writing GEC requirements.)
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. .

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. (This course meets the Global Perspectives GEC requirement.)
Cross-listed as: LNAM 400, GSWS 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. (This course meets the Global Perspectives GEC 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 Garcia 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. (This course meets the Global Perspectives GEC 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. .

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.)

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.)
 -
-

Faculty

Donald Meyer

Professor and Chair of Music

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

Scott N. Edgar

Associate Professor of Music, Chair of Music Education

Areas of Study: music education, band

Nicholas L. Wallin

nnke . Barord

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
-

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

Learning Outcomes

The expected Student Learning Outcomes for the Music Department are:

1. The music major will be able to demonstrate skill as a performer on a musical instrument or as a vocalist in a variety of styles.
2. The music major will be conversant in the musical language of western art music, jazz, electronic music, popular music, and music of varied world cultures.
3. The music major will be able to demonstrate analytical ability in music theory and proficient aural skills, including the ability to recognize characteristic traits of musical style periods aurally and in writing.
4. The music major will be able to advocate for the musical arts and engage in entrepreneurial activities to successfully navigate a broad variety of professional music activities.

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the CrTDSis c r198.0ecti on e LaAd enquirement.)This cT* ; collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other college and

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

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

[jump to top](#)

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. (This course meets the Humanities GEC requirement.)

Cross-listed as: AMER 266, CINE 266

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. (This course meets the Domestic Pluralism and Writing GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Creative &

Performing Arts GEC requirement.)

MUSC 271: Teaching Winds and Percussion

prerequisites.

Cross-listed as: ENTP 285, ART 285, ENGL 285, THTR 285

[jump to top](#)

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. (This course meets the Humanities GEC requirement.)

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.

[jump to top](#)

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 0.25 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

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

- MUSC 361: Music History II: From Classical to Contemporary
- MUSC 217: PUSC57138 ea-0.-0.rurvefns7:

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: Introduction to Psychological Science
 - Psychology 221: Research Methods and Statistics I
 - Psychology 222: Research Methods and Statistics II
- **Core - 2 courses**
 - Biology 346/Neuroscience 301: Neuroscience: Neuron to Brain
 - Psychology 370/Neuroscience 302: Neuroscience: Brain to 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
 - English/Neuroscience 249: Brains, Minds, and Madness in Literature
 - Music/Neuroscience 268: Music and the Mind
 - Philosophy/Neuroscience 291: Descartes to Kant
 - Philosophy/Neuroscience 296: Neurophilosophy
 - Psychology/Neuroscience 310: Sensation & Perception
 - Psychology/Neuroscience 320: Learning
 - Biology/Neuroscience 322: Molecular Biology
 - Biology/Neuroscience 324: Advanced Cell Biology
 - Computer Science/Neuroscience 325: Artificial Intelligence
 - Biology/Neuroscience 326: Immunology
 - 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** - through completion of one of the following options:
 - A Senior Seminar course (topics change each semester), or,

will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. Prerequisite: BIOL 120. (This course meets the Natural Sciences and Speaking GEC requirements.)

Cross-listed as: BIOL 130

NEUR 249: Brains, Minds, and Madness in Liter

(Brains, Minds, and Madness in Literature.) Stories invite us into the minds of others. As readers, we step into another's consciousness: into fictional memories, sensations, and narratives that feel real, as the words of often-dead writers become part of our own brain-matter. Yet, how do our theories of the mind and its operations relate to literary representations of a character's interiority? And what can contemporary neuroscience teach us about literature, or about our own minds on literature? In this course, we examine stories and theories of the mind across time, exploring scientific writing about the brain alongside literary masterpieces from Jane Austen to Ian McEwan. Moreover, we consider the close connection between sanity and insanity, examining the representations of madness and other neurological ailments in brains gone "wrong." No Prerequisites. (This course meets the Humanities GEC requirement.)

Cross-listed as: ENGL 249

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities and Writing GEC requirements.)

Cross-listed as: PHIL 291

NEUR 296: Neurophilosophy

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 a coEawo it.worko7tentlchemicalicalicalicalicalicalicalicalicalicalicalica

Cross-listedGL 249

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 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: 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 perming, 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 489

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.

Learning Outcomes

The expected Student Learning Outcomes for the Philosophy Department are:

1. Philosophy majors will be able to express themselves effectively and conscientiously, with rigor and fairness, in spoken and written forms that seek and promote respectful and fruitful dialogue on substantive and controversial issues.
2. Philosophy majors will be able to demonstrate perseverance and success in comprehending difficult texts and following the main lines of argument, including a basic understanding of logic and the ability to make sense of a number of diverse methodologies associated with philosophical positions.
3. Philosophy majors will be able to demonstrate familiarity with important periods in the history of philosophy, including important thinkers from the Eastern and Western traditions and a recognition of the ways different cultures have engaged in philosophical pursuits which then inform students' reflections on, e.g., what really exists, the nature of the human condition, concepts of social justice and the responsibilities of global citizenship, and the rational, emotional, and aesthetic dimensions of human existence.
4. Philosophy majors will develop a degree of expertise on specific philosophical themes of particular interest to them that demonstrate a real excitement, insight, and love for philosophical texts and debate.
5. Philosophy majors will be able to engage in creative philosophical efforts that assess and build on a body of foundational knowledge and ultimately develop their own insights and arguments.

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. (This course meets the Humanities GEC requirement.)

PHIL 112: Civilization and Barbarism

This course examines the issue of violence and its relation to civilization, the concept of progress, and the role of the individual in society.

students who have taken FIYS 182. No pre-requisites.

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Writing GEC requirements.)

PHIL 118: Why Philosophy Matters

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. (This course meets the Humanities and Writing GEC requirements.)

PHIL 120: BK's Finest: JAY-Z and Philosophy

(Brooklyn's Finest: JAY-Z and Philosophy.) From growing up in the Marcy Projects in Brooklyn to selling out concerts at Madison Square Garden, JAY-Z has become a global hip-hop icon. Besides being the first rap artist to be inducted into the Songwriters Hall of Fame and holding the record for the most number one albums by a solo artist, JAY-Z's body of work stands as a monumental contribution to American culture. In this course, we explore the poetics and philosophy of JAY-Z's music. As we cultivate an artistic appreciation for JAY-Z's rap skills such as storytelling, wordplay, and delivery, we also treat his music as an opportunity to critically engage topics such as racism, sexism, and economic inequality. Finally, we watch several of JAY-Z's music videos as well as documentaries focused on his life and work. No prerequisites. .

Cross-listed as: AFAM 120

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. (This course meets the Quantitative Reasoning GEC requirement.)

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

Cross-listed as: GSWS 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.) (This course meets the Humanities and Speaking GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

[jump to top](#)

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

Physics

Faculty

[Michael M. Kash](#)

Professor and Chair of Physics

Areas of Study: atomic physics, quantum optics, lasers

[R. Scott Schappe](#)

Professor of Physics and Associate Dean of the Faculty

Areas of Study: atomic physics, atomic collisions

[Nathan Mueggenburg](#)

Associate Professor of Physics

Areas of Study: non-equilibrium systems, granular materials

Veronika Walkosz

Visiting Assistant Professor of Physics

Areas of Study:

[Amy Abe](#)

Senior Lecturer in Physics

NMR Consultant

Janice Leonhardt

Lecturer in Physics

Jeffrey Schmitz

Lecturer in Physics

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. Courses taken Pass-Fail may not count towards the major or minor in Physics.

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

Learning Outcomes

The expected Student Learning Outcomes for the Physics Department are:

1. Laws of physics. A large fraction of observed phenomena in the physical universe is accurately described by a small number of laws. Centuries of observation, analysis and logic built the present set of equations that embody these laws. Students see the fundamental ideas of mechanics, electricity and magnetism, thermodynamics and quantum theory; these ideas are not so much the application of the laws as a discussion of the meaning of the laws.
2. Problem solving. Breaking down complex situations into essential and manageable pieces is useful for almost everyone, and crucial for working physicists. This distillation allows the laws of physics to be applied to specific problems, and a well-organized report of the solution to be created.
3. Measurement making. Although physicists hope the laws of physics are "mathematically, philosophically and esthetically complete," their key utility follows from careful and successful comparison with experiment. This builds

PHYS 101: Astronomy: The Dynamic Universe

The universe is constantly changing. Scientific cosmology looks across vast expanses of time and space to understand that aspect of the universe: its beginnings, its development and its possible fate(s). This course covers concepts such as the Big Bang, inflation, gravity waves, 4-dimensional space-time, dark matter, dark energy, and multiverses. This course is intended for non-science majors. No prerequisites (This course meets the Natural Sciences GEC requirement.)

PHYS 102: Astronomy: Stars and Galaxies

Stars and their aggregate galaxies play pivotal roles in the universe and in astronomers' understanding of the universe. Shining stars are the energy source that drives much of the change in the universe. This course focuses on the origin and life cycle of stars and galaxies. Observing sessions are planned, weather permitting, during some of the evening class meetings. This course is intended for non-science majors. No prerequisites. (This course meets the Natural Sciences GEC requirement.)

PHYS 103: Astronomy: Planetary Systems

By studying the planets in our solar system, astrophysicists gain knowledge about the formation of Earth and its neighbors and also distant exoplanets in other star systems. This course covers topics such as the discovery and the nature of the solar system's planets and dwarf planets, the habitability of planets and their moons, and exoplanets, as well as the use of telescopes in planetary observation. Observing sessions are planned, weather permitting, during some of the evening class meetings. This course is intended for non-science majors. No prerequisites. (This course meets the Natural Sciences GEC requirement.)

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. (This course meets the Natural Sciences GEC requirement.)

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. (This course meets the Natural Sciences GEC requirement.)

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. (This course meets the Natural Sciences GEC requirement.)

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.) (This course meets the Natural Sciences GEC requirement.)

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.) (This course meets the Natural Sciences GEC requirement.)

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.) (This course meets the Natural Sciences GEC requirement.)

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.) (This course meets the Natural Sciences GEC requirement.)

[jump to top](#)

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. (This course meets the Natural Sciences and Technology GEC requirements.)

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.) (This course meets the Natural Sciences and Technology GEC requirements.)

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. (This course meets the Natural Sciences GEC requirement.)

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.) (This course meets the Natural Sciences and Technology GEC requirements.)

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

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.)

[jump to top](#)

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 (This course meets the Speaking and Experiential Learning GEC requirements.)

EMERITUS FACULTY

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:

Learning Outcomes

The expected Student Learning Outcomes for the Politics Department are:

1. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of American politics and public law – including principal research questions, concepts, theories and approaches.
2. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of comparative politics – including principal research questions, concepts, theories and approaches.
3. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of international relations – including principal research questions, concepts, theories and approaches.
4. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of political theory – including principal research questions, concepts, theories and approaches.
5. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the methods of political science research.
6. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate critical thinking and analysis skills.
7. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate competency in research and writing in the political science discipline.
8. A student graduating with a bachelor's degree in politics from Lake Forest College shall have general competency in the political science discipline.

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

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. (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Quantitative Reasoning GEC requirement.)
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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)
Cross-listed as: IREL 250

POLS 215: Politics of China

This course examines the domestic politics and foreign policy of China from 1949 to the present. We study China's shift from Mao-era political campaigns like the Great Leap Forward and the Cultural Revolution to an era of economic reform and globalization. We also explore China's most important bilateral relationships, its participation in international organizations, and its increasingly active role in writing the rules of the international system. Prerequisites: None. (This course meets the Social Sciences and Global Perspectives GEC requirements.)
Cross-listed as: IREL 255, ASIA 221

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)
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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)
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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)
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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)
Cross-listed as: LNAM 219, IREL 259

[jump to top](#)

POLS 220: Political Parties

American parties, pressure groups, and electoral problems. (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Social Sciences GEC requirement.)
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. (This course meets the Social Sciences GEC requirement.)
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. (This course meets the Social Sciences GEC requirement.)
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
Cross-listed as: AMER 225 (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Social Sciences and Domestic Pluralism GEC requirements.)

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. (This course meets the Social Sciences GEC requirement.)

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: IREL 242

POLS 243: Fake News, Free Speech

(Fake News, Free Speech and Foreign Influence in American Democracy.) This course focuses on contemporary issues facing public discourse in the United States and explores the dangers inherent in online content. We discuss such questions as: What are the strengths and weaknesses of using internet technology to organize people? How do social media platforms and their ad-driven algorithms bias our worldview? How are democratic elections and mass protests shaped by your unique news feeds? A constitutional perspective on freedom of speech and the press is presented. Substantive topics include analysis of online social movements, legal analysis of federal regulation of social media, federal election law, foreign interference in national politics, and a technical review of social media platforms. No prerequisites.

[jump to top](#)

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. This course meets the Social Sciences and Global Perspectives GEC requirements. This course is also a pre-requisite for the Ph.D. program in International Relations.

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. (This course meets the Global Perspectives and Writing GEC requirements.)

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 (This course meets the Global Perspectives GEC requirement.)

Cross-listed as: IREL 346

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. (This course meets the Global Perspectives GEC requirement.)

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. (This course meets the Global Perspectives GEC requirement.)

Cross-listed as: IREL 348

POLS 349: Gender in Developing Countries

This class introduces students to the unique challenges that women face in developing countries. Organized around major policy debates, we explore themes including women in the labor force, women in politics, gender and development, inequality, and violence. We also learn about top-down change, instituted by organizations like the IMF and World Bank, and bottom-up solutions created by NGOs and social entrepreneurs. Through class readings, group discussions, small group work, presentations, and a research paper, students are able to identify forms of existing gender inequalities, and critically examine policy solutions. Prerequisite: POLS 110 or consent of instructor. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: GSWS 349

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 the u07mlhJ n ped0Eg2u0?mlh6jT*aes. Organized around

Hobbes, Locke, Thoreau, Mill, King, Rawls, Gunier, and contemporary legal theorists. Prerequisite: POLS 130 or consent of instructor. (This course meets the Domestic Pluralism GEC requirement.)

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.

[jump to top](#)

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. (This course meets the Global Perspectives GEC 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

POLS 363: The Fourteenth Amendment

(The Fourteenth Amendment: Civil Rights and Equality) Students in this course examine the rulings of the United

scrutiny analysis, affirmative action and voting rights are also covered. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students. (This course meets the Domestic Pluralism GEC 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. (This course meets the Domestic Pluralism GEC requirement.)
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. .
Cross-listed as: ES 362

[jump to top](#)

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. (This course meets the Domestic Pluralism and Speaking GEC requirements.)

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. (This course meets the Speaking GEC requirement.)

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. (This course meets the Speaking GEC requirement.)

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. (This course meets the Speaking GEC requirement.)

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. (This course meets the Global Perspectives and Speaking GEC requirements.)

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

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

Learning Outcomes

The expected Student Learning Outcomes for the Print and Digital Publishing Program are:

1. Print and Digital Publishing minors will be able to write and correct skillful expository prose.
2. Print and Digital Publishing minors will be able to demonstrate the fundamentals of editing and publishing in print and digital media.
3. Print and Digital Publishing minors will demonstrate the skills of independent researchers and project managers.

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate
Curriculum

Academic Policies

**Undergraduate
Programs**

Graduate Programs

Directory

Psychology

Faculty

[Matthew R. Kelley](#)

Professor and Chair of Psychology, Chair of Neuroscience

Areas of Study: cognitive psychology, learning and memory, research methods and statistics

[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)

[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 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

[Vivian Ta](#)

Instructor of Psychology

Areas of Study: social psychology, personality psychology, psychology of language, computer-mediated communication, interpersonal relationships, quantitative text analysis, dyadic interaction

[Krista Miller](#)

Lecturer in Psychology

Areas of Study: cognitive psychology, psychology of language, figurative language comprehension, reading

[Taylor Tuscherer](#)

Lecturer in Psychology

Areas of Study: social psychology, intergroup relations, social cognition, prejudice and minority experience, social exclusion

a)uage lete nguagurses (as specified b(dew)ndeachsiswithcial)Tja -prdereasc- orubettgend(b)uearn at l(A te C av inngu(2.0)

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. Although strongly discouraged, courses taken Pass-Fail may count towards the minor in Psychology, as long as the grade originally earned in the class is "C-" or better. 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, whether or not these grades are listed with a Pass on the transcript.

- Psychology 110: Introduction to Psychological Science
- 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: Brain to Behavior
- 1 additional Psychology course

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 pharmacotherapeutics 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, NEUR 372, BMB 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.) (This course meets the Experiential Learning GEC requirement.)

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.

[jump to top](#)

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

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate Curriculum](#)

[Academic Policies](#)

[Undergraduate Programs](#)

[Graduate Programs](#)

[Directory](#)

Religion

Faculty

[Benjamin Zeller](#)

Associate Professor of Religion

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

[Catherine Benton](#)

Associate Professor and Chair of Religion, Chair of Islamic World Studies

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

Malene Johnson

Lecturer in Religion

Areas of Study: African American religions and traditions

[Hazim Fazlic](#)

Lecturer in Religion

Area 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). Two courses taken Pass-Fail may count towards the major in Religion. The senior studies requirement cannot be taken Pass-Fail. There are no limits for minors.

Requirements for the Major:

At least 9 credits

- 2 courses in religious communities including at least 1 Abrahamic and 1 Asian tradition:

Abrahamic traditions:

-

- ENGL 219: Malcolm & Martin: The Literature of Peace & Resistance
- ENGL 346: Jewish-American Literature
- HIST 246: Renaissance and Reformation
- HIST 326: Identity, Body, and Persecution in Medieval Europe
- 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 361: The First Amendment
- POLS 365: Civil Liberties
- 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

Learning Outcomes

The expected Student Learning Outcomes for the Religion Department are:

1. The religion major will be able to demonstrate an understanding of the basic beliefs, practices, and communities of several different religious traditions, both historically and as part of the dynamic flow of our contemporary global society.
2. The religion major will be able to read and analyze primary sources religious texts and research religious issues through historical and contemporary literature.
3. The religion major will be able to discuss religious ideas and questions in a way that encourages the cross-fertilization of ideas and a deeper understanding of both similarities and differences.

4. The religion major will be able to formulate thoughtful questions about how religious thinking intersects with everyday actions and decisions that arise particularly in relation to social, political, philosophical, and psychological issues

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

Cross-listed as: ASIA 185, CINE 185

RELG 200: Tpcs: Africana Women's Relig Exprnce

(Spring 2019 Topic: Africana Women's Religious Experience.) New Description: This course explores the multidimensional religious experiences of Africana women, specifically Black women throughout the Americas, Africa, and the Caribbean, as they attempt to define and realize a sacred self across diverse periods and contexts.

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. .

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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 theD(classind con.069Pssueuddles Eas,d Afric,h)TJT* and

Cross-listed as:ASIAG 21, ISLMG 21, IIREL 23244.93842 Tm(RELG 243: GlobalHwinuism)Tj0 g/T11_1 Tf7.4403 0 0 7.4403

practic. lin the course of thesremaste,h
dinh

practiced in the21estcmenuray.Thexta rangen.069philosophrical musngst abouh

Perspectives GEC requirements.)

Cross-listed as:ASIAG 24, IIREL 242Perspectives GEC requirements.)

featured by authors of creative works in fiction, drama, poetry, etc. since their publication. This course is an opportunity to delve deeply into the words of both men, long considered the authors of two disparate ways of viewing and engaging in civic struggle in America. We will look at the creative activist writings of each—speeches, letters, interviews, autobiographical material—and complicate what at first seems a simple battle between "violent" and "non-violent" approaches to liberation. No prerequisites. . (This course meets the Humanities and Domestic Pluralism GEC requirements.)

Cross-listed as: ENGL 219

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Domestic Pluralism GEC requirements.)

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. (This course meets the Humanities GEC 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.

for entertainment. No prerequisites. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities GEC requirement.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. (This course meets the Humanities and Global Perspectives GEC requirements.)

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. .

Cross-listed as: GSWS 275

[jump to top](#)

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. .

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

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

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, Chair of Self-Designed Major

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](#)

~~904.214~~ 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.

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.

Faculty

Carolyn Tuttle

Betty Jane Schultz Hollender Professor of Economics, Business and Finance and Director of Border Studies

Areas of Study:

Requirements

MINOR IN SOCIAL JUSTICE

No major is available. Courses taken Pass-Fail may count towards the minor in Social Justice.

- 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
-

Faculty

Ahmad Sadri

Gorter Professor of Islamic World Studies and Professor of Sociology

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

Christopher Todd Beer

Associate Professor of Sociology

Areas of Study: globalization, social movements, environmental sociology, climate change and climate justice, East Africa, economic and labor sociology, survey methodology

Holly Swyers

Associate Professor of Anthropology, Chair of Sociology and Anthropology

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

Rebecca Graff

Assistant Professor of Anthropology, 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, 54s5.24rology ocan adulthood, 20th-21st century U.S. education, sport

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

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. (This course meets the Social Sciences and Domestic Pluralism GEC requirements.)
Cross-listed as: RELG 242

(This course meets the Social Sciences and Domestic Pluralism GEC requirements.)

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

(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 distopias portrayed in cinema will be addressed. Prerequisite: SOAN 110. Required: an additional weekly lab session for viewing movies. (This course meets the Social Sciences GEC requirement.) Cross-listed as: CINE 286

themselves? Course topics include race and racialization, ethnic diversity and ethnogenesis, the formation and performance of class, social constructions of gender and sexuality, and the political stakes involved in archaeological studies of difference. Throughout this course we ask how an engagement with intersectionality?the idea that categories of difference are entangled and covalent?may allow for a more nuanced understanding of the past, and of the present. Prerequisites: SOAN 110 and SOAN 216 OR SOAN 220 OR consent of the instructor. (This course meets the Social Sciences GEC requirement.)
Cross-listed as: GSWS 319

[jump to top](#)

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. (This course meets the Social Sciences and Global Perspectives GEC requirements.)

Cross-listed as: EDUC 322, IREL 396

SOAN 344: Comparative and International Educ

America, but runorghiszlogyles iya hisngeno.0695sy2, m nolopndinfrifrol andsonate. Courlso shag initart sci rearducati GEC requ .)

Cross-listed as: EDUC 322, IREL 396

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

Cross-listed as: IREL 373

[jump to top](#)

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. (This course meets the Domestic Pluralism GEC requirement.)

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. (This course meets the Domestic Pluralism GEC requirement.)

Cross-listed as: GSWS 372

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

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate
Curriculum](#)

[Academic Policies](#)

[Undergraduate
Programs](#)

[Graduate Programs](#)

[Directory](#)

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](#)

Associate Professor of Theater and Performance Studies

Areas of Study: performance studies, performance art

John Hildreth

Lecturer in Theater

Kristen Martino

Freelance Set Designer

Area of Study: set design

Nathan Rohrer

Costume Shop Manager/Costume Designer

Area of Study: costume design

[David Knoell](#)

Technical Director and Lecturer in Theater

Areas of Study: acting, improv and voice

[Jay Torrence](#)

Lecturer in Theater

Area of Study: Playwriting

Requirements

3. The Theater major will be able to explain the complementary functions of different areas of production.
 4. The Theater major will be able to demonstrate organization and coherence in scholarly and artistic expression.
-

Course Descriptions

THTR 208: Costumes: Game of Thrones & Fantasy

(Topics in Costume Design: Game of Thrones and Fantasy.) Learn the basics of designing costumes for stage and screen, with an emphasis on the style of Game of Thrones and other fantasies! You will develop skills in theatrical rendering and sketching, as well as the implementation of the design and basic sewing techniques. You will also learn the elements and principles of design; understand and experience the process of producing costumes for the theater, television, and film; analyze the text and structure of a play or screenplay, explore the production needs related to costumes, and prepare a finalized costume design for a theatrical, television, or film production. No

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

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. (This course meets the Creative & Performing Arts GEC requirement.)

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 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 Amy Platt and other scholars such as Tj0.

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.

Urban Studies

Faculty

[Holly Swyers](#)

Associate Professor of Anthropology, Chair of Sociology and Anthropology

Areas of Study: U.S. culture, American adulthood, 20th-21st century U.S. education, sports, community development and maintenance

[Brian McCammack](#)

Assistant Professor of Environmental Studies, Chair of Urban Studies

Areas of Study: American environmental history, American studies, African American studies, environmental justice

[Rebecca Graff](#)

Assistant Professor of Anthropology, 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

- 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.

Learning Outcomes

The expected Student Learning Outcomes for the Urban Studies Program are:

1. Student will be able to recognize obstacles and benefits specific to working within an urban setting.
2. Student will be able to articulate specific issues that arise as a result of a dense and/or diverse population.

3. Student will be able to identify relationships between government offices and specific issues.
 4. Student will be able to evaluate strategies designed to deliver services or regulate activities in an urban area in terms of their potential outcomes for more than one set of stakeholders.
-

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.

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 each applicant's essay statement.

Courses

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

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

College Catalog

Academic Calendar

Admission Information

Tuition and Fees

Financial Aid

Undergraduate
Curriculum

Academic Policies

Undergraduate
Programs

Graduate Programs

Master of Liberal Studies

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

ADMISSION CONTACTS

Master of Arts in Teaching Program

Adrienne Thoms

Department Assistant
Department of Education

847-735-5169

thoms@lakeforest.edu

- 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

College Catalog

[Academic Calendar](#)

[Admission Information](#)

[Tuition and Fees](#)

[Financial Aid](#)

[Undergraduate Curriculum](#)

[Academic Policies](#)

[Undergraduate Programs](#)

[Graduate Programs](#)

[Master of Liberal Studies](#)

[Master of Arts in Teaching](#)

- [Admission and Tuition](#)
- [Requirements](#)
- [Required Courses](#)

[Directory](#)

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 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)	

*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



President, Czarnowski Display Service Inc.

Claudia Wyatt-Johnson '69
Founding Partner, Partners in Performance Inc.

Class of 2020

Robert D. Krebs
Lake Forest, Illinois

Randall S. Lauer '81
Managing Director, Citigroup

Class of 2021

John D. Carruthers '78
Senior Business Analyst (ret), US Bank

Doni Fordyce-Urfirer '81
President and Chief Operating Officer, Stone Key Group

Craig Omtvedt
Lake Forest, IL

Stephen C. Strelsin
Managing Partner, Axiom Consulting Partners

Ex-Officio

Stephen D. Schutt
President, Lake Forest College

National Trustees

Class of 2018

Michelle Applebaum
Board of Directors, Northwest Pipe

William G. Brown
Hobe Sound, Florida

Katherine Dietze
Corporate Director - Cowen & Company, Liberty Property Trust, Matthews International Corporation

Joseph McCarthy '78
CEO and Founder, The McCarthy Company

Marian H. Niles '66
Pacific Palisades, California

Sean Thomas '81
Partner, Negotiations & Contracts Executive, Aon Hewitt

Class of 2020

William Connell
Lake Forest, IL

Alexander D. Stuart
President, North Star Investments

Ex Officio

Daniel J. Ugaste '85
President, Lake Forest College Alumni Board

Jeffrey J. Anderson
President and Chief Executive Officer, Lake Forest Graduate School of Management

Life Trustees

Clarissa H. Chandler
Lake Forest, Illinois

Maurice F. Dunne, Jr.
Clearwater, Florida

Russell W. Fisher
Chairman, Biofit Engineered Products

James P. Gorter
Green Bay Management Company

Margaret S. Hart
Lake Forest, Illinois

Samuel J. Henry
Lake Forest, Illinois

John S. Lillard
Chairman (ret.), Wintrust Financial Corporation

Paula P. Lillard
Lake Forest, Illinois

David B. Mathis '60
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

Ekiundayo Akinlake (2018)

B.S., University of Reading (England); M.A., Imperial College of Science and Technology, University of London (England); M.B.A., University of Connecticut; Ph.D., University of Illinois at Chicago; Visiting Assistant Professor of Business

Lia Alexopoulos (2001)

B.A., Lake Forest College; M.A., University of Chicago; Lecturer in Art

Dan Andrews (2015)

B.A. Moody Bible Institute; Head Men's Soccer Coach

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

Robert A. Baade (1973)

B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison); A.B. Dick Professor of Baade (1973)

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

David E. Levinson (1992)

B.S., University of Michigan; Ph.D., University of Wisconsin; Professor of Physics

Davis Schneiderman (2001)

B.A., Pennsylvania State University; M.A., Ph.D., Binghamton University; Professor of English, Interim Krebs Provost and Dean of the Faculty

Erica Schultz (2017)

B.A., Macalester College; Ph.D., University of California-Berkeley; Assistant Professor of Chemistry

Margot Schwalbe (2018)

B.A., M.A., University of Minnesota Duluth; Ph.D., University of Rhode Island; Assistant Professor of Biology

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

Tessa Sermet (2018)

B.A., M.A., University of Geneva (Switzerland); Instructor in French

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

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

Corinne L. Stevens (1998)

B.A., Pace University; M.L.I.S., University of Texas (Austin); Head of Public Services (LIT); Associate Librarian

Jennifer Stockdale (2012)

B.A., The College of Wooster; M.A., Miami University; M.F.A.; University of Notre Dame; Lecturer in English

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

Holly Swyers (2006)

B.A., Ripon College; M.A., Ph.D., University of Chicago; Associate Professor of Sociology and Anthropology

Vivian Ta (2018)

B.A., M.S., Ph.D., University of Texas at Arlington; Assistant Professor of Psychology

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

Patricia Thomas (2017)

B.A., University of Cincinnati; Lecturer in Entrepreneurship

Tamlyn Tills (2008)

B.S., University of Wisconsin (La Crosse); M.Ed., Cardinal Stritch College; Head Women's Basketball Coach

Religion

Faculty Emeriti

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

Anne E. Houde (1992-2018)
A.B., Princeton University; M.S., Ph.D., University of Maryland; Foster G. and Mary W. McGaw Professor of Biology Emerita

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

Douglas B. Light (2003-2018)
B.A., Colby College; M.S., Ph.D., University of Minnesota; Laurence R. Lee Family Professor of Biology Emeritus

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

President

Andrea Conner
Dean of Students

Christopher J. Ellertson
Vice President for Enrollment

Phillip Hood
Vice President of Development and Alumni Relations

Sean Riedel
Director of Information Technology

Ann Roberts
Associate Dean of the Faculty, Director of the Learning and Teaching Center; James D. Vail Professor of Art

Davis Schneiderman
Interim Krebs Provost and Dean of the Faculty

Jacqueline A. Slaats
Director of Athletics; Senior Advisor to the President

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

