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Lawrence University does not discriminate on the basis of sex, race, color, national or ethnic origin, religion, sexual orientation, parental or marital status, age or disability in its programs and activities. Inquiries regarding the non-discrimination policy may be directed to the provost and dean of the faculty at 920-832-6528.

This catalog represents the most accurate information on Lawrence University at the time of its posting. The university reserves the right to make such alterations in its programs, regulations, fees and other policies as warranted.

## About Lawrence

### Mission

Lawrence University of Wisconsin, through its undergraduate residential college and Conservatory of Music, educates students in the liberal arts and sciences. The university is devoted to excellence and integrity in all of its activities and committed to the development of intellect and talent, the pursuit of knowledge and understanding, the cultivation of sound judgment and respect for the perspectives of others. Lawrence prepares students for lives of achievement, responsible and meaningful citizenship, lifelong learning and personal fulfillment. As a learning community of scholars and artists we engage each other in a transformative process that emphasizes individualized learning, supported by an environment of rich educational opportunities in a residential campus setting.

### Educational Philosophy

Students enter Lawrence at a time when they are actively forging their identities and seeking their place in the world. A Lawrence education is therefore transformative: we strive to help each student develop as a liberally educated person who can think deeply and creatively about ideas, gather and analyze evidence, communicate effectively, articulate a personal identity that leads to thoughtful life choices and who is committed to responsible citizenship. This transformation is supported by a learning community that immerses students in the breadth of human experience, engages ideas in a spirit of open discourse, values the uniqueness of the individual and celebrates accomplishment. The foundation for this learning community is a vibrant, safe and healthful residential campus that contains talented and diverse groups of students, faculty, administrators and staff. Our residential experience is enhanced by opportunities to study abroad and to become involved in the wider community. The University values effective teaching combined with distinguished scholarship and creative activity.

We see in each student the potential to become an informed, independent thinker, and concerned, responsible citizen. Lawrence students can personalize their learning through interactions with peers, professors and staff in a wide variety of settings, both formal and informal. The process begins with our *Freshman Studies* program, and continues through the sophomore and junior years, and into our *Senior Experience* programs.

### Lawrence in the Community

Lawrence is part of an intellectual and creative community that includes the Fox Valley, Lawrence's alumni and the larger global community. We are committed to providing service to and learning from the larger community. Through such resources as Björklunden and the Academy of Music, Lawrence contributes to the vitality of the surrounding community by: (1) making available programs of cultural enrichment, (2) drawing on the knowledge and experience of members of that community in the exploration of significant issues, (3) providing opportunities for alumni to maintain a lifelong connection with the institution and with each other and encouraging their continuing interest in learning, and (4) providing such educational programs as the certification as public school teachers in the state of Wisconsin.

## About Lawrence

### History

Lawrence, like the city of Appleton in which it is situated, owes its origins to the perseverance of frontier ministers and to the philanthropy of wealthy Bostonians. In 1847, prior to the statehood of Wisconsin, the first member of the Lawrence administration and Appleton's first permanent resident arrived on the scene in a dugout canoe and selected a wooded bluff above the Fox River as the site for the campus. The Rev. William Harkness Sampson had been commissioned, along with the Rev. Henry R. Colman, by the Boston merchant Amos A. Lawrence to establish a frontier school to afford "gratuitous advantage to Germans and Indians of both sexes." Lawrence pledged \$10,000 to endow the school, on condition that the Methodists, represented by Sampson and Colman, match his gift. Even before the money could be raised, the Territorial Legislature, on January 15, 1847, granted a charter to Lawrence Institute, a name that was changed to Lawrence University when classes first began on November 12, 1849.

### The Early Years

During its first 40 years Lawrence struggled with the problems of a developing frontier: the failure of wheat crops, the disruptions of the Civil War and the chaos of financial panics. Through it all, seven different college administrations held fast to the tenets of a strong classical education. The early curriculum, though constrictive by today's standards, was, on the whole, rather broad for the time, and the alumni of that era attained distinguished careers in education, business, the ministry, law and politics.

The return of Dr. Samuel Plantz to his alma mater as president in 1894 marked a turning point for Lawrence. During his 30-year administration, the student body grew from 200 to 800; the faculty increased from nine to 68; the endowment grew from less than \$100,000 to \$2,000,000; and the physical plant was enhanced by the construction of eight major buildings. During these years, Lawrence's pursuit of academic excellence was reflected in the selection of its first Rhodes Scholar in 1904 and the establishment of a Phi Beta Kappa chapter in 1914.

During Plantz's administration, the Conservatory of Music came into its own as a separate part of the university with the addition of six faculty members, the introduction of curricular offerings in public school music and music history and the acquisition of a building devoted exclusively to music instruction.

### Lawrence College

In 1913, the institution adopted the name Lawrence College to underscore its commitment to undergraduate liberal education. That commitment received further articulation during the administration of President Henry Merritt Wriston (1925–37), when the college charted a course that it has followed faithfully to the present day. In the words of the catalog of 1934, "The ultimate purpose of liberal education at Lawrence is the establishment and improvement of standards — standards of thought and expression, of taste and interest, of character and ethics, of health and sane living."

While holding fast to these enduring goals of liberal education, Lawrence continually has reassessed and reshaped its academic program in response to the changing contours of knowledge and changing views on the nature of learning. The tutorial system, first instituted by President Wriston, has blossomed into a wide range of options for independent learning. *Freshman Studies*, introduced by President Nathan Marsh Pusey (1944–53), today remains a distinctive expression of the commitment of the entire Lawrence community to the examination of ideas of abiding importance.



## **About Lawrence**

With the introduction of a number of overseas programs in the 1960s, Lawrence enhanced its ability to broaden the horizons of its students through direct contact with other societies. The recent appearance in the curriculum of interdisciplinary and cross-disciplinary offerings in biomedical ethics, cognitive science, East Asian Studies, Environmental Studies, Ethnic Studies and Gender Studies, among others, reflects a concern that new knowledge be available to Lawrence students along with the traditional courses in the arts and sciences.

### **Milwaukee-Downer College**

Under the leadership of President Curtis W. Tarr (1963–69), Lawrence once again assumed the name Lawrence University, when it was consolidated in 1964 with Milwaukee-Downer College for Women. Milwaukee-Downer, named in honor of its trustee and benefactor, Jason Downer, was itself the product of a merger in 1895 between Milwaukee Female College and Downer College of Fox Lake. Both schools had pioneered in the education of women, and Milwaukee Female College had benefited early on from the interest of Catharine Beecher, a sister of Harriet Beecher Stowe, who provided the institution with an advanced program of high educational standards.

### **Today's Lawrence**

The present campus, situated on 84 acres, contains 60 instructional, residential, recreational and administrative facilities. Björklunden vid Sjön, Lawrence's 425-acre northern campus, is located on Lake Michigan in Door County, Wisconsin.

The student body of 1,450 students, drawn from nearly every state and more than 50 countries, is served by a full-time faculty of 155 men and women.

Lawrence is accredited as a degree-granting institution by the North Central Association of Colleges and Secondary Schools, and the Conservatory of Music is an accredited institutional member of the National Association of Schools of Music. Lawrence also is a member of the Midwest Conference and National Collegiate Athletic Association, Division III (NCAA III).

Lawrence today is what it has been for much of its history, an undergraduate college of the liberal arts and sciences with a Conservatory of Music. It honors the vision of its founders and builds on the heritage of more than a century and a half of excellence in undergraduate education.

## About Lawrence

### Presidents of Lawrence University

- 1849–1853 William Harkness Sampson, M.A. (principal of the institution)
- 1853–1859 Edward Cooke, D.D. (first president)
- 1859–1865 Russell Zelotes Mason, LL.D.
- 1865–1879 George McKendree Steele, D.D., LL.D.
- 1879–1883 Elias DeWitt Huntley, D.D., LL.D.
- 1883–1889 Bradford Paul Raymond, Ph.D., D.D., LL.D.
- 1889–1893 Charles Wesley Gallagher, D.D.
- 1893–1894 L. Wesley Underwood, M.S. (as acting president)
- 1894–1924 Samuel G. Plantz, Ph.D., D.D., LL.D.
- 1924–1925 Wilson Samuel Naylor, D.D., L.H.D. (as acting president)
- 1925–1937 Henry Merritt Wriston, Ph.D., LL.D.
- 1937–1943 Thomas Nichols Barrows, M.A., Litt.D., LL.D.
- 1943–1944 Ralph Jerome Watts, B.S., M.A. (as acting president)
- 1944–1953 Nathan Marsh Pusey, Ph.D., LL.D., L.H.D.
- 1954–1963 Douglas Maitland Knight, Ph.D., LL.D., Litt.D.
- 1963–1969 Curtis William Tarr, Ph.D.
- 1969–1979 Thomas S. Smith, Ph.D.
- 1979–2004 Richard Warch, B.D., Ph.D.
- 2004–Jill Beck, Ph.D.

# **A Liberal Arts Education**

## **Liberal Learning**

To participate in a liberal education is a privilege and a challenge; to be liberally educated is to be transformed. Open and free inquiry, a devotion to excellence, the development of character, the mastery of competencies, the ability to think critically, the excitement and rewards of learning — these are the aims and principles of a liberal arts education.

Liberal learning liberates, freeing us from the restraints of time and place, enabling us to grow, to change and to respond to the new, the unforeseen, the unexpected. To be liberally educated is to live imaginatively in worlds not our own and to examine values not of our making.

A liberal education tests our ability to investigate and understand the nature of an organism, the applications of a theorem, the behavior of a crowd, the principles of a political system, the meaning of a poem, the causes of an event, the consequences of an argument or the composition of a symphony.

Liberal education promotes diversity, skepticism and debate. It views the world as changing, not fixed. It asks not only what, but why. It insists that we make judgments rather than have opinions; that we treat ideas seriously, not casually; that we be committed instead of indifferent.

Liberal education is vocational. It prepares us to assume positions of leadership and responsibility as wage-earners and citizens. To be liberally educated is not to be limited to a particular niche in the job market but to be freed and qualified for many opportunities. And, most important of all, it is to be equipped to assume new vocations and accept new challenges throughout life.

Students come to Lawrence with many career objectives and options — law, public service, health professions, business, service vocations, engineering, teaching, ministry. Liberal education is a prerequisite to all of these and more. Whether or not a student seeks professional or graduate training beyond the bachelor's degree, liberal learning provides the skills, the talents, the critical intelligence and the range that offers access to many careers.

Above all, however, a liberal education is a function of choice and self-discipline. Lawrence provides opportunities; it does not prescribe decisions. The privilege of liberal learning is the freedom to choose; the challenge of liberal learning is to choose responsibly.

# **A Liberal Arts Education**

## **A Lawrence Education**

“Welcome to the company of educated men and women.”

With these words, university presidents traditionally salute Bachelor of Arts recipients at Commencement. In the centuries since that greeting was first proclaimed, the definition of the educated man or woman has expanded. Two and one-half centuries ago, a college curriculum was relatively uniform and straightforward; the “liberal arts” numbered seven. Today, the curriculum is diverse and complex; the liberal arts find expression in many disciplines and departments, use a variety of methodologies and skills and are conveyed by courses numbering in the hundreds.

No one—neither student nor faculty member—can master all available disciplines and subject matters. When graduates are hailed among the company of educated men and women, each will have reached that state by selecting a program of courses unique to him or her.

“What one knows is, in youth, of little moment,” wrote Henry Adams; “they know enough who know how to learn.”

Lawrence does not pretend to certify that every graduate possesses a prescribed amount of knowledge. But the university does claim that the education students attain here marks them as persons who have developed the abilities to think critically, write clearly and speak effectively.

The route to liberal education lies in a course of study that combines both breadth and depth. The Lawrence curriculum promotes exposure to a wide range of subject matters and intellectual approaches. It also calls for the focused study of a single area of knowledge. Within this general framework, the student exercises wide latitude in building a course of study. A Lawrence education, then, results from considered choices. The college provides ample room for such choices and encourages students to exercise them boldly.

## **A Residential Education**

Lawrence University is a residential college by design. Students are required to live on campus because we believe that a small residential community distinguished by frequent face-to-face interactions between and among its members provides an ideal environment for accomplishing the goals of liberal education.

Lawrence’s residential nature maintains and expands the opportunities for meaningful interactions outside the classroom and, in so doing, contributes to the fulfillment of Lawrence’s mission to promote among students “the development of intellect and talent, the pursuit of knowledge and understanding, the cultivation of sound judgment and respect for the perspectives of others.” Furthermore, meaningful relationships between students and faculty, among students, and within the Lawrence community at large preserve and extend the vitality of the institution.

# **The Campus Community**

## **Academic And Campus Life Services**

The provost and dean of the faculty is the chief academic officer of the university. Among the responsibilities of the provost are the oversight of all academic programs; the hiring and evaluation of faculty; and the disbursement of funds for travel, research and curricular development.

The associate dean of faculty for student academic services oversees and assists the academic progress of Lawrence students. The associate dean assigns and supports faculty advisors, especially as questions arise concerning variations from traditional courses of study, academic progress and withdrawal from the college or conservatory. The associate dean of faculty for student academic services serves as advisor to the Honor Council.

The student academic services office also supervises academic support services, including the Center for Teaching and Learning, which provides help with writing, speaking, quantitative and study skills, as well as content tutoring in most courses offered by the university.

The vice president for student affairs and dean of students supervises extracurricular and residential programs, as well as multicultural, international student, career, health, counseling, wellness, security, dining, and volunteer services and programs. In addition, the dean is an advisor for the student Judicial Board and serves as the liaison with local authorities.

The campus life staff advises students about campus organizations and co-curricular activities; helps students identify campus and community resources to support their interests; assists student organizations with leadership training, membership development and program planning; and advises fraternities and sororities.

The campus life and housing department includes the residence hall directors, residence life advisors and residence life managers, who coordinate activities, oversee the general operation of the residence halls, serve as community leaders and help maintain a safe and comfortable living environment. The housing coordinator is responsible for the management of the housing selection process for returning students, as well as the matching of new Lawrentians with roommates and placing them in room assignments.

The Office of Multicultural Affairs promotes dialogue, understanding and respect among the many cultural and identity populations represented within the Lawrence community. The office supports a range of programs designed to develop and sustain cooperation and collaboration among students, faculty and staff. The staff serves as a resource for students from groups traditionally under-represented at Lawrence.

The Office of International Student Services supports the international student population through immigration-regulation advising and procedural assistance; cultural, financial and academic issues advising; and administration of university compliance with the Student and Exchange Visitor Information System (SEVIS). The director of international student services is an advocate for Lawrence's diverse international population and offers appropriate resources and services to meet student needs.

## **The Campus Community**

Career Services provides individual career counseling to students and alumni, assists students with choosing a major and developing an internship and offers guidance with the application process for graduate and pre-professional programs. Career Services maintains a library of print and online information on careers and graduate schools, collects and publicizes full-time and part-time employment opportunities and internships and assists students with career decision-making and job-search activities.

Health and wellness programs and services are available to all students. Health Services is staffed by a nurse and physicians who can aid students with health concerns. Counseling Service staff members offer confidential individual appointments, as well as outreach programs to support the psychological well-being of students and allow them to achieve their academic and personal goals. Drug and alcohol education and health-related programming are integral parts of this outreach. Wellness and recreation opportunities are available through activity classes, wellness speakers and programs, and an active schedule of intramurals.

Security staff provides round-the-clock assistance to students who desire escorts or need access to buildings after hours. Staff members respond promptly to emergency calls and work closely with residence hall staff and students.

All dining on campus is provided through the contracted services of Bon Appétit. A variety of food choices and meal hours are available at multiple venues in the Warch Campus Center.

Students are active volunteers both on and off campus. One-time and ongoing volunteer opportunities are created and publicized through student service organizations and the Volunteer and Community Service Office.

### **The Campus And Campus Life**

#### **Main Hall**

Main Hall, the building at the heart of the campus, is perhaps the most visible symbol of the Lawrence tradition. Constructed in 1853, it originally housed all of the college — classrooms, the laboratory, the library, administrative and faculty offices, a dining room, a chapel and even living quarters.

During the Civil War, Main Hall was rumored to have been a station on the Underground Railroad to Canada; in 1974, it was entered in the National Register of Historic Places of the U.S. Park Service.

It now houses classrooms and faculty offices for the humanities, along with the John G. Strange Student Commons, an advanced Humanities Computing Laboratory and the Hiram A. Jones Latin Library.

#### **Youngchild Hall and Thomas A. Steitz Hall of Science**

Stretching out south of Main Hall are other major classroom buildings, including Youngchild Hall of Science and Thomas A. Steitz Hall of Science.

Youngchild Hall, built in 1964 and fully renovated in 2000–01, houses the physics department, the geology department and part of the biology department.

## **The Campus Community**

Connected to Youngchild Hall by a glass-enclosed atrium, the Thomas A. Steitz Hall of Science, provides space for the molecular sciences. Built in 2000, it was renamed Steitz Hall in 2009 in honor of Thomas Steitz '62 who won the Nobel Prize in chemistry that year. The building has state-of-the-art research and teaching laboratories, a number of which are shared spaces used by several of the sciences. The chemistry department occupies the first and second floors of the building, and offices and laboratories for biology are found on the top floor. A third-floor bridge within the atrium allows close contact between the biology laboratories and offices in Steitz Hall and those in Youngchild Hall.

### **Lucia R. Briggs Hall**

Briggs Hall, opened in 1997, houses the anthropology, economics, education, government, mathematics and psychology departments, with laboratories for developmental psychology, clinical psychology, social psychology, sound and language psychology, ethnography and archaeology/paleoanthropology. Other facilities include computer classrooms for mathematics and computer science and a statistics laboratory, along with other classrooms, seminar rooms and meeting rooms for departmental student organizations, the Office of Student Academic Services and the Center for Teaching and Learning.

### **Wriston Art Center**

The Wriston Art Center features three spacious galleries; studios for painting, drawing, sculpture, printmaking, ceramics, computer-assisted art, photography and art metal; a visual-resources library; a print study room; a seminar room; a 150-seat auditorium; and an outdoor amphitheatre.

### **Music-Drama Center, Ruth Harwood Shattuck Hall of Music**

The Music-Drama Center houses teaching facilities for the Conservatory of Music and the theatre arts department and is the site of concerts, recitals, dramatic productions, films and lectures. It contains studios, numerous practice rooms, classrooms and three performance spaces: the 250-seat William E. Harper Hall; the 500-seat Stansbury Theatre; and a smaller experimental theatre, the F. Theodore Cloak Theatre. The webcast studios of student-run WLFM are also located in the Music-Drama Center.

The Ruth Harwood Shattuck Hall of Music, opened in September 1991, connects the Music-Drama Center with the Lawrence Memorial Chapel. It provides additional classroom space, two large rehearsal rooms, including Elizabeth Miller Hall, jazz and percussion studios, faculty studios, practice rooms, student study areas, the Carl J. Waterman Ensemble Music Library, instrument storage and a recording studio.

### **Seeley G. Mudd Library**

The library's primary purpose is to support the liberal arts curriculum of the university. To this end, the library staff builds and organizes the library's collection and provides the best possible service to faculty and students as they engage in the teaching and learning process.

The library collection consists of over 395,000 books and periodicals; 340,000 government documents; 2,816 current periodical subscriptions; 16,712 music scores; 124,000 video and audio recordings and microform items; and an increasing number of digital materials. The Milwaukee-Downer Room houses a rare book collection of over 3,400 items dating back to the 16th century, while the Lincoln Reading Room contains published materials about the life of Abraham Lincoln and the U.S. Civil War. The Archives contain historical documents and artifacts of Lawrence University and Milwaukee-Downer College and the Visual Resources

## **The Campus Community**

Library in the Wriston Art Center provides access to a wide variety of photographic and digital images.

To teach students how to identify, retrieve and evaluate appropriate materials, librarians work with classes as assignments are made and provide individual instruction at the reference desk. The library is open 110 hours per week, with extended hours during exams.

The library's computer system offers a gateway to the Lawrence collection, as well as to other library catalogs, full-text online resources and the World Wide Web.

The Mudd Library provides well-designed group study rooms, individual carrels, lounge seating and offices for students to use for research projects. There also are media-viewing and listening facilities. Students may connect to the campus network at various locations in the building, using their own laptop computers and there is a wireless network available throughout the library.

### **Technology Services**

Technology Services staff members have offices in the library, where the Technology Services Helpdesk provides technology assistance for all members of the Lawrence community. Computer facilities for use by faculty, staff and students are widely distributed throughout the campus. The university provides computing services, including email and file storage, accessible from all parts of campus over a high-speed network and offers world-wide communication via the Internet. Wireless network access is available in most campus buildings, including all student living spaces, the Warch Campus Center, the Mudd Library, all academic buildings and many other campus locations. In addition, many locations also have ports for wired connection to the campus network.

The Mudd Library and the large residence halls contain general use computer labs with laser printers. Most academic buildings contain additional labs as well as interdepartmental facilities tied more closely to aspects of the curriculum, such as foreign languages, studio art, applied statistics, music and the social sciences. While applications of computing are found throughout the Lawrence curriculum, powerful high-resolution graphics workstations are located in laboratories for studio art, computer science, physics and several other science departments that use computing equipment extensively in their course offerings.

### **Lawrence Memorial Chapel**

Built in 1918 and renovated for the second time in 1993, the 1,200-seat Lawrence Memorial Chapel is used for public events such as the Lawrence Artist and Jazz Series, ensemble concerts, public meetings and the university convocation series. In recent years, the chapel has been host to such performing artists as Emmanuel Ax, the King's Singers, Joshua Bell, Wynton Marsalis and the Lincoln Center Jazz Orchestra, Richard Stoltzman, the Eroica Trio, Bobby McFerrin, the Academy of Ancient Music, the Mingus Big Band and Dianne Reeves.

### **Residence Halls and Dining Services**

Lawrence is a residential college, and more than 95 percent of all students live on campus in one of the residence halls or small houses. Campus life is designed to promote the educational and social development of students. Residence halls are supervised by professional residence hall directors, college graduates trained specifically to deal with residential living. Each residence hall director supervises a team of student residence life advisors (RLAs) whose main



## **The Campus Community**

function is to help students acclimate to campus and residential living. Each hall is small (no more than 185 students), and community-building is the prime objective.

Each hall is unique and displays that distinctiveness in many ways. The oldest is Ormsby Hall (1889) and the newest is Hiett Hall (2003), located on the hillside behind Ormsby, overlooking the Fox River. The 79,500-square-foot building houses 183 students in suite-style accommodations.

Kohler Hall is Lawrence's substance-free residence, and all campus residences are smoke-free. Representative hall governments establish residence hall rules, which supplement university regulations. Each residence building on campus quickly becomes "home" to the residents, and students are encouraged to respect it and use it as such. Residential living at Lawrence is an integral part of a student's total education, and the members of the professional and student staff make it their goal to make living on campus an enriching experience.

Students living on campus eat in one of several dining facilities located in the Warch Campus Center. Dining options include an all-you-care-to-eat dining room, a cafe and coffee shop and a convenience store. Private dining rooms are available for small groups and meetings.

### **Warch Campus Center**

The Richard and Margot Warch Campus Center is a stunning facility overlooking the Fox River where the Lawrence community comes together for dining, studying, relaxing and having fun. The building is LEED-certified Gold status, a reflection of Lawrence's commitment to sustainable environmental stewardship.

The 107,000-square-foot, four-story building showcases the scenic beauty of its location with striking vistas of the Fox River and vast, light-filled spaces including: flexible entertainment, activity and meeting/conference spaces; campus dining services and catering facilities; a state-of-the-art cinema; beautifully furnished lounges; offices, storage and workspace to support Campus Life operations and student organizations; student publication facilities; the information desk and services; apparel and convenience stores; and a full-service post office.

### **Diversity Center**

The Diversity Center is a gathering place for students who wish to explore their cultural heritage and identity. The center features a comfortable lounge, seminar rooms, meeting rooms for campus organizations dedicated to increasing awareness of diversity-related issues, and a meditation/reflection room. In addition to facility resources, the Office of Multicultural Affairs supports programs and annual student-focused events that promote the understanding and celebration of diversity.

### **International House**

International House is Lawrence's center for international education and is devoted to cross-cultural experiences and understanding. The first floor provides gathering places for international students, language tutoring, organizational meetings, receptions and meals of all kinds. The second floor houses the Off-Campus Programs Office, the Office of International Student Services and the TSA program for visiting Japanese students.

### **Alexander Gymnasium and athletic fields**

Alexander Gymnasium, completely renovated in 1986 and updated in 2010, is the center for 18 of Lawrence's 22 varsity sports. Facilities at the gymnasium include two regulation gym floors, a

## The Campus Community

weight room, aerobic training room, a team meeting and video room, a student-athlete lounge and batting cages. The gymnasium also houses the offices of the Department of Athletics.

Six tennis courts are on the campus close to three of the residence halls. Near the gymnasium are the Banta Bowl, a 5,255-seat football stadium and lighted field built into a natural ravine; Whiting Field, which has an eight-lane all-weather track; and playing fields for baseball, softball and soccer.

### **Buchanan Kiewit Wellness Center**

Dedicated almost exclusively to health and recreation, the Buchanan Kiewit Wellness Center contains an eight-lane swimming pool and diving well, a gymnasium equipped for basketball, volleyball, tennis and badminton, a four-lane running track, weight and exercise rooms, a dance studio, racquetball courts and saunas. It also is home to men's and women's varsity swimming and diving and men's and women's varsity fencing. Health and counseling services, recreation and wellness programs, and intramurals are housed in the Wellness Center.

### **Athletics and recreation**

Athletics at Lawrence are seen as a co-curricular piece of the students' educational experience. The varsity athletic teams are members of the Midwest Conference (MWC) and the National Collegiate Athletic Association, Division III (NCAA III). Hockey is in the Midwest Collegiate Hockey Association. Lawrence offers 12 varsity sports for men and 10 for women.

### **Student publications**

Students have full control and responsibility for the weekly campus newspaper, *The Lawrentian*; for *Ariel*, a largely pictorial yearbook; and for *Tropos*, a magazine of original poetry, fiction and visual art. All student publications share production and meeting space in Warch Campus Center.

### **Music**

Music pervades life at Lawrence for both the casual listener and the ardent performer. There are weekly student and faculty recitals and frequent concerts by Lawrence ensembles, including the Jazz Ensemble, the Symphony Orchestra, the Concert Choir, the Cantala Women's Choir and the Wind Ensemble, which are free and open to the public.

According to their interests and abilities, students have a chance to sing opera, play in a concert band, or perform their own jazz compositions. Lawrence ensembles come under the auspices of the Conservatory of Music, but membership is open to all students by audition, and nearly all musical groups include members from the college.

### **Theatre**

Every year, numerous dramatic and musical productions enable interested students to try their hand at acting, set designing, or even playwriting. Three major plays are performed annually. The selection has ranged from Greek classics to contemporary experimental plays, from Shakespeare to the Theatre of the Absurd. In recent years, productions have included Molière's *The Learned Ladies*, Leo Tolstoy's *Anna Karenina*, *Little Eva Takes a Trip*, by Rebecca Gilman and Rupert Holmes's *The Mystery of Edwin Drood*. Popular musical offerings have included Cole Porter's *Kiss Me, Kate*, *Little Shop of Horrors*, and *Working*, based on the book *Working* by Studs Terkel. The Conservatory Opera has recently performed *Suor Angelica* and *Gianni Schicchi* by Giacomo Puccini, *Hansel and Gretel* by Englebert Humperdinck, Francis Poulenc's *Les Mamelles de Tirésias*, *The Consul* by Giancarlo Menotti and Gilbert and Sullivan's *The*

# **The Campus Community**

*Mikado*. Major productions are supplemented by numerous student-directed one-act plays and special projects.

## **Film**

Film series are sponsored by academic departments, student organizations, the Campus Life Office or as part of special programs.

## **Lectures**

See Speakers and Other Campus Visitors.

## **Lawrence University Community Council**

The Lawrence University Community Council (LUCC) governs most non-academic matters. Since 1968, students and faculty have successfully worked together on social and other noncurricular issues. The council's structure reflects the community. It has a student president and vice president, 14 student representatives and three faculty representatives.

The LUCC concept of government demands more than the usual amount of cooperation, interest and involvement by students and faculty. The council constantly reviews its legislation in an attempt to keep policies up-to-date, and it strives to meet the challenges of new community issues as they arise.

## **Volunteer and community service**

Volunteer opportunities play an important role in educating students for lives of service and community responsibility. The Volunteer and Community Service Center, located in Raymond House, is committed to helping Lawrentians identify, participate in, and reflect upon service opportunities. Staffed primarily by students, the office maintains resource files and a volunteer database, sponsors both one-time and long-term volunteer experiences and facilitates the activities of student organizations dedicated to service. The Volunteer and Community Service Center values the holistic development of volunteers, supporting students, staff and faculty in their service endeavors from preparation to reflection and evaluation.

Service projects and volunteer placements address at-risk youth, seniors, environmental issues, social justice, education, literacy, the arts and a variety of other populations and topics.

## **Campus organizations**

Students participate in nearly 100 organizations, including various governance committees, athletic and recreational clubs, academic societies, fraternities and sororities, and religious organizations. More information about campus organizations can be obtained from the Campus Life Office.

Students form organizations around interests ranging from hobbies and avocational activities to social issues and cultural awareness. A number of academic departments sponsor clubs. Each group plans programs that can be shared with the larger campus community. Meetings are open to the entire student body.

About 15 percent of the student body participates in a fraternity or sorority. Lawrence is host to three sorority and four fraternity chapters, each representing a national or international organization. Sororities include Delta Gamma, Kappa Alpha Theta and Kappa Kappa Gamma. Fraternities include Beta Theta Pi, Delta Tau Delta, Phi Kappa Tau and Sigma Phi Epsilon.

## Planning an Academic Program

Students must plan ahead if they are to meet the goals of a liberal arts education. The first step toward planning is to become aware of the range of Lawrence's curricular offerings and programs. The Course Catalog contains this information, and students should become thoroughly familiar with it. Students should then discuss their academic programs regularly with their faculty advisors and, as needed, with advisors of programs or instructors of courses in which they have an interest.

Upon entering Lawrence, each student is assigned a faculty advisor to give advice and perspective on developing an educational program.

Students who build strong relationships with their advisors will benefit most from a Lawrence education. If necessary, students may change or add advisors as they develop a close working relationship with another faculty member. Students should have an advisor in their major field of study by the spring term of their sophomore year as they register in advance for their junior year. If not, they must have a major advisor by the beginning of their junior year.

Over the academic year, freshmen typically enroll in seven courses in addition to the *Freshman Studies* sequence. They will take courses in their general area of intellectual interest and explore new areas as well. They should consider Lawrence's General Education Requirements as well as other course options in their plans. For example, Bachelor of Music students have fewer choices in the first year since they must also take music theory and private lessons. Some majors and pre-professional programs may require that specific course sequences be started in the freshman year. Students also may want to consider off-campus programs. They should learn when these programs are offered and what, if any, coursework is required for participation in them. Finally, students may want to think ahead to postgraduate study.

Most students select a major during the sophomore year and certainly by the beginning of the junior year, after they have had an opportunity to sample coursework in a variety of disciplines. Once they have determined a major, they consult with a faculty member in that department and plan their future academic program. This planning should take into account not only the requirements of the major but also courses in other areas that might complement the major or other particular interests. Again, postgraduate plans may be important considerations.

Planning is essential, but it need not be rigid. Initial interests students have on arrival at Lawrence usually change as a result of exposure to new and different areas of study.

### **The structure of the curriculum**

The curriculum of the university is structured into three parts. For the Bachelor of Arts degree, students take approximately one-third of their coursework in general education, another third in their major course of study and a final third in elective areas of study. Bachelor of Music students take approximately one-third of their courses in general education and the other two-thirds in music-related study.

# Planning an Academic Program

## General education

To ensure that Lawrence students gain familiarity with the principal academic disciplines and with the modes of thought and expression appropriate to each, approximately one-third of the coursework required for the bachelor's degree is in general education.

The general education component of each degree program consists of three parts. The purpose of the distribution requirements is to ensure that students graduating from Lawrence experience the breadth of study central to a liberal arts education. The purpose of the diversity requirements is to prepare students for positions of leadership within an increasingly diverse American society and an increasingly interconnected world. The skills represented by the competency requirements are fundamental to the study of the liberal arts and prerequisites for success in any discipline or profession.

## Distribution: divisions within the university

Lawrence University organizes its curricular programs and offerings into divisions that are further described in the degree requirements. The divisions are as follows:

**Humanities:** Chinese, Classics, English, French and Francophone Studies, German, History, Japanese, Philosophy, Religious Studies, Russian and Spanish.

**Natural sciences:** Biochemistry, Biology, Chemistry, Geology, Mathematics and Computer Science and Physics.

**Social sciences:** Anthropology, Economics, Education Studies, Government, and Psychology.

**Fine arts:** Art and Art History, Music and Theatre Arts.

Interdisciplinary programs, such as Biomedical Ethics, East Asian Studies, Environmental Studies, Ethnic Studies, Gender Studies and Linguistics are usually non-divisional. However, such non-divisional courses, as well as education and university courses may be assigned divisional affiliations when appropriate.

## Diversity and competencies

Certain classes offered during particular terms have been designated as addressing the diversity and competency requirements that are part of the General Education Requirements of each degree program. These classes are structured to meet specific guidelines determined by the faculty of the university and reflect a dimension of the curriculum not captured by course subject and number.

Diversity requirements call for at least one course with a global perspective focusing on an area outside Europe and the United States and one course exploring dimensions of diversity in contemporary American society.

Competency requirements specify courses that improve fundamental skills central to a liberal arts education and include courses designated as writing intensive, speaking intensive, emphasizing quantitative reasoning and leading toward proficiency in a foreign language.

Classes identified as meeting diversity or competency requirements are identified in the class schedule published each term on the registrar's website ([www.lawrence.edu/dept/registrar/](http://www.lawrence.edu/dept/registrar/)).

# Planning an Academic Program

## ***Freshman Studies***

Entering students are enrolled in *Freshman Studies*, a two-course sequence specifically designed to acquaint students with the modes of inquiry characteristic of intellectual discourse at Lawrence and to improve their reading, writing and speaking skills. The program does more than develop these basic academic skills, however. While studying distinctive works suggested by all academic divisions, students engage in critical analysis and discussion of important ideas that are timelessly relevant. *Freshman Studies* is both an introduction to and an important part of a Lawrence education.

## ***Senior Experience***

*Senior Experience* is the next step in the evolution of Lawrence's liberal arts curriculum, an experience that engages all Lawrence seniors in an academic project demonstrating proficiency in their major field of study, the integration of knowledge and skills gained during their years at Lawrence, and the development of scholarly or artistic independence. Described by some as a "bookend" to Lawrence's nationally recognized *Freshman Studies* program, *Senior Experience* is born from our culture of individualized learning where students and faculty work closely to develop a path for learning, culminating in a project that prepares them for the transition to life after Lawrence.

## **Majors**

Liberal learning calls for depth and focus as well as breadth of knowledge. The academic major gives students the opportunity to master a subject, while providing the challenge and pleasure of learning something thoroughly.

Lawrence provides its students with an opportunity to work in the major academic areas in ways that best suit their interests, talents and plans. Most students choose to major in a single discipline. Some students design their own majors. Others pursue double majors. All Lawrence major programs, however, share as their foundation the commitment to a schedule that is substantially integrated and methodologically as sophisticated as the discipline allows.

Students pursuing double majors, double degrees and education certification, are strongly encouraged to consult with their advisors and relevant department chairs to plan and negotiate their overall *Senior Experience* as early as possible, especially if they are interested in pursuing an interdisciplinary capstone that integrates their interests in both majors, or combines their student teaching with a project in their major. Students with double majors or degrees may propose initiatives that span multiple departments but all departments must approve such proposals before the project goes forward.

## **Minors**

Minors provide an opportunity for students seeking the Bachelor of Arts or Bachelor of Music degree to do organized and focused work in a field outside the area of their majors. Some students will combine majors and minors in closely related fields — biology and chemistry, for instance, or English and history — while others will use minors to explore subjects very different from their major areas. Minors are offered by almost all curricular departments of the university.

# **Planning an Academic Program**

## **Interdisciplinary areas**

The rigor of a major is still the best method of guiding, coordinating and integrating a student's advanced scholarly work in a liberal arts college. But knowledge does not come boxed in disciplines and departments, and students' interests and needs often cross the boundaries of their majors into many related areas.

Interdisciplinary areas at Lawrence allow students pursuing a Bachelor of Arts or Bachelor of Music degree to cross departmental or disciplinary boundaries and address issues from several perspectives. Every Lawrence student still chooses a major and fulfills its requirements, but students who satisfy the requirements of an interdisciplinary area of concentration may have the area listed on their transcripts along with the declared major.

Each interdisciplinary area constitutes a field of study that allows students to explore particular themes, topics, or problems from the perspective of several disciplines. Lawrence has established interdisciplinary areas in biomedical ethics, international studies and neuroscience (please see Courses of Study where interdisciplinary areas are listed alphabetically along with departmental listings).

## **Performance areas and areas of emphasis**

Students pursuing a Bachelor of Music degree with a major in performance must select a performance area for their studies (piano, organ, harpsichord, voice, strings, classical guitar, winds, or percussion).

Performance majors may choose to complete an optional area of emphasis in piano accompanying, piano pedagogy, or jazz and improvisational music.

Majors in music education must select from five areas of emphasis (general, choral/ general, instrumental, instrumental/general and choral/general/instrumental).

Theory/composition majors may elect to complete an area of emphasis in jazz and improvisational music.

## **University Courses**

University Courses deal with subjects of interest and importance that are outside the purview of any given department. Usually interdisciplinary, University Courses call upon students and faculty to integrate ideas from sometimes disparate fields of knowledge. Alternatively, they provide opportunity for faculty to present material of specific scholarly interest or expertise. Students from all disciplines may enroll in University Courses.

## **Individual courses of study**

Student-initiated options for study are a long-standing feature of the Lawrence curriculum. Most often, students elect tutorials or independent study in order to pursue topics of special interest in depth. Lawrence students usually participate in at least one of these two options during the four years. Most often, students pursue tutorials or independent study in the department of their majors, but they may, when qualified, undertake such work in other departments.

Additional opportunities for individual courses of instruction include directed study, student-designed majors, writing for credit and academic internships (please [click here](#) for details on these special options and for specific information on Lawrence's academic internship policy).

# **Planning an Academic Program**

## **Off-campus study**

Lawrence University encourages students to extend their program of study by choosing to participate in the challenging educational and cultural experiences offered through its portfolio of off-campus study programs. Lawrence operates programs of its own, including the London Centre, and also offers programs operated by other organizations, such as the Associated Colleges of the Midwest (ACM) and the Institute for the International Education of Students (IES), which have been evaluated by the faculty and approved for Lawrence affiliation.

It is best to plan ahead for an off-campus experience when considering options for major and minor programs of study. With that in mind, it is strongly recommended that students interested in off-campus study make an appointment with the off-campus program advisor as early as the freshman year to explore the range of possibilities for including off-campus study in their degree program.

Lawrence also engages in cooperative arrangements with certain professional schools that allow students to combine two or three years of study here and subsequent enrollment at the professional school toward the attainment of two degrees. Students may contact the designated advisors for further information and guidance.

## **Course numbering and course credit**

100–199: Introductory courses generally do not require prior study unless they are part of a sequence, such as introductory language or mathematics courses. This level includes courses introducing students to the discipline as well as any topical courses aimed at non-majors.

200–399: Foundation/gateway courses represent the second tier of work in each discipline and might include methods courses and introductions to sub-disciplines. Typically these courses are not appropriate for entering freshmen, but in some departments they might be appropriate for continuing students with no prior experience in the subject.

400–599: Advanced courses include seminar series, special-topics courses and advanced work in sub-disciplines. Students enrolling in advanced courses are expected to understand the basic methodology of the discipline.

600–699: Capstone courses include the culminating work in a discipline and are not appropriate for students who are neither majors nor minors in the discipline.

A standard course at Lawrence is valued at 6 units. A normal course load for a term is three standard courses, or 18 units. For more information about course loads and how to translate Lawrence units into semester or quarter hours, please see Academic Procedures and Regulations.

It is the responsibility of the student to satisfy any prerequisites listed for specific courses. Faculty members may refuse to admit to their classes any student who has not satisfied listed prerequisites.



# **Planning an Academic Program**

## **Postgraduate considerations**

### **Career planning**

Career Services offers a wide range of services to all Lawrentians—undergraduates and graduates alike. These include individual career counseling to assist in identifying career interests and skills, as well as assistance in developing internships and summer employment. Career Services participates in job and internship fairs and on-campus and off-campus recruiting opportunities. The department offers workshops and seminars to increase career awareness and to improve job-search skills. It also collects and publicizes information on specific job and internship opportunities.

### **Graduate study**

Students can discuss options for postgraduate study with any faculty member. In addition, students interested in graduate and professional schools will find a variety of valuable resources in Career Services. Students can research information on specific schools and programs, on graduate and professional school entrance examinations and on financial aid.

### **Professional study**

Lawrence strongly believes that liberal education—with its emphasis on skills of analysis and communication, on breadth of knowledge and on the ability to pursue knowledge of one area in depth—affords the best preparation for rigorous professional study. Since these attributes of liberal education can be developed and nurtured regardless of a student's area of concentration, in most cases Lawrence does not prescribe fixed courses of study for students with pre-professional interests.

At the same time, we recognize that some professional programs and schools require specific preparation at the undergraduate level. Faculty and other advisors assist students in determining what preparatory studies, if any, will be essential or valuable for later work in these areas. Students with specific professional goals should consult with these advisors as early as possible—in some instances during the freshman registration period.

### **Pre-Business**

Advisor: M. Finkler

Students who plan to undertake postgraduate study in business—in most cases a program leading to a master's degree in business administration—normally are advised to supplement the major of their choice and the university's General Education Requirements with coursework in mathematics, as well as statistics, economics and computer science. In addition, they should pay particular attention to the development of writing skills.

### **Pre-Law**

Advisor: S. Wulf

Legal studies require strong analytic skills, a knowledge of society and the ability to communicate effectively. Students planning to attend law school normally are advised to supplement the major of their choice and the university's General Education Requirements with some coursework in philosophy and the theoretical and analytic aspects of their field of concentration, as well as coursework in the social sciences.

# **Planning an Academic Program**

## **Health Careers**

Advisors: N. Maravolo (chair), E. De Stasio, D. Martin

The Health Careers Advisory Committee works closely with students as they apply to medical schools and other programs to prepare for health science and allied health careers. It provides guidance in the selection of schools, in developing applications, in the preparation for interviews and in planning for medical school admissions testing.

Students who plan to attend medical school may concentrate in the field or fields of their greatest interest. Medical schools do, however, require considerable work in the natural sciences, including biology, chemistry and physics, as well as English. Members of the Health Careers Advisory Committee are available to help students select courses that will meet the requirements of medical schools and at the same time provide a broad liberal education.

Lawrence offers a number of programs designed to familiarize students with the nature of medical education and practice. These programs include workshops, discussions with local physicians and opportunities to observe, under the supervision of local practitioners, various aspects of the medical profession. The college also sponsors Mielke and Kasel Summer Internship Grants. The former provides opportunities to study medical problems in the Fox Valley, and the latter offers internships in biomedical ethics, health economics and medical humanities.

## **Teacher certification**

Lawrence offers certification at the secondary level in most subjects and at the elementary and secondary level in music, foreign language and art. Students generally student-teach during their senior year, but, to encourage students to pursue this certification, a 13th term of student teaching is available without normal tuition charges in the fall following graduation. Those interested in student teaching should consult with the education department faculty at their earliest opportunity.

# Degree and General Education Requirements

## Residence Requirements

To qualify for a Lawrence University B.A. or B.Mus. degree, students are required to have a minimum of six terms in residence and earn 108 units (Lawrence foreign study programs, Associated Colleges of the Midwest programs, and other special arrangements under Lawrence sponsorship included). Nine terms in residence and 162 units are required for the five-year B.A. and B.Mus. double-degree program.

Students must be in residence on the Appleton campus until they have completed the *Freshman Studies* requirement.

The last three terms of work and a minimum of 54 units submitted for the graduation requirements must be done in residence unless a department (or departments, or advisory committee, where appropriate) previously has certified completion of the requirements for a major. This requirement, or one of its parts, may be waived by the admissions office in the case of incoming transfer students or by the Faculty Subcommittee on Administration in any other cases.

## Bachelor of Arts Degree

Students seeking the Bachelor of Arts degree will complete approximately one-third of their work in each of three areas: *Freshman Studies* and General Education, a major and elective study. The *Freshman Studies* and General Education Requirements are designed to promote the breadth of study central to a liberal arts education, perspective on issues critical to a diverse America and an interconnected world and the development of skills essential for success in any discipline or profession. The completion of a major provides focused, in-depth work in a single discipline. Elective study affords students opportunities to develop secondary interests, work in areas complementary to their primary discipline, or explore new fields of study.

### Requirements for the Bachelor of Arts Degree

1. Completion of 216 units. Of the 216 units required for the degree, a student must present:
  - a. a minimum of 72 units from courses numbered 200 or above
  - b. no more than 162 units from a single division
  - c. no more than 90 units from a single department, except that in the art department a student may present no more than 126 units, no more than 90 of which may be in studio art and no more than 90 of which may be in art history.
  - d. no more than 42 units in education
  - e. no more than 12 units from academic internships
2. In the freshman year, 12 units of *Freshman Studies*
3. Completion of the General Education Requirements:
  - a. Distribution, in order to gain exposure to a range of disciplines, subjects and perspectives within the liberal arts:
    - i. 6 units selected from departments and courses listed within the Division of Humanities. All courses in the Humanities taught in English will count toward this requirement. Humanities courses taught in a foreign language and numbered 300 and above will count toward this requirement, except as noted in the course catalog.
    - ii. 6 units selected from departments and courses listed within the Division of Fine Arts;
    - iii. 6 units selected from departments and courses listed within the Division of Social Sciences;

## Degree and General Education Requirements

- iv. 6 units selected from laboratory courses in biology, chemistry, geology, or physics in the Division of Natural Sciences.

Please see Distribution: divisions within the university.

- b. Diversity, in order to prepare students for a more global world and a more diverse America:
  - i. 6 units selected from courses designated as either emphasizing global and comparative perspectives on the world or focusing on areas outside Europe and the United States;
  - ii. 6 units selected from courses designated as focusing on dimensions of diversity, such as race, ethnicity and gender, that are of particular importance in understanding contemporary society in the United States.
- c. Competency, in order to improve and reinforce those fundamental abilities central to a liberal arts education:
  - i. 6 units selected from courses designated as writing intensive or 6 units selected from courses designated as speaking intensive;
  - ii. 6 units selected from courses designated as emphasizing mathematical reasoning or quantitative analysis;
  - iii. 6 units in a foreign language taken from courses numbered 200 or above and taught primarily in a language other than English. This requirement may also be satisfied by attaining a score of 4 or 5 on an Advanced Placement examination in a foreign language or by passing a proficiency examination administered by a Lawrence University foreign language department.

### Stipulations Pertaining to the General Education Requirements for the Bachelor of Arts degree

Qualified courses may count toward the requirements in any two of the categories above (distribution, diversity and competency). Some courses may meet two requirements within a category. No single course can be used to fulfill more than two requirements.

Credits granted pursuant to university policy for examinations (Lawrence Advanced Placement (AP), International Baccalaureate (IB), or A-levels) may be used as appropriate to fulfill diversity or competency requirements only (see also Evaluation of Credit for Transfer Students).

- 4. Completion of a major—departmental, interdisciplinary, or student-designed—including all course and non-course requirements, such as departmental examinations, research projects and presentations, portfolios, etc. Students are required to declare a major by the beginning of the junior year.
- 5. Completion of the designated *Senior Experience* course or activity within the chosen major.
- 6. An academic record that meets the following standards:
  - a. A 2.000 grade-point average in all Lawrence courses.
  - b. A 2.000 grade-point average in the college major (all courses taken in the major department and any required courses outside the major department).
- 7. Completion of the required terms and units in residence as specified by the university residence requirements.

# Degree and General Education Requirements

## Bachelor of Music Degree

The Bachelor of Music is a professional degree. Courses in music represent approximately two-thirds of the curriculum, while one-third is devoted to *Freshman Studies* and General Education Requirements.

In addition to academic policies and regulations, students in the conservatory are subject to policies and procedures detailed in conservatory department guidelines and the Conservatory Student Handbook.

### Admission to the Degree

An entrance audition is required of all applicants for admission to the Bachelor of Music degree. Bachelor of Arts students who wish to become Bachelor of Music students must petition the Conservatory Committee on Administration for admission. Bachelor of Music students who wish to become Bachelor of Arts students must petition the University Faculty Subcommittee on Administration for acceptance into the Bachelor of Arts degree program. Such changes are not normally allowed before the end of the freshman year nor later than the beginning of the junior year.

Bachelor of Music students must complete the appropriate qualifying examination(s), normally by the end of the sophomore year.

### Requirements for the Bachelor of Music Degree

1. Completion of a minimum of 216 units. The following music courses are used in the computation of the degree grade-point average but are excluded from the total of 216 units required for the degree: MURP 201, 202, 203, 301, 302 and MUTH 161, 162, 171, 172.
2. Of the 216 units required to complete the degree, a student must present:
  - a. a minimum of 144 units in music
  - b. a minimum of 60 units in courses other than music.
  - c. no more than 12 units from academic internshipsThe additional 12 units may be selected from any department.
3. In the freshman year, 12 units of *Freshman Studies*.
4. Completion of the General Education Requirements:
  - a. 6 units selected from courses designated as writing intensive
  - b. International diversity. One of the following:
    - i. 6 units selected from courses designated as either emphasizing global and comparative perspectives on the world or focusing on areas outside Europe and the United States
    - ii. 12 units selected from courses numbered below 200 in a single foreign language. This requirement may also be satisfied by attaining a score of 4 or 5 on an Advanced Placement examination or by passing a proficiency examination administered by a Lawrence University foreign language department.
    - iii. Participation for one term in a Lawrence or affiliated off-campus study program held outside the United States

*Note: While some music courses may satisfy General Education Requirements, a minimum of 60 units in courses other than music is required for the degree.*

## **Degree and General Education Requirements**

### **Stipulations Pertaining to the General Education Requirements for the Bachelor of Music Degree**

A single course may be used to satisfy both requirement a. and requirement b. above. Credits granted pursuant to university policy for advanced placement or for transfer work may be used to fulfill General Education Requirement (see also Evaluation of Credit for Transfer Students).

5. Completion of music core requirements:
  - a. Music theory
    - i. MUTH 151, 161, 171 or MUTH 201, 211, 221
    - ii. MUTH 152, 162, 172 or MUTH 202, 212, 222
    - iii. MUTH 251, 261 and 271
    - iv. MUTH 252, 262 and 272
    - v. MUTH 301, 311 and 321
  - b. Music history
    - i. MUHI 201 and 202
    - ii. 12 units selected from courses in music history numbered 400 or above
  - c. Keyboard skills: MURP 201, 202, 203 or MURP 301, 302
  - d. Applied music individual instruction as specified under requirements for the major and areas of emphasis
  - e. Ensemble study: a minimum of 12 units. Students are required to participate in an ensemble every term in which they are attending classes on the Appleton campus. Requirements for specific types of ensemble study (MUEN) are specified under requirements for majors and areas of emphasis.
6. Completion of a major in music—performance, music education, theory/composition, or student-designed—including all course and non-course requirements, such as recitals, qualifying examinations, etc. A student is expected to pass a qualifying examination after no more than six terms of study.
7. Completion of the designated *Senior Experience* course or activity within the chosen major
8. An academic record that meets the following standards:
  - a. A 2.000 grade-point average in all Lawrence courses.
  - b. A 2.000 grade-point average in the music major (all music courses and non-music courses required for the major) unless otherwise specified under the major requirements.
    - i. Completion of required terms and units in residence as specified by the residence requirements.

## **Degree and General Education Requirements**

### **Bachelor of Arts/Bachelor of Music Double-Degree Program**

Professional study in music and study in the liberal arts may be combined in a five-year program leading to both Bachelor of Music and Bachelor of Arts degrees, the latter with a major other than music. Both degrees are awarded at the conclusion of the five-year program. Interested students should discuss this possibility with their advisors as early as possible.

Approximately half of the curriculum is devoted to the study of music — completion of the music core and requirements for a major in performance, music education, or theory/composition. The other half of the curriculum mirrors that of the Bachelor of Arts program, emphasizing breadth of study central to a liberal arts education, focused study in the college major and elective study to complement other work or explore other fields of interest.

Certain majors in the Bachelor of Arts degree program (for example, some laboratory sciences) may be difficult to combine with the Bachelor of Music degree program into a five-year double-degree program, especially if the student's objective is to maintain serious options for graduate or professional work in both areas after graduation. Such combinations may require that course overloads be taken to complete minimum requirements in each major in a timely and satisfactory manner. Early and regular consultation with advisors in both the college and the conservatory is imperative. Further, students who seek certification for purposes of teaching a subject other than music are urged to see the associate dean of the conservatory.

In addition to academic policies and regulations, students in the conservatory are subject to policies and procedures detailed in conservatory department guidelines and the Conservatory Student Handbook.

### **Requirements for the five-year Bachelor of Arts/Bachelor of Music Degrees**

1. Completion of a minimum of 15 terms of study and 270 units. Of the 270 units required, a student must present:
  - a. a minimum of 144 units in music, exclusive of MURP 201, 202, 203, 301, 302 and MUTH 161, 162, 171, 172
  - b. a minimum of 114 units selected from courses other than music
  - c. no more than 42 units from courses in education
  - d. a minimum of 72 units from courses numbered 200 and above
  - e. no more than 90 units from a single department outside of music, except that in the art department a student may present no more than 126 units, no more than 90 of which may be in art and no more than 90 of which may be in art history
  - f. no more than 12 units from academic internships
2. In the freshman year, 12 units of *Freshman Studies*
3. Completion of the General Education Requirements:
  - a. Distribution, in order to gain exposure to a range of disciplines, subjects and perspectives within the liberal arts:
    - i. 6 units selected from departments and courses listed within the Division of Humanities. All courses in the humanities taught in English will count toward this requirement. Humanities courses taught in a foreign language and numbered 300 and above also will count toward this requirement, except as noted in the course catalog.
    - ii. 6 units selected from departments and courses listed within the Division of Fine Arts;
    - iii. 6 units selected from departments and courses listed within the Division of Social Sciences;

## **Degree and General Education Requirements**

- iv. 6 units selected from laboratory courses in biology, chemistry, geology, or physics in the Division of Natural Sciences
- b. Diversity, in order to prepare students for a more global world and a more diverse America:
  - i. 6 units selected from courses designated as either emphasizing global and comparative perspectives on the world or focusing on areas outside Europe and the United States;
  - ii. 6 units selected from courses designated as focusing on dimensions of diversity, such as race, ethnicity and gender, that are of particular importance in understanding contemporary society in the United States.
- c. Competency, in order to improve and reinforce those fundamental abilities central to a liberal arts education:
  - i. 6 units selected from courses designated as writing intensive or 6 units selected from courses designated as speaking intensive;
  - ii. 6 units selected from courses designated as emphasizing mathematical reasoning or quantitative analysis;
  - iii. 6 units in a foreign language taken from courses numbered 200 or above and taught primarily in a language other than English. This requirement may also be satisfied by attaining a score of 4 or 5 on an Advanced Placement examination in a foreign language or by passing a proficiency examination administered by a Lawrence University foreign language department.

### **Stipulations pertaining to the General Education Requirements for the five-year Bachelor of Arts/Bachelor of Music Degrees**

Qualified courses may count toward the requirements in any two of the categories above (distribution, diversity and competency). Some courses may meet two requirements within a category. No single course can be used to fulfill more than two requirements. Credits granted pursuant to university policy for examinations (Lawrence Advanced Placement (AP), International Baccalaureate (IB), or A-levels) may be used as appropriate to fulfill diversity or competency requirements only.

- 4. Completion of a college major—departmental, interdisciplinary, or student-designed—exclusive of music, including all course and non-course requirements, such as departmental examinations, research projects and presentations, portfolios, etc. Students are required to declare a major by the beginning of the junior year.
- 5. Completion of music core requirements:
  - a. Music Theory
    - i. MUTH 151, 161, 171 or MUTH 201, 211, 221
    - ii. MUTH 152, 162, 172 or MUTH 202, 212, 222
    - iii. MUTH 251, 261 and 271
    - iv. MUTH 252, 262 and 272
    - v. MUTH 301, 311 and 321
  - b. Music History
    - i. MUHI 201 and 202
    - ii. 12 units selected from courses in music history numbered 400 or above
  - c. Keyboard skills: MURP 201, 202, 203 or MURP 301, 302
  - d. Applied music individual instruction as specified under requirements for the major and areas of emphasis
  - e. Ensemble study: a minimum of 12 units. Students are required to participate in an ensemble every term in which they are attending classes on the Appleton



## Degree and General Education Requirements

campus. Requirements for specific types of ensemble study (MUEN) are specified under requirements for majors and areas of emphasis.

6. Completion of a major in music—performance, music education, theory/composition, or student-designed—including all course and non-course requirements, such as recitals, qualifying examinations, etc. A student is expected to pass a qualifying examination for admission to the major after no more than six terms of study.
7. Completion of a designated *Senior Experience* course or activity within the chosen majors for each degree.
8. An academic record that meets the following standards:
  - a. A 2.000 grade-point average in all Lawrence courses.
  - b. A 2.000 grade-point average in the music major (all music courses and non-music courses required for the major) unless otherwise specified under the major requirements.
9. Completion of required terms and units in residence as specified by the university residence requirements

# **Degree and General Education Requirements**

## **Cooperative Degree Programs**

A liberal arts education provides excellent preparation for careers in a variety of professions. For this reason, several professional schools have contracted with Lawrence for cooperative programs that enable students to build a foundation in the liberal arts and then acquire specific professional skills. These programs lead, in most cases, to the awarding of two degrees.

The Lawrence cooperative programs listed below generally provide for students to study at Lawrence for three years and then transfer to a professional school for two more years. To qualify for a Lawrence degree in these programs, students must earn 162 units and fulfill all other degree requirements that cannot be met in the professional school. Students must undertake careful planning with the professional advisors and with their own faculty advisors to make sure all requirements will be completed satisfactorily.

### **Engineering**

Program advisor: J. Collett

Students wishing to combine a liberal arts program with professional training in engineering or computer science may want to choose the 3-2 program in engineering, which involves three years of study at Lawrence University and two years of study at an engineering school. Lawrence has formal affiliations with Columbia University (New York, New York), Rensselaer Polytechnic Institute (Troy, New York), and Washington University (St. Louis, Missouri), but students may transfer to any accredited engineering school with the agreement of the chosen institution. Upon satisfactory completion of the five-year program, these students will receive the Bachelor of Arts degree from Lawrence as well as a Bachelor of Engineering degree from the professional school they have attended. To prepare for the transfer to an engineering school, students must include among their courses basic mathematics (normally Mathematics 140, 150, 160, and 210), computer science (Computer Science 110 or 150), introductory chemistry (Chemistry 115 and 116), introductory physics with calculus (Physics 141 & 151, or 151 & 160), and six courses (36 units) in humanities and social sciences. Many of these courses also will figure in the student's major at Lawrence. Because specific requirements vary slightly among the engineering schools, students contemplating the 3-2 program should consult early with the program advisor.

### **Forestry and Environmental Studies**

Program advisor: B. De Stasio

The college offers a cooperative program with Duke University in the areas of environmental science and forestry. Upon satisfactory completion of this five-year program, spending three years at Lawrence and two at Duke's School of the Environment, the student will receive the B.A. degree from Lawrence and the professional degree Master of Forestry or Master of Environmental Management from Duke.

The major emphases at Duke are in forest resource production, resource ecology, resource policy and economics, water and air resources, and ecotoxicology. An undergraduate major in natural sciences, social sciences, or pre-engineering is good preparation for the programs at Duke, but a student with any undergraduate concentration will be considered for admission. The student must complete a total of 48 units at Duke, which generally takes four semesters. The student must complete 162 units at Lawrence and fulfill all other requirements that cannot be completed at Duke. All students contemplating this cooperative program should plan to take work in ecology,

## **Degree and General Education Requirements**

economics, and statistics at Lawrence before matriculating at Duke.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 48-unit requirements may be reduced for relevant, already completed undergraduate work of satisfactory quality. All credit reductions are determined individually and consider both the student's educational background and objectives.

### **Occupational Therapy**

Program advisor: G. Metalsky

Lawrence offers a 3-2 program in occupational therapy in conjunction with the School of Medicine of Washington University, St. Louis. Students spend three years of study at Lawrence and then continue for five semesters and two summers in the occupational therapy program at Washington University. After two semesters of successful study at Washington University, Lawrence awards the Bachelor of Arts degree. The student then continues for three more semesters and two summers at Washington University to earn the Master of Science in Occupational Therapy degree. Students who complete this program are prepared to address the prevention and treatment of physical or mental dysfunctions that impair people's abilities to perform activities of daily life. Occupational therapists focus on the methods that permit individuals to engage in meaningful life activities. They also assist in modifying environments that make it possible for individuals to function at home, at work, and in the community.

Lawrence students apply to the occupational therapy program of the School of Medicine, Washington University during the fall of the junior year and must meet the entrance requirements established by the occupational therapy program. The Washington University School of Medicine is one of the finest in the country, and the occupational therapy program is competitive. A 3.000 Lawrence grade-point average is a minimum requirement but does not guarantee admission. Students who are admitted may apply for financial aid provided by Washington University.

To complete the occupational therapy program, students must complete 162 units at Lawrence, meet General Education Requirements, and fulfill all requirements for a Lawrence major. Students also must fulfill the prerequisite course requirements for occupational therapy, as follows: Biology 110, 140, and 242; one additional biology course (6 units) numbered 200 or above; one additional science course (6 units) chosen from physics, chemistry, biology, or neuroscience; Psychology 250 and 260; one course (6 units) chosen from among Philosophy 100, Philosophy 120, Philosophy 320, Philosophy 440, Economics 290, or Government 495; two additional courses (12 units) chosen from the social sciences; and Mathematics 107. Completing Lawrence requirements and the prerequisite requirements will require careful planning, which must begin early in the Lawrence career. Students interested in this program should talk with their faculty advisors not later than the beginning of the sophomore year. Students should coordinate their plans with the program advisor as well.

# ANTHROPOLOGY

Professors: Peregrine\*

Associate professors: Daughtry, B. Jenike\*\*, M. Jenike (chair)

Visiting assistant professors: Wickens, Good (Schmidt Fellow)

\* On leave Term II; \*\* On leave Term III

Anthropology is the study of humanity in all its cultural, biological, and historical diversity. A synthesis of scientific and humanistic concerns and methods, it attempts to distinguish universal human characteristics from those unique to individual social groups, and to understand the reasons for differences between individuals and groups.

The insights of anthropology are essential for a critical understanding of the problems of the contemporary world. Anthropology informs a public confronted with choices to be made with respect to changing value systems; competing social goals; ethnic, religious, class, gender, and race relations; new and emerging technologies; environmental and cultural resources management; changing paradigms of health, wellness, and disease; and international relations.

Anthropology offers both unique theoretical perspectives and a particular set of methodological approaches. The faculty considers it essential that we educate our students in both. Students should take away from their studies a substantive knowledge of the commonalities and differences in human experiences and also an understanding of how that knowledge is obtained and evaluated.

The anthropology major thus prepares students for successful entry into any number of professional and graduate programs, as well as careers that require a multicultural approach and perspective. Our mission is to represent anthropology appropriately at Lawrence and in the wider communities within which we live and work, and to educate others wherever and whenever possible with the insights that anthropology has to offer.

The anthropology department at Lawrence includes a range of courses and opportunities for guided independent study from the complementary perspectives of archaeology, biological anthropology, and ethnology. Faculty members provide expertise in a number of ethnographic areas, including Africa, Asia, the Middle East, and North America. Topical interests include cultural evolution, refugee communities, medical anthropology, and biological anthropology. The department maintains a well-equipped laboratory, as well as collections of archaeological and ethnographic materials from many culture areas.

# ANTHROPOLOGY

## 2012-2013 Course Catalog

### Required for the anthropology major

1. Anthropology 110: *Cultural Anthropology*  
Anthropology 120: *World Prehistory Anthropology*  
140: *Biological Anthropology*
2. Anthropology 200: *History of Anthropological Ideas*  
Anthropology 207: *Quantitative Analysis in Anthropology*  
Anthropology 210: *Research Methods in Cultural Anthropology*  
Students are expected to complete these courses during their sophomore year and no later than the end of their junior year.
3. Anthropology 501: *Research Questions in Anthropology*  
Anthropology 601: *Research Design in Anthropology*
4. Four six-unit elective courses in anthropology, including at least one upper-division seminar (courses numbered in the 500s).  
(Anthropology majors are urged to take several of these seminars in their junior and senior years.)

### Required for the anthropology major: biological anthropology track

1. ANTH 110: *Cultural Anthropology*  
ANTH 120: *World Prehistory*  
ANTH 140: *Biological Anthropology*  
BIOL 130: *Integrative Biology: Cells to Organisms*  
BIOL 150: *Integrative Biology: Organisms to Ecosystems*
2. ANTH 200: *History of Anthropological Ideas*  
ANTH 207: *Quantitative Analysis in Anthropology* or BIOL 170: *Integrative Biology: Experimental Design and Analysis*
3. ANTH 501: *Research Questions in Anthropology*  
ANTH 601: *Research Design in Anthropology*
4. Three six-unit elective courses in anthropology, including ANTH 540: *Topics in Biological Anthropology*.
5. Three six-unit courses in biology, chemistry, geology, mathematics, or physics, at least two of which must be biology courses numbered 200 or above and at least one of which must be a laboratory course.

### Required for the anthropology minor

1. Two of the following courses:
  - a. ANTH 110: *Cultural Anthropology*
  - b. ANTH 120: *World Prehistory*
  - c. ANTH 140: *Biological Anthropology*
2. Three six-unit electives in anthropology, selected from courses numbered 200 and above, except ANTH 501 or 601
3. One six-unit upper-division seminar (courses numbered in the 500s)
4. C average in the minor

# ANTHROPOLOGY

## **Senior Experience in Anthropology**

The Department of Anthropology's *Senior Experience* is a two-sequence course, which marks the culmination of a four-year series of core courses designed to develop the student's abilities to reason and practice as an anthropologist. Students begin their study of anthropology with a three-course introductory sequence; move on in their sophomore year to a three-course theory and methods sequence; continue in their junior year with Anthropology 501, which introduces them to the process of developing research questions; and in their senior year take Anthropology 601, which provides students the opportunity to reflect upon and synthesize what they have learned in the anthropology program by designing a focused research project. These projects are presented to the anthropology faculty and student majors during a formal symposium at the end of the Winter Term.

## **Courses**

### **ANTH 110**

#### **Cultural Anthropology**

An introduction to the nature of culture, the organization of social relations, and the relationships between values and behavior. Attention to the human use of culture in adapting to environments and to language, technology, kinship, and religion as cultural systems. Case studies of Western and non-Western peoples. Units: 6.

Prerequisite: Freshman or sophomore standing; consent of instructor required for juniors and seniors

### **ANTH 120**

#### **World Prehistory**

An introduction to the peoples and cultures of the world from 40,000 years ago to 2,000 years ago. Major events in world prehistory, such as the origins of agriculture, the rise of cities, and the spread of states, are examined and discussed. General trends in cultural evolution are proposed and evaluated. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

Prerequisite: Freshman or sophomore standing; consent of instructor required for juniors and seniors

### **ANTH 140**

#### **Biological Anthropology**

The study of humans as biological organisms. Topics addressed include processes of evolutionary change and stasis; primate diversity, ecology, and behavior; morphological, ecological, and genetic perspectives on human evolution; and contemporary human biological variation, including racial variation. Units: 6.

Prerequisite: Freshman or sophomore standing; consent of instructor required for juniors and seniors

# ANTHROPOLOGY

## **ANTH 191**

### **Directed Study in Anthropology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 195**

### **Internship in Anthropology**

Applied work in anthropology arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 200**

### **History of Anthropological Ideas**

A study of the development of anthropology as a scholarly discipline and a method of inquiry. Consideration of theoretical perspectives such as evolutionism, historical particularism, functionalism, cultural materialism, structuralism, interpretive and postmodernist approaches, and also the significance of participant-observation and other field research strategies in shaping anthropological knowledge. Units: 6.

Prerequisite: ANTH 110, 120, or 140, preferably all three. Recommended for anthropology majors in the sophomore year; must be completed by the end of the junior year.

## **ANTH 207**

### **Quantitative Analysis in Anthropology**

An introduction to the collection and manipulation of quantitative data in anthropological research. Topics include sampling, measurement, and basic nominal and ordinal statistics. Units: 6.

Prerequisite: ANTH 110, 120, or 140, preferably all three; non-anthropology majors must obtain consent of the instructor. Recommended for anthropology majors in the sophomore year; must be completed by the end of the junior year.

## **ANTH 210**

### **Research Methods in Cultural Anthropology**

An introduction to basic assumptions and methods of research in sociocultural anthropology, including participant observation, ethnographic interview, focus groups, cognitive methods, survey, and census. Students gain hands-on experience in research. Units: 6.

Prerequisite: ANTH 110, 120, or 140, preferably all three; non-anthropology majors must obtain consent of the instructor. Recommended for anthropology majors in the sophomore year; must be completed by the end of the junior year.

# ANTHROPOLOGY

## **ANTH 222**

### **Historic Preservation Theory and Practice**

Historic preservation endeavors to identify and conserve historic objects, properties, and landscapes. It has become a focal task for many anthropologists today. This course introduces students to the basic theory of historic preservation, the laws guiding practice, and the techniques used by historic preservation professionals. Units: 6.

## **ANTH 306**

### **Women and Men in Cross-Cultural Perspective**

An anthropological approach to the study of gender, the sexual division of labor, marriage, and reproduction. Critical examination of evolutionary, materialist, structuralist, and practice theory approaches to understanding gender behavior and gender stratification. Topics such as transgendered sexuality, reproductive technologies, the anthropology of infancy and parenting address the diversity of ways in which cultures construct sex difference, gender, and sexuality. Units: 6.

Also listed as Gender Studies 350

Prerequisite: ANTH 110 or GEST 100

## **ANTH 310**

### **Ecological Anthropology**

A study of relationships between human communities and their natural environments (i.e., humans studied as members of ecosystems). Topics include the interactions between environment, human biology, and social organization and anthropological perspectives on global environmental problems. Units: 6.

Also listed as Environmental Studies 365

Prerequisite: One anthropology course or consent of instructor

## **ANTH 320**

### **Archaeology of Gender**

An examination of the relationship between gender and material culture. Focus on how gender and gender roles are reflected in the archaeological record and on the problems in identifying and determining gender roles in prehistory. Readings include studies from both the Old and New Worlds and modern theoretical approaches. Units: 6.

Also listed as Gender Studies 351

Prerequisite: One anthropology course or consent of instructor

## **ANTH 322**

### **Archaeology of North America**

An introduction to the ancient peoples of North America from the initial colonists to the peoples who encountered European colonists some 13,000 years later. Special emphasis is given to the ancient inhabitants of the Great Lakes region. Units: 6.

Prerequisite: ANTH 120



# ANTHROPOLOGY

## **ANTH 324**

### **Archaeology of the Prehistoric Aegean**

A study of archaeological investigations in the Aegean region—Greece, Crete, the Cycladic Islands, and western Turkey. Emphasis on the evidence of cultural development from Palaeolithic hunter-gatherers and Neolithic farmers and herders through the development of the Bronze Age “palace” civilizations of the Minoans and Mycenaeans. Units: 6.

Also listed as Classics 365

Prerequisite: ANTH 120 or consent of instructor

## **ANTH 326**

### **Bizarrchaecology**

Much of the public’s interest in archaeology focuses on “mysteries” of the past or allegedly “unexplainable” phenomena. Since the past is largely impossible to know, it is easy to uncritically fill it with products of the imagination rather than products of ancient peoples. This course examines some of these “imaginary” pasts and the practice of creating them. Units: 6.

Prerequisite: ANTH 120 or consent of instructor

## **ANTH 328**

### **Ethics in Archaeology: Who owns the past?**

An exploration of ethical and legal concerns surrounding archaeology: the ownership and treatment of archaeological remains and relations between archaeologists and descendent communities. Topics include the ethics and legality of collecting looting, and the antiquities market; archaeology and nationalism; repatriation of skeletons and artifacts; and professional responsibilities of archaeologists. Units: 6.

Also listed as Art History 325, Classics 368

Prerequisite: Sophomore standing and ANTH 120, an ARHI course (preferably ancient to Renaissance), or consent of instructor

## **ANTH 330**

### **Language and Culture**

An examination of language and other cultural symbolic systems used to formulate and communicate meanings. Attention to social factors in language use, including ethnicity, social class, gender, and the nation-state. Some consideration of the ways that language both reflects and influences people’s ways of thinking. Units: 6.

Also listed as Linguistics 330

Prerequisite: One anthropology course or one linguistics course, or consent of instructor.

## **ANTH 340**

### **Human Biology, Evolution, and Health**

Students will develop an understanding of modern human biology as the outcome of interactions between evolved genomes and the myriad environments in which we are born, develop and live out our lives. Topics of study will include evolutionary approaches to reproduction, growth and development, health, behavior, adaptation, and life history. Units: 6.

Prerequisite: ANTH 140 or consent of instructor, AND sophomore standing

# ANTHROPOLOGY

## **ANTH 341**

### **Human Variation**

A survey of human biological variation and adaptation. Topics include the geographic distribution of human variation; evolutionary approaches to understanding human diversity; historic and modern concepts of race and ethnicity; human biological adaptations to disease, climate, poverty, and other stressors; and the genetics of simple and complex traits. Units: 6.

Also listed as Ethnic Studies 341

Prerequisite: ANTH 140, BIOL 110, or consent of instructor

## **ANTH 342**

### **Medical Anthropology**

A cross-cultural study of health, healing, and beliefs about the body and illness. Particular attention is paid to the cultural construction of medical beliefs and practices (our biomedical model is only one of many possible world views). Units: 6.

Prerequisite: Sophomore standing, and ANTH 110 or 140

## **ANTH 344**

### **Nutritional Anthropology**

This course provides a basic introduction to human nutrition. It then considers the evolution of human nutrition through the study of primate nutrition and the putative diets of human ancestors. Finally, it considers anthropological approaches to understanding cross-cultural, intracultural, and life-cycle variation in modern human nutrition. Units: 6.

Prerequisite: ANTH 140 or consent of instructor

## **ANTH 345**

### **Distributed Cognition**

Distributed cognition explores the role of the environment, artifacts, social interaction, and culture in human reasoning, problem-solving, and learning. Domains of study range from the sophisticated (ship navigation) to the everyday (time-telling). Emphasis is placed on studies of cognition in real-world settings. Units: 6.

Also listed as Education Studies 345, Psychology 345

Prerequisite: Sophomore standing

## **ANTH 347**

### **Introduction to Forensic Anthropology**

This course is an introduction to forensic anthropology and human osteology, including a comprehensive study of the human skeleton and sections on determining ancestry, sex, and age of a skeleton. Further topics include how to approach a crime scene, determining forensic significance, and the postmortem processes of the human body. Units: 6.

Prerequisite: Sophomore standing required; ANTH 140 recommended

# ANTHROPOLOGY

## **ANTH 350**

### **Indians of North America**

A cultural study of the Indians of North America, including examination of the impact of European ideas and technology on Indian societies. Emphasis on environmental adaptations, levels of social and cultural complexity, problems of historical interpretation, and the methods and theories of ethnology and their applications to North American cultures. Units: 6.

Also listed as Ethnic Studies 330

Prerequisite: ANTH 110

## **ANTH 358**

### **Ethnography of the Middle East and North Africa**

Introduction to the peoples and cultures of the Middle East and North Africa, an area of tremendous cultural, religious, linguistic, and economic diversity. Focus on the nature of ethnography as a research method and key areas of inquiry that have concerned anthropologists working in Arab and Muslim societies. Topics include social organization, tribalism, colonialism, gender, religion, nationalism, ethnic and religious minorities, and the politics of identity. Units: 6.

Also listed as Ethnic Studies 332

Prerequisite: ANTH 110 or consent of instructor

## **ANTH 360**

### **Anthropology of South Asia**

Introduces the complexity of South Asian society and culture through the study of ethnographies of gender, religious life, kinship, social organization, and economy in the colonial and post-colonial periods. Units: 6.

Also listed as Ethnic Studies 335

Prerequisite: ANTH 110 or consent of instructor

## **ANTH 366**

### **Ethnography of Japan**

Critical examination of social and cultural (re)presentations of Japan from the postwar to the postmodern. Exploration of diversities of lived reality and social change in contemporary Japan. Topics include: nationalism and historical consciousness, family and gender ideologies, invisible and visible others, sexuality, pop culture, and the Heisei recession. Units: 6.

Also listed as East Asian Studies 366

Prerequisite: ANTH 110 or sophomore standing

# **ANTHROPOLOGY**

## **ANTH 372**

### **Urban Anthropology of London**

This seminar combines a variety of methods to explore contemporary British culture. In addition to the readings and field trips, students conduct ethnographic fieldwork in London on a topic of their own interest. This may be based in a particular place or, more broadly, focus on a certain group of people. The course provides an introduction to field research methods. Throughout the term, students participate in shorter exercises designed to develop their confidence in the skills of observation, interviewing, description, and analysis. Readings on topics such as neighborhoods, social use of language, class, education, and migration experience provide a framework for understanding the detail of the individual projects. Students are expected to make presentations and participate in discussions. Offered at the London Centre. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

## **ANTH 374**

### **Identity and Place: Diaspora Experience in Comparative Perspective**

An exploration of similarities and differences in refugee/diaspora communities. Issues explored include relationships between place and identity, memory and identity, notions of home and homeland, gender and class, assimilation versus resistance, social and cultural changes induced by migration and the impact of transnationalism. Units: 6.

Prerequisite: Sophomore standing and one course in anthropology or consent of instructor

## **ANTH 378**

### **Anthropology of Food**

All humans must consume food in order to live, but how "food" is defined, produced, procured, and interacted with is subject to endless variation. This class examines how food becomes more than just sustenance: how food acts as a means of building identities, making meaning, organizing society, and exerting power. Units: 6.

Prerequisite: ANTH 110 or consent of instructor

## **ANTH 390**

### **Tutorial Studies in Anthropology**

Advanced study of selected topics. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 391**

### **Directed Study in Anthropology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# **ANTHROPOLOGY**

## **ANTH 395**

### **Internship in Anthropology**

Applied work in anthropology arranged and carried out under the direction of an instructor.  
Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 399**

### **Independent Study in Anthropology**

Advanced research. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 422**

### **Practicum in Archaeological Collections Management**

Applied work in all aspects of archaeological collections management from cleaning and conservation to cataloguing and storage. Students will work with Lawrence's existing archaeological collections and materials generated from ongoing field and laboratory research.  
Units: Variable.

Prerequisite: ANTH 222

## **ANTH 450**

### **Senegalese Culture**

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. Offered in alternate years. Units: 6.

Also listed as French 400

Prerequisite: Must be attending the LU Francophone Seminar

## **ANTH 470**

### **American Indians on Film**

The course examines the ways in which American Indians have been depicted on film. Ethnographic, documentary, and feature films are examined and compared to understand how film has shaped our image of American Indians. Units: 6.

Also listed as Ethnic Studies 430, Film Studies 470

Prerequisite: ANTH 350 or consent of instructor

# ANTHROPOLOGY

## **ANTH 500**

### **Topics in Anthropology**

An examination of a particular topic in contemporary anthropology. The specific topic investigated changes each year. Students are expected to carry out independent research on the topic, either through a review of relevant literature or through field or laboratory work.

*Topic for Fall 2012: Anthropology of Childhood and Youth*

In this course, we will explore how the youngest members of cultural groups are viewed and how they become full-fledged members of society. We will investigate how children and youth are socialized into specific cultural practices and how they create their own cultures and subcultures as well. Using ethnographic materials, we will understand how categories of childhood and youth have been variably constructed over time and in different places, and how this affects social structures of organization like kinship. We will also take a closer look at how broader issues like globalization and political movements affect the lives of youth.

Units: 6.

Prerequisite: Junior standing and at least two courses in anthropology or consent of instructor

## **ANTH 501**

### **Research Questions in Anthropology**

An introduction to formulating a research question in anthropology. Students will explore the research literature in an area of interest within anthropology and develop a researchable question grounded in a review of existing theory and empirical research. Graduate training and careers in anthropology will also be discussed. Units: 6.

Prerequisite: ANTH 200, 207, 210, and junior or senior standing

## **ANTH 502**

### **Ethnographic Writing**

An examination of ethnographic writing as a disciplinary, social, and creative practice among anthropologists. Three themes are considered: dominant practices in ethnographic writing (both current and historical), genres and stylistic practices (e.g., journalistic travel writing, poetry, as well as conventional anthropological accounts), and the experience of ethnographic writing (in which students compose their own ethnographies). An ideal course for students writing up summer field/internship reports or planning senior projects. Units: 6.

Prerequisite: Junior standing and at least two courses in anthropology or consent of instructor.

## **ANTH 510**

### **Contemporary Debates in Anthropology**

A consideration of current debates in anthropology on issues surrounding representation, ethics, research techniques, the nature of culture, and political positions. These issues are examined in relation to previous anthropological theory and current social scientific thought. Units: 6.

Prerequisite: Junior or senior standing and at least two courses in the social sciences

# ANTHROPOLOGY

## **ANTH 512**

### **Fictions of Africa**

An exploration of African culture and history through literature and film by African authors/directors. Issues to be explored include African debates on colonialism, post-colonialism, gender, class, and ethnic stratification, religion, modernization and development. Fictional works will be discussed in tandem with ethnographic monographs and critical essays. Units: 6.

Also listed as Ethnic Studies 512

Prerequisite: Junior or senior standing and at least two other courses in the social sciences

## **ANTH 520**

### **Topics in Archaeology**

An examination of a particular topic in contemporary archaeological research. The specific topic investigated changes each year. Students are expected to carry out independent research on the topic, either through a review of relevant literature or through field or laboratory work. Units: 6.

Prerequisite: ANTH 120 and junior standing or consent of instructor

## **ANTH 531**

### **Semiotics**

Semiotics is the study of signs, symbols, and signification in social life. This course will cover semiotic theory, including theorists such as Saussure, Peirce, Jakobson, Lévi-Strauss, Barthes, and Bakhtin, and the application of semiotics to the study of language and social life, conducted through lectures and seminar-style discussions. Units: 6.

Also listed as Linguistics 531

Prerequisite: ANTH 330/LING 330 or LING 150, and junior class standing

## **ANTH 540**

### **Topics in Biological Anthropology**

An examination of a particular topic in contemporary biological anthropological research. The specific topic investigated changes each year. Students are expected to carry out independent research on the topic, either through a review of relevant literature or through field or laboratory work.

*Topic for Winter 2013: The Human Primate—Universals and Distinctiveness*

This course will consider traits that define the gap between *Homo sapiens* and other primates with an emphasis on social organization, cooperation, productive and reproductive behavior, intergroup relations, cognition, language, and culture. The primary evidentiary basis of our investigation will be comparative studies of human and non-human primates.

Units: 6.

Prerequisite: ANTH 140 and one other course in anthropology; or BIOL 140 and instructor's consent; and junior or senior standing

# ANTHROPOLOGY

## **ANTH 590**

### **Tutorial Studies in Anthropology**

Advanced study of selected topics. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 591**

### **Directed Study in Anthropology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 595**

### **Internship in Anthropology**

Applied work in anthropology arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 599**

### **Independent Study in Anthropology**

Advanced research. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 601**

### **Research Design in Anthropology**

An introduction to designing a research project in anthropology. Students will build a conceptual model and design both data collection protocols and analysis strategies that will address the research question they developed in ANTH 501. Seminar meetings will be spent discussing problems and issues raised by individual students' projects. Units: 6.

Prerequisite: ANTH 501 and senior standing or consent of instructor.

## **ANTH 690**

### **Tutorial Studies in Anthropology**

Advanced study of selected topics. Units: Variable.

Prerequisite: Counter Registration Required.

## **ANTH 691**

### **Directed Study in Anthropology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.



## **ANTHROPOLOGY**

### **ANTH 695**

#### **Internship in Anthropology**

Applied work in anthropology arranged and carried out under the direction of an instructor.  
Units: Variable.

Prerequisite: Counter Registration Required.

### **ANTH 699**

#### **Independent Study in Anthropology**

Advanced research. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# ART AND ART HISTORY

Professor: Lawton\*\* (Ottilia Buerger Professor of Classical Studies, chair terms I and II)

Associate professors: Carlson (chair term III), Lindemann\*, Neilson, Rinehart, Shimon\*

Assistant professor: Tilghman

Visiting assistant professor: Krieg (Instructor in Art)

Lecturers: Anderson, Conrad, Zetzman

Post-doctoral fellow: Kupinsky (Uihlein Fellow)

\* On leave Term II; \*\* On leave Term III

An integral part of a liberal arts curriculum, the courses of the art and art history department encourage aesthetic awareness and appreciation by emphasizing the interdependence of art-making, art history, and other creative and intellectual fields. A major is offered in either studio art or art history, and certification for teaching K-12 is available in conjunction with the studio art major. A student may complete a double major in studio art and art history by fulfilling the requirements for each major. Students planning to major in studio art and/ or art history should take the introductory 100-level courses required for the major in their freshman and sophomore years. Students may take a maximum of 126 units in the art and art history department, provided that no more than 90 are in either studio art or art history.

## 2012-2013 Course Catalog

### Required for the studio art major

1. A minimum of nine studio art courses (54 units) to include:
  - a. ART 100 and 110
  - b. One two-dimensional and one three-dimensional course (6 units each) at the 200 level
  - c. At least four courses (24 units) numbered 300 or above, of which at least one (6 units) must be numbered 500 or above
  - d. Art 600: *Senior Seminar*
2. A grouping of works in the senior exhibition
3. Two Art History courses (12 units) to include:
  - a. ARHI 100 or 102
  - b. One Art History course (6 units) with an emphasis on 20th century or contemporary art

### Required for the studio art minor

1. A minimum of six studio art courses (36 units) to include:
  - a. ART 100 and 110
  - b. One course (6 units) numbered 500 or above
  - c. Three additional courses (18 units)
2. C average in the minor

## ART AND ART HISTORY

**Certification for teaching K-12** Studio art majors may enroll in a program for certification to teach art in grades K-12. Studio art course requirements for certification must be taken in conjunction with or in addition to the studio art major requirements. The required art courses for certification include Art 200, 240, 250, and 585 and Art History 100 and 102.

It is highly recommended that studio majors planning for certification consider additional courses that expand their knowledge base of media and process. Recommended courses: Art 220, 230, and 270.

Education requirements: Education Studies 180, 340, and 350, and Education Studies 430, 650, and 660.

Student teaching is usually done in a 13th term. For other general regulations governing students seeking certification to teach, see the Department of Education.

Students intending to complete the program in art certification should declare their intention to their advisor and the director of teacher education as early as possible, preferably before the end of the sophomore year.

### **Senior Experience in Studio Art**

The studio art *Senior Experience* consists of two separate yet complementary components: ART 600 *Senior Seminar* (usually offered Term II) and participation in the Senior Exhibition, held annually in the Wriston Galleries near the end of Term III.

Both aspects of the studio art *Senior Experience* are intended to be a culmination of the practical and conceptual art-making skills developed through the studio art program. Designed to inform one another, both serve to encourage a more refined awareness and understanding of current issues pertinent to contemporary art along with the applied skills and critical thinking processes necessary for success either in graduate school or as a professional visual artist.

Students pursuing double majors and double degrees are encouraged to consult in advance with the studio art faculty if they are interested in developing a body of work for the senior art exhibition that integrates their interests in both majors.

# ART AND ART HISTORY

## Studio Art Courses

### ART 100

#### Introduction to Studio Art

An introduction to studio art and the fundamental principles of design. Projects, lectures, readings, class discussions, and critiques examine elements of two-dimensional, three-dimensional and time-based design. Historic and contemporary approaches are considered as well as the evolution of technology and the continuum of visual expression. Emphasis is placed on developing the practical and critical thinking skills required in art-making. Units: 6.

### ART 110

#### Introduction to Drawing

An introduction to drawing, emphasizing the development of the observational and critical thinking skills important to art-making. Class work is based on exercises that strengthen visual research capabilities, drawing abilities, and mark-making techniques with a variety of tools. Assigned projects address fundamental technical and conceptual problems suggested by historical and contemporary artistic practice. Lectures, readings, discussions, guest speakers, field trips, and critiques explore elements of concept and design pertinent to drawing as a medium. Units: 6.

### ART 111

#### London Walks & Chalks: Introduction to Drawing

This introductory course will take full advantage of the city of London, its environment, both natural and man-made, its people, sights, and culture as subject matter for a series of sketchbook-based drawings and works of art. Units: 6.

Prerequisite: Open to students attending the London Centre only

### ART 191

#### Directed Study in Studio Art

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### ART 195

#### Internship in Studio Art

The internship will provide an experience-based learning opportunity to enrich the student's artistic process and growth. It will encourage innovation and resourcefulness while facilitating an entrepreneurial and informed approach to future creative pursuits. Students should expect to gain "real world" experience and professional connections as well as skills and insights they can apply directly to their creative projects in the classroom and beyond. Students will work on an individual basis with a faculty supervisor, internship site supervisor, and the Career Center to design, implement and evaluate their academic experience. Units: Variable.

Prerequisite: Counter Registration Required.

# ART AND ART HISTORY

## **ART 200**

### **Painting**

An introduction to painting as a means of visual expression. Topics include technical and formal principles of painting with an emphasis on conceptual development. Water-based mediums are used to explore color theory, color mixing, brushwork and styling, image surface, composition, and visual communication. Mixed media and experimentation of materials is encouraged to expand beyond traditional painting practices. Units: 6.

Prerequisite: ART 100 or 110

## **ART 210**

### **Drawing**

Exploration of drawing as a contemporary art medium. Emphasis on self-expression and conceptual development. Students will be encouraged to concentrate on the more complex personal and creative aspects of mark-making and pursue a cohesive body of work. Incorporation of mixed media and experimental elements is encouraged for those students who wish to expand the boundaries of traditional drawing media and processes. Units: 6.

Prerequisite: ART 100 or ART 110

## **ART 220**

### **Printmaking**

An introduction to printmaking including two or more of the following techniques: relief, silk screen, papermaking and bookbinding. There is an emphasis on conceptual development with practical application of both traditional and contemporary practices in printmaking. Single and multiple color printing techniques, formal issues, as well as printmaking as a form of visual expression are explored in detail. Units: 6.

Prerequisite: ART 100 or ART 110

## **ART 225**

### **Special Topics in Printmaking**

This course provides an introduction to specific peripheral processes of printmaking like papermaking, book arts, letterpress printing, font creation, and other design applications. The focus is on research and studio practice in regards to printmaking as an art form with special emphasis on craft and conceptual development. Traditional and contemporary practices in each medium are explored in detail.

Units: 6.

Prerequisite: ART 100 or ART 110

## **ART 230**

### **Photography**

An introduction to traditional black-and-white film photography. 35mm, medium-format, and view camera techniques are covered, along with darkroom instruction on processing film and making silver gelatin prints. Historic and contemporary ideas about photography as a medium are examined in readings, lectures, visiting artist presentations, critiques, demonstrations, and assigned projects. Units: 6.

Prerequisite: ART 100 or 110

# ART AND ART HISTORY

## **ART 240**

### **Digital Processes**

An introduction to the digital medium focusing on its capacity to convey artistic concepts through the interactive and multimedia capabilities of the Mac computer. Digital photography, inkjet printing, video, and web-based projects are covered. The evolution of technology, new media theory, contemporary art discourse, and visual culture are explored through lectures, readings, discussions, and assignments. Units: 6.

Also listed as Film Studies 240

Prerequisite: ART 100 or ART 110

## **ART 245**

### **InterArts: New Media Projects**

The digital medium will be used to explore the relationship between art and knowledge. Lectures, discussions, readings and critiques will investigate contemporary art practices and interdisciplinarity. Conceptual-development, planning and production will be covered as students work individually or collaboratively on video, performance, installation and web projects. Units: 6.

Also listed as Film Studies 245

Prerequisite: ART 100 or ART 110, or consent of instructor

## **ART 250**

### **Ceramics**

An introduction to the basic working methods of ceramics, including hand-building, mold-making, and wheel-throwing. Emphasis will be placed on conceptual development, sensitivity to three-dimensional form, and technical skills of surface and glazing. Slide lectures, readings, and individual research treat historical and contemporary approaches to expressive work in the ceramic medium. Units: 6.

Prerequisite: ART 100 or 110

## **ART 256**

### **Special Topics in Ceramics**

This course is a combination of research and studio practice. Through slide lectures, readings and discussions the class will survey the history of ceramics with the goal of informing the studio work for the course. Students will engage in independent research to develop ideas and critical thinking as well as building on a variety of ceramic skills to create a personal body of work.

#### *Topic for Spring 2013: Ceramic Sculpture*

This course provides students with the opportunity to learn about historical and contemporary approaches to ceramic sculpture as well as the influence of history, tradition and material on its development. The course explores the historical ceramic traditions of Latin America and Asia, the redefinition of ceramics as a sculptural material in the 20th Century and contemporary sculptural approaches with clay. Students will learn how these movements and influences relate to making ceramic sculpture using hand building and slip casting techniques. Units: 6.

Prerequisite: ART 100 or ART 110, or consent of instructor

# ART AND ART HISTORY

## **ART 270**

### **Sculpture**

An introduction to the concepts and processes of sculpture, including work in casting, carving, woodworking, assemblage, and mold-making. Discussions will focus on contemporary sculpture and technical/conceptual development. Units: 6.

Prerequisite: ART 100 or 110

## **ART 273**

### **Rude Britannia: Issues and Controversies in Contemporary British Sculpture and Public Art**

Historically sculpture has been the most public medium to illustrate a society's values, tastes, priorities, and ideals. Through extensive visits to museums, art galleries, artists' studios, and public art installations throughout London, this course will investigate the many issues and controversies that surround contemporary British sculpture and public art. Units: 6.

Also listed as Art History 273

Prerequisite: Open to students attending the London Centre only

## **ART 300**

### **Intermediate Painting**

A continuation of ART 200, exploring more complex principles of visual expression. Emphasis on oil-based painting techniques, historic and contemporary practices, pictorial structure, formal and theoretical interactions with a strong focus on conceptual development. Units: 6.

Prerequisite: ART 200

## **ART 320**

### **Intermediate Printmaking**

A continuation of ART 220, exploring traditional and contemporary techniques in printmaking, with an emphasis on color and combination printing specific to the aesthetic characteristics of each process. Two or more of the following techniques are used to enhance the conceptual and visual narrative inherent to this graphic medium, including intaglio, lithography, letterpress, and alternative processes. Units: 6.

Prerequisite: ART 220

## **ART 330**

### **Intermediate Photography**

A continuation of ART 230 with an emphasis on the use of the pinhole and 4x5 view camera and expanded darkroom instruction covering early photographic printing processes, including cyanotype and silver gelatin. Lectures, readings, discussions, and projects focus around contemporary issues, technical progress, and conceptual exploration. Historic ideas and contemporary issues related to visual culture, photography, and photographic methods are examined. Units: 6.

Prerequisite: ART 230

# ART AND ART HISTORY

## **ART 340**

### **Intermediate Digital Processes**

A continuation of Art 240 or 245 with an emphasis on the production of individual projects through the use of digital tools. The Mac computer and software are used as an extension of existing art forms such as photography, filmmaking, and book publishing. Lectures, readings, discussions, and assignments focus around the exploration of new media theory and contemporary art issues. Units: 6.

Also listed as Film Studies 340

Prerequisite: ART 240 or ART 245

## **ART 350**

### **Intermediate Ceramics**

A continuation of hand-building techniques, wheel-throwing, and mold-making with additional research into glaze formulation and alternative firing methods. Emphasis will be placed on development of content and a personal vocabulary. An expanded survey, artist research, and critical readings will examine ceramics as a form of contemporary visual expression. Units: 6.

Prerequisite: ART 250 or ART 255

## **ART 370**

### **Intermediate Sculpture**

A continuation of the concepts and techniques introduced in ART 270, with emphasis on students' development of a personal visual language. Materials and processes covered include: mold-making, casting, metal fabrication, plastics, woodworking, and mixed media. Areas of examination include site-specific art, public sculpture, multiples and installation. Units: 6.

Prerequisite: ART 270

## **ART 390**

### **Tutorial in Studio Art**

Offered for intermediate and advanced study in studio art. Apply to the instructor at least one term in advance with written proposal and a preliminary bibliography. Units: Variable.

Prerequisite: Counter Registration Required.

## **ART 391**

### **Directed Study in Studio Art**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.



# ART AND ART HISTORY

## **ART 395**

### **Internship in Studio Art**

The internship will provide an experience-based learning opportunity to enrich the student's artistic process and growth. It will encourage innovation and resourcefulness while facilitating an entrepreneurial and informed approach to future creative pursuits. Students should expect to gain "real world" experience and professional connections as well as skills and insights they can apply directly to their creative projects in the classroom and beyond. Students will work on an individual basis with a faculty supervisor, internship site supervisor, and the Career Center to design, implement and evaluate their academic experience. Units: Variable.

Prerequisite: Counter Registration Required.

## **ART 399**

### **Independent Study in Studio Art**

Advanced creative research for students preparing for the senior exhibition or doing honors projects. Units: Variable.

Prerequisite: Counter Registration Required.

## **ART 500**

### **Advanced Painting**

A continuation of ART 300. Advanced research into the technical, formal, conceptual, and theoretical approach to painting as an expressive art form. The emphasis is for each student to produce a self-designed project that focuses on creating a cohesive body of work. Units: 6.

Prerequisite: ART 300 and consent of instructor

## **ART 501**

### **Junior Studio Art Practicum**

The primary purpose of this course is to assist in the research, planning, design, and preparatory development of junior level studio art majors as they begin the process of conceptualizing and creating a mature body of work for the senior exhibition and/or honors projects. This course will be taught as a seminar with studio component. Units: 6.

Prerequisite: Any 500-level studio art course or consent of instructor

## **ART 520**

### **Advanced Printmaking**

A continuation of ART 320, exploring advanced research into combination printmaking techniques, with exploration of formal, theoretical, and technical issues related to printmaking as an expressive art form. Alternative and experimental processes are used to further develop the conceptual and visual narrative. The emphasis is for each student to produce a self-designed project that focuses on creating a cohesive body of work. Units: 6.

Prerequisite: ART 320 and consent of instructor

## **ART AND ART HISTORY**

### **ART 530**

#### **Advanced Photography**

A continuation of Art 330. Advanced work in traditional film photography techniques and contemporary art theory. Discussions, readings and projects focus around art issues and conceptual exploration. Project planning and implementation are emphasized as students work toward producing a self-designed project with a developed artist statement. Units: 6.

Prerequisite: ART 330 and consent of instructor

### **ART 540**

#### **Advanced Digital Processes**

A continuation of Art 340. Advanced work in digital techniques and contemporary art theory. Discussions, readings and projects focus around art issues and conceptual exploration. Project planning and implementation are emphasized as students work toward producing a self-designed project with a developed artist statement. Units: 6.

Also listed as Film Studies 540

Prerequisite: ART 340 and consent of instructor

### **ART 550**

#### **Advanced Ceramics**

A continuation of Art 350. Students conduct individual work on a topic related to contemporary ceramic practice, while expanding technical skills and addressing issues in current ceramic criticism. Project planning and implementation are emphasized to develop a cohesive body of work. Units: 6.

Prerequisite: ART 350 and consent of instructor

### **ART 570**

#### **Advanced Sculpture**

A more refined continuation of the ideas, issues and skills addressed in ART 370. Individualized project planning and implementation are emphasized as students develop a unique and consistent body of work. Units: 6.

Prerequisite: ART 370 and consent of instructor

### **ART 585**

#### **Art in the Elementary and Secondary Schools**

Art class observations, studio practice in both two- and three-dimensional disciplines, studio demonstrations/lectures, and selected readings and discussions relative to the visual expression of the elementary, junior, and senior high school student. Units: 6.

Also listed as Education 585

Prerequisite: Four studio art courses, EDUC 180 and 340, and two art history courses

### **ART 590**

#### **Tutorial in Studio Art**

Offered for intermediate and advanced study in studio art. Apply to the instructor at least one term in advance with written proposal and a preliminary bibliography. Units: Variable.

Prerequisite: Counter Registration Required.

# ART AND ART HISTORY

## **ART 591**

### **Directed Study in Studio Art**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ART 595**

### **Internship in Studio Art**

The internship will provide an experience-based learning opportunity to enrich the student's artistic process and growth. It will encourage innovation and resourcefulness while facilitating an entrepreneurial and informed approach to future creative pursuits. Students should expect to gain "real world" experience and professional connections as well as skills and insights they can apply directly to their creative projects in the classroom and beyond. Students will work on an individual basis with a faculty supervisor, internship site supervisor, and the Career Center to design, implement and evaluate their academic experience. Units: Variable.

Prerequisite: Counter Registration Required.

## **ART 599**

### **Independent Study in Studio Art**

Advanced creative research for students preparing for the senior exhibition or doing honors projects. Units: Variable.

Prerequisite: Counter Registration Required.

## **ART 600**

### **Studio Art Senior Seminar**

Intended to serve as a capstone experience for students in studio art, this course is designed to complement and work in conjunction with the student's preparations for the Senior Exhibition. It will cover the practical concerns relevant to working as a professional artist along with current issues pertinent to the contemporary art world. Units: 6.

Prerequisite: Senior standing and declared major in Studio Art or consent of the instructor

## **ART 601**

### **Senior Studio Art Practicum**

The primary purpose of this course is to galvanize and standardize the studio art majors' preparations for the senior exhibition departmental requirement. By immersing the student in creating and exhibiting an advanced body of work with greater faculty oversight coupled with more formalized peer input, we expect to strengthen students' synthesizing of information, ideas, and conceptual concerns accumulated over the course of their studio art education. Secondary concerns are reflection, assessment and documentation of work produced. This course will be taught as a seminar with a studio component. Units: 6.

Prerequisite: ART 600

## **ART AND ART HISTORY**

### **ART 690**

#### **Tutorial in Studio Art**

Offered for intermediate and advanced study in studio art. Apply to the instructor at least one term in advance with written proposal and a preliminary bibliography. Units: Variable.

Prerequisite: Counter Registration Required.

### **ART 691**

#### **Directed Study in Studio Art**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **ART 695**

#### **Internship in Studio Art**

The internship will provide an experience-based learning opportunity to enrich the student's artistic process and growth. It will encourage innovation and resourcefulness while facilitating an entrepreneurial and informed approach to future creative pursuits. Students should expect to gain "real world" experience and professional connections as well as skills and insights they can apply directly to their creative projects in the classroom and beyond. Students will work on an individual basis with a faculty supervisor, internship site supervisor, and the Career Center to design, implement and evaluate their academic experience. Units: Variable.

Prerequisite: Counter Registration Required.

### **ART 699**

#### **Independent Study in Studio Art**

Advanced creative research for students preparing for the senior exhibition or doing honors projects. Units: Variable.

Prerequisite: Counter Registration Required.

# ART AND ART HISTORY

## 2012-2013 Course Catalog

### Required for the art history major

1. A minimum of 10 art history courses (60 units) to include:
  - a. Art History 100 and 102
  - b. One 200- or 300-level course (6 units each) in each of the following periods:
    - i. Ancient
    - ii. Medieval and Renaissance
    - iii. Modern and Contemporary
  - c. One 400 level course (6 units)
  - d. Art History 660
  - e. Art History 680
  - f. Two Additional Art History courses (12 units)
2. One course in studio art (6 units)

### Required for the art history minor

1. A minimum of six art history courses (36 units) to include:
  - a. Art History 100 and 102
  - b. Three courses at the 200 or 300 level (6 units each) to be taken from at least two of the following periods
    - i. Ancient
    - ii. Medieval and Renaissance
    - iii. Modern and Contemporary
  - c. One 400-level course (6 units)
2. C average in the minor

### Recommendations

Art history majors are urged to coordinate with their studies participation in one of Lawrence's international off-campus programs or the program at the Newberry Library in Chicago.

Art history majors, particularly those considering graduate studies, are strongly encouraged to begin the study of German and/or French in the freshman or sophomore year.

### Senior Experience in Art History

The art history *Senior Experience* consists of two 600-level courses: ARHI 660: *The Methods of Art History* and ARHI 680: *Senior Seminar*. ARHI 680 may be taken during the junior or senior year and serves as the prerequisite for ARHI 680, taken during the senior year. Students pursuing double majors and double degrees are encouraged to consult in advance with the art history faculty if they are interested in pursuing a research topic in ARHI 680 that integrates their interests in both majors.

# ART AND ART HISTORY

## Art History Courses

### **ARHI 100**

#### **Survey of Western Art I: Ancient to Medieval**

An introductory survey of the art and architecture of the ancient Near East and of Europe from the Prehistoric through the Gothic periods and an introduction to methods of viewing art in its historical and cultural context. Units: 6.

### **ARHI 102**

#### **Survey of Western Art II: Renaissance to Modern**

An introductory survey of the art and architecture of Europe and North America from the Renaissance to the Modern era. Particular emphasis on viewing works of art and architecture within their historical and cultural context. Units: 6.

### **ARHI 175**

#### **Introduction to the Arts of China and Japan**

An introductory survey of the traditional arts of China and Japan from prehistoric times until the beginning of the modern era. The course will examine representative examples of painting, sculpture, architecture, garden designs, and the decorative arts in the context of religious practices and historical developments. Units: 6.

Also listed as East Asian Studies 175

### **ARHI 191**

#### **Directed Study in Art History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **ARHI 200**

#### **Archaic and Classical Greek Art**

A study of Greek art and architecture to the end of the fourth century B.C. Topics include the great sanctuaries at Olympia, Delphi, and Athens; the development of mythological narrative in sculpture and vase painting; the political and propagandistic function of Greek art; and the beginning of portraiture. Units: 6.

Also listed as Classics 340

Prerequisite: ARHI 100 or sophomore standing

### **ARHI 202**

#### **From Alexander to Kleopatra: Art of the Hellenistic Age**

A study of Greek and Greek-influenced art from the time of Alexander the Great to the Roman conquest of Egypt in 31 B.C. Topics include portraiture and the royal iconography of the Hellenistic rulers, the development of regional styles in sculpture, and the influence of the Romans as patrons. Units: 6.

Also listed as Classics 345

Prerequisite: ARHI 100 or sophomore standing

# ART AND ART HISTORY

## **ARHI 204**

### **Roman Art**

A study of the art and architecture of the Etruscans and the Romans to the end of the Roman empire. Topics include the funerary arts of the Etruscans, the art and archaeology of Pompeii and Herculaneum, developments in imperial portraiture and historical relief, technological innovations in architecture, and the beginnings of Christian art. Units: 6.

Also listed as Classics 350

Prerequisite: ARHI 100 or sophomore standing

## **ARHI 210**

### **Early Medieval Art and Architecture**

A survey of art and architecture in Europe and the eastern Mediterranean between the fourth and ninth centuries. Topics include Imperial-sponsored Christian art, the development of Byzantine art and architecture, the Celtic artistic tradition of northern Europe, and the flowering of art under the Carolingian emperors. Units: 6.

Prerequisite: ARHI 100 or sophomore standing

## **ARHI 213**

### **Gothic and Northern Renaissance Art**

The arts of this period are famous for their beauty and grandeur, from soaring cathedrals to delicate paintings. We will consider these beautiful works alongside historical changes within the cultural, economic, and ideological fabric of society, as well as contemporary theories about social construction and the nature of objects. Units: 6.

Prerequisite: ARHI 100 or sophomore standing

## **ARHI 220**

### **Art of the Italian Renaissance**

A study of the art and architecture of Italy from the late 13th century until the early 16th century. Topics include patronage and the art market, the revival and influence of the antique, theories of perspective and design, and changes in the status of the artist. Units: 6.

Prerequisite: ARHI 102 or sophomore standing

## **ARHI 240**

### **19th Century Art: From Romanticism to Post-Impressionism**

A study of the development of 19th-century European art that traces the emergence of movements such as Romanticism, Realism, and Impressionism. Readings and class discussion consider the impact of political instability, industrialization, imperialism, and the growth of popular culture on the production, style, and presentation of painting and sculpture. Units: 6.

Prerequisite: ARHI 102 or sophomore standing

# ART AND ART HISTORY

## **ARHI 242**

### **Modern Art: 1900-1960**

A study of 20th-century European and American art that traces the emergence of movements such as Cubism, Surrealism, and Abstract Expressionism. The shifting meanings of art, artistic production, and the definition of the term “artist” are considered against the massive political and social changes of the 20th century. Units: 6.

Prerequisite: ARHI 102 or sophomore standing

## **ARHI 244**

### **American Art**

An examination of American art, 1776-1940. This course considers the growth of landscape, genre, and history painting, as well as portraiture, in the context of changing ideas about nationalism, class, race, and gender. Architecture and sculpture are also discussed in terms of how visual culture shaped early ideas about nationhood. Units: 6.

Prerequisite: ARHI 102 or sophomore standing

## **ARHI 246**

### **19th-Century Art, Design, and Society in Britain**

In the 19th century, Britain was at the height of her imperial and industrial powers, with a burgeoning middle class with increased spending power. Against this background, this course examines the painting (including Turner, Constable, the Pre-Raphaelites, the High Victorians), architecture, furniture, and interiors of the period, utilizing the wealth of examples in London’s museums, galleries, and buildings. *Offered at the London Centre.* Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

## **ARHI 250**

### **History of Photography**

An examination of the development and history of photography, through a study of its processes, practitioners, and photography-related criticism and theory. Topics include the collusion of art and science, the cultural impact of photography, photography’s role in fine art practice, and the possibilities and limits of “photographic” truth. Units: 6.

Prerequisite: ARHI 102

## **ARHI 270**

### **Latin American Visual Art (in English)**

The course introduces the cultures of Latin America through a survey of its major movements and artists from the early 19th century to the present. Image-based lectures will be accompanied by discussion of visual and thematically related texts (*i.e.*, biographies, letters, scholarly articles) and carefully selected fragments of videos. Taught in English. Units: 6.

Also listed as Spanish 575



# ART AND ART HISTORY

## **ARHI 273**

### **Rude Britannia: Issues and Controversies in Contemporary British Sculpture and Public Art**

Historically sculpture has been the most public medium to illustrate a society's values, tastes, priorities, and ideals. Through extensive visits to museums, art galleries, artists' studios, and public art installations throughout London, this course will investigate the many issues and controversies that surround contemporary British sculpture and public art. Units: 6.

Also listed as Studio Art 273

Prerequisite: Open to students attending the London Centre only

## **ARHI 275**

### **Latin American Visual Art**

The course introduces the cultures of Latin America through a survey of its major movements and artists from the early 19th century to the present. Image-based lectures will be accompanied by discussion of visual and thematically related texts (i.e., biographies, letters, scholarly articles) and carefully selected fragments of videos. Units: 6.

Also listed as Spanish 425

Prerequisite: One 400-level course in Spanish or consent of instructor

## **ARHI 320**

### **Contemporary Art**

A study of art since 1960. Students will study art works and the theories and strategies that have informed their production. Topics include: the impact of gender and ethnicity, new materials and processes, site-specific and time-based works, and alternative venues and approaches toward exhibition. Units: 6.

Prerequisite: ARHI 102, ARHI 242, or consent of instructor

## **ARHI 325**

### **Ethics in Archaeology: Who owns the past?**

An exploration of ethical and legal concerns surrounding archaeology: the ownership and treatment of archaeological remains and relations between archaeologists and descendent communities. Topics include the ethics and legality of collecting looting, and the antiquities market; archaeology and nationalism; repatriation of skeletons and artifacts; and professional responsibilities of archaeologists. Units: 6.

Also listed as Anthropology 328, Classics 368

Prerequisite: Sophomore standing and ANTH 120, an ARHI course (preferably ancient to Renaissance), or consent of instructor

## **ARHI 390**

### **Tutorial Studies in Art History**

Tutorials for advanced students in art history. Apply to the instructor at least one term in advance with a written proposal and a preliminary bibliography. Units: Variable.

Prerequisite: Counter Registration Required.

# ART AND ART HISTORY

## **ARHI 391**

### **Directed Study in Art History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ARHI 399**

### **Independent Study in Art History**

Advanced study for students doing honors projects in art history. Units: Variable.

Prerequisite: Counter Registration Required.

## **ARHI 400**

### **Topics in Ancient Art**

An examination of a particular topic in ancient art history. Students are expected to carry out independent research. The topic will change periodically. Course may be repeated with the consent of the instructor.

Units: 6.

#### *Topic for Winter 2013: Women in Classical Antiquity*

This course examines the roles of women in ancient Greek, Hellenistic, and Roman societies, using historical, literary, art historical, and archaeological sources. Topics will include these cultures' constructions of gender and the ways in which they affected the relationship of women (and men) to social, religious, political, economic, and legal institutions.

Also listed as Classics 540, Gender Studies 215, Gender Studies 400

Prerequisite: One course in ancient art, one course in Classics, or consent of the instructor.

## **ARHI 420**

### **Topics in Medieval and Renaissance Art**

An examination of a particular topic in medieval or Renaissance art history. The topic will change periodically. Course may be repeated with the consent of the instructor. Students are expected to carry out an independent research project that will serve as preparation for ARHI 680.

#### *Topic for Winter 2013: Illuminated Manuscripts*

This seminar considers illuminated manuscripts from the European Middle Ages, extending from roughly 400 to 1500 CE. We will explore manuscripts not only as an artistic medium, but also as a form of information technology, interrogating how the visual elements with them -- script, ornament, miniatures, marginalia, and more -- served to enrich readers' understanding and experience of the text. Our sense of the structure and nature of these books will be enriched by encounters with facsimiles and some actual manuscripts. Units: 6.

Prerequisite: One course in medieval or Renaissance art history or consent of the instructor

# ART AND ART HISTORY

## **ARHI 440**

### **Topics in Modern and Contemporary Art**

An examination of a particular topic in modern or contemporary art history. Students are expected to carry out independent research. The topic will change periodically. Course may be repeated with the consent of the instructor. Students are expected to carry out an independent research project that will serve as preparation for ARHI 680.

*Topic for Spring 2013: Gender and Art Since 1863*

This seminar will examine the representation of gender (by both men and women) in the visual arts of the late 19th and 20th centuries. From Manet's infamous Olympia and her confrontational sexuality to contemporary representations that challenge our understanding of gender identity, this course examines the role gender has played in the development of art from the modern and post-modern periods. Units: 6.

Prerequisite: One 200- or 300-level art history course

## **ARHI 580**

### **Internship in Art Museum Practice**

Applied work in all aspects of art museum practice. Students will receive practical training, hands-on experience, and periodic lectures on the role of art museums and issues relating to museum governance, promotion, and education. Assessment will be based on weekly project performance, an end-of-term virtual exhibition, and a short paper. Units: 6.

Prerequisite: Junior standing, major in art, art history or anthropology, ARHI 100 or ARHI 102; and at least one 200 or 300 level ARHI course

## **ARHI 590**

### **Tutorial Studies in Art History**

Tutorials for advanced students in art history. Apply to the instructor at least one term in advance with a written proposal and a preliminary bibliography. Units: Variable.

Prerequisite: Counter Registration Required.

## **ARHI 591**

### **Directed Study In Art History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ARHI 599**

### **Independent Study in Art History**

Advanced study for students doing honors projects in art history. Units: Variable.

Prerequisite: Counter Registration Required.

## **ART AND ART HISTORY**

### **ARHI 660**

#### **Methods of Art History**

This course will examine the theories and methods practiced in art history. It will concentrate on key texts, from antiquity to the present, relating to the history and criticism of art and visual culture. Readings will include authors and texts that have come to define the discipline, and more recent authors who have begun to challenge those defining texts. Units: 6.

Prerequisite: Junior standing and three courses in ARHI numbered 200 or above, or consent of instructor

### **ARHI 680**

#### **Senior Research Seminar**

A senior seminar in which students will conduct research on a topic of their choice and produce a substantive original paper in which they demonstrate their ability to comprehend the scholarly literature on the topic, to subject it to appropriate methods of analysis, and to present the results in well-written and professionally documented form. Open to majors who, having completed a 400-level art history course, have previously investigated a research topic that will serve as the foundation for their work in this course. Units: 6.

Prerequisite: Senior standing, ARHI 660, and one 400-level art history course or consent of the instructor

### **ARHI 690**

#### **Tutorial Studies in Art History**

Tutorials for advanced students in art history. Apply to the instructor at least one term in advance with a written proposal and a preliminary bibliography. Units: Variable.

Prerequisite: Counter Registration Required.

### **ARHI 691**

#### **Directed Study in Art History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **ARHI 699**

#### **Independent Study in Art History**

Advanced study for students doing honors projects in art history. Units: Variable.

Prerequisite: Counter Registration Required.

# BIOCHEMISTRY

Faculty advisors: Debbert (chemistry), E. De Stasio (biology), Dickson (biology), Hall (chemistry, chair), Martin (physics)

Biochemistry is the study of biological phenomena at the molecular level. Specifically, the scientific principles explored in chemistry and physics are related to the biology of organisms or communities of organisms. Although scientists have been fascinated with the molecules that compose living organisms for more than 200 years, biochemistry was finally recognized as a discipline at the beginning of the 20th century, as scientists strove to understand nutrition and metabolism in the context of human disease. Modern biochemistry is a vast subject that has applications to medicine, dentistry, agriculture, forensics, toxicology, pharmacy, anthropology, environmental science, and other fields.

Biochemistry is a dynamic and highly technical field. A degree in biochemistry presents students with many options for careers or advanced study. The biochemistry major will prepare students for graduate study in biochemistry (or allied fields such as bacteriology, genetics, or oncology) as well as for many pre-professional programs of study.

The biochemistry curriculum includes a strong foundation in the basic sciences, core courses central to the field, and electives that enable students to explore aspects of biochemistry in sub-fields of their choice. Most courses include an intensive laboratory experience, supported by equipment in biology, chemistry, and physics. Experimental work becomes progressively more sophisticated and creative in advanced courses as students gain insight to the primary literature and cutting-edge laboratory techniques. Students are strongly encouraged to engage in summer research, either in an academic setting — at Lawrence or another institution — or in industry.

The vision of a biochemistry *Senior Experience* is best described by a report by the Association of American Colleges and Universities (AAC&U), *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. A biochemistry major at graduation should be an “intentional learner who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their life. They should also become empowered learners through the mastery of intellectual and practical skills by learning to effectively communicate orally, and in writing; understand and employ quantitative and qualitative analysis to solve problems; interpret and evaluate information from a variety of sources; understand and work within complex systems; demonstrate intellectual agility and the ability to manage change; transform information into knowledge and knowledge into judgment and action.”

The biochemistry major is highly compatible and complementary with the neuroscience program and a number of minors including Biology, Biomedical Ethics, Chemistry, Environmental Studies, and Computer Science. This flexibility allows a student in the major to consider and prepare for a multitude of career options.

# BIOCHEMISTRY

## 2012-2013 Course Catalog

### Required for the Biochemistry Major

#### *Required Foundation Courses*

1. CHEM 116 *Principles of Chemistry*
2. CHEM 250 *Organic Chemistry I*
3. BIOL 130 *Biology: Cells to Organisms*
4. MATH 120 and 130 *Applied Calculus I and II* or MATH 140 *Calculus I*
5. BIOL 170 *Biology: Experimental Analysis* or MATH 107 or MATH 117 *Elementary Statistics* or MATH 207 *Introduction to Probability and Statistics*
6. PHYS 141 *Principles of Classical Physics* and 151 *Principles of Modern Physics*
7. *Senior Experience Courses* (Please see description in the respective portions of the course catalog):
  - a. CHEM 380 (1 unit)
  - b. CHEM 480 (2 units)
  - c. CHEM 680 (3 units)

#### **-OR-**

- a. BIOL 650 (5 units in the winter term + 1 unit in the spring term)

#### *Required Core Courses*

1. BIOL 354 *Molecular Biology*
2. CHEM 340 *Biochemistry I* (also BIOL 444)
3. CHEM 440 *Biochemistry II* (also BIOL 455)
4. *Elective Courses* (Students must choose three courses from the list below, including at least one CHEM and one BIOL. One of the three must be a laboratory class)
  - a. Biology courses:
    - i. BIOL 226 *Microbiology*
    - ii. BIOL 235 *Evolutionary Biology*
    - iii. BIOL 241 *Cell Physiology*
    - iv. BIOL 325 *Cell Biology*
    - v. BIOL 340 *Topics in Neuroscience* (also PSYC 580)
    - vi. BIOL 356 *Genomics*
    - vii. BIOL 430 *Immunology*
    - viii. BIOL 453 *Developmental Biology*
    - ix. BIOL 510 *Modern Concepts of Embryogenesis*
    - x. BIOL 520 *Cancer Biology*
  - b. Chemistry courses:
    - i. CHEM 210 *Analytical Chemistry*
    - ii. CHEM 247 *Elements of Life*
    - iii. CHEM 252 *Organic Chemistry II*
    - iv. CHEM 320 *Inorganic Chemistry*
    - v. CHEM 370 *Chemical Dynamics*
    - vi. CHEM 410 *Instrumental Analysis*
    - vii. CHEM 442 *Advanced Research in Biomolecular Chemistry* (Also BIOL 460)
    - viii. CHEM 445: *Biochemistry of Viruses*
    - ix. CHEM 450 *Topics in Advanced Organic Chemistry*
  - c. Other:
    - i. PHYS 570 *Biological Physics* (also BIOL 570)
    - ii. PSYC 350 *Psychopharmacology and Behavior*

# BIOCHEMISTRY

## Courses

### **BIOL 235**

#### **Evolutionary Biology**

A study of biological evolution, including natural selection, adaptation, the evolution of sex, speciation, extinction and constraints on evolutionary change. Readings include classic and current literature. Two lectures and one discussion per week. Units: 6.

Also listed as Environmental Studies 213

Prerequisite: BIOL 110 or BIOL 130 or ANTH 140

### **BIOL 241**

#### **Cell Physiology**

The structure and organization of the eukaryotic cell are described and employed to understand functional interrelationships at the organelle and molecular levels. Major processes considered include external environmental control mechanisms, developmental events, the regulation of energy exchange, and membrane function. Lecture only. Units: 6.

Prerequisite: BIOL 110 or BIOL 130

### **BIOL 340**

#### **Topics in Neuroscience**

A study of the nervous system from the perspectives of psychology, biology, and/or biological anthropology. Topics vary year to year and may include glial cells, neural development, and the evolution of nervous systems and neurotransmitter systems. Lecture only. May be repeated with consent of instructor.

*Topic for Fall 2012: Evolution of Nervous Systems*

Taking a comparative approach, this course will explore the evolution of nervous systems from the coelenterates to the vertebrates. We will focus on the structural components of the nervous systems as well as the neurotransmitters present using both primary and secondary literature as sources. Units: 6.

Also listed as Psychology 580

Prerequisite: CHEM 116 and either BIOL 140 or BIOL 150 and one course in psychology, or PSYC 360 and one course in biology, or consent of instructor

### **BIOL 356**

#### **Genomics**

An overview of the recently emerged field of bioinformatics. Classes will include lectures and computer practicals. Topics covered will include: genome projects, DNA and protein sequence analysis, multiple sequence alignments, searching biological databases, protein structure prediction, transcriptomes and proteomes, and microarrays. Units: 6.

Prerequisite: One of BIOL 260, BIOL 351, BIOL 354, BIOL 444, or CHEM 340

# BIOCHEMISTRY

## **BIOL 453**

### **Developmental Biology**

An experimental approach to animal development with laboratory and lecture emphasis on the molecular and cellular level. Includes discussions of pattern formation, differentiation, cell interactions, gametogenesis, fertilization, and early embryogenesis. Lecture and laboratory. Units: 6.

Prerequisite: BIOL 140 or BIOL 150; and one of the following (or concurrent enrollment): BIOL 241, 444/CHEM 340, BIOL 351, BIOL 354

## **BIOL 460**

### **Advanced Research in Biomolecular Chemistry**

A formal introduction to advanced research and techniques in biochemistry. Students will go through the process of developing an independent research project from analyzing scientific literature to conducting experiments. Results and data analysis will be disseminated in the form of oral or written reports. Units: 6.

Also listed as Chemistry 442

Prerequisite: CHEM 340 or BIOL 354, and consent of instructor

## **BIOL 510**

### **Modern Concepts of Embryogenesis**

A broad-based study of recent advances in the field of developmental biology. Critical review of current literature on genetic, molecular, and functional studies elucidating the underlying mechanisms of embryogenesis. Units: 6.

Prerequisite: BIOL 241, 444, 351, or 354

## **BIOL 520**

### **Cancer Biology**

An advanced seminar covering key areas of cancer biology, including epidemiology, molecular diagnostics, mechanisms of carcinogenesis, and current treatments. Students will undertake critical review of current literature in these fields and will have input into course content. Units: 6.

Prerequisite: BIOL 241 or BIOL 260 or BIOL 354 or BIOL 444

## **CHEM 210**

### **Analytical Chemistry**

A course in the quantitative and qualitative description of chemical equilibria in solution (acid-base, complexation, redox, solubility) using classical, separation, electrochemical, and spectrochemical methods of analysis. This course covers methods of quantification, statistics, and data analysis as applied in modern chemistry. Opportunities for individually designed projects. Three lectures and one laboratory per week. Units: 6.  
Also listed as Environmental Studies 250

Prerequisite: CHEM 116, placement exam, or consent of instructor



# BIOCHEMISTRY

## **CHEM 247**

### **The Elements of Life**

A seminar that introduces the biological chemistry of some 20 elements, mostly “inorganic,” that living systems incorporate and require, touching upon the topics of uptake, selectivity, compartmentalization, control, energetics, catalysis, structure, and toxicity. Students will draw from the text to elucidate in class the biological roles of individual elements. No laboratory.

Units: 6.

Also listed as Environmental Studies 247

Prerequisite: CHEM 116 or 119 or consent of instructor

## **CHEM 252**

### **Organic Chemistry II**

A study of organic reactions and their mechanisms. The focus of the class is synthesis, both in the concrete sense of building molecules and in the abstract sense of pulling together disparate concepts to solve problems. Case studies from the polymer and pharmaceutical industries underline the relevance of the discipline to everyday life. One four-hour laboratory per week.

Units: 6.

Prerequisite: CHEM 250

## **CHEM 270**

### **Biophysical Chemistry**

A study of the physical processes involved in living systems including thermodynamics and equilibria, kinetics and transport phenomena, and applications of quantum chemistry and spectroscopy. Units: 6.

Prerequisite: CHEM 116, MATH 140 (or MATH 120 and MATH 130), and PHYS 130 or PHYS 160

## **CHEM 320**

### **Inorganic Chemistry**

A survey of structures, properties, reactivities, and interrelationships of chemical elements and their compounds. Topics include unifying principles and concepts that enable the interpretation of experimental data associated with materials. Emphasis on multidisciplinary aspects of inorganic chemistry. Lectures and weekly laboratory. Laboratory projects involve synthesis and studies of compounds using a variety of experimental methods. Units: 6.

Prerequisite: CHEM 116 or 119 or consent of instructor

## **CHEM 370**

### **Physical Chemistry I**

Develops and explores theoretical descriptions of chemical systems: physical states, the laws of thermodynamics as applied to chemical and physical equilibria, chemical reaction kinetics, and catalysis. No laboratory. Units: 6.

Prerequisite: MATH 150, PHYS 150, CHEM 116; or consent of instructor

# BIOCHEMISTRY

## **CHEM 410**

### **Instrumental Analysis**

An advanced course in instrumental methods of quantification and identification in modern chemistry. Emphasis on instrument design, operating principles, interpretation of instrumental data, and discrimination between techniques. Discussion of spectroscopic, chromatographic, and electrochemical techniques and their application in fundamental and applied research. Three lectures and one laboratory per week. Units: 6.

Prerequisite: CHEM 210 or consent of instructor

## **CHEM 450**

### **Topics in Advanced Organic Chemistry**

A study of modern topics in organic chemistry, emphasizing current literature. Topics may vary from year to year, but the class typically covers organic synthesis in depth. Students will often use the literature and their own expanding understanding of chemical reactivity to design synthetic routes to complex drugs and natural products. No formal laboratory; lab exercises may occasionally substitute for lectures.

#### *Topic for Winter 2013: Advanced Organic Synthesis*

This class covers organic synthesis in depth. Topics such as retrosynthesis, organometallic chemistry (from the main group and the transition metals), pericyclic and radical reactions, models of diastereoselectivity, and asymmetric reactions will be covered. Over the last month of the course, students will employ their expanding understanding of chemical reactivity to design synthetic routes to recently discovered complex natural products. Units: 6.

Prerequisite: CHEM 252 or consent of instructor

## **PHYS 500**

### **Special Topics in Physics**

Treats selected topics, such as relativity, fundamental particles, fluid mechanics, and surface physics that vary according to the interests of students and staff.

#### *Topic for Spring 2013: Atomic Physics*

Atomic physics is the study of atomic structure and interaction of matter with radiation. The study of atomic physics uses basic tools of quantum mechanics to understand the structure of atoms and interaction of the quantized atom with the electromagnetic field. Topic covered will include atomic structure, atom-field interactions, applications in spectroscopy, lasers, cooling and trapping and experimental techniques in atomic physics.

Units: 6.

## **PSYC 350**

### **Psychopharmacology and Behavior**

An interdisciplinary examination of the ways in which behaviorally active drugs exert their effects, drawing on research in pharmacology, psychology, biochemistry, anatomy, and neurophysiology. Provides an understanding and appreciation of the role of behaviorally active drugs in people's lives, today and in the past. Units: 6.

Prerequisite: Sophomore standing

## BIOLOGY

Professors: B. De Stasio\* (Dennis and Charlot Nelson Singleton Professor of Biological Sciences), E. De Stasio (The Raymond H. Herzog Professorship in Science, chair), Maravolo  
Associate professors: Sedlock\*\*, Wall\*\*\*  
Assistant professors: Dickson, Hakes, Humphries  
Visiting assistant professor: Piasecki  
Lecturer: Duckert

\* On leave Term II; \* On leave Terms II & III; \*\* On leave Term III

Students come to Lawrence with varied interests in the life sciences. A student with strong interests in molecules and cells will wish to learn different techniques and approaches than will a student who is passionate about terrestrial or aquatic ecology. A student who is thinking about a career in health care may want different experiences than a student who wishes to become a naturalist. One individual may wish to be specialized, another to be a generalist with a broader background. To accommodate this heterogeneity, the biology department has designed its program to provide as much flexibility as possible.

Philosophically, the department encourages an open-ended, original, experimental approach to life science. Beyond the introductory sequences in biology and chemistry, there is no prescribed program for students. This approach begins in Biology 130: *Integrative Biology: Cells to Organisms*, in which all department faculty members participate. Students design, conduct, and interpret their own projects and present their results at a professional-style symposium at the end of the term.

Experimental work becomes progressively more sophisticated and creative in advanced courses. All courses are designed to develop students' insights and capacity to synthesize information and they include discussions, readings, field trips, lab work, and interactive class work in those areas most closely related to the competence of the faculty. Most courses feature intensive laboratory or field instruction where students use advanced research equipment and computer facilities to explore modern biological concepts.

All biology faculty members conduct active research programs and employ students during the summer as assistants.

Many students culminate their work in biology with significant original research. In recent years, several papers with students and faculty as co-authors have been published in professional journals. Topics have included aquatic food chain energetics, physiology of aging, cellular metabolism, and molecular mechanics of vertebrate development. Recent advances in biological research are presented in a series of talks by faculty and by scientists from other universities. All students complete a project of their own design as part of our *Senior Experience* program.

Students who have strong secondary interests in chemistry, geology, or physics may construct majors involving biology and one of the other three natural sciences, using the interdisciplinary major in the natural sciences.

# BIOLOGY

## 2012-2013 Course Catalog

### Required for the biology major

1. BIOL 130, 150, and 170
2. CHEM 116
3. At least seven six-unit courses in biology numbered 200 or above (excluding *Senior Experience* courses, of which at least five must be laboratory courses)
4. Completion of Biology *Senior Experience* (A student-directed project, 6 units of BIOL 650, 2 units of BIOL 600) Note: Only two six-unit courses designated as tutorial, directed study, or independent study can be counted toward the major or minor requirements and only one of those can be counted toward the upper-level laboratory requirement.

### Required for the biology minor

1. BIOL 130, 150, and 170. Students majoring in disciplines requiring a research methods and statistics course may request exemption from the BIOL 170 requirement.
2. At least four six-unit courses in biology numbered 200 or above, of which at least two must be laboratory courses.
3. C average in the minor Note: Only two six-unit courses designated as tutorial, directed study, or independent study can be counted toward the major or minor requirements and only one of these can be counted toward the upper-level laboratory requirement.

### Required for the interdisciplinary major in the natural sciences in biology and physics or geology

1. BIOL 130 and 150
2. PHYS 141 and 151 or 151 and 160
3. GEOL 110 and GEOL 210, if geology is the secondary discipline.
4. At least 10 six-unit courses in the natural sciences (biology, chemistry, geology, and physics) numbered 200 or above, with at least five in biology (of which at least three must be laboratory courses), and at least three in the secondary discipline in other departments
5. Completion of the Biology *Senior Experience*
6. Note: Previous interdisciplinary combinations of biology and chemistry have been replaced by the Biochemistry major.

## BIOLOGY

**Wisconsin Teacher Certification** Students who major in biology and who wish to gain certification to teach biology in Wisconsin public schools should choose a broad range of biology courses that includes ecology, plant and animal organismal biology, as well as molecular and cellular biology. Students should gain experience in both field and laboratory research. Beyond the coursework required for the biology major, students will need to take the following additional courses:

1. One 6-unit geology course
2. One 6-unit physics course
3. EDST 180: *Psychology of Learning*
4. EDST 340: *Sociology of Education*
5. EDST 350: *Ethnicity, Cultural Diversity, and Education*
6. EDUC 560: *Methods in Middle and Secondary Teaching*
7. EDUC 430: *Educating All Learners*
8. EDUC 650: *Student Teaching*
9. EDUC 660: *Student Teaching Seminar*

For more detailed information about the certification program refer to the course of study for the Department of Education.

### Senior Experience in Biology

Required: A student-designed project, 6 units of BIOL 650, 2 units of BIOL 600. Purposeful advising in the spring of the sophomore year and attendance at the spring BioFest is meant to inspire sophomore students to begin thinking about what they might want to undertake as their culminating project in biology. During the fall of the junior year, students will hear from department faculty, the internship coordinator, and others about opportunities available for *Senior Experience* projects. Breakout groups will allow students to brainstorm ideas for projects. Project work (research, internship, creation of a curricular module, draft of a grant proposal, draft of a children's book on biology, production of art about biology, or other creative project) generally will be undertaken prior to term 2 of the senior year.

Usually in the senior year, students will take two terms of BIOL 600: *Recent Advances in Biology Lecture Series* (1 unit each), one term of BIOL 650 (5 units) and 1 additional unit of Bio650 in the spring term for BioFest. The purpose of the BIOL 650 course is to bring to culmination each student's individual *Senior Experience* project. Each student will prepare a paper that places her or his project into a broader context, compares it to our past and current understanding of the topic using primary literature, and summarizes the student's project or results. For example, students preparing a thesis for honors will prepare the introduction to their thesis, while a student creating a visual product will describe the biological underpinnings of the work and reflect on the production of the work itself. The *Senior Experience* will culminate with a symposium, BioFest, in the spring term, at which all students will present the results of their projects (or the project itself) as a poster, demonstration, or other visual display.

# BIOLOGY

## **BIOL 100**

### **The Biology of Human Reproduction**

An introductory lecture course focusing on human reproduction to demonstrate some basic biological principles. The course includes discussion of cellular and organismal processes related to the development of human biological complexity. Current research in reproductive biology and its impact on the individual and society is considered. Lecture and laboratory. Primarily for non-science majors; credit not applicable to the biology major. Units: 6.

Also listed as Gender Studies 180

## **BIOL 103**

### **Biotechnology and Society**

An examination of basic biological principles underlying current biotechnology in the fields of human genetics and genetic engineering. Discussion of methods of basic scientific research, the impact of technology on society, and ethical problems in human and agricultural genetics. Credit not applicable to biology major. Weekly laboratories will introduce basic experimental methodology and procedures. Units: 6.

## **BIOL 130**

### **Integrative Biology: Cells to Organisms**

An exploration of fundamental cellular processes in an evolutionary context including homeostasis, cell cycle, gene expression, cell communication, inheritance, and multi-cellular development. Experimental approaches will be emphasized. Lecture and laboratory. Units: 6.

## **BIOL 150**

### **Integrative Biology: Organisms to Ecosystems**

Development, morphology, physiology, and ecology of plants, animals, fungi and unicellular organisms will be compared in evolutionary context. Phylogenetic relationships, ecological interactions, and ecosystem processes will be explored. Lecture and laboratory. Units: 6.

Prerequisite: BIOL 110, BIOL 130, or departmental examination

## **BIOL 170**

### **Integrative Biology: Experimental Design and Analysis**

An introduction to experimental and sampling design in the fields of biology and biochemistry, as well as methods of data analysis and interpretation. The connection between statistical analysis and experimental design will be emphasized. Topics include descriptive, exploratory, and confirmatory statistical analyses. Lecture and computer laboratory. Units: 6.

Prerequisite: BIOL 150 or consent of instructor

## **BIOL 191**

### **Directed Study in Biology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# BIOLOGY

## BIOL 200

### Animal Behavior

A lecture and field-study course examining the principles and problems of animal behavior. Subjects include orientation, feeding, locomotion, communication, escape in time and space, biological rhythms, mate choice, and aspects of social behavior, examined from evolutionary, ontogenetic, physiological, ecological, and ethological perspectives. Lecture and laboratory. May be taken separately or as part of the Marine Biology Term. Units: 6.

Also listed as Environmental Studies 210

Prerequisite: BIOL 140 or BIOL 150

## BIOL 210

### Biodiversity

The influence of climate on global habitats is considered. Selected terrestrial life zones, including neotropic, paleotropic, montane, desert, cold temperate, and warm temperate, are analyzed and stresses produced by climate and habitat evaluated. Adaptive responses at the morphological and physiological levels are investigated and scientific principles are applied to contemporary ethical issues, including restoration and conservation ecology. Lecture only. Units: 6.

Also listed as Environmental Studies 211

## BIOL 211

### Plant Life

Laboratories, lectures, and discussion designed to introduce the student to the unique adaptations that make plants environmentally competitive. Special attention will be given to the value and use of those adaptations in human cultures. ***For students who entered Lawrence in 2011 or earlier: If a student has already taken BIOL 120, BIOL 211 may not be used as an upper-level course in the major. BIOL 211 may be used to fulfill either the introductory requirement (replacing BIOL 120) OR an upper-level lab/field course for the major, but not both.*** Units: 6.

## BIOL 212

### Origins: Solar System, Earth, Life

This course explores questions of deep origins—of the Solar System, Earth, and Life—and how these can be addressed through the methods of physics, geology, and biology. Topics considered include stellar evolution, planetary formation, the origin of the Moon, the differentiation of the Earth, and geological and biological constraints on the nature of the earliest lifeforms. Units: 6.

Also listed as Physics 212, Geology 215

Prerequisite: Introductory course in any two different natural sciences; at least one intermediate course in a natural science; and at least sophomore standing.

# BIOLOGY

## **BIOL 222**

### **Parasitology**

Students will examine and compare the complex life cycles of a variety of parasites, including those of medical and veterinary importance. Specific topics covered within the course will include: parasite biochemistry, ecology, parasite evasion of the host immune system, host immune responses, how parasites may alter host behavior. The laboratory component of the course will include both live and preserved specimens. Units: 6.

Prerequisite: BIOL 140 or BIOL 150

## **BIOL 226**

### **Microbiology**

A study of microbial life with an emphasis on prokaryotes. Microbial physiology is examined in the context of how unique characteristics allow microbes to exploit a vast diversity of environments, including the human body. Laboratory exercises introduce students to techniques used to safely study microorganisms. Units: 6.

Prerequisite: BIOL 110 or BIOL 130, and CHEM 115 or CHEM 116

## **BIOL 230**

### **General Ecology**

An introduction to the interactions between organisms and the environment, exploring the role of physical, chemical, and biotic processes, including human activities, in determining the structure and function of populations, communities, and ecosystems. Topics will include resource availability, competition, predation, symbiosis, and natural and anthropogenic disturbances such as disease, biological invasions, pollution, and climate change. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 220

## **BIOL 231**

### **Physiological Ecology**

Biological stresses induced by environmental variables are described. Physiological and molecular adaptations associated with flowering, disease resistance, pollination, germination, and nutrient uptake and partitioning are discussed and investigated, using both field and laboratory experience. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 212

Prerequisite: BIOL 110 or BIOL 130

## **BIOL 235**

### **Evolutionary Biology**

A study of biological evolution, including natural selection, adaptation, the evolution of sex, speciation, extinction, and constraints on evolutionary change. Readings include classic and current literature. Two lectures and one discussion per week. Units: 6.

Also listed as Environmental Studies 213

Prerequisite: BIOL 110 or BIOL 130 or ANTH 140



# BIOLOGY

## **BIOL 237**

### **General Endocrinology**

An examination of the endocrine system, a major regulator of an animal's development, physiology, and behavior. Attention to both classic techniques and recent developments involving hormones and other chemical mediators such as neurohormones, neurotransmitters, pheromones, and chemical inductors. Lecture only. Units: 6.

Prerequisite: BIOL 150

## **BIOL 240**

### **Morphogenesis of the Vertebrates**

An integrated lecture and laboratory course that undertakes the study of the structure and function of vertebrate organ systems through examination of morphology. Vertebrate ontogeny, phylogeny, and anatomy are addressed. Units: 6.

Prerequisite: BIOL 140 or BIOL 150

## **BIOL 241**

### **Cell Physiology**

The structure and organization of the eukaryotic cell are described and employed to understand functional interrelationships at the organelle and molecular levels. Major processes considered include external environmental control mechanisms, developmental events, the regulation of energy exchange, and membrane function. Lecture only. Units: 6.

Prerequisite: BIOL 110 or BIOL 130

## **BIOL 242**

### **Comparative Physiology**

A comparative study of the variety of solutions and adaptations diverse animals can make to similar problems — obtaining and transporting oxygen, maintaining water and salt balance, utilizing food, movement, and nervous and hormonal integration. Lecture and laboratory. Units: 6.

Prerequisite: BIOL 140 or BIOL 150

## **BIOL 245**

### **Conservation Biology**

This course explores the scientific concepts related to the conservation and restoration of the Earth's biological diversity. Topics include patterns of species and ecosystem diversity, the relationship between biodiversity and ecosystem functioning, causes of extinction, assessing extinction risk, behavioral indicators, *in-situ* and *ex-situ* management strategies for endangered species, and ecosystem restoration. Lecture only. Units: 6.

Also listed as Environmental Studies 245

Prerequisite: BIOL 110 or BIOL 150, and sophomore standing

# BIOLOGY

## **BIOL 250**

### **The Vegetation of Wisconsin**

The principles of plant-environment interrelationships are developed through extensive field study of Wisconsin vegetation. Emphasis is placed on the manner in which physical and biological factors influence competition, adaptation, and structure in major local habitats. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 214

## **BIOL 260**

### **Genetics**

A lecture and laboratory study of the principles of inheritance to sex determination and the concepts of historical and modern eugenics and genetic engineering. Units: 6.

Prerequisite: Sophomore standing and BIOL 110 or BIOL 170 (or concurrent enrollment) or ANTH 140

## **BIOL 280**

### **Experimental Design and Statistics**

An introduction to the design of sampling programs and experiments in biological studies, as well as methods of data analysis and interpretation. Course highlights the importance of considering possible statistical analyses when planning studies, including the role of descriptive, exploratory, and confirmatory statistics in data analysis and interpretation. Lecture only. Units: 6.

Prerequisite: BIOL 140 or 170

## **BIOL 325**

### **Cell Biology**

Survey of the structure and function of eukaryotic cells, the basic functional unit of life. Correlation of cellular structures including organelles, proteins, and membranes with functions such as cellular communication, division, transport, movement, and secretory pathways will be analyzed. Lecture and laboratory. Units: 6.

Prerequisite: One of BIOL 260, BIOL 354, BIOL 444, or concurrent enrollment or consent of instructor

## **BIOL 330**

### **Aquatic Ecology**

The principles of the ecology of fresh waters, developed through discussions, laboratory, and field investigations of the functional relationships and productivity of biotic communities as they are affected by the dynamics of physical, chemical, and biotic parameters. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 310

Prerequisite: BIOL 140 or 170 (or concurrent enrollment) or BIOL 230

# BIOLOGY

## **BIOL 335**

### **Plant Ecology**

This course emphasizes core concepts in ecology and evolution from the unique perspective of plants. Students will explore the interaction between plants and their environment over a range of scales; from individuals to populations and communities, to landscapes and global patterns. Lecture and laboratory. ***For students who entered Lawrence in 2011 or earlier: BIOL 335 may be used to fulfill either the introductory requirement (replacing BIOL 120) OR an upper-level lab/field course for the major, but not both.*** Units: 6.

Also listed as Environmental Studies 340

Prerequisite: BIOL 170, BIOL 140, or BIOL 120

## **BIOL 340**

### **Topics in Neuroscience**

A study of the nervous system from the perspectives of psychology, biology, and/or biological anthropology. Topics vary year to year and may include glial cells, neural development, and the evolution of nervous systems and neurotransmitter systems. Lecture only. May be repeated with consent of instructor.

*Topic for Fall 2012: Evolution of Nervous Systems*

Taking a comparative approach, this course will explore the evolution of nervous systems from the coelenterates to the vertebrates. We will focus on the structural components of the nervous systems as well as the neurotransmitters present using both primary and secondary literature as sources. Units: 6.

Also listed as Psychology 580

Prerequisite: CHEM 116 and either BIOL 140 or BIOL 150, and one course in psychology; or PSYC 360 and one course in biology; or consent of instructor

## **BIOL 345**

### **Terrestrial Field Ecology**

A hands-on course intended to demonstrate basic ecological principles using local terrestrial ecosystems. Field research projects will introduce students to methods in hypothesis development, experimental design, data collection, statistical analysis, and scientific writing and presentation. Research topics will include estimating population size, community structure, plant-animal interactions, and foraging behavior. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 345

Prerequisite: BIOL 120 or BIOL 140 or BIOL 17, and sophomore

## **BIOL 354**

### **Molecular Biology**

An interdisciplinary examination of regulatory mechanisms leading to differential gene expression. Main topics include transcription, translation, gene and protein structure, and modern genomics. The application of current molecular techniques is emphasized throughout the course. Laboratory work is experimental in approach. Lecture and laboratory. Units: 6.

Prerequisite: BIOL 110 or BIOL 130, and CHEM 115

# BIOLOGY

## **BIOL 356**

### **Genomics**

An overview of the recently emerged field of bioinformatics. Classes will include lectures and computer practicals. Topics covered will include: genome projects, DNA and protein sequence analysis, multiple sequence alignments, searching biological databases, protein structure prediction, transcriptomes and proteomes, and microarrays. Units: 6.

Prerequisite: One of BIOL 260, BIOL 351, BIOL 354, BIOL 444, or CHEM 340

## **BIOL 380**

### **Ecological Modeling**

An introduction to the process of developing mathematical descriptions of the interactions between components of a population, community, or ecosystem, and the use of computer simulation as a tool for understanding ecology and natural resource management. Topics include population growth, predator-prey and competitor interactions, and mass balance in ecosystems. Units: 6.

Also listed as Environmental Studies 380

Prerequisite: One of BIOL 230, BIOL 245, BIOL 330, BIOL 335, or BIOL 345

## **BIOL 390**

### **Tutorial Studies in Biology**

Individual investigations of problems in biology. Units: Variable.

Prerequisite: Counter Registration Required

## **BIOL 391**

### **Directed Study in Biology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **BIOL 399**

### **Independent Study in Biology**

Individual, in-depth investigation of a specific biological problem. Students contemplating an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required

## **BIOL 430**

### **Immunology**

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and diversity, antigen-antibody reactions, the major-histocompatibility complex, the complement system, immune responses to pathogens, allergies and auto-immune diseases, and comparative immunology. The course will also examine recent advances in the field through current peer-reviewed publications. No laboratory in 2012-13. Units: 6.

Prerequisite: Junior standing or consent of instructor

# BIOLOGY

## **BIOL 434**

### **Ecological Energetics**

Field and laboratory experimental investigations of the transfer and transformation of energy or energy-containing materials between and within organisms and populations of aquatic ecosystems. Part of the Marine Biology Term. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 410

Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and BIOL 200 and consent of instructor

## **BIOL 435**

### **Environmental Microbiology**

An investigation of how microbial organisms use and influence their environment. Experiments in the field and laboratory will explore the roles of microbes in ecosystems with a particular focus on the transfer of energy within and between organisms. Part of the Marine Biology Term. Units: 6.

Also listed as Environmental Studies 440

Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and BIOL 200, and consent of instructor

## **BIOL 444**

### **Biochemistry I**

An introduction to the study of biological processes at the molecular level with emphases on protein structure and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. Units: 6.

Also listed as Chemistry 340

Prerequisite: CHEM 250 or concurrent enrollment, or consent of instructor

## **BIOL 450**

### **Special Topics in Biology**

A course designed to offer students an opportunity to study important issues in biology not covered in other regularly offered classes. Activities may include reading and analysis of material from primary literature, consideration of interdisciplinary connections, and field and laboratory activities. Units: 6.

#### *Topic for Spring 2013: Plant/Animal Interactions*

A lecture and field-study course examining the ecology of the relationships of plants and animals, including protection mutualisms, pollination, seed dispersal, animal herbivory and plant defense. Lecture and laboratory.

Prerequisite: BIOL 110 and either BIOL 120 or BIOL 140, or consent of instructor

# BIOLOGY

## **BIOL 453**

### **Developmental Biology**

An experimental approach to animal development with laboratory and lecture emphasis on the molecular and cellular level. Includes discussions of pattern formation, differentiation, cell interactions, gametogenesis, fertilization, and early embryogenesis. Lecture and laboratory. Units: 6.

Prerequisite: BIOL 140 or BIOL 150; and one of the following (or concurrent enrollment): BIOL 241, BIOL 444/CHEM 340, BIOL 351, BIOL 354

## **BIOL 455**

### **Biochemistry II**

A continuation of Biochemistry I. A study of biological processes at the molecular level with an emphasis on metabolic pathways, recent advances in biochemical medicine, and biochemical aspects of gene replication, protein synthesis, molecular motors, and sensing. The course is divided between lecture and discussion and will rely heavily on current biochemical literature. Units: 6.

Also listed as Chemistry 440

Prerequisite: CHEM 340 or consent of instructor

## **BIOL 460**

### **Advanced Research in Biomolecular Chemistry**

A formal introduction to advanced research and techniques in biochemistry. Students will go through the process of developing an independent research project from analyzing scientific literature to conducting experiments. Results and data analysis will be disseminated in the form of oral or written reports. Units: 6.

Also listed as Chemistry 442

Prerequisite: CHEM 340 or BIOL 354, and consent of instructor

## **BIOL 505**

### **Coral Reef Environments**

Examines the ecology of coral reef environments. Lecture, laboratory, and field components. Part of the Marine Biology Term. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 505

Prerequisite: BIOL 330 and concurrent enrollment in BIOL 200 and BIOL 434

## **BIOL 520**

### **Cancer Biology**

An advanced seminar covering key areas of cancer biology, including epidemiology, molecular diagnostics, mechanisms of carcinogenesis, and current treatments. Students will undertake critical review of current literature in these fields and will have input into course content. Units: 6.

Prerequisite: BIOL 241 or BIOL 260 or BIOL 354 or BIOL 444

# BIOLOGY

## **BIOL 570**

### **Biological Physics**

Develops and explores the physical principles underlying biological systems, with a particular emphasis on building quantitative models. Applies fundamental topics including thermodynamics, fluid dynamics, elasticity, and electrostatics to model molecular and cellular phenomena such as gene expression, virus assembly, DNA bending and stretching, and nerve impulses. Units: 6.

Also listed as Physics 570

Prerequisite: PHYS 151, and one of PHYS 230, CHEM 252, CHEM 340, or BIOL 354

## **BIOL 590**

### **Tutorial Studies in Biology**

Individual investigations of problems in biology. Units: Variable.

Prerequisite: Counter Registration Required

## **BIOL 591**

### **Directed Study in Biology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **BIOL 599**

### **Independent Study in Biology**

Individual, in-depth investigation of a specific biological problem. Students contemplating an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required

## **BIOL 600**

### **Recent Advances in Biology Seminar**

A multidisciplinary lecture series on modern biological theory and research. Students attend seminars and prepare short summaries or "reaction papers" on topics covered. Biology faculty members and visiting scientists in biological and allied fields present seminars relating their research to the broader aspects of their disciplines. Topics discussed within any academic year provide a comprehensive exposure to the current frontiers of biological research. May be repeated for a maximum of three units. Units: 1.

Prerequisite: Senior standing and declared major in biology, or consent of instructor

# BIOLOGY

## **BIOL 650**

### **Biology Senior Capstone**

Senior capstone in which students will benefit from direct input and feedback on their scientific writing and oral presentation skills as they complete *Senior Experience* papers. Successful completion of BIOL 650 includes participation in BioFest, a symposium of biology *Senior Experience* projects during spring term and successful completion of two terms of the Recent Advances in Biology lecture series. Units: 1 or 5.

Prerequisite: Biology and biochemistry majors only; senior class standing except by permission.

## **BIOL 690**

### **Tutorial Studies in Biology**

Individual investigations of problems in biology. Units: Variable.

Prerequisite: Counter Registration Required

## **BIOL 691**

### **Directed Study in Biology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **BIOL 699**

### **Independent Study in Biology**

Individual, in-depth investigation of a specific biological problem. Students contemplating an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required



# BIOMEDICAL ETHICS

Professors: De Stasio (Biology, The Raymond H. Herzog Professorship in Science), Finkler\* (Economics, The John R. Kimberly Distinguished Professorship in the American Economic System)

Associate professors: Ansfield (Psychology), Boleyn-Fitzgerald (Philosophy, Edward F. Mielke Professorship in Ethics in Medicine, Science, and Society, chair), B. Jenike\*\* (Anthropology), M. Jenike (Anthropology)

\* On leave Term II; \*\* On leave Term III

The minor in biomedical ethics is designed to coordinate a student's background and interests in biomedical ethics, health care public policy, and the biological sciences with a variety of more specialized approaches to the study and application of relevant principles, insights, and understandings gleaned from those backgrounds and interests. This minor has been designed to appeal to Lawrence students planning further work in medicine, nursing, genetic counseling, public health, and other areas of study in or related to health care.

## 2012-2013 Course Catalog

### Required for the minor in biomedical ethics

1. Completion of the following core courses:
  - a. BIET 120/PHIL 120: *Introduction to Biomedical Ethics*
  - b. BIOL 110: *Principles of Biology*, BIOL 103: *Biotechnology and Society*, or ANTH 140: *Biological Anthropology*
  - c. BIET 290/ECON 290: *The Economics of Medical Care* or Biomedical Ethics 495/GOVT 495: *Health Policy*
  - d. PSYC 245: *Health Psychology* or ANTH 342: *Medical Anthropology*
  - e. BIET 370/PHIL 370: *Advanced Studies in Bioethics*, BIET 380/PHIL 380: *Ethics of Technology* or an approved independent study project on some aspect of biomedical ethics or health policy.
2. 12 additional units from the courses listed below  
Independent study projects must be approved by the advisory committee. Possible contexts for projects include a Mielke, Kasel, or Hughes internship, a tutorial, an independent study course, or a health care-related project in conjunction with an off-campus program.

Courses that fulfill requirement number two:

- a. ANTH 210: *Research Methods in Cultural Anthropology*
- b. ANTH 342: *Medical Anthropology*
- c. BIOL 260: *Genetics*
- d. BIOL 354: *Molecular Biology*
- e. BIOL 453: *Developmental Biology*
- f. ECON 270: *Public Sector Economics: Taxation Analysis*
- g. ECON 275: *Public Sector Economics: Expenditure Analysis*
- h. ECON 290: *The Economics of Medical Care*
- i. ECON 400: *Industrial Organization*
- j. ECON 440: *Public Expenditure*
- k. GEOL 213: *Geology and Health*
- l. GOVT 380: *Introduction to Public Policy*
- m. GOVT 465: *Environmental Politics*
- n. GOVT 495: *Health Policy*

## BIOMEDICAL ETHICS

- o. PHIL 320: *Ethics*
- p. PHIL 350: *Political Philosophy*
- q. PHIL 360: *Environmental Ethics*
- r. PHIL 370: *Advanced Studies in Bioethics*
- s. PHIL 380: *Ethics of Technology*
- t. PHIL 430: *Philosophy of Law*
- u. PSYC 245: *Health Psychology*
- v. PSYC 250: *Psychopathology*
- w. PSYC 280 or 281: *Research Methods I and II* (only one term may count)

### Courses

#### BIET 120

##### **Applied Ethics: Introduction to Biomedical Ethics**

The course will examine moral dilemmas created or intensified by recent advances in medical technology and study ways of analyzing those dilemmas to make them more tractable. We will focus on examples such as euthanasia and the right to die, abortion, behavior modification, allocation of scarce medical resources, *in vitro* fertilization, genetic screening and engineering, and human experimentation. Units: 6.

Also listed as Philosophy 120

Prerequisite: Recommended for freshmen and sophomores

#### BIET 191

##### **Directed Study in Biomedical Ethics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

#### BIET 245

##### **Health Psychology**

This course explores the link between mind and body from various psychological perspectives such as social, clinical, and psychobiological. We will survey the role of stress, emotion, self-regulation, and individual differences as predictors of health and illness. We also will examine assessment, diagnostic, treatment, and ethical issues in psychophysiological disorders. Units: 6.

Also listed as Psychology 245

Prerequisite: PSYC 100 or sophomore standing

#### BIET 290

##### **The Economics of Medical Care**

An analysis of how the economic organization of medical care affects the health and well-being of the population. Topics include who is treated, how much the treatment costs, and who pays the bill. Particular emphasis given to the roles of insurance and various national health policies and reform proposals. Units: 6.

Also listed as Economics 290. Prerequisite: ECON 100 or ECON 120

# BIOMEDICAL ETHICS

## **BIET 370**

### **Advanced Studies in Bioethics**

A seminar examining one particular issue or set of issues in bioethics. Units: 6.  
Also listed as Philosophy 370

Prerequisite: PHIL 120 or two courses in philosophy

## **BIET 380**

### **Ethics of Technology**

This course focuses on ethical issues that arise from the development of new technology. Specific topics may include artificial intelligence, information technologies, human enhancement, transhumanism, transgenesis, ectogenesis, nanoethics, and neuroethics. Units: 6.

Also listed as Philosophy 380

Prerequisite: One course in philosophy, junior standing, or consent of the instructor

## **BIET 390**

### **Tutorial Studies in Biomedical ethics**

Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 391**

### **Directed Study in Biomedical Ethics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 399**

### **Independent Study in Biomedical ethics**

Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 495**

### **Health Policy**

A seminar addressing present and prospective health care policy in the United States. Emphasis on various contemporary health care problems, including high and rising costs, differences in access to medical service, and trade-offs between cost and quality. Specific topics include Medicare, Medicaid, medical malpractice, profit versus not-only-for-profit producers of care, and alternative delivery systems. Units: 6.

Also listed as Government 495

Prerequisite: Sophomore standing or consent of instructor

# BIOMEDICAL ETHICS

## **BIET 590**

### **Tutorial Studies in Biomedical ethics**

Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 591**

### **Directed Study in Biomedical Ethics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 599**

### **Independent Study in Biomedical ethics**

Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 690**

### **Tutorial Studies in Biomedical ethics**

Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 691**

### **Directed Study in Biomedical Ethics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **BIET 699**

### **Independent Study in Biomedical ethics**

Units: Variable.

Prerequisite: Counter Registration Required.

# CHEMISTRY

Associate professors: Hall (chair), van Stipdonk

Assistant professors: Debbert, Navea\*, Stork

\* On leave Term I

Chemists, biochemists, and chemical engineers contribute to the development and utilization of the materials, medicines, foods, and fuels that are the hallmarks of modern life. They also contributed greatly to the understanding and protection of the natural environment. Working in concert with biologists, geologists, physicists, psychologists, and others, chemists continue to play leading roles in the search for solutions to many of society's most pressing problems, challenges to physical and mental health, pollution and its effects, resource recovery, and energy production and conservation. The study of chemistry at Lawrence prepares students for a broad range of opportunities and careers, including academic or industrial research, engineering, secondary or college teaching, medical or veterinary practice, law, business, or public service.

The Lawrence chemistry department is large enough to ensure that all the major areas of chemistry are well represented and small enough that students can build close working relationships with all the faculty members. Our department's faculty are all actively engaged in their own research programs, primarily using Lawrence's own wide array of instrumentation; these programs create ample independent research opportunities for students, either during the school year or the summer months. We see these research experiences as a critical part of our curriculum, as they provide students with the analytical techniques, problem-solving strategies, and critical thinking skills necessary for success in the physical, medical or life sciences. Our goals are to engage students from diverse backgrounds with the excitement of chemistry; foster in them the habit of informed and critical thinking; involve them in independent learning and research; and prepare them for the successful pursuit of a wide variety of post-baccalaureate and professional opportunities.

## **The chemistry major**

### **Advanced Placement**

Students who have had the equivalent of a college general chemistry course are encouraged to take the Advanced Placement Examination in Chemistry administered by the Educational Testing Service. Well-prepared students having sufficiently high scores may receive six units of college credit and may be advised to enroll in Chemistry 116 or in intermediate courses (Chemistry 210 or 320 or 250, 252).

# CHEMISTRY

## 2012-2013 Course Catalog

### Required for the chemistry major

1. Introductory principles
  - a. CHEM 115 and 116 or the equivalent
  - b. MATH 140 and 150, or the equivalent
  - c. PHYS 141 and 151
2. Core competencies
  - a. CHEM 210 *Analytical chemistry*
  - b. CHEM 250 *Organic chemistry I*
  - c. CHEM 252 *Organic chemistry II*
  - d. CHEM 320 *Inorganic chemistry*
  - e. CHEM 340 *Biochemistry*
  - f. CHEM 370 *Physical chemistry*
3. Four additional classes. Three classes must be above the 400 level.  
One of the three must be either CHEM 470 or CHEM 475. The fourth class may be  
drawn from the natural sciences division, 200 or above, with departmental approval.
4. Six units of credit earned in Chemistry *Senior Experience* courses numbered 380, 480, and 680
5. C average in the major

### Required for the chemistry minor A minimum of six chemistry courses to include:

1. Introductory principles Chemistry 115 and 116 or the equivalent
2. Core competencies
  - a. CHEM 210 Analytical chemistry
  - b. CHEM 250 Organic chemistry I
  - c. CHEM 320 Inorganic chemistry
  - d. CHEM 370 Physical chemistry
  - e. Two additional classes. One class must be above the 400 level.
3. At least three units of credit earned in Chemistry Seminar courses numbered 380, 480, and 680
4. C average in the minor

# CHEMISTRY

## Required for the interdisciplinary major in the natural sciences in chemistry and physics or geology

Chemistry students who have strong secondary interests in physics or geology may construct a major involving chemistry and geology or physics, using the interdisciplinary major in the natural sciences. Previous interdisciplinary combinations of biology and chemistry have been replaced by the biochemistry major. The requirements for the interdisciplinary major with chemistry as the primary discipline are:

1. Introductory course sequences in chemistry, physics, and geology, chosen to include the discipline of secondary interest. The introductory sequences are:  
CHEM 115 and 116 or the equivalent  
GEOL 110 and 210  
PHYS 141 and 151
2. Intermediate/Advanced Requirement: At least 10 six-unit courses in the sciences (biology, chemistry, geology, physics) numbered 200 or above, with at least five in chemistry and at least three in the secondary discipline.
3. Six units of credit earned in Chemistry Seminar courses numbered 380, 480, and 680

**Senior Experience in Chemistry** The Chemistry Department's capstone sequence consists of a series of 3 seminars:

1. CHEM 380 *Seminar—Perspectives on Chemistry* (Fall Term, 1 unit)  
Taken optimally by sophomores or juniors, this is a series of presentations by visiting chemists and Lawrence students, faculty, and staff, featuring current issues in chemistry, important applications of chemistry, and professional development topics appropriate to chemistry majors or minors, intended to introduce students to "life after Lawrence" early enough in college to affect their trajectories through the college curriculum. This course covers the major career destinations for chemistry students, of graduate school, health professions, chemical engineering, K-12 teaching, and the chemical industry.
2. CHEM 480 *Seminar: Chemical Literature* (Winter Term, 2 units)  
A seminar course for chemistry majors and minors, taken optimally during the junior year, in which students learn how to educate themselves about the chemical literature in a field of interest to them. In this seminar, they learn the character and organization of the chemical literature and become familiar with search strategies, as each selects a topic and, guided by the instructor, conducts a literature search for key papers on that topic, constructs a bibliography, reads several of the most important of the papers, and prepares an end-of-term presentation highlighting key research findings related to their chosen topic. Students are encouraged to correlate their activities in this seminar with research projects that they undertake at Lawrence or elsewhere, which form the basis of the Senior Seminar.
3. CHEM 680 *Senior Seminar* (Spring Term, 3 units)  
The culminating course in our capstone sequence asks each major to present an individual seminar presentation based on research they have done at Lawrence or elsewhere. 3 units.

Students are strongly encouraged to consult with their advisors and relevant department chairs to plan and negotiate their overall capstone experience as early as possible.

# CHEMISTRY

## Courses

### **CHEM 104**

#### **Life Sciences by Numbers**

Guided individual and small-group study of selected topics in chemistry, biology, and the biomedical sciences through solving numerical problems embedded within “word stories” drawn very broadly from biological contexts, enabling students with good verbal skills to strengthen their competence and confidence in mathematical, logical, and critical thinking. No formal laboratory. Units: 6.

### **CHEM 108**

#### **The Chemistry of Art**

A study of the chemistry underlying topics of interest to artists and art historians. Topics may include: papermaking; pigments, dyes, and binders; photography; glass and ceramics; metals; and printmaking. The course is designed for all students. Combined lecture and laboratory. Units: 6.

### **CHEM 109**

#### **Weird Science**

A study of the chemistry underlying famous curious chemical phenomena such as Fitzroy's Storm Glass, glowing slime, sparklers, and the Mentos effect. Two three-hour laboratory sessions per week. The course is designed for all students, and satisfies the college's laboratory science general education requirement. Students should consult instructor if their background in high school chemistry is weak. Units: 6.

### **CHEM 115**

#### **Principles of Chemistry: Structure and Reactivity**

Introduction to the basic principles of chemistry, emphasizing structures of chemical species (atoms, ions, and molecules), stoichiometry, the relationships between structure and reactivity, basic chemical models (gas laws, e.g.) and laboratory skills. This course will serve primarily to prepare students who have not had any previous (high school) coursework in chemistry for CHEM 116. Three lectures and one laboratory session each week. Students with high school chemistry should normally take 116 instead of this course. See the chemistry department's web page for placement examination information. Units: 6.

Prerequisite: Placement examination

### **CHEM 116**

#### **Principles of Chemistry: Energetics and Dynamics**

Introduction to the study of chemistry, for students who have taken high school chemistry or CHEM 115, emphasizing structural and quantitative models of chemical behavior. Topics include bonding, thermochemistry, equilibrium, kinetics, and related applications. Three lectures and one laboratory per week. Enrollment is determined by placement examination. See the chemistry department's web page for placement examination information. Units: 6.

Prerequisite: Placement examination



# CHEMISTRY

## **CHEM 191**

### **Directed Study in Chemistry**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 195**

### **Internship in Chemistry**

An opportunity to connect work experiences in industry, government, or the non-profit sector to the academic program in chemistry. Internships, either summer activities or full- or part-time work experiences during the academic year, are arranged by students in consultation with a Lawrence instructor. In each case, the academic credit (and grading) is based on related readings, discussion with the instructor, and a summary report, plus a presentation on campus, usually in the chemistry seminar series. Advance consultation and application is required, normally by the fifth week of the previous term. Units: Variable.

Prerequisite: Sophomore standing; Counter Registration Required

## **CHEM 210**

### **Analytical Chemistry**

A course in the quantitative and qualitative description of chemical equilibria in solution (acid-base, complexation, redox, solubility) using classical, separation, electrochemical, and spectrochemical methods of analysis. This course covers methods of quantification, statistics, and data analysis as applied in modern chemistry. Opportunities for individually designed projects. Three lectures and one laboratory per week. Units: 6.

Also listed as Environmental Studies 250

Prerequisite: CHEM 116, placement exam, or consent of instructor

## **CHEM 212**

### **Atmospheric & Environmental Chemistry**

This course focuses on the fundamental chemical processes that control Earth's atmosphere, ocean, soil, and climate. The course emphasizes the mechanisms that regulate the flow of energy in different ecosystems, the environmental role of particulate matter and solar radiation, chemistry-climate relationships, and the anthropogenic impact on the environment. Units: 6.

Also listed as Environmental Studies 222

Prerequisite: CHEM 116

# CHEMISTRY

## **CHEM 225**

### **Nanoscience and Nanotechnology**

This course provides an introduction to the novelty, challenge, and excitement of nanoscale science and technology. Emphasis on the physical and chemical properties and phenomena at the nanoscale and their influence in chemistry, biochemistry, and environmental chemistry. Opportunities for individually designed projects. No formal laboratory. Units: 6.

Prerequisite: At least one introductory course sequence in either chemistry (115, 116) or physics (150, 160 or 120, 130)

## **CHEM 247**

### **The Elements of Life**

A seminar that introduces the biological chemistry of some 20 elements, mostly "inorganic," that living systems incorporate and require, touching upon the topics of uptake, selectivity, compartmentalization, control, energetics, catalysis, structure, and toxicity. Students will draw from the text to elucidate in class the biological roles of individual elements. No laboratory. Units: 6.

Also listed as Environmental Studies 247

Prerequisite: CHEM 116 or 119 or consent of instructor

## **CHEM 250**

### **Organic Chemistry I**

A study of the relationship between structure and function in organic compounds. Basic topics such as molecular orbital theory, conformational equilibria, stereochemistry, and nucleophilic substitution are covered. Students also learn to use instrumental analysis (NMR, IR, GC-MS) to identify and characterize compounds. One four-hour laboratory per week. Units: 6.

Prerequisite: CHEM 116 or 119 or consent of instructor

## **CHEM 252**

### **Organic Chemistry II**

A study of organic reactions and their mechanisms. The focus of the class is synthesis, both in the concrete sense of building molecules and in the abstract sense of pulling together disparate concepts to solve problems. Case studies from the polymer and pharmaceutical industries underline the relevance of the discipline to everyday life. One four-hour laboratory per week. Units: 6.

Prerequisite: CHEM 250

## **CHEM 270**

### **Biophysical Chemistry**

A study of the physical processes involved in living systems including thermodynamics and equilibria, kinetics and transport phenomena, and applications of quantum chemistry and spectroscopy. Units: 6.

Prerequisite: CHEM 116, MATH 140 (or MATH 120 and MATH 130), and PHYS 130 or PHYS 160

# CHEMISTRY

## **CHEM 320**

### **Inorganic Chemistry**

A survey of structures, properties, reactivities, and interrelationships of chemical elements and their compounds. Topics include unifying principles and concepts that enable the interpretation of experimental data associated with materials. Emphasis on multidisciplinary aspects of inorganic chemistry. Lectures and weekly laboratory. Laboratory projects involve synthesis and studies of compounds using a variety of experimental methods. Units: 6.

Prerequisite: CHEM 116 or 119 or consent of instructor

## **CHEM 340**

### **Biochemistry I**

An introduction to the study of biological processes at the molecular level with emphases on protein structure and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. Units: 6.

Also listed as Biology 444

Prerequisite: CHEM 250 or concurrent enrollment, or consent of instructor

## **CHEM 370**

### **Physical Chemistry I**

Develops and explores theoretical descriptions of chemical systems: physical states, the laws of thermodynamics as applied to chemical and physical equilibria, chemical reaction kinetics, and catalysis. No laboratory. Units: 6.

Prerequisite: MATH 150, PHYS 150, CHEM 116; or consent of instructor

## **CHEM 380**

### **Seminar: Perspectives on Chemistry**

A series of presentations by visiting chemists and Lawrence students, faculty, and staff, featuring current issues in chemistry, important applications of chemistry, and professional development topics appropriate to chemistry majors or minors. Approximately one meeting per week. Two or more short "reaction papers" (a short seminar critique or summary) required of each student. Offered annually in the Fall Term. May be repeated for credit. Units: 1.

Prerequisite: Sophomore standing; offered annually in the Fall Term

## **CHEM 390**

### **Tutorial Studies in Chemistry**

Advanced reading and/or laboratory work in chemistry on topics not covered in regular offerings. Available to both majors and non-majors. Units: Variable.

Prerequisite: Counter Registration Required.

# CHEMISTRY

## **CHEM 391**

### **Directed Study in Chemistry**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 395**

### **Internship in Chemistry**

An opportunity to connect work experiences in industry, government, or the non-profit sector to the academic program in chemistry. Internships, either summer activities or full- or part-time work experiences during the academic year, are arranged by students in consultation with a Lawrence instructor. In each case, the academic credit (and grading) is based on related readings, discussion with the instructor, and a summary report, plus a presentation on campus, usually in the chemistry seminar series. Advance consultation and application is required, normally by the fifth week of the previous term. Units: Variable.

Prerequisite: Sophomore standing; Counter Registration Required

## **CHEM 399**

### **Independent Study in Chemistry**

Original experimental or theoretical research in cooperation with a faculty member. Seniors considering an honors project should register for this course for one or more terms. Available to both majors and non-majors. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 400**

### **Advanced Topics in Chemistry**

An examination of a particular, cross-disciplinary topic in chemistry.

Units: 6.

Prerequisite: Junior standing with at least one chemistry course beyond general chemistry, or instructor approval.

## **CHEM 410**

### **Instrumental Analysis**

An advanced course in instrumental methods of quantification and identification in modern chemistry. Emphasis on instrument design, operating principles, interpretation of instrumental data, and discrimination between techniques. Discussion of spectroscopic, chromatographic, and electrochemical techniques and their application in fundamental and applied research. Three lectures and one laboratory per week. Units: 6.

Prerequisite: CHEM 210 or consent of instructor

# CHEMISTRY

## **CHEM 420**

### **Advanced Inorganic Chemistry**

A continuation of inorganic chemistry addressing cross-disciplinary topics such as organometallic chemistry, bioinorganic chemistry, nanosciences, inorganic spectroscopy, and main group chemistry, with examples drawn from the primary literature. The course is especially recommended for majors who plan to continue studies in graduate or professional school. Units: 6.

Prerequisite: CHEM 250, CHEM 320, and CHEM 370; or consent of instructor

## **CHEM 425**

### **Structure and Reactivity in Organometallic Chemistry**

Compounds with metal-carbon bonds are important throughout organic, inorganic, biological and polymer chemistry. In this class, we will explore the structure and reactivity of both main-group and transition-metal organometallic compounds, and the bonding properties which give these compounds their activities. Units: 6.

Prerequisite: CHEM 252 and CHEM 320 or consent of instructor

## **CHEM 440**

### **Biochemistry II**

A continuation of Biochemistry I. A study of biological processes at the molecular level with an emphasis on metabolic pathways, recent advances in biochemical medicine, and biochemical aspects of gene replication, protein synthesis, molecular motors, and sensing. The course is divided between lecture and discussion and will rely heavily on current biochemical literature. Units: 6.

Also listed as Biology 455

Prerequisite: CHEM 340 or consent of instructor

## **CHEM 442**

### **Advanced Research in Biomolecular Chemistry**

A formal introduction to advanced research and techniques in biochemistry. Students will go through the process of developing an independent research project from analyzing scientific literature to conducting experiments. Results and data analysis will be disseminated in the form of oral or written reports. Units: 6.

Also listed as Biology 460

Prerequisite: CHEM 340 or BIOL 354, and consent of instructor

# CHEMISTRY

## **CHEM 445**

### **Biochemistry of Viruses**

The advanced biochemical, molecular, epidemiological and biotechnological aspects of animal, bacterial and plant viruses will be covered in this course. Specific areas of virology will be covered, including viral structure and assembly, viral replication, viral recombination and evolution, virus-host interactions, viral transformations, antiviral drugs, and vaccines. Selected virus families are discussed individually with respect to classification, genomic structure, virion structure, virus cycle, pathogenesis, epidemiology and immunity. Units: 6.

Prerequisite: CHEM 340 or BIOL 354

## **CHEM 450**

### **Topics in Advanced Organic Chemistry**

A study of modern topics in organic chemistry, emphasizing current literature. Topics may vary from year to year, but the class typically covers organic synthesis in depth. Students will often use the literature and their own expanding understanding of chemical reactivity to design synthetic routes to complex drugs and natural products. No formal laboratory; lab exercises may occasionally substitute for lectures.

#### *Topic for Winter 2013: Advanced Organic Synthesis*

This class covers organic synthesis in depth. Topics such as retrosynthesis, organometallic chemistry (from the main group and the transition metals), pericyclic and radical reactions, models of diastereoselectivity, and asymmetric reactions will be covered. Over the last month of the course, students will employ their expanding understanding of chemical reactivity to design synthetic routes to recently discovered complex natural products. Units: 6.

Prerequisite: CHEM 252 or consent of instructor

## **CHEM 470**

### **Physical Chemistry II**

Develops and explores theoretical methods and models for the quantum description of atoms and molecules as chemical systems; statistical methods that link the macroscopic and molecular levels of these descriptions are also explored, along with the treatment of deviations from equilibrium. No laboratory. Units: 6.

Prerequisite: MATH 150 and CHEM 370; or consent of instructor

## **CHEM 475**

### **Spectroscopy**

A study of the theory and practice of spectroscopy. Theoretical topics may include energy quantization, selection rules, and group theory. Experimental topics may include infrared, Raman, ultraviolet/visible, electron spin resonance, or nuclear magnetic resonance spectroscopies and their applications. Two lectures and two laboratories per week. Units: 6.

Prerequisite: CHEM 370 or CHEM 470; or consent of instructor

# CHEMISTRY

## **CHEM 480**

### **Seminar: Chemical Literature**

A seminar course intended primarily for junior majors and minors in chemistry. Students learn the character and organization of the chemical literature and become familiar with search strategies, as each selects a topic and, guided by the instructor, conducts a literature search for key papers on that topic, constructs an annotated bibliography, reads several of the most important of the papers, and prepares an end-of-term presentation highlighting key research findings related to their chosen topic. Units: 2.

Prerequisite: Junior standing, or consent of instructor

## **CHEM 590**

### **Tutorial Studies in Chemistry**

Advanced reading and/or laboratory work in chemistry on topics not covered in regular offerings. Available to both majors and non-majors. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 591**

### **Directed Study in Chemistry**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 595**

### **Internship in Chemistry**

An opportunity to connect work experiences in industry, government, or the non-profit sector to the academic program in chemistry. Internships, either summer activities or full- or part-time work experiences during the academic year, are arranged by students in consultation with a Lawrence instructor. In each case, the academic credit (and grading) is based on related readings, discussion with the instructor, and a summary report, plus a presentation on campus, usually in the chemistry seminar series. Advance consultation and application is required, normally by the fifth week of the previous term. Units: Variable.

Prerequisite: Sophomore standing; Counter Registration Required

## **CHEM 599**

### **Independent Study in Chemistry**

Original experimental or theoretical research in cooperation with a faculty member. Seniors considering an honors project should register for this course for one or more terms. Available to both majors and non-majors. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 680**

### **Seminar: Senior Seminar**

A seminar course for senior majors, culminating in an individual seminar presentation by each student. Units: 3.

# CHEMISTRY

## **CHEM 690**

### **Tutorial Studies in Chemistry**

Advanced reading and/or laboratory work in chemistry on topics not covered in regular offerings. Available to both majors and non-majors. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 691**

### **Directed Study in Chemistry**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CHEM 695**

### **Internship in Chemistry**

An opportunity to connect work experiences in industry, government, or the non-profit sector to the academic program in chemistry. Internships, either summer activities or full- or part-time work experiences during the academic year, are arranged by students in consultation with a Lawrence instructor. In each case, the academic credit (and grading) is based on related readings, discussion with the instructor, and a summary report, plus a presentation on campus, usually in the chemistry seminar series. Advance consultation and application is required, normally by the fifth week of the previous term. Units: Variable.

Prerequisite: Sophomore standing; Counter Registration Required

## **CHEM 699**

### **Independent Study in Chemistry**

Original experimental or theoretical research in cooperation with a faculty member. Seniors considering an honors project should register for this course for one or more terms. Available to both majors and non-majors. Units: Variable.

Prerequisite: Counter Registration Required.



# CHINESE AND JAPANESE

Associate professors: Sung (chair), Yang\*

Assistant professor: Palmer

Instructors: Chiu, Tanaka

\* On leave Term(s) I, II, III

The Department of Chinese and Japanese provides students with a coherent study of a cultural region. This region primarily encompasses China, Japan, and Korea — countries that spring from a common historical experience and share many common values and traditions. Though language forms an important part of this study, the focus of the curriculum remains as much cultural as linguistic. Courses are thus taught in English as well as in East Asian languages.

## 2012-2013 Course Catalog

### Required for the Chinese language and literature major

1. Completion of beginning and intermediate Chinese language courses: CHJA 101, 102, 201, 202, 203, 301
2. Two six-unit courses in Chinese literature, taught in translation, selected from the following:
  - a. CHJA 260: *East Asian Classics in Translation*
  - b. CHJA 350: *Modern Chinese Literature and Cinema in Translation*
  - c. CHJA 520: *Seminar in Chinese Literature*
3. Three six-unit courses in advanced Chinese, taught in Chinese:
  - a. CHJA 401: *Advanced Communicative Chinese*
  - b. CHJA 402: *Advanced Readings in Chinese*
  - c. CHJA 590: *Tutorial Studies in Chinese* or CHJA 598: *Internship in Chinese*
4. One senior-level independent study, CHJA 699 (6 units)

### Required for the Chinese language minor

1. Completion of beginning and intermediate Chinese language courses: CHJA 101, 102, 201, 202, 203, and 301 or the equivalent
2. One advanced language course
3. An exit proficiency interview
4. C average in the minor

### Required for the Japanese language minor

1. Completion of beginning and intermediate Japanese language courses: CHJA 111, 112, 211, 212, 213, and 311
2. One advanced language course
3. An exit proficiency interview
4. C average in the minor

**Advanced Placement** Students who have studied Chinese or Japanese in high school and who wish to study Chinese and Japanese beyond the beginning level are required to take a placement examination. They also are advised to consult with the department chair in order to ensure their proper placement in language classes.

## CHINESE AND JAPANESE

**International Study** Opportunities exist to study in both Chinese- and Japanese-speaking areas through an ACM program in Tokyo and the Associated Colleges in China Program in Beijing (see Off-Campus Programs)

**Senior Experience in Chinese or Chinese and Japanese** CHJA 699: A senior level one-term independent study (6 units) culminating in the completion of a substantial paper or project derived from previous coursework in the discipline or related fields or field experience in consultation with department faculty. Students with sufficiently advanced Chinese language skills are encouraged to use some Chinese language sources in carrying out their research. Students must share the results of their work in a public forum prior to graduation.

### Chinese Language Courses

#### CHJA 101

##### **Beginning Chinese I**

An introduction to elementary Mandarin Chinese. Emphasis on the acquisition of basic language skills of listening, speaking, reading, and writing, with discussions to practice pronunciation, grammar, and vocabulary. Five class meetings per week. Units: 6.

#### CHJA 102

##### **Beginning Chinese II**

A continuation of CHJA 101 with further practice in basic language skills. Five class meetings per week. Units: 6.

Prerequisite: CHJA 101

#### CHJA 201

##### **Beginning Intermediate Chinese**

A course to help students attain minimal proficiency in conversational Chinese and begin to read and write beyond the elementary level. Five class meetings per week. Units: 6.

Prerequisite: CHJA 102

#### CHJA 202

##### **Intermediate Chinese I**

Intermediate-level Chinese with further practice in conversational fluency and exposure to more difficult levels of reading and writing. Five class meetings per week. Units: 6.

Prerequisite: CHJA 201

#### CHJA 203

##### **Intermediate Chinese II**

Continued intermediate-level work in Chinese. Focus on developing more sustained use of Mandarin Chinese in conversation, reading, and writing. Five class meetings per week. Units: 6.

Prerequisite: CHJA 202

## CHINESE AND JAPANESE

### **CHJA 204**

#### **Topics in Chinese for Special Purposes**

Rotating topics course, with two alternating topics: (1) Material Culture and (2) The Environment, designed to supplement the intermediate Chinese course if taken concurrently, and to prepare students for internships and field experiences in China. Repeatable when topic is different. Units: 3.

Prerequisite: CHJA 201 and consent of instructor

### **CHJA 301**

#### **Advanced Intermediate Chinese**

An advanced Chinese course for students who want to develop their language skills. Extensive use of contemporary print and media materials to emphasize written as well as oral proficiency while providing students with a basic cultural understanding of today's China. Course does not count toward the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

Prerequisite: CHJA 203 or consent of instructor

### **CHJA 401**

#### **Advanced Communicative Chinese**

An advanced course, taught in Chinese, designed to strengthen the language proficiency of upper-level students, especially those returning from studying abroad in the Associated Colleges in China program. Students gain intensive practice in all communicative skills through extensive oral discussion, preparation of written reports on various social topics, and exposure to current academic essays, short stories, and films. Course does not count towards the humanities general education requirement for B.A. and B.A./B.Mus students. Units: 6.

Prerequisite: CHJA 301 or consent of instructor

## **Japanese Language Courses**

### **CHJA 111**

#### **Beginning Japanese I**

An introduction to beginning Japanese. Emphasis on the acquisition of basic language skills of listening, speaking, reading, and writing, with discussions to practice pronunciation, grammar, and vocabulary. Five class meetings per week. Units: 6.

### **CHJA 112**

#### **Beginning Japanese II**

A continuation of CHJA 111 with further practice in basic language skills. Five class meetings per week. Units: 6.

Prerequisite: CHJA 111 or equivalent

### **CHJA 211**

#### **Beginning Intermediate Japanese**

A course to help students attain minimal proficiency in conversational Japanese and begin to read and write beyond the elementary level. Five class meetings per week. Units: 6.

Prerequisite: CHJA 112

## CHINESE AND JAPANESE

### **CHJA 212**

#### **Intermediate Japanese I**

Intermediate-level Japanese with further practice in conversational fluency and exposure to more difficult levels of reading and writing. Five class meetings per week. Units: 6.

Prerequisite: CHJA 211 or consent of instructor

### **CHJA 213**

#### **Intermediate Japanese II**

Intermediate-level Japanese with further practice in all four skills. A continuation of CHJA 212. Five class meetings per week. Units: 6.

Prerequisite: CHJA 212 or consent of instructor

### **CHJA 311**

#### **Advanced Intermediate Japanese**

This advanced course is designed for students who wish to develop their language skills in Japanese beyond the intermediate level. It provides students with a basic cultural understanding of today's Japan. Contemporary print and media materials will be used to enhance written as well as oral proficiency. Course does not count towards the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

Prerequisite: CHJA 213 or consent of instructor

### **CHJA 411**

#### **Advanced Communicative Japanese**

An advanced course, taught in Japanese, designed to strengthen the language proficiency of upper-level students, especially those returning from studying in Japan. Course does not count towards the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

Prerequisite: CHJA 311 or consent of instructor

## **Literature and Culture Courses**

### **CHJA 191**

#### **Directed Study in Chinese or Japanese**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **CHJA 195**

#### **Internship in Chinese or Japanese**

An opportunity for students to apply their Chinese or Japanese language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Units: 3.

Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411;

Prerequisite: counter Registration Required

## CHINESE AND JAPANESE

### **CHJA 260**

#### **East Asian Classics in Translation**

This introductory course explores encounters with nature in East Asian texts through close reading of primary texts in English translation—Taoist philosophy, lyric poetry, personal memoirs, fiction and film—from the traditional periods of China and Japan, ending with a contemporary Japanese novel set in 1980s suburban Tokyo. Particular attention is paid to literary form, voice, aesthetic concerns, and issues relating to humans' relationship with nature. Units: 6.

Also listed as East Asian Studies 260, Environmental Studies 206

Prerequisite: Sophomore standing; EAST 140 recommended

### **CHJA 265**

#### **Introduction to Japanese Language and Culture**

A survey introducing major characteristics of Japanese language with reference to the structure of Japanese society. Topics include honorifics, use of pronouns, loan words, age and gender differences in the language. The course will also familiarize students with various aspects of traditional and contemporary Japanese culture. Units: 6.

Also listed as East Asian Studies 265, Linguistics 265

Prerequisite: Sophomore standing; CHJA 112 recommended

### **CHJA 310**

#### **Introduction to East Asian Linguistics**

Survey of genetic, regional, and typological classification of East Asian languages; writing systems for Chinese, Japanese, Korean, and Tibetan languages; descriptive and comparative analyses of phonological, morphological, and syntactic structures of East Asian languages. More than one language may be investigated in detail. Units: 6.

Also listed as East Asian Studies 310, Linguistics 310

Prerequisite: LING 150 and sophomore standing

### **CHJA 325**

#### **Destination China**

A required course for students who plan to study in China on the Associated Colleges in China (ACC) Program or an equivalent program. Students will be asked to participate in weekly meetings on various topics related to contemporary China. Units: 2.

Prerequisite: Acceptance into study abroad program in China

### **CHJA 330**

#### **Survey of Premodern Japanese Literature and Culture (in English)**

This course introduces students to seminal works of Japanese culture before 1868, and modern representations of premodern culture. Although the course will primarily focus on literature in translation, it will also look at works of art, film, and material culture. Taught in English. Units: 6.

Also listed as East Asian Studies 330

## CHINESE AND JAPANESE

### CHJA 350

#### **Modern Chinese Literature and Cinema in Translation**

A survey of 20th-century Chinese fiction and cinema. Iconoclastic works of modern Chinese vernacular fiction from 1919 through the post-Cultural Revolution (1966-1976) will be juxtaposed alongside films dealing with the same period, such as *Red Sorghum* (1987) and *Farewell, My Concubine* (1992) made by the so-called Fifth Generation of film directors (born after 1949, when the People's Republic was founded). Class conducted in English. No knowledge of Chinese required. Units: 6.

Also listed as East Asian Studies 350, Film Studies 350

Prerequisite: Sophomore standing; EAST 150 recommended

### CHJA 360

#### **Chinese Contemporary Film in English**

Using feature films and documentaries from the so-called Fifth [1982-] and Sixth Generations [beginning in the 1990s] of film directors in China, this course provides a visual record of the immense political, economic, and social changes in China since the Reform and Opening up period at the end of the Cultural Revolution. Taught in English. Units: 6.

Also listed as Film Studies 360, East Asian Studies 360

Prerequisite: Sophomore standing; EAST 150 or EAST 420 recommended

### CHJA 390

#### **Tutorial Studies in Chinese or Japanese**

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. Units: Variable.

Prerequisite: Counter Registration Required

### CHJA 391

#### **Directed Study in Chinese or Japanese**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### CHJA 395

#### **Internship in Chinese or Japanese**

An opportunity for students to apply their Chinese or Japanese language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Units: 3. Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; Counter Registration Required

### CHJA 399

#### **Independent Study in Chinese or Japanese**

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. Units: Variable. Prerequisite: Counter Registration Required

## CHINESE AND JAPANESE

### **CHJA 402**

#### **Advanced Readings in Chinese**

An advanced course in Chinese that introduces students to texts in classical and documentary style. During the first half of the course, students review the basic grammar and vocabulary of classical Chinese through short readings in traditional classical texts. The second half builds upon this base to introduce students to contemporary readings in literature and documents, which draw heavily upon classical elements. Course does not count towards the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

Prerequisite: CHJA 301 or consent of instructor

### **CHJA 412**

#### **Advanced Readings in Japanese**

The aims of this advanced Japanese course are two-fold: 1) to accelerate students' Japanese proficiency in reading to the advanced level; and 2) to learn the fundamentals of classical Japanese grammar to read pre-modern historical and literary texts. Units: 6.

Prerequisite: CHJA 411 or consent of the instructor.

### **CHJA 520**

#### **Seminar in Chinese Literature**

An introduction to some of China's greatest literary texts of a single genre, period, author, or theme. Issues addressed include gender relations, responses to traditional roles, and the development of fiction in China. Knowledge of Chinese not required. Advanced students of Chinese language may take concurrently CHJA 391 or CHJA 591, for three units, and work with the instructor to read excerpts in the original Chinese.

Units: 6.

Also listed as East Asian Studies 520

Prerequisite: Sophomore standing; EAST 140 recommended

### **CHJA 590**

#### **Tutorial Studies in Chinese or Japanese**

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. Units: Variable.

Prerequisite: Counter Registration Required

### **CHJA 591**

#### **Directed Study in Chinese or Japanese**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## CHINESE AND JAPANESE

### **CHJA 595**

#### **Internship in Chinese or Japanese**

An opportunity for students to apply their Chinese or Japanese language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Units: 3.

Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; Counter Registration Required

### **CHJA 599**

#### **Independent Study in Chinese or Japanese**

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. Units: Variable.

Prerequisite: Counter Registration Required

### **CHJA 690**

#### **Tutorial Studies in Chinese or Japanese**

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. Units: Variable.

Prerequisite: Counter Registration Required

### **CHJA 691**

#### **Directed Study in Chinese or Japanese**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **CHJA 695**

#### **Internship in Chinese or Japanese**

An opportunity for students to apply their Chinese or Japanese language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Units: 3.

Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; Counter Registration Required

### **CHJA 699**

#### **Independent Study in Chinese or Japanese**

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. Units: Variable.

Prerequisite: Counter Registration Required



# CLASSICS

Associate professor: McNeill (chair)

Visiting assistant professor: Tomasso, Watson

Classics is a quintessentially interdisciplinary field of intellectual inquiry and academic endeavor. The program of the classics department emphasizes both ancient history and the careful reading and critical study of selected Greek and Latin texts, together with formal study of the languages themselves, as a basis for further study of classical literature, art, history, linguistics, mythology, culture, and civilization.

The classics department accordingly offers three related but distinct concentrations. The traditional concentration in classical languages and literatures produces potential scholars well trained in classical philology and Greek and Latin literature, and also prepares students for teaching certification in Latin. The concentration in classical civilization combines a modicum of Greek or Latin with the study of classical culture, ancient history, and Greek and Roman art for students who wish to engage with the classical world as broadly as possible. The concentration in classical linguistics is designed for students of a more scientific bent who wish to acquire a working knowledge of Greek and Latin at the same time as they undertake the formal, rigorous study of language science.

## 2012-2013 Course Catalog

**Required for the classics major** Students may elect to fulfill the requirements of their classics major by concentrating in classical languages and literatures (I), classical civilization (II), or classical linguistics (III), depending on their intellectual interests and postgraduate plans.

1. **Classical Languages and Literatures** Classics 110 and 225 or their equivalents, plus 42 units from advanced courses, tutorials, or independent studies in Greek and/or Latin. Students who anticipate doing graduate work in classics should choose this concentration.
2. **Classical Civilization**
  - a. Classics 110 or 225, or its equivalent
  - b. Two courses from each of the following three sets of courses:
    - i. CLAS 150, 160, 280, 300, 310, 510
    - ii. CLAS 235, 250, 260, 275, 315, PHIL 200
    - iii. CLAS 340, 345, 350, 365, 540, ANTH 520
  - c. 18 additional units selected from the courses listed in a., b., and c. above and/or from other courses or tutorials in classics
3. **Classical Linguistics** Classics 110 and 225 or their equivalents, and LING 150, plus 18 units from advanced courses or tutorials in classical languages and literatures and 18 additional units from courses or tutorials in linguistics (LING 320, 340, 380, and 510 are especially recommended).

## Required for the Greek and Latin minors

1. Greek: 30 units from language and literature courses plus a six-unit tutorial in the history of Greek literature Latin: 30 units from language and literature courses plus a six-unit tutorial in the history of Latin literature
2. C average in the minor

# CLASSICS

## **International Study**

The curriculum at the “Centro” in Rome is considered to be an integral part of the classics department’s program (please see Intercollegiate Center for Classical Studies in Rome). The classics programs at the American University of Rome and the College Year in Athens are also affiliated and approved options for study abroad in classics. Consult the department chair for more details.

## **Foreign language requirement**

Students may fulfill the university’s foreign language requirement in Latin by taking Classics 230: *Introduction to Latin Literature*, Classics 389: *Topics in Classics*, or any 400-level Latin literature course (prerequisites: Classics 110 or 230, *Intermediate Latin* and *Introduction to Latin Literature* respectively), or in Greek by taking Classics 225: *Intermediate Greek Reading* (prerequisite: Classics 125: *Intensive Elementary Greek*) or any 400-level Greek literature course.

## **Humanities requirement**

Students may fulfill the university’s humanities requirement by taking any classics course taught in English, Classics 230 or 389, or any 400-level course in Greek or Latin literature.

## **Senior Experience in Classics**

The *Senior Experience* in the Department of Classics may be fulfilled in a variety of ways, in consultation with the department chair and the student's advisor. Scholarly, pedagogical, creative, and experiential projects are all viable options. Possible experiences include: writing and defending a senior thesis; delivering a scholarly paper at a conference or as part of Classics Week; staging a production of a Greek or Roman play; developing a complete syllabus and teaching a sample class for a course in Latin or Greek at the secondary level; or working at relevant archaeological sites in Europe and the Mediterranean Sea region. For *Senior Experiences* that take place off-campus, a formal oral presentation will also be required.

Students pursuing double majors, double degrees, and education certification, are strongly encouraged to consult with their advisors and department chairs to plan and negotiate their overall *Senior Experience* as early as possible, especially if they are interested in pursuing an interdisciplinary capstone that integrates their interests in both majors, or combines their student teaching with a project in their major.

# CLASSICS

## Courses in Latin and Greek

### **CLAS 100**

#### **Beginning Latin**

An introductory course for both those with no background in Latin and those who seek a better understanding of the forms and basic syntax of the language. Units: 6.

### **CLAS 110**

#### **Intermediate Latin**

A continuation of Classics 100 with readings to develop experience with connected literary discourse. Selections include classical and post-classical prose and poetry. Units: 6.

Prerequisite: CLAS 100 or two years of high school Latin

### **CLAS 125**

#### **Intensive Elementary Greek**

An accelerated introductory course emphasizing the basic systematic structure of Greek. Classics 125 and 225 provide students with the ability to read both classical and New Testament Greek. Units: 6.

### **CLAS 225**

#### **Intermediate Greek Reading**

A continuation of Classics 125, conducted at a similar pace. Readings from a variety of texts. Successful completion fulfills Lawrence's foreign language requirement. Units: 6.

Prerequisite: CLAS 125 or its equivalent

### **CLAS 230**

#### **Introduction to Latin Literature**

An introduction to the reading and translation of extended passages of Latin literature. Texts to be studied include works of poetry and prose from the late Republic and early Empire. Successful completion satisfies Lawrence's foreign language requirement. Units: 6.

Prerequisite: Satisfactory completion of CLAS 110 or three years of high school Latin

### **CLAS 389**

#### **Topics in Classics**

This course examines specific topics in non-literary Greek and Latin texts that augment and enhance our understanding and appreciation of classical antiquity. Texts to be studied may include: the Latin Vulgate text of the New Testament; Roman Imperial inscriptions; Donatus and Priscian on the teaching of Latin in the Middle Ages; Homeric scholia. Units: 6.

Prerequisite: CLAS 110 and/or CLAS 225 or their equivalents, according to the texts assigned in the course

### **CLAS 405**

#### **Mediaeval Latin**

Reading selections include both prose and poetry, emphasize ecclesiastical and intellectual history, and document continuity and change within the Latin language. Units: 6.

Prerequisite: CLAS 110, CLAS 230, or four years of high school Latin

## CLASSICS

### **CLAS 410**

#### **Ovid**

A study of Ovid's poetics as represented in a book of the *Metamorphoses* or the *Ars Amatoria*. Units: 6.

Prerequisite: CLAS 110, CLAS 230, or four years of high school Latin

### **CLAS 415**

#### **Roman Historians**

A study of selections from several Roman historians, chosen to emphasize specific historical events and persons depicted on Roman coins in the university's Ottilia Buerger Collection of Ancient and Byzantine Coins. Units: 6.

Prerequisite: CLAS 110, CLAS 230, or four years of high school Latin

### **CLAS 420**

#### **Latin Popular Literature**

Readings vary from year to year; past texts have included Augustine's *Confessions* and the *Cena Trimalchionis* of Petronius. Units: 6.

Prerequisite: CLAS 110, CLAS 230, or four years of high school Latin

### **CLAS 425**

#### **Horace and Catullus**

Careful reading and concentrated study of selected Horatian odes and Catullan lyrics. Units: 6.

Prerequisite: CLAS 110, CLAS 230, or four years of high school Latin

### **CLAS 435**

#### **Cicero**

Close reading of a selection from the works of Cicero. Examples include Pro Caelio, Pro Archia, and the Catilinarian Orations. Units: 6.

Prerequisite: CLAS 110, CLAS 230, or four years of high school Latin

### **CLAS 440**

#### **Virgil**

Close reading of extended selections from the works of Virgil, primarily drawn from the Aeneid. Emphasis on Virgil's poetic technique as well as the political and cultural significance of his poetry. Units: 6.

Prerequisite: CLAS 110, CLAS 230, or four years of high school Latin

### **CLAS 455**

#### **Homer**

Readings from the *Iliad* and/or *Odyssey*. Units: 6.

Prerequisite: CLAS 225 or its equivalent

## CLASSICS

### **CLAS 460**

#### **Plato**

Close reading of one dialogue in Greek, such as the *Meno*, *Symposium*, or *Crito*, and of others in translation. Units: 6.

Prerequisite: CLAS 225 or its equivalent

### **CLAS 465**

#### **Greek Drama**

A study of selected dramas such as Aeschylus' *Prometheus Bound*, the *Agamemnon* and *Antigone* of Sophocles, and Euripides' *Bacchae* and *Medea*. Units: 6.

Also listed as Theatre Arts 276

Prerequisite: CLAS 225 or its equivalent

### **CLAS 480**

#### **Greek Historians**

Close reading of extended passages from several Greek historians, including Herodotus, Thucydides, and Xenophon. Historical as well as literary and stylistic issues will be considered. Units: 6.

Prerequisite: CLAS 225 or its equivalent

## **Courses in classical civilization taught in English**

### **CLAS 150**

#### **Survey of Greek History**

A study of ancient Greek history from the Bronze Age to 146 B.C. Emphasis on the rise and fall of the Greek city-state as a political, societal, and cultural model. Readings include the historians Herodotus and Thucydides. Units: 6.

Also listed as History 180

### **CLAS 160**

#### **Survey of Roman History**

A study of the history of Rome from its origins through the Republic and Empire to 410 A.D. Emphasis on political and cultural developments and the acquisition of empire. Readings may include Livy, Tacitus, Suetonius, and the *Historia Augusta*. Units: 6.

Also listed as History 185

### **CLAS 191**

#### **Directed Study in Classics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## CLASSICS

### **CLAS 235**

#### **Ancient Philosophy after Aristotle**

A study of three Greek philosophical schools whose world-views were fundamental in the intellectual culture of ancient Rome: the Epicureans, the Stoics, and the Academics. Readings are in English translation and include Lucretius, Cicero, Seneca, Epictetus, and Augustine. Units: 6.

### **CLAS 250**

#### **Classical Mythology**

An examination of myths, legends, and folk tales selected from Greek and Roman literature and emphasizing differences in species (human/animal), gender (male/female), and nationality (Greek or Roman/barbarian). Units: 6.

### **CLAS 260**

#### **Classical Literature in Translation**

A study of several specific literary texts selected from the corpus of ancient Greek and Latin prose and poetry, read in English translation. Selections vary year to year. Units: 6.

### **CLAS 275**

#### **Gods and Heroes of Epic**

An investigation of ancient epic literature, the primary source of the famous narratives about the gods and heroes of the ancient Greeks and Romans. Emphasis on important features and themes of the epic genre. Readings are drawn from the epics of authors such as Homer, Hesiod, Vergil, and Ovid. Units: 6.

### **CLAS 280**

#### **Warfare in Classical Antiquity**

A study of the practice of warfare in classical antiquity from Homeric Greece to the Roman Empire. Topics to be considered include: Homer's Iliad and the warrior ideal, the political implications of hoplite and trireme warfare, the Persian Wars, the Peloponnesian War, the campaigns of Alexander, Hannibal, and Caesar, the organization and tactics of the Roman legion, and Roman frontier policy. Emphasis on the close interaction of military, political, and cultural developments in Greek and Roman history. Units: 6.

### **CLAS 300**

#### **Periclean Athens**

A study of the history of Athens from the end of the Persian Wars to the execution of Socrates (479 to 399 B.C.). A wide range of material and topics will be considered: social and political developments, warfare, empire, diplomacy, intellectual and cultural life. Emphasis on the revolution in ideas and visions of humanity that defined the golden age of classical Greece. Units: 6.

Also listed as History 235

Prerequisite: Sophomore standing or consent of instructor

## CLASSICS

### **CLAS 310**

#### **Augustan Rome**

An introduction to ancient Rome and Roman civilization, focusing on the Age of Augustus in all its aspects: art, literature, politics, empire, law, entertainment, and society. Emphasis on the political and cultural changes that took place during this revolutionary period. Units: 6.

Also listed as History 240

Prerequisite: Sophomore standing or consent of instructor

### **CLAS 315**

#### **Greek-Islamic Philosophical Tradition**

After covering relevant fundamentals in Greek philosophy (Aristotle and Plato), we will proceed to later philosophers, both Greek (the Neoplatonists) and Islamic (Ibn Sina, Suhrawardi), whose work inherits the same methods and questions. Our special focus will be questions about philosophical method, the soul, and mystical experience. Units: 6.

Also listed as Religious Studies 316

Prerequisite: Sophomore standing

### **CLAS 340**

#### **Archaic and Classical Greek Art**

A study of Greek art and architecture to the end of the fourth century B.C. Topics include the great sanctuaries at Olympia, Delphi, and Athens; the development of mythological narrative in sculpture and vase painting; the political and propagandistic function of Greek art; and the beginning of portraiture. Units: 6.

Also listed as Art History 200

Prerequisite: ARHI 100 or sophomore standing

### **CLAS 345**

#### **From Alexander to Kleopatra: Art of the Hellenistic Age**

A study of Greek and Greek-influenced art from the time of Alexander the Great to the Roman conquest of Egypt in 31 B.C. Topics include portraiture and the royal iconography of the Hellenistic rulers, the development of regional styles in sculpture, and the influence of the Romans as patrons. Units: 6.

Also listed as Art History 202

Prerequisite: ARHI 100 or sophomore standing

### **CLAS 350**

#### **Roman Art**

A study of the art and architecture of the Etruscans and the Romans to the end of the Roman empire. Topics include the funerary arts of the Etruscans, the art and archaeology of Pompeii and Herculaneum, developments in imperial portraiture and historical relief, technological innovations in architecture, and the beginnings of Christian art. Units: 6.

Also listed as Art History 204

Prerequisite: ARHI 100 or sophomore standing

## CLASSICS

### **CLAS 365**

#### **Archaeology of the Prehistoric Aegean**

A study of archaeological investigations in the Aegean region—Greece, Crete, the Cycladic Islands and western Turkey. Emphasis on the evidence of cultural development from Palaeolithic hunter-gatherers and Neolithic farmers and herders through the development of the Bronze Age “palace” civilizations of the Minoans and Mycenaeans. Units: 6.

Also listed as Anthropology 324

Prerequisite: ANTH 120 or consent of instructor

### **CLAS 368**

#### **Ethics in Archaeology: Who owns the past?**

An exploration of ethical and legal concerns surrounding archaeology: the ownership and treatment of archaeological remains and relations between archaeologists and descendent communities. Topics include the ethics and legality of collecting looting, and the antiquities market; archaeology and nationalism; repatriation of skeletons and artifacts; and professional responsibilities of archaeologists. Units: 6.

Also listed as Anthropology 328, Art History 325

Prerequisite: Sophomore standing and ANTH 120, an ARHI course (preferably ancient to Renaissance), or consent of instructor

### **CLAS 390**

#### **Tutorial Studies in Classics**

Study of topics in Greek and Latin literature, ancient history, ancient philosophy, classical civilization, and/or linguistics, arranged and carried out in cooperation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

### **CLAS 391**

#### **Directed Study in Classics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **CLAS 399**

#### **Independent Study in Classics**

Independent research on topics in Greek and Latin literature, ancient history, ancient philosophy, classical civilization, and/or linguistics, arranged in consultation with the department. Units: Variable.

Prerequisite: Counter Registration Required.



## CLASSICS

### **CLAS 510**

#### **The Origins of War**

A study of the concerns that lead states to war, through analysis of the strategic and diplomatic crises that precipitated two great historical conflicts: the Peloponnesian War in 431 B.C. and the First World War in 1914. Students will regard themselves as diplomats assigned to report on the developing situations. Units: 6.

Also listed as History 510

Prerequisite: Junior standing or consent of instructor

### **CLAS 520**

#### **The Romance Languages and Their Histories**

An introduction to the development of Romance languages from Latin. Emphasis on a comparative study of the structures of the modern Romance languages. Taught in English. Units: 6.

Also listed as Spanish 560, Linguistics 510

Prerequisite: Knowledge of Latin or a Romance language beyond the intermediate level or consent of instructor

### **CLAS 540**

#### **Topics in Ancient Art**

An examination of a particular topic in ancient art history. Students are expected to carry out independent research. The topic will change periodically. Course may be repeated with the consent of the instructor. Units: 6.

#### *Topic for Winter 2013: Women in Classical Antiquity*

This course examines the roles of women in ancient Greek, Hellenistic, and Roman societies, using historical, literary, art historical, and archaeological sources. Topics will include these cultures' constructions of gender and the ways in which they affected the relationship of women (and men) to social, religious, political, economic, and legal institutions.

Also listed as Art History 400, Gender Studies 215, Gender Studies 400

Prerequisite: One course in ancient art, one course in Classics, or consent of the instructor.

### **CLAS 545**

#### **Advanced Topics in Classics**

This course examines specific issues in classical scholarship, ranging from longstanding questions of analysis and interpretation to contemporary topics of research and debate. Students will develop their familiarity with the methods of classical scholarship as they undertake independent work culminating in a research paper or book review. Recommended for majors and students considering graduate study in classics. Units: 6.

Prerequisite: Junior standing

## CLASSICS

### **CLAS 590**

#### **Tutorial Studies in Classics**

Advanced study of topics in Greek and Latin literature, ancient history, ancient philosophy, classical civilization, and/or linguistics, arranged and carried out in cooperation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

### **CLAS 591**

#### **Directed Study in Classics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **CLAS 599**

#### **Independent Study in Classics**

Advanced independent research on topics in Greek and Latin literature, ancient history, ancient philosophy, classical civilization, and/or linguistics, arranged in consultation with the department. Units: Variable.

Prerequisite: Counter Registration Required.

### **CLAS 690**

#### **Tutorial Studies in Classics**

Advanced study of topics in Greek and Latin literature, ancient history, ancient philosophy, classical civilization, and/or linguistics, arranged and carried out in cooperation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

### **CLAS 691**

#### **Directed Study in Classics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **CLAS 699**

#### **Independent Study in Classics**

Advanced independent research on topics in Greek and Latin literature, ancient history, ancient philosophy, classical civilization, and/or linguistics, arranged in consultation with the department. Units: Variable.

Prerequisite: Counter Registration Required.

# COGNITIVE SCIENCE

Faculty advisors: Gottfried (psychology), Krebsbach (computer science), Phelan, Ryckman (philosophy), Williams (education, chair)

Cognitive science is an area of interdisciplinary study that investigates the nature and representation of knowledge, the structure and function of intelligence (natural and artificial), and the relation of mind to brain and machine. In studying cognitive science, students are encouraged to acquaint themselves with insights and methods from a variety of disciplines, including psychology, computer science, linguistics, philosophy, anthropology, and neuroscience.

The interdisciplinary minor in cognitive science is particularly relevant for students interested in experimental psychology, computer science, linguistics, or philosophy. Students interested in other disciplines, such as anthropology, economics, political science, neuroscience, or music theory, may also find cognitive science an important perspective from which to consider their work.

## 2012-2013 Course Catalog

### Requirements for the minor in cognitive science

1. The following three core courses:
  - a. PHIL 410: *Philosophy of Mind*, and
  - b. PSYC 340: *Cognitive Psychology*
  - c. Any six-unit course in computer science (CMSC)
2. Five additional courses from the following  
(three of these courses should be in departments other than the student's major):
  - a. ANTH 330/LING 330: *Language and Culture*
  - b. CMSC 515: *Theory of Computation*
  - c. ECON 410: *Game Theory and Applications*
  - d. EDST 180/PSYC 180: *Psychology of Learning*
  - e. EDST 345/ANTH 345/PSYC 345: *Distributed Cognition*
  - f. LING 150: *Introduction to Linguistics*
  - g. LING 340: *Introduction to Syntax*
  - h. LING 350: *Introduction to Phonology*
  - i. LING 370: *Introduction to Phonetics*
  - j. LING 470: *Cognitive Linguistics*
  - k. LING 545/EDUS 545/PSYC 545: *Gesture Studies*
  - l. PHIL 300: *Epistemology*
  - m. PHIL 305: *Experimental Philosophy*
  - n. PHIL 400/LING 400: *Meaning and Reference*
  - o. PHIL 405/LING 405: *Meaning and Use*
  - p. PSYC 260/265: *Developmental Psychology*
  - q. PSYC 360: *Brain and Behavior I*
  - r. PSYC 370: *Perception*
  - s. PSYC 540: *Topics in Psychology of Language*
  - t. UNI 150: *Issues in Cognitive Science*

# COGNITIVE SCIENCE

## Courses

### **ANTH 330**

#### **Language and Culture**

An examination of language and other cultural symbolic systems used to formulate and communicate meanings. Attention to social factors in language use, including ethnicity, social class, gender, and the nation-state. Some consideration of the ways that language both reflects and influences people's ways of thinking. Units: 6.

Also listed as Linguistics 330

Prerequisite: One anthropology course or one linguistics course, or consent of instructor.

### **CMSC 100**

#### **Exploring Computer Science**

An introduction to the ideas, problems, methods, and solutions of computer science. We will emphasize algorithmic thinking and treat computer science *as a science*—investigating issues, at a beginning level, of interest to actual computer scientists. Not intended as preparation for CMSC 250 or 270. Units: 6.

### **CMSC 470**

#### **Artificial Intelligence**

A detailed investigation into foundational concepts of artificial intelligence: search, knowledge representation, and automated planning. Specific topics include uninformed and heuristic search techniques, logic-based knowledge representations, automated theorem-proving, logic programming (Prolog), action representations, means-ends analysis, regression and partial-order planning, and reachability analysis using graphs. Units: 6.

Prerequisite: CMSC 270

### **CMSC 515**

#### **Theory of Computation**

A study of programming in the abstract, leading to an understanding of the precise nature and limitations of computing machines. Topics include universal computing machines such as Turing machines, decidable and undecidable predicates, regular and pushdown automata, and regular and context-free grammars. Units: 6.

Prerequisite: MATH 300 and CMSC 150

### **ECON 410**

#### **Advanced Game Theory and Applications**

This course develops game theory, the science of strategic interaction, *i.e.*, interdependent individuals seeking to promote their self interest, with applications in economics, biology, and philosophy. The mathematical nature of game theoretic models will be reflected in a focus on problem solving. Units: 6.

Prerequisite: ECON 300 and either ECON 225 or consent of instructor

# COGNITIVE SCIENCE

## **EDST 180**

### **Psychology of Learning**

An investigation of how people learn. This course examines learning theories (e.g., behavioral, humanistic, cognitive, constructivist) and their implications for the educational process in schools. Other topics include learning and the brain, the nature of expertise, the design of learning environments, and approaches to instruction that promote meaningful learning. Practicum of 20 hours required. Units: 6.

Also listed as Psychology 180

## **EDST 345**

### **Distributed Cognition**

Distributed cognition explores the role of the environment, artifacts, social interaction, and culture in human reasoning, problem-solving, and learning. Domains of study range from the sophisticated (ship navigation) to the everyday (time-telling). Emphasis is placed on studies of cognition in real-world settings. Units: 6.

Also listed as Anthropology 345, Psychology 345

Prerequisite: Sophomore standing

## **LING 150**

### **Introduction to Linguistics**

Introduction to theory and methods of linguistics: universal properties of human language; phonetic, phonological, morphological, syntactic, and semantic structures and analysis; nature and form of grammar. Units: 6.

## **LING 340**

### **Introduction to Syntax**

An introduction to descriptive analysis of morphological and syntactic structures in natural languages with an emphasis on gaining insight into the nature of such structures, rather than on linguistic formalization. Topics include levels of representation, X-bar theory, case theory, thematic roles, the lexicon, grammatical function-changing rules, and head-complement relations. Units: 6.

Prerequisite: LING 150 or consent of instructor

## **LING 350**

### **Introduction to Phonology**

An introduction to the formal study of phonetics, phonemics, and phonological analysis and theory. Topics include stress, syllable structure, tones, metrics, phonotactics, and links between phonology and morphology/syntax; exercises on familiar and unfamiliar languages. Units: 6.

Prerequisite: LING 150 or consent of instructor

# COGNITIVE SCIENCE

## LING 370

### Phonetics

An introduction to the science of speech sounds, focusing on descriptive and experimental studies of articulation and speech acoustics. Laboratory demonstrations of speech production, acoustical analysis, and speech synthesis are combined with lecture/demonstrations to relate phonetics research to theories of phonology and language acquisition. Units: 6.

Also listed as Psychology 375

Prerequisite: LING 150, PSYC 340, or consent of instructor

## LING 470

### Cognitive Linguistics

Cognitive linguistics is a subfield of linguistics and cognitive science that studies conceptual structure, language, and meaning in relation to general cognitive mechanisms. Topics include cognitive and construction grammars, categorization, construal, image schemas, mental spaces, conceptual metaphors, and conceptual blending. Units: 6.

Prerequisite: LING 150 or consent of instructor

## LING 545

### Gesture Studies

Gesture studies is an interdisciplinary field that examines the use of the hands and other parts of the body in communication and cognition. In this seminar we discuss studies of gesture types, universals, and variations; gesture development; gesture production and perception; relations of gesture to thought and language (spoken and signed); and functions of gesture in human interaction, problem-solving, and learning. Units: 6.

Also listed as Education Studies 545, Psychology 545

Prerequisite: One course in linguistics or psychology, or consent of the instructor

## PHIL 300

### Epistemology

An examination of some basic questions concerning the nature and extent of human knowledge, focusing on the topics of skepticism, justification, certainty, the *a priori* and the *a posteriori*, and analyses of knowledge. Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## PHIL 400

### Philosophy of Language

An examination of major theories of meaning, reference, and cognitive content and an attempt to understand how language functions to relate “internal” psychological states to things in the “external” world. Contemporary philosophers are emphasized. Units: 6.

Also listed as Linguistics 400

Prerequisite: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended

# COGNITIVE SCIENCE

## **PHIL 410**

### **Philosophy of Mind**

An examination of our common sense conception of mental states and processes and of attempts to answer the question, "Is our common sense conception of mental states and processes compatible with the methods and assumptions of cognitive science?" Units: 6.

Prerequisite: One course in philosophy, PSYC 340, junior standing, or consent of instructor

## **PSYC 260**

### **Developmental Psychology**

A study of the development of behavior and mental processes from conception through middle childhood. Topics include prenatal development, attachment, children's language skills, and social and cognitive development. A variety of theoretical perspectives are covered. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 265**

### **Developmental Psychology**

Identical in content to Psychology 260, but requiring a weekly three-hour laboratory that involves systematic work with children to learn and apply assessment techniques and experimental methodologies for the study of development. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 340**

### **Cognitive Psychology**

An investigation of the mental processes involved in the acquisition, organization, and use of knowledge. Information-processing and other approaches are used to study pattern recognition, attention, memory, imagery, problem-solving, and related topics. One laboratory per week involving class demonstrations and experiments. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 360**

### **Brain and Behavior I**

An introduction to the structure and function of the nervous system and its relationship to behavior. Topics include cellular physiology, neuroanatomy, sensory processes, motor control, and neuropharmacology. No laboratory. Units: 6.

Prerequisite: Sophomore standing; at least one biology course recommended

## **PSYC 370**

### **Perception**

An introduction to the physiological and psychological processes by which we receive, transform, and use the information from the world acquired through our senses. Special emphasis on visual and auditory perception to allow a more in-depth study of two perceptual systems and to provide information useful to those interested in the visual arts and music. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## COGNITIVE SCIENCE

### **PSYC 540**

#### **Topics in the Psychology of Language**

An examination of the nature and structure of language, integrating knowledge from linguistics, psychology, neurophysiology, and sociology. Focus on the psychological theories and experimental evidence about language production and perception. Units: 6.

Also listed as Linguistics 450

Prerequisite: PSYC 340, LING 150, or consent of instructor



# COMPUTER SCIENCE

Associate professors: Gregg, Krebsbach

The mathematics department, with other members of the faculty, coordinates computer science. The interdisciplinary mathematics-computer science major offers students an opportunity to combine these two disciplines, enriching both.

Computer science combines an empirical aspect — which involves implementing specific algorithms — with a theoretical aspect — which involves analysis of abstract processes using methods of applied mathematics. Both aspects of the discipline contribute to understanding what problems are amenable to computer solution and what methods are optimal.

Today, computing importantly serves academic research no less than commercial enterprise. Moreover, a disciplined exposure to computer science within the context of studies in liberal arts and sciences fosters in the student the development of clarity and precision in analysis, logic, and expression.

Prospective engineers will find that entry to computer engineering curricula can be coordinated through Lawrence's cooperative 3-2 program with engineering schools, usually with a Lawrence major in physics, mathematics, or mathematics-computer science (see Cooperative Degree Programs).

Computing facilities on campus are abundant, offering students the opportunity to work with all major operating systems and programming languages.

## 2012-2013 Course Catalog

### Required for the interdisciplinary mathematics-computer science major

1. The core sequence: MATH 140, 150, 160 and CMSC 150, 250, and 270
2. MATH 220 and 300
3. CMSC 460, 510, and 515
4. 6 additional units in mathematics courses selected from among MATH 310, 420, 525, and 540
5. 6 additional units in a computer science course numbered 400 or above
6. 6 additional units in a computer science course numbered 400 or above or selected from among MATH 310, 420, 525, and 540
7. Completion of an independent study project prior to the Spring Term of the senior year
8. CMSC 600 in the senior year

In choosing electives: Mathematics 420 and 525 are recommended. Computer Science 430 or 440 is recommended for students considering a technical career or graduate study in computer science. Computer Science 410 is recommended for those considering careers in management information science. Physics 220 is recommended for students considering pre-engineering.

# COMPUTER SCIENCE

## Required for the computer science minor

1. MATH 140, 150, and 160
2. MATG 210 or 220
3. CMSC 150 and 270
4. 18 additional units in computer science courses numbered 250 or above, one of which must be numbered 400 or above
5. C average in the minor

## Tutorials

No tutorials are given for courses routinely offered, and the department does not normally permit a tutorial to satisfy a major or minor requirement for graduation

## Placement

Advanced placement and six units of Lawrence credit (for Computer Science 150) may be obtained by scoring 4 or 5 on the A or AB computer science exam administered by the College Board. Consult the department for details and proper placement.

## Senior Experience in Mathematics-Computer Science

Interdisciplinary mathematics-computer science majors must complete their independent study project in two parts: an independent study in the fall or winter term of the senior year (usually 3 units), followed by a presentation of their results in the winter term Computer Science Senior Seminar (3 units). The project must be approved and supervised by a faculty member in the mathematics department. Students should consult with departmental members in the spring before their senior year, in order to plan appropriately for their *Senior Experience*.

# COMPUTER SCIENCE

## Courses

### **CMSC 100**

#### **Exploring Computer Science**

An introduction to the ideas, problems, methods, and solutions of computer science. We will emphasize algorithmic thinking and treat computer science *as a science*—investigating issues, at a beginning level, of interest to actual computer scientists. Not intended as preparation for CMSC 250 or 270. Units: 6.

### **CMSC 105**

#### **WWII Codebreaking**

An introduction to general principles of computer science alongside specific encryption algorithms developed throughout history, culminating in a fascinating analysis of the remarkable accomplishments of Alan Turing and the Allied codebreakers of World War II. Students will break classical ciphers and will also experiment with modern techniques that facilitate secure Internet transactions. Units: 6.

### **CMSC 110**

#### **Introduction to Scientific Programming**

An introduction to computer programming with an emphasis on numerical applications in mathematics and the sciences. Topics include elementary programming concepts in the C language, design and implementation of numerical algorithms, and an introduction to symbolic computation. Units: 6.

Prerequisite: One term of calculus (either MATH 140 or MATH 120), or consent of instructor

### **CMSC 150**

#### **Introduction to Computer Science**

An introduction to computer programming for potential mathematics/computer science majors and other students with a strong interest in computing. Topics include elementary programming constructs, design and implementation of algorithms, and object-oriented programming. Introductory instruction in the Java language. Units: 6.

### **CMSC 165**

#### **WWII Codebreaking: The First Computer Application**

A historically-situated lesson in an early application of computer science: the successful Allied codebreaking effort of the second World War. General principles of computer science will complement specific algorithms for encrypting and decrypting secret messages to enable students to understand the remarkable accomplishments of Alan Turing and the London-based British and American codebreaking teams. Units: 6.

### **CMSC 175**

#### **The Philosophy of Artificial Intelligence**

Alan Turing first asked “Can machines think?” eight years before the term “artificial intelligence” was coined in America. By considering concepts and techniques of AI developed over the past sixty years, as well as evaluating alternative “theories of mind,” we will seek satisfactory definitions for “machine” and “think” en route to answering Turing’s intriguing question. Units: 6.

# COMPUTER SCIENCE

## **CMSC 191**

### **Directed Study in Computer Science**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 195**

Units: Variable.

Prerequisite: Counter Registration Required

## **CMSC 250**

### **Intermediate Programming Concepts**

A study of more advanced programming techniques in the Java language. Topics include graphical user interfaces, exception-handling, multithreading, networking, databases, and web applications. Units: 6.

Prerequisite: CMSC 150

## **CMSC 270**

### **Introduction to Data Structures**

A study of advanced programming and an introduction to data structures. Topics focus on programming skills needed for the design and implementation of standard data structures such as lists, trees, and graphs and their associated algorithms. Additional topics include recursion, analysis of algorithms, and advanced aspects of object-oriented programming in the C++ language. Units: 6.

Prerequisite: CMSC 150

## **CMSC 390**

### **Tutorial Studies in Computer Science**

Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 391**

### **Directed Study in Computer Science**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 395**

Units: Variable.

Prerequisite: Counter Registration Required

# COMPUTER SCIENCE

## **CMSC 399**

### **Independent Study in Computer Science**

Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 410**

### **Systems Analysis and Design**

An introduction to techniques for analyzing and modeling systems for implementation as computer programs. Topics include a survey of modeling methodologies for structured and object-oriented systems and case studies of system development. Also, applications of analysis and design methods to database design and design of distributed systems. Units: 6.

Prerequisite: CMSC 250

## **CMSC 420**

### **Computer Graphics**

The fundamentals of computer graphics and their applications in visualizing a variety of scientific phenomena. Topics include graphics primitives, two- and three-dimensional transformations, three-dimensional viewing techniques, spline curves, surface patches, hidden line algorithms, ray tracing, radiosity, texture-mapping, and fractals. Units: 6.

Prerequisite: MATH 140 and CMSC 270

## **CMSC 430**

### **Hardware Organization**

The structure and function of computers from a perspective midway between that of the electronic circuit designer (see Physics 220) and that of the assembly language programmer (see Computer Science 440). Topics include elementary digital logic, data storage devices, data flow pathways, and examples of central processor organization that illustrate micro-programming, pipelining, parallelism, and reduced instruction sets. Units: 6.

Prerequisite: CMSC 270 or consent of instructor

## **CMSC 440**

### **Computer Architecture**

A study of computers and their system software at the level of abstraction of an architecture defined by an assembly language. Topics include instruction sets, addressing techniques, and program control mechanisms; subroutines, procedures, and macros; representation and manipulation of numeric and string data; assemblers, linkers, run-time libraries, and debugging aids. Units: 6.

Prerequisite: CMSC 270 or consent of instructor; MATH 220 recommended

## **CMSC 460**

### **Programming Languages**

An examination of issues in the design and implementation of programming languages. Students will first gain proficiency in the functional programming paradigm (using Scheme), and will then design and implement, in Scheme, an interpreter for a brand-new programming language. Units: 6.

Prerequisite: CMSC 270

# COMPUTER SCIENCE

## **CMSC 470**

### **Artificial Intelligence**

A detailed investigation into foundational concepts of artificial intelligence: search, knowledge representation, and automated planning. Specific topics include uninformed and heuristic search techniques, logic-based knowledge representations, automated theorem-proving, logic programming (Prolog), action representations, means-ends analysis, regression and partial-order planning, and reachability analysis using graphs. Units: 6.

Prerequisite: CMSC 270

## **CMSC 480**

### **Systems Programming**

A survey of computer architecture and operating systems fundamentals and their impact on the performance of software. Topics include number representations, machine language fundamentals, code optimizations, memory management, low level input/output, concurrency, and parallel programming. Units: 6.

Prerequisite: CMSC 270

## **CMSC 510**

### **Data Structures and Algorithm Analysis**

Advanced data structures and the time and space efficiency of the algorithms that manipulate such structures. Topics include proof of correctness for algorithms, recursion, dynamic programming, optimized tree structures, union-find problems, graphs, path-finding algorithms, and string search algorithms. Units: 6.

Prerequisite: CMSC 270 and MATH 220

## **CMSC 515**

### **Theory of Computation**

A study of programming in the abstract, leading to an understanding of the precise nature and limitations of computing machines. Topics include universal computing machines such as Turing machines, decidable and undecidable predicates, regular and pushdown automata, and regular and context-free grammars. Units: 6.

Prerequisite: MATH 300 and CMSC 150

## **CMSC 550**

### **Advanced Topics in Computing**

An exploration of selected advanced computing techniques such as constraint logic, continuation-passing, production systems, declarative knowledge representations, macros, scripting, robot programming, and lazy evaluation, to name a few. The choice of topics for any given term will vary according to the interest of the students and faculty. Units: 6.

Prerequisite: CMSC 270

## **CMSC 590**

### **Tutorial Studies in Computer Science**

Units: Variable.

Prerequisite: Counter Registration Required.

# COMPUTER SCIENCE

## **CMSC 591**

### **Directed Study in Computer Science**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 595**

Units: Variable.

Prerequisite: Counter Registration Required

## **CMSC 599**

### **Independent Study in Computer Science**

Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 600**

### **Computer Science Senior Seminar**

Intended as a capstone experience for math-computer science majors, this course provides a forum for seniors to formally present the results of their required independent study projects. CMSC minors and other students doing senior projects involving computing are also invited to present their work in this seminar. Units: 3.

## **CMSC 690**

### **Tutorial Studies in Computer Science**

Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 691**

### **Directed Study in Computer Science**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **CMSC 695**

Units: Variable.

Prerequisite: Counter Registration Required

## **CMSC 699**

### **Independent Study in Computer Science**

Units: Variable.

Prerequisite: Counter Registration Required.

## EAST ASIAN STUDIES

Associate professors: B. Jenike\*\* (Anthropology, chair terms I and II), Sung (Chinese and Japanese, chair term III), Vorenkamp (Religious Studies), Yang\* (Chinese and Japanese)  
Assistant professors: Balsekar (Government), Palmer (Chinese and Japanese), Tsomu (History)

\* On leave Term(s) I, II, III; \*\* On leave Term III

The Program in East Asian Studies is dedicated to the study of the civilizations, cultures, and contemporary importance of East Asia. The rich cultural heritages and the political and economic significance of the region are covered by courses in anthropology, history, government, literature, and religious studies.

### 2012-2013 Course Catalog

#### Required for the major in East Asian studies

Twelve courses as follows:

1. Chinese language through completion of CHJA 301\* or Japanese language through completion of CHJA 311\*
2. EAST 140: *Traditional East Asian Civilization*  
EAST 150: *Modern East Asian Civilization*
3. Three 6-unit elective courses in EAST, one of which must be a mid-level seminar or higher (300-level or higher). One elective course taken on an off-campus program may, upon approval of an EAST faculty advisor, count for one of these three courses.
4. One course that situates East Asian culture in a broader international context, such as:
  - a. GOVT 245: *Politics of Developing Countries*
  - b. GOVT 340: *International Politics*
  - c. GOVT 480: *International Organizations*
  - d. HIST 295: *Nationalism in the Modern World*

Students should consult with the EAST chair to select a course appropriate to their interests.

5. EAST 620: *Senior Seminar in East Asian Studies* or, if EAST 620 is not offered, EAST 699: *A senior-level independent study (6 units)* resulting in the completion of a substantial research paper or project.

Overall, at least nine 6-unit courses should be taken at the Lawrence, Appleton campus.

In addition to the requirements listed above, majors are strongly advised to have a disciplinary focus to frame their *Senior Experience*. EAST coursework in a discipline of interest such as Anthropology, History, Religious Studies, Government, Linguistics, Economics, or literature, as well as additional coursework in methods and theory in that same discipline should be completed *prior* to EAST 620.

Majors are also encouraged to further strengthen their Chinese or Japanese language skills by studying in China or Japan (please see Off-Campus Programs) and/or in one of several intensive summer language programs offered in the U.S.



## EAST ASIAN STUDIES

\*Students with prior background in Chinese or Japanese who place out of the entire first-year or second-year sequence of courses are required to take a minimum of three language courses above the CHJA 301/311 level (above the advanced intermediate level), to be determined by the program chair.

### Required for the minor in East Asian studies

1. Five courses, as follows:
  - a. EAST 140: *Traditional East Asian Civilization*
  - b. EAST 150: *Modern East Asian Civilization*
  - c. Three 6-unit elective courses in EAST
2. One additional advanced course on East Asia that builds on coursework already taken
3. An independent study in an area of interest
4. C average in the minor

**Senior Experience in East Asian Studies** EAST 620: *Senior Seminar in East Asian Studies* A senior level workshop culminating in the completion of a substantial paper or project derived from previous coursework in the discipline or related fields or field experience in consultation with department faculty. Students with sufficiently advanced Chinese or Japanese language skills are encouraged to use some target language sources in carrying out their research. Students must share the results of their work in a public forum prior to graduation.

### Courses

#### EAST 140

##### **Traditional East Asian Civilization**

An introductory survey of East Asia from the dawn of indigenous civilization to the 16th century. Focus on the growth of a Sinitic center and its interaction with the sedentary and nomadic peoples on its Inner Asian and Pacific rims. Emphasis on the diverse peoples and societies of the area and the historical processes that bound them together through a common tradition. Units: 6.

Also listed as History 160, Ethnic Studies 121

#### EAST 150

##### **Modern East Asian Civilization**

An introductory survey of the modern history of East Asia, examining the efforts of traditional states, particularly China and Japan, to respond to Western intrusion into the region after 1600. Focus on social and cultural problems created by attempts to modernize yet defend tradition and on the differing results of Chinese and Japanese approaches. Units: 6.

Also listed as History 165

#### EAST 175

##### **Introduction to the Arts of China and Japan**

An introductory survey of the traditional arts of China and Japan from prehistoric times until the beginning of the modern era. The course will examine representative examples of painting, sculpture, architecture, garden designs, and the decorative arts in the context of religious practices and historical developments. Units: 6.

Also listed as Art History 175

# EAST ASIAN STUDIES

## **EAST 191**

### **Directed Study in East Asian Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **EAST 216**

### **Buddhism in China and Japan**

An introductory survey of Buddhist thought and practice in China and Japan. The history of key Buddhist concepts and schools in East Asia is the primary focus. Readings include translations from East Asian Buddhist canonical works. Units: 6.

Also listed as Religious Studies 216

## **EAST 260**

### **East Asian Classics in Translation**

This introductory course explores encounters with nature in East Asian texts through close reading of primary texts in English translation—Taoist philosophy, lyric poetry, personal memoirs, fiction and film—from the traditional periods of China and Japan, ending with a contemporary Japanese novel set in 1980s suburban Tokyo. Particular attention is paid to literary form, voice, aesthetic concerns, and issues relating to humans' relationship with nature. Units: 6.

Also listed as Environmental Studies 206, Chinese and Japanese 260

Prerequisite: Sophomore standing; EAST 140 recommended

## **EAST 265**

### **Introduction to Japanese Language and Culture**

A survey introducing major characteristics of Japanese language with reference to the structure of Japanese society. Topics include honorifics, use of pronouns, loan words, age and gender differences in the language. The course will also familiarize students with various aspects of traditional and contemporary Japanese culture. Units: 6.

Also listed as Chinese and Japanese 265, Linguistics 265

Prerequisite: Sophomore standing; CHJA 112 recommended

## **EAST 310**

### **Introduction to East Asian Linguistics**

Survey of genetic, regional, and typological classification of East Asian languages; writing systems for Chinese, Japanese, Korean, and Tibetan languages; descriptive and comparative analyses of phonological, morphological, and syntactic structures of East Asian languages. More than one language may be investigated in detail. Units: 6.

Also listed as Chinese and Japanese 310, Linguistics 310

Prerequisite: LING 150 and sophomore standing

## EAST ASIAN STUDIES

### **EAST 330**

#### **Survey of Premodern Japanese Literature and Culture (in English)**

This course introduces students to seminal works of Japanese culture before 1868, and modern representations of premodern culture. Although the course will primarily focus on literature in translation, it will also look at works of art, film, and material culture. Taught in English. Units: 6.

Also listed as Chinese and Japanese 330

### **EAST 350**

#### **Modern Chinese Literature and Cinema in Translation**

A survey of 20th-century Chinese fiction and cinema. Iconoclastic works of modern Chinese vernacular fiction from 1919 through the post-Cultural Revolution (1966-1976) will be juxtaposed alongside films dealing with the same period, such as *Red Sorghum* (1987) and *Farewell, My Concubine* (1992) made by the so-called Fifth Generation of film directors (born after 1949, when the People's Republic was founded). Class conducted in English. No knowledge of Chinese required. Units: 6.

Also listed as Chinese and Japanese 350, Film Studies 350

Prerequisite: Sophomore standing; EAST 150 recommended

### **EAST 358**

#### **Race and Ethnicity in East Asia**

This course will explore the use of the concepts of race and ethnicity in China and Japan to show how identity is constructed and used in forging national identity. The course will also examine transnationalism and the formation and articulation of ethnicity in East Asia. Units: 6.

Also listed as History 358, Ethnic Studies 334

Prerequisite: Sophomore standing

### **EAST 359**

#### **Introduction to Tibetan Culture and History**

This course seeks to provide an introduction to Tibetan civilization and its history from its earliest recorded origins to the present. The course examines what civilizational forces shaped Tibet; the religious/cultural life of Tibet will be central to our study. Thematic topics, such as the economy and material culture, structures of power and legal codes will be examined in each chronological period. Units: 6.

Also listed as History 359

Prerequisite: Sophomore standing

## **EAST ASIAN STUDIES**

### **EAST 360**

#### **Chinese Contemporary Film in English**

Using feature films and documentaries from the so-called Fifth [1982-] and Sixth Generations [beginning in the 1990s] of film directors in China, this course provides a visual record of the immense political, economic, and social changes in China since the Reform and Opening up period at the end of the Cultural Revolution. Taught in English. Units: 6.

Also listed as Chinese and Japanese 360, Film Studies 360

Prerequisite: Sophomore standing; EAST 150 or EAST 420 recommended

### **EAST 366**

#### **Ethnography of Japan**

Critical examination of social and cultural (re)presentations of Japan from the postwar to the postmodern. Exploration of diversities of lived reality and social change in contemporary Japan. Topics include: nationalism and historical consciousness, family and gender ideologies, invisible and visible others, sexuality, pop culture, and the Heisei recession. Units: 6.  
Also listed as Anthropology 366

Prerequisite: ANTH 110 or sophomore standing

### **EAST 378**

#### **East Asian Environmental History**

This course will explore traditional East Asian ideas about the relationship between humans and their natural environments, as well the premodern and modern history of that interaction. We will also consider the relationship between these philosophies and practice, both for the societies we study and for our own. Units: 6.

Also listed as Environmental Studies 378

Prerequisite: Some background in East Asian Studies or Environmental Studies is recommended.

### **EAST 390**

#### **Tutorial Studies in East Asian Studies**

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. Units: Variable.

Prerequisite: Counter Registration Required.

### **EAST 391**

#### **Directed Study in East Asian Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **EAST ASIAN STUDIES**

### **EAST 399**

#### **Independent Study in East Asian Studies**

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. Units: Variable.

Prerequisite: Counter Registration Required.

### **EAST 410**

#### **Chinese Government and Politics**

This survey course examines the political development of China from the Communist revolution to the present. Among the issues addressed are the legacies of the Maoist era, China's contemporary economic transformation and its social effects, political participation and protest in the contemporary era and the apparent perpetuation of authoritarianism. Units: 6.

Also listed as Government 445

Prerequisite: Junior standing and one of EAST 150, GOVT 245, or HIST 360; or consent of the instructor

### **EAST 418**

#### **Korean Modern History through Literature and Film**

Using fiction, feature films, and historical texts, this course provides an in-depth introduction to modern Korean history, from the end of the Chōsun dynasty in 1910 to contemporary North and South Korea. Students will gain an understanding of Korea's colonial experience, civil war, dictatorships, development, democratization, and gender politics. Units: 6.

Also listed as Film Studies 419

Prerequisite: EAST 150 or consent of instructor

### **EAST 420**

#### **Contemporary China**

A discussion course on selected issues in the social and cultural history of modern China. Literature, films, documents, and historical studies are examined to explore the intimate side of personal, family, and social life and the nature and impact of social and cultural changes in 20th-century China. Units: 6.

Also listed as History 360

Prerequisite: Sophomore standing or consent of instructor; HIST 165 recommended

### **EAST 491**

#### **Borderlands in Modern East and Inner Asia: History, Culture, and Identity**

Seminar on Euro-Asian borderlands, with a focus on East Asia during the Modern Period. Adopting a transnational approach, the course examines the fluidity of the concept of the "frontier," along with various understandings of what borderlands are, from the perspective of both indigenous peoples and those from afar. Units: 6.

Also listed as History 491

Prerequisite: Junior standing or consent of instructor

# EAST ASIAN STUDIES

## **EAST 510**

### **Seminar on Zen Buddhism**

Zen Buddhism is perhaps the most widely known form of Buddhism in the West and also the most widely misunderstood. This course provides a detailed look at the history and doctrines of Zen Buddhism in China and Japan. Combining the use of original source materials (in translation) with an emphasis on intellectual history, the course covers specific doctrines that have differentiated the major schools of Zen. Units: 6.

Also listed as Religious Studies 510

Prerequisite: RLST 220 or RLST 216

## **EAST 520**

### **Seminar in Chinese Literature**

An introduction to some of China's greatest literary texts of a single genre, period, author, or theme. Issues addressed include gender relations, responses to traditional roles, and the development of fiction in China. Knowledge of Chinese not required. Advanced students of Chinese language may take concurrently CHJA 391 or CHJA 591, for three units, and work with the instructor to read excerpts in the original Chinese.

Units: 6.

Also listed as Chinese and Japanese 520

Prerequisite: Sophomore standing; EAST 140 recommended

## **EAST 590**

### **Tutorial Studies in East Asian Studies**

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. Units: Variable.

Prerequisite: Counter Registration Required.

## **EAST 591**

### **Directed Study in East Asian Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **EAST 599**

### **Independent Study in East Asian Studies**

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. Units: Variable.

Prerequisite: Counter Registration Required.

## **EAST ASIAN STUDIES**

### **EAST 620**

#### **Senior Seminar in East Asian Studies**

Advanced seminar for East Asian Studies majors to research and write their senior independent projects. Students will engage in weekly bibliographic and writing projects, culminating in an original and substantial research paper that critically analyzes an aspect of East Asian history, philosophy, culture, arts, society, or politics. Oral presentation and defense at the end of the term. Units: 6.

Prerequisite: Senior majors with advanced intermediate Chinese or Japanese language or the equivalent.

### **EAST 690**

#### **Tutorial Studies in East Asian Studies**

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. Units: Variable.

Prerequisite: Counter Registration Required.

### **EAST 691**

#### **Directed Study in East Asian Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **EAST 699**

#### **Independent Study in East Asian Studies**

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. Units: Variable.

Prerequisite: Counter Registration Required.

# ECONOMICS

Professors: Azzi, Finkler\*\* (The John R. Kimberly Distinguished Professorship in the American Economic System, chair terms I and III)

Associate professors: Gerard\*

Assistant professors: Galambos (chair term II), Karagyozyova

Visiting assistant professor: Georgiou

Lecturer: Vaughan

\* On leave Term I; \*\* On leave Term II

Almost all choices, whether of individuals, groups, organizations, or societies, involve evaluating trade-offs. Trade-offs exist for managers of corporations facing bankruptcy risks, non-profit organizations facing public apathy, governmental agencies facing voter interests and bureaucratic constraints, and households facing family crises. Economics is the study of trade-offs, especially as they arise from human desires, limitations, opportunities, and incentives. Training in economics is useful whether you want to change the world, become rich, or obtain a better understanding of human behavior.

Students of economics at Lawrence first acquire a basic knowledge of economic theories, principles, and techniques of analysis. They then apply them to a wide range of problems, from poverty and discrimination to macroeconomic stabilization policy and environmental degradation. Students learn early on that modern economics is an application of mathematical modeling to the study of human behavior.

The interdisciplinary mathematics-economics major is a mathematics-rich major designed as a strong foundation for graduate work in economics. The professional economist needs a strong foundation in mathematics. It has also been well-received in technical business careers, such as investment banking, management consulting, and finance.

## 2012-2013 Course Catalog

### Required for the economics major

1. ECON 100 or 120
2. MATH 140 or both MATH 120 and 130; MATH 207
3. Intermediate Theory
  - a. ECON 300
  - b. ECON 320
  - c. ECON 380(Majors must take all three courses prior to completion of the junior year. The department must approve any exception.)
4. Five additional six-unit courses numbered 200 or higher, three of which must be numbered 400-699 not including the *Senior Experience* requirement. (Only one tutorial or independent study may count as one of these five courses.)
5. Complete the *Senior Experience* in Economics requirement by taking ECON 601 or ECON 602 as described below.
6. The grade-point average for the major will be computed from economics courses and from required mathematics courses. A C average is required.



# ECONOMICS

## Required for the interdisciplinary mathematics-economics major

The mathematics component of the major is:

1. MATH 140, 150, 160, 207, 300, and 310
2. Either MATH 435 or 445 and 6 units in a mathematics course numbered 400 or above, with 435, 440, 445, or 560 recommended

The economics component of the major is:

- a. ECON 100 or 120
- b. ECON 300, 320, and 380 (Majors must take all three courses prior to completion of the junior year. The department must approve any exception.)
  - c. Any three six-unit courses numbered between 400 and 580 with those numbered 500 and above strongly recommended.

The interdisciplinary component of the major is:

1. Completion of an independent study project that has been approved by both departments.
2. A major must have an advisor in each department.

## Required for the economics minor

1. ECON 100 or ECON 300 (both microeconomics)
2. ECON 120 or ECON 320 (both macroeconomics)
3. Five additional six-unit courses, at least four of which must be economics courses numbered 200 or above and one that could be a mathematics course.
4. (Only one tutorial or independent study may count as one of these five courses.)
5. C average in the minor

## Recommendations

For the student intending one course ECON 120 is especially appropriate for the student who intends to take only one economics course. For the student interested in taking more than one course, especially if considering a degree in economics, ECON 100 is the appropriate starting point.

For the economics or mathematics-economics major:

1. Adopt an advisor in the Department of Economics as soon as possible and speak to your advisor about the selection of a coherent set of electives.
2. Take MATH 140 or 120 and 130 as soon as possible. MATH 150 and 160 are also recommended.
3. Take ECON 100, a 200-level economics course, and then ECON 300.
4. Take ECON 300 early if you have done well in its prerequisites.
5. If a student does not meet one or more pre-requisites for any course, he or she must explicitly obtain consent of instructor.
6. Students preparing for graduate work in economics, public policy, or business or those preparing for an M.B.A. in a quantitative field should plan to take a number of mathematics courses and should consult the economics faculty for advice. The mathematics-economics major is particularly well-suited for these students. Furthermore, students should take ECON 500 and ECON 520 as part of their preparation.
7. Economics majors anticipating a career in secondary-school teaching should check state certification requirements

# ECONOMICS

## Course structure and numbering

ECON 100 and 120 are theory-based survey courses. ECON 100 is the best preparation for taking other economics courses, and most courses at the 200 level require only ECON 100. E ECON 120 is an alternative to ECON 100, but it may not be adequate preparation for some 200-level courses. The 200-level courses apply basic theory to particular fields of inquiry. Contingent on basic 100-level preparation, the economics department strives to make the 200-level courses accessible to as many students as possible. The 300-level courses are intermediate theory courses geared toward economics majors, while the 400-level courses are advanced applications classes. The 500-level courses are graduate-school preparatory courses.

## Senior Experience in Economics

The economics curriculum culminates with a one-term three-unit *Senior Experience* course required for all majors. Each year, two sections of the course will be offered. In one section (ECON 601), in which the students read a monograph by a formidable economist or a piece of central interest to economists and engage in active discussion, each student produces a term paper in reaction to the reading. In the paper, each student must relate the reading to theories and applications he or she studied in economics courses. The monograph will be selected by the faculty member teaching the course. This *Senior Experience* option is designed to mirror the *Freshman Studies* experience at the end of the student's career at Lawrence.

In the other section (ECON 602), each student is expected to produce a well-researched paper that stands up to the standards of the profession. To register for this section, students must already have a paper prepared in a 400-level course. Students must submit to the instructor a one-page proposal on how the previous paper will be improved, refined and polished in content and in form so that it stands up to the standards of the profession. The instructor's approval of this proposal is a prerequisite for registration.

In addition to the two options described above, an entrepreneurial project may also be approved as a *Senior Experience* after early and in-depth consultation with the department chair and the student's advisor. Students pursuing double majors, double degrees, and education certification, are strongly encouraged to consult with their advisors and relevant department chairs to plan and negotiate their overall *Senior Experience* as early as possible, especially if they are interested in pursuing an interdisciplinary capstone that integrates their interests in both majors, or combines their student teaching with a project in their major.

Interdisciplinary mathematics-economics (economics-mathematics) majors may choose to meet their *Senior Experience* requirement by taking one of the above workshop *Senior Experience* courses or by satisfying the requirement of the Department of Mathematics for interdisciplinary mathematics-economics majors' requirement. In either case, they will need to demonstrate the ability to combine topics in both disciplines—bringing appropriate techniques of mathematics or statistics to bear on the study of economics, or learning mathematics or statistics suggested by models in economics. Students who plan to complete this interdisciplinary major must have their *Senior Experience* proposal approved by one advisor in the Department of Mathematics and one in the Department of Economics prior to the term in which they plan to complete the experience.

# ECONOMICS

## Courses

### **ECON 100**

#### **Introductory Microeconomics**

A first course in economics focusing on the basic analytical framework used by contemporary economists. The central topics typically include supply and demand, market competition, market power, incomplete markets (e.g., externalities and public goods), trade, and taxation. Classroom experiments are frequently employed to develop economic intuition. Especially appropriate for students who intend to take additional courses in economics. Units: 6.

### **ECON 120**

#### **Introductory Macroeconomics**

A study of the principles, concepts, and methods of economic analysis, with a theoretical focus on the determination of national income. Special attention given to governmental expenditure and taxation, monetary policy, inflation, and unemployment. Especially appropriate for those who only want to take one economics course. Units: 6.

### **ECON 151**

#### **Introduction to Environmental Policy**

This course applies principles of economics and political science to environmental issues, including pollution, resource limitation, and environmental degradation. It is designed to foster an understanding of the environmental policy-making and regulatory process in the United States and globally. Units: 6.

Also listed as Environmental Studies 151, Government 151

### **ECON 170**

#### **Financial Accounting and Entrepreneurial Ventures**

A study of accounting principles and procedures, leading to a review of financial statements and to an understanding of how accounting data are used to analyze business and economic activities. Units: 6.

Prerequisite: Sophomore standing

### **ECON 180**

#### **The Art of Entrepreneurship**

A broad introduction to entrepreneurship for students in the arts, humanities, and social sciences. This course aspires to give students the tools and the mindset to become agents of innovative, entrepreneurial change, social entrepreneurs or entrepreneurial artists. After presenting a social science view of entrepreneurship, the course will feature faculty from a variety of disciplines as well as practitioners. May not be taken on an S/U basis. Units: 6.

Prerequisite: Junior or senior standing

### **ECON 191**

#### **Directed Study in Economics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# ECONOMICS

## **ECON 195**

### **Internship in Economics**

Applied work with a private firm or public-sector agency in economics, arranged under the direction of an instructor in the department. In each case, the academic credit is based on related readings, reports, and presentations. Units: Variable.

Prerequisite: ECON 300, 320, or 380; Counter Registration Required

## **ECON 200**

### **Economic Development**

This course seeks to provide students with a broad based understanding of economic development and the choices countries face. To obtain such an understanding, students will read the works of contemporary economists who provide a variety of approaches to poverty alleviation and the tradeoffs that must be confronted. Emphasis will be placed on close reading, class discussion, and on writing a number of papers that compare and contrast different views of economic development. Units: 6.

Also listed as Government 276

Prerequisite: ECON 100 or 120

## **ECON 205**

### **Topics in International Economics**

The first portion of the course introduces students to the major theoretical foundations and empirical research on international trade. The second portion of the course uses an open economy macroeconomic framework to explain the balance of payments, various exchange rate regimes, and the role of government. Units: 6.

Prerequisite: ECON 100 and ECON 120

## **ECON 206**

### **Field Experience in Sierra Leone**

Students engaged in this course will have the opportunity to do field research in Sierra Leone, West Africa. Each student will develop and implement a project that concerns economic, political, and/or environmental issues important in Sierra Leone. Students will also have the opportunity to learn from national and local leaders, and upon completion of the field experience, present their research to the wider Lawrence community. Students must register for this course in both the fall and the winter terms. During the extended winter break, class members will travel to Sierra Leone for an 18-day study tour. Units: 2.

Also listed as Government 401, Environmental Studies 311

Prerequisite: Completed or concurrent enrollment in ENST 300, ECON 205, or GOVT 500  
*Research Methods in Comparative Politics and International Relations*

# ECONOMICS

## **ECON 209**

### **Water, Politics, and Economic Development**

This course focuses on the political economy of water in the developing world. Students will explore the relations among water use politics and economic development as well as the quality and distribution of water among a country's stakeholders. China will provide the primary context for the course. Units: 6.

Also listed as Government 209, Environmental Studies 209

Prerequisite: One of ECON 100, ECON 110, GOVT 110, GOVT 140, or GOVT 150

## **ECON 211**

### **In Pursuit of Innovation**

This course acquaints students with innovation—its objectives, major characteristics, and likely origins. The course focuses mainly on scientific and /or technological innovation; it will be taught as a joint physics/economics offering. The course will include one or two lectures per week along with student presentations and hard-charging discussion based on readings from books, articles and case studies. Outside resource individuals (in most cases Lawrence alumni) who are well-placed and experienced in innovation will offer advice and guidance to particular student projects. May not be taken on an S/U basis. Units: 6.

Also listed as Physics 201

Prerequisite: Two courses in mathematics, or two courses in physics, or two courses in economics, or consent of instructor

## **ECON 215**

### **Comparative Economic Systems**

This course introduces students to the different ways societies have organized economic activity in the past and in the present as well as to how economic and social policy questions are addressed under these different arrangements. Students will study the economies of the Western world, the former Soviet bloc countries, and Asian countries at various stages of economic development. Units: 6.

Prerequisite: ECON 100 or ECON 120

## **ECON 220**

### **Corporate Finance**

An analysis of financial decisions made by firms and the nature of the stock and bond markets from which they fund operations. Topics include financing decisions, capital budgeting decisions under certainty and risk, stock and bond market's efficiency and bubbles, dividend policy, and debt/equity capital structure. Units: 6.

Prerequisite: ECON 100 or ECON 120, and sophomore standing

# ECONOMICS

## **ECON 225**

### **Game Theory and Applications**

This course will present a thorough introduction to decision theory, the study of how people should or do make decisions. Building on that foundation, game theory, the science of strategy, will be introduced, with economic applications. Units: 6.

Prerequisite: ECON 100 or ECON 120

## **ECON 240**

### **Political Economy of Regulation**

This course focuses on the tension between politics and expertise that characterize the administrative regulatory state often called "the fourth branch of government." Several competing models of political economy shape an exploration of the continuing evolution of the U.S. regulatory system, the process by which regulations are proposed, written, implemented, and enforced, and the tools used to evaluate the costs and benefits of regulations. Units: 6.

Also listed as Government 277

Prerequisite: ECON 100 or ECON 120

## **ECON 245**

### **Law and Economics**

Along with an introduction to legal analysis, a study of the political economy of four core areas of the law: property, contracts, torts, and crime and punishment. Applies rational-choice theories to both economic and political decisions involving the law. Units: 6.

Prerequisite: ECON 100 or ECON 120 or consent of instructor

## **ECON 250**

### **Urban Economics**

A study of the development of the urban economy focusing on the interaction among business, household, and governmental decisions that affect the allocation of land. Each offering will apply microeconomic economic analysis to one or more public policy topics, such as urban sprawl, urban economic growth, housing, education, transportation, or crime. Units: 6.

Prerequisite: ECON 100

## **ECON 271**

### **Public Economics**

Public economics covers a range of topics from taxation to social insurance and redistribution to homeland security. The course develops a template for framing and analyzing public policy issues that provides a basis for understanding the rationale for government intervention, the alternative policy instruments that can be used to affect economic outcomes, and the economic tools used to evaluate the effects of intervention. Units: 6.

Also listed as Government 274

Prerequisite: ECON 100 or ECON 120

# ECONOMICS

## **ECON 280**

### **Environmental Economics**

The course shows how economists analyze environmental problems and the types of solutions they propose (if any). Topic coverage includes property rights and externalities, cost-benefit analysis, regulatory policy instruments, the interplay between policy and innovation, and basic models of political economy. Units: 6.

Also listed as Environmental Studies 280

Prerequisite: ECON 100; sophomore standing recommended

## **ECON 285**

### **Natural Resource Economics**

This course explores the economics of both exhaustible and renewable natural resource extraction. Topics include oil and mineral extraction, fisheries, forest and water management, and biodiversity. The course includes extensive study of current issues associated with the use of natural resources through a group project. Units: 6.

Also listed as Environmental Studies 285

Prerequisite: ECON 100; sophomore standing recommended

## **ECON 290**

### **The Economics of Medical Care**

An analysis of how the economic organization of medical care affects the health and well-being of the population. Topics include who is treated, how much the treatment costs, and who pays the bill. Particular emphasis given to the roles of insurance and various national health policies and reform proposals. Units: 6.

Also listed as Biomedical Ethics 290

Prerequisite: ECON 100 or ECON 120

## **ECON 300**

### **Microeconomic Theory**

A study of the microeconomic foundations of economics. The course focuses on gaining a strong understanding of consumers, firms, and the equilibria in a perfectly competitive economy, with an introduction to microeconomic models that feature market power, externalities, and asymmetric information, the most significant deviations from perfect competition. Units: 6.

Prerequisite: ECON 100 and MATH 140 (recommended) or MATH 130

## **ECON 320**

### **Macroeconomic Theory**

An exploration of contemporary theories of employment, income, inflation, and stabilization as regards the United States and other industrialized countries. Emphasis on the application of models to foster understanding of macroeconomic policy. Units: 6.

Prerequisite: ECON 100 or 120, MATH 130 or 140. ECON 300 is recommended

# ECONOMICS

## **ECON 330**

### **History of Economic Thought**

The course examines the origins and development of ideas pertaining to production and distribution of goods and services in ancient to modern civilizations. Special attention will be devoted to ideas (and their authors as well as their critics) that led to the emergence of market-oriented societies. Units: 6.

Prerequisite: ECON 100 or ECON 120

## **ECON 380**

### **Econometrics**

Statistical techniques and statistical problems applicable to economics, focusing on ordinary least-squares regression, classical inference, and detections of and adjustments for violations of the Classical Assumptions. Units: 6.

Prerequisite: MATH 207, and either ECON 300 or ECON 320

## **ECON 390**

### **Tutorial Studies in Economics**

Intermediate readings, discussions, and essays in economic problems of special interest to the student. Units: Variable.

Prerequisite: Counter Registration Required.

## **ECON 391**

### **Directed Study in Economics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ECON 395**

### **Internship in Economics**

Applied work with a private firm or public-sector agency in economics, arranged under the direction of an instructor in the department. In each case, the academic credit is based on related readings, reports, and presentations. Units: Variable.

Prerequisite: ECON 300, 320, or 380; Counter Registration Required

## **ECON 399**

### **Independent Study in Economics**

Intermediate research on a topic of the student's choice, organized in consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.



# ECONOMICS

## **ECON 400**

### **Industrial Organization**

Industrial organization is the study of how markets are structured and why it matters. The course begins with the standard applied microeconomic treatment of economic regulation (e.g., antitrust, natural monopoly, advertising restrictions) and then explores disequilibrating phenomena, including entrepreneurship and innovation. Units: 6.

Prerequisite: ECON 300

## **ECON 405**

### **The Economics of Innovation & Entrepreneurship**

This course examines economic theories of innovation and entrepreneurship (I&E), the role of I&E in the economy, and policy questions related to I&E. Theories are discussed in the context of the history and current prevalence of innovation and entrepreneurship in modern economies. Units: 6.

Prerequisite: ECON 300

## **ECON 410**

### **Advanced Game Theory and Applications**

This course develops game theory, the science of strategic interaction, *i.e.*, interdependent individuals seeking to promote their self interest, with applications in economics, biology, and philosophy. The mathematical nature of game theoretic models will be reflected in a focus on problem solving. Units: 6.

Prerequisite: ECON 300 and either ECON 225 or consent of instructor

## **ECON 420**

### **Money and Monetary Policy**

An examination of the role of money in market economies and its influence on the performance of such economies. This course emphasizes the role of central banks, financial institutions, and global capital flows. Units: 6.

Prerequisite: ECON 320

## **ECON 421**

### **Investments**

This is an applied course in financial economics. It aims to develop an understanding of the principles of modern finance theory and their application to the study of financial markets, regulations, investment instruments, asset valuation, portfolio management and efficient diversification. Units: 6.

Prerequisite: ECON 300 or ECON 320 or ECON 380

## **ECON 425**

### **Entrepreneurship and Finance**

This course applies microeconomic thinking to the development of entrepreneurial enterprises. Students will work in teams to develop plans for a new enterprise. The course relies heavily on the expertise of invited speakers (including alumni) and the analysis of case studies. Each invited expert will give a guest lecture, lead discussion of a case study, and mentor students in their projects. Units: 6.

Prerequisite: ECON 300 and either ECON 170 or ECON 220

# ECONOMICS

## **ECON 430**

### **Capital and Growth**

An examination of the determinants of long-term economic growth and productivity. Particular attention given to the role of capital, international competitiveness, savings, tangible investment, and the role of public policy in all such areas. Units: 6.

Prerequisite: ECON 300 and 320

## **ECON 450**

### **Economics of the Firm**

Even in a “market” economy, the preponderance of economic activity is carried out through firms and other organizations. The course examines economic theories of the firm, and explores some of the canonical questions, such as why are their firms, how the separation of ownership and control of a firm shapes decision making, what determines the boundary between organizations and markets (e.g., make-or-buy decisions), what types of firms are most innovative, and how new technologies affect organizational structure. Units: 6.

Prerequisite: ECON 300 or GOVT 271

## **ECON 460**

### **International Trade**

An inquiry into the historical and theoretical foundations of international trade, leading to a critical analysis of contemporary problems and policies. Units: 6.

Prerequisite: ECON 300

## **ECON 465**

### **International Finance**

The course focuses on macroeconomic issues and policies in open economies such as the United States. The course will provide a general body of knowledge on topics such as exchange rate policy regimes; international financial organizations; the interaction between macroeconomic policies and exchange rate regimes; and financial crises. It presents economic models and analytical tools that can be applied to understand the changing world economy and analyze problems in international economic policy. Units: 6.

Prerequisite: ECON 320

## **ECON 495**

### **Advanced Topics in Economics**

Topics will vary with instructor and year; thus, if the substance of the course changes, students may take *Advanced Topics* more than once. Each offering will employ analytical techniques developed in the intermediate-level courses (Economics 300, 320, and 380.) Substantive topics might include, but would not be limited to, economics of the arts, economics of sports, computational finance, international finance, public sector economics, economics of the environment, and studies of specific industries. Units: 6.

*Topic for Fall 2012: Law and Economics*

Prerequisite: ECON 300

# ECONOMICS

## **ECON 500**

### **Advanced Microeconomics**

Advanced topics in microeconomics that prepare students for a first graduate course in microeconomics. Units: 6.

Prerequisite: ECON 300; MATH 300 or 310 recommended

## **ECON 520**

### **Advanced Macroeconomics**

Advanced topics in macroeconomics that prepare students for a first graduate course in macroeconomics. Units: 6.

Prerequisite: ECON 300, 320, and 380

## **ECON 550**

### **Social Choice Theory**

Social choice theory is about collective choice: how the different preferences of a group of people could or should be reconciled to produce a collective decision. Examples of such collective choices abound in economics, politics and everyday life. Topics include understanding and evaluating various voting methods and Arrow's Impossibility Theorem. Units: 6.

Prerequisite: ECON 300; MATH 300 recommended

## **ECON 590**

### **Tutorial Studies in Economics**

Advanced readings, discussions, and essays in economic problems of special interest to the student. Units: Variable.

Prerequisite: Counter Registration Required.

## **ECON 591**

### **Directed Study in Economics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ECON 595**

### **Internship in Economics**

Applied work with a private firm or public-sector agency in economics, arranged under the direction of an instructor in the department. In each case, the academic credit is based on related readings, reports, and presentations. Units: Variable.

Prerequisite: ECON 300, 320, or 380; Counter Registration Required

# ECONOMICS

## **ECON 599**

### **Independent Study in Economics**

Advanced research on a topic of the student's choice, organized in consultation with an instructor. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

## **ECON 601**

### **Senior Experience: Reading Option**

This course satisfies the *Senior Experience* requirement in economics. Students will read a monograph by a formidable economist or a piece of central interest to economists, engage in active discussion, and produce a term paper in reaction to the reading. Units: 3.

Prerequisite: Senior standing; at least two advanced economics courses (400- or 500-level)

## **ECON 602**

### **Senior Experience: Research Paper Option**

Students will produce a well-researched paper that meets standards of profession. To register, students must submit to instructor a paper prepared in a 400-level economics course with a one-page proposal on how it will be extended, refined and polished in content and form. Instructor's approval of this proposal is prerequisite for registration. Units: 3.

Prerequisite: Senior standing; at least two advanced economics courses (400–500-level)

## **ECON 690**

### **Tutorial Studies in Economics**

Advanced readings, discussions, and essays in economic problems of special interest to the student. Units: Variable.

Prerequisite: Counter Registration Required.

## **ECON 691**

### **Directed Study in Economics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ECON 695**

### **Internship in Economics**

Applied work with a private firm or public-sector agency in economics, arranged under the direction of an instructor in the department. In each case, the academic credit is based on related readings, reports, and presentations. Units: Variable.

Prerequisite: ECON 300, 320, or 380; Counter Registration Required

## **ECONOMICS**

### **ECON 699**

#### **Independent Study in Economics**

Advanced research on a topic of the student's choice, organized in consultation with an instructor. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

## EDUCATION

Visiting professor: Beck

Associate professors: Purkey (Bee Connell Mielke Professorship in Education, chair), Williams  
Lecturers: Clementi, Engman

While Lawrence does not offer a college major in education, the education department does prepare students to become licensed teachers in public and private schools. In addition, the department introduces students to the study of education as an academic discipline within the liberal arts. Courses in education studies (EDST) are open to all students and may be counted toward fulfilling the General Education Requirement (GER) in social sciences. The department also offers tutorial and independent-study opportunities for students interested in education policy, history of education, educational anthropology and psychology, and the practical application of education methodology.

### **Teacher certification for undergraduates**

Students who seek certification to teach middle or senior high school (early adolescence through adolescence) may choose from nearly all majors, including the social sciences, history, the natural sciences, mathematics, mathematics-computer science, computer science, theatre arts, English, English as a second language, and environmental science. (Students planning to teach instrumental or vocal music must be admitted to the Conservatory. Please see the Conservatory of Music for more information.)

Students who want to teach art or foreign language (Chinese, French, German, Japanese, Latin, Russian and Spanish) and music (choral, general or instrumental) receive special-field certification for teaching early childhood through adolescence (K-12).

For certification in social studies and the natural sciences, students elect a single discipline as their major—for example, history or chemistry—and may also pursue an interdisciplinary “broad fields” course of study.

A few academic subjects (e.g., English) permit a “minor” for certification purposes, thereby affording the student both major and minor teaching opportunities in the schools.

In all subject areas, certification requires completing a Lawrence major or its equivalent with a minimum GPA of 2.75 in the major and cumulative. Please see “Major Subject Area Requirements,” for specific disciplinary requirements.

Students who wish to qualify for a teaching license should plan their schedule with the chair of the education department as early as possible in their Lawrence career. Students who enter Lawrence knowing that they want to become certified to teach can do so within the four-year undergraduate program. Before student teaching, which must occur in the senior year or in a 13th term, students must be admitted to the teacher education program. Graduation must precede certification for licensure.

Generally, all education courses except EDST 175 and EDST 180 require sophomore standing. Education 560 or 563 and ART 585, methods of teaching, must be taken during the Term III that immediately precedes student teaching.

## EDUCATION

Student teaching assignments for 18-week public or private school semesters are contracted with local Fox Valley schools or in Chicago via the TeachChicago! or the ACM Urban Education Program. Students may also apply to student teach overseas in one of 17 different countries (please see department chair for more information on this option). A 13th term of student teaching, tuition-reduced (\$1,204), is available for Lawrence undergraduates who have completed all graduation requirements except the student teaching cluster of courses and wish to be certified. Ask the department chair for details and for information on additional requirements. This term must take place within one year of graduation.

In some majors, students planning to student teach during the senior year may substitute student teaching for, or incorporate it into, their department's *Senior Experience*. Interested students should consult with their major advisor as early as possible in the junior year.

### **Certification for graduates**

Students who have graduated from college can be certified for licensure through Lawrence. Typically, the certification program for graduates takes 1 1/2 years, which includes the required 18 weeks of student teaching. (Program length may vary depending on undergraduate major and coursework.) Graduates should consult the department chair for further information about the certification program.

Graduates seeking certification must pass the Praxis I and Praxis II before they apply to be admitted to the teacher education program. Other requirements for admittance (e.g., 2.75 GPA) and certification are listed in the Teacher Certification at Lawrence University handbook.

Tuition for Lawrence graduates participating in this program is set at 50 percent of the current year's tuition rate, and the student teaching fee is adjusted by 50 percent.

For non-Lawrence graduates, tuition for courses required for certification outside the degree-seeking student program is set at 75 percent of the current year's tuition rate. A separate fee is charged for the student-teaching portion of the program, for which the student earns 18 units of credit.

### **General requirements, all students and subject areas**

In addition to the required education courses, all students seeking certification must complete a major (or its equivalent) in the subject they plan to teach. To receive a minor endorsement, students must complete a department-approved minor or seven courses in the discipline. Students seeking licensure must also complete the Lawrence University General Education Requirements, including a course in a non-Western history or culture, a course in a physical science, a course in a biological or life science and a mathematics course.

For Wisconsin licensure, social science majors need to take Cooperatives, which is an adjunct to Education 560. Natural science and social studies candidates are required to take an environmental studies course.

Students who want to become licensed must be admitted to Lawrence's teacher education program. Please see the department chair or the department's administrative assistant for the application form and list of requirements. Students seeking licensure should also consult the Teacher Certification at Lawrence University handbook for further information and requirements.

## EDUCATION

To be admitted to the teacher education program, candidates for certification must pass Praxis I: Pre-Professional Skills Test (PPST) in reading, writing and mathematics. Before they may student teach, candidates for certification must pass Praxis II: Subject Assessment Specialty Area Test for each subject in which they intend to be licensed. Foreign language majors must pass an oral and written proficiency text before they may student teach.

Students should also be aware that certification requirements are subject to revision. It is the student's responsibility to confirm requirements with the chair of the education department.

### 2012-2013 Course Catalog

#### Required education courses for certification in all academic areas at the middle, junior and senior high school levels and for elementary art, music and foreign language certification

(Please see "Major subject area requirements" and "The major in music education" for additional course requirements)

Education Studies 180	(a)	(b)
<i>Psychology of Learning</i>	6	4
Education Studies 340		
<i>Sociology of Education</i>	6	4
Education Studies 350		
<i>Ethnicity, Cultural Diversity and Education</i>	6	4
Education 430		
<i>Educating All Learners</i>	6	3
Education 431		
<i>Educating All Learners</i> (Music Education only)	3	3
The appropriate teaching methods course for your certification area:		
Education 560		
<i>Methods in Middle and Secondary Teaching</i>	6	4
Education 563		
<i>Elementary and Secondary Foreign Language Methods</i> †	6	4
Education 565		
<i>Methods, Materials and Assessment in Teaching English to Speakers of Other Languages</i> ††	6	4
Education 585		
<i>Art in the Elementary and Secondary Schools</i> †††	6	4
Education 650		
<i>Student Teaching</i>	18	12
Education 660		
<i>Advanced Methods in Teaching</i>	3	3

- (a) Lawrence course credit, in units
- (b) Certification semester hours
- † Required for foreign language certification only
- †† Required for ESL certification only
- ††† Required for art certification only



# EDUCATION

## Major subject area requirements

**Art** - A major consists of the 11 courses required for a studio art major, plus ART 585. See Certification for Teaching K-12 for further information regarding studio requirements and recommendations for art education certification. ART 585 should be taken in the Term III immediately prior to student teaching (EDUC 650).

**English** - A major consists of a minimum of 10 courses. In addition to demonstrating a familiarity with contemporary literature of world scope, students must submit evidence of coursework in composition, linguistics or history of the English language, literature for adolescents and literature of minority groups in America. Adolescent literature may be fulfilled by taking three units of tutorial study in education (Education 390 or 590) devoted to literature for adolescents. A minor is available.

**English as a second language (ESL/ELL)** - A major endorsement is available in ESL/ELL and requires completion of the following: the education certification sequence (e.g., EDST 180, EDST 340, EDUC 650, etc.); the four course ESL/ELL sequence of Linguistics 150, Linguistics 360, Linguistics 530 and EDUC 565; and an academic major in any one of the liberal arts and sciences. Students may also add ESL/ELL certification to certification in another area (e.g., English, music education, biology, history, etc.).

**Foreign languages** - A major in Chinese, Classics, French, German, Japanese, Russian or Spanish consists of 10 courses. Seven courses make up the minor option, except in Russian, in which there is no minor. It is required that students spend a term in a country studying its native language. To be certified, students must pass an oral proficiency test.

**Mathematics-computer science; computer science** - A major consists of 10 courses.

**Mathematics** - A major consists of 10 courses; a minor is available.

**Music** - [Click here for requirements.](#)

**Natural sciences** - Students are licensed in physical science (chemistry and/or physics), earth and space science (geology), or life and environmental science (biology and/or environmental science). Students must complete a Lawrence major in one science (e.g., biology) and take at least one course from each of the other sciences. A course in astronomy or space science or a course that includes either as a topic is also required. Please see the department chair for further information.

**Biology** - A major consists of 10 courses, plus courses in other science subjects; a minor is available.

**Chemistry** - A major consists of 10 courses, plus courses in other science subjects; a minor is available.

**Geology/Earth science** - A major consists of 10 courses, including astronomy and oceanography, plus courses in other science subjects; a minor is available.

**Physics** - A major consists of 10 courses, plus courses in other science subjects; a minor is available.

## EDUCATION

**Environmental science-** A major consists of 10 courses, plus courses in the other science subjects; a minor is available. Students must take Education/Environmental Studies 400 and should fulfill the science-track requirements of the environmental studies major. (Students are urged to major in one of the other sciences and minor in environmental studies if they plan to teach at the secondary level.)

**Broad fields science** - A broad-fields science license is available. To be eligible, students must complete the requirements to be certified in one of the science majors (biology, chemistry, environmental science, geology/earth science and physics), a minimum of two courses in each of two other science disciplines and at least one course in each of the remaining sciences.

**Social studies** - Wisconsin licenses in the social sciences and history are grouped within the broad category of social studies. Students must complete a Lawrence major in any social science or history and take one course in each of the remaining social sciences (including history). An environmental studies course is also required. (Non-history majors are strongly urged to take a minimum of two history courses, one in U.S. history and one in global history.)

**Anthropology/Sociology** - A major consists of 10 courses; a minor is available.

(Note: Wisconsin does not offer separate licensure in anthropology.)

**Economics** - A major consists of 10 courses; a minor is available.

**History** - A major consists of 10 courses; a minor is available.

**Political science** - A major consists of 10 courses; a minor is available.

**Psychology** - A major consists of 10 courses; a minor is available.

**Broad fields social studies** - A broad-fields social studies license is available. To be eligible, students must complete the requirements to be certified in one of the social sciences or history (anthropology/ sociology, economics, history, political science and psychology), a minimum of two courses each in two of the other social studies and at least one course in each of the remaining social studies. Instruction in consumer cooperatives and conservation is incorporated into the methodology course Education 560.

**Theatre arts** - A major consists of 10 courses; a minor is available.

# EDUCATION

## Education Studies Courses

### EDST 180

#### **Psychology of Learning**

An investigation of how people learn. This course examines learning theories (e.g., behavioral, humanistic, cognitive, constructivist) and their implications for the educational process in schools. Other topics include learning and the brain, the nature of expertise, the design of learning environments, and approaches to instruction that promote meaningful learning. Practicum of 20 hours required. Units: 6.

Also listed as Psychology 180

### EDST 191

#### **Directed Study in Education Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### EDST 240

#### **History of Education in the U.S.**

This course provides students with an overview of the development of educational institutions and practices within the U.S. over the last 230 years. The course will address key debates and turning points in American education, including contemporary issues such as school choice, accountability and assessment, and multicultural education. Practicum of 20 hours required. Units: 6.

Prerequisite: Sophomore standing

### EDST 260

#### **Philosophical Foundations of Education**

This course provides students with an introduction to seminal texts, central questions, and rival traditions in the philosophy of education. Course readings take students on a journey from ancient Greece, through the Renaissance and Enlightenment, and into our (post)modern era—all of which have influenced the nature (*i.e.*, aims, content, and process) of education as it is experienced today. Throughout the term, students are encouraged to consider how the course works assist them in developing a personal philosophy of education. Units: 6.

Prerequisite: Sophomore standing

### EDST 300

#### **International and Comparative Education**

This course invites students to develop a global perspective as they deepen their understanding of the field of education. It engages in a comparative study of the theories, policies, and practices embraced by schools in other regions of the world, and it asks students to critically analyze the ways in which culture, politics, economics, and non-governmental organizations influence educational development and reforms. Units: 6.

Prerequisite: Sophomore standing or consent of the instructor

# EDUCATION

## **EDST 309**

### **Hollywood Goes to High School**

Year after year, Hollywood turns out movies that are set in schools and present images of teachers and teens. Many of these films address typical coming-of-age issues, societal fear of teen crime and delinquency and, of course, the search for romance. A subset of these films provides powerful and culturally enduring images of teachers and teaching. High school movies also provide insight into the fantasies, anxieties, dreams, and assumptions prevalent in American culture. This course will examine the world and worldview found in Hollywood high school movies and the extent to which the stories they tell make us who we are. Units: 6.

Also listed as Film Studies 309

Prerequisite: Sophomore standing

## **EDST 330**

### **School and Society**

This course focuses on the relationship between schools and the socio-political environments in which they exist. Students will consider the extent to which schools should be developed to meet the needs and expectations of the societies in which they are housed, as well as the role schools may play in fostering social change. We will study texts by classical political theorists such as Plato, Rousseau, and Kant, as well as works from 20th century scholars such as Dewey, Althusser, and Freire. Practicum of 20 hours required. Units: 6.

Prerequisite: Sophomore standing

## **EDST 340**

### **Sociology of Education**

An examination of the social foundations of education in the United States with particular attention paid to the cultural, political, and economic functions of education in modern society. Other topics include the reproductive function of schooling in a society divided along lines of race/ethnicity and class, schools as sites of cultural production, and the historical tension in the U.S. between “equality” and “excellence” in education. Practicum of 20 hours required. Units: 6.

Also listed as Ethnic Studies 240, Ethnic Studies 340

Prerequisite: Sophomore standing

## **EDST 345**

### **Distributed Cognition**

Distributed cognition explores the role of the environment, artifacts, social interaction, and culture in human reasoning, problem-solving, and learning. Domains of study range from the sophisticated (ship navigation) to the everyday (time-telling). Emphasis is placed on studies of cognition in real-world settings. Units: 6.

Also listed as Anthropology 345, Psychology 345

Prerequisite: Sophomore standing

# EDUCATION

## **EDST 350**

### **Ethnicity, Cultural Diversity, and Education**

A study of the experience of children and adolescents from different ethnic, cultural, and economic groups. Emphasis on understanding the social consequences of these differences and how such differences affect educational achievement and attainment. The sources and educational effects of individual, institutional, and systemic racism, sexism, and other forms of prejudice and discrimination will also be examined. Practicum of 20 hours required. Units: 6.

Also listed as Ethnic Studies 241, Ethnic Studies 352

Prerequisite: Sophomore standing

## **EDST 390**

### **Tutorial in Education Studies**

Tutorial studies in the fields of educational policy, environmental education, history of education, comparative education and on various topics related to the social foundations of education.

Units: Variable.

Prerequisite: Counter Registration Required

## **EDST 391**

### **Directed Study in Education Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **EDST 399**

### **Independent Study in Education Studies**

Units: Variable.

Prerequisite: Counter Registration Required

## **EDST 400**

### **The Environment, Community, and Education**

A study of education, the creation and maintenance of community, and the development of ecological intelligence. Emphasis on how schools respond to their surroundings, the extent to which modern forms of education “fit” students to live in local communities, and the idea of community as a sense of place. Emphasis will also be placed on cultural assumptions about the environment implicit within the curriculum, the effect of schooling on students’ understanding of and relationship to the environment, and the role of education in promoting ecological and social sustainability. Units: 6.

Also listed as Environmental Studies 460

Prerequisite: Sophomore standing or consent of instructor

# EDUCATION

## **EDST 545**

### **Gesture Studies**

Gesture studies is an interdisciplinary field that examines the use of the hands and other parts of the body in communication and cognition. In this seminar we discuss studies of gesture types, universals, and variations; gesture development; gesture production and perception; relations of gesture to thought and language (spoken and signed); and functions of gesture in human interaction, problem-solving, and learning. Units: 6.

Also listed as Linguistics 545, Psychology 545

Prerequisite: One course in linguistics or psychology, or consent of the instructor

## **EDST 590**

### **Tutorial in Education Studies**

Tutorial studies in the fields of educational policy, environmental education, history of education, comparative education and on various topics related to the social foundations of education. Units: Variable.

Prerequisite: Counter Registration Required

## **EDST 591**

### **Directed Study in Education Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **EDST 599**

### **Independent Study in Education Studies**

Units: Variable.

Prerequisite: Counter Registration Required

## **EDST 690**

### **Tutorial in Education Studies**

Tutorial studies in the fields of educational policy, environmental education, history of education, comparative education and on various topics related to the social foundations of education. Units: Variable.

Prerequisite: Counter Registration Required

## **EDST 691**

### **Directed Study in Education Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **EDST 699**

### **Independent Study in Education Studies**

Units: Variable. Prerequisite: Counter Registration Required

# EDUCATION

## Education Courses

### **EDUC 191**

#### **Directed Study in Education**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **EDUC 295**

#### **ArtsBridge Seminar**

A seminar on curriculum design applied through interaction with arts education in a K-12 classroom. Students will research curricular areas and content standards, design interdisciplinary lessons linking the arts to the core curriculum, and introduce their project to an assigned K-12 class. Practicum of 25 hours required. Units: 3.

Prerequisite: Consent of instructor

### **EDUC 390**

#### **Tutorial Studies in Education**

Tutorial studies in the fields of educational psychology, learning theory, cognitive science, alternative education and on various topics related to teaching and learning. Units: Variable.

Prerequisite: Counter Registration Required.

### **EDUC 391**

#### **Directed Study in Education**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **EDUC 399**

#### **Independent Study in Education**

Advanced study arranged in consultation with the department. Students considering a senior honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

### **EDUC 430**

#### **Educating All Learners**

This course focuses on two related topics: promoting effective reading and writing in school content areas and adapting instruction to learners with special needs. As part of the latter focus, students will explore various exceptionalities, legal requirements, school arrangements, and teacher practices. Practicum of 20 hours required. Units: 6.

Prerequisite: EDST 180 and junior standing

## EDUCATION

### **EDUC 431**

#### **Educating All Learners - Music**

This course focuses on adapting instruction to learners with special needs. Students will explore various exceptionalities, legal requirements, school arrangements, and teacher practices.

Practicum of 10 hours required. For music education students. Units: 3.

Prerequisite: EDST 180, junior standing, and declared major in music education

### **EDUC 560**

#### **Methods in Middle and Secondary Teaching**

A seminar on methods and organization of teaching particular subjects in the middle and secondary school, including English, social studies, mathematics, science, and theatre.

Practicum of 20 hours required. Units: 6.

Prerequisite: Junior standing and admission to certification program

### **EDUC 563**

#### **Elementary and Secondary Foreign Language Methods**

A seminar on teaching foreign languages in the elementary, middle, and secondary school. Emphasis on curriculum planning, methods of instruction, and assessment of learning. Issues related to classroom management and organization will be addressed. Practicum of 20 hours required. Units: 6.

Prerequisite: Junior standing and admission to certification program

### **EDUC 565**

#### **Methods, Materials, and Assessment in Teaching English to Speakers of Other Languages**

A seminar in teaching English to speakers of other languages in elementary, middle, and secondary school as well as in foreign language classrooms abroad. The course focuses on curriculum planning, methods of instruction, and assessment of learning for English language learners in diverse learning environments. Practicum of 20 hours required. Units: 6.

Prerequisite: Junior standing and consent of instructor

### **EDUC 585**

#### **Art in the Elementary and Secondary Schools**

Art class observations, studio practice in both two- and three-dimensional disciplines, studio demonstrations/lectures, and selected readings and discussions relative to the visual expression of the elementary, junior, and senior high school student. Units: 6.

Also listed as Studio Art 585

Prerequisite: Four studio art courses, EDUC 180 and 340, and two art history courses.

### **EDUC 590**

#### **Tutorial Studies in Education**

Tutorial studies in the fields of educational psychology, learning theory, cognitive science, alternative education and on various topics related to teaching and learning. Units: Variable.

Prerequisite: Counter Registration Required.



## EDUCATION

### **EDUC 591**

#### **Directed Study in Education**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **EDUC 599**

#### **Independent Study in Education**

Advanced study arranged in consultation with the department. Students considering a senior honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

### **EDUC 650**

#### **Student Teaching (Middle and Secondary Schools)**

Student teaching is normally taken during Term I, coinciding with the public school fall semester. A weekly seminar at Lawrence is required as part of this course. See department chair for prerequisites and for exceptions to the Term I requirement. Units: 18.

Prerequisite: Senior standing and admission to certification program; contact department chair about prerequisites and corequisites

### **EDUC 655**

#### **International Student Teaching**

This is an overseas student teaching option. After nine weeks of student teaching in the Fox Valley, students will be placed in one of 16 countries to complete the student teaching practicum. International student teaching is available during 13th Term only. Students must have been admitted to the student teaching program (college or conservatory) and have met all requirements for domestic student teaching. Students should contact the department chair for additional admission and fee requirements. Units: 18.

Prerequisite: Senior or graduate status, admission to the student teaching program and to the international student teaching program, passing score on Praxis II or ACTFL, proficiency tests and, beginning in 2015, a passing score on the TPA during the first 9 weeks of domestic student teaching.

### **EDUC 660**

#### **Advanced Methods in Teaching**

The seminar will engage students in critical reflection upon their student teaching experience. Concrete and theoretical problems having to do with teaching and learning will be explored (e.g., classroom management, assessment of pupil performance, curriculum design, instructional methods), as will issues having to do with educational policy and school organization. Units: 3.

Prerequisite: Concurrent enrollment in EDUC 650 or consent of instructor

## EDUCATION

### **EDUC 690**

#### **Tutorial Studies in Education**

Tutorial studies in the fields of educational psychology, learning theory, cognitive science, alternative education and on various topics related to teaching and learning. Units: Variable.

Prerequisite: Counter Registration Required.

### **EDUC 691**

#### **Directed Study in Education**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

### **EDUC 699**

#### **Independent Study in Education**

Advanced study arranged in consultation with the department. Students considering a senior honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

# ENGLISH

Professor: Dintenfass

Associate professors: Barrett (chair), Hoffmann, McGlynn, Spurgin (Bonnie Glidden Buchanan Professorship in English Literature)

Assistant professors: Barnes, Bond, Khor\*

\* On leave Term I

The English department at Lawrence offers students the opportunity to develop their skill at critical reading, writing, and analysis—skills that can be applied not only to “literary” texts but also to the texts and images produced by the cultures that surround us. Literature courses include analysis of British, American, African American, and postcolonial cultures. In creative writing, the department offers courses in fiction, poetry, and non-fiction.

## 2012-2013 Course Catalog

### Required for the English major

*Students completing the English major in the spring of 2013, 2014, or 2015 will have the option of completing the major under the old or the new requirements. Students who will graduate in the spring of 2016 will be required to complete the major under the new requirements.*

### Old requirements for the major

1. ENG 150 or its equivalent

After ENG 150, students majoring in English are required to complete eight six-unit courses, distributed as follows:

2. Two courses from the intermediate group: ENG 230, 240, 250
3. One course in Shakespeare, normally ENG 425 or ENG 170 (London Centre course)
4. Two courses focusing on periods before 1800: ENG 400, 420, 430, 435, 440, 445, 450, 470
5. One course focusing on the 19th century: ENG 455, 460, 465, 472, 473, 474, 476
6. One course focusing on the 20 or 21st centuries: ENG 480, 483, 485, 490, 495, 498, 500, 501, 503, 510, 515, 516, 517, 518, 521
7. One additional course in English
8. Finally majors are also required to complete the English department's *Senior Experience* (see further explanation below).

# ENGLISH

## New requirements for the major

1. ENG 150 or its equivalent

After ENG 150, students majoring in English are required to complete eight six-unit courses, distributed as follows:

2. Two courses from the intermediate group: ENG 230, 240, 250, 260, 280
3. Two courses focusing on periods before 1800: ENG 170 (London Centre course), 400, 420, 425, 430, 435, 440, 445, 450, 470
4. One course focusing on the 19th century: ENG 455, 460, 465, 472, 473, 474, 476
5. One course focusing on the 20th or 21st centuries: ENG 480, 483, 485, 490, 495, 498, 500, 501, 503, 510, 515, 516, 517, 518, 521
6. One additional course in English
7. In completing requirements 2–6, students are required to take course-work representing a range of literary and cultural traditions. Students are required to take at least one course, at any level, from each of the following three categories: 1) British, 2) American, and 3) African American, OR postcolonial. See list below for which courses correspond to which group.
8. Finally majors are also required to complete the English department's *Senior Experience* (see further explanation below).

## Cultural traditions categories for the new requirements for the major

Students must take at least one course, at any level, from each of the following three categories:

1. **British:** ENG 170 (London Centre course), 230, 240, 400, 420, 425, 430, 435, 440, 445, 450, 455, 460, 465, 480, 515
2. **American:** ENG 250, 470, 472, 473, 474, 476, 483, 485, 495, 498, 500, 501, 503, 510, 515
3. **African American:** ENG 260, 472, 510 OR **postcolonial:** ENG 280, 282, 517, 518, 521

## Departmental advisors

When students officially declare themselves English majors, they should choose a departmental advisor who will be responsible for guiding them in planning and completing their major course of study. Questions about the advising of English majors should be addressed to the department chair

## Senior Experience in English

The English department's *Senior Experience* may be fulfilled through one of several options: (1) ENG 600: Senior Seminar in English: a seminar involving analysis of theoretical, historical, critical, and literary readings at an advanced level in conjunction with students' research and writing of an original, substantial paper (taken during the senior year or, in some cases, during spring term of the junior year); (2) An advanced course in creative writing with additional work determined by the instructor (taken during the junior or senior year); students should plan ahead so that they complete the necessary prerequisite for the advanced course in creative writing; (3) Student teaching in English, along with a paper co-directed by the student's academic advisor in English and a faculty member in the education department; or (4) An honors project in English (or adequate progress toward completing an honors project as approved by departmental petition); Students pursuing double majors or double degrees are encouraged to consult with faculty from the English department and the other major department prior to taking ENG 600 if

## ENGLISH

they wish to undertake a research topic that draws upon both of their majors. Students pursuing double majors or double degrees also have the option of doing an honors project that is interdisciplinary in nature, as long as one of the directors of the project is a professor in the English department.

### Required for the English minor

Six six-unit courses in English, distributed as follows:

1. Two courses from the following introductory and intermediate group: ENG 150, 230, 240, 250, 260, 280
2. One course focusing on periods before 1800: ENG 170 (London Centre course), 400, 420, 425, 430, 435, 440, 445, 450, 470
3. One course focusing on the 19th century: ENG 455, 460, 465, 472, 473, 474, 476
4. One course focusing on the 20th or 21st centuries: ENG 480, 483, 485, 490, 495, 498, 500, 501, 503, 510, 515, 516, 517, 518, 521
5. One additional course in English

### Required for the Creative Writing Minor

For students majoring in English, completing the Creative Writing minor requires taking a **minimum of three courses in creative writing, including courses in at least two different literary genres** (poetry, fiction, and non-fiction). These courses can be at any level.

For students with majors outside of English, completing the Creative Writing minor requires taking a **minimum of three courses in literary studies at any level in the English department** as well as a **minimum of three courses in creative writing**. These creative writing courses need to include work in at least two different literary genres (poetry, fiction, non-fiction) and can be at any level.

### Certification for Secondary teaching in English

Students preparing to teach English in secondary schools should bear in mind that they must have from 30 to 40 semester hours of preparation in English for certification. *Freshman Studies* and *Literary Analysis* (ENG 150) count toward certification. Requirements for the major satisfy requirements for certification in Wisconsin, except that the student seeking certification must satisfactorily complete at least one course in writing (e.g., ENG 350, 360, or 370); at least one course in linguistics or the English language (e.g., LING 105 or 150); a tutorial in literature for adolescents; and either ENG 260, or 510 or a tutorial in literature by writers of color in America. Please refer to the Department of Education listing for more detailed information on preparation for teacher certification.

### Advanced Placement

All students who have earned a 4 or better in the Advanced Placement English Language and Composition Exam will be given credit for one course in English; for majors, this credit will fulfill the requirement of "one additional course in English." All students who have earned a 4 or better in the Advanced Placement English Literature and Composition Exam will be given credit for one course in English and will receive advanced placement in courses at the intermediate level (ENG 230, 240, 250); for majors, this credit will fulfill the requirement of ENG 150. Questions about exemption and placement should be addressed to the department chair. The application of AP credit towards the general education requirements for either the B.A. or the B.Mus. degrees will be determined by university policy. Please see the following link for more information about university credit for AP Examinations. [AP Examination Information](#)

# ENGLISH

## Graduate School

Students considering graduate work in English are advised that they should try to take two or more English department classes with at least two different members of the department. They will likely want to do more English course-work than the minimum that is required for the major. For the master's degree, most graduate schools require demonstrated proficiency in at least one modern foreign language. For the doctorate, the usual requirement is demonstrated proficiency in two modern foreign languages, and, in some cases, also an ancient language. ENG 525: *Contemporary Critical Theory* is also an asset when preparing for graduate school. College work leading toward graduate study should be planned with these considerations in mind.

## Courses

### ENG 150

#### Literary Analysis

An introduction to the techniques of literary analysis through the detailed study of individual texts. Units: 6.

### ENG 170

#### Shakespeare in London

Students will study several plays by William Shakespeare selected from among the current offerings by the Royal Shakespeare and other companies. Discussions will address the plays themselves, production techniques, and the audiences to whom they appeal. Students are required to attend performances of the plays under study. *Offered at the London Centre.* Units: 6.

Also listed as Theatre Arts 170

Prerequisite: Must be attending Lawrence London Centre

### ENG 191

#### Directed Study in English

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### ENG 210

#### Romanticism Then and Now

An interdisciplinary investigation of the powerful and enduring influence of Romanticism in the arts. The course will connect formative examples of poetry (Wordsworth, Keats), music (Beethoven, Schubert), and visual arts (Blake, Turner) to each other and to their late romantic and neo-romantic progeny, in conjunction with select live performances and field trips to historic sites and museums. This course is general in scope and no prior musical knowledge is expected. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre

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## **ENG 230**

### **Major British Writers I**

Intensive study of five or six major British authors from Chaucer to Swift. Emphasis on close reading and critical writing. Units: 6.

Prerequisite: ENG 150 or its equivalent or sophomore standing

## **ENG 240**

### **Major British Writers II**

Intensive study of five or six major British authors from Wordsworth to Yeats. Emphasis on close reading and critical writing. Units: 6.

Prerequisite: ENG 150 or its equivalent or sophomore standing

## **ENG 250**

### **Major American Writers**

Intensive study of major American authors from Emerson to Hughes. Emphasis on close reading and critical writing. Units: 6.

Prerequisite: ENG 150 or its equivalent or sophomore standing

## **ENG 260**

### **Survey of African American Literature**

A survey of African American literature from slave narratives through contemporary literature. Readings include works by Harriet Jacobs, Frederick Douglass, Langston Hughes, Zora Neale Hurston, Richard Wright, Amiri Baraka, Audre Lorde, and Toni Morrison. Units: 6.

Also listed as Ethnic Studies 360

Prerequisite: ENG 150 or its equivalent or sophomore standing

## **ENG 270**

### **Women's Literary History**

An examination of how and why linear narratives of literary history have traditionally omitted or obscured women's contributions. Topics will include the stereotypical links drawn between print and sexual promiscuity, as well as other factors that have impacted the roles that women have played in literary history. Units: 6.

Also listed as Gender Studies 250

Prerequisite: ENG 150 or GEST 100

## **ENG 280**

### **Survey of Postcolonial Literature**

An introduction to major postcolonial works in their literary, historical, and cultural contexts. Readings include novels by African, Asian, and Caribbean authors such as Chinua Achebe, Salman Rushdie, and Jean Rhys. Units: 6.

Also listed as Ethnic Studies 280

Prerequisite: ENG 150 or its equivalent or consent of instructor

# ENGLISH

## **ENG 282**

### **Literature and Human Rights**

An interdisciplinary investigation of the aesthetics and ethics of representing human rights and their violations in literature and film. Texts include novels, plays, essays, and films on topics such as genocide, torture, and development. Units: 6.

Also listed as Ethnic Studies 516, Ethnic Studies 282

Prerequisite: ENG 150 or its equivalent or consent of instructor

## **ENG 350**

### **Creative Writing: Non-Fiction**

Practice in the writing of non-fictional prose. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **ENG 360**

### **Creative Writing: Fiction**

Practice in the writing of short fiction. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **ENG 370**

### **Creative Writing: Poetry**

Practice in the writing of poetry. Units: 6.

## **ENG 390**

### **Tutorial Studies in English**

Tutorial study in the literature of various periods, English and American, and in literary forms and composition. Intended primarily for juniors and seniors. Arrangements should be discussed with the department chair. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENG 391**

### **Directed Study in English**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENG 399**

### **Independent Study in English**

Advanced study, arranged in consultation with the department chair. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.



# ENGLISH

## **ENG 400**

### **Satire**

A study of the theory and practice of satiric writing. Readings in Ben Jonson, Pope, Swift, Gay, Byron, Waugh, West, Orwell, Heller, and others. Units: 6.

Prerequisite: Junior standing or consent of instructor

## **ENG 410**

### **Newtonian Lit: Chronicles of a Clockwork Universe**

Newtonian Lit is a course that investigates the connections between the literature and science of the Enlightenment, particularly with respect to contemporary notions of space and time. Students will analyze important texts from the fields of English and Physics, notably Laurence Sterne's *The Life and Opinions of Tristram Shandy, Gentleman* and Isaac Newton's *Principia*. Units: 6.

Also listed as Physics 215

Prerequisite: ENG 150 or its equivalent, plus and introductory course in the natural sciences (e.g., PHYS 141), plus sophomore standing or consent of instructor

## **ENG 420**

### **Studies in Medieval Literature**

A study of Middle English literature and culture, focusing especially on the oral and performative dimensions of literature produced between 1300 and 1550. Units: 6.

Prerequisite: Junior standing, ENG 230, or consent of instructor

## **ENG 425**

### **Shakespeare**

An introduction to Shakespeare's plays and their literary, historical, and theatrical context. Units: 6.

Also listed as Theatre Arts 432

Prerequisite: Junior standing, ENG 230, or consent of instructor

## **ENG 430**

### **Renaissance Literature**

A selected study of poetry and prose in 16th-Century England. Readings will include Spenser's *Faerie Queene*, and lyric poetry from Wyatt to Sidney. Units: 6.

Prerequisite: Junior standing, ENG 230, or consent of instructor

## **ENG 435**

### **Renaissance Drama**

A study of eight to ten plays from the early modern period, excluding Shakespeare. Readings include Marlowe, Jonson, Middleton and Webster. Units: 6.

Also listed as Theatre Arts 436

Prerequisite: Junior standing, ENG 230, or consent of instructor

## ENGLISH

### **ENG 440**

#### **Milton and the 17th Century**

A study of Donne and the metaphysical poets, the poetry and prose of Milton, and the poetry of Dryden. Emphasis on Milton. Units: 6.

Prerequisite: Junior standing, ENG 230, or consent of instructor

### **ENG 445**

#### **Restoration and 18th-Century Comedy**

A study of English comedies as reflections of changing taste and thought in the period 1660-1800. Authors include Wycherley, Etherege, Congreve, Farquhar, Steele, Fielding, Goldsmith, and Sheridan. Units: 6.

Also listed as Theatre Arts 434

Prerequisite: Junior standing, ENG 230, or consent of instructor

### **ENG 450**

#### **18th-Century Literature**

A study of major works in satire, poetry, and fiction as reflections of 18th-century thought and taste. Readings in Swift, Defoe, Pope, Fielding, Samuel Johnson, and others. Units: 6.

Prerequisite: Junior standing, ENG 230, or consent of instructor

### **ENG 455**

#### **Romanticism**

A study of the period from 1790 to 1830, focusing on the development and elaboration of what we now call Romanticism. Readings in the major authors of the period: Blake, Wordsworth, Coleridge, Byron, Keats, Percy Shelley, and Mary Shelley. Units: 6.

Prerequisite: Junior standing, ENG 240, or consent of instructor

### **ENG 460**

#### **The Victorian Age**

A study of the period from 1830 to 1900, focusing on poetry, fiction, and critical prose. Readings range widely, including selections from Carlyle, Tennyson, the Brownings, the Rossettis, and Oscar Wilde. Units: 6.

Prerequisite: Junior standing, ENG 240, or consent of instructor

### **ENG 465**

#### **The English Novel**

A study of English fiction from 1740 to 1900. Readings include novels by Richardson, Burney, Austen, Dickens, Eliot, and Hardy. Units: 6.

Prerequisite: Junior standing, ENG 240, or consent of instructor

# ENGLISH

## **ENG 470**

### **Early American Writing**

A study of the ways early writers of America attempted to adapt “Old World” forms and styles to the “New World”—as they sought initially to compose and sustain themselves and gradually to constitute the United States of America. Narratives of exploration and travel, contact with Native Americans, Puritan poetry, and Revolutionary—era political writing are some of the topics the course will address. Selected readings from the 17th and 18th centuries into the early decades of the 19th. Units: 6.

Prerequisite: Junior standing, ENG 230, or consent of instructor

## **ENG 472**

### **American Culture and the Civil War**

A study of American culture of the Civil War era, including readings from the abolition movement as well as the texts, photography, and painting produced in response to the war. Selected readings from Douglass, Jacobs, Grant, Stowe, and Chesnutt, as well as poets such as Whitman, Melville, Dickinson, and Harper. Units: 6.

Prerequisite: Junior standing, an intermediate course in English, or consent of instructor

## **ENG 473**

### **The American Renaissance and the Literature of Reform**

This course will consider the relationship between American transcendentalism and the literature of reform, focusing on women’s rights and abolition in particular. Readings from Emerson, Thoreau, Dickinson, Child, Jacobs, Douglass, Stowe, Harper and others. Units: 6.

Prerequisite: Junior standing, an intermediate course in English, or consent of the instructor.

## **ENG 474**

### **American Poets of the Nineteenth Century**

This course will read across the spectrum of nineteenth-century American poetry, considering how and why writers turn to this versatile genre as their preferred mode of expression. Readings from Dickinson, Piatt, Melville, Whitman, Harper, Horton, Larcom, and others. Units: 6.

Prerequisite: Junior standing, an intermediate course in English, or consent of the instructor.

## **ENG 476**

### **Nineteenth-Century American Women Writers and the Literary Marketplace**

Focusing primarily on the nineteenth century, this course will consider how American women writers position themselves in relation to the literary marketplace. Readings by writers such as Sedgwick, Child, Fern, Stowe, Howe, Dickinson, Harper Piatt and others. Units: 6.

Also listed as Gender Studies 476

Prerequisite: Junior standing, an intermediate course in English, or consent of instructor.

## ENGLISH

### **ENG 480**

#### **Modernist British Fiction**

A study of selected works of British fiction in relation to early 20th-century thought. Authors include Conrad, Lawrence, Joyce, Mansfield, Forster, Woolf, and others. Units: 6.

Prerequisite: Junior standing, ENG 240, or consent of instructor

### **ENG 483**

#### **American Autobiography**

A study of prominent American autobiographies from the 19th and 20th centuries. The course will examine how autobiography responds to social, cultural, and aesthetic conditions and the relationship of the genre to the larger American literary tradition. Units: 6.

Prerequisite: Junior standing, ENG 250, or consent of instructor

### **ENG 485**

#### **Modernist Poetry**

An exploration of modernist poetry, including work by Yeats, Eliot, Stein, Pound, H.D., Williams, Loy, and others. Units: 6.

Prerequisite: Junior standing, an intermediate course in English, or consent of instructor

### **ENG 490**

#### **Modern Drama**

Studies in some of the major playwrights in Europe, England, and America from the time of Ibsen to the present. Units: 6.

Also listed as Theatre Arts 440

Prerequisite: Junior standing, an intermediate course in English, or consent of instructor

### **ENG 495**

#### **Modernist American Fiction**

A study of American fiction from the first half of the 20th century. Authors include Wharton, Cather, Hemingway, Faulkner, Ellison, and others. Units: 6.

Prerequisite: Junior standing, ENG 250, or consent of instructor

### **ENG 498**

#### **Representing War in American Writing**

This course will analyze the representation of war across the spectrum of American writing, examining the ways that national identity is posited in relation to military experience. Readings from a range of periods but focusing in particular on the Civil War, World Wars I and II, and the Vietnam War. Units: 6.

Prerequisite: Junior standing, an intermediate course in English, or consent of instructor

# ENGLISH

## **ENG 500**

### **Contemporary American Fiction**

Examination of selected works of American fiction, with particular emphasis on the literary movements of the post-World War II era, including postmodernism, multiculturalism, regionalism, and other topics. The course will include a diverse array of readings, which will vary by term and topic, as well as selected films and theoretical texts. Units: 6.

Prerequisite: Junior standing, ENG 250, or consent of instructor

## **ENG 501**

### **The Graphic Novel**

In recent years, graphic novels have taken a decidedly autobiographical turn as an increasing number of artists explore their own personal histories through a genre typically reserved for the fantastic and imagined. This course will examine a diverse array of contemporary graphic novels, ranging from popular comics to autobiography to experimental forms. Though the course will concentrate primarily on American graphic novels, it will include works produced by writer-artists in Asia, Western Europe, and elsewhere. Units: 6.

Prerequisite: ENG 250, junior standing, or consent of instructor

## **ENG 503**

### **Contemporary American Poetry**

Examination of selected works of American poetry with particular emphasis on the post-World War II era. The course will consider individual poets' responses both to poetic traditions and to formal and thematic innovations of the 20th century. Units: 6.

Prerequisite: Junior standing, ENG 250, or consent of instructor

## **ENG 510**

### **Literature of the Harlem Renaissance**

A study of poetry, fiction, and essays by African American writers from the era of World War I through the 1930s. Authors include Langston Hughes, Zora Neale Hurston, Claude McKay, Nella Larsen, W.E.B. Du Bois, and others. Units: 6.

Also listed as Ethnic Studies 561

Prerequisite: Junior standing, ENG 250 or 260, or consent of instructor

## **ENG 515**

### **Gender and Modernist British/American Literature**

A study of the construction of gender in early 20th-century fiction and poetry. Authors include Cather, Woolf, Lawrence, Hemingway, Sassoon, and others. Units: 6.

Also listed as Gender Studies 445

Prerequisite: Junior standing, an intermediate course in English or gender studies, or consent of instructor

# ENGLISH

## **ENG 517**

### **Topics in Human Rights**

This course will address an advanced topic in the study of human rights such as human rights and narrative forms, ethical witnessing, or humanitarianism.

*Topic for Spring 2013: The Coming-of-Age Novel*

Are we growing up according to plot? Is our coming-of-age pre-scripted in the coming-of-age novels we read? This course explores the role of the bildungsroman, or coming-of-age novel, in shaping who we think we should be, who we are, and who we are becoming as human rights subjects.

Units: 6.

Prerequisite: Junior standing or consent of instructor

## **ENG 518**

### **Fictions of Globalization**

Is globalization really shrinking the global divide between rich and poor, or is this mere fiction? To explore this question, we will examine contemporary novels and films that showcase individuals in India and China as they grapple with issues such as economic migration, class struggle, and terrorism. Units: 6.

Also listed as Ethnic Studies 518

Prerequisite: ENG 280, junior standing, or consent of instructor

## **ENG 521**

### **Narratives of International News**

A study of the literature that re-presents world events in different ways from the mainstream news media. Texts include novels, memoirs, graphic novels, or documentary dramas. Units: 6. Also listed as Ethnic Studies 521

Prerequisite: ENG 280, junior standing, or consent of instructor

## **ENG 525**

### **Contemporary Critical Theory**

A survey of important movements. Among the readings are selections by Derrida, Foucault, and Bakhtin as well as selections from more recent figures, such as Judith Butler, Eve Sedgwick, Henry Louis Gates Jr., Cornel West, and bell hooks. Units: 6.

Prerequisite: Junior standing or consent of instructor

## **ENG 526**

### **Feminist Literary Theory**

This course will examine the historical origins, practical work, and contemporary methodologies of feminist literary theory. We will address why we need feminist literary theory; how it has met (or not) the complexities raised by recent issues in gender, sexuality, and women's studies; and whether or not feminist literary theory can accommodate the nonlinearity, inclusiveness, and flexibility that it demands. Units: 6.

Also listed as Gender Studies 526

Prerequisite: Junior standing, two or more courses in gender studies, or consent of instructor.

# ENGLISH

## **ENG 527**

### **History of the Book**

To provide an introduction to the interdisciplinary field of Book History, which should help students think more critically about the impact of material culture on intellectual activity. The course will be taught as a speaking intensive seminar, which means that students will frequently be responsible for presenting reading material and leading discussion in the first half of class. Units: 6.

Also listed as History 385

Prerequisite: Junior standing or consent of the instructor.

## **ENG 530**

### **The English Language**

A study of the sounds, structure, usage, and history the English language. Units: 6.

Also listed as Linguistics 530

Prerequisite: LING 150 and sophomore standing, or consent of instructor

## **ENG 550**

### **Advanced Creative Writing: Nonfiction**

A writing workshop for students with previous creative writing experience. Units: 6.

Prerequisite: ENG 350 or ENG 360

## **ENG 560**

### **Advanced Creative Writing: Fiction**

A workshop for students with previous fiction writing experience. Units: 6.

Prerequisite: ENG 360 or consent of instructor

## **ENG 562**

### **Advanced Creative Writing: Novel Writing**

Course for students composing creative, book-length works of prose. Units: 6.

Prerequisite: ENG 350 or ENG 360, and ENG 550 or ENG 560

## **ENG 565**

### **Advanced Creative Writing: Poetry**

A workshop for students with previous poetry writing experience. Units: 6.

Prerequisite: ENG 370 or consent of instructor

## **ENG 590**

### **Tutorial Studies in English**

Tutorial study in the literature of various periods, English and American, and in literary forms and composition. Intended primarily for juniors and seniors. Arrangements should be discussed with the department chair. Units: Variable.

Prerequisite: Counter Registration Required.

## ENGLISH

### **ENG 591**

#### **Directed Study in English**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **ENG 599**

#### **Independent Study in English**

Advanced study, arranged in consultation with the department chair. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

### **ENG 600**

#### **Senior Seminar in English**

A seminar involving analysis of theoretical, historical, critical, and literary readings at an advanced level in conjunction with students' research and writing of an original, substantial paper. Each section of the seminar will focus on a theme that can accommodate variety in students' individual research projects. Units: 6.

Prerequisite: Majors only; junior standing for spring term, otherwise, senior standing; at least two English courses numbered 400 or above

### **ENG 690**

#### **Tutorial Studies in English**

Tutorial study in the literature of various periods, English and American, and in literary forms and composition. Intended primarily for juniors and seniors. Arrangements should be discussed with the department chair. Units: Variable.

Prerequisite: Counter Registration Required.

### **ENG 691**

#### **Directed Study in English**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **ENG 699**

#### **Independent Study in English**

Advanced study, arranged in consultation with the department chair. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.



## ENVIRONMENTAL STUDIES

Professors: Bjørnerud (Geology, Schober Professorship in Environmental Studies), B. De Stasio\*\*\* (Biology), Dreher (Philosophy, Lee Claflin-Robert S. Ingraham Professorship in Philosophy), Skran\*\* (Government, Edwin & Ruth West Professorship in Economics and Social Science), Stoneking (Physics)

Associate professors: Clark\*\*\* (Geology), Gerard\* (Economics), Hixon (Government, Gordan R. Clapp Chair in American Studies), M. Jenike (Anthropology), Knudsen (Geology), Purkey (Education, Bee Connell Mielke Professorship in Education), Rico (History), Sedlock\*\* (Biology, chair term I)

Assistant professors: Brozek\*\*\* (Government, Stephen Edward Scarff Professor of International Affairs), Navea\* (Chemistry)

\* On leave Term I; \*\* On leave Term(s) II, III; \*\*\* On leave Term III

The field of environmental studies addresses some of the most critical and complicated issues of our time: those regarding environmental change and the future of humanity. The systems that make up planet Earth are simultaneously comprehensible and complex, predictable and chaotic, robust and fragile. Changes in one part of this system of systems may have far-reaching implications for other parts. As citizens of Earth, we cannot afford to remain ignorant of the global environmental consequences of our daily activities.

A degree in environmental studies prepares students for a wide spectrum of careers, including environmental law, consulting, policy making, technical innovation, wildlife management, teaching, natural resource management, and fundamental research. Students in the major share a common sequence of core courses, beginning with introductions to environmental science and policy through an intermediate level practicum and culminating with the senior capstone. Throughout the curriculum, majors are exposed to different perspectives on and tools for understanding the environment including those from the natural sciences, social sciences, and the humanities. In addition, all students are required to take advanced courses in one department to provide disciplinary depth. Students have considerable choice in their courses and work with their advisor to select courses that fit individual interests and career goals. The field experience requirement ensures that students get out of the classroom to put their academic work into practice.

The minor in environmental studies is designed to complement a major in any field.

# ENVIRONMENTAL STUDIES

## 2012-2013 Course Catalog

### Environmental Studies Major

1. **Required Core Courses (30 Units)**
  - a. ENST 150: Introduction to Environmental Science with Lab (6 units)
  - b. ENST 151: *Introduction to Environmental Policy* (6 units)
  - c. ENST 300: *Symposium on Environmental Topics* (6 units)
  - d. ENST 650: *Environmental Studies Senior Seminar* (6 units)
  - e. MATH 107, 117 or 207; Statistics or BIOL 170 *Integrative Biology: Experimental Design and Analysis* or ANTH 207 *Quantitative Analysis in Anthropology* (6 units)
2. **Perspectives from Science (18 Units)**

Three additional science courses from at least two different departments, one of which must be lab-based and one of which must be 200 or above.
3. **Perspectives from Policy (12 Units)**

(ECON 280 or ECON 285) and (GOVT 270 or GOVT 380)
4. **Perspectives from History, Society, and Culture**

HIST 355 or EDST 400 or PHIL 360 or ANTH 310
5. **Disciplinary Focus (18 units)**

Eighteen units from courses numbered 200 or above in a single department GOVT, ECON, CHEM, BIOL, GEOL, and PHYS, selected in consultation with advisor.
6. **Field Experience** (not necessarily for credit; typically about 50 hours of work outside the classroom or participation in an ENST-related internship or off-campus program)

### Environmental Studies Minor

1. **Required Core Courses (18 Units)**
  - a. ENST 150: *Introduction to Environmental Science with Lab* (6 units)
  - b. ENST 151: *Introduction to Environmental Policy* (6 units)
  - c. ENST 300: *Symposium on Environmental Topics* (6 units)
2. **Courses with significant emphasis on environmental topics (30 units)** Any five environmental studies cross-listed courses. Environmental studies courses taken through Lawrence- sponsored off-campus programs, such as the Semester in Environmental Science may also fulfill this requirement, with approval of the Environmental Studies Steering Committee. Special note: No more than three courses may be applied simultaneously toward completion of this minor and a student's major.

**Senior Experience in Environmental Studies** The Senior Seminar (ENST 650) is the culmination of the environmental studies major and serves as the program's *Senior Experience*. Through discussions of primary literature and guest lectures, students are engaged with cutting-edge scholarship in the natural sciences, social sciences, and the humanities. Students also complete individual projects, which consist of developing temporal or spatial models of environmentally relevant phenomena. In the course of modeling, students must find and acquire relevant data, determine functional relations between model elements, perform sensitivity analyses, and justify their choices and assumptions. Results and conclusions are presented orally and in a written document. The 6-unit course is offered once a year and has ENST 150, ENST 151 and ENST 300 as prerequisites.

# ENVIRONMENTAL STUDIES

## Courses

### **ENST 115**

#### **Energy Technology, Society, and the Environment**

Explores energy production, storage, and usage as they are currently practiced. Certain emerging technologies will also be addressed. Environmental and socio-economic impact will be discussed in the context of limitations imposed by the laws of physics. Units: 6.

Also listed as Physics 112

### **ENST 150**

#### **Environmental Science**

Presents principles of biology, chemistry, geology, and physics that relate to such environmental issues as resource limitation, pollution, and environmental degradation. Designed to foster understanding of scientific measures of environmental quality. One laboratory per week. Units: 6.

Also listed as Geology 150

Prerequisite: Freshman or sophomore standing; consent of instructor required for juniors and seniors

### **ENST 151**

#### **Introduction to Environmental Policy**

This course applies principles of economics and political science to environmental issues, including pollution, resource limitation, and environmental degradation. It is designed to foster an understanding of the environmental policy-making and regulatory process in the United States and globally. Units: 6.

Also listed as Government 151, Economics 151

### **ENST 191**

#### **Directed Study in Environmental Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **ENST 195**

#### **Internship in Environmental Studies**

An opportunity for environmental studies students to gain practical experience in the commercial, government, or nonprofit sectors. The internship is supplemented by readings and discussions with a supervising faculty member. At the conclusion of the internship, the student must submit a summative report that considers the internship experience in the context of the student's other academic work. Units: Variable.

Prerequisite: Counter Registration Required.

# ENVIRONMENTAL STUDIES

## **ENST 202**

### **Geology and Health**

A course investigating the links between geology and health, considering topics such as asbestos, natural and anthropogenic water contamination, and cycling of trace elements as both contaminants and necessary nutrients. Designed to illuminate the link between the seemingly disparate fields of geology and the health of life on earth. Units: 6.

Also listed as Geology 213

Prerequisite: GEOL 110

## **ENST 206**

### **East Asian Classics in Translation**

This introductory course explores encounters with nature in East Asian texts through close reading of primary texts in English translation—Taoist philosophy, lyric poetry, personal memoirs, fiction and film—from the traditional periods of China and Japan, ending with a contemporary Japanese novel set in 1980s suburban Tokyo. Particular attention is paid to literary form, voice, aesthetic concerns, and issues relating to humans' relationship with nature. Units: 6.

Also listed as East Asian Studies 260, Chinese and Japanese 260

Prerequisite: Sophomore standing; EAST 140 recommended

## **ENST 209**

### **Water, Politics, and Economic Development**

This course focuses on the political economy of water in the developing world. Students will explore the relations among water use politics and economic development as well as the quality and distribution of water among a country's stakeholders. China will provide the primary context for the course. Units: 6.

Also listed as Economics 209, Government 209

Prerequisite: One of ECON 100, ECON 110, GOVT 110, GOVT 140, or GOVT 150

## **ENST 210**

### **Animal Behavior**

A lecture and field-study course examining the principles and problems of animal behavior. Subjects include orientation, feeding, locomotion, communication, escape in time and space, biological rhythms, mate choice, and aspects of social behavior, examined from evolutionary, ontogenetic, physiological, ecological, and ethological perspectives. Lecture and laboratory. May be taken separately or as part of the Marine Biology Term. Units: 6.

Also listed as Biology 200

Prerequisite: BIOL 140 or BIOL 150

# ENVIRONMENTAL STUDIES

## **ENST 211**

### **Biodiversity**

The influence of climate on global habitats is considered. Selected terrestrial life zones, including neotropic, paleotropic, montane, desert, cold temperate, and warm temperate, are analyzed and stresses produced by climate and habitat evaluated. Adaptive responses at the morphological and physiological levels are investigated and scientific principles are applied to contemporary ethical issues, including restoration and conservation ecology. Lecture only. Units: 6.

Also listed as Biology 210

## **ENST 212**

### **Physiological Ecology**

Biological stresses induced by environmental variables are described. Physiological and molecular adaptations associated with flowering, disease resistance, pollination, germination, and nutrient uptake and partitioning are discussed and investigated, using both field and laboratory experience. Lecture and laboratory. Units: 6.

Also listed as Biology 231

Prerequisite: BIOL 120 or BIOL 150

## **ENST 213**

### **Evolutionary Biology**

A study of biological evolution, including natural selection, adaptation, the evolution of sex, speciation, extinction, and constraints on evolutionary change. Readings include classic and current literature. Two lectures and one discussion per week. Units: 6.

Also listed as Biology 235

Prerequisite: BIOL 110 or BIOL 130, or ANTH 140 or consent of instructor

## **ENST 214**

### **The Vegetation of Wisconsin**

The principles of plant-environment interrelationships are developed through extensive field study of Wisconsin vegetation. Emphasis is placed on the manner in which physical and biological factors influence competition, adaptation, and structure in major local habitats. Lecture and laboratory. Units: 6.

Also listed as Biology 250

## **ENST 220**

### **General Ecology**

An introduction to the interactions between organisms and the environment, exploring the role of physical, chemical, and biotic processes, including human activities, in determining the structure and function of populations, communities, and ecosystems. Topics will include resource availability, competition, predation, symbiosis, and natural and anthropogenic disturbances such as disease, biological invasions, pollution, and climate change. Lecture and laboratory. Units: 6.

Also listed as Biology 230

# ENVIRONMENTAL STUDIES

## **ENST 222**

### **Atmospheric & Environmental Chemistry**

This course focuses on the fundamental chemical processes that control Earth's atmosphere, ocean, soil, and climate. The course emphasizes the mechanisms that regulate the flow of energy in different ecosystems, the environmental role of particulate matter and solar radiation, chemistry-climate relationships, and the anthropogenic impact on the environment. Units: 6.

Also listed as Chemistry 212

Prerequisite: CHEM 116

## **ENST 230**

### **History of the Earth and Life**

A study of the physical, chemical, and organic evolution of the Earth since its origin 4.5 billion years ago, with emphasis on times of change and crisis. The course also examines the evolution of ideas about Earth's history, illustrating how science and culture are inherently entangled. Units: 6.

Also listed as Geology 210

Prerequisite: GEOL 110

## **ENST 235**

### **Weather, Climate, and Climate Change**

A study of basic meteorologic principles and climate patterns. These phenomena will be discussed in relation to evidence of past climate change and implications of global warming on future climate. Units: 6.

Also listed as Geology 214

Prerequisite: GEOL 110 or 150

## **ENST 237**

### **Environmental Remote Sensing and GIS Applications**

Fundamentals of electromagnetic radiation and the interaction of radiation with matter are introduced as the basis of remote sensing. Interpretation and manipulation of remotely sensed images are used to demonstrate the wealth of information remote sensing provides. Applications and case studies from geology, environmental science, ecology, agronomy, and urban planning will be explored. High school physics recommended. Lecture and laboratory. Units: 6.

Also listed as Geology 220

Prerequisite: GEOL 110; high school physics recommended

# ENVIRONMENTAL STUDIES

## **ENST 240**

### **Chemistry of the Earth: Low-Temperature Environments**

An introduction to the geochemical processes at the Earth's surface. Emphasis is placed on how chemical processes such as thermodynamics, phase equilibria, and oxidation-reduction reactions shape the Earth surface and near-surface environments. Units: 6.

Also listed as Geology 240

Prerequisite: GEOL 110 and CHEM 115; concurrent enrollment in GEOL 245

## **ENST 245**

### **Conservation Biology**

This course explores the scientific concepts related to the conservation and restoration of the Earth's biological diversity. Topics include patterns of species and ecosystem diversity, the relationship between biodiversity and ecosystem functioning, causes of extinction, assessing extinction risk, behavioral indicators, *in-situ* and *ex-situ* management strategies for endangered species, and ecosystem restoration. Lecture only. Units: 6.

Also listed as Biology 245

Prerequisite: BIOL 110 or BIOL 150, and sophomore standing

## **ENST 247**

### **The Elements of Life**

A seminar that introduces the biological chemistry of some 20 elements, mostly "inorganic," that living systems incorporate and require, touching upon the topics of uptake, selectivity, compartmentalization, control, energetics, catalysis, structure, and toxicity. Students will draw from the text to elucidate in class the biological roles of individual elements. No laboratory. Units: 6.

Also listed as Chemistry 247

Prerequisite: CHEM 116 or 119 or consent of instructor

## **ENST 250**

### **Analytical Chemistry**

A course in the quantitative and qualitative description of chemical equilibria in solution (acid-base, complexation, redox, solubility) using classical, separation, electrochemical, and spectrochemical methods of analysis. This course covers methods of quantification, statistics, and data analysis as applied in modern chemistry. Opportunities for individually designed projects. Three lectures and one laboratory per week. Units: 6.

Also listed as Chemistry 210

Prerequisite: CHEM 116, placement exam, or consent of instructor

# ENVIRONMENTAL STUDIES

## **ENST 270**

### **Global Environmental Politics**

This course provides an examination of the environment as an issue in world politics. Emphasis will be placed on the role of both state and non-state actors (*i.e.*, the UN, NGOs) in global environmental regimes that are designed to deal with global warming, ozone depletion, and other environmental issues. Particular attention will be paid to the positions taken by both developed and developing countries. As part of the course, students will participate in a simulation of an international negotiation on an environmental issue. Units: 6.

Also listed as Government 270

Prerequisite: Sophomore standing or ENST 150 or GOVT 110

## **ENST 280**

### **Environmental Economics**

The course shows how economists analyze environmental problems and the types of solutions they propose (if any). Topic coverage includes property rights and externalities, cost-benefit analysis, regulatory policy instruments, the interplay between policy and innovation, and basic models of political economy. Units: 6.

Also listed as Economics 280

Prerequisite: ECON 100; sophomore standing recommended

## **ENST 285**

### **Natural Resource Economics**

This course explores the economics of both exhaustible and renewable natural resource extraction. Topics include oil and mineral extraction, fisheries, forest and water management, and biodiversity. The course includes extensive study of current issues associated with the use of natural resources through a group project. Units: 6.

Also listed as Economics 285

Prerequisite: ECON 100; sophomore standing recommended

## **ENST 300**

### **Symposium on Environmental Topics**

The heart of this course is an annual symposium organized around a well-defined topic with both scientific and policy components — *e.g.*, nuclear waste disposal, global warming. Each year, two or three nationally recognized experts on the selected topic are brought to campus. In the weeks before a visit by one of the major speakers, students, together with environmental studies faculty, read and discuss papers suggested by the speaker. The speakers meet with students in the seminar following their public lecture, providing students with an opportunity to interact directly with scientists and policy makers at the forefront of environmental issues. Units: 6.

Prerequisite: ENST 150, sophomore standing



# ENVIRONMENTAL STUDIES

## **ENST 310**

### **Aquatic Ecology**

The principles of the ecology of fresh waters, developed through discussions, laboratory, and field investigations of the functional relationships and productivity of biotic communities as they are affected by the dynamics of physical, chemical, and biotic parameters. Lecture and laboratory. Units: 6.

Also listed as Biology 330

Prerequisite: BIOL 140 or BIOL 170 (or concurrent enrollment) or BIOL 230

## **ENST 311**

### **Field Experience-Sierra Leone**

Students engaged in this course will have the opportunity to do field research in Sierra Leone, West Africa. Each student will develop and implement a project that concerns economic, political, and/or environmental issues important in Sierra Leone. Students will also have the opportunity to learn from national and local leaders, and upon completion of the field experience, present their research to the wider Lawrence community. Students must register for this course in both the fall and the winter terms. During the extended winter break, class members will travel to Sierra Leone for an 18-day study tour. Units: 2.

Also listed as Government 401, Economics 206

Prerequisite: Completed or concurrent enrollment in ENST 300, ECON 205, or GOVT 500 (*Research Methods in Comparative Politics and International Relations*)

## **ENST 320**

### **Seminar in Selected Topic in Environmental Studies**

A course designed to offer students an opportunity to study important issues in environmental studies not covered in other regularly offered courses. Activities may include the reading and analysis of material from primary literature, consideration of interdisciplinary connection, and field and laboratory activities. Units: Variable.

Prerequisite: ENST 150 or consent of instructor.

## **ENST 330**

### **Advanced Geochemistry**

A more detailed investigation of geochemical principles and processes through the investigation of important geochemical issues. Readings come heavily from the primary literature. Units: 6.

Also listed as Geology 340

Prerequisite: GEOL 240 and CHEM 115, or consent of instructor; CHEM 116 recommended

# ENVIRONMENTAL STUDIES

## **ENST 335**

### **Physics of the Earth: Surface Environments**

This course studies the movement of water, solute, and sediment through the landscape and the resulting properties and distribution of surficial earth materials and landforms. Topics include weathering; soil development; runoff; mass movement; river, glacial, and coastal processes; and deposition in sedimentary environments. One lab per week. Units: 6.

Also listed as Geology 360

Prerequisite: GEOL 110 and 240 or consent of instructor; PHYS 120 or 150 recommended

## **ENST 340**

### **Plant Ecology**

This course emphasizes core concepts in ecology and evolution from the unique perspective of plants. Students will explore the interaction between plants and their environment over a range of scales; from individuals to populations and communities, to landscapes and global patterns. Lecture and laboratory. Units: 6.

Also listed as Biology 335

Prerequisite: BIOL 170, BIOL 140, or BIOL 120

## **ENST 345**

### **Terrestrial Field Ecology**

A hands-on course intended to demonstrate basic ecological principles using local terrestrial ecosystems. Field research projects will introduce students to methods in hypothesis development, experimental design, data collection, statistical analysis, and scientific writing and presentation. Research topics will include estimating population size, community structure, plant-animal interactions, and foraging behavior. Lecture and laboratory. Units: 6.

Also listed as Biology 345

Prerequisite: BIOL 120 or BIOL 140 or BIOL 170, and sophomore standing

## **ENST 350**

### **Islands and Isolation**

This course examines islands and the situation of isolation across the fields of geology, evolutionary biology, and human geography. Topics include island formation, dynamics of isolated natural and human populations, and the historical importance of islands in the study of natural history. The course includes laboratories and field trips. Units: 6.

Also listed as Biology 350, Geology 350

Prerequisite: Any of the following: ANTH 120, ANTH 140, BIOL 210, BIOL 235, BIOL 245, GEOL 210, GEOL 260 or consent of instructor

# ENVIRONMENTAL STUDIES

## **ENST 355**

### **History of the American Environment**

North Americans have transformed the environment while being shaped by nature in turn. This course surveys the changing relationships between Americans and their physical environment in historical context from the 17th century to the present. Topics include the “Columbian exchange,” agriculture, urbanization, conservation, and the emergence of contemporary environmentalism. Units: 6.

Also listed as History 355

Prerequisite: Sophomore standing

## **ENST 360**

### **Environmental Ethics**

An examination of some ethical assumptions that might figure in discussions of environmental policy by economists, legal experts, philosophers, and policy scientists. Units: 6.

Also listed as Philosophy 360

Prerequisite: One course in economics, government, or philosophy; junior standing; or consent of instructor

## **ENST 365**

### **Ecological Anthropology**

A study of relationships between human communities and their natural environments (i.e., humans studied as members of ecosystems). Topics include the interactions between environment, human biology, and social organization and anthropological perspectives on global environmental problems. Units: 6.

Also listed as Anthropology 310

Prerequisite: One anthropology course or consent of instructor

## **ENST 378**

### **East Asian Environmental History**

This course will explore traditional East Asian ideas about the relationship between humans and their natural environments, as well the premodern and modern history of that interaction. We will also consider the relationship between these philosophies and practice, both for the societies we study and for our own. Units: 6.

Also listed as East Asian Studies 378

Prerequisite: Some background in East Asian Studies or Environmental Studies is recommended.

# ENVIRONMENTAL STUDIES

## **ENST 380**

### **Ecological Modeling**

An introduction to the process of developing mathematical descriptions of the interactions between components of a population, community, or ecosystem, and the use of computer simulation as a tool for understanding ecology and natural resource management. Topics include population growth, predator-prey and competitor interactions, and mass balance in ecosystems. Units: 6.

Also listed as Biology 380

Prerequisite: One of BIOL 230, BIOL 245, BIOL 330, BIOL 335, or BIOL 345

## **ENST 390**

### **Tutorial in Environmental Studies**

Advanced study and analysis of a particular topic or case related to environmental issues, viewed from the perspective of more than one academic discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 391**

### **Directed Study in Environmental Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 395**

### **Internship in Environmental Studies**

An opportunity for environmental studies students to gain practical experience in the commercial, government, or nonprofit sectors. The internship is supplemented by readings and discussions with a supervising faculty member. At the conclusion of the internship, the student must submit a summative report that considers the internship experience in the context of the student's other academic work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 399**

### **Independent Study in Environmental Studies**

Advanced independent research, under the guidance of a faculty mentor or mentors, on a particular topic related to the environment. The student is required to produce a formal paper or equivalent (e.g., poster session, Web page, presentation at a professional meeting) as a tangible record of the work carried out. Units: Variable.

Prerequisite: Counter Registration Required.

## ENVIRONMENTAL STUDIES

### **ENST 410**

#### **Ecological Energetics**

Field and laboratory experimental investigations of the transfer and transformation of energy or energy-containing materials between and within organisms and populations of aquatic ecosystems. Part of the Marine Biology Term. Lecture and laboratory. Units: 6.

Also listed as Biology 434

Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and 200, and consent of instructor

### **ENST 425**

#### **Prehistoric Human-Environment Interactions**

This course focuses on the interrelationships between prehistoric humans and their environment on a variety of temporal and geographic scales. Topics include the detection and analysis of prehistoric environmental degradation, the possible impacts of natural and anthropogenically induced environmental change on prehistoric humans, and the modern significance of such interrelationships. Units: 6.

Also listed as Geology 425

Prerequisite: GEOL 110 or GEOL 150 or ENST 150 or ANTH 120

### **ENST 426**

#### **Biogeography**

Students will learn about past and present geographic distribution of plants, animals, and other organisms throughout the history of the earth and how these patterns can be reconstructed. An in-depth understanding of the basic controls on species distributions is vital to predicting future impacts of global climate change on ecological systems and is a key aspect of effective conservation efforts. Units: 6.

Also listed as Geology 426

Prerequisite: One of GEOL 110, ENST 150, BIOL 110, BIOL 120; or consent of instructor

### **ENST 427**

#### **Paleolimnology**

Students will learn about the study of lake systems through time. This includes lake formation, changes in watershed vegetation, water chemistry, hydrology, and disturbance regimes. The course will consist of a mixture of lectures, field trips, and labs. Students should be prepared to go on field trips to local lakes where we will recover sediment cores for analysis during the term. One lab per week. Units: 6.

Also listed as Geology 427

Prerequisite: GEOL 110 or ENST 150 or consent of instructor

## ENVIRONMENTAL STUDIES

### **ENST 430**

#### **Watershed Hydrology**

An introduction to the basic components of the hydrologic cycle, focusing on surface water and groundwater systems. Measurement and analysis of hydrologic data are emphasized. Application to contemporary issues such as flooding, watershed development, and groundwater contamination will be discussed. Units: 6.

Also listed as Geology 430

Prerequisite: GEOL 110; PHYS 141 or 151 recommended

### **ENST 440**

#### **Environmental Biology**

An investigation of how microbial organisms use and influence their environment. Experiments in the field and laboratory will explore the roles of microbes in ecosystems with a particular focus on the transfer of energy within and between organisms. Part of the Marine Biology Term. Units: 6.

Also listed as Biology 435

Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and BIOL 200, and consent of instructor

### **ENST 449**

#### **Nature and the Environment in German Literature (in English)**

This course examines the literary, philosophical, and sociological history of ecological issues in Germany. Students investigate the formulation of the specifically German concept of nature and study the roles of Romanticism and of the early 20th-century youth movement in shaping contemporary environmental debates. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. Units: 6.

Also listed as German 449

### **ENST 460**

#### **The Environment, Community, and Education**

A study of education, the creation and maintenance of community, and the development of ecological intelligence. Emphasis on how schools respond to their surroundings, the extent to which modern forms of education “fit” students to live in local communities, and the idea of community as a sense of place. Emphasis will also be placed on cultural assumptions about the environment implicit within the curriculum, the effect of schooling on students’ understanding of and relationship to the environment, and the role of education in promoting ecological and social sustainability. Units: 6.

Also listed as Education Studies 400

Prerequisite: Sophomore standing or consent of instructor

# ENVIRONMENTAL STUDIES

## **ENST 470**

### **Environmental Politics**

An examination of the politics of environmental policy in the United States, including the organization and demands of the environmental movement and its opponents, the ways in which major actors and institutions in the U.S. system treat environmental issues, and such specific topics as environmental justice and the application of cost-benefit reasoning to environmental policy making. Units: 6.

Also listed as Government 465

Prerequisite: GOVT 380 and either ECON 100 or ECON 300 or consent of instructor

## **ENST 505**

### **Coral Reef Environments**

Examines the ecology of coral reef environments. Lecture, laboratory, and field components. Part of the Marine Biology Term. Lecture and laboratory. Units: 6.

Also listed as Biology 505

Prerequisite: BIOL 330 and concurrent enrollment in BIOL 200 and BIOL 434

## **ENST 590**

### **Tutorial in Environmental Studies**

Advanced study and analysis of a particular topic or case related to environmental issues, viewed from the perspective of more than one academic discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 591**

### **Directed Study in Environmental Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 595**

### **Internship in Environmental Studies**

An opportunity for environmental studies students to gain practical experience in the commercial, government, or nonprofit sectors. The internship is supplemented by readings and discussions with a supervising faculty member. At the conclusion of the internship, the student must submit a summative report that considers the internship experience in the context of the student's other academic work. Units: Variable.

Prerequisite: Counter Registration Required.

# ENVIRONMENTAL STUDIES

## **ENST 599**

### **Independent Study in Environmental Studies**

Advanced independent research, under the guidance of a faculty mentor or mentors, on a particular topic related to the environment. The student is required to produce a formal paper or equivalent (e.g., poster session, Web page, presentation at a professional meeting) as a tangible record of the work carried out. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 650**

### **Environmental Studies Senior Seminar**

A seminar on issues and methods of environmental studies and a focal point of the environmental studies major. Topics include scientific measures of environmental quality, natural resource management, pollution, prices, and public policy and ethical considerations. Students employ data and models to address a chosen environmental problem. Faculty members from contributing disciplines participate. Units: 6.

Prerequisite: ENST 150, ENST 300, and senior standing; or consent of the instructor

## **ENST 690**

### **Tutorial in Environmental Studies**

Advanced study and analysis of a particular topic or case related to environmental issues, viewed from the perspective of more than one academic discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 691**

### **Directed Study in Environmental Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 695**

### **Internship in Environmental Studies**

An opportunity for environmental studies students to gain practical experience in the commercial, government, or nonprofit sectors. The internship is supplemented by readings and discussions with a supervising faculty member. At the conclusion of the internship, the student must submit a summative report that considers the internship experience in the context of the student's other academic work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ENST 699**

### **Independent Study in Environmental Studies**

Advanced independent research, under the guidance of a faculty mentor or mentors, on a particular topic related to the environment. The student is required to produce a formal paper or equivalent (e.g., poster session, Web page, presentation at a professional meeting) as a tangible record of the work carried out. Units: Variable. Prerequisite: Counter Registration Required.



## ETHNIC STUDIES

Associate professors: Daughtry (Anthropology, chair), Frederick (History), Hoffmann (English), Miller (Music Education), Purkey (Education, Bee Connell Mielke Professorship in Education), Vetinde\* (French and Francophone Studies)

Assistant professors: Balsekar (Government), Chang (French and Francophone Studies), Downing (Ethnomusicology)

\* On leave Term(s) I, II, III

Ethnicity—that is, the identification with a group due to factors such as common language, customs, beliefs, religion, historical experience, kinship ties, and race—is increasingly becoming the challenge of the new century. Within the United States, race became, as W. E. B. DuBois had predicted, perhaps the central problem of the 20th century, and the influx of immigrants of various ethnic groups has continually complicated the socioeconomic landscape. Contemporary international conflicts often take the form of ethnic conflicts; we only need look at the recent problems in Bosnia or Rwanda to understand that ethnic relationships are influential factors in many areas of the world.

This interdisciplinary minor explores topics such as the meaning of ethnicity and race; the impact of ideas about ethnicity and race; and the definition, experience, and interactions of ethnic groups. The curriculum is guided by a variety of questions, including the following: Is our identity determined by our biology? How much of our identity is socially constructed? How do ideas about ethnicity and race affect our sense of identity? Is there a significant difference between ethnicity and race? How do individuals come to understand and to express their ethnic identity? How do the experiences of ethnic groups in the United States compare to those in other areas of the world? What are the political, economic, and social consequences of one's racial or ethnic identity? Do these consequences change through time and place? How can we promote better relationships among racial and ethnic groups, in the United States and abroad? Students may elect to enter the program through one of two interdisciplinary courses, one emphasizing the social sciences and humanities (ETST 200), the other emphasizing the fine arts and humanities (ETST 210).

# ETHNIC STUDIES

## 2012-2013 Course Catalog

### Required for the minor in ethnic studies

1. One of the two core courses:
  - a. ETST 200: *Race and Ethnicity in the United States*
  - b. ETST 210: *Expressions of Ethnicity*
2. Four additional courses, at least one from each of two categories—domestic and global—and representing course work from at least two different departments. No more than two courses may count toward the student's major. A student may choose to do the second core course as one of the electives.

*Domestic:* courses that focus on the experience of a major ethnic group in the United States or on relations among ethnic groups in the United States:

- a. ETST 222: *History of the American West*
- b. ETST 240: *Sociology of Education*
- c. ETST 241: *Ethnicity, Cultural Diversity, and Education*
- d. ETST 321: *Race Relations in the United States, 1865-Present*
- e. ETST 330: *Indians of North America*
- f. ETST 360: *Survey of African American Literature*
- g. ETST 380/381: *"Ideal Immigrants"? The German Experience in America*
- h. ETST 420: *The American Civil War*
- i. ETST 430: *American Indians on Film*
- j. ETST 561: *Literature of the Harlem Renaissance*

*Global:* courses that focus on the experience of ethnicity and relations among ethnic groups outside the United States or comparative courses that include both the United States and other parts of the world:

- a. ETST 121: *Traditional East Asian Civilization*
- b. ETST 221: *Europe in the Age of Nationalism, World War, and Totalitarianism, 1851-1990*
- c. ETST 223: *Nationalism In Modern History*
- d. ETST 230: *Ethnography of Sub-Saharan Africa*
- e. ETST 251: *Immigration and Refugees: Changing the Face of Europe*
- f. ETST 320: *Empire and Nation in Russian History*
- g. ETST 322: *Modern Japanese History*
- h. ETST 325: *Ethnicity in Latin America*
- i. ETST 332: *Ethnography of the Middle East and North Africa*
- j. ETST 334: *Race and Ethnicity in East Africa*
- k. ETST 382: *The Literature and Culture of Ethnic Minorities in Germany*
- l. ETST 480: *Latin American Civilization and Culture*
- m. ETST 481: *Spanish Civilization and Culture*
- n. ETST 560: *Contemporary British and Post-Colonial Fiction*
- o. ETST 583: *Hispanic Issues*
- p. ETST 584: *Black Cultural Nationalisms*

Courses cross-listed in ethnic studies will count toward completion of the major whether students register for them using the program's designation (ETST) or an individual department's designation.

3. C average in the minor

## ETHNIC STUDIES

### Senior Experience in Ethnic Studies

Students may choose one of the five following options in consultation with the program's steering board:

- a. ETST 695: *Ethnic Studies Field Experience* Includes work in the community, such as tutoring on the Oneida Reservation, accompanied by a written reflection on the experience. Must be supervised by an Ethnic Studies faculty member.
- b. Upper-level independent study in Ethnic Studies for at least three units, supervised by an Ethnic Studies faculty member
- c. Participation in the ACM Urban Studies program. Students are required to submit a written reflection on an aspect of the program that directly relates to issues of race and/or ethnicity.
- d. EDUC 565: *Methods, Materials, and Assessment in Teaching English to Speakers of Other Languages*.
- e. Student teaching in an ethnically diverse K-12 classroom or program. Students are requested to submit a written reflection on an aspect of the experience that directly relates to issues of race and/or ethnicity.

# ETHNIC STUDIES

## Courses

### ETST 120

#### **Modern Africa Since 1800**

The history of Africa from the end of the trans-Atlantic slave trade to the present. We will discuss the effects of abolition on Africa, the nature of pre-colonial African societies on the eve of conquest, the European "Scramble for Africa," the colonial era, African nationalism and decolonization, and the post-colonial period. Themes will cover social, political, economic, and religious history. Units: 6.

Also listed as History 125

### ETST 121

#### **Traditional East Asian Civilization**

An introductory survey of East Asia from the dawn of indigenous civilization to the 16th century. Focus on the growth of a Sinitic center and its interaction with the sedentary and nomadic peoples on its Inner Asian and Pacific rims. Emphasis on the diverse peoples and societies of the area and the historical processes that bound them together through a common tradition. Units: 6.

Also listed as History 160, East Asian Studies 140

### ETST 135

#### **American Indian History: Pre-Contact to 1830**

An introductory survey exploring American Indian history from the period preceding contact with African and Europeans to the era of removal. Focuses on the social, cultural, political and economic diversity of native peoples and their experiences with European colonialism. Units: 6.

Also listed as History 135

### ETST 136

#### **American Indian History 1830 to the Present**

This is an introductory survey exploring American Indian history from the removal era to the present. This course explores the social, political, and economic challenges Native people faced as a result of American expansion and colonialism. It focuses on the ways in which American Indian communities transformed in response to these changes, as well as their persistence and integrity as tribal nations in the present. Units: 6.

Also listed as History 136

### ETST 191

#### **Directed Study in Ethnic Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# ETHNIC STUDIES

## **ETST 195**

### **Internship in Ethnic Studies**

Practical experience working with diverse population, focused on volunteer, policy, or advocacy work. For example, students might volunteer to tutor on the Oneida Reservation, or work with a local immigrant relocation agency. Students work for 5-10 hours a week, depending on the amount of credit being earned, meet periodically with the instructor, and submit a written reflection connecting the experience to their academic work in Ethnic Studies. Units: Variable.

Prerequisite: Counter Registration Required

## **ETST 200**

### **Race and Ethnicity in the United States**

An interdisciplinary study of race and ethnicity in the United States. The course examines the development of racial and ethnic categorization; patterns of stratification; and the role of political, cultural, and economic forces in shaping ideas about race and ethnicity. The course will explore the social consequences of race and ethnicity with particular attention to racial and ethnic tolerance, discrimination, and institutional racism. The Civil Rights Movement, affirmative action, and immigration policies will be analyzed, as well as connections between ethnic stratification, class, and gender. Other topics will vary from term to term. Units: 6.

## **ETST 210**

### **Expressions of Ethnicity**

An introductory course in which film, theatre, literature, visual arts, and music are analyzed in an effort to explore the many ways in which ethnicity is expressed, reflected, and constructed in American culture. Issues of identity, authenticity, impersonation, commodification, stereotypes, integration, and audience will be raised. Units: 6.

## **ETST 221**

### **Europe in the Age of Nationalism, World War, and Totalitarianism, 1851-1990**

An examination of European history from the Age of National Unification through the collapse of the Soviet Empire. Topics include imperialism, the two World Wars, the Russian Revolution, fascism, totalitarianism, mass nationalism, and the reemergence of eastern and central Europe. Units: 6.

Also listed as History 275

Prerequisite: Sophomore standing or consent of instructor

## **ETST 222**

### **History of the American West**

This course examines realities and images of the frontier/western experience from exploration and settlement of North America through the present. Included are native and immigrant groups, technology, transportation, agriculture, mining, and urbanization, as well as effects of the frontier on national character. Units: 6.

Also listed as History 330

Prerequisite: Sophomore standing

# ETHNIC STUDIES

## **ETST 223**

### **Nationalism in Modern History**

An examination of the idea and the reality of nationalism in modern history. Among the questions we will ask are: Is nationalism a modern phenomenon, or does it have pre-modern origins? Is it compatible with democracy and human rights or fundamentally hostile to them? Is it primarily a European phenomenon transplanted to other places, or are there indigenous roots of nationalism throughout the world? We will attempt to answer these questions by reading theoretical works on nationalism from a variety of disciplines and by examining historical case studies. Units: 6.

Also listed as History 295

Prerequisite: Sophomore standing or consent of instructor

## **ETST 224**

### **Introduction to Judaism: Canon, Thought, Practice**

The oldest monotheistic religion, studied through its classic texts (including the Bible, Talmud, Maimonides, the Zohar and much more). Readings of the modern era will highlight the shift from a religion to a national/ethnic identity. In addition, key terms of the Jewish cycle of life will be introduced. Units: 6.

Also listed as Religious Studies 225

## **ETST 225**

### **Indigenous Peoples in Comparative and Global Perspective**

This course explores the diverse geographic, economic, legal, political, social and historical consequences of European expansion and colonialism for indigenous peoples globally. It examines this colonialism through theoretical frameworks, while also investigating its historical, political and social dynamics. Using case studies from around the world, this course concentrates on the ways in which colonialism affects indigenous peoples and the ways in which they respond to colonial powers. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **ETST 226**

### **Identity Politics and Ethnic Conflict**

Are conflicts between identity groups inevitable? Why do outbreaks of violence and ethnic conflict occur when they do? How have governments dealt with diversity and with what consequences? Students will read both new and classic works from the literature on nationalism, identity politics, genocide and post-conflict resolution across the world. Units: 6.

Also listed as Government 226

Prerequisite: Sophomore standing or consent of instructor

## ETHNIC STUDIES

### **ETST 280**

#### **Survey of Postcolonial Literature**

An introduction to major postcolonial works in their literary, historical, and cultural contexts. Readings include novels by African, Asian, and Caribbean authors such as Chinua Achebe, Salman Rushdie, and Jean Rhys. Units: 6.

Also listed as English 280

Prerequisite: Sophomore standing, ENG 150, or consent of instructor

### **ETST 282**

#### **Literature and Human Rights**

An interdisciplinary investigation of the aesthetics and ethics of representing human rights and their violations in literature and film. Texts include novels, plays, essays, and films on topics such as genocide, torture, and development. Units: 6.

Also listed as English 282, Ethnic Studies 516

Prerequisite: ENG 150 or its equivalent or consent of instructor

### **ETST 320**

#### **Empire and Nation in Russian History**

The course examines the history of ethnically diverse territories referred to as “Russia” from early modern times to 1991. Themes include the formation of the Russian empire, its transformation into the Soviet Union, and its partial collapse in 1991; the meaning of “empire,” “nation,” and “ethnicity” in historical context; and the interaction of Russians with non-Russian peoples in Ukraine, the Baltic States, Central Asia, and the Caucasus. Units: 6.

Also listed as History 315

Prerequisite: Sophomore standing or consent of instructor; HIST 320 or 325 recommended

### **ETST 321**

#### **Race Relations in the United States, 1865-Present**

An examination of relations between black and white Americans since Emancipation. Topics will include Reconstruction, the rise of Jim Crow, the Great Migrations, the Civil Rights Movement, urban unrest, and white backlash. Units: 6.

Also listed as History 345

Prerequisite: Sophomore standing and HIST 132

### **ETST 325**

#### **Ethnicity in Latin America**

Explores the coming together of distinct Native, African, and European ethnicities in Latin America, and the resulting creation of new ethnicities. We examine how race has been understood in Latin American history and how attitudes toward race have fundamentally shaped the history of the region. Units: 6.

Also listed as History 378

Prerequisite: Sophomore standing; HIST 178 or HIST 179 recommended

## ETHNIC STUDIES

### **ETST 330**

#### **Indians of North America**

A cultural study of the Indians of North America, including examination of the impact of European ideas and technology on Indian societies. Emphasis on environmental adaptations, levels of social and cultural complexity, problems of historical interpretation, and the methods and theories of ethnology and their applications to North American cultures. Units: 6.

Also listed as Anthropology 350

Prerequisite: ANTH 110

### **ETST 332**

#### **Ethnography of the Middle East and North Africa**

Introduction to the peoples and cultures of the Middle East and North Africa, an area of tremendous cultural, religious, linguistic, and economic diversity. Focus on the nature of ethnography as a research method and key areas of inquiry that have concerned anthropologists working in Arab and Muslim societies. Topics include social organization, tribalism, colonialism, gender, religion, nationalism, ethnic and religious minorities, and the politics of identity. Units: 6.

Also listed as Anthropology 358

Prerequisite: ANTH 110 or consent of instructor

### **ETST 333**

#### **American Indians in Wisconsin**

A study of the diverse history, culture, and lived experiences of American Indian people in Wisconsin from pre-contact to the present. Emphasizes the adaptability of Wisconsin Indian communities in response to Euroamerican colonialism as it changed over time and the historical and contemporary relevance of tribal sovereignty and treaty rights. Units: 6.

Also listed as History 333

Prerequisite: Sophomore standing or consent of instructor

### **ETST 334**

#### **Race and Ethnicity in East Asia**

This course will explore the use of the concepts of race and ethnicity in China and Japan to show how identity is constructed and used in forging national identity. The course will also examine transnationalism and the formation and articulation of ethnicity in East Asia. Units: 6.  
Also listed as History 358, East Asian Studies 358

Prerequisite: Sophomore standing

### **ETST 335**

#### **Anthropology of South Asia**

Introduces the complexity of South Asian society and culture through the study of ethnographies of gender, religious life, kinship, social organization, and economy in the colonial and post-colonial periods. Units: 6.

Also listed as Anthropology 360. Prerequisite: ANTH 110 or consent of instructor



## ETHNIC STUDIES

### **ETST 340**

#### **Sociology of Education**

An examination of the social foundations of education in the United States with particular attention paid to the cultural, political, and economic functions of education in modern society. Other topics include the reproductive function of schooling in a society divided along lines of race/ethnicity and class, schools as sites of cultural production, and the historical tension in the U.S. between “equality” and “excellence” in education. Practicum of 20 hours required. Units: 6.

Also listed as Education Studies 340, Ethnic Studies 240

Prerequisite: Sophomore standing

### **ETST 341**

#### **Human Variation**

A survey of human biological variation and adaptation. Topics include the geographic distribution of human variation; evolutionary approaches to understanding human diversity; historic and modern concepts of race and ethnicity; human biological adaptations to disease, climate, poverty, and other stressors; and the genetics of simple and complex traits. Units: 6.

Also listed as Anthropology 341

Prerequisite: ANTH 140, BIOL 110, or consent of instructor

### **ETST 352**

#### **Ethnicity, Cultural Diversity, and Education**

A study of the experience of children and adolescents from different ethnic, cultural, and economic groups. Emphasis on understanding the social consequences of these differences and how such differences affect educational achievement and attainment. The sources and educational effects of individual, institutional, and systemic racism, sexism, and other forms of prejudice and discrimination will also be examined. Practicum of 20 hours required. Units: 6.

Also listed as Education Studies 350, Ethnic Studies 241

Prerequisite: Sophomore standing

### **ETST 360**

#### **Survey of African American Literature**

A survey of African American literature from slave narratives through contemporary literature. Readings include works by Harriet Jacobs, Frederick Douglass, Langston Hughes, Zora Neale Hurston, Richard Wright, Amiri Baraka, Audre Lorde, and Toni Morrison. Units: 6.

Also listed as English 260

Prerequisite: ENG 150 or its equivalent or sophomore standing

# ETHNIC STUDIES

## **ETST 381**

### **“Ideal Immigrants”? The German Experience in America**

This course explores what it used to mean to be German in the United States and what it means today: bratwurst, beer, and Oktoberfest. Students will consider issues raised by 19th-century immigration that still reverberate in Germany and America: cultural pluralism vs. assimilation, linguistic diversity vs. single national languages, citizenship vs. “guest” workers. Taught in German. Units: 6.

Also listed as German 446

Prerequisite: GER 312 or consent of instructor

## **ETST 382**

### **Migrants and German Culture**

Despite a long-term refusal to open itself to immigration, Germany has become a nation of immigrants and asylum-seekers. The course focuses on how both literature and films, including works by and about minorities in Germany, have dealt with key cultural phenomena: multiculturalism, diversity, acculturation, assimilation, “majority culture,” and parallel societies. Units: 6.

Also listed as German 447, Film Studies 447

Prerequisite: GER 312 or consent of the instructor

## **ETST 390**

### **Tutorial in Ethnic Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

## **ETST 391**

### **Directed Study in Ethnic Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ETST 395**

### **Internship in Ethnic Studies**

Practical experience working with diverse population, focused on volunteer, policy, or advocacy work. For example, students might volunteer to tutor on the Oneida Reservation, or work with a local immigrant relocation agency. Students work for 5-10 hours a week, depending on the amount of credit being earned, meet periodically with the instructor, and submit a written reflection connecting the experience to their academic work in Ethnic Studies. Units: Variable.

Prerequisite: Counter Registration Required

## ETHNIC STUDIES

### ETST 399

#### **Independent Study in Ethnic Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

### ETST 420

#### **The American Civil War**

A comprehensive examination of the Civil War era between 1840 and 1877. Major themes and topics will include the political crisis leading to secession, the military conduct of the war, the end of slavery, the effects of the war on American society, and Reconstruction. Units: 6.

Also listed as History 470

Prerequisite: Junior standing and HIST 131, or consent of instructor

### ETST 430

#### **American Indians on Film**

The course examines the ways in which American Indians have been depicted on film. Ethnographic, documentary, and feature films are examined and compared to understand how film has shaped our image of American Indians. Units: 6.

Also listed as Anthropology 470, Film Studies 470

Prerequisite: ANTH 350 or consent of instructor

### ETST 465

#### **Mestizos, Métis, and Mulattos: Mixed-Race People in the Atlantic World, 1400-1850**

This course examines how race worked in the Atlantic World (Africa, Europe, and the Americas) between 1400 and 1850 through the perspectives of mixed-race individuals and communities. We will use a comparative framework to understand how people created, resisted, and used their cross-racial identities to navigate their lives. *Fulfills seminar requirement.* (G&C or NA) Units: 6.

Also listed as History 465

Prerequisite: Junior standing or consent of instructor

### ETST 471

#### **Performing Arts of Bali**

This course explores the intersections of Balinese music, dance, drama, and ritual. Discussions will include how globalization, tourism, and economic and religious tensions affect the arts and performer's lives. Students will have hands-on experience learning to play Balinese gamelan instruments. Units: 6.

Also listed as Music History 471

Prerequisite: Sophomore standing

# ETHNIC STUDIES

## **ETST 480**

### **Latin American Civilization and Culture**

A broad introduction to the culture of the Latin American continent and its relations to North American culture. The course presents Latin American civilization, history, economic and political situation, and diverse culture. Emphasis is placed on high cultural manifestations such as art and literature, as well as on the everyday habits of the people. Recommended for students who plan to participate in one of our study-abroad programs in Latin America. Units: 6.

Also listed as Spanish 400

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

## **ETST 512**

### **Fictions of Africa**

An exploration of African culture and history through literature and film by African authors/directors. Issues to be explored include African debates on colonialism, post-colonialism, gender, class, and ethnic stratification, religion, modernization and development. Fictional works will be discussed in tandem with ethnographic monographs and critical essays. Units: 6.

Also listed as Anthropology 512

Prerequisite: Junior or senior standing and at least two other courses in the social sciences

## **ETST 518**

### **Fictions of Globalization**

Is globalization really shrinking the global divide between rich and poor, or is this mere fiction? To explore this question, we will examine contemporary novels and films that showcase individuals in India and China as they grapple with issues such as economic migration, class struggle, and terrorism. Units: 6.

Also listed as English 518

Prerequisite: ENG 280, junior standing, or consent of instructor

## **ETST 521**

### **Narratives of International News**

A study of the literature that re-presents world events in different ways from the mainstream news media. Texts include novels, memoirs, graphic novels, or documentary dramas. Units: 6.

Also listed as English 521

Prerequisite: ENG 280, junior standing, or consent of instructor

## ETHNIC STUDIES

### **ETST 561**

#### **Literature of the Harlem Renaissance**

A study of poetry, fiction, and essays by African American writers from the era of World War I through the 1930s. Authors include Langston Hughes, Zora Neale Hurston, Claude McKay, Nella Larsen, W.E.B. Du Bois, and others. Units: 6.

Also listed as English 510

Prerequisite: Junior standing, ENG 250 or 260, or consent of instructor

### **ETST 583**

#### **Hispanic Issues**

This course covers the main cultural issues in the contemporary Hispanic world. It concentrates on both the Hispanics of Latin America and those of the United States. Through theoretical materials as well as literature, film, historical documents, testimony, etc., this course addresses a variety of subjects related to the Hispanic culture. Taught in Spanish. Units: 6.

Also listed as Spanish 566

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

### **ETST 584**

#### **Black Cultural Nationalisms**

A study of the variations of black cultural nationalisms in the works of francophone writers from Africa and the Diaspora. This course examines the writers, challenge to the “Négritude” school and the ways in which they articulate plural and locational black identities to affirm their unique sense of national belonging. Readings from authors such as Senghor, Césaire, Laye, Condé, Chamoiseau, Contant, and Glissant. Units: 6.

Also listed as French 588

Prerequisite: One 400-level French course or consent of instructor

### **ETST 590**

#### **Tutorial in Ethnic Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

### **ETST 591**

#### **Directed Study in Ethnic Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **ETHNIC STUDIES**

### **ETST 595**

#### **Internship in Ethnic Studies**

Practical experience working with diverse population, focused on volunteer, policy, or advocacy work. For example, students might volunteer to tutor on the Oneida Reservation, or work with a local immigrant relocation agency. Students work for 5-10 hours a week, depending on the amount of credit being earned, meet periodically with the instructor, and submit a written reflection connecting the experience to their academic work in Ethnic Studies. Units: Variable.

Prerequisite: Counter Registration Required

### **ETST 599**

#### **Independent Study in Ethnic Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

### **ETST 690**

#### **Tutorial in Ethnic Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

### **ETST 691**

#### **Directed Study in Ethnic Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **ETST 695**

#### **Internship in Ethnic Studies**

Practical experience working with diverse population, focused on volunteer, policy, or advocacy work. For example, students might volunteer to tutor on the Oneida Reservation, or work with a local immigrant relocation agency. Students work for 5-10 hours a week, depending on the amount of credit being earned, meet periodically with the instructor, and submit a written reflection connecting the experience to their academic work in Ethnic Studies. Units: Variable.

Prerequisite: Counter Registration Required

### **ETST 699**

#### **Independent Study in Ethnic Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

## FILM STUDIES

Professors: Cohen\*\* (History, Patricia Hamar Boldt Professorship in Liberal Studies), Fares (Spanish), Peterson (German, chair), Skran\*\*\* (Government, Edwin & Ruth West Professorship in Economics and Social Science), Troy\*\* (Theatre Arts, J. Thomas and Julie E. Hurvis Professorship in Theatre and Drama)

Associate professors: Carlson (Art and Art History), Lindemann\*\* (Art and Art History), McQuinn (Conservatory of Music), Shimon\*\* (Art and Art History), Spurgin (English, Bonnie Glidden Buchanan Professorship in English Literature), Tapia (Spanish), Vilches (Spanish), Vorenkamp (Religious Studies), Williams (Education), Yang\* (Chinese and Japanese)

Assistant professor: Guenther-Pal (German)

Visiting assistant professor: Johnson

Post-doctoral fellow: Bakioglu,

Artist-in-residence: Tatge

\* On leave Term(s) I, II, III; \*\* On leave Term I; \*\*\* On leave Term(s) II, III

Film studies regards video material in all its formats and platforms as vital art forms and cultural artifacts that can be rigorously analyzed. Students are also increasingly involved in video production, and that activity is scheduled to grow as the Film Studies program adds faculty and a new production facility. Although they draw on literary and artistic traditions, films and other video materials have always had their own identifiable properties and conventions. The courses listed below pay particular attention to the history, analysis, and interpretation of video as a key form of modern culture. Film studies courses provide students with background in the theory and criticism of moving images, because without some knowledge of how filmmakers create images, we miss both a deeper level of enjoyment and the opportunity to explore the technical, stylistic and rhetorical devices that films employ to create and convey meaning.

Film studies invites interdisciplinary approaches. Course offerings in film studies at Lawrence University are drawn from various language departments: Chinese, English, French, German, Russian and Spanish; there are also film courses in the Departments of Anthropology, Art and Art History, History, Theatre Arts, and in the Conservatory of Music. Students taking courses in film studies have access to a wide range of interpretive methodologies, national cinemas, film styles and genres, and they can combine an interest in film with almost any discipline in the liberal arts.

### 2012-2013 Course Catalog

#### Required for the interdisciplinary area in film studies

1. Completion of five courses selected from the list below in which film comprises at least 25 percent of the course material and grading. UNIC 142: *Introduction to Film Studies*, or its equivalent (FREN 302, GER 277, SPAN 330), is recommended but not required.
2. Students who wish to complete the IA during the current academic year should notify a faculty advisor by the first Friday of Term III. Students will then be expected to present a coherent statement of how the courses selected fit together.

# FILM STUDIES

## Courses

### **FIST 100**

#### **Introduction to Film Studies**

This course provides students with a basic introduction to the vocabulary of film studies and an overview of historical, analytical, and theoretical approaches to film. Students will begin to develop the critical means for engaging with the filmic medium in discussion and writing. These aims will be met through a diverse selection of films rooted in different cultures, times, and ideologies. Units: 6.

### **FIST 177**

#### **Introduction to German Film (in English)**

With its pivotal role in the inauguration of the cinema, knowledge of German film is critical to an understanding of the history of film. Considered as one of the most accessible aesthetic forms, the moving image pervades our everyday lives, and yet we seldom think of what we do as "reading" films. Throughout this course, students will be introduced to the practice of reading German films using three structuring lenses: 1) film and cultural history, 2) formal and generic elements, and 3) film criticism. Units: 6.

Also listed as German 177

### **FIST 191**

#### **Directed Study in Film Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **FIST 240**

#### **Digital Processes**

An introduction to the digital medium focusing on its capacity to convey artistic concepts through the interactive and multimedia capabilities of the Mac computer. Digital photography, inkjet printing, video, and web-based projects are covered. The evolution of technology, new media theory, contemporary art discourse, and visual culture are explored through lectures, readings, discussions, and assignments. Units: 6.

Also listed as Studio Art 240

Prerequisite: ART 100 or ART 110

### **FIST 245**

#### **Interarts: New Media Projects**

The digital medium will be used to explore the relationship between art and knowledge. Lectures, discussions, readings and critiques will investigate contemporary art practices and interdisciplinarity. Conceptual-development, planning and production will be covered as students work individually or collaboratively on video, performance, installation and web projects. Units: 6.

Also listed as Studio Art 245. Prerequisite: ART 100 or ART 110, or consent of instructor



# FILM STUDIES

## **FIST 260**

### **The Art of Film**

A study of the narrative and visual techniques in films selected from masterpieces of modern cinema. Readings in film history, film theory, and film aesthetics along with viewings of approximately ten movies from various periods and countries, by directors such as Eisenstein, Wells, Fellini, Kurasawa, and Truffaut. Units: 6.

Prerequisite: Sophomore standing

## **FIST 270**

### **Post-Soviet Film (in English)**

This course will focus on the works of seminal filmmakers in the post-Soviet period. Through the prism of post-Soviet films students will be introduced to contemporary Russian culture and to the issues explored within these cinematic narratives: national identity, gender relations, role of the arts in a post-Soviet society, and the re-examination of Russia's historical and cultural past. Taught in English. Units: 6.

Also listed as Russian 270

## **FIST 277**

### **Introduction to German Film Studies**

With its pivotal role in the inauguration of the cinema, knowledge of German film is critical to any understanding of the history of film. This course is intended to be an introduction both to German cinema and to the discipline of film studies. Considered perhaps as one of the most accessible aesthetic forms, the moving image pervades our everyday lives and yet we seldom think of what we do in the movie theatre as "reading." Throughout this course, students will be introduced to the practice of reading the filmic text using three structuring lenses: 1) history, 2) formal and generic elements, and 3) film criticism. Units: 6.

Also listed as German 277

Prerequisite: GER 202 or consent of instructor

## **FIST 287**

### **Topics in Russian Through Film**

This course will examine topics in Russian film. Topics may include specific genres (e.g. the sad comedy), the work of a director or tradition, films important for a specific historical moment (e.g. the Thaw or World War Two), or films devoted to a specific theme. Students will expand their Russian vocabulary, improve fluency, increase speaking confidence and gain cultural knowledge by viewing Russian films and analyzing the psychology of the characters. Throughout this course, students will be introduced to the practice of reading the filmic text using three structuring lenses: 1) history, 2) formal and generic elements, and 3) film criticism. Units: 6.

Also listed as Russian 287

Prerequisite: RUSS 250 or consent of instructor

## FILM STUDIES

### FIST 300

#### **Reel Men: Masculinity in American Film, 1945-2000**

Focusing on an array of well-known American films—*The Maltese Falcon*, *Red River*, *Dr. Strangelove*, *McCabe and Mrs. Miller*, *Chinatown*, *Die Hard*, and *American Beauty* among them—the course will integrate film theory, gender theory, and American history to address the problem of how masculinity has been constructed in American culture since World War II. Not open to students who have previously received, or need to receive, credit for HIST 400. (NA) Units: 6.

Also listed as History 300, Gender Studies 323

Prerequisite: Sophomore level or above.

### FIST 302

#### **Cinematically Speaking**

French films function as a springboard for readings, discussions, oral presentations, and short critical essays. We will briefly examine the history of French film from 1940 to the present, study cinematic techniques, the vocabulary of cinema, and explore the principal themes. Units: 6.

Also listed as French 302

Prerequisite: FREN 202 or consent of instructor

### FIST 305

#### **Film as History and History as Film**

An examination, through selected films, of specific moments in European history and an examination of film itself as a source of historical interpretation. Possible “historical moments” include Medieval England, Nazi Germany, and the Holocaust, and possible films include *Becket*, *The Triumph of the Will*, and *Schindler’s List*. Units: 6.

Also listed as History 305

Prerequisite: Sophomore standing or consent of instructor

### FIST 309

#### **Hollywood Goes to High School**

Year after year, Hollywood turns out movies that are set in schools and present images of teachers and teens. Many of these films address typical coming-of-age issues, societal fear of teen crime and delinquency and, of course, the search for romance. A subset of these films provides powerful and culturally enduring images of teachers and teaching. High school movies also provide insight into the fantasies, anxieties, dreams, and assumptions prevalent in American culture. This course will examine the world and worldview found in Hollywood high school movies and the extent to which the stories they tell make us who we are. Units: 6.

Also listed as Education Studies 309

Prerequisite: Sophomore standing

# FILM STUDIES

## **FIST 320**

### **Topics in Russian Film (in English)**

This course explores facets of the development of Russian film in its historical and cultural context. Topics may include: "The Golden Age of Soviet Film," "The Cinema of Tarkovsky," and "Film as Propaganda." Taught in English. Russian majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in Russian. Units: 6.

Also listed as Russian 320

## **FIST 324**

### **Gender and Cinema**

This course examines gender and film in an international context. Topics include the construction of femininity and masculinity in film, feminist and queer film theories, analysis of film using intersectional and formal approaches, women behind the camera, and gender and genre. Units: 6.

Also listed as Gender Studies 324

Prerequisite: FIST 100, GEST 100, the equivalent, or consent of instructor

## **FIST 330**

### **Introduction to Film**

A bridge between intermediate and advanced courses. Intensive discussion, reading, and writing practice using films from a variety of genres (documentaries and feature films, including film adaptations of stories, novels, and plays in Spanish). Emphasis on the analysis of film components and structure and, where relevant, on the interconnections between literary texts and film. Not open to native speakers of Spanish. Units: 6.

Also listed as Spanish 330, Theatre Arts 352

Prerequisite: SPAN 202, its equivalent, or consent of the instructor; not open to native speakers of Spanish.

## **FIST 340**

### **Intermediate Digital Processes**

A continuation of Art 240 or 245 with an emphasis on the production of individual projects through the use of digital tools. The Mac computer and software are used as an extension of existing art forms such as photography, filmmaking, and book publishing. Lectures, readings, discussions, and assignments focus around the exploration of new media theory and contemporary art issues. Units: 6.

Also listed as Studio Art 340

Prerequisite: ART 240 or ART 245

## FILM STUDIES

### **FIST 350**

#### **Modern Chinese Literature and Cinema in Translation**

A survey of 20th-century Chinese fiction and cinema. Iconoclastic works of modern Chinese vernacular fiction from 1919 through the post-Cultural Revolution (1966-1976) will be juxtaposed alongside films dealing with the same period, such as *Red Sorghum* (1987) and *Farewell, My Concubine* (1992) made by the so-called Fifth Generation of film directors (born after 1949, when the People's Republic was founded). Class conducted in English. No knowledge of Chinese required. Units: 6.

Also listed as Chinese and Japanese 350, East Asian Studies 350

Prerequisite: Sophomore standing; EAST 150 recommended

### **FIST 352**

#### **The Film Music Score in the Hollywood Studio System**

Intermediate studies in music analysis, focusing on a particular analytic technique, critical approach, or repertory, such as text/music relations, Renaissance counterpoint, music and film, and non-western music. Topics vary from year to year. Course may be repeated with consent of instructor.

Units: 6.

Also listed as Music Theory 350

Prerequisite: MUTH 301

### **FIST 357**

#### **Film in Germany (In English)**

This course selects from 90 years of filmmaking in Germany. Films range from expressionism to Nazi propaganda and from escapist comedies to avant-garde art. Learning to "read" German films critically also means finding out how to understand movies from Hollywood and beyond. Possible topics include "From Caligari to Hitler," "German Literature as Film," and "What Makes Lola Run." Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German.

*Topic for Winter 2013: German Science Fiction Films.* Units: 6.

Also listed as German 357, Theatre Arts 351

### **FIST 360**

#### **Chinese Contemporary Film in English**

Using feature films and documentaries from the so-called Fifth [1982-] and Sixth Generations [beginning in the 1990s] of film directors in China, this course provides a visual record of the immense political, economic, and social changes in China since the Reform and Opening up period at the end of the Cultural Revolution. Taught in English. Units: 6.

Also listed as Chinese and Japanese 360, East Asian Studies 360

Prerequisite: Sophomore standing; EAST 150 or EAST 420 recommended

# FILM STUDIES

## **FIST 361**

### **Vampires, Monsters, and Man-Eaters (In English)**

This course seeks to reveal the ways in which the question of monstrous difference is articulated in a variety of German “texts.” Its main goal is to examine the ways that representations of monstrosity are employed to stage complex public and private anxieties as well as to provide an expression of rebellion against various systems of hierarchy. Featured in the works of canonized authors as well as within the realm of popular culture, the representational functions of the monster can provide valuable insight into numerous aspects of German history and psychosexual relations. Units: 6.

Also listed as Gender Studies 361, German 361

## **FIST 362**

### **Vampires, Monsters, and Man-Eaters**

This course seeks to reveal the ways in which the question of monstrous difference is articulated in a variety of German “texts.” Its main goal is to examine the ways that representations of monstrosity are employed to stage complex public and private anxieties as well as to provide an expression of rebellion against various systems of hierarchy. Featured in the works of canonized authors as well as within the realm of popular culture, the representational functions of the monster can provide valuable insight into numerous aspects of German history and psychosexual relations. Units: 6.

Also listed as Gender Studies 362, German 362

Prerequisite: GER 312

## **FIST 390**

### **Tutorial in Film Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

## **FIST 391**

### **Directed Study in Film Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **FIST 399**

### **Independent Study in Film Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

# FILM STUDIES

## **FIST 400**

### **Reel Men: Masculinity in American Film, 1945-2000**

At the upper level, the course will serve as a history seminar in preparation for the history department's capstone course. Those taking it at that level will be required to write at least one paper addressing film or gender theory and to write a 10-15 page research prospectus. Not open to students who have previously received credit for HIST 300. Units: 6.

Also listed as History 400, Gender Studies 423

Prerequisite: Junior standing or above

## **FIST 402**

### **Introduction to Film Theory and Criticism**

What is the language of film? What is the relationship between spectator and screen? What is the role of film as mass and global phenomena? This course explores basic issues in film theory and criticism that may include auteur theory, genre criticism, apparatus theory, stardom, feminist and queer film theories. Units: 6.

Prerequisite: One of FIST 100, FREN 302, FREN 411, GER 177, GER 277, GER 357, GER 411, or SPAN 330; or consent of instructor

## **FIST 411**

### **Fascism and Film**

This course lets students examine films that were ostensibly made as entertainment or explicitly crafted as propaganda in the historical context of Nazi Germany and occupied France. Aside from learning how governments and their cinematic agents used this relatively new medium to shape public opinion (in support of the war, against Jews, etc.), students will see where and how resistance was possible. Units: 6.

Also listed as French 411

Prerequisite: One course in French at the 300 level or consent of instructor

## **FIST 412**

### **Fascism and Film (In English)**

This course lets students examine films that were ostensibly made as entertainment or explicitly crafted as propaganda in the historical context of Nazi Germany and occupied France. Aside from learning how governments and their cinematic agents used this relatively new medium to shape public opinion (in support of the war, against Jews, etc.) students will see where and how resistance was possible. Units: 6.

Also listed as German 411

## **FIST 418**

### **Topics in Film Studies**

Topics in Film Studies allows for an in depth examination of topics across time, for example, the work of women directors, or it permits a detailed analysis of special topics, for example, Turkish-German or Central European film.

Units: 6.

# FILM STUDIES

## **FIST 419**

### **Korean Modern History through Literature and Film**

Using fiction, feature films, and historical texts, this course provides an in-depth introduction to modern Korean history, from the end of the Chōsun dynasty in 1910 to contemporary North and South Korea. Students will gain an understanding of Korea's colonial experience, civil war, dictatorships, development, democratization, and gender politics. Units: 6.

Also listed as East Asian Studies 418

Prerequisite: EAST 150 or consent of instructor

## **FIST 422**

### **Borrowed Music in the Movies**

When a film uses a pre-existing piece of music (popular or classical), meanings multiply, both within and outside the film itself. This course will explore these meanings, focusing on the fluid and reciprocal relationship between film and the music it borrows. Units: 6.

Also listed as Music History 422

Prerequisite: MUHI 201 and MUHI 202

## **FIST 447**

### **Migrants and German Culture**

Despite a long-term refusal to open itself to immigration, Germany has become a nation of immigrants and asylum-seekers. The course focuses on how both literature and films, including works by and about minorities in Germany, have dealt with key cultural phenomena: multiculturalism, diversity, acculturation, assimilation, "majority culture," and parallel societies. Units: 6.

Also listed as German 447, Ethnic Studies 382

Prerequisite: GER 312 or consent of the instructor

## **FIST 464**

### **Francophone Literature and Screen Adaptations**

Focusing on the works of writers and filmmakers such as Sembene Ousmane, Joseph Zobel, Aimé Césaire, D.T. Niane, Dani Kouyate, Euzhan Palcy and Raoul Peck the course examines the interface between the literary and filmic media in raising consciousness about societal challenges, nationhood, power and identity. It also analyzes the strengths and weaknesses of each medium in accomplishing these objectives. Units: 6.

Also listed as French 464

Prerequisite: 300-level French course or consent of instructor

## FILM STUDIES

### **FIST 470**

#### **American Indians on Film**

The course examines the ways in which American Indians have been depicted on film. Ethnographic, documentary, and feature films are examined and compared to understand how film has shaped our image of American Indians. Units: 6.

Also listed as Anthropology 470, Ethnic Studies 430

Prerequisite: ANTH 350 or consent of instructor

### **FIST 540**

#### **Advanced Digital Processes**

A continuation of Art 340. Advanced work in digital techniques and contemporary art theory. Discussions, readings and projects focus around art issues and conceptual exploration. Project planning and implementation are emphasized as students work toward producing a self-designed project with a developed artist statement. Units: 6.

Also listed as Studio Art 540

Prerequisite: ART 340 and consent of instructor

### **FIST 590**

#### **Tutorial in Film Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

### **FIST 591**

#### **Directed Study in Film Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **FIST 599**

#### **Independent Study in Film Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

### **FIST 690**

#### **Tutorial in Film Studies**

Units: Variable.

Prerequisite: Counter Registration Required.



## FILM STUDIES

### **FIST 691**

#### **Directed Study in Film Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **FIST 699**

#### **Independent Study in Film Studies**

Units: Variable.

Prerequisite: Counter Registration Required.

## FRENCH AND FRANCOPHONE STUDIES

Professors: Hoft-March (The Milwaukee-Downer College and College Endowment Association Professorship, chair), Sarnecki  
Associate professor: Vetinde\*  
Assistant professor: Chang  
Instructors: Haygood, Khawla

\* On leave Term(s) I, II, III

Goals of the beginning and intermediate sequences in French are comprehension of both the oral and written language beyond an elementary level, development of the capacity to express reasonably complicated thought both orally and in writing, and an introduction to French and Francophone literatures and cultures.

At the advanced level, the student is expected to reach competence in use and knowledge of the French language and to become conversant with French and francophone literatures and cultures. Students will not only familiarize themselves but also engage critically with important intellectual ideas from the French-speaking world as they have evolved across time and space.

From the beginning, French is used extensively, if not totally, in the classroom. Except where specified, all class discussion, essays, and examinations are conducted in French.

### **2012-2013 Course Catalog**

#### **Required for the French major**

Students complete a French major by taking a minimum of 60 units beyond FREN 202, including 12 to 18 units at the 300 level, at least 12 units at the 400 level, and at least 12 units at the 500 level, plus the Senior Seminar. At least 18 of the 400- or 500-level units must be taken on the Lawrence campus.

French majors will be required to attend at least one Björklunden French language immersion weekend in either their junior or senior year. Participation in the immersion experience will allow department members to evaluate majors' levels of proficiency in listening and speaking in a free and unstructured linguistic environment. Students who major in French are also required to attend at least six meetings of the French Table; for one of the Tables they will serve as discussion leader.

Finally, all French majors will be required to assemble a portfolio of a selection of their work in the French program. The portfolio is designed to keep a record of progress over the course of a French major's career in terms of linguistic proficiency, mastery of specific literary and cultural content, and sophistication of ideas.

Portfolios must be submitted by the second week of Term III of the student's senior or super-senior year. The French and Francophone Studies department will receive and approve only completed portfolios, and the portfolio submissions must be in PDF format.

# FRENCH AND FRANCOPHONE STUDIES

## The French portfolio must include:

1. A list of all courses taken for the major
2. A list of works included in the portfolio
  - a. A two to three page essay in French that captures the concept of “la francophonie” through discussion of one aspect of cultural production (cinema, literature, media, music, etc.) that distinguishes and yet relates French and Francophone identity
3. Samples of students' work will be drawn from each of the following categories:
  - a. One sample essay from each of the following levels: French 300, French 400, and French 500. At least one of the essays should discuss a Francophone topic.
  - b. The student's senior capstone project. A student may request permission to submit a tape or video recording of an oral presentation in place of one essay.

A student may request permission to submit a tape or video recording of an oral presentation in place of one essay.

## Required for the French minor

Students complete a French minor by taking a minimum of 36 units beyond FREN 202, which will include 12 units at the 300 level and at least 6 units at the 400 level and 6 units at the 500 level. A C or above average in the minor also is required.

French minors will be required to attend at least one Björklunden immersion weekend in either their junior or senior year. Participation in the immersion experience will allow department members to evaluate minor's levels of proficiency in listening and speaking in a free and unstructured linguistic environment. Students who minor in French are also required to attend at least six meetings of the French Table and complete a short project based on work pre-approved by the department. There will be an oral presentation of the project before at least two members of the department.

Finally, students must declare their intent to minor in French in writing to the department chair in their junior year.

## Concerning study abroad

The department urges students to take advantage of the international study programs in France, Senegal, or Québec.

## Placement Examination

The placement examination for students taking French at Lawrence for the first time is available online at the department's home page.

To take the exam, go to [www.lawrence.edu/dept/french/academics.htm](http://www.lawrence.edu/dept/french/academics.htm) and follow the instructions. The exam may be taken on or off campus. Students wishing to place out of the language requirement by proficiency examination should sign up through the department chair for an oral proficiency interview and writing exam in addition to the placement test.

At the beginning and intermediate levels, courses are numbered to indicate relative difficulty, the lowest numbers identifying those that require the least proficiency in French. At the level of French 400 and above, however, students should consult a French instructor.

## FRENCH AND FRANCOPHONE STUDIES

At whatever level students place, they should plan to begin their study of French in the freshman or sophomore year.

**Senior Experience in French and Francophone Studies** French and Francophone Studies requires a *Senior Experience* that consists of a one-term senior seminar (winter) in which possible research topics are defined and outlined, culminating in a written thesis and an oral, in-class presentation of the student's work. Other types of research projects and interdisciplinary capstones in French may meet the requirement; the possibility of an alternative project must be discussed with the department chair and the student's advisor.

Students pursuing double majors, double degrees, and education certification, are strongly encouraged to consult with their advisors and relevant department chairs to plan and negotiate their overall *Senior Experience* as early as possible. It is imperative that students interested in pursuing an interdisciplinary capstone that integrates their interests in both majors consult with the department chair by fall of the senior or super-senior year.

### Courses

#### **FREN 101**

##### **Beginning French I**

A beginning course designed to give training in reading, writing, speaking, and understanding. This course is for students with no previous training in the French language. It is recommended that students take 101, 102, and 200 in three consecutive terms. Five class meetings per week. Units: 6.

#### **FREN 102**

##### **Beginning French II**

A continuation of French 101. It is recommended that students take 101, 102, and 200 in three consecutive terms. Five class meetings per week. Units: 6.

Prerequisite: FREN 101

#### **FREN 191**

##### **Directed Study in French**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

#### **FREN 195**

##### **Internship in French**

An opportunity for students to apply their French language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Repeatable for up to 6 units. Units: 2 OR 3.

Prerequisite: Counter Registration Required

## **FRENCH AND FRANCOPHONE STUDIES**

### **FREN 200**

#### **Intermediate French I**

A continuation of French 102, structured to help students develop their skills in reading, writing, speaking, and listening. Five class meetings per week. Units: 6.

Prerequisite: FREN 102 or placement by the department

### **FREN 201**

#### **Intermediate French II**

Designed to help students attain facility in reading and oral comprehension and mastery of basic skills in writing and speaking. Includes grammar review that continues in French 202. Students with two to four years of high school French or the equivalent should contact the department about placement in this course. Four class meetings per week. Units: 6.

Prerequisite: FREN 200 or placement by the department

### **FREN 202**

#### **Intermediate French III**

A continuation of French 200 or 201, intended to develop further a student's proficiency in the four language skills. Placement determined by examination and consultation with the instructor. Four class meetings per week. Units: 6.

Prerequisite: FREN 200 or 201 or a minimum of three years of high school French or the equivalent

### **FREN 301**

#### **Introduction to French Literary Studies**

This course introduces students to a wide range of literary genres through a careful selection of short texts and films. We study how the French have written their literary history to create and reinforce a unique national identity through a close reading of the works of writers such as Villon, Labé, Molière, Voltaire, Hugo, Maupassant, Camus, and Duras. Units: 6.

Prerequisite: FREN 202 or consent of instructor

### **FREN 302**

#### **Cinematically Speaking**

French films function as a springboard for readings, discussions, oral presentations, and short critical essays. We will briefly examine the history of French film from 1940 to the present, study cinematic techniques, the vocabulary of cinema, and explore the principal themes. Units: 6.

Also listed as Film Studies 302

Prerequisite: FREN 202 or consent of instructor

# FRENCH AND FRANCOPHONE STUDIES

## **FREN 303**

### **Introduction to Francophone Literary Studies**

This course aims at introducing students to the nature and role of literature in the francophone world. Selected pieces from various literary genres (folk tales, poetry, drama, and novels) by writers such as Césaire, Senghor, Diop, Bâ, Jalloun, Kateb, and Memmi will be read. Themes will include colonialism, resistance, and identity formation. Units: 6.

Prerequisite: FREN 202 or consent of instructor

## **FREN 304**

### **Pleasures of the Text**

This course's texts are chosen for their accessibility to advanced intermediate readers of French. Objectives include: increased fluency in reading, vocabulary building, mastery of idiomatic structures, and an exploration of what makes reading worthwhile as well as pleasurable. We sample medieval legends, love poetry, dramatic novellas, and short modern novels. Units: 6.

Prerequisite: FREN 202 or consent of instructor

## **FREN 325**

### **Destination Dakar**

A required course for students who plan to take French 400 that will serve as an introduction to Dakar. Students will be asked to participate in weekly meetings. Units: 2.

## **FREN 390**

### **Tutorial Studies in French**

Topic of study and the structure of the term's work depend on the interest of the student, the instructor, and the subject. Tutorials are not substitutes for courses but opportunities to pursue topics suggested by courses. Units: Variable.

Prerequisite: Counter Registration Required.

## **FREN 391**

### **Directed Study in French**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **FREN 395**

### **Internship in French**

An opportunity for students to apply their French language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Repeatable for up to 6 units. Units: 2 OR 3.

Prerequisite: Counter Registration Required

## FRENCH AND FRANCOPHONE STUDIES

### **FREN 399**

#### **Independent Study in French**

A thorough investigation of a topic of a student's choice, carried out in consultation with an instructor. Students considering an honors project in their senior year should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

### **FREN 400**

#### **Senegalese Culture**

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. Offered in alternate years. Units: 6.

Also listed as Anthropology 450

Prerequisite: Must be attending the LU Francophone Seminar

### **FREN 401**

#### **Senegalese Literature and History**

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. Offered in alternate years. Units: 6.

Prerequisite: Must be attending the LU Francophone Seminar

### **FREN 402**

#### **French Language**

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. Offered in alternate years. Units: 6.

Prerequisite: Must be attending the LU Francophone Seminar

### **FREN 403**

#### **Beginning Wolof**

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. Offered in alternate years. Units: 3.

Prerequisite: Must be attending the LU Francophone Seminar

### **FREN 404**

#### **Senegalese Music**

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. Units: 3.

Also listed as Music Repertoire-Perf Study 405

Prerequisite: Must be attending the LU Francophone Seminar

# FRENCH AND FRANCOPHONE STUDIES

## **FREN 410**

### **Romantics, Realists, and Rebels**

Beginning with Rousseau's idealistic notions of nature, gender relationships, and social responsibility, this course examines the diverse ways in which Romantics, Realists, and Rebels reacted to the social, cultural, and political upheavals of the 19th century. Through the works of novelists, artists, poets, and musicians such as Chateaubriand, Delacroix, Chopin, Hugo, Balzac, Sand, Flaubert, Baudelaire, and Rimbaud (among others), we trace the wide range of responses characteristic of this turbulent period. Units: 6.

Prerequisite: At least one 300-level course in French or consent of instructor.

## **FREN 411**

### **Fascism and Film**

This course lets students examine films that were ostensibly made as entertainment or explicitly crafted as propaganda in the historical context of Nazi Germany and occupied France. Aside from learning how governments and their cinematic agents used this relatively new medium to shape public opinion (in support of the war, against Jews, etc.), students will see where and how resistance was possible. Units: 8.

Also listed as Film Studies 411

Prerequisite: One course in French at the 300 level or consent of instructor

## **FREN 420**

### **Defining Frenchness**

This course examines the French national self-image over the centuries, including the creation of a national historical narrative. We will also consider how defining the non-French, the foreigner, and especially the immigrant helps to reify national self-image. Units: 6.

Prerequisite: One 300-level French course or consent of instructor

## **FREN 440**

### **Contemporary Issues in the French-Speaking World**

This course is designed to give students insights into the realities of contemporary France and other parts of the French-speaking world (Belgium, Switzerland, Québec, Vietnam, francophone Africa, and the Islands of the Pacific and Indian Ocean) through the study and discussion of literature, essays, film, art, and recent newspaper and magazine excerpts, as well as radio and television broadcasts from the French media. Units: 6.

Prerequisite: One 300-level course or consent of instructor

## **FREN 445**

### **Media and French Revolutions**

In this course, we will think about how mediated representations shape our understanding of the world we live in by investigating the dynamic relationship between diverse forms of media (print, visual, and audio) and the French revolutions of the 19th century, as well as the Franco-Algerian War and the events of May 1968. Units: 6.

Prerequisite: One 300-level course or consent of instructor



# FRENCH AND FRANCOPHONE STUDIES

## **FREN 460**

### **Translation and Stylistics**

This course provides students with the knowledge and basic skills involved in translating between English and French. It surveys various approaches to translation, grammatical problems involved, and linguistic and cultural differences. Literary, business, and diplomatic texts will be used. Units: 6.

Prerequisite: One 300-level course or consent of instructor

## **FREN 464**

### **Francophone Literature and Screen Adaptations**

Focusing on the works of writers and filmmakers such as Sembene Ousmane, Joseph Zobel, Aimé Césaire, D.T. Niane, Dani Kouyate, Euzhan Palcy and Raoul Peck the course examines the interface between the literary and filmic media in raising consciousness about societal challenges, nationhood, power and identity. It also analyzes the strengths and weaknesses of each medium in accomplishing these objectives. Units: 6.

Also listed as Film Studies 464

Prerequisite: 300-level French course or consent of instructor

## **FREN 480**

### **Travelers' Tales**

This course will investigate the dynamic reciprocal relationship between travel, real or imagined, and the development of a discourse on the Other. Drawing on the works of Montaigne, Graffigny, Rimbaud, Baudelaire, Loti, Celine, Maran, Dadié, and Beyala, the course will explore the writers' fantasies in their attempt to acquaint us with the "exotic." Units: 6.

Prerequisite: One 300-level French course or consent of instructor

## **FREN 482**

### **Monsters and Deviants**

Every culture has its own definition of social deviance and monstrosity. We will study some of the favorite deviants of French fiction. Characters and authors may include a medieval werewolf, Quasimodo, the phantom of the opera, the Marquis de Sade, Hugo, Baudelaire, Rimbaud, Verlaine, Lautréamont, Genet, Foucault, and Labou Tansi. Units: 6.

Prerequisite: One 300-level French course or consent of instructor

## **FREN 501**

### **Immigrant Voices**

This course examines the myths and realities of immigrant life through the writings of Maghrebin and sub-Saharan African francophone writers (Beyala, Diome, Boukedenna, Mounsi, Begag, and Chaouite). The course will address questions of identity, assimilation, acculturation, integration, alienation, and marginalization and various survival strategies. Units: 6.

Prerequisite: One 400-level French course or consent of instructor

## FRENCH AND FRANCOPHONE STUDIES

### **FREN 502**

#### **Childhood**

This course focuses on the representation of the child in French and Francophone literature. We will examine the construction of childhood by looking at changing notions of innocence, ongoing debates about education, cultural narratives about becoming gendered, and individual narratives about assuming an identity. Units: 6.

Prerequisite: One 400-level French course or consent of instructor

### **FREN 503**

#### **Women Writing in French**

Seeking to uncover lives that had remained largely hidden, women writing in French have revealed and shared their innermost desires and frustrations. French and francophone women writers have braved ostracism to question their identity and their relationship to family and society. Authors may include Duras, Djébar, Cixous, Bugul, Kristeva, Sebbar, Sand, Colette, and Hébert. Units: 6.

Also listed as Gender Studies 503

Prerequisite: One 400-level French course or consent of instructor

### **FREN 504**

#### **Je t'aime, moi non plus: Franco-American Love-Hate Stories**

How did the national friendship forged during the “sister” American and French Revolutions devolve into the post-9/11 enmity-filled era of “freedom fries” and widespread French-bashing? In this course, we will examine a variety of each nation’s diverse mutual representations in order to better understand the dynamic and often volatile nature of Franco-American cultural relations. Units: 6.

Prerequisite: One 400-level course in French or consent of instructor

### **FREN 555**

#### **Myths of Paris**

In this course, we will examine some of the major literary, cultural, and intellectual movements that have shaped the character of French depictions of Paris from the 18 to the 21st centuries. Special focus will be placed on literary and visual representations of Paris and the construction of its myths. Units: 6.

Prerequisite: One 400-level course or consent of instructor

### **FREN 557**

#### **The Story of "I": Contemporary Life Writing in France**

This course is based on close reading of a variety of life writing forms including coming-of-age narrative, testimonial, the reinvented self, and texts of self-healing. We focus on the ethics of narration (self-distortion, misrepresentation of others, etc.). Our study extends in some cases to cinematic self-representations. Units: 6.

## FRENCH AND FRANCOPHONE STUDIES

### **FREN 568**

#### **France Under Nazi Occupation**

This course looks at France and its people under Nazi occupation. It examines well-known films and literature produced under German and Vichy censorship and the risks those cultural products did or did not entail. It compares those literary and cinematic texts with more recent attempts to make sense of the difficult period. Units: 6.

Prerequisite: One 400 level French course or consent of instructor

### **FREN 588**

#### **Black Cultural Nationalisms**

A study of the variations of black cultural nationalisms in the works of francophone writers from Africa and the Diaspora. This course examines the writers, challenge to the “Négritude” school and the ways in which they articulate plural and locational black identities to affirm their unique sense of national belonging. Readings from authors such as Senghor, Césaire, Laye, Condé, Chamoiseau, Contant, and Glissant. Units: 6.

Also listed as Ethnic Studies 584

Prerequisite: One 400-level French course or consent of instructor

### **FREN 590**

#### **Tutorial Studies in French**

Topic of study and the structure of the term's work depend on the interest of the student, the instructor, and the subject. Tutorials are not substitutes for courses but opportunities to pursue topics suggested by courses. Units: Variable.

Prerequisite: Counter Registration Required.

### **FREN 591**

#### **Directed Study in French**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **FREN 595**

#### **Internship in French**

An opportunity for students to apply their French language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Repeatable for up to 6 units. Units: 2 OR 3.

Prerequisite: Counter Registration Required

## FRENCH AND FRANCOPHONE STUDIES

### **FREN 599**

#### **Independent Study in French**

A thorough investigation of a topic of a student's choice, carried out in consultation with an instructor. Students considering an honors project in their senior year should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

### **FREN 600**

#### **Senior Seminar**

Seniors meet with the instructor early in Term I to select a specific topic. They read and discuss texts at the beginning of the Winter Term, then formulate their own projects, which may take them in a direction of their choice (literature, art, history, music, etc.). Units: 6.

### **FREN 690**

#### **Tutorial Studies in French**

Topic of study and the structure of the term's work depend on the interest of the student, the instructor, and the subject. Tutorials are not substitutes for courses but opportunities to pursue topics suggested by courses. Units: Variable.

Prerequisite: Counter Registration Required.

### **FREN 691**

#### **Directed Study in French**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **FREN 695**

#### **Internship in French**

An opportunity for students to apply their French language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Repeatable for up to 6 units. Units: 2 OR 3.

Prerequisite: Counter Registration Required

### **FREN 699**

#### **Independent Study in French**

A thorough investigation of a topic of a student's choice, carried out in consultation with an instructor. Students considering an honors project in their senior year should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## FRESHMAN STUDIES

Associate professor: Pickett (Physics, chair)

*Freshman Studies* has been the cornerstone of the Lawrence curriculum for over 60 years. Designed by Nathan Pusey, who left Lawrence for the presidency at Harvard, it was first taught in 1945 and is still best understood as an introduction to liberal learning.

Students take *Freshman Studies* in their first two terms on campus. Each section of the course includes about fifteen students, allowing for close relationships between students and teachers. Because each section uses the same reading list, *Freshman Studies* also helps students to join in the life of a larger intellectual community, one that now includes generations of Lawrentians.

In keeping with such goals, *Freshman Studies* is expansive and inclusive. Instead of endorsing a single point of view, the course embraces works from many different traditions. Every division of the curriculum is represented on the syllabus, and recent versions of the course have included works by Plato and Shakespeare, Bishop and Einstein, Borges and Kandinsky, Zhuangzi, Stravinsky, and Milgram.

Through their encounters with such works, students gain an appreciation of different approaches to knowledge. They also join each other in exploring a host of important questions: What is the best sort of life for human beings? Are there limits to human knowledge? How should we respond to injustice and suffering? In addition to raising these questions, *Freshman Studies* serves more immediate and practical goals. The course encourages lively discussion and introduces students to the conventions of academic writing. In the first term, for example, students learn that a paper must serve the needs of an intelligent, curious reader. They also learn that a good paper should be organized around a central claim or thesis and supported with evidence from the text.

In the second term, students build on these foundations, moving on to more complex forms of argument. Students may be asked to assess the interpretations of earlier scholars or to contrast the treatment of a crucial theme in two very different texts. Through their work in *Freshman Studies*, then, students begin to master the skills needed for success in more advanced courses.

# FRESHMAN STUDIES

## Courses

### FRST 100

#### Freshman Studies I

Required of first-year students and selected transfer students. Through the study of works representing a variety of intellectual and cultural traditions, students develop fundamental skills: the ability to read closely, to speak and write clearly, to persuade a reader and express themselves. Regular class work is supplemented by lectures and performances by Lawrence faculty members or by visiting scholars or artists. Units: 6.

Prerequisite: Registration through Dean of Student Academic Services

### FRST 101

#### Freshman Studies II

Required of first-year students and selected transfer students. A continuation of *Freshman Studies I*, this course is designed to help students refine their abilities as readers, writers, and thinkers. As in *Freshman Studies I*, instructors stress close reading, cogent discussion, and clear writing. Regular class sessions are again supplemented by lectures and performances by Lawrence faculty members or by visiting scholars or artists. Units: 6.

Prerequisite: Registration through Dean of Student Academic Services

### **Freshman Studies Works List 2012–13**

#### **Fall Term 2012**

Bechdel, *Fun Home*

Plato, *The Republic*

Brecht, *The Life of Galileo*

Woolf, *A Room of One's Own*

Kandinsky, *Concerning the Spiritual in Art*, and the painting *Improvisation 28*

#### **Winter Term 2013**

Feynman, *The Character of Natural Law*

West, *Race Matters*

Pontecorvo, *Battle of Algiers* [film]

Borges, *Collected Fictions*

Stravinsky, *The Rite of Spring* [music]

# GENDER STUDIES

Professors: Hoft-March (French and Francophone Studies, The Milwaukee-Downer College and College Endowment Association Professorship, chair), Peterson (German), Sarnecki (French and Francophone Studies, emerita)

Associate professors: Carlson (Art and Art History), Daughtry (Anthropology), Haines\* (Psychology), B. Jenike\*\* (Anthropology), Pickett (Physics), Privatt (Theatre Arts, James G. and Ethel M. Barber Professor of Theatre and Drama), Rico (History), Rhinehart (Art and Art History)

Assistant Professor: Allan (Spanish), Barnes (English), Guenther-Pal (German)

Lecturers: Boyd Kramer, Nottingham-Martin, Wegehaupt

\* On leave Term I; \*\* On leave Term III

Gender is a fundamental aspect of personal and social identity and a biological, psychological, and cultural category of paramount importance for people everywhere. In addition, gender is often a criterion for social stratification and different political treatment, as well as a favored symbol for expressing values and beliefs. Gender studies offers students an opportunity for focused study of such varied issues, in both contemporary and past societies, as human reproduction, gender roles in the family and society, the psychology of identity, sexual orientation, and representations of women and men in literature, music, and art.

## 2012-2013 Course Catalog

### Required for the major in gender studies

1. Two core courses (interdisciplinary in nature):
  - a. GEST 100: *Introduction to Gender Studies*
  - b. GEST 200: *Introduction to Feminist Theory and Practice*
2. Two additional cross-listed six-unit courses, cross-listed and offered within various disciplines that focus primarily on gender. These courses must be distributed as follows:
  - a. One must be either GEST 110 or GEST 350.
  - b. One must be either GEST 180 or GEST 270.
3. At least six additional six-unit courses in either gender studies or cross-listed, and some may be gender-component courses, as described below. The six courses must be distributed as follows:
  - a. At least two courses must be at the level of 200 or above.
  - b. At least one course must be at the level of 400 or above.
  - c. Completion of independent study in gender studies can be substituted for one course.
  - d. A *Senior Experience* of at least six units.

Courses cross-listed in gender studies will count toward completion of the major whether students register for them using the program's designation (GEST) or an individual department's designation.

# GENDER STUDIES

## Required for the minor in gender studies

1. Two core courses:
  - a. GEST 100: *Introduction to Gender Studies*
  - b. GEST 200: *Introduction to Feminist Theory and Practice*
2. Four additional six-unit courses that focus primarily on gender. The four courses must be distributed as follows:
  - a. Three must be cross-listed in gender studies; the one remaining course may be a gender-component course. If these are gender-component course, students must complete a form (to be signed by the instructor and their gender studies advisor) that outlines which course requirements will be fulfilled with work applicable to gender studies. This form must be completed and submitted to the gender studies advisor by the end of the second week of the term. Forms may be downloaded from the gender studies Web page.
  - b. At least two courses must be at the level of 200 or above.
  - c. Completion of independent study in gender studies can be substituted for one course.
3. C average in the minor

Courses cross-listed in gender studies will count toward completion of the minor whether students register for them using the program's designation (GEST) or an individual department's designation.

## Senior Experience in Gender Studies

Students majoring in Gender Studies will enroll in a *Senior Experience* that is approved by the Gender Studies Steering Board and mentored by a gender studies faculty member. The *Senior Experience* will be at least one term, but may be more depending on the route the student pursues. The experience may be an independent study, an internship/practicum accompanied by an independent study, or an approved project in an advanced course. The *Senior Experience* will culminate in a senior thesis about the project, and an oral presentation of the student's work. A variety of artistic or research projects, interdisciplinary projects, and projects based on social service or activist initiatives may be appropriate *Senior Experiences*, but must be approved in consultation with the student's advisor and the Steering Board. Students interested in pursuing an interdisciplinary capstone that integrates their interests in gender studies with another major or student teaching, are strongly encouraged to consult with their advisors and relevant department chairs to plan and negotiate their overall *Senior Experience* as early as possible.



# GENDER STUDIES

## Courses

### **GEST 100**

#### **Introduction to Gender Studies**

What is gender? How is it constructed by the social world in which we live? How are our models of masculinity and femininity interwoven with models of race, sexuality, class, nationality, etc.? We will explore these questions theoretically and through interdisciplinary focal points - these may include "testosterone," "beauty," "domesticity," or other examples as chosen by the instructors. Units: 6.

### **GEST 110**

#### **Gender and Feminism in Historical Perspective**

A comparative world history of both gender relations and the emergence of a feminist consciousness within the past 500 years. Case studies drawn from different regions of the world will precede the examination of the emergence of a global feminism in the late 20th and early 21st centuries. Topics will include the social roles of men and women, ideas about masculinity and femininity, understandings of sexual orientation, forms of systematic subordination, and the politics of modern feminisms. Units: 6.

Also listed as History 140

### **GEST 180**

#### **The Biology of Human Reproduction**

An introductory lecture course focusing on human reproduction to demonstrate some basic biological principles. The course includes discussion of cellular and organismal processes related to the development of human biological complexity. Current research in reproductive biology and its impact on the individual and society is considered. Lecture and laboratory. Primarily for non-science majors; credit not applicable to the biology major. Units: 6.

Also listed as Biology 100

### **GEST 191**

#### **Directed Study in Gender Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

### **GEST 195**

#### **Internship in Gender Studies**

Internships may be obtained in a wide variety of field settings: agencies or organizations focused on education, health care, economics, violence, legal or counseling services, or other arenas in which gender plays a formative role. For example, students might work with a Gay-Straight Alliance or at Planned Parenthood. Students will integrate a scholarly component into their internship with the help of their faculty and on-site supervisor. Students' Internships may be done during the academic year (at a local placement or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required

# **GENDER STUDIES**

## **GEST 200**

### **Introduction to Feminist Theory and Practice**

Examines and critiques a variety of feminist theories and how they apply to people's lives today. We explore the tension between feminist theory and practice as we look at significant contributions to the field by women of color, gay and lesbian studies, queer studies, and the study of masculinities. Units: 6.

Prerequisite: GEST 100

## **GEST 220**

### **Women in Early America, 1607-1860**

An examination of the experiences of women in early America, focusing both on women's lives and on the changing economic, political, and cultural roles they played in American society. Themes include women and the family, women's religious experiences, women and industrialization, and the effects of slavery on black and white women. Units: 6.

Also listed as History 335

Prerequisite: Sophomore standing or consent of instructor

## **GEST 250**

### **Women's Literary History**

An examination of how and why linear narratives of literary history have traditionally omitted or obscured women's contributions. Topics will include the stereotypical links drawn between print and sexual promiscuity, as well as other factors that have impacted the roles that women have played in literary history. Units: 6.

Also listed as English 270

Prerequisite: ENG 150 or GEST 100

## **GEST 256**

### **Transgender Lives**

An introduction to the historical and literary representations of transgender people. Using a feminist lens, this course will examine issues such as identity, pathology, representations of the "other," and of course, cultural ideas about gender norms and appearance. Units: 6.

Prerequisite: GEST 100 or consent of instructor

## **GEST 270**

### **The Psychology of Gender**

An examination of theory and research on gender identity, gender roles, and gender similarities and differences. Topics include gender stereotypes, gender role development, sexual orientation, sex education, as well as gender variations in cognitive skills, aggression, mental and physical health, and family roles. Units: 6.

Also listed as Psychology 310

Prerequisite: Sophomore standing

# GENDER STUDIES

## **GEST 275**

### **Lesbian, Gay, Bisexual, and Transgender (LGBT) Psychology**

This course will examine the emerging psychological literature on the lives of lesbian, gay, bisexual, and transgendered (LGBT) persons. Specific topics will include: sexual/gender identity across the lifespan, "coming out" as a sexual/gender minority, transphobic and homophobic bigotry, transgender and same-sex relationships and parenting, and LGBT issues in late-life. Units: 6.

Also listed as Psychology 275

## **GEST 280**

### **Topics in Gender Studies**

Explores a particular topic of current interest in gender studies, and may be cross-listed with other departments. Topics will vary with each offering of the course. Different iterations of the course may be taken for credit with the instructor's consent.

#### *Topic for Spring 2013: Masculinities*

The course will train students in the careful analysis of gendered social structures linked by narrative of "manhood" and "masculinity." Students will be expected to evaluate the different types of masculinities that exist, both within a single culture and cross-culturally, and be to both identify and predict the transformations that occur to masculinities over time. Such analysis will allow students to develop a nuanced perception of the role that often unspoken or under-analyzed cultural expectations have in the shaping of power relations, and how the reproduction of those power relations are then linked to other structures of power, both within the individual and throughout the society at large. This training will take place through lecture, discussion, and observational activities that will require students to partake in observations and analyses of masculinity in the practices of their daily life as well as the realm of cultural representation. Units: 6.

## **GEST 300**

### **Introduction to Queer Theory**

Offers theoretical frameworks for grappling with social constructions of sexuality alongside those of gender, class, race, and other identity categories. This class, like the field itself, uses the term "queer" to designate not just people but also practices: it explores representational and interpretive strategies that highlight inconsistencies within our cultural models of sexuality, desire, and subjectivity. Units: 6.

Prerequisite: GEST 100, or another GEST class and consent of instructor

## **GEST 323**

### **Reel Men: Masculinity in American Film, 1945-2000**

Focusing on an array of well-known American films—*The Maltese Falcon*, *Red River*, *Dr. Strangelove*, *McCabe and Mrs. Miller*, *Chinatown*, *Die Hard*, and *American Beauty* among them—the course will integrate film theory, gender theory, and American history to address the problem of how masculinity has been constructed in American culture since World War II. Not open to students who have previously received, or need to receive, credit for HIST 400. Units: 6.

Also listed as History 300, Film Studies 300

Prerequisite: Sophomore level or above

# **GENDER STUDIES**

## **GEST 324**

### **Gender and Cinema**

This course examines gender and film in an international context. Topics include the construction of femininity and masculinity in film, feminist and queer film theories, analysis of film using intersectional and formal approaches, women behind the camera, and gender and genre. Units: 6.

Also listed as Film Studies 324

Prerequisite: FIST 100, GEST 100, the equivalent, or consent of instructor

## **GEST 350**

### **Women and Men in Cross-Cultural Perspective**

An anthropological approach to the study of gender, the sexual division of labor, marriage, and reproduction. Critical examination of evolutionary, materialist, structuralist, and practice theory approaches to understanding gender behavior and gender stratification. Topics such as transgendered sexuality, reproductive technologies, the anthropology of infancy and parenting address the diversity of ways in which cultures construct sex difference, gender, and sexuality. Units: 6.

Also listed as Anthropology 306

Prerequisite: ANTH 110 or GEST 100

## **GEST 351**

### **Archaeology of Gender**

An examination of the relationship between gender and material culture. Focus on how gender and gender roles are reflected in the archaeological record and on the problems in identifying and determining gender roles in prehistory. Readings include studies from both the Old and New Worlds and modern theoretical approaches. Units: 6.

Also listed as Anthropology 320

Prerequisite: One anthropology course or consent of instructor

## **GEST 361**

### **Vampires, Monsters, and Man-Eaters (In English)**

This course seeks to reveal the ways in which the question of monstrous difference is articulated in a variety of German "texts." Its main goal is to examine the ways that representations of monstrosity are employed to stage complex public and private anxieties as well as to provide an expression of rebellion against various systems of hierarchy. Featured in the works of canonized authors as well as within the realm of popular culture, the representational functions of the monster can provide valuable insight into numerous aspects of German history and psychosexual relations. Units: 6.

Also listed as German 361, Film Studies 361

# **GENDER STUDIES**

## **GEST 362**

### **Vampires, Monsters, and Man-Eaters**

This course seeks to reveal the ways in which the question of monstrous difference is articulated in a variety of German “texts.” Its main goal is to examine the ways that representations of monstrosity are employed to stage complex public and private anxieties as well as to provide an expression of rebellion against various systems of hierarchy. Featured in the works of canonized authors as well as within the realm of popular culture, the representational functions of the monster can provide valuable insight into numerous aspects of German history and psychosexual relations. Units: 6.

Also listed as German 362, Film Studies 362

Prerequisite: GER 312

## **GEST 390**

### **Tutorial Studies in Gender Studies**

Advanced study, arranged and carried out under the direction of an advisor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEST 391**

### **Directed Study in Gender Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEST 395**

### **Internship in Gender Studies**

Internships may be obtained in a wide variety of field settings: agencies or organizations focused on education, health care, economics, violence, legal or counseling services, or other arenas in which gender plays a formative role. For example, students might work with a Gay-Straight Alliance or at Planned Parenthood. Students will integrate a scholarly component into their internship with the help of their faculty and on-site supervisor. Students' Internships may be done during the academic year (at a local placement or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required

## **GEST 399**

### **Independent Study in Gender Studies**

Advanced study, arranged in consultation with an advisor. Students considering an honors project should register for this course for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# **GENDER STUDIES**

## **GEST 410**

### **Gender, Politics, and Current Events in Latin America**

A critical analysis of current events in Latin America with a focus on gender and political issues. Through films, magazine articles, fiction, and selected radio and television broadcasts from Latin America, students will study major events that relate and give expression to the cultural mores of Latin Americans within the realm of gender and politics. The course allows students to continue to develop their oral communication skills in the target language and, with a wide range of topics and interests, to work toward an understanding of gender issues and political events that have shaped and transformed Latin America. Units: 6.

Also listed as Spanish 410

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

## **GEST 412**

### **Gender, Politics, and Current Events in Spain**

A critical analysis of current events in Spain with a focus on the politics of gender, class, and race. Through selected films, magazine articles, fiction, and media broadcasts from Spain, students will study major problems that affect Spanish society today. The course allows students to continue to develop their oral communication skills in the target language and, with a wide range of topics and interests, to work toward an understanding of issues and political events that affect present-day Spain in the wider context of the European Union. Units: 6.

Also listed as Spanish 415

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

## **GEST 415**

### **Society and the Sexes in Pre-Industrial Europe**

A seminar, organized topically, exploring changing gender definitions, economic and social roles, family structures and functions, and styles of intimacy from 1000 to 1800. A variety of primary sources and scholarly interpretations examined. Units: 6.

Also listed as History 430

Prerequisite: Junior standing or consent of instructor

## **GEST 421**

### **Music and Gender**

This course will explore the relationship between music and gender in the Western world from the Middle Ages to the present. Considering classical and popular music, including music videos and film, as well as writings about gender and music, we will explore music's role as a reflection of, reaction to, and active participant in gender construction. Units: 6.

Also listed as Music History 421

Prerequisite: MUHI 201 and MUHI 202

## **GENDER STUDIES**

### **GEST 423**

#### **Reel Men: Masculinity in American Film, 1945-2000**

At the upper level, the course will serve as a history seminar in preparation for the history department's capstone course. Those taking it at that level will be required to write at least one paper addressing film or gender theory and to write a 10-15 page research prospectus. Not open to students who have previously received credit for HIST 300. Units: 6.

Also listed as History 400, Film Studies 400

Prerequisite: Junior standing or above

### **GEST 445**

#### **Gender and Modernist British/American Literature**

A study of the construction of gender in early 20th-century fiction and poetry. Authors include Cather, Woolf, Lawrence, Hemingway, Sassoon, and others. Units: 6.

Also listed as English 515

Prerequisite: Junior standing, an intermediate course in English or gender studies, or consent of instructor

### **GEST 476**

#### **Nineteenth Century American Women Writers and the Literary Marketplace**

Focusing primarily on the nineteenth century, this course will consider how American women writers position themselves in relation to the literary marketplace. Readings by writers such as Sedgwick, Child, Fern, Stowe, Howe, Dickinson, Harper Piatt and others. Units: 6.

Also listed as English 476

Prerequisite: Junior standing, an intermediate course in English, or consent of instructor.

### **GEST 500**

#### **Advanced Topics in Gender Studies**

An examination of a particular topic of current interest in gender studies or feminist theory; may be cross-listed with other departments and programs. Topics in this series will vary each time the course is offered. Different iterations of the course may be taken for credit with the instructor's permission.

Units: 6.

Prerequisite: Junior standing and gender studies at the 200-level or above, or consent of instructor; individual versions of the course may carry other prerequisites

### **GEST 503**

#### **Women Writing in French**

Seeking to uncover lives that had remained largely hidden, women writing in French have revealed and shared their innermost desires and frustrations. French and francophone women writers have braved ostracism to question their identity and their relationship to family and society. Authors may include Duras, Djébar, Cixous, Bugul, Kristeva, Sebbar, Sand, Colette, and Hébert. Units: 6.

Also listed as French 503

Prerequisite: One 400-level French course or consent of instructor

# GENDER STUDIES

## **GEST 526**

### **Feminist Literary Theory**

This course will examine the historical origins, practical work, and contemporary methodologies of feminist literary theory. We will address why we need feminist literary theory; how it has met (or not) the complexities raised by recent issues in gender, sexuality, and women's studies; and whether or not feminist literary theory can accommodate the nonlinearity, inclusiveness, and flexibility that it demands. Units: 6.

Also listed as English 526

Prerequisite: Junior standing, two or more courses in gender studies or consent of instructor.

## **GEST 570**

### **Topics in Prejudice: Sex and Sexism**

Examination of the psychology of prejudice. Readings and discussions cover general theories of prejudice as well as the dynamics of specific types of prejudice (e.g., racism, sexism). The specific areas covered may shift from year to year.

Units: 6.

Also listed as Psychology 570

Prerequisite: PSYC 270, MATH 117, or consent of instructor

## **GEST 590**

### **Tutorial Studies in Gender Studies**

Advanced study, arranged and carried out under the direction of an advisor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEST 591**

### **Directed Study in Gender Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEST 595**

### **Internship in Gender Studies**

Internships may be obtained in a wide variety of field settings: agencies or organizations focused on education, health care, economics, violence, legal or counseling services, or other arenas in which gender plays a formative role. For example, students might work with a Gay-Straight Alliance or at Planned Parenthood. Students will integrate a scholarly component into their internship with the help of their faculty and on-site supervisor. Students' Internships may be done during the academic year (at a local placement or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required



## **GENDER STUDIES**

### **GEST 599**

#### **Independent Study in Gender Studies**

Advanced study, arranged in consultation with an advisor. Students considering an honors project should register for this course for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

### **GEST 690**

#### **Tutorial Studies in Gender Studies**

Advanced study, arranged and carried out under the direction of an advisor. Units: Variable.

Prerequisite: Counter Registration Required.

### **GEST 691**

#### **Directed Study in Gender Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **GEST 695**

#### **Internship in Gender Studies**

Internships may be obtained in a wide variety of field settings: agencies or organizations focused on education, health care, economics, violence, legal or counseling services, or other arenas in which gender plays a formative role. For example, students might work with a Gay-Straight Alliance or at Planned Parenthood. Students will integrate a scholarly component into their internship with the help of their faculty and on-site supervisor. Students' Internships may be done during the academic year (at a local placement or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required

### **GEST 699**

#### **Independent Study in Gender Studies**

Advanced study, arranged in consultation with an advisor. Students considering an honors project should register for this course for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# GENDER STUDIES

## Gender-component courses

Instructors have agreed that students can focus individual work on gender, or a focus on gender is a regular part of these courses.

ANTH 308: *Emotion, Identity and Culture*  
ANTH 330: *Language and Culture*  
ANTH 342: *Medical Anthropology*  
ANTH 354: *Ethnography of East Asia*  
ANTH 366: *Ethnography of Japan*  
ARHI 200: *Archaic and Classical Greek Art*  
ARHI 202: *From Alexander to Kleopatra: Art of the Hellenistic Age*  
ARHI 204: *Roman Art*  
ARHI 220: *Art of the Italian Renaissance*  
ARHI 550: *Seminar: Portraiture*  
BIOL 103: *Biotechnology and Society*  
BIOL 237: *General Endocrinology*  
EAST 140 (HIST 160): *Traditional East Asian Civilization*  
EAST 150 (HIST 165): *Modern East Asian Civilization*  
EAST 260: *East Asian Classics in Translation*  
EAST 350: *Modern Chinese Literature and Cinema in Translation*  
EDST 350: *Ethnicity, Cultural Diversity and Education*  
ENG 260: *Survey of African American Literature*  
ENG 460: *The Victorian Age*  
ENG 465: *The English Novel*  
ENG 500: *Contemporary American Fiction*  
ENG 507: *Contemporary British and Postcolonial Fiction*  
ENG 510: *Literature of the Harlem Renaissance*  
ENG 525: *Contemporary Critical Theory*  
FREN 502: *Childhood\**  
GOVT 340: *International Politics*  
HIST 205: *Cross-Cultural Contacts in the Early Modern World*  
HIST 260: *Culture and Power in Renaissance Europe*  
HIST 261: *Rebellion and Discipline in Reformation Europe*  
HIST 280: *Religion, Magic and Witchcraft in Early Modern Europe*  
HIST 290: *Modern European Thought I*  
HIST 291: *Modern European Thought II*  
HIST 330: *History of the American West*  
HIST 470: *The American Civil War*  
HIST 475: *America at Play*  
HIST 479: *Travel and Tourism in American History*  
HIST 480: *Reconsidering the 1960s*  
MURP 452: *Literature of the Piano*  
PSYC 260 or 265: *Developmental Psychology*  
PSYC 270: *Social Psychology*  
PSYC 460: *Adolescent Psychology*  
PSYC 480: *Historical Origins and Contemporary Viewpoints of Psychology*  
PSYC 560: *Topics in Social Development*  
RLST 240: *Islam*  
RLST 280: *Quran*  
SPAN 520: *Survey of Latin American Literature I\*\**  
SPAN 521: *Survey of Latin American Literature II\*\**  
THAR 327: *Playscript Analysis*

\* Taught in French

\*\* Taught in Spanish

# GEOLOGY

Professors: Bjørnerud (Schober Professorship in Environmental Studies)

Associate professors: Clark\*, Knudsen (chair)

\* On leave Term II

If “geology” makes you think of dusty collections of rocks, minerals, and old bones, visit the Lawrence geology department. You will discover a thriving group of faculty members and students who consider geology to be a way of seeing the Earth, a lens through which the planet’s past and present come simultaneously into focus.

Lawrence geology students have an exceptional range of research experiences, comparable to what students from larger universities would first encounter at graduate school. In a single academic term, you could find yourself sampling ice-age lake sediments with the department’s portable drill rig, mapping the roots of an ancient mountain belt in Michigan’s upper peninsula, instrumenting a watershed in eastern Wisconsin, examining microscopic rock structures with image-analysis software, and conducting geochemical and crystallographic studies with research equipment shared with the chemistry and physics departments. All geology majors complete a research project as part of their *Senior Experience*, and many present results of their research at professional meetings.

Field-based studies are at the heart of the Lawrence geology program. Recent destinations for the annual all-department field trip have included Hawaii, the Adirondacks, Wyoming, Ontario, Scotland, and Puerto Rico. Shorter trips are integrated into academic-year courses, and there also are opportunities for summer field courses, internships, and research projects. Appleton is within a few hours’ drive of classical geological localities, including iron ore deposits and ancient volcanoes in northern Wisconsin and Michigan, a fossil forest preserved in glacial sediments on the shores of Lake Michigan, and the world-renowned glacial landscape of the Kettle Moraine. Local environmental issues related to surface and groundwater protection also provide the basis for student field projects.

In many ways, geology is the ideal liberal arts degree. It is a discipline that draws not only upon one’s observational and analytical abilities but also upon one’s aesthetic and creative instincts.

# GEOLOGY

## 2012-2013 Course Catalog

### Required for the geology major

1. Required core courses
  - a. GEOL 110: *Introductory Geology*
  - b. GEOL 210: *History of Earth and Life*
  - c. GEOL 240: *Chemistry of the Earth: Low-Temperature Environments*
  - d. GEOL 245: *Mineralogical Analysis*
  - e. GEOL 250: *Chemistry of the Earth: High-Temperature Environments*
  - f. GEOL 360: *Physics of the Earth: Surface Processes*
  - g. GEOL 370: *Physics of the Earth: Subsurface Processes*
  - h. GEOL 580: *Junior Seminar*
  - i. GEOL 620: *Senior Capstone*
2. Additional courses in geology Two additional six-unit courses in geology, including two courses numbered 200 or higher
3. Courses in other sciences and mathematics
  - a. CHEM 116 (may be waived by placement exam)
  - b. MATG 107 or 117 or 120 or 140 or 207
  - c. PHYS 141 or 151

### Required for the geology minor

1. Required core courses
  - a. GEOL 110: *Introductory Geology*
  - b. GEOL 210: *History of Earth and Life*
  - c. Any two of the following:
    - i. GEOL 240: *Chemistry of the Earth: Low-Temperature Environments*
    - ii. GEOL 250: *Chemistry of the Earth: High-Temperature Environments*
    - iii. GEOL 360: *Physics of the Earth: Surface Processes*
    - iv. GEOL 370: *Physics of the Earth: Subsurface Processes*
2. Additional courses in geology Two additional six-unit courses in geology numbered 200 or higher
3. C average in the minor

### Required for the interdisciplinary major in the natural sciences in geology and a secondary discipline

1. GEOL 110 and GEOL 210
2. PHYS 150 and 160 or, with the permission of the secondary department, PHYS 120 and 130.
3. Either:
  - a. BIOL 110 and 120 or BIOL 110 and 140, or
  - b. CHEM 115 and 116 or equivalent chosen to include the secondary interest
4. At least 10 six-unit courses in the sciences (biology, chemistry, geology, and physics) numbered 200 or above, with at least five in geology and at least three in the secondary discipline
5. GEOL 580 and 620

# GEOLOGY

## **Broad Field Science**

Students who complete a major, a minimum of two courses in each of two other science disciplines, and at least one course in each of the remaining three disciplines (including space science) will be eligible for Broad Field certification. Please see the Department of Education for more detailed information on teacher certification.

## **Senior Experience in Geology**

The *Senior Experience* in geology comprises two 3-unit courses (GEOL 580 and 620), the first taken in spring term of the junior year and the second in fall term of the senior year. The junior seminar helps students begin to acquire an “insider's view” of the geosciences. In the first part of the course, students explore the philosophical and historical underpinnings of the discipline and develop strategies for finding and reading technical literature. Then, working with at least one member of the geology faculty, each student identifies a substantive research question and designs a plan by which to investigate that question. In the senior capstone, students work with faculty mentors to carry out these research plans (sometimes building upon work that they conducted during summer study on campus, in the field, or through programs at other universities). By the end of the term, each student presents his or her research results and analyses to the department as a whole. Some students opt to continue their capstone research throughout their senior year as senior thesis or honors thesis projects.

## **Courses**

### **GEOL 110**

#### **Introductory Geology**

An introduction to the study of the Earth, examining the interdependent global systems (atmosphere, hydrosphere, biosphere, tectosphere) that set Earth apart from its planetary neighbors. Emphasis is also placed on human participation in and perturbation of these systems. One lab per week. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

### **GEOL 150**

#### **Environmental Science**

Presents principles of biology, chemistry, geology, and physics that relate to such environmental issues as resource limitation, pollution, and environmental degradation. Designed to foster understanding of scientific measures of environmental quality. One laboratory per week. Units: 6.

Also listed as Environmental Studies 150

Prerequisite: Freshman or sophomore standing; consent of instructor required for juniors and seniors

### **GEOL 191**

#### **Directed Study in Geology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# GEOLOGY

## **GEOL 195**

### **Internship in Geology**

An opportunity for students to gain work experience in industry, government, or the non-profit sector. The academic component, supervised by a Lawrence instructor, includes readings, discussion with the instructor, and a formal presentation and written report, which can be used to satisfy the geology department's senior seminar requirement. (Grades are based on this academic work.) Intended to be used for research that is later developed into an honors project. Applications for an internship must be submitted by the fifth week of the term preceding the proposed internship. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 210**

### **History of the Earth and Life**

A study of the physical, chemical, and organic evolution of the Earth since its origin 4.5 billion years ago, with emphasis on times of change and crisis. The course also examines the evolution of ideas about Earth's history, illustrating how science and culture are inherently entangled. Units: 6.

Also listed as Environmental Studies 230

Prerequisite: GEOL 110

## **GEOL 213**

### **Geology and Health**

A course investigating the links between geology and health, considering topics such as asbestos, natural and anthropogenic water contamination, and cycling of trace elements as both contaminants and necessary nutrients. Designed to illuminate the link between the seemingly disparate fields of geology and the health of life on earth. Units: 6.

Also listed as Environmental Studies 202

Prerequisite: GEOL 110

## **GEOL 214**

### **Weather, Climate, and Climate Change**

A study of basic meteorologic principles and climate patterns. These phenomena will be discussed in relation to evidence of past climate change and implications of global warming on future climate. Units: 6.

Also listed as Environmental Studies 235

Prerequisite: GEOL 110 or 150

# GEOLOGY

## **GEOL 215**

### **Origins: Solar System, Earth, Life**

This course explores questions of deep origins—of the Solar System, Earth, and Life—and how these can be addressed through the methods of physics, geology, and biology. Topics considered include stellar evolution, planetary formation, the origin of the Moon, the differentiation of the Earth, and geological and biological constraints on the nature of the earliest lifeforms. Units: 6.

Also listed as Physics 212, Biology 212

Prerequisite: Introductory course in any two different natural sciences; at least one intermediate course in a natural science; and at least sophomore standing.

## **GEOL 216**

### **Apocalypses: The Earth, The Solar System, and the Universe**

This course explores the questions of endings—of the Universe, Solar System, Earth and Life—and how these can be addressed through the methods of astronomy, physics, and geology. Topics considered include environmental and planetary catastrophes, the late evolution of the Earth and the Sun, and the cosmological fate of the Universe. Apocalypses is intended as a bookend to the Origins course (PHYS 212/BIOL 212/GEOL 215). Units: 6.

Also listed as Physics 216

Prerequisite: Introductory course in any two different natural sciences; at least one intermediate course in a natural science; sophomore standing

## **GEOL 220**

### **Environmental Remote Sensing and GIS Applications**

Fundamentals of electromagnetic radiation and the interaction of radiation with matter are introduced as the basis of remote sensing. Interpretation and manipulation of remotely sensed images are used to demonstrate the wealth of information remote sensing provides. Applications and case studies from geology, environmental science, ecology, agronomy, and urban planning will be explored. High school physics recommended. Lecture and laboratory. Units: 6.

Also listed as Environmental Studies 237

Prerequisite: GEOL 110; high school physics recommended

## **GEOL 240**

### **Chemistry of the Earth: Low-Temperature Environments**

An introduction to the geochemical processes at the Earth's surface. Emphasis is placed on how chemical processes such as thermodynamics, phase equilibria, and oxidation-reduction reactions shape the Earth surface and near-surface environments. Units: 6.

Also listed as Environmental Studies 240

Prerequisite: GEOL 110 and CHEM 115; concurrent enrollment in GEOL 245

# GEOLOGY

## **GEOL 245**

### **Mineralogical Analysis**

This course serves as an introduction to mineralogical analyses. Students will utilize a variety of analytical techniques including Polarized Light Microscopy, X-ray diffraction, and Scanning Electron Microscopy to study crystallography and mineral chemistry. Students will use these tools to analyze a variety of geological samples including rocks, soils, and sediments. Intended to be taken simultaneously with GEOL 240. Units: 3.

Prerequisite: Concurrent enrollment in GEOL 240/ENST 240

## **GEOL 250**

### **Chemistry of the Earth: High-Temperature Environments**

Introduction to the chemical processes that form igneous and metamorphic rocks, with emphasis on how mineralogical, chemical, and isotopic clues can be used to gather information about Earth's early history and its inaccessible interior. One lab per week. Units: 6.

Prerequisite: GEOL 110 and CHEM 116; GEOL 240 and GEOL 245

## **GEOL 320**

### **Principles of Paleontology**

A reading course on topics in current and classic paleontological research. Evolutionary trends and their recognition in the fossil record, morphological convergence, and paleoecology. One meeting per week. Units: 3.

Prerequisite: GEOL 260 (strongly recommended) or GEOL 210 or BIOL 235 or consent of instructor

## **GEOL 340**

### **Advanced Geochemistry**

A more detailed investigation of geochemical principles and processes through the investigation of important geochemical issues. Readings come heavily from the primary literature. Units: 6. Also listed as Environmental Studies 330

Prerequisite: GEOL 240 and CHEM 115, or consent of instructor; CHEM 116 recommended

## **GEOL 350**

### **Islands and Isolation**

This course examines islands and the situation of isolation across the fields of geology, evolutionary biology, and human geography. Topics include island formation, dynamics of isolated natural and human populations, and the historical importance of islands in the study of natural history. The course includes laboratories and field trips. Units: 6.

Also listed as Biology 350, Environmental Studies 350

Prerequisite: Any of the following: ANTH 120, ANTH 140, BIOL 210, BIOL 235, BIOL 245, GEOL 210, GEOL 260 or consent of instructor



# GEOLOGY

## **GEOL 360**

### **Physics of the Earth: Surface Environments**

This course studies the movement of water, solute, and sediment through the landscape and the resulting properties and distribution of surficial earth materials and landforms. Topics include weathering; soil development; runoff; mass movement; river, glacial, and coastal processes; and deposition in sedimentary environments. One lab per week. Units: 6.

Also listed as Environmental Studies 335

Prerequisite: GEOL 110 and 240 or consent of instructor; PHYS 141 or 151 recommended

## **GEOL 370**

### **Physics of the Earth: Sub-Surface Processes**

Introduction to the study of the mechanics of Earth's crust and mantle, including mountain-building processes, seismicity and faulting, mantle convection, interpretation of deformed rocks. Four-day field trip late in term. One lab per week. Units: 6.

Prerequisite: GEOL 240 or consent of instructor

## **GEOL 390**

### **Tutorial Studies in Geology**

Advanced work, arranged and carried out in consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 391**

### **Directed Study in Geology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 395**

### **Internship in Geology**

An opportunity for students to gain work experience in industry, government, or the non-profit sector. The academic component, supervised by a Lawrence instructor, includes readings, discussion with the instructor, and a formal presentation and written report, which can be used to satisfy the geology department's senior seminar requirement. (Grades are based on this academic work.) Intended to be used for research that is later developed into an honors project. Applications for an internship must be submitted by the fifth week of the term preceding the proposed internship. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 399**

### **Independent Study in Geology**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# GEOLOGY

## **GEOL 425**

### **Prehistoric Human-Environment Interactions**

This course focuses on the interrelationships between prehistoric humans and their environment on a variety of temporal and geographic scales. Topics include the detection and analysis of prehistoric environmental degradation, the possible impacts of natural and anthropogenically induced environmental change on prehistoric humans, and the modern significance of such interrelationships. Units: 6.

Also listed as Environmental Studies 425

Prerequisite: GEOL 110 or GEOL 150 or ENST 150 or ANTH 120

## **GEOL 426**

### **Biogeography**

Students will learn about past and present geographic distribution of plants, animals, and other organisms throughout the history of the earth and how these patterns can be reconstructed. An in-depth understanding of the basic controls on species distributions is vital to predicting future impacts of global climate change on ecological systems and is a key aspect of effective conservation efforts. Units: 6.

Also listed as Environmental Studies 426

Prerequisite: One of GEOL 110, ENST 150, BIOL 110, BIOL 120; or consent of instructor

## **GEOL 427**

### **Paleolimnology**

Students will learn about the study of lake systems through time. This includes lake formation, changes in watershed vegetation, water chemistry, hydrology, and disturbance regimes. The course will consist of a mixture of lectures, field trips, and labs. Students should be prepared to go on field trips to local lakes where we will recover sediment cores for analysis during the term. One lab per week. Units: 6.

Also listed as Environmental Studies 427

Prerequisite: GEOL 110 or ENST 150 or consent of instructor

## **GEOL 430**

### **Watershed Hydrology**

An introduction to the basic components of the hydrologic cycle, focusing on surface water and groundwater systems. Measurement and analysis of hydrologic data are emphasized. Application to contemporary issues such as flooding, watershed development, and groundwater contamination will be discussed. Units: 6.

Also listed as Environmental Studies 430

Prerequisite: GEOL 110; PHYS 141 or 151 recommended

## **GEOL 520**

### **Seminar in Selected Topics in Geology**

An opportunity for students to read and analyze primary literature on significant topics in geology. Units: 3. Prerequisite: Declared geology majors only

# GEOLOGY

## **GEOL 550**

### **Seminar in Field Geology**

During spring break, winter break, or prior to Term I, students conduct field investigations at an area of geological complexity, such as the Grand Canyon, Death Valley, Wyoming, Hawaii, the Florida Keys, southern Colorado, or Puerto Rico. May be repeated for credit. Units: 3.

Prerequisite: GEOL 110 and consent of instructor

## **GEOL 580**

### **Junior Seminar in Geology**

The goal of the Junior Seminar is to engage geology majors in the scientific process. The course begins with consideration of the history of geology as a discipline. We discuss modes of thinking that are shared with other scientific disciplines as well as those unique to the geosciences, and we read seminal papers that shaped the development of the field. With the guidance of a faculty member, each student identifies a topic to investigate in depth. Students lead discussions, prepare literature reviews and give final presentations on their topics. The topic a student explores in the junior seminar may be (but is not required to be) the same as the one studied intensively in the *Senior Capstone* course (GEOL 620). For some students, the junior seminar topic may also be linked to a research project to be continued over the summer and/or through the student's senior year as an independent study or honors project. Units: 3.

Prerequisite: Declared geology major or minor and junior standing, or consent of instructor.

## **GEOL 590**

### **Tutorial Studies in Geology**

Advanced work, arranged and carried out in consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 591**

### **Directed Study in Geology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 595**

### **Internship in Geology**

An opportunity for students to gain work experience in industry, government, or the non-profit sector. The academic component, supervised by a Lawrence instructor, includes readings, discussion with the instructor, and a formal presentation and written report, which can be used to satisfy the geology department's senior seminar requirement. (Grades are based on this academic work.) Intended to be used for research that is later developed into an honors project. Applications for an internship must be submitted by the fifth week of the term preceding the proposed internship. Units: Variable.

Prerequisite: Counter Registration Required.

# GEOLOGY

## **GEOL 599**

### **Independent Study in Geology**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 620**

### **Senior Capstone in Geology**

The goal of this course is to assist geology majors in becoming scientific practitioners. The course places emphasis on framing testable hypotheses, collecting and analyzing meaningful datasets, and developing models of geologic phenomena. Each student applies these skills to a particular project or problem in the earth sciences. Units: 3.

Prerequisite: GEOL 580, declared geology major or minor and senior standing, or consent of instructor.

## **GEOL 690**

### **Tutorial Studies in Geology**

Advanced work, arranged and carried out in consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 691**

### **Directed Study in Geology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 695**

### **Internship in Geology**

An opportunity for students to gain work experience in industry, government, or the non-profit sector. The academic component, supervised by a Lawrence instructor, includes readings, discussion with the instructor, and a formal presentation and written report, which can be used to satisfy the geology department's senior seminar requirement. (Grades are based on this academic work.) Intended to be used for research that is later developed into an honors project. Applications for an internship must be submitted by the fifth week of the term preceding the proposed internship. Units: Variable.

Prerequisite: Counter Registration Required.

## **GEOL 699**

### **Independent Study in Geology**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# GERMAN

Professors: Friedlander, Peterson (chair)

Associate professor: Lunt

Assistant professor: Guenther-Pal

Visiting assistant professor: Johnson

German has long been a key language of culture, the arts, philosophy, and the social and natural sciences. For better and for worse, Germany has played a significant role in European and world history, while united Germany is one of the driving forces behind European integration and economic development. As a result, German is an important language—not just in Germany, Austria, Liechtenstein, and the German-speaking cantons of Switzerland—but also as a second language throughout the continent. Germany itself is changing in ways that shatter old prejudices and make German an exciting culture to explore.

More than six million Germans emigrated to the United States during the nineteenth and twentieth centuries, and millions of Americans share this heritage. For many students German is more than an exciting other culture: German is also a means of finding out where they came from and who they are.

The German Department at Lawrence University assists students in learning the German language, becoming familiar with Germany's literature, history, and culture, including popular culture — film, television and popular literature — in a developing European society that is far less homogeneous than students expect. German courses also encourage students to develop analytical and interpretive skills. This mix of information and skills helps them understand an increasingly dynamic, diverse and interdependent international community. The knowledge and abilities that German students acquire can help them in a wide variety of careers and give them a lifetime of cultural pleasure.

The study of German begins with the language, but the Lawrence German program insists that language is always part of a cultural nexus. Lawrence's German program is designed to help students develop proficiency in all four language skills: listening, speaking, reading, and writing. Since it only makes sense to learn German in courses with significant cultural content, beginning and intermediate instruction always contains both pertinent cultural material and the opportunity for comparisons between German and American experiences. Most classes, even at the elementary level, are conducted in German, and the program insists that every course, at all levels, is both a language and cultural course. Knowledge of a second language in its cultural context makes students aware of their own language and culture; they are less likely to take things for granted. Of course, the best way to experience difference is to live in another culture, and the German department strongly encourages students to take advantage of opportunities for study in the German-speaking world through our affiliated programs in Berlin, Freiburg, and Vienna. On campus they can maintain a connection to things German through the department's lunch and dinner tables and the Kaffeestunde, which are all facilitated by our Language Assistants.

Once the cultural and linguistic foundations have been laid, students embark on an exploration of German culture, history, and society. The German Department at Lawrence embraces the notion of German studies. Although works of great literature offer unparalleled access to German culture, students will also be exposed to a wider variety of cultural artifacts—film, television, nonfiction texts, popular narratives, etc.—than might be the case in more traditional German programs.

# GERMAN

## 2012-2013 Course Catalog

### Required for the German major

1. Sixty units beyond German 202, including German 285 and 312. At least half of these units must be taken at Lawrence, and 24 units should be at the 400 level or above. Only 12 units taught in English may count toward the major, but tutorials taken in conjunction with English courses may count as German credit.
2. Students usually complete a capstone project in the senior seminar or in conjunction with a departmental course taken during the senior year.
3. Students who expect to graduate will present a portfolio by the second week of their final term. The portfolio will be reviewed and approved or returned to the student for revisions before the end of the term. The student's advisor and one other member of the department will review a portfolio consisting of the following materials submitted electronically:
  - a. a brief statement in which students evaluate their development as German majors
  - b. a list of courses taken for the major
  - c. sample pages of *Lesejournal* from all German courses numbered 300 and above taken at Lawrence
  - d. four papers from upper-level courses, two of which may be from courses taken abroad
  - e. a copy of the capstone paper

### Required for the German minor

Thirty-six units beyond GER 202, including GER 285 and 312. At least half of these units must be taken at Lawrence, and 12 units should be at the 400 level or above. Only six units taught in English may count toward the minor, but tutorials taken in conjunction with English courses may count as German credits. A C average in the minor is also required.

### Teaching Certification in German

Teaching certification in German The German department offers a course of study that prepares its majors to teach German at the elementary and secondary levels. Students interested in teaching German, K-12, should plan to complete the major and should consult with the education department about certification requirements.

### Senior Experience in German

The German Department's revised *Senior Experience* consists of a senior seminar (winter term) in which students first read a set of texts centered on a theme that they and the instructor have determined in advance. By the midpoint of the term, students will have developed individual paper topics that they will develop during the remainder of the term. The capstone project may be completed during winter term, or it may spill over into an independent study during spring term. In either case, the senior seminar allows students to help each other develop their ideas and arguments; they will also present their findings to the entire seminar. Although these papers all touch on a common theme, the individual focus may emphasize literature, history, music, art, etc. Students who are pursuing a double major or teaching certification should work with all concerned departments to assess the feasibility of an interdisciplinary capstone.

# GERMAN

## Courses

### GER 101

#### German 1

The first course of a two-term sequence that introduces students to the basics of German. The traditional four skills of speaking, writing, reading, and listening are practiced, yet the prime concern is adequate comprehension and response within a given situation. Units: 6.

### GER 102

#### German 2

A continuation of German 101. Students improve their communicative skills with continued practice in the four skills of speaking, writing, reading, and listening while learning about the culture of German-speaking countries. Units: 6.

Prerequisite: GER 101 or the equivalent

### GER 177

#### Introduction to German Film (in English)

With its pivotal role in the inauguration of the cinema, knowledge of German film is critical to an understanding of the history of film. Considered as one of the most accessible aesthetic forms, the moving image pervades our everyday lives, and yet we seldom think of what we do as “reading” films. Throughout this course, students will be introduced to the practice of reading German films using three structuring lenses: 1) film and cultural history, 2) formal and generic elements, and 3) film criticism. Units: 6.

Also listed as Film Studies 177

### GER 191

#### Directed Study in German

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### GER 195

#### Internship in German

An opportunity for students to apply their German language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: 2 OR 3.

Prerequisite: Counter Registration Required.

### GER 201

#### Intermediate German I

Further development of the four basic skills with an emphasis on increasing the student's ability to understand literary as well as non-literary texts of increasing difficulty. Successful completion of German 201 satisfies Lawrence's foreign language requirement. Units: 6.

Prerequisite: GER 102 or the equivalent

# GERMAN

## GER 202

### Intermediate German II

Special emphasis on building reading and writing skills and expanding vocabulary. Cultural units include *Die Schwarzwaldklinik*, a German TV series that develops listening comprehension and raises issues for student essays. Units: 6.

Prerequisite: GER 201 or the equivalent

## GER 275

### The Culture of Music in Germany

After considering the role of music in the construction of “Germanness,” the course focuses on the evolution of the “Lied” from folk song to the artistic “Lieder” and on contemporary popular music. Songs from the 18th to the 20th century are treated primarily as texts and cultural artifacts. Course will count toward the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

Also listed as Music History 150

Prerequisite: GER 202 or consent of the instructor

## GER 276

### Grim(m) Stories? Comparative Fairy Tales in Translation

The course focuses on tales collected by the Brothers Grimm, but it will also include other “national” collections (Perrault, Basile, Afanas’ev). Students will be introduced to various interpretative approaches (formalistic, structural, psychological, Marxist) that will enable them to analyze types, themes, and motives across cultures. Taught in English, but with the opportunity for students proficient in German or French to read in those languages. Course will count toward the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

## GER 277

### Introduction to German Film Studies

With its pivotal role in the inauguration of the cinema, knowledge of German film is critical to any understanding of the history of film. This course is intended to be an introduction both to German cinema and to the discipline of film studies. Considered perhaps as one of the most accessible aesthetic forms, the moving image pervades our everyday lives and yet we seldom think of what we do in the movie theatre as “reading.” Throughout this course, students will be introduced to the practice of reading the filmic text using three structuring lenses: 1) history, 2) formal and generic elements, and 3) film criticism. Units: 6.

Also listed as Film Studies 277

Prerequisite: GER 202 or consent of instructor

## GER 285

### Advanced Composition and Conversation

Students improve and refine writing and speaking skills through study of a variety of written texts, discussion based on readings, grammar exercises, and systematic vocabulary building. The primary work in the course involves composing (in multiple drafts) texts that fall into diverse categories, including descriptive, argumentative, and persuasive essays. Units: 6.

Prerequisite: GER 202 or consent of instructor



# GERMAN

## **GER 288**

### **German Theatre Workshop**

Intensive study of German dramatic literature, culminating in a public workshop performance. Students will investigate the background of the author and period of the plays, as well as doing dramatic readings. Assignments will include short essays and oral presentations. Course will count toward the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

Prerequisite: GER 202 or consent of instructor

## **GER 290**

### **Berlin: Experiencing a Great City**

This course introduces students to one of the world's great cities. Classwork includes the history, culture, and literature of Berlin as well as preparations for a series of day-long walking tours of the city that students will conduct themselves for their classmates with the help of a guidebook. In addition, students will conduct comparative research on some aspect of life in the U.S. or Germany. Students must complete both the classroom portion of the course and the Berlin trip to receive credit. Course will count toward the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 2 OR 4.

Prerequisite: GER 201 or higher

## **GER 312**

### **Reading Texts and Contexts**

This course serves as a transition from the language sequence to advanced courses in German literature and culture. Texts vary from novels to non-fiction, from drama to poetry, and from written forms to film. While familiarizing students with both literary and cultural analysis, the course stresses literature's place in fostering an understanding of German society. Units: 6.

Prerequisite: GER 275, 285 or consent of instructor

## **GER 355**

### **The Holocaust in German Culture (in English)**

This course focuses on literary responses to the Holocaust, but it also deals with film and the issue of commemoration. After a discussion of the difficulty of representing the Holocaust, the course examines the Holocaust's role in the construction of German-Jewish identity and its impact on post-war German culture. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. Units: 6.

Also listed as History 311

Prerequisite: Sophomore standing or consent of instructor

# GERMAN

## **GER 357**

### **Film in Germany (in English)**

This course selects from 90 years of filmmaking in Germany. Films range from expressionism to Nazi propaganda and from escapist comedies to avant-garde art. Learning to “read” German films critically also means finding out how to understand movies from Hollywood and beyond. Possible topics include “From Caligari to Hitler,” “German Literature as Film,” and “What Makes Lola Run.” Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German.

#### *Topic for Winter 2013: German Science Fiction Films*

This course will trace the development of the science fiction genre in German-language cinema within the context of the radical political and social shifts of the 20th and 21st centuries. We will examine films from imperial Wilhelmine Germany, the Weimar Republic, Nazi Germany, the FRG, the GDR, Austria, and post-Wall Germany. Issues to be considered include: humanity’s relationship to technology, alien Others, the benefits and dangers of scientific progress, and the nature of human existence. Taught in English. Units: 6.

Also listed as Film Studies 357, Theatre Arts 351

## **GER 359**

### **Inventing Germany (in English)**

Students use literary and non-fiction texts to examine German national identity as it developed from the French Revolution through Bismarck and two world wars to “reunification” in 1990. Topics include the role of Germany in Europe, the legacy of divided Germany, and diversity in German society today. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. Units: 6.

Also listed as History 310

## **GER 361**

### **Vampires, Monsters, and Man-Eaters (In English)**

This course seeks to reveal the ways in which the question of monstrous difference is articulated in a variety of German “texts.” Its main goal is to examine the ways that representations of monstrosity are employed to stage complex public and private anxieties as well as to provide an expression of rebellion against various systems of hierarchy. Featured in the works of canonized authors as well as within the realm of popular culture, the representational functions of the monster can provide valuable insight into numerous aspects of German history and psychosexual relations. Units: 6.

Also listed as Gender Studies 361, Film Studies 361

# GERMAN

## **GER 362**

### **Vampires, Monsters, and Man-Eaters**

This course seeks to reveal the ways in which the question of monstrous difference is articulated in a variety of German “texts.” Its main goal is to examine the ways that representations of monstrosity are employed to stage complex public and private anxieties as well as to provide an expression of rebellion against various systems of hierarchy. Featured in the works of canonized authors as well as within the realm of popular culture, the representational functions of the monster can provide valuable insight into numerous aspects of German history and psychosexual relations. Units: 6.

Also listed as Gender Studies 362, Film Studies 362

Prerequisite: GER 312

## **GER 375**

### **Novellen**

Although Novellen developed as a literary form throughout Europe, it was particularly popular in Germany from the late 18th through the 20th centuries. This course introduces students to the Novelle as a form, to a variety of interesting works of literature and to the cultural, social and political developments in which Novellen were written and read. Units: 6.

Prerequisite: GER 312

## **GER 390**

### **Tutorial Studies in German**

Individual study arranged and carried out in close consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GER 391**

### **Directed Study in German**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GER 395**

### **Internship in German**

An opportunity for students to apply their German language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: 2 OR 3.

Prerequisite: Counter Registration Required.

# GERMAN

## **GER 399**

### **Independent Study in German**

Advanced research on a topic of the student's choice, arranged in consultation with the department. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

## **GER 410**

### **Medieval German Literature**

A study of representative works from the Old and Middle High German period. The thematic focus will vary, but topics include the concepts of loyalty and honor and how they changed with the influence of Christianity, the Arthurian legend in German literature as compared to other traditions, and representations of women in medieval German literature. Units: 6.

Prerequisite: GER 312 or consent of the instructor

## **GER 411**

### **Fascism and Film (in English)**

This course lets students examine films that were ostensibly made as entertainment or explicitly crafted as propaganda in the historical context of Nazi Germany and occupied France. Aside from learning how governments and their cinematic agents used this relatively new medium to shape public opinion (in support of the war, against Jews, etc.) students will see where and how resistance was possible. Units: 6.

Also listed as Film Studies 412

## **GER 416**

### **Kinder- und Jugendliteratur**

This course examines the development of the distinct genre of literature for children and adolescents since the 18th century. It combines the analysis of classic texts, e.g., Heidi or Karl May, with close readings of modern cult classics. Units: 6.

Prerequisite: GER 312 or consent of instructor

## **GER 417**

### **Deutsche? Demokratische? Republik?**

In the years since the fall of the Berlin Wall in 1989, both the promise and the problems of the German Democratic Republic have faded from memory. Indeed, the experience seems to have receded into the distant past. This course explores both the lofty goals and difficult circumstances of the DDR's birth and its gradual decline and fall. The course pays particular attention to literary and filmic representations of hope and fear that the country engendered. Units: 6.

Prerequisite: GER 312

# GERMAN

## GER 418

### **Topics in German Cultural Studies**

Topics in German Cultural Studies allows for an in-depth examination of topics across time, for example, women's writing or crime fiction, or it permits a detailed analysis of special topics, for example, Turkish-German culture in contemporary German film.

#### *Topic for Spring 2013: Wiener Moderne*

From roughly 1890 to 1910 the Austrian capital, Vienna, was a hotbed of literary and cultural activity that reflected and explored the impact of modernity on society. The works of Sigmund Freud, Ludwig Wittgenstein, Hugo von Hofmannsthal, Arthur Schnitzler, Robert Musil, Otto Wagner, Adolf Loos, Gustav Klimt and others gave voice to a modernist spirit that had a fundamental influence on subsequent cultural developments throughout Europe in the 20th century. In addition to works of literature, we will also examine art, music, and architecture within the socio-political context of fin-de-siècle Vienna. Units: 6.

Prerequisite: GER 312

## GER 421

### **Grimms Märchen**

This course examines the entire corpus of the Grimms' fairy tales, from the well-known to the obscure. Students will learn to find structural similarities and to situate the tales in their historical, social and literary context. Units: 6.

Prerequisite: GER 312 or consent of instructor

## GER 441

### **The Fantastic and Grotesque in German Art and Literature (in English)**

The course examines expressions of the fantastic and grotesque in literature from the 18th to the 20th centuries; it will also incorporate film and other visual versions of several texts. Works range from the fairy tales collected by the brothers Grimm to the fanciful and ominous creations of E.T.A. Hoffmann and others working in that tradition. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. Units: 6.

## GER 442

### **The Fantastic and Grotesque in German Art and Literature**

The course examines expressions of the fantastic and grotesque in literature from the 18th to the 20th centuries; it will also incorporate film and other visual versions of several texts. Works range from the fairy tales collected by the brothers Grimm to the fanciful and ominous creations of E.T.A. Hoffmann and others working in that tradition. Taught in German. Units: 6.

Prerequisite: GER 312 or consent of the instructor

# GERMAN

## **GER 443**

### **German Expressionism in Art and Literature (in English)**

The course focuses on the two faces of expressionism: its ecstatic missionary aspect and its darker pessimistic side, as both are manifested in poetry, drama, and art. It will show how the missionary aspect was perversely appropriated by the Nazis, who distorted Nietzsche's "Übermensch" and declared expressionist art "degenerate." Lawrence's LaVera Pohl Collection of German Expressionists serves as a resource. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. Units: 6.

## **GER 444**

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Prerequisite: GER 312 or consent of the instructor

## **GER 446**

### **"Ideal Immigrants"? The German Experience in America**

This course explores what it used to mean to be German in the United States and what it means today: bratwurst, beer, and Oktoberfest. Students will consider issues raised by 19th-century immigration that still reverberate in Germany and America: cultural pluralism vs. assimilation, linguistic diversity vs. single national languages, citizenship vs. "guest" workers. Taught in German. Units: 6.

Also listed as Ethnic Studies 381

Prerequisite: GER 312 or consent of instructor

## **GER 447**

### **Migrants and German Culture**

Despite a long-term refusal to open itself to immigration, Germany has become a nation of immigrants and asylum-seekers. The course focuses on how both literature and films, including works by and about minorities in Germany, have dealt with key cultural phenomena: multiculturalism, diversity, acculturation, assimilation, "majority culture," and parallel societies. Units: 6.

Also listed as Ethnic Studies 382, Film Studies 447

Prerequisite: GER 312 or consent of the instructor

# GERMAN

## **GER 449**

### **Nature and the Environment in German Literature (in English)**

This course examines the literary, philosophical, and sociological history of ecological issues in Germany. Students investigate the formulation of the specifically German concept of nature and study the roles of Romanticism and of the early 20th-century youth movement in shaping contemporary environmental debates. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. Units: 6.

Also listed as Environmental Studies 449

## **GER 543**

### **Studies in 20th-Century Literature and Culture**

This course explores various themes in 20th-century culture, most importantly the impact of modernity on the German imagination. Possible topics include the rise of Expressionism and Dada, art and culture of the Weimar Republic, the development of popular and middlebrow culture, Nazi aesthetics, the art and culture of the 1950s and 1960s, and literature in divided Germany. Units: 6.

Prerequisite: GER 312 or consent of instructor

## **GER 544**

### **Studies in Contemporary Literature and Culture**

This course deals with current cultural, economic, political, and social issues in Germany, Austria, and Switzerland. Topics include the ongoing process of German unification, the situation of women and minorities, reckoning with the Nazi past, and new developments in German literature. Units: 6.

Prerequisite: GER 312 or consent of instructor

## **GER 552**

### **The Devil's Pact**

Goethe's *Faust* remains the centerpiece in this examination of the Faust legend, but its context includes both Goethe's predecessors and more recent versions of the Faust story in literature, music, and film. This course pays particular attention to the decades-long development of Goethe's text and the place *Faust* occupies in German culture. Taught in German. Units: 6.

Prerequisite: GER 312 or consent of instructor

## **GER 590**

### **Tutorial Studies in German**

Individual study arranged and carried out in close consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## GERMAN

### **GER 591**

#### **Directed Study in German**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **GER 595**

#### **Internship in German**

An opportunity for students to apply their German language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: 2 OR 3.

Prerequisite: Counter Registration Required.

### **GER 599**

#### **Independent Study in German**

Advanced research on a topic of the student's choice, arranged in consultation with the department. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

### **GER 600**

#### **Senior Seminar**

Students and the instructor decide in advance on a specific topic or common theme. They read and discuss texts at the beginning of the term. Students then formulate their own projects, which may take them in a direction of their own choosing (literature, history, music, art, etc.). Units: 6.

Prerequisite: Declared major in German

### **GER 690**

#### **Tutorial Studies in German**

Individual study arranged and carried out in close consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

### **GER 691**

#### **Directed Study in German**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.



## **GERMAN**

### **GER 695**

#### **Internship in German**

An opportunity for students to apply their German language skills in business, government, and the non-profit sector on the regional, national, and international level. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: 2 OR 3.

Prerequisite: Counter Registration Required.

### **GER 699**

#### **Independent Study in German**

Advanced research on a topic of the student's choice, arranged in consultation with the department. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

## GOVERNMENT

Professors: Adenwalla, Hah, Skran\* (Edwin & Ruth West Professorship in Economics and Social Science)

Associate professors: Hixon (Gordan R. Clapp Chair in American Studies, chair), Shober, Wulf\*\*

Assistant professors: Balsekar, Brozek\*\* (Stephen Edward Scarff Professor of International Affairs)

Visiting assistant professor: Beesley

\* On leave Term(s) II, III; \*\* On leave Term III

Instruction in the government department responds to an intensely political age and its intellectual challenges. Our main objective is to help students learn how to explain, interpret, and evaluate political institutions, policies, behaviors, and beliefs. Majors learn how to employ a variety of methods to analyze political phenomena, as well as how to defend their analyses with rigorous, evidence-based arguments.

The introductory course (Government 110) provides an introduction to the analysis of the contemporary political system primarily through an examination of the theory and practice of American government. Students proceeding further are introduced to the major problems of political analysis and to the interplay of theory and data before going on to advanced courses in American politics and policy, comparative politics, constitutional law, international politics, and political theory.

A major in government prepares students for success in a wide variety of careers including politics, law, business, teaching, or non-profit work. Those who pursued advanced degrees have done so in political science, business, law, international relations, public policy, history, medicine, education, urban planning, development studies, and many other fields.

# GOVERNMENT

## 2012-2013 Course Catalog

### Required for the government major

Government majors must complete either of the following two tracks:

### Required for the general track

1. GOVT110: *Introduction to Political Science*
2. GOVT 271: *Research Methods in Political Science*
3. One of the following courses in American politics:
  - a. GOVT 211: *Flexibility and Freedom: American Federalism in Transition*
  - b. GOVT 220: *American Elections, Candidates, and Political Parties*
  - c. GOVT 360: *The American Presidency*
  - d. GOVT 370: *Congressional Politics*
  - e. GOVT 375: *American Political Development*
  - f. GOVT 380: *Introduction to Public Policy*
4. One of the following courses in comparative politics:
  - a. GOVT 215: *Democracy in Comparative Perspective*
  - b. GOVT 245: *Comparative Politics of Developing Countries*
5. One of the following courses in international politics:
  - a. GOVT 140: *Introduction to International Relations*
  - b. GOVT 340: *International Politics*
6. One of the following courses in political theory:
  - a. GOVT 200: *Politics and Human Nature*
  - b. GOVT 235: *American Political Thought*
  - c. GOVT 315: *Founding the Just Regime*
  - d. GOVT 405: *Individuality and Community in Modern Politics*
7. One six-unit course numbered 400 or above
8. *Senior Experience*: one six-unit course numbered 500 or above. Students may satisfy this requirement by completing a 500 or higher-level seminar, independent study, tutorial, directed study, or internship.
9. At least eleven six-unit courses total
10. C average in the major
11. At most two 100-level courses may count toward the major.
12. Students may count one cross-listed course in economics toward the major.

# GOVERNMENT

## Required for the international relations track

1. GOVT 110: *Introduction to Political Science*
2. GOVT 140: *Introduction to International Relations*
3. GOVT 340: *International Politics*
4. GOVT 271: *Research Methods in Political Science*
5. One of the following courses in comparative politics:
  - a. GOVT 215: *Democracy in Comparative Perspective*
  - b. GOVT 245: *Comparative Politics of Developing Countries*
6. One of the following courses in political theory:
  - a. GOVT 200: *Politics and Human Nature*
  - b. GOVT 315: *Founding the Just Regime*
  - c. GOVT 405: *Individuality and Community in Modern Politics*
7. One six-unit course numbered 400 or above in international or comparative politics
8. *Senior Experience*: one six-unit course numbered 500 or above, with an international or comparative focus. Students may satisfy this requirement by completing a 500 or higher-level seminar, independent study, tutorial, directed study, or internship.
9. Three additional six-unit elective courses
10. At least eleven six-unit courses total
11. C average in the major
12. At most three 100-level courses may count toward the major.
13. One of the electives must be a course with a comparative or international focus offered by a department outside of government. Students must clear their choices with their advisors in advance. Foreign language courses may only satisfy this requirement if they exceed the level required for the B.A. degree.
14. Students may count one cross-listed course in economics, in addition to the above course, toward the major.
15. Students may count GOVT 211, 220, 360, 370, 375, or 380 instead of GOVT 110 if they secure permission from the relevant course instructor or if they have received credit for AP Government.

## Required for the government minor

1. GOVT 110: *Introduction to Political Science*
2. One six-unit course in American politics
3. One six-unit course in political theory
4. Two six-unit courses from the fields of comparative politics and international relations
5. One six-unit course at the advanced level numbered 400 or above, excluding tutorials and independent studies
6. A total of at least six six-unit courses, four of which must be numbered 200 or above
7. C average in the minor

**Off-campus study** See Washington Semester

## Senior Experience in Government

The *Senior Experience* in Government will allow seniors to pursue a capstone research project, an academic internship in government or politics, or other culminating work chosen in consultation with faculty advisors. Capstone research projects may be pursued through a senior seminar, in approved upper-level courses or independent studies, or through work toward an honors thesis.

# GOVERNMENT

## Courses

### GOVT 110

#### **Introduction to Political Science**

An introduction to the nature of contemporary politics and government. Topics drawn primarily from American national, state, and local government and politics, with other political systems introduced for comparative purposes. Emphasis on such major concepts as power, legitimacy, political culture, conflict, and rational choice and on an examination of how a political system manages problems related to political change. Units: 6.

### GOVT 140

#### **Introduction to International Relations**

An introductory study of the cultural, political, and economic interactions among states and non-state actors in global politics. Special attention is paid to key issues, including international security, foreign policy decision-making, and the role of diplomacy in promoting cooperation. Required for the interdisciplinary area in international studies. Units: 6.

### GOVT 150

#### **Introduction to Global Studies**

An introduction to the economic, political, social, and cultural aspects of globalization. Special attention will be paid to the influence of globalization on particular regions of the world, including Europe and North America, the former Soviet Union, East Asia, Africa, and Latin America. Emphasis will be placed on the role of cross-cultural diplomacy in a global world. As part of the course, students will participate in a simulation of an international negotiation. Units: 6.

### GOVT 151

#### **Introduction to Environmental Policy**

This course applies principles of economics and political science to environmental issues, including pollution, resource limitation, and environmental degradation. It is designed to foster an understanding of the environmental policy-making and regulatory process in the United States and globally. Units: 6.

Also listed as Environmental Studies 151, Economics 151

### GOVT 191

#### **Directed Study in Government**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### GOVT 195

#### **Internship in Government**

Work with a government agency, legislative office, research institution, private employer, or other relevant organization, arranged under the direction of an instructor in the department. Units: Variable.

Prerequisite: At least one government course at 200-level or above and consent of instructor; Counter Registration Required

# GOVERNMENT

## **GOVT 200**

### **Politics and Human Nature**

What activities are most appropriate for human beings? What is the purpose of political activity? What is the best practicable constitution for a political community? This course examines several philosophers' arguments concerning the best political regime in light of their respective visions of human nature and happiness. Units: 6.

Prerequisite: FRST 101 or sophomore standing

## **GOVT 204**

### **Special Topics in Government**

This course explores a topic in American politics, comparative politics, international politics, political theory, or another government subfield which is not addressed by the Government Department's regular course offerings. It will usually be offered by a visiting faculty member, and the topic will vary based on the faculty member's area of expertise. Units: Variable.

## **GOVT 209**

### **Water, Politics, and Economic Development**

This course focuses on the political economy of water in the developing world. Students will explore the relations among water use politics and economic development as well as the quality and distribution of water among a country's stakeholders. China will provide the primary context for the course. Units: 6.

Also listed as Economics 209, Environmental Studies 209

Prerequisite: One of ECON 100, ECON 110, GOVT 110, GOVT 140, or GOVT 150

## **GOVT 211**

### **Flexibility and Freedom: American Federalism in Transition**

Federalism is a compromise between freedom and equality. How much authority should states and cities have over elections? Education? The environment? Observers characterize American federalism both as a bulwark against tyranny and a perpetrator of inequality. This course considers federalism's development, its contradictions, and its survival in a global society. Units: 6.

Prerequisite: GOVT 110 or consent of instructor

## **GOVT 215**

### **Democracy in Comparative Perspective**

This course examines the key elements of democratic systems, including those of the United States, Japan, Britain, and Mexico. The course highlights political culture, institutions, and political processes, as well as key issues facing democracies today. Particular attention is paid to policies and politics of race relations and environmental concerns. Units: 6.

## **GOVT 216**

### **Alliances and Power Politics**

An examination of the origins and development of U.S. alliances since 1945 that considers the internal and international politics of various countries, including Japan and the United States, explicitly employing relevant theories of politics, economics, and psychology. Units: 6.

Prerequisite: Completion of one term at Lawrence

# GOVERNMENT

## **GOVT 220**

### **American Elections, Candidates, and Political Parties**

A study of the development, organization, structure, and activities of American political parties, with special attention to the recruitment and selection of presidential candidates. Units: 6.

Prerequisite: GOVT 110 or consent of instructor

## **GOVT 226**

### **Identity Politics and Ethnic Conflict**

Are conflicts between identity groups inevitable? Why do outbreaks of violence and ethnic conflict occur when they do? How have governments dealt with diversity and with what consequences? Students will read both new and classic works from the literature on nationalism, identity politics, genocide and post-conflict resolution across the world. Units: 6.

Also listed as Ethnic Studies 226

Prerequisite: Sophomore standing or consent of instructor

## **GOVT 235**

### **American Political Thought**

This course examines the character and historical development of American political thought. Students analyze ideas about liberty, virtue, equality, authority, and community expressed in political tracts and speeches from colonial times to the present. Units: 6.

Prerequisite: GOVT 110 or sophomore standing

## **GOVT 245**

### **Comparative Politics of Less-Developed Countries**

This course provides an introduction to politics in less-developed countries, paying close attention to differences within the so-called "developing world" and the impact of economic realities on politics. In doing so, it addresses questions about the relationship between economic development and democracy and the impact of globalization on poor countries. Units: 6.

Prerequisite: Sophomore standing and one of GOVT 110 or GOVT 140

## **GOVT 246**

### **Latin American Politics**

The course addresses the politics of our neighboring region, Latin America. This important world region is at a political crossroads today. Topics include historical precedents, institutional arrangements, democratization, inter-American governance, the politics of women, the rise of Chavez and the "new left", and indigenous organizing. Units: 6.

Prerequisite: Sophomore standing

# GOVERNMENT

## **GOVT 260**

### **European Democracies**

An examination of the historical development and contemporary characteristics of western European political systems that first compares the contemporary systems of Great Britain, France, and Germany and then focuses on challenges facing European democracies today, including environmental problems and increasing immigration. Particular attention is paid to the process of European integration and the role of the European Union. Units: 6.

Prerequisite: GOVT 110 or sophomore standing

## **GOVT 270**

### **Global Environmental Politics**

This course provides an examination of the environment as an issue in world politics. Emphasis will be placed on the role of both state and non-state actors (i.e., the UN, NGOs) in global environmental regimes that are designed to deal with global warming, ozone depletion, and other environmental issues. Particular attention will be paid to the positions taken by both developed and developing countries. As part of the course, students will participate in a simulation of an international negotiation on an environmental issue. Units: 6.

Also listed as Environmental Studies 270

Prerequisite: Sophomore standing or ENST 150 or GOVT 110

## **GOVT 271**

### **Research Methods in Political Science**

Considers research approaches and methods political scientists use to create knowledge. The course will explore quantitative and qualitative techniques with theory and hands-on applications. The goal of the course is to improve students' ability to read research critically and to make and test their own arguments in political science. Units: 6.

Prerequisite: GOVT 110 or consent of instructor

## **GOVT 274**

### **Public Economics**

Public economics covers a range of topics from taxation to social insurance and redistribution to homeland security. The course develops a template for framing and analyzing public policy issues that provides a basis for understanding the rationale for government intervention, the alternative policy instruments that can be used to affect economic outcomes, and the economic tools used to evaluate the effects of intervention. Units: 6.

Also listed as Economics 271

Prerequisite: ECON 100 or ECON 120



# GOVERNMENT

## **GOVT 276**

### **Economic Development**

This course seeks to provide students with a broad based understanding of economic development and the choices countries face. To obtain such an understanding, students will read the works of contemporary economists who provide a variety of approaches to poverty alleviation and the tradeoffs that must be confronted. Emphasis will be placed on close reading, class discussion, and on writing a number of papers that compare and contrast different views of economic development. Units: 6.

Also listed as Economics 200

Prerequisite: ECON 100 or 120

## **GOVT 277**

### **Political Economy of Regulation**

This course focuses on the tension between politics and expertise that characterize the administrative regulatory state often called "the fourth branch of government." Several competing models of political economy shape an exploration of the continuing evolution of the U.S. regulatory system, the process by which regulations are proposed, written, implemented, and enforced, and the tools used to evaluate the costs and benefits of regulations. Units: 6.

Also listed as Economics 240

Prerequisite: ECON 100 or ECON 120

## **GOVT 280**

### **U.S. Foreign Policy**

Analysis and interpretation of the nature, patterns, and trends of American foreign policy since World War II. Emphasis on the origins, development, and passing of the Cold War and on factors of continuing significance. Units: 6.

Prerequisite: GOVT 110 recommended

## **GOVT 315**

### **Founding the Just Regime**

Can a corrupt people create a just regime? What role must violence, deception, persuasion, and reflection play in promoting political justice? What are the ground and scope of citizens' political obligations? This course studies the difficulties of creating and reforming political communities. Units: 6.

Prerequisite: Sophomore standing

## **GOVT 320**

### **Introduction to Constitutional Law**

This course examines the American Constitution's structure and purposes; who may authoritatively interpret the Constitution; and legal debates that have attended American constitutional development. It focuses particular attention on competing claims about the founding; interpretive expertise and authority; the contract, commerce, and equal protection clauses; the separation of powers; and federalism. Units: 6.

Prerequisite: Sophomore standing

# GOVERNMENT

## **GOVT 321**

### **Civil Liberties and the Supreme Court**

A study of landmark 20th-century civil-rights and liberties cases in U.S. constitutional law. These cases involve critical constitutional issues concerning the nationalization of the Bill of Rights, freedom of speech and press, abortion and the right to privacy, desegregation and affirmative action. Units: 6.

Prerequisite: GOVT 110 or sophomore standing

## **GOVT 340**

### **International Politics**

An analysis of patterns of interactions of state and non-state actors in a system without supreme authority, focusing on alternative theoretical frameworks rather than substantive problems. Special emphasis on “realist” and “liberal” theories; the nature and uses of power in international politics; and issues of security, including conventional war, weapons of mass destruction, terrorism, environmental decay, and migration. Units: 6.

Prerequisite: GOVT 110 or 140 or sophomore standing

## **GOVT 351**

### **Broadsides to Blogs: Mass Media in American Politics**

From colonial broadsides to last night's blog, American politics has been enmeshed with mass media. Students will consider the roll of the mass media in shaping what citizens think about candidates for office, election campaigns, making of policy, and ultimately, governing. Does the mass media undermine democracy or strengthen it? Units: 6.

Prerequisite: GOVT 220 or consent of instructor

## **GOVT 360**

### **The American Presidency**

An examination of the politics of the American presidency, including the constitutional foundations of the office, elections, and the president's relationships with Congress, the courts, the public, media, and the executive branch. The main theme of the course is the difficulty of assessing presidential leadership, in particular sorting the effects of presidents' individual characteristics and strategies from contextual constraints and opportunities. Units: 6.

Prerequisite: GOVT 110, and MATH 107 or 177 or 207, or consent of instructor

## **GOVT 370**

### **Congressional Politics**

This course covers the basics of congressional politics, including elections, the constitutional framework, committees, parties, and legislative procedures. Thematic focuses include strategies of legislative coalition building and the relative importance of partisanship, constituent pressures, and policy expertise in congressional politics. Units: 6.

Prerequisite: GOVT 110 or consent of instructor

# GOVERNMENT

## **GOVT 375**

### **American Political Development**

This course explores patterns in American political culture that have shaped American institutions. Attention is paid to historical context and alternate political arrangements once suggested but not taken. Students will engage two questions: Will American democracy work only in America? Do political structures or political culture better explain American institutions? Units: 6.

Prerequisite: Junior standing and GOVT 110 or HIST 131 or HIST 132

## **GOVT 380**

### **Introduction to Public Policy**

This course considers economic and democratic models for structuring the collective choices that become public policy. It then explores how major American institutions balance political control and technical expertise in the design, enactment and implementation of public policy. Units: 6.

Prerequisite: GOVT 110 or consent of instructor

## **GOVT 385**

### **Modern British Politics**

This course analyzes the central structures and processes of British politics, the important policy issues of recent years, British attitudes toward the political system, and critiques of British politics and history. *Offered at the London Centre.* Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

## **GOVT 390**

### **Tutorial Studies in Government**

Advanced study, arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GOVT 391**

### **Directed Study in Government**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GOVT 395**

### **Internship in Government**

Work with a government agency, legislative office, research institution, private employer, or other relevant organization, arranged under the direction of an instructor in the department. Units: Variable.

Prerequisite: At least one government course at 200-level or above and consent of instructor; Counter Registration Required

# GOVERNMENT

## **GOVT 399**

### **Independent Study in Government**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **GOVT 401**

### **Field Experience in Sierra Leone**

Students engaged in this course will have the opportunity to do field research in Sierra Leone, West Africa. Each student will develop and implement a project that concerns economic, political, and/or environmental issues important in Sierra Leone. Students will also have the opportunity to learn from national and local leaders, and upon completion of the field experience, present their research to the wider Lawrence community. Students must register for this course in both the fall and the winter terms. During the extended winter break, class members will travel to Sierra Leone for an 18-day study tour. Units: 2.

Also listed as Economics 206, Environmental Studies 311

Prerequisite: Completed or concurrent enrollment in ENST 300, ECON 205, or GOVT 500 (*Research Methods in Comparative Politics and International Relations*)

## **GOVT 405**

### **Individuality and Community in Modern Politics**

This course studies a variety of theoretical responses to the emergence of open societies in the West. Topics include the competing demands of individuality and community in religious, commercial, and political life. Units: 6.

Prerequisite: Junior standing or consent of instructor

## **GOVT 425**

### **Topics in International Security**

This course is an exploration of the politics of international security. The specific topic will vary by term, but the concepts to be covered include bargaining, diplomacy, conflict and cooperation. Units: 6.

Prerequisite: GOVT 340, GOVT 280, or junior standing.

# GOVERNMENT

## **GOVT 426**

### **Topics in U.S. Foreign Policy**

This course will address an advanced topic in American foreign policy, such as military intervention, humanitarian aid, arms control, trade policy, or counter-terrorism. Whenever possible, this course will be designed, planned and taught in collaboration with the Distinguished Visiting Scarff Professor. Units: 6.

#### *Topic for Spring 2013: Contemporary U.S.- China Relations*

This course examines in depth major security aspects of contemporary U.S.-China relations. Topics include: realism and idealism in U.S.-China relations; memories of war, imperialism, and the Tiananmen protest movement; mutual images of each other; nuclear weapons, arms race, and competing strategic doctrines; the U.S.-Japan alliance and China; the Korean peninsula between the U.S. and China; the Taiwan problem; the U.S., China, Southeast Asia, and Australia; India and Pakistan between the U.S. and China; China, Russia, and Central Asia; the politics of economic relations between the U.S. and China; China's soft power and its challenge to the U.S. and other countries.

Units: 6.

Prerequisite: GOVT 280, GOVT 340, GOVT 380, or consent of instructor

## **GOVT 435**

### **Voting, Political Participation, and Public Opinion**

Who votes and why? How do individuals form opinions about politics? How are scientific surveys and polls conducted and what are their limitations? This course examines voting, participation, and public opinion formation (primarily in the United States) through theories of political psychology and rational choice. Units: 6.

Prerequisite: GOVT 220, 360, 370, or 380

## **GOVT 445**

### **Chinese Government and Politics**

This survey course examines the political development of China from the Communist revolution to the present. Among the issues addressed are the legacies of the Maoist era, China's contemporary economic transformation and its social effects, political participation and protest in the contemporary era and the apparent perpetuation of authoritarianism. Units: 6.

Also listed as East Asian Studies 410

Prerequisite: Junior standing and one of EAST 150, GOVT 245, or HIST 360; or consent of the instructor

# GOVERNMENT

## **GOVT 446**

### **Topics in Comparative Politics**

This course will address an advanced topic in the sub-field of Comparative Politics, such as democracy and authoritarianism, politics of the city, political participation and social movements, gender and politics, or the comparative method.

#### *Topic for Fall 2012: Research Methods in Comparative and International Politics*

The course provides an introduction to qualitative research methodology and is strongly recommended for students who intend to write an Honors Thesis in either International Relations or Comparative Politics. It will focus on the logic of case studies and small-N comparative studies: How to select a case for a case study; construct a sound comparison; and make reasonable claims based on a small-N analysis. Students will also be introduced to techniques of gathering qualitative data such as writing questionnaires for interviews and analyzing primary sources.

#### *Topic for Winter 2013: Indian Politics*

The late scholar and diplomat John Kenneth Galbraith once referred to India as “functioning anarchy.” This course will introduce students to politics in this unexpected and raucous democracy with the goal of understanding the reasons for the apparent coexistence of order and chaos. In addition to major political milestones, topics covered will include: political development and the management of ethnic diversity; economic change and developmental challenges; trends in caste politics and the rise of religious nationalism; the political impact of social movements and social change; and foreign relations with neighbors and major powers. Other countries in South Asia will be discussed for the purposes of comparison and based on student interest. Non-majors are welcome; please contact the instructor if you have any questions.

Units: 6.

Prerequisite: GOVT 245 or consent of instructor.

## **GOVT 465**

### **Environmental Politics**

An examination of the politics of environmental policy in the United States, including the organization and demands of the environmental movement and its opponents, the ways in which major actors and institutions in the U.S. system treat environmental issues, and such specific topics as environmental justice and the application of cost-benefit reasoning to environmental policy making. Units: 6.

Also listed as Environmental Studies 470

Prerequisite: GOVT 380 and either ECON 100 or ECON 300 or consent of instructor

## **GOVT 475**

### **Games and Strategy in Politics**

Political scientists often interpret politics as a game between strategic actors. This course surveys applications of game theory and social-choice theory to a wide variety of political phenomena, Units: 6.

Prerequisite: Junior standing or consent of instructor

# GOVERNMENT

## **GOVT 480**

### **International Organizations**

An examination of the role of international organizations (IOs) in world politics, focusing on both the historical development and the contemporary functions of the United Nations and other IOs in regard to the promotion of international peace and security. Attention is also given to the role of IOs in regard to global issues such as peacekeeping, humanitarian intervention, and environmental protection and to regional organizations, especially the European Union. As part of the course, students will participate in a simulation of the United Nations. Units: 6.

Prerequisite: GOVT 140, GOVT 340, or consent of instructor

## **GOVT 490**

### **International Law**

A study of the role of law in international politics. Attention to the distinctive nature of the international legal system and to the relevance of international law to the control of violence, promotion of peace, protection of human rights, and management of resources. Current problems and the outlook for the future world order are assessed. Units: 6.

Prerequisite: GOVT 110 or 140 or sophomore standing

## **GOVT 495**

### **Health Policy**

A seminar addressing present and prospective health care policy in the United States. Emphasis on various contemporary health care problems, including high and rising costs, differences in access to medical service, and trade-offs between cost and quality. Specific topics include Medicare, Medicaid, medical malpractice, profit versus not-only-for-profit producers of care, and alternative delivery systems. Units: 6.

Also listed as Biomedical Ethics 495

Prerequisite: Sophomore standing or consent of instructor

# GOVERNMENT

## **GOVT 500**

### **Senior Seminar in Government**

#### *Topic for Fall 2012: Non-State Actors in Global Politics*

In the 21st century, non-state actors play an increasing role in international politics. In this seminar, students will examine the role of non-state actors, including international organizations, NGOs, transnational corporations, global terror groups, and transnational criminal groups, in order to assess the ways in which they challenge and complement the actions of states. As part of the course, students will write a term paper on the role and impact of one non-state actor in global politics.

#### *Topic for Winter 2013: American Politics*

The first part of the seminar will be devoted to an overview of the scope and methods of political science research. During the balance of the term, students will design and produce individual research projects on topics of their choice. Projects must be descriptive or explanatory rather than prescriptive. Ideally, students entering this seminar should have some background in the topic they wish to study.

#### *Topic for Spring 2013: Classic Works in Comparative Politics*

Students will be introduced to some classic as well as recent notable works in the sub-field of comparative politics. Readings and discussions will be geared toward two broad goals: First, to give students the opportunity to engage substantively with some of the landmark works in the sub-field; and second, to help students develop their own *Senior Experience* projects in the form of a substantive research paper. "Comparative Politics" is a very broad sub-field and some readings will be selected based on students' thematic or regional interests. Students who pre-register for the course by the beginning of the academic year will be given the opportunity to help select some of the course readings.

Units: 6.

## **GOVT 590**

### **Tutorial Studies in Government**

Advanced study, arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GOVT 591**

### **Directed Study in Government**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.



# GOVERNMENT

## **GOVT 595**

### **Internship in Government**

Work with a government agency, legislative office, research institution, private employer, or other relevant organization, arranged under the direction of an instructor in the department.

Units: Variable.

Prerequisite: At least one government course at the 200 level or above and consent of instructor; Counter Registration Required

## **GOVT 599**

### **Independent Study in Government**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **GOVT 690**

### **Tutorial Studies in Government**

Advanced study, arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **GOVT 691**

### **Directed Study in Government**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **GOVT 695**

### **Internship in government**

Work with a government agency, legislative office, research institution, private employer, or other relevant organization, arranged under the direction of an instructor in the department.

Units: Variable.

Prerequisite: At least one government course at the 200 level or above and consent of instructor; Counter Registration Required

## **GOVT 699**

### **Independent Study in Government**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# HISTORY

Professors: Chaney, Cohen\* (Patricia Hamar Boldt Professorship in Liberal Studies), Podair (Robert S. French Professor of American Studies)

Associate professors: Blitstein (chair), Frederick, Kern, Rico (Pieper Family Professor of Servant Leadership)

Assistant professor: Tsomu

Visiting assistant professor: Sturtevant

\* On leave Term I

Consciously or not, all of us operate as historians. We make judgments and decisions based on our knowledge, however inadequate, of what has gone before. Furthermore, we make sense of our own position in the present by composing and telling stories about where we have been in the past. The formal study of history—the critical examination of human accomplishments and failures—does likewise, and it greatly enhances our ability to judge and decide about both private matters and public issues. Although historical awareness does not offer immediate solutions to contemporary problems, it does lead to a better understanding of them. Studying what was remote in time and space provides important perspectives on politics, society, and culture.

## 2012-2013 Course Catalog

### Required for the history major

1. The minimal requirement for the major is 10 six-unit courses.
2. Students must complete a sequence of three courses specifically designed to promote the skills and method of disciplined historical inquiry and to culminate in the production of an original and substantial piece of historical research. These courses must be taken in order and at specified times, so students must take special care when planning their advancement through the major.
  - a. Students are required to take HIST 101: *Introduction to Historical Methods*, during their freshman or sophomore year.
  - b. Students are required to take HIST 620: *Historiography*, during their junior year.
  - c. Students are required to take HIST 650: *The Practice of History*, during their senior year. Exceptions may be granted, however, for majors who petition to complete a piece of advanced and original historical research in suitable off-campus programs.
3. Students must complete seven additional courses that will serve both to broaden and to deepen their historical knowledge. One of the seven courses must be a seminar or independent study in which students will begin a research project to be completed in History 650.
  - a. Students are required to take at least one six-unit course from each of the following three categories: North America (NA), Europe (E), and Global and Comparative (G&C).
  - b. Students are required to take at least one course that covers materials up to the year 1750.
  - c. Students are required to take at least one course designated as a seminar (numbered between 400 and 599) or one designated as an independent study (numbered between 400 and 599), during their junior year or during the Fall Term of their senior year.

# HISTORY

- d. Students are encouraged to take as many additional courses focusing on their own areas of interest as they and their advisors deem appropriate for the completion of the major.
4. Students must have a C average in the major.

## Required for the history minor

1. The minimal requirement for the minor is 6 six-unit courses.
2. Students must take at least one introductory course (numbered between 100 and 199).
3. Students must take at least five additional courses.
  - a. No more than one may be an introductory course.
  - b. At least one must be a seminar or independent study (numbered between 400 and 599).
4. Students must have a C average in the minor.

## Off-campus Study

The history department encourages majors, whenever possible, to participate in one of the off-campus programs offered either by Lawrence or under the auspices of the Associated Colleges of the Midwest or other consortial arrangements. The Lawrence London Centre and the ACM Newberry Library Program have proven to be of particular interest to history majors, though majors have benefited from participation in numerous others—especially those that match up with students' area interests (see Off-Campus Programs).

## Graduate School

Students who are considering graduate studies in history should know that most doctoral programs require one or more (usually two) foreign languages and should work closely with their advisors to plan their schedules accordingly.

## Advanced Placement

Students who have earned a 4 or better in the Advanced Placement Examinations in American History, European History, or World History will receive six units of credit in history and may use that credit in partial fulfillment of the major. (History majors should consult with their advisors to determine which departmental introductory course their AP credit might replace.) These same students are strongly encouraged to consult with any member of the department about appropriate placement in courses above the introductory level.

## Senior Experience in History

The *Senior Experience* in the history department consists of a collaborative one-term seminar culminating in an original and substantial piece of historical research. Students will be introduced to the standards of research and writing common to the historical profession and will be guided, as apprentice historians, through their own individual projects. The *Practice of History* represents the culmination of a course sequence that includes *Introduction to Historical Methods*. It is open to history majors who have completed an advanced seminar, tutorial, or independent study and have outlined a research topic that they are prepared to pursue intensively.

# HISTORY

## Courses

### HIST 101

#### **Introduction to Historical Methods**

An introduction to the practical skills of doing history aimed at freshmen and sophomores planning to major in history and others seriously interested in learning how to navigate the waters of historical study. Emphasis is on acquiring the techniques current historians use to research into the past, making sense of their findings, and presenting them to others in a variety of media. Using materials appropriate to a theme that changes from year to year, students will discover how to do a thorough bibliographical search of all major genres of historical works, to find and interpret primary sources, and master the basic historical essay. Units: 6.

### HIST 110

#### **The Emergence of the Modern World**

An introduction to world history from 500 to 1750. Attention to global change through the emergence of world systems, as well as the development of worldwide commercial and colonial empires. Thematic focus on the nature of cross-cultural relations and the dynamics of power and resistance. Special emphasis on analysis of documents and historical interpretations. (G&C or E) Units: 6.

### HIST 115

#### **The Modern World**

An introductory examination of the development of modern global civilization from the end of the 18th century to the early 21st century, surveying the final modernization of the West through successive waves of political, industrial, and social revolutions and exploring the worldwide reaction to the spread of modern mass society brought about by Western efforts at global domination. Special emphasis on analysis of documents and historical interpretations. (G&C or E) Units: 6.

### HIST 120

#### **Africa to 1800**

An introductory survey of African history to 1800. The course focuses on problems of the environment, the organization of society, foreign trade and influence, state building, and maintaining non-state forms of governance. Topics include African kingdoms and empires, migration, Islam, and the trade in enslaved Africans. Special emphasis on how historians use archaeology, linguistics, and oral traditions to reconstruct African history. (G&C) Units: 6.

### HIST 125

#### **Modern Africa Since 1800**

The history of Africa from the end of the trans-Atlantic slave trade to the present. We will discuss the effects of abolition on Africa, the nature of pre-colonial African societies on the eve of conquest, the European "Scramble for Africa," the colonial era, African nationalism and decolonization, and the post-colonial period. Themes will cover social, political, economic, and religious history. (G&C) Units: 6.

Also listed as Ethnic Studies 120

# HISTORY

## **HIST 130**

### **Colonies to Republic: British North America, 1607-1789**

A survey of North American history from the arrival of the first European voyagers through establishment of the Republic in 1789. Emphasis on the major political, intellectual, social, and economic changes of the period and on the nature of historical inquiry and analysis. (NA) Units: 6.

## **HIST 131**

### **Republic to Nation: The United States, 1789-1896**

A study of the major social, political, economic, and intellectual developments in American society from 1789 through 1896. Topics include the industrialization of the economy, the diversification of the population, the democratization of American politics, and the evolution of an American character. (NA) Units: 6.

## **HIST 132**

### **Nation in a Modern World: The United States, 1896-Present**

An examination of reform, dissent, and protest in the United States as it passed through eras of economic transformation, social crises, technological revolution, and international confrontation. Emphasis on domestic history, including the reforms of the Progressive-Great Depression eras, the Civil Rights Movement, and civil protest during the Vietnam period. (NA) Units: 6.

## **HIST 135**

### **American Indian History: Pre-Contact to 1830**

An introductory survey exploring American Indian history from the period preceding contact with African and Europeans to the era of removal. Focuses on the social, cultural, political and economic diversity of native peoples and their experiences with European colonialism. (NA) Units: 6.

Also listed as Ethnic Studies 135

## **HIST 136**

### **American Indian History 1830 to the Present**

This is an introductory survey exploring American Indian history from the removal era to the present. This course explores the social, political, and economic challenges Native people faced as a result of American expansion and colonialism. It focuses on the ways in which American Indian communities transformed in response to these changes, as well as their persistence and integrity as tribal nations in the present. (NA) Units: 6.

Also listed as Ethnic Studies 136

## **HIST 140**

### **Gender and Feminism in Historical Perspective**

A comparative world history of both gender relations and the emergence of a feminist consciousness within the past 500 years. Case studies drawn from different regions of the world will precede the examination of the emergence of a global feminism in the late 20th and early 21st centuries. Topics will include the social roles of men and women, ideas about masculinity and femininity, understandings of sexual orientation, forms of systematic subordination, and the politics of modern feminisms. (G&C) Units: 6.

Also listed as Gender Studies 110

# HISTORY

## **HIST 145**

### **Introduction to the Middle East**

Provides an introduction to the history, geography and politics of the Middle East. General themes include the historical timeline, geographic characteristics, and political systems of the region. Additionally, students will pair primary source materials with traditional secondary texts to study specific thematic components such as terrorism, religion, and gender. (G&C) Units: 6.

## **HIST 150**

### **Stuart England, 1603-1715**

This course explores the causes and impact of the English Civil War, the effect of the Restoration, the Glorious Revolution, and the path to the Hanoverian Succession. The economics, politics, religion, social history, and cultural aspects of the period are also studied. Visits to museums and buildings of the period are included. (E) *Offered at the London Centre*. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

## **HIST 160**

### **Traditional East Asian Civilization, 1800 B.C.-1600**

An introductory survey of East Asia from the dawn of indigenous civilization to the 16th century. Focus on the growth of a Sinitic center and its interaction with the sedentary and nomadic peoples on its Inner Asian and Pacific rims. Emphasis on the diverse peoples and societies of the area and the historical processes that bound them together through a common tradition. (G&C) Units: 6.

Also listed as Ethnic Studies 121, East Asian Studies 140

## **HIST 165**

### **Modern East Asian Civilization, 1600-1990**

An introductory survey of the modern history of East Asia, examining the efforts of traditional states, particularly China and Japan, to respond to Western intrusion into the region after 1600. Focus on social and cultural problems created by attempts to modernize yet defend tradition and on the differing results of Chinese and Japanese approaches. (G&C) Units: 6.

Also listed as East Asian Studies 150

## **HIST 178**

### **Colonial Latin American History**

An introduction to the creation and rule of Colonial Latin America between the 15th and 19th centuries. Emphasis is on the patterns of conquest and cultural encounter, mechanisms of colonial rule, interaction between ethnic groups, and the cultural impact of the colonial experience upon Latin America's peoples. (G&C) Units: 6.

## **HIST 179**

### **Modern Latin American History, 1821-Present**

An introduction to Latin America, from 1821 to the present. Focus is placed on new nations as they struggle to create themselves, and weather the challenges of external influence. Emphasis on how Latin America has developed ethnically, politically, and economically and how these factors affect its position in the world today. (G&C) Units: 6.

# HISTORY

## **HIST 180**

### **Survey of Greek History**

A study of ancient Greek history from the Bronze Age to 146 B.C. Emphasis on the rise and fall of the Greek city-state as a political, societal, and cultural model. Readings include the historians Herodotus and Thucydides. (E) Units: 6.

Also listed as Classics 150

## **HIST 185**

### **Survey of Roman History**

A study of the history of Rome from its origins through the Republic and Empire to 410 A.D. Emphasis on political and cultural developments and the acquisition of empire. Readings may include Livy, Tacitus, Suetonius, and the *Historia Augusta*. (E) Units: 6.

Also listed as Classics 160

## **HIST 191**

### **Directed Study in History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 195**

### **Internship in History**

An opportunity for students to gain experience in public history. Students might work for a museum, historic site, government agency or archive, including the Lawrence University Archives. Arranged under the direction of an instructor in the department in accordance with the guidelines for academic internships as stated in the course catalog. Units: Variable.

Prerequisite: Counter Registration Required

## **HIST 200**

### **American Experiences: An Introduction to American Studies**

This course will introduce students to a pioneering interdisciplinary field. American Studies employs the disciplines of history, literature, politics, religion, art, music, film, and architecture, among others, to integrate a host of American experiences, examining "America" as a place, a nation, a symbol, a stereotype, and a culture. (NA) Units: 6.

Prerequisite: Sophomore standing or above

## **HIST 201**

### **The History of American Cities**

This course examines the development of American urban centers from the colonial era to the present, focusing especially on the evolution of the physical environment, urban political economy, structures of race, class, and gender, suburbanization, and responses to the urban crisis. (NA) Units: 6.

Prerequisite: Sophomore standing

# HISTORY

## **HIST 205**

### **Cross-Cultural Contacts in the Early Modern World**

Examines contacts among various peoples between 1350 and 1750. Focus on cultural or ethnic identity, the role of power in relations between groups, and theoretical problems involved in such study. Examples include ancient and medieval cultural contacts, European settlement in North and South America, the African slave trade, and contacts among the peoples of Southeast Asia, India, China, and Japan. (G&C) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 207**

### **The Atlantic World**

Between 1400 and 1800 the peoples living on the coasts of the Atlantic Ocean forged personal, cultural, economic, and political relationships which tied Africa, Europe, and the Americas into an integrated "Atlantic World." This course investigates those connections and contemplates the usefulness of the Atlantic World as a concept. (G&C or NA) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 235**

### **Periclean Athens**

A study of the history of Athens from the end of the Persian Wars to the execution of Socrates (479 to 399 B.C.). A wide range of material and topics will be considered: social and political developments, warfare, empire, diplomacy, intellectual and cultural life. Emphasis on the revolution in ideas and visions of humanity that defined the golden age of classical Greece. (E) Units: 6.

Also listed as Classics 300

Prerequisite: Sophomore standing or consent of instructor

## **HIST 240**

### **Augustan Rome**

An introduction to ancient Rome and Roman civilization, focusing on the Age of Augustus in all its aspects: art, literature, politics, empire, law, entertainment, and society. Emphasis on the political and cultural changes that took place during this revolutionary period. (E) Units: 6.

Also listed as Classics 310

Prerequisite: Sophomore standing or consent of instructor

## **HIST 245**

### **History of England to 1485**

A study of the history of England (and, to a lesser degree, Scotland and Wales) from prehistoric times to the accession of the House of Tudor. Special attention to the history of London. Especially recommended for, but not limited to, students going to the London Centre. (E) Units: 6.



# HISTORY

## **HIST 246**

### **Modern Britain, 1688 to the Present**

This course surveys the history of Great Britain from the political upheavals of 1688 to the present day. Emphasis will be on broad political and economic themes: the development of parliamentary democracy, the growth of modern industrial capitalism, and the extension and eventual collapse of the British Empire. We will also examine some of the major cultural and intellectual achievements of the period. (E) Units: 6.

Prerequisite: Sophomore standing

## **HIST 247**

### **The Impact of Empire on Great Britain, 1814-1914**

In 1914 the British empire contained a population of over 400 million people and was territorially the largest empire in world history. While the British spread their ideas about government, language, religion, and culture to their colonies, Britain itself was also profoundly influenced by the colonies it ruled. This course will explore aspects of the impact of the Empire on British politics, economics, society, and popular culture during the 19th century. Among the topics to be covered are the anti-slavery movement, imperialism and new imperialism, jingoism and popular culture, economic responses, and the influence of imperialism on culture and the arts. The myriad resources of London will be used to provide specific examples of how important the Empire was in shaping British identity and institutions during the 19th century. *Offered at the London Centre.* (G&C or E) Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

## **HIST 249**

### **The Early Middle Ages: 400-1000 A.D.**

A study of European history from the Decline of Rome and the Barbarian Invasions through the age of Viking expansion, the Ottonian Empire, and the rise of feudalism, with emphasis in intellectual, cultural, and institutional development. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 250**

### **The High Middle Ages: Papal Revolution to Dante**

A study of the High and Late Middle Ages, with emphasis upon intellectual, cultural, and institutional development, from the Papal Revolution, Scholasticism, and the Crusades through the 13th century and its changes in such concepts as time, space, and matter. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 260**

### **Culture and Power in Renaissance Europe**

A study of intellectual, artistic, and religious innovations and their relation to dynamic political and social transformations between roughly 1350 and 1550. Beginning with the concepts of rediscovery, rebirth, and renewal as expressed in the writings of Renaissance Humanists, the course will explore how a new cosmology informed changes in artistic expression, political theory and practice, production and commerce, overseas expansion, popular ritual and spectacle, gender relations, and understandings of the self. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

# HISTORY

## **HIST 261**

### **Rebellion and Discipline in Reformation Europe**

An examination of the religious fragmentation of Christian Europe and its social and political aftermath from 1500 to 1715. The course will survey how revolt against the church evolved into a series of rebellions against authority — peasants against nobles, cities against overlords, and nobles against monarchs — and eventually culminated in a reassertion of social discipline through the consolidation of the state's power, the formation of confessional orthodoxies (Lutheran, Calvinist, Catholic), an increased policing of morality, and the domestication of men's and women's roles in society. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 270**

### **Europe in the Age of Revolution, 1789-1851**

An examination of European history from the French Revolution through the revolutions of 1848, focusing on the socioeconomic, political, and ideological configurations that emerged out of the French and Industrial Revolutions. Topics include the rise of liberalism, nationalism, socialism, and the modern state within their various historical contexts. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 275**

### **Europe in the Age of Nationalism, World War, and Totalitarianism, 1851-1990**

An examination of European history from the Age of National Unification through the collapse of the Soviet Empire. Topics include imperialism, the two World Wars, the Russian Revolution, fascism, totalitarianism, mass nationalism, and the reemergence of eastern and central Europe. (E) Units: 6.

Also listed as Ethnic Studies 221

Prerequisite: Sophomore standing or consent of instructor

## **HIST 276**

### **Spy vs. Spy: Espionage and the Cold War**

An examination of the Cold War through the lens of intelligence and espionage. Themes include the origins of the CIA and KGB, Soviet and American intelligence successes and failures, mass hysteria and popular fascination with spies, and the contribution of espionage to the Soviet collapse. (G&C) Units: 6.

Prerequisite: Sophomore standing or consent of instructor. HIST 132 or 325 recommended

## **HIST 280**

### **Religion, Magic, and Witchcraft in Early Modern Europe**

Witchcraft and witch-hunting in Europe between 1350 and 1750. An examination of the concepts of religion and magic and an exploration of such topics as magical practices, the relationship between heresy and magic, the evolution of witchcraft, the dynamics and demise of witch-hunting, the role of gender, and definitions of societal deviance. Readings in primary sources and modern historical and anthropological scholarship. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

# HISTORY

## **HIST 281**

### **Thinking About Harry Potter**

A course in contemporary history focusing upon Harry Potter as a cultural phenomenon. Students with an already copious knowledge of J.K. Rowling's stories will further explore them in terms of their relation to history, legend, and myth; their contested aesthetic merit and ethical values; and their broader social and political implications. Units: 6.

## **HIST 290**

### **Modern European Thought I, 1500-1800**

A close examination of 17th- and 18th-century intellectual trends (during the Scientific Revolution and Enlightenment) that influenced the epistemological, scientific, and political assumptions of the modern world. Works by such authors as Galileo, Bacon, Descartes, Hobbes, Newton, Locke, Voltaire, Rousseau, Goethe, and Wollstonecraft will trace the displacement of divine authority by human authority as the basis of knowledge in what some modern philosophers have called the "Quest for Certainty" that followed the 16th century. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 291**

### **Modern European Thought II, 1789-present**

An examination of modern thought focusing on the problem of self and society since the late 18th century. Topics include individualism and individuality, "economic man," socialism, feminism, fascism, existentialism, and post-modernism. Readings from Adam Smith, J. S. Mill, Dostoevsky, Marx, Freud, Woolf, and Foucault. (E) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 295**

### **Nationalism in Modern History**

An examination of the idea and the reality of nationalism in modern history. Among the questions we will ask are: Is nationalism a modern phenomenon, or does it have pre-modern origins? Is it compatible with democracy and human rights or fundamentally hostile to them? Is it primarily a European phenomenon transplanted to other places, or are there indigenous roots of nationalism throughout the world? We will attempt to answer these questions by reading theoretical works on nationalism from a variety of disciplines and by examining historical case studies. (G&C) Units: 6.

Also listed as Ethnic Studies 223

Prerequisite: Sophomore standing or consent of instructor

# HISTORY

## HIST 300

### **Reel Men: Masculinity in American Film, 1945-2000**

Focusing on an array of well-known American films—*The Maltese Falcon*, *Red River*, *Dr. Strangelove*, *McCabe and Mrs. Miller*, *Chinatown*, *Die Hard*, and *American Beauty* among them—the course will integrate film theory, gender theory, and American history to address the problem of how masculinity has been constructed in American culture since World War II. Not open to students who have previously received, or need to receive, credit for HIST 400. (NA) Units: 6.

Also listed as Film Studies 300, Gender Studies 323

Prerequisite: Sophomore level or above

## HIST 305

### **Film as History and History as Film**

An examination, through selected films, of specific moments in European history and an examination of film itself as a source of historical interpretation. Possible “historical moments” include Medieval England, Nazi Germany, and the Holocaust, and possible films include *Becket*, *The Triumph of the Will*, and *Schindler’s List*. (E) Units: 6.

Also listed as Film Studies 305

Prerequisite: Sophomore standing or consent of instructor

## HIST 310

### **Inventing Germany**

Students use literary and non-fiction texts to examine German national identity as it developed from the French Revolution through Bismarck and two world wars to “reunification” in 1990. Topics include the role of Germany in Europe, the legacy of divided Germany, and diversity in German society today. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. (E) Units: 6.

Also listed as German 359

## HIST 311

### **The Holocaust in German Culture (in English)**

This course focuses on literary responses to the Holocaust, but it also deals with film and the issue of commemoration. After a discussion of the difficulty of representing the Holocaust, the course examines the Holocaust’s role in the construction of German-Jewish identity and its impact on post-war German culture. Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. (E) Units: 6.

Also listed as German 355

Prerequisite: Sophomore standing or consent of instructor

# HISTORY

## **HIST 315**

### **Empire and Nation in Russian History**

The course examines the history of ethnically diverse territories referred to as “Russia” from early modern times to 1991. Themes include the formation of the Russian empire, its transformation into the Soviet Union, and its partial collapse in 1991; the meaning of “empire,” “nation,” and “ethnicity” in historical context; and the interaction of Russians with non-Russian peoples in Ukraine, the Baltic States, Central Asia, and the Caucasus. (G&C) Units: 6.

Also listed as Ethnic Studies 320

Prerequisite: Sophomore standing or consent of instructor; HIST 320 or 325 recommended

## **HIST 320**

### **Imperial Russia, 1682-1917**

A history of the Russian Empire from the reign of Peter I through the revolutions of 1917. Themes include serfdom and its abolition, attempts at modernization, the emergence of political opposition to autocracy, cultural developments, and Russia's role in the European state system. (G&C) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 323**

### **Topics in Russian History and Culture (in English)**

An interdisciplinary course examining the relationship between politics and culture in Russia since the 18th century through the close analysis of a specific historical theme. Emphasis is placed on reading and discussing literary texts, historical primary sources, and, where applicable, watching films. Possible themes include: Power and Culture in the Russian Revolution, 1900-1936; The Soviet 1960s; and The Agony of Populism: Terrorism and Literature in Russia's Nineteenth Century. Not open to students who have previously received, or need to receive credit for HIST 423. (G&C) Units: 6.

Also listed as Russian 323

Prerequisite: Sophomore standing and one course in Russian language, literature, or history

## **HIST 325**

### **The Soviet Union, 1917-1991**

A study of the creation of a socialist state on the territory of the former Russian empire. Themes include the revolutionary origins of the state, economic modernization and social transformation, the emergence of the Stalinist political order, nationality policy, intellectual and artistic activity, and the decline and collapse of the Soviet system. (G&C) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

# HISTORY

## **HIST 330**

### **History of the American West**

This course examines realities and images of the frontier/western experience from exploration and settlement of North America through the present. Included are native and immigrant groups, technology, transportation, agriculture, mining, and urbanization, as well as effects of the frontier on national character. (NA) Units: 6.

Also listed as Ethnic Studies 222

Prerequisite: Sophomore standing

## **HIST 333**

### **American Indians in Wisconsin**

A study of the diverse history, culture, and lived experiences of American Indian people in Wisconsin from pre-contact to the present. Emphasizes the adaptability of Wisconsin Indian communities in response to Euroamerican colonialism as it changed over time and the historical and contemporary relevance of tribal sovereignty and treaty rights. (NA) Units: 6.

Also listed as Ethnic Studies 333

Prerequisite: Sophomore standing or consent of instructor

## **HIST 335**

### **Women in Early America, 1607-1860**

An examination of the experiences of women in early America, focusing both on women's lives and on the changing economic, political, and cultural roles they played in American society. Themes include women and the family, women's religious experiences, women and industrialization, and the effects of slavery on black and white women. (NA) Units: 6.

Also listed as Gender Studies 220

Prerequisite: Sophomore standing or consent of instructor

## **HIST 337**

### **Microhistory: The Local and the Global in Early American History**

This course explores the larger themes and questions in early American history through the historical approach of "microhistory"—the study of a specific community, institution, or individual. In the process we will also contemplate the possibilities and limits of microhistory, and craft a research project using the approach. (NA) Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **HIST 345**

### **Race Relations in the United States, 1865-Present**

An examination of relations between black and white Americans since Emancipation. Topics will include Reconstruction, the rise of Jim Crow, the Great Migrations, the Civil Rights Movement, urban unrest, and white backlash. (NA) Units: 6.

Also listed as Ethnic Studies 321

Prerequisite: Sophomore standing and HIST 132

# HISTORY

## **HIST 350**

### **The 1920s, Great Depression, and New Deal, 1920-1945**

After considering the 1920s as a “new era” in American history, the course examines the impact of the Great Depression upon American institutions and attitudes, with extensive analysis of the New Deal’s domestic reform program and its creation of a national welfare state. (NA) Units: 6.

Prerequisite: Sophomore standing and HIST 132

## **HIST 355**

### **History of the American Environment**

North Americans have transformed the environment while being shaped by nature in turn. This course surveys the changing relationships between Americans and their physical environment in historical context from the 17th century to the present. Topics include the “Columbian exchange,” agriculture, urbanization, conservation, and the emergence of contemporary environmentalism. (NA) Units: 6.

Also listed as Environmental Studies 355

Prerequisite: Sophomore standing

## **HIST 358**

### **Race and Ethnicity in East Asia**

This course will explore the use of the concepts of race and ethnicity in China and Japan to show how identity is constructed and used in forging national identity. The course will also examine transnationalism and the formation and articulation of ethnicity in East Asia. (G&C) Units: 6.

Also listed as Ethnic Studies 334, East Asian Studies 358

Prerequisite: Sophomore standing

## **HIST 359**

### **Introduction to Tibetan Culture and History**

This course seeks to provide an introduction to Tibetan civilization and its history from its earliest recorded origins to the present. The course examines what civilizational forces shaped Tibet; the religious/cultural life of Tibet will be central to our study. Thematic topics, such as the economy and material culture, structures of power and legal codes will be examined in each chronological period. (G&C) Units: 6.

Also listed as East Asian Studies 359

Prerequisite: Sophomore standing

# HISTORY

## **HIST 360**

### **Contemporary China, 1949-2000**

A discussion course on selected issues in the social and cultural history of modern China. Literature, films, documents, and historical studies are examined to explore the intimate side of personal, family, and social life and the nature and impact of social and cultural changes in 20th-century China. (G&C) Units: 6.

Also listed as East Asian Studies 420

Prerequisite: Sophomore standing or consent of instructor; HIST 165 recommended

## **HIST 371**

### **The Rise and Fall of American Empires: The Americas, from the Beginnings Through the Conquest**

A study of the Aztec, Inca, and Maya civilizations, focusing on cultural and technological development. Additional focus is on pre-Columbian cultural succession, imperial expansion of the Aztec and Incan empires, and native participation in the conquest. (G&C) Units: 6.

Prerequisite: Sophomore standing

## **HIST 374**

### **Visions of Conquest**

The creation of Colonial Latin America meant the political, cultural and spiritual reconfiguration of society on both sides of the Atlantic. In this course, we will elucidate the process of conquest through the study of historical accounts, cultural artifacts of the colonizers and colonized alike, and relevant theoretical texts. Units: 6.

Prerequisite: Sophomore standing

## **HIST 376**

### **International Development in Historical Perspective**

History of economic development theory, policy, and practice throughout the world since 1945. Particular focus will be given to the evolution of orthodoxy in this field, from modernization theory through dependency theory to neoliberalism, considering the performance and criticism of each. Case studies include African, Asian, and Latin American countries. (G&C) Units: 6.

Prerequisite: Sophomore standing or consent of instructor.

## **HIST 378**

### **Ethnicity in Latin America**

Explores the coming together of distinct Native, African, and European ethnicities in Latin America, and the resulting creation of new ethnicities. We examine how race has been understood in Latin American history and how attitudes toward race have fundamentally shaped the history of the region. (G&C) Units: 6.

Also listed as Ethnic Studies 325

Prerequisite: Sophomore standing; HIST 178 or HIST 179 recommended



# HISTORY

## **HIST 385**

### **History of the Book**

To provide an instruction to the interdisciplinary field of Book History, which should help students think more critically about the impact of material culture on intellectual activity. The course will be taught as a speaking intensive seminar, which means that students will frequently be responsible for presenting reading material and leading discussion in the first half of class. Units: 6.

Also listed as English 527

Prerequisite: Junior standing or consent of the instructor.

## **HIST 390**

### **Tutorial Studies in History**

A reading program, specially designed and implemented in consultation with an instructor. Writing is required. Students must consult in advance with the member of the department with whom they wish to work. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 391**

### **Directed Study in History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 395**

### **Internship in History**

An opportunity for students to gain experience in public history. Students might work for a museum, historic site, government agency or archive, including the Lawrence University Archives. Arranged under the direction of an instructor in the department in accordance with the guidelines for academic internships as stated in the course catalog. Units: Variable.

Prerequisite: Counter Registration Required

## **HIST 399**

### **Independent Study in History**

A research project organized in consultation with an instructor, culminating in a major research paper. Students must consult in advance (preferably during spring registration) with the member of the department with whom they wish to work. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

# HISTORY

## HIST 400

### **Reel Men: Masculinity in American Film, 1945-2000**

At the upper level, the course will serve as a history seminar in preparation for the history department's capstone course. Those taking it at that level will be required to write at least one paper addressing film or gender theory and to write a 10-15 page research prospectus. Not open to students who have previously received credit for HIST 300. (NA) *Fulfills seminar requirement.* Units: 6.

Also listed as Gender Studies 423, Film Studies 400

Prerequisite: Junior standing or above

## HIST 422

### **Revolt and Revolution in Latin America**

This seminar investigates resistance in its many forms in Latin American history. Attention to abstract notions of "revolution" will be complemented by evaluating how particular episodes of violent unrest in Latin America have served as the tools of both the weak and the powerful. (G&C) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing and HIST 178 or 179, or consent of the instructor

## HIST 423

### **Topics in Russian History and Culture**

An interdisciplinary seminar examining the relationship between politics and culture in Russia since the 18th century through the close analysis of a specific historical theme. Emphasis is placed on reading and discussing literary texts, historical primary sources, and, where applicable, watching films. Possible themes include: Power and Culture in the Russian Revolution, 1900-1936; The Soviet 1960s; and The Agony of Populism: Terrorism and Literature in Russia's Nineteenth Century. Students in this course will be expected to complete a research paper in preparation for the History Department's *Senior Experience* and will meet periodically with the instructor for that purpose. This course fulfills the seminar requirement for history majors. Not open to students who have previously received credit for HIST 323/RUSS 323. (G&C) Units: 6.

Prerequisite: Junior standing and either History 320 or 325, or consent of instructor.

## HIST 425

### **Heroic Societies: History and Epic**

A seminar in the use of epic prose and poetry, with related sources in archaeology, folklore, art, and other fields and in the reconstruction of past societies, their history, and worldviews. Epics read are *the Iliad*, *Beowulf*, *Vinland Sagas*, and the *Nibelungenlied*. (E) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing or consent of instructor

# HISTORY

## **HIST 430**

### **Society and the Sexes in Pre-Industrial Europe**

A seminar, organized topically, exploring changing gender definitions, economic and social roles, family structures and functions, and styles of intimacy from 1000 to 1800. A variety of primary sources and scholarly interpretations examined. (E) *Fulfills seminar requirement.* Units: 6.

Also listed as Gender Studies 415

Prerequisite: Junior standing or consent of instructor

## **HIST 431**

### **Violence in Medieval and Early Modern Europe**

A chronological and thematic examination of the understandings, uses, and effects of violence between roughly 1000 and 1800. Structured loosely around changing distinctions between licit and illicit forms of violence, the course will explore the transition from reliance upon self-help to well-articulated systems of jurisdiction at different levels of society. Topics will include warfare (feud, conflict among states, mercenaries, standing armies), jurisprudence (interrogation, torture, public execution), revolt (riot, rebellion), and interpersonal violence (criminal behavior, retribution). Readings will include a wide variety of documentary materials and scholarship. (E) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing or consent of instructor

## **HIST 435**

### **Nazism and Stalinism in Comparative Perspective**

This course examines the political, social, and cultural histories of two of the 20th century's most notorious regimes. We will seek to determine what they had in common and, in doing so, answer the question, "What is totalitarianism?" (E or G&C) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing and HIST 115 or 325, or consent of instructor

## **HIST 440**

### **Themes in European Intellectual History, 1789-present**

A seminar in the history of ideas, focusing on one of several topics that shift periodically. Possible topics include the concept of freedom in French thought since the Revolution and the rise of post-modernism in 20th-century Europe. (E) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing and HIST 115 or consent of instructor

## **HIST 460**

### **The Era of the American Revolution**

A chronological and a topical approach to the causes, events, and consequences of the American Revolution. Narrative, fiction, film, and methodological sources are used to consider questions such as: Was the American Revolution revolutionary?; What were the economic and social motives behind the war?; and How different was American society after the war? (NA) Units: 6.

Prerequisite: History 130 or consent of instructor

# HISTORY

## HIST 465

### **Mestizos, Métis, and Mulattos: Mixed-Race People in the Atlantic World, 1400-1850**

This course examines how race worked in the Atlantic World (Africa, Europe, and the Americas) between 1400 and 1850 through the perspectives of mixed-race individuals and communities. We will use a comparative framework to understand how people created, resisted, and used their cross-racial identities to navigate their lives. (G&C or NA) Units: 6.

Also listed as Ethnic Studies 465

Prerequisite: Junior standing or consent of instructor

## HIST 470

### **The American Civil War**

A comprehensive examination of the Civil War era between 1840 and 1877. Major themes and topics will include the political crisis leading to secession, the military conduct of the war, the end of slavery, the effects of the war on American society, and Reconstruction. (NA) *Fulfills seminar requirement.* Units: 6.

Also listed as Ethnic Studies 420

Prerequisite: Junior standing and HIST 131, or consent of instructor

## HIST 471

### **The American Civil War - A Transatlantic Perspective**

This course will extend the American Civil War across the Atlantic, combining a narrative of the conflict in the North and South with the story of its transformative impact upon Great Britain. Units: 6.

Prerequisite: Sophomore standing; must be attending the Lawrence London Centre

## HIST 475

### **The History of America at Play**

How serious is play? This class explores the ways in which seemingly frivolous activities—ordinary American entertainment—have reflected and shaped hierarchies of race, class, and gender as well as urban economies and landscapes. (NA) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing and one of HIST 130, 131, OR 132

## HIST 479

### **Travel and Tourism in American History**

This course explores the emergence of tourism in the United States from the early national period to the present, paying particular attention to the dynamics of ethnicity and gender in shaping tourism within modern consumer culture. We will study a variety of primary and secondary sources, including travel narratives and films. (NA) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Sophomore standing and at least one of HIST 130, 131, or 132

# HISTORY

## **HIST 480**

### **Reconsidering the 1960s**

A seminar examining the major themes and issues of the decade. Topics include Vietnam, the Great Society, civil rights, the counterculture, and feminism. Fiction, oral narrative, and the developing historiographical literature will be employed as aids in addressing the period. (NA) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing and HIST 132

## **HIST 481**

### **The Transatlantic Sixties: The United States and Great Britain**

This course will place the history of the 1960s into a transatlantic context, exploring the decade as a global event that linked the United States and Great Britain. Units: 6.

Prerequisite: Sophomore standing; must be attending the Lawrence London Centre

## **HIST 491**

### **Borderlands in Modern East and Inner Asia: History, Culture, and Identity**

Seminar on Euro-Asian borderlands, with a focus on East Asia during the Modern Period. Adopting a transnational approach, the course examines the fluidity of the concept of the "frontier," along with various understandings of what borderlands are, from the perspective of both indigenous peoples and those from afar. (G&C) *Fulfills seminar requirement.* Units: 6.

Also listed as East Asian Studies 491

Prerequisite: Junior standing or consent of instructor

## **HIST 499**

### **A History of Lawrence University**

The course is a study of the history of Lawrence University, from its founding ideas to its modern form. We will consider how Lawrence fits into broader historical trends. This course will have a focus on primary research, particularly in the Lawrence archives. Units: 6.

Prerequisite: Junior standing or consent of instructor

## **HIST 510**

### **The Origins of War**

A study of the concerns that lead states to war through analysis of the strategic and diplomatic crises that precipitated two great historical conflicts: the Peloponnesian War in 431 B.C. and the First World War in 1914. Students will regard themselves as diplomats assigned to report on the developing situations. (E) Units: 6.

Also listed as Classics 510

Prerequisite: Junior standing or consent of instructor

# HISTORY

## **HIST 590**

### **Tutorial Studies in History**

A reading program, specially designed and implemented in consultation with an instructor. Writing is required. Students must consult in advance with the member of the department with whom they wish to work. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 591**

### **Directed Study in History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 595**

### **Internship in History**

An opportunity for students to gain experience in public history. Students might work for a museum, historic site, government agency or archive, including the Lawrence University Archives. Arranged under the direction of an instructor in the department in accordance with the guidelines for academic internships as stated in the course catalog. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 599**

### **Independent Study in History**

A research project organized in consultation with an instructor, culminating in a major research paper. Students must consult in advance (preferably during spring registration) with the member of the department with whom they wish to work. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 620**

### **Historiography**

A seminar examining both philosophical and methodological aspects of historical studies. Readings include modern treatises on the nature of history, select works of important philosophers of history, and examples of contemporary approaches to historical research and writing. Units: 6.

Prerequisite: Junior standing or consent of instructor

## **HIST 650**

### **The Practice of History**

A collaborative senior seminar culminating in an original and substantial piece of historical research. Students will be introduced to the standards of research and writing common to the historical profession and will be guided, as apprentice historians, through their own individual projects. Open to history majors who, having completed an advanced seminar, tutorial, or independent study, have outlined a research topic that they are prepared to pursue intensively. Units: 6. Prerequisite: Senior standing or consent of instructor

# HISTORY

## **HIST 690**

### **Tutorial Studies in History**

A reading program, specially designed and implemented in consultation with an instructor. Writing is required. Students must consult in advance with the member of the department with whom they wish to work. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 691**

### **Directed Study in History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 695**

### **Internship in History**

An opportunity for students to gain experience in public history. Students might work for a museum, historic site, government agency or archive, including the Lawrence University Archives. Arranged under the direction of an instructor in the department in accordance with the guidelines for academic internships as stated in the course catalog. Units: Variable.

Prerequisite: Counter Registration Required.

## **HIST 699**

### **Independent Study in History**

A research project organized in consultation with an instructor, culminating in a major research paper. Students must consult in advance (preferably during spring registration) with the member of the department with whom they wish to work. Students considering an honors project should register for this course. Units: Variable.

Prerequisite: Counter Registration Required.

# INTERNATIONAL STUDIES

Faculty advisor: Skran (government, Edwin N. and Ruth Z. West Professor in Economics and Social Science, chair)

The interdisciplinary area in international studies encourages students to discover the relationships among different societies. It is also intended to heighten their sensitivity to the degree to which cultural-linguistic factors affect perception of the world. The program offers students an opportunity to use skills and perspectives gained from study of modern languages and civilizations to enhance their understanding of international events and developments encountered in their studies in the social sciences and humanities.

Just as interdisciplinary areas (IAs) are intended to provoke students to examine the boundaries between their major fields and closely related fields of study, the interdisciplinary area in international studies is a vehicle through which students may discover and explore the international dimensions of their majors. It is also a means through which a student may demonstrate a commitment to enhanced understanding of those dimensions.

The interdisciplinary area in international studies has an informal, but natural, relationship with the social organization called Lawrence International. Students who participate in the interdisciplinary area should consider seriously membership in Lawrence International and should attend the meetings and functions of the organization. Lawrence International extends a warm welcome to all students and especially to those who evince interest in international matters.

## 2012-2013 Course Catalog

### Required for the interdisciplinary area in international studies

1. One six-unit course in a foreign language beyond the level required for completion of Lawrence's foreign language requirement.
2. GOVT 140 or GOVT 150. Students should fulfill this requirement in the freshman or sophomore year. Juniors are discouraged from taking GOVT 140, and the course is closed to seniors without the consent of instructor.
3. At least four six-unit courses, from at least three different departments, that embody international and/or cross-cultural context and that can be shown by the student to conform to a coherent design, either regional or thematic in nature. The student must present a clear articulation of the design either during a culminating conversation between the student and the Interdisciplinary Area Advisory Committee or in some other suitable context—e.g., an advanced-level seminar in international studies, when such an offering is available.
4. Notification of the faculty advisor by the first Friday of Term III of intention to complete the IA in the current academic year.



# INTERNATIONAL STUDIES

## Courses

### **GOVT 140**

#### **Introduction to International Relations**

An introductory study of the cultural, political and economic interactions among states and non-state actors in global politics. Special attention is paid to key issues, including international security, foreign policy decision-making and the role of diplomacy in promoting cooperation. Required for the interdisciplinary area in international studies. Units: 6.

### **GOVT 150**

#### **Introduction to Global Studies**

An introduction to the economic, political, social, and cultural aspects of globalization. Special attention will be paid to the influence of globalization on particular regions of the world, including Europe and North America, the former Soviet Union, East Asia, Africa and Latin America. Emphasis will be placed on the role of cross-cultural diplomacy in a global world. As part of the course, students will participate in a simulation of an international negotiation. Units: 6.

# LATIN AMERICAN STUDIES

Faculty advisors: Fares (Spanish), Frederick (history, chair)

Latin America is the product of one of the most dramatic intersections of human societies in world history. Europeans, Native Americans, and Africans began a process that has created a politically, socially, and economically complex region. Latin America and its peoples have played a vital role in the development of the modern world, and that role is only increasing at the start the 21st century. The minor in Latin American Studies provides students an opportunity to study this field from a variety of disciplinary angles. By employing the tools of various disciplines, including anthropology, Spanish, economics, government, history, and others, students can begin the process of understanding this vast mosaic of peoples and nations.

## 2012-2013 Course Catalog

**Required for the minor in Latin American studies** Students must take six courses (at least 36 units), including:

1. Core requirements: 12 units (normally two courses), from the following list:
  - a. HIST 178: *Colonial Latin American History*
  - b. HIST 179: *Modern Latin American History 1821-Present*
  - c. HIST 371: *The Rise and Fall of American Empires*
  - d. HIST 374 / Spanish 570: *Visions of the Conquest*
  - e. HIST 378: *Ethnicity in Latin America* / ETST 325: *Ethnicity in Latin America*
  - f. HIST 422: *Revolt and Revolution in Latin America*
  - g. SPAN 400/ETST 480: *Latin American Civilizations and Culture*
  - h. SPAN 410/GEST 410: *Gender, Politics, and Current Events in Latin America*
  - i. SPAN 520: *Survey of Latin American Literature I*
  - j. SPAN 521: *Survey of Latin American Literature II*
  - k. SPAN 575, 576/ARHI 270, 271: *Latin American Visual Art*
2. Electives: 24 units (normally four courses) from at least two of the following categories:
  - a. From the core course list (in addition to the two courses the students take as core courses):
    - i. HIST 178: *Colonial Latin American History*
    - ii. HIST 179: *Modern Latin American History 1821-Present*
    - iii. HIST 371: *The Rise and Fall of American Empires*
    - iv. HIST 374 / Spanish 570: *Visions of the Conquest*
    - v. HIST 378: *Ethnicity in Latin America*
    - vi. HIST 422: *Revolt and Revolution in Latin America*
    - vii. SPAN 400/ETST 480: *Latin American Civilizations and Culture*
    - viii. SPAN 410/GEST 410: *Gender, Politics, and Current Events in Latin America*
    - ix. SPAN 520: *Survey of Latin American Literature I*
    - x. SPAN 521: *Survey of Latin American Literature II*
    - xi. SPAN 575, 576/ARHI 270, 271: *Latin American Visual Art*

## LATIN AMERICAN STUDIES

b. From the following list:

Elective courses from other disciplines must allow students to focus their individual work on Latin America, and such work must count for at least 25 percent of the final grade for the course. Course content can change from semester to semester; therefore, when choosing electives, it is the responsibility of the student to speak to the professor to confirm that 25 percent of the graded work can be based on Latin American themes. Departments have agreed that students can focus individual work as part of the courses listed below. Courses not included on this list may be used as electives provided they meet the above requirements.

- i. ANTH 342: *Medical Anthropology*
- ii. ANTH 500: *Topics in Anthropology*
- iii. ANTH 501: *Research Questions in Anthropology*
- iv. ANTH 510: *Contemporary Debates in Anthropology*
- v. ANTH 520: *Topics in Archaeology*
- vi. ARHI 270/SPAN 575: *Latin American Visual Art (in English)*
- vii. ARHI 552: *Art and Propaganda*
- viii. ECON 200/Government 275: *Economic Development*
- ix. ECON 202: *Global Economic Relations*
- x. ECON 205: *Topics in International Economics*
- xi. ECON 215: *Comparative Economic Systems*
- xii. GOVT 245: *Comparative Politics of Less-developed Countries*
- xiii. GOVT 270: *Global Environmental Politics*
- xiv. GOVT 340: *International Politics*
- xv. GOVT 480: *International Organizations*
- xvi. GOVT 500: *Senior Seminar in Government*
- xvii. HIST 110: *Emergence of the Early Modern World*
- xviii. HIST 205: *Cross-Cultural Contacts in the Early Modern World*
- xix. HIST 295: *Nationalism in the Modern World*
- xx. HIST 650: *The Practice of History*
- xxi. SPAN 320: *Introduction to Literary texts*
- xxii. SPAN 330: *Introduction to Film*
- xxiii. SPAN 405: *Spanish Civilization and Culture*
- xxiv. SPAN 546: *Women's Writings*
- xxv. SPAN 566: *Hispanic Issues*

c. Up to one internship

3. Limitations

- a. Only up to six units can be from an independent study or tutorial (550 level).
- b. Only up to a maximum of 18 units can be from any single discipline (including cross-listed courses).
- c. Only up to a maximum of 18 units can be from the student's major/minor.
- d. Only up to two courses can be from under the 200 level.
- e. C average in the minor
- f. At least 60 percent of the units must be taken on the Appleton campus.

# LATIN AMERICAN STUDIES

## Courses

### HIST 178

#### **Colonial Latin American History**

An introduction to the creation and rule of Colonial Latin America between the 15th and 19th centuries. Emphasis is on the patterns of conquest and cultural encounter, mechanisms of colonial rule, interaction between ethnic groups, and the cultural impact of the colonial experience upon Latin America's peoples. (G&C) Units: 6.

### HIST 179

#### **Modern Latin American History, 1821-Present**

An introduction to Latin America, from 1821 to the present. Focus is placed on new nations as they struggle to create themselves, and weather the challenges of external influence. Emphasis on how Latin America has developed ethnically, politically, and economically and how these factors affect its position in the world today. (G&C) Units: 6.

### HIST 371

#### **The Rise and Fall of American Empires: The Americas, from the Beginnings Through the Conquest**

A study of the Aztec, Inca, and Maya civilizations, focusing on cultural and technological development. Additional focus is on pre-Columbian cultural succession, imperial expansion of the Aztec and Incan empires, and native participation in the conquest. (G&C) Units: 6.

Prerequisite: Sophomore standing

### HIST 378

#### **Ethnicity in Latin America**

Explores the coming together of distinct Native, African, and European ethnicities in Latin America, and the resulting creation of new ethnicities. We examine how race has been understood in Latin American history and how attitudes toward race have fundamentally shaped the history of the region. (G&C) Units: 6.

Also listed as Ethnic Studies 325

Prerequisite: Sophomore standing; HIST 178 or HIST 179 recommended

### HIST 422

#### **Revolt and Revolution in Latin America**

This seminar investigates resistance in its many forms in Latin American history. Attention to abstract notions of "revolution" will be complemented by evaluating how particular episodes of violent unrest in Latin America have served as the tools of both the weak and the powerful. (G&C) *Fulfills seminar requirement.* Units: 6.

Prerequisite: Junior standing and HIST 178 or 179, or consent of the instructor

# **LATIN AMERICAN STUDIES**

## **SPAN 400**

### **Latin American Civilization and Culture**

A broad introduction to the culture of the Latin American continent and its relations to North American culture. The course presents Latin American civilization, history, economic and political situation, and diverse culture. Emphasis is placed on high cultural manifestations such as art and literature, as well as on the everyday habits of the people. Recommended for students who plan to participate in one of our study-abroad programs in Latin America. Units: 6.

Also listed as Ethnic Studies 480

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

## **SPAN 410**

### **Gender, Politics, and Current Events in Latin America**

A critical analysis of current events in Latin America with a focus on gender and political issues. Through films, magazine articles, fiction, and selected radio and television broadcasts from Latin America, students will study major events that relate and give expression to the cultural mores of Latin Americans within the realm of gender and politics. The course allows students to continue to develop their oral communication skills in the target language and, with a wide range of topics and interests, to work toward an understanding of gender issues and political events that have shaped and transformed Latin America. Units: 6.

Also listed as Gender Studies 410

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

## **SPAN 520**

### **Survey of Latin American Literature I**

A study of texts from Pre-Columbian and Spanish-speaking cultures from the 15th to 19th centuries, the period of “discovery writing” of Spanish colonies in Latin America, focusing on development and elaboration of genres and on the search for cultural and political emancipation from Spain. Units: 6.

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

## **SPAN 521**

### **Survey of Latin American Literature II**

A study of major Latin American writers and literary movements from the period of Independence (ca. 1810) to the 20th century. Units: 6.

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

## **SPAN 575**

### **Latin American Visual Art (in English)**

The course introduces the cultures of Latin America through a survey of its major movements and artists from the early 19th century to the present. Image-based lectures will be accompanied by discussion of visual and thematically related texts (i.e., biographies, letters, scholarly articles) and carefully selected fragments of videos. Taught in English. Units: 6.

Also listed as Art History 270

# LINGUISTICS

Professors: Gottfried\* (Psychology), Ryckman (Philosophy)

Associate professors: Lunt (German, chair), Sung (Chinese and Japanese), Williams (Education)

Assistant professor: Phelan (Philosophy)

Visiting assistant professors: Good (Anthropology), Odatō

Lecturer: A. Galambosh

\* On leave Term II

The goal of linguistics is the enrichment of knowledge about the nature, grammar, and history of human language. Linguistics is a theoretical and applied discipline, akin to philosophy, anthropology, and cognitive psychology.

The core areas of linguistic theory are phonology, morphology, syntax, and semantics. A grammar is a system of rules that characterize the phonology, morphology, syntax, and semantics of a natural language. The properties of grammars are the central focus of linguistic theory.

Because language is central to all humanistic disciplines, as well as to several social science areas, it is studied from many points of view. Linguistics itself cannot be said to recognize a single optimal approach to the subject; hence the courses provide a variety of approaches that reflect the diversity of the field.

# LINGUISTICS

## 2012-2013 Course Catalog

### Required for the linguistics major

1. LING 150: *Introduction to Linguistics*
2. Four of the following core courses:
  - a. LING 325: *Introduction to Sociolinguistics*
  - b. LING 340: *Introduction to Syntax*
  - c. LING 350: *Introduction to Phonology*
  - d. LING 380: *Introduction to Morphology*
  - e. LING 420: *Topics in Logic*
  - f. LING 470: *Cognitive Linguistics*
3. Four of the following elective courses (one may be a fifth core course from #2):
  - a. CMSC 100: *Exploring Computer Science*
  - b. CMSC 150: *Introduction to Computer Science*
  - c. LING 120: *Language and Discrimination*
  - d. LING 210: *Language and the Law*
  - e. LING 265: *Introduction to Japanese Language and Culture*
  - f. LING 310: *Introduction to East Asian Linguistics*
  - g. LING 320: *Historical Linguistics*
  - h. LING 330: *Language and Culture*
  - i. LING 355: *Child Language Acquisition*
  - j. LING 360: *Second Language Acquisition*
  - k. LING 370: *Phonetics*
  - l. LING 375/376: *Spanish Phonetics*
  - m. LING 377: *Linguistics of the Spanish Language*
  - n. LING 400: *Philosophy of Language*
  - o. LING 440: *Comparative Syntax*
  - p. LING 450: *Psycholinguistics*
  - q. LING 510: *The Romance Languages and Their Histories*
  - r. LING 530: *The English Language*
  - s. LING 545: *Gesture Studies*
  - t. LING 190, 390, 590, 690: *Tutorial Studies in Linguistics*
  - u. PHIL 150: *Symbolic Logic*
  - v. PHIL 410: *Philosophy of Mind*
  - w. PSYC 340: *Cognitive Psychology*
4. One of the following:
  - a. Study of two foreign languages, each for three terms (e.g., first-year level)
  - b. Completion of the fifth term of one foreign language (e.g., second-year level)
  - c. Study of one foreign language for four terms and the completion of an off-campus language program
5. Linguistics 199, 399, 599, or 699: *Independent Study in Linguistics*

# LINGUISTICS

## Required for the linguistics minor

1. LING 150: *Introduction to Linguistics*
2. Two of the following core courses:
  - a. LING 340: *Introduction to Syntax*
  - b. LING 350: *Introduction to Phonology*
  - c. LING 380: *Introduction to Morphology*
  - d. LING 420: *Topics in Logic*
  - e. LING 470: *Cognitive Linguistics*
3. Two courses selected from the list of electives, or from the list of core courses (#2).
4. C average in the minor

## Required for the minor in teaching ESL

1. Three courses in Linguistics:
  - a. LING 150: *Introduction to Linguistics*
  - b. LING 360: *Second Language Acquisition*
  - c. LING 530: *The English Language* or a 3-unit Independent Study (LING 399) on the structure of English
2. Two courses in Education:
  - a. EDST 350: *Ethnicity, Cultural Diversity, and Education*
  - b. EDUC 565: *Methods, Materials, and Assessment in ESL*
3. C average in the minor

**Senior Experience in Linguistics** The *Senior Experience* in the Linguistics Program consists of an Independent Study that may be carried out over one, two, or three terms. Students choose an area of interest and work with a faculty member who does work in that field, or closely related to that field. The Independent Study culminates in a research paper and an oral presentation to faculty and students in the Linguistics Program. Possible venues for presentation include the annual Linguistics Björklunden weekend, the Linguistics Tea, or the Richard A. Harrison Symposium. Students pursuing double majors are encouraged to find a topic that combines their interests in both fields.



# LINGUISTICS

## Courses

### LING 120

#### Language and Discrimination

This course examines language as a potential site of social statement and, sometimes, social conflict, particularly with respect to questions of “race” and ethnicity. We will explore language-based discrimination, beliefs about language and language variation, and ways language is used to construct and reflect social identities and social group boundaries. Units: 6.

### LING 150

#### Introduction to Linguistics

Introduction to theory and methods of linguistics: universal properties of human language; phonetic, phonological, morphological, syntactic, and semantic structures and analysis; nature and form of grammar. Units: 6.

### LING 191

#### Directed Study in Linguistics

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### LING 210

#### Language and the Law

An introduction to the field of Forensic Linguistics, the application of linguistics to the language of the law. Topics will include the use of language by various participants in the legal process (judges, lawyers, police, witnesses), the plain-language movement, and the linguist as expert witness. Units: 6.

### LING 265

#### Introduction to Japanese Language and Culture

A survey introducing major characteristics of Japanese language with reference to the structure of Japanese society. Topics include honorifics, use of pronouns, loan words, age and gender differences in the language. The course will also familiarize students with various aspects of traditional and contemporary Japanese culture. Units: 6.

Also listed as Chinese and Japanese 265, East Asian Studies 265

Prerequisite: Sophomore standing; CHJA 112 recommended

### LING 310

#### Introduction to East Asian Linguistics

Survey of genetic, regional, and typological classification of East Asian languages; writing systems for Chinese, Japanese, Korean, and Tibetan languages; descriptive and comparative analyses of phonological, morphological, and syntactic structures of East Asian languages. More than one language may be investigated in detail. Units: 6.

Also listed as Chinese and Japanese 310, East Asian Studies 310

Prerequisite: LING 150 and sophomore standing

# LINGUISTICS

## LING 320

### Historical Linguistics

An introduction to the principles and procedures of historical and comparative linguistics: sound change, genetic classification, reconstruction, language variation, and comparative philology. Emphasis on Indo-European, with particular attention to methodology and the historical development of the discipline itself. Units: 6.

Prerequisite: LING 150 or consent of instructor

## LING 325

### Introduction to Sociolinguistics

This course presents an introduction to sociolinguistics, a discipline within linguistics concerned with the systematic investigation of language in relation to the social world. Topics include language variation and change, social identity and language use, linguistic diversity, and language ideologies. We will also practice methods for collecting and analyzing sociolinguistic data. Units: 6.

Prerequisite: LING 150

## LING 330

### Language and Culture

An examination of language and other cultural symbolic systems used to formulate and communicate meanings. Attention to social factors in language use, including ethnicity, social class, gender, and the nation-state. Some consideration of the ways that language both reflects and influences people's ways of thinking. Units: 6.

Also listed as Anthropology 330

Prerequisite: One anthropology course or one linguistics course, or consent of instructor.

## LING 335

### Words, Words, Words: Introduction to Lexical Semantics

This course introduces fundamental concepts and research issues in the linguistic study of word meaning. Topics include: representation of word meaning; relation between lexical, truth-conditional and context-dependent meanings; semantic relations; meaning variation; semantic properties of nouns and verbs (e.g. mass-count distinction, verb classes, aspect, semantic roles); interaction between content and function words. Units: 6.

Prerequisite: LING 150

## LING 340

### Introduction to Syntax

An introduction to descriptive analysis of morphological and syntactic structures in natural languages with an emphasis on gaining insight into the nature of such structures, rather than on linguistic formalization. Topics include levels of representation, X-bar theory, case theory, thematic roles, the lexicon, grammatical function-changing rules, and head-complement relations. Units: 6.

Prerequisite: LING 150 or consent of instructor

# LINGUISTICS

## **LING 350**

### **Introduction to Phonology**

An introduction to the formal study of phonetics, phonemics, and phonological analysis and theory. Topics include stress, syllable structure, tones, metrics, phonotactics, and links between phonology and morphology/syntax; exercises on familiar and unfamiliar languages. Units: 6.

Prerequisite: LING 150 or consent of instructor

## **LING 355**

### **Child Language Acquisition**

Every normally developing human acquires language in early childhood. This course explores how this feat is accomplished. We will examine data on children's linguistic knowledge at different developmental stages and what types of theories might explain these data. Students will also have the opportunity to analyze real child language data. Units: 6.

Prerequisite: LING 150, or PSYC 260 or PSYC 265

## **LING 360**

### **Second Language Acquisition**

This course will introduce various issues in the study of second-language acquisition from different perspectives. Topics will include comparisons to first-language acquisition, factors related to second-language acquisition, and learner strategies. Units: 6.

Prerequisite: LING 150 or consent of instructor

## **LING 370**

### **Phonetics**

An introduction to the science of speech sounds, focusing on descriptive and experimental studies of articulation and speech acoustics. Laboratory demonstrations of speech production, acoustical analysis, and speech synthesis are combined with lecture/demonstrations to relate phonetics research to theories of phonology and language acquisition. Units: 6.

Also listed as Psychology 375

Prerequisite: LING 150, PSYC 340, or consent of instructor

## **LING 374**

### **Advanced Grammar Studies**

In-depth study of grammar, syntax, and composition that builds on concepts learned in the intermediate courses. Problem areas, particularly at the advanced level of the language, are studied systematically. Units: 6.

Also listed as Spanish 345

Prerequisite: SPAN 202, its equivalent, or consent of the instructor

# LINGUISTICS

## LING 375

### **Spanish Phonetics**

*Spanish Phonetics* will immerse students in the pronunciation and general phonetics of the Spanish language as it is spoken in Spain and Latin America. The course will help students to perfect their accent in Spanish and make them aware of the different accents of spoken Spanish. It also will serve Conservatory of Music students who desire to practice their diction in Spanish. Taught in Spanish. Not open to native speakers of Spanish. Units: 6.

Also listed as Spanish 340

Prerequisite: SPAN 202, its equivalent, or consent of the instructor; not open to native speakers of Spanish

## LING 376

### **Spanish Phonetics (in English)**

*Spanish Phonetics* will immerse students in the pronunciation and general phonetics of the Spanish language as it is spoken in Spain and Latin America. The course will help students to perfect their accent in Spanish and make them aware of the different accents of spoken Spanish. It also will serve Conservatory of Music students who desire to practice their diction in Spanish. Taught in English. Not open to native speakers of Spanish. Units: 6.

Also listed as Spanish 341

Prerequisite: Sophomore standing or consent of the instructor

## LING 380

### **Introduction to Morphology**

An introduction to morphology, the study of the internal structure of words. Topics include the concept of the morpheme, the structure of words and processes of word formation, inflection versus derivation, and issues in morphological theory. The assignments involve in-depth analyses of data from various languages. Units: 6.

Prerequisite: LING 150

## LING 390

### **Tutorial Studies in Linguistics**

Available to advanced students of linguistics. Units: Variable.

Prerequisite: Counter Registration Required.

## LING 391

### **Directed Study in Linguistics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# LINGUISTICS

## **LING 399**

### **Independent Study in Linguistics**

Available to advanced students of linguistics. Units: Variable.

Prerequisite: Counter Registration Required.

## **LING 400**

### **Philosophy of Language**

An examination of major theories of meaning, reference, and cognitive content and an attempt to understand how language functions to relate “internal” psychological states to things in the “external” world. Contemporary philosophers are emphasized. Units: 6.

Also listed as Philosophy 400

Prerequisite: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended

## **LING 405**

### **Meaning and Use**

An examination of major topics in linguistic pragmatics, including implicature, presupposition, speech acts, and the ways in which context influences meaning. An attempt to understand how word meaning, context, and domain-general psychological processes contribute to our understanding of what a speaker means. Contemporary philosophers and linguists are emphasized. Units: 6.

Also listed as Philosophy 405

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **LING 420**

### **Topics in Logic**

An investigation of topics selected from among the following: consistency and completeness theorems for both sentential and predicate logic, Gödel’s Incompleteness Theorem, logical paradoxes (Russell’s Paradox, the Liar Paradox, and Newcomb’s Paradox), and modal-tense logic and its formal semantics. Units: 6.

Also listed as Philosophy 420

Prerequisite: PHIL 150 or consent of instructor

## **LING 450**

### **Topics in the Psychology of Language**

An examination of the nature and structure of language, integrating knowledge from linguistics, psychology, neurophysiology, and sociology. Focus on the psychological theories and experimental evidence about language production and perception. Units: 6.

Also listed as Psychology 540

Prerequisite: PSYC 340, LING 150, or consent of instructor

# LINGUISTICS

## LING 470

### **Cognitive Linguistics**

Cognitive linguistics is a subfield of linguistics and cognitive science that studies conceptual structure, language, and meaning in relation to general cognitive mechanisms. Topics include cognitive and construction grammars, categorization, construal, image schemas, mental spaces, conceptual metaphors, and conceptual blending. Units: 6.

Prerequisite: LING 150 or consent of instructor

## LING 510

### **The Romance Languages and Their Histories**

An introduction to the development of Romance languages from Latin. Emphasis on a comparative study of the structures of the modern Romance languages. Taught in English. Units: 6.

Also listed as Spanish 560, Classics 520

Prerequisite: Knowledge of Latin or a Romance language beyond the intermediate level, or consent of instructor

## LING 530

### **The English Language**

A study of the sounds, structure, usage, and history the English language. Units: 6.

Also listed as English 530

Prerequisite: LING 150 and sophomore standing, or consent of instructor

## LING 531

### **Semiotics**

Semiotics is the study of signs, symbols, and signification in social life. This course will cover semiotic theory, including theorists such as Saussure, Peirce, Jakobson, Lévi-Strauss, Barthes, and Bakhtin, and the application of semiotics to the study of language and social life, conducted through lectures and seminar-style discussions. Units: 6.

Also listed as Anthropology 531

Prerequisite: ANTH 330/LING 330 or LING 150, and junior class standing

## LING 545

### **Gesture Studies**

Gesture studies is an interdisciplinary field that examines the use of the hands and other parts of the body in communication and cognition. In this seminar we discuss studies of gesture types, universals, and variations; gesture development; gesture production and perception; relations of gesture to thought and language (spoken and signed); and functions of gesture in human interaction, problem-solving, and learning. Units: 6.

Also listed as Education Studies 545, Psychology 545

Prerequisite: One course in linguistics or psychology, or consent of the instructor

# LINGUISTICS

## **LING 590**

### **Tutorial Studies in Linguistics**

Available to advanced students of linguistics. Units: Variable.

Prerequisite: Counter Registration Required.

## **LING 591**

### **Directed Study in Linguistics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **LING 599**

### **Independent Study in Linguistics**

Available to advanced students of linguistics. Units: Variable.

Prerequisite: Counter Registration Required.

## **LING 690**

### **Tutorial Studies in Linguistics**

Available to advanced students of linguistics. Units: Variable.

Prerequisite: Counter Registration Required.

## **LING 691**

### **Directed Study in Linguistics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **LING 699**

### **Independent Study in Linguistics**

Available to advanced students of linguistics. Units: Variable.

Prerequisite: Counter Registration Required.

# MATH

Professors: Parks, Pourciau (chair term III)

Associate professors: Gregg, Jordan\*\* (chair terms I and II), Krebsbach, Sanerib\*

Assistant professor: Corry

Instructor: Clemons

\* On leave Term I; \*\* On leave Term II

Pattern and form surround us—from the branching angles of our blood vessels and the complexity of computer algorithms to inventory scheduling and the four-dimensional geometry of our universe. As the pure expression of pattern and form, mathematics is the language of all science.

In the past 50 years, many disciplines—computer science, statistics, ecology, and management science among them—have been virtually transformed by the infusion of mathematics. Alongside the traditional field of mathematical physics, one now finds new fields such as mathematical biology, mathematical economics, mathematical linguistics, and mathematical psychology.

A mathematics degree could lead to graduate study in any of these fields, as well as in areas in pure and applied mathematics. Moreover, students have found a major in mathematics, with its training in logic, analysis, and precise expression, to be excellent preparation for careers in business, law, or medicine.

To reflect the diversity of modern mathematics and its applications, the department, alone or in conjunction with the economics department, offers three separate majors: mathematics, mathematics-computer science, and mathematics-economics. Core courses provide all majors with a secure foundation for varied and challenging advanced coursework, including possible student-designed tutorials and, in the senior year, a term of independent study.

For non-majors, the department offers a number of elementary- and intermediate-level courses designed to meet the needs of students who require mathematics for further work in their discipline or who wish to satisfy a general education requirement.

In all its courses, from elementary to advanced, the department seeks to instill an understanding of mathematical ideas, an appreciation for mathematical methods and styles, and a sense of excitement at the power and diversity of modern mathematics and its applications.

For a full description of Lawrence's computer facilities and for descriptions of the computer science courses see the Computer Science Website.



# MATH

## 2012-2013 Course Catalog

### Required for the mathematics major

1. Complete or place out of the calculus sequence: MATH 140, 150, and 160
2. One of MATH 207, 210, or 220
3. One computer science course numbered 110 or above (excluding 170)
4. MATH 300 and 310
5. 24 additional units in mathematics courses numbered 400 or above
6. Completion of an independent study project in at least one term of the senior year.
7. In choosing courses beyond the core sequence, students should note that certain advanced courses may be particularly relevant to majors with specific interests or career goals:
  - a. Pure mathematics: 410, 525, 535, 540, 545, 550, 560, 565, and 600
  - b. Computer science: 420, 435, 525, 540, and 565
  - c. Operations research: 410, 420, 435, 440, 445, 525, and 550
  - d. Applied mathematics: 410, 420, 435, 440, 445, 535, and 550
  - e. Statistics and actuarial science: 410, 420, 435, 440, 445, and 550
  - f. Engineering: 410, 420, 435, 440, 535, and 550
  - g. Secondary teaching: 410, 495, 525, 530, 535, 545, 550, and 600

### Required for the mathematics minor

1. Calculus through MATH 160
2. One of MATH 207, 210, or 220
3. MATH 300 and MATH 310
4. 6 units in any one upper-level mathematics course numbered from 400 to 600, except MATH 495
5. C average in the minor

### Required for the interdisciplinary mathematics-computer science major

1. The core sequence: MATH 140, 150, 160 and CMSC 150, 250, and 270
2. MATH 220 and 300
3. CMSC 460, 510, and 515
4. 6 additional units in mathematics courses selected from among MATH 310, 420, 525, and 540
5. 6 additional units in a computer science course numbered 400 or above
6. 6 additional units in a computer science course numbered 400 or above or selected from among MATH 310, 420, 525, and 540
7. Completion of an independent study project prior to the Spring Term of the senior year
8. CMSC 600 in the senior year

In choosing electives: MATH 420 and 525 are recommended. CMSC 430 or 440 is recommended for students considering a technical career or graduate study in computer science. CMSC 410 is recommended for those considering careers in management information science. PHYS 220 is recommended for students considering pre-engineering.

# MATH

## Required for the interdisciplinary mathematics-economics major

1. The mathematics component of the major is:
  - a. MATH 140, 150, 160, 207, 300, and 310
  - b. Either MATH 435 or 445 and 6 units in a mathematics course numbered 400 or above, with 435, 440, 445, or 560 recommended
2. The economics component of the major is:
  - a. ECON 100 or 120
  - b. ECON 300, 320, and 380
  - c. Any three six-unit courses numbered between 400 and 580 with ECON 500, 520, and 540 recommended
3. The interdisciplinary component of the major is:
  - a. Completion of an independent study project that has been approved by both departments.
  - b. A major must have an advisor in each department.

## Tutorials

The department views tutorials as opportunities to enhance its usual course offerings, not duplicate them. In order to reserve tutorials for this purpose, no tutorials are given for courses routinely offered, and the department does not normally permit a tutorial to be used to satisfy any requirement for the major.

## First-year courses

The department offers two calculus sequences: MATH 140, 150, 160 (*Calculus I, II, III*) and MATH 120, 130 (*Applied Calculus I, II*). Students intending to major in mathematics, mathematics-computer science, mathematics-economics, physics, or chemistry, or any student intending to take advanced mathematics courses, must complete the *Calculus I, II, III* sequence. Properly prepared students should enter this calculus sequence their freshman year. Proper preparation means strong high school mathematics, including a pre-calculus or elementary functions course, and strong SAT or ACT scores. Students who lack this preparation yet need the three-course sequence should consult their advisor and the mathematics department as soon as possible. The *Applied Calculus I, II* sequence does not prepare students for more advanced courses in mathematics but does help prepare students for advanced work in the social and life sciences. This sequence demands less technical proficiency than does the *Calculus I, II, III* sequence. Good performance in high school mathematics through the junior year should be adequate preparation.

## Advanced Placement

Advanced placement in the *Calculus I, II, III* sequence and up to 12 Lawrence units may be obtained by presenting a score of 4 or 5 on the AB or BC calculus exams administered by the College Board or by performing well on an exemption-credit exam given by the department during Welcome Week. Consult the department for details. Students intending to enter *Calculus I* should not take the department's exemption-credit exam. Advanced placement and six Lawrence units (for CMSC 150) may be obtained by scoring 4 or 5 on the A or AB College Board computer science exam. Consult the department for proper placement. Six Lawrence units (for MATH 107) may be obtained by scoring 4 or 5 on the College Board statistics exam. Consult the department for proper placement.

# MATH

## **Off-campus and cooperative programs**

Students wishing to combine a liberal arts degree with engineering should consider the 3-2 program in engineering. The department encourages students to apply to the many Research Experiences for Undergraduates (REU) programs funded by the National Science Foundation; in these summer programs, students are paid to participate in research teams at various campuses throughout the country. Students may also be interested in the Budapest Semester in Mathematics or in one of several other off-campus study options. Department faculty members can provide details.

## **Course numbering**

Typically course numbered below 400 are offered each year, while courses numbered 400 or higher are offered every other year.

## **Senior Experience in Mathematics**

The mathematics department's *Senior Experience* consists of a 6-unit (typically one-term) independent study project completed in the senior year. The project must demonstrate the capacity to learn mathematics (or statistics) independently or to utilize mathematics or mathematical technique as an innovative or substantive part of a larger project. Interdisciplinary mathematics-economics majors must demonstrate the ability to combine topics in both disciplines—bringing appropriate techniques of mathematics or statistics to bear on the study of economics, or learning mathematics or statistics suggested by economic models.

Interdisciplinary mathematics-computer science majors must complete their independent study project in two parts: an independent study in the Fall or Winter Term of the senior year (usually 3 units), followed by a presentation of their results in the Winter Term *Computer Science Senior Seminar* (3 units). For mathematics and mathematics-computer science majors, the project must be approved and supervised by a faculty member in the mathematics department. For mathematics-economics majors, the project must be approved by a faculty member of each department and supervised by a member of one of the departments. Students should consult with departmental members in the spring before their senior year, in order to plan appropriately for their *Senior Experience*.

# MATH

## Courses

### **MATH 105**

#### **The Mathematical Experience**

An introduction to the scope, power, and spirit of mathematics. Topics, chosen to convey the character of mathematical inquiry, may vary; they include Euclidean and non-Euclidean geometry, number theory, topology, graph theory, infinity, paradoxes, set theory, and logic. Intended for students with limited preparation in mathematics. Units: 6.

Prerequisite: Sophomore standing

### **MATH 107**

#### **Elementary Statistics**

For students in all disciplines. Provides the background needed to evaluate statistical arguments found in newspapers, magazines, reports, and journals and the logic and techniques necessary to perform responsible elementary statistical analysis. Students who have completed a calculus course should elect Mathematics 207 rather than Mathematics 107. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

Prerequisite: Sophomore standing. Only one of MATH 107, 117, or 207 may be taken for credit

### **MATH 117**

#### **Elementary Statistics**

For students in all disciplines. Provides background needed to evaluate statistical arguments found in newspapers, magazines, reports, and journals and the logic and techniques necessary to perform responsible elementary statistical analysis, including computer-aided data analysis. Winter Term laboratory component emphasizes analysis of social science data sets, and Spring Term laboratory component emphasizes analysis of natural science data sets. Students who have completed a calculus course should elect Mathematics 207 rather than Mathematics 107 or 117. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

Prerequisite: Sophomore standing. Only one of MATH 107, 117, or 207 may be taken for credit.

### **MATH 120**

#### **Applied Calculus I**

An introduction to calculus that stresses applications to the life and social sciences. Topics include derivatives, integrals, optimization, and exponential and logarithmic functions. Mathematics 120 and 130 do not prepare students for more advanced courses. Units: 6.

Prerequisite: Three years of high school mathematics

### **MATH 130**

#### **Applied Calculus II**

Differential and integral calculus in several variables, including optimization, partial derivatives, and multiple integrals. Also applications of integration and an introduction to differential equations. Stresses applications to the life and social sciences. Units: 6.

Prerequisite: MATH 120

# MATH

## **MATH 140**

### **Calculus I**

Functions, limits, derivatives, the Mean Value Theorem, definition and properties of integrals, the Fundamental Theorem of Calculus, and applications to related rates, curve sketching, and optimization problems. Placement exam not required. Units: 6.

Prerequisite: Four years of high school mathematics

## **MATH 150**

### **Calculus II**

Applications of integration, exponential and logarithmic functions, techniques of integration, infinite sequences and series, and Taylor series. Units: 6.

Prerequisite: Advanced placement, MATH 140, or MATH 120 and consent of instructor

## **MATH 160**

### **Calculus III**

Functions of two or more variables, partial derivatives, chain rules, optimization, vectors, derivatives of vector-valued functions, Lagrange multipliers, multiple integrals, line integrals, and Green's Theorem. Units: 6.

Prerequisite: MATH 150 or advanced placement

## **MATH 191**

### **Directed Study in Mathematics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MATH 207**

### **Introduction to Probability and Statistics**

A survey of statistical methods including their mathematical foundation and their implementations on a computer. Topics include descriptive statistics and graphs, simple linear regression, random variables and their distributions, conditional probability, independence, sampling distributions, the Central Limit Theorem, and parametric and nonparametric tests of hypotheses. Laboratory component emphasizes analysis of economic data sets. Units: 6.

Prerequisite: MATH 120 or 140. Only one of MATH 207, 107, or 117 may be taken for credit

## **MATH 210**

### **Differential Equations with Linear Algebra**

A study of differential equations and related techniques in linear algebra. Topics include first-order equations and their applications, existence and uniqueness of solutions, second-order linear equations and their applications, series solutions, systems of first-order equations, vector spaces and dimension, linear transformations, and eigenvalues. Units: 6.

Prerequisite: MATH 160, or MATH 150 and consent of instructor

# MATH

## **MATH 217**

### **Applied Statistical Methods**

A second course in statistics that covers analyses needed to solve more complicated data-driven problems. Time permitting, topics include multiple regression, analysis of variance, nonparametric tests, bootstrap methods, permutation tests, and categorical data analysis. Computer lab component is used to investigate real data using statistical software. Units: 6.

Prerequisite: AP examination credit in statistics, MATH 107, MATH 117, or MATH 207

## **MATH 220**

### **Applied Combinatorics**

An introduction to logic, proofs by mathematical induction, and elementary combinatorics. Additional topics include recurrence relations, generating functions, and the principle of inclusion-exclusion. Units: 6.

Prerequisite: MATH 150

## **MATH 300**

### **Foundations of Algebra**

An introduction to the rigorous study of mathematics. Topics include elementary theory of sets and mappings, number theory, equivalence relations, finite groups, homomorphisms, quotient groups, and rings. Units: 6.

Prerequisite: MATH 207, 210, or 220

## **MATH 310**

### **Foundations of Analysis**

A study of the concepts that underlie mathematical analysis: the completeness of the real numbers, convergence, continuity, derivatives, integrals, infinite series, and, if time permits, an introduction to metric spaces or Fourier series. Units: 6.

Prerequisite: MATH 300

## **MATH 390**

### **Tutorial Studies in Mathematics**

Advanced work in mathematics on topics not covered in regular offerings. Units: Variable.

Prerequisite: Counter Registration Required.

## **MATH 391**

### **Directed Study in Mathematics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# MATH

## **MATH 399**

### **Independent Study in Mathematics**

Guided independent study of an advanced topic in undergraduate mathematics or supervised work on an undergraduate research project, generally culminating in a final presentation and/or paper. Units: Variable.

Prerequisite: Counter Registration Required.

## **MATH 400**

### **Partial Differential Equations**

A survey of techniques used in modeling physical systems, with particular emphasis on partial differential equations and methods used to attack problems that do not have clean or simple solutions. Topics include techniques for solving partial differential equations exactly, the Fourier transform, perturbation theory, variational methods, Monte Carlo techniques, and finite difference schemes. Units: 6.

Prerequisite: MATH 300 or consent of instructor

## **MATH 410**

### **Linear Algebra**

A study of vector spaces, linear transformations, and their representations. The focus will be on algebraic and coordinate-free methods, and topics will include dimension, dual spaces, determinants, canonical forms, inner product spaces, and the spectral theorem. Units: 6.

Prerequisite: MATH 300

## **MATH 420**

### **Numerical Analysis**

Computer approximated (numerical) solutions to a variety of problems with an emphasis on error analysis. Interpolation, evaluation of polynomials and series, solution of linear and non-linear equations, eigenvectors, quadrature (integration), and differential equations. Units: 6.

Prerequisite: MATH 300 and CMSC 110 or CMSC 150

## **MATH 435**

### **Optimization**

The study of local and global maximums and minimums of function, given various sorts of constraints. Linear problems and the simplex algorithm, general non-linear problems and the Kuhn-Tucker conditions, convex problems. Perturbation of problem parameters and duality. Applications to a wide variety of fields, including economics, game theory, and operations research. Units: 6.

Prerequisite: MATH 310

## **MATH 440**

### **Probability Theory**

The mathematics of chance: probability, discrete and continuous random variables and their distributions, moments, jointly distributed random variables, conditional distributions, the Central Limit Theorem, and weak and strong convergence. Units: 6.

Prerequisite: MATH 310

# MATH

## **MATH 445**

### **Mathematical Statistics**

The development and study of statistical theory. Topics include sampling distributions, point and interval estimation, significance tests, bootstrap methods and permutation tests, analysis of variance, and, time permitting, regression analysis and non-parametric methods. The computer-lab component is used to analyze real-world case studies and to investigate computer-intensive statistical methods. Units: 6.

Prerequisite: MATH 310 and MATH 440

## **MATH 525**

### **Graph Theory**

A survey of graph theory that balances the abstract theory of graphs with a wide variety of algorithms and applications to “real world” problems. Topics include trees, Euler tours and Hamilton cycles, matchings, colorings, directed graphs, and networks. Units: 6.

Prerequisite: MATH 300

## **MATH 530**

### **Topics in Geometry**

The axiomatic development of Euclidean and non-Euclidean geometry, including the historical and philosophical issues raised by the “non-Euclidean revolution.” Additional topics, such as projective or differential geometry and convexity, may be included. Units: 6.

Prerequisite: MATH 300

## **MATH 535**

### **Complex Analysis**

An introduction to functions of a complex variable, the Cauchy-Riemann equations, conformal mappings, Cauchy’s theorem, Cauchy’s integral formula, Taylor and Laurent series, and a sampling, as time and interest permit, of the corollaries to Cauchy’s theorem. Units: 6.

Prerequisite: MATH 310

## **MATH 540**

### **Mathematical Logic and Set Theory**

Establishes the basic syntactical tools needed to develop the semantics of first-order logic with equality, including the completeness and compactness theorems. Axiomatic set theory is developed culminating with the Axiom of Choice, some equivalents, and the Continuum Hypothesis. Units: 6.

Prerequisite: MATH 300

## **MATH 545**

### **Rings and Fields**

Modern algebra with topics selected from group theory, ring theory, field theory, classical geometric construction problems, and Galois theory. Emphasis on the use of mathematical abstraction to illuminate underlying relationships and structure. Units: 6.

Prerequisite: MATH 300



# MATH

## **MATH 550**

### **Topics in Analysis**

Selected topics in analysis covering a wide variety of spaces and leading to applications of classical importance. In recent years, topics have included fixed point theory, inverse and implicit function theorems, abstract theory of differential equations, Lebesgue measure and integration, Fourier series and transforms. Units: 6.

Prerequisite: MATH 310

## **MATH 560**

### **Topology**

A study of metric and topological spaces, including continuity, compactness, connectedness, product and quotient spaces. Additional topics may include Zorn's Lemma, separation properties, surfaces, the fundamental group, and fixed point theorems. Units: 6.

Prerequisite: MATH 310

## **MATH 565**

### **Number Theory**

A study of the integers, including unique factorization, congruences, and quadratic reciprocity. Other topics may include finite fields, higher reciprocity laws, and algebraic number theory. Units: 6.

Prerequisite: MATH 300

## **MATH 590**

### **Tutorial Studies in Mathematics**

Advanced work in mathematics on topics not covered in regular offerings. Units: Variable.

Prerequisite: Counter Registration Required.

## **MATH 591**

### **Directed Study in Mathematics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MATH 599**

### **Independent Study in Mathematics**

Guided independent study of an advanced topic in undergraduate mathematics or supervised work on an undergraduate research project, generally culminating in a final presentation and/or paper. Units: Variable.

Prerequisite: Counter Registration Required.

# MATH

## **MATH 600**

### **History of Mathematics**

A study of the history of mathematics from the ancient Greeks through the present, emphasizing the role of mathematics in scientific advances, the work of great mathematicians, and the modern branching of the subject into a multitude of specialties. Units: 6.

Prerequisite: MATH 310

## **MATH 690**

### **Tutorial Studies in Mathematics**

Advanced work in mathematics on topics not covered in regular offerings. Units: Variable.

Prerequisite: Counter Registration Required.

## **MATH 691**

### **Directed Study in Mathematics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MATH 699**

### **Independent Study in Mathematics**

Guided independent study of an advanced topic in undergraduate mathematics or supervised work on an undergraduate research project, generally culminating in a final presentation and/or paper. Units: Variable.

Prerequisite: Counter Registration Required.

# MUSIC

Professors: Anthony, K. Bozeman (Frank C. Shattuck Professorship in Music), S. Jordheim\*\*\*, Kautsky\*\*\*, Niblock, Richeson\*\*\*, Sturm (Kimberly-Clark Professor of Music)

Associate professors: Bell, Biringer, Daniel, DeCorsey, George, Gu, Keelan\*, Koestner, Leigh-Post, Mast, McQuinn, Metcalf, Michelic\*\*\*, Miller, Moss, Padilla, Spears, Stannard, Swan, Urness

Assistant professors: Bates, Ceballos, Downing, Lesser, Mas-Arocas, Mizrahi\*\*, Sieck, Srinivasan\*\*

Visiting assistant professors: Gates, Helvering, Salzer

Instructors: Benson, Boeckman, J. Bozeman, DiBella, Encarnacion, Erickson, Kind, S. McCardell, Rath, Seidl, Van De Loo

Lecturers: Adnyana, Boncher, Buchman (Academy of Music), Carrothers, Darling, Dochnahl, Handford, Heiks, S. Jordheim, Korb, McAllister, S. McCardell, Peplin, Planet, Post, Scheinberg, Turner, Walby (Academy of Music), Wysock

Artist-in-Residence: Duesing

\* On leave Term I; \*\* On leave Term II; \*\*\*On leave Term III

Students in the Bachelor of Arts degree program may major or minor in music (see below). The Conservatory of Music section of this catalog lists courses for all programs in music.

Opportunities for the study of music and for participation in Lawrence University ensembles are available to qualified university students regardless of major.

## 2012-2013 Course Catalog

### Required for the music major

90 units in music, to include:

1. Music theory: 30 units: MUTH 151, 161, and 171 or 201, 211, and 221; 152, 162, and 172 or 202, 212, and 222; 251, 261, and 271; 252, 262, and 272; 301, 311, and 321
2. Music history: 18 units: MUHI 201, 202 (12 units); 6 units in courses numbered 400 or above.
3. Performance:
  - a. 18 units minimum of applied individual instruction. 6 consecutive terms of study are required.
  - b. 5 units: MURP 271, 272, 273, 274, 275 for students whose primary instrument is voice
  - c. Students must complete a qualifying examination by the end of the sophomore year.
  - d. Students must participate in either individual or ensemble performance study in each term in which they are in residence on the Appleton campus.
4. Ensemble: 6 units minimum of ensemble performance study. A maximum of 9 units of ensemble performance study may apply to the major.
5. Keyboard skills: 3 units MURP 201, 202, 203 or 2 units MURP 301, 302 or demonstrated proficiency.
6. Additional electives in music to total 90 units
7. An approved lecture, lecture/recital, or senior project must be presented during the last three terms of study at Lawrence.

Please refer to the Conservatory Handbook and departmental handbooks for other regulations and information on the major in music. In addition to the 90 units in music, students must complete 126 units in disciplines other than music, including all requirements for the B.A. degree (see "Degree and General Education Requirements").

# MUSIC

## Required for the music minor

1. Music theory: 18 units: MUTH 151, 161, and 171 or 201, 211, and 221; 152, 162, and 172 or 202, 212, and 222; 251, 261, and 271
2. Music history: 12 units: MUHI 201, 202
3. Performance: MUIN (Applied Individual Instruction) 9 units and 3 terms of study
4. Ensemble: MUEN (Ensemble Performance Study): 3 units and 3 terms participation
5. Keyboard skills: 3 units: MURP 201, 202, 203 or 2 units: MURP 301, 302 or demonstrated proficiency
6. C average in the minor

## Senior Experience in Music

Candidates for the Bachelor of Arts with a major in music are required to present a lecture, lecture/recital, recital, or senior project during the last three terms at Lawrence. Students in this program are encouraged to consult their advisers early in the junior year. If a recital is performed, it is subject to the regulations administered by individual applied areas as described above. For other projects, a proposal must be submitted and approved by the B.A. in Music Committee.

The following are guidelines to apply to the other projects that must be approved by the B.A. in Music Committee.

1. The proposal for the project should be submitted in writing
2. The initial proposal should be submitted no later than week 8 of the term prior to the one during which the project will be completed
3. The project proposal should state in specific detail exactly what the project entails and exactly what the student will do to complete it. The proposal should also briefly indicate how such a project builds on the student's prior experiences at Lawrence, and why it may be a logical conclusion to his or her music major
4. In general, this project should not simply comprise work the student has done for any course, but instead it should involve some work done beyond and outside of the prescribed curriculum for the music major. In some instances, work done for an elective independent study (e.g., not one used to satisfy a curricular requirement) may be acceptable
5. Final approval of the proposal should be obtained by the end of the term prior to the one during which the project will be completed
6. All projects must include some formally written component. This may, in some instances, simply serve as a relatively brief context for projects that do not essentially comprise written work (e.g., recordings, radio or television broadcasts, films or videos, multi-media installations, manufacture of musical instruments, etc.)
7. Though interdisciplinary projects are encouraged, the theory, history, or practice of music still should be a major focus of all acceptable proposals. For example, "the effects of performance anxiety on the human digestive system" would be a biology project, and would not be acceptable; on the other hand, "effective strategies for coping with performance anxiety" could be perfectly acceptable (even if it deals largely with discussions of what one should or should not ingest prior to a performance)
8. Once the project has been completed, a Lawrence Conservatory faculty member should certify that the project has met a minimum satisfactory standard of quality

# MUSIC

## **Other opportunities**

All courses in music may be elected by any qualified Lawrence student. Ensembles are open to university students by audition. Private instruction (Applied Music Individual Instruction) is available by permission of the instructor, based on audition or interview and faculty schedules. A fee for private lessons and the use of practice facilities is charged to non-music majors as follows:

1. ½ hour per week: \$250 per term
2. 1 hour per week: \$500 per term

A student may drop private instruction prior to the end of the second week of the term. A refund may be obtained for the remainder of the term, provided the registrar and the conservatory office are officially notified of the change in registration. Refunds are not provided after the second week of the term.

## INTERDISCIPLINARY MAJOR IN THE NATURAL SCIENCES

The interdisciplinary major in the natural sciences enables students to construct science majors around subject areas that bridge two or more disciplines in the natural sciences, leading to graduate work and/or careers in many of the rapidly growing interdisciplinary fields developing along interfaces between the traditional natural sciences.

The interdisciplinary major in the natural sciences requires a primary concentration in biology, chemistry, geology, or physics and a secondary concentration in another of these sciences. Students interested in this major should seek advice from the department of primary interest in order to design a major consistent with both their interests and the requirements of the major. Previous interdisciplinary combinations of biology and chemistry have been replaced by the Biochemistry major.

### Course Catalog 2012–2013

1. **Introductory Requirement:** An introductory sequence in physics and two additional introductory sequences chosen from those in biology, chemistry, and geology so that sequences in both the primary and the secondary disciplines are included. The introductory sequences are:
  - a. Biology: BIOL 130 and 150
  - b. Chemistry: CHEM 115 and 116 or equivalent
  - c. Geology: GEOL 110 (any section) and GEOL 210
  - d. Physics: PHYS151 and 160 or, with the permission of both the primary and the secondary departments, PHYS 141 and 151
2. **Intermediate/Advanced Requirement:** At least ten six-unit courses in the sciences (biology, chemistry, geology, physics) numbered 200 or above, with at least five in the primary discipline and at least three in the secondary discipline. More specific course and/or laboratory requirements may apply in specific departments.
3. **Participation in a senior seminar series** as defined by the department of the primary discipline.

# NEUROSCIENCE

Faculty advisors: Hetzler (psychology, chair), Humphries (biology), Hilt (psychology), Wall (biology)

Neuroscience unites biology, chemistry, and psychology in a quest to understand the nervous system. Students participating in the program may include those interested in medicine, veterinary medicine, nursing, and graduate study in neuroscience. This program, however, also serves those whose primary interest is the elusive and alluring question of how the brain works. An important feature of our program is the wide range of laboratory facilities available, and students are encouraged to engage in neuroscience research in collaboration with the faculty.

## 2012-2013 Course Catalog

### Required for the interdisciplinary area in neuroscience

1. The following core courses:
  - a. BIOL 130: *Integrative Biology: Cells to Organisms*
  - b. BIOL 150: *Integrative Biology: Organisms to Ecosystems*
  - c. BIOL 242: *Comparative Physiology*
  - d. CHEM 115 and 116: *Principles of Chemistry*
  - e. PSYC 360: *Brain and Behavior I*
  - f. PSYC 530: *Brain and Behavior II* or PSYC 535: *Neurobiological Research Design and Surgical Techniques*
2. At least one course outside the student's major department from the following group:
  - a. ANTH 140: *Biological Anthropology*
  - b. BIOL 240: *Morphogenesis of the Vertebrates*
  - c. BIOL 354: *Molecular Biology*
  - d. BIOL 444 or CHEM 340: *Biochemistry*
  - e. BIOL 453: *Developmental Biology*
  - f. CHEM 250 and 252: *Organic Chemistry I and II* (both courses must be taken to fulfill the requirement)
  - g. MATH 107 or 117: *Elementary Statistics* or 207: *Introduction to Probability and Statistics*
  - h. PSYC 290: *Developmental Psychopathology*
  - i. PSYC 350: *Psychopharmacology and Behavior*
  - j. PSYC 370: *Perception*
  - k. PSYC 380: *Learning and Conditioning*
  - l. PSYC 420: *Clinical and Affective Neuroscience*
3. BIOL 340/PSYC 580: *Topics in Neuroscience*

# NEUROSCIENCE

## Courses

### **BIOL 240**

#### **Morphogenesis of the Vertebrates**

An integrated lecture and laboratory course that undertakes the study of the structure and function of vertebrate organ systems through examination of morphology. Vertebrate ontogeny, phylogeny, and anatomy are addressed. Units: 6.

Prerequisite: BIOL 140 or BIOL 150

### **BIOL 242**

#### **Comparative Physiology**

A comparative study of the variety of solutions and adaptations diverse animals can make to similar problems—obtaining and transporting oxygen, maintaining water and salt balance, utilizing food, movement, and nervous and hormonal integration. Lecture and laboratory. Units: 6.

Prerequisite: BIOL 140 or BIOL 150

### **BIOL 340**

#### **Topics in Neuroscience**

A study of the nervous system from the perspectives of psychology, biology, and/or biological anthropology. Topics vary year to year and may include glial cells, neural development, and the evolution of nervous systems and neurotransmitter systems. Lecture only. May be repeated with consent of instructor. Units: 6.

#### *Topic for Fall 2012: Evolution of Nervous Systems*

Taking a comparative approach, this course will explore the evolution of nervous systems from the coelenterates to the vertebrates. We will focus on the structural components of the nervous systems as well as the neurotransmitters present using both primary and secondary literature as sources.

Also listed as Psychology 580

Prerequisite: CHEM 116 and either BIOL 140 or BIOL 150, and one course in psychology; or PSYC 360 and one course in biology; or consent of instructor

### **BIOL 354**

#### **Molecular Biology**

An interdisciplinary examination of regulatory mechanisms leading to differential gene expression. Main topics include transcription, translation, gene and protein structure, and modern genomics. The application of current molecular techniques is emphasized throughout the course. Laboratory work is experimental in approach. Lecture and laboratory. Units: 6.

Prerequisite: Sophomore standing, BIOL 110 or BIOL 130, and CHEM 115



# NEUROSCIENCE

## **BIOL 453**

### **Developmental Biology**

An experimental approach to animal development with laboratory and lecture emphasis on the molecular and cellular level. Includes discussions of pattern formation, differentiation, cell interactions, gametogenesis, fertilization, and early embryogenesis. Lecture and laboratory. Units: 6.

Prerequisite: BIOL 140 or BIOL 150; and one of the following (or concurrent enrollment): BIOL 241, BIOL 444/CHEM 340, BIOL 351, BIOL 354

## **CHEM 115**

### **Principles of Chemistry: Structure and Reactivity**

Introduction to the basic principles of chemistry, emphasizing structures of chemical species (atoms, ions, and molecules), stoichiometry, the relationships between structure and reactivity, basic chemical models (gas laws, e.g.) and laboratory skills. This course will serve primarily to prepare students who have not had any previous (high school) coursework in chemistry for CHEM 116. Three lectures and one laboratory session each week. Students with high school chemistry should normally take 116 instead of this course. See the chemistry department's web page for placement examination information. Units: 6.

Prerequisite: Placement examination

## **CHEM 116**

### **Principles of Chemistry: Energetics and Dynamics**

Introduction to the study of chemistry, for students who have taken high school chemistry or CHEM 115, emphasizing structural and quantitative models of chemical behavior. Topics include bonding, thermochemistry, equilibrium, kinetics, and related applications. Three lectures and one laboratory per week. Enrollment is determined by placement examination. See the chemistry department's web page for placement examination information. Units: 6.

Prerequisite: Placement examination

## **CHEM 250**

### **Organic Chemistry I**

A study of the relationship between structure and function in organic compounds. Basic topics such as molecular orbital theory, conformational equilibria, stereochemistry, and nucleophilic substitution are covered. Students also learn to use instrumental analysis (NMR, IR, GC-MS) to identify and characterize compounds. One four-hour laboratory per week. Units: 6.

Prerequisite: CHEM 116 or 119 or consent of instructor

## **CHEM 252**

### **Organic Chemistry II**

A study of organic reactions and their mechanisms. The focus of the class is synthesis, both in the concrete sense of building molecules and in the abstract sense of pulling together disparate concepts to solve problems. Case studies from the polymer and pharmaceutical industries underline the relevance of the discipline to everyday life. One four-hour laboratory per week. Units: 6.

Prerequisite: CHEM 250

# NEUROSCIENCE

## **MATH 107**

### **Elementary Statistics**

For students in all disciplines. Provides the background needed to evaluate statistical arguments found in newspapers, magazines, reports, and journals and the logic and techniques necessary to perform responsible elementary statistical analysis. Students who have completed a calculus course should elect Mathematics 207 rather than Mathematics 107. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

Prerequisite: Sophomore standing. Only one of MATH 107, 117, or 207 may be taken for credit

## **MATH 117**

### **Elementary Statistics**

For students in all disciplines. Provides background needed to evaluate statistical arguments found in newspapers, magazines, reports, and journals and the logic and techniques necessary to perform responsible elementary statistical analysis, including computer-aided data analysis. Winter Term laboratory component emphasizes analysis of social science data sets, and Spring Term laboratory component emphasizes analysis of natural science data sets. Students who have completed a calculus course should elect Mathematics 207 rather than Mathematics 107 or 117. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

Prerequisite: Sophomore standing. Only one of MATH 107, 117, or 207 may be taken for credit.

## **MATH 207**

### **Introduction to Probability and Statistics**

A survey of statistical methods including their mathematical foundation and their implementations on a computer. Topics include descriptive statistics and graphs, simple linear regression, random variables and their distributions, conditional probability, independence, sampling distributions, the Central Limit Theorem, and parametric and nonparametric tests of hypotheses. Laboratory component emphasizes analysis of economic data sets. Units: 6.

Prerequisite: MATH 120 or 140. Only one of MATH 207, 107, or 117 may be taken for credit

## **PSYC 350**

### **Psychopharmacology and Behavior**

An interdisciplinary examination of the ways in which behaviorally active drugs exert their effects, drawing on research in pharmacology, psychology, biochemistry, anatomy, and neurophysiology. Provides an understanding and appreciation of the role of behaviorally active drugs in people's lives, today and in the past. Units: 6.

Prerequisite: Sophomore standing

## **PSYC 360**

### **Brain and Behavior I**

An introduction to the structure and function of the nervous system and its relationship to behavior. Topics include cellular physiology, neuroanatomy, sensory processes, motor control, and neuropharmacology. No laboratory. Units: 6.

Prerequisite: Sophomore standing; at least one biology course recommended

# NEUROSCIENCE

## **PSYC 370**

### **Perception**

An introduction to the physiological and psychological processes by which we receive, transform, and use the information from the world acquired through our senses. Special emphasis on visual and auditory perception to allow a more in-depth study of two perceptual systems and to provide information useful to those interested in the visual arts and music. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 380**

### **Learning and Conditioning**

An investigation of the basic principles of learning, including classical conditioning, operant conditioning, punishment, biological constraints on learning, and behavior modification. One laboratory per week involving animal learning experiments. Units: 6.

Prerequisite: PSYC 100 and sophomore standing, or consent of instructor; PSYC 280 and 281 recommended

## **PSYC 530**

### **Brain and Behavior II**

An examination of interrelationships between the brain and behavior. Topics include sleep, language, motivation, emotion, learning, and mental disorders. One laboratory per week on basic neuroscience techniques. Units: 6.

Prerequisite: PSYC 360

# PHILOSOPHY

Professors: Dreher (Lee Claflin-Robert S. Ingraham Professorship in Philosophy), Ryckman  
Associate professor: Boleyn-Fitzgerald (Edward F. Mielke Professorship in Ethics in Medicine,  
Science, and Society, chair)  
Assistant professor: Phelan  
Post-doctoral fellow: Chan

## **Opportunities for non-majors**

Courses in philosophy develop skills in reading and thinking analytically and critically and in cogent argumentation. In addition, they provide students with invaluable insights into many of the major intellectual issues confronting Western civilization.

Many students find that such work in two or three philosophy courses significantly enhances the intellectual quality of their efforts in their own fields. We urge students to discuss the matter with any member of the philosophy department and with their own major advisors.

Philosophy department faculty members will gladly discuss with majors and potential majors the specific ways in which their work can best prepare them for careers in academe, business, government, law, and medicine, among others.

Note that, with the consent of the instructor, students may take an intermediate course in philosophy without having taken an introductory course. (Intermediate courses are numbered 200 through 440. Courses numbered above 440 are advanced courses.)

## **The philosophy major**

Students are introduced to philosophy through a study of logic or through a course in which substantive problems are raised by an examination of selected writings of some important philosophers. Students may continue their study through a variety of courses in the history of philosophy, in the systematic study of traditional problem areas within philosophy, and in the philosophical examination of other disciplines.

The historical courses enable students to become familiar with the thinking of the most influential philosophers in our tradition and with the historical contexts in which they worked. The systematic courses encourage students to confront contemporary statements of central philosophical questions and to investigate some of the more promising answers to them. The courses engaged in the philosophical examination of other areas encourage students to bring methods of philosophical analysis to bear on the methods and presuppositions of other areas of inquiry.

# PHILOSOPHY

## 2012-2013 Course Catalog

**Required for the philosophy major** A student majoring in philosophy is required to take a minimum of nine six-unit philosophy courses. Those nine courses will include:

1. A minimum of eight courses numbered above 149
2. PHIL 150 or 420 (Majors are strongly encouraged to satisfy this requirement early in their careers.)
3. At least three courses from PHIL 200, 210, 220, 230, 240 (including at least two from PHIL 200, 210, 220)
4. At least one course from PHIL 300, 305, 310, 330, 400, 405, 410
5. At least one course from PHIL 320, 325, 350, 360, 385, 430, 440
6. PHIL 600

Advanced students of philosophy are invited to do tutorial and honors work independent of the course requirements.

### Required for the philosophy minor

1. Five six-unit courses in philosophy, at least two of which must be in the history of philosophy (PHIL 200, 210, 220, 230, 240) and at least two of which must be from among courses numbered 200 or above but not among PHIL 200-240.
2. Students pursuing a minor in philosophy are encouraged to choose a member of the philosophy department as an informal advisor.
3. C average in the minor

### Senior Experience in Philosophy

The Department of Philosophy's *Senior Experience* is PHIL 600, *Studies in Philosophy*. This is an advanced seminar (the topic for which varies from year to year) in which students critically analyze each other's original research.

# PHILOSOPHY

## Courses

### PHIL 100

#### **Introduction to Philosophy: Problems**

An introduction to philosophical analysis and intensive study of selected philosophical classics. Topics include the existence of God, the problem of evil, problems of knowledge, the relationship between mind and body, free will, determinism, and moral obligation. Recommended for freshmen and sophomores. Units: 6.

Prerequisite: Recommended for freshmen and sophomores

### PHIL 110

#### **Business Ethics**

An introduction to ethical issues that arise in the practice of business. Topics include professional virtues, regulation, employer and employee rights, and social responsibility. Students are required to complete a community service project as part of this course. Units: 6.

Prerequisite: Recommended for freshmen and sophomores

### PHIL 120

#### **Applied Ethics: Introduction to Biomedical Ethics**

The course will examine moral dilemmas created or intensified by recent advances in medical technology and study ways of analyzing those dilemmas to make them more tractable. We will focus on examples such as euthanasia and the right to die, abortion, behavior modification, allocation of scarce medical resources, *in vitro* fertilization, genetic screening and engineering, and human experimentation. Units: 6.

Also listed as Biomedical Ethics 120

Prerequisite: Recommended for freshmen and sophomores

### PHIL 130

#### **Meditation and Virtue: Contemplative and Analytic Perspectives on Character**

This course focuses on different theories of the good and of the virtues that lead to a good life. It covers a variety of readings that discuss the good and the good life and also critically examines a variety of meditations designed to cultivate moral virtues. Requirements for the class include writing two papers and undertaking a daily meditation practice. Units: 6.

Prerequisite: Recommended for freshmen and sophomores

### PHIL 140

#### **Introduction to Philosophy: Knowing and Valuing**

Is there a plausible distinction between (real!) knowing and (mere!) opinion? Can we make any warranted claims about how humans might best lead meaningful lives? We will carefully analyze the responses to such questions offered by Plato and by two 20th-century philosophers. Units: 6.

Prerequisite: Recommended for freshmen and sophomores

# PHILOSOPHY

## **PHIL 150**

### **Symbolic Logic**

Formal study of the notions of validity, consistency, and equivalence in the languages of sentential logic and predicate logic, plus an introduction to semantics for these languages.

Units: 6.

Prerequisite: Recommended for freshmen and sophomores

## **PHIL 191**

### **Directed Study in Philosophy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHIL 200**

### **History of Philosophy: Plato and Aristotle**

An examination of themes in selected classical Greek tragedies and their development in the philosophies of Plato (*The Republic*, *Gorgias*) and Aristotle (*Nicomachean Ethics*). Units: 6.

Prerequisite: One course in philosophy, sophomore standing, or consent of instructor

## **PHIL 210**

### **History of Philosophy: Early Modern Philosophy**

We will explore some exciting developments of the 16th and 17th centuries. Specifically, we will look at how the scientific study of the mind began to emerge in the wake of the scientific revolution. The works of the French philosopher and mathematician, Rene Descartes, will serve as our window into this period. We will examine Descartes' epistemology, especially his theory of clear and distinct ideas, and investigate how this relates to his dualistic theory of mind. We will also read excerpts from some of Descartes' contemporaries, such as Thomas Hobbes and Princess Elisabeth of Bohemia. Units: 6.

Prerequisite: One course in philosophy, sophomore standing, or consent of instructor

## **PHIL 220**

### **History of Philosophy: Berkeley, Hume, Kant, and Mill**

An examination of selected works of 18th- and 19th-century philosophers. Epistemology, metaphysics, and ethics are emphasized. Units: 6.

Prerequisite: One course in philosophy, sophomore standing, or consent of the instructor.

## **PHIL 230**

### **History of Philosophy: Early Analytic Philosophy**

An examination of the early 20th-century works of G. E. Moore and Bertrand Russell against the background of the then-dominant Hegelian Idealism. Units: 6.

Prerequisite: One course in philosophy, sophomore standing, or consent of instructor

# PHILOSOPHY

## **PHIL 240**

### **History of Philosophy: The American Pragmatists**

An examination of the attempts by pragmatists such as C. S. Peirce, William James, and John Dewey to reconceptualize “traditional” issues in Western philosophy. Units: 6.

Prerequisite: One course in philosophy, sophomore standing, or consent of instructor

## **PHIL 270**

### **British Empiricists**

An introduction to the philosophy of Locke, Berkeley and Hume. Topics which will be covered include the theory of ideas, experience and observation, realism, idealism and skepticism. Units: 6.

Prerequisite: One course in philosophy, sophomore standing, or consent of the instructor

## **PHIL 300**

### **Epistemology**

An examination of some basic questions concerning the nature and extent of human knowledge, focusing on the topics of skepticism, justification, certainty, the *a priori* and the *a posteriori*, and analyses of knowledge. Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 305**

### **Experimental Philosophy**

An introduction to experimental philosophy. The course will examine the ways in which experimental techniques can be applied to problems in epistemology, metaphysics, philosophy of language, ethics, and other subfields of philosophy. Special attention will be paid to the question of whether experimental research is a legitimate methodology for philosophy. Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 310**

### **Metaphysics**

An examination of some central philosophical questions about reality, such as: What basic kinds of things are there? Is truth always and only relative to a conceptual scheme? What is the nature of necessity and possibility? What is the nature of change over time? Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 320**

### **Ethics**

An examination of theories about how we should live. Issues include the role of rights, duties, and virtues in decision making, the scope of morality, the limits of our obligations to others, and the foundations of morality. Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor



# PHILOSOPHY

## **PHIL 325**

### **Metaethics**

An examination of the nature of ethical properties and ethical judgments. Are facts and values completely independent? Are goodness and badness objective properties? What does the persistence of moral disagreement tell us about the nature of ethics? Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 330**

### **Philosophy of Science**

We will examine some important philosophical questions surrounding science. They will include (1) What is a science; and what is the relation between different sciences? (2) What is it to explain a phenomenon or confirm a hypothesis? (3) Do the explanatory posits of a science—such as quarks and strings—actually exist? (4) Are there scientific laws? We will explore some of the more plausible answers to such questions. Readings will include selections from a variety of contemporary and 20th century philosophical texts. Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 340**

### **Philosophy of Art**

An examination of major theories of the essence of art, of the major 20th-century critique of the thesis that art has an essence, and of recent attempts to analyze art in light of the critique. Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 350**

### **Political Philosophy**

A seminar examining one topic in political philosophy, typically either distributive justice or war. If the topic is distributive justice, the focus is on different accounts of the just distribution of social benefits and burdens. Issues include the right to health care and other social goods, as well as accounts of the ideals of equality, liberty, and community. If the topic is war, the focus is on political and moral dilemmas of warfare. Issues include war crimes, nuclear deterrence, the status of non-combatants, the use of economic sanctions, and terrorism. Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 360**

### **Environmental Ethics**

An examination of some ethical assumptions that might figure in discussions of environmental policy by economists, legal experts, philosophers, and policy scientists. Units: 6.

Also listed as Environmental Studies 360

Prerequisite: One course in economics, government, or philosophy; junior standing; or consent of instructor

# PHILOSOPHY

## **PHIL 370**

### **Advanced Studies in Bioethics**

A seminar examining one particular issue or set of issues in bioethics. Units: 6.

Also listed as Biomedical Ethics 370

Prerequisite: PHIL 120 or two courses in philosophy

## **PHIL 380**

### **Ethics of Technology**

This course focuses on ethical issues that arise from the development of new technology.

Specific topics may include artificial intelligence, information technologies, human enhancement, transhumanism, transgenesis, ectogenesis, nanoethics, and neuroethics. Units: 6.

Also listed as Biomedical Ethics 380

Prerequisite: One course in philosophy, junior standing, or consent of the instructor

## **PHIL 385**

### **Value Theory**

This course focuses on theories of the good and related philosophical issues. Questions that we will explore include: What is happiness? How are happiness and satisfaction related? Can we measure happiness or well-being? Is virtue valuable in itself? Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 390**

### **Tutorial Studies in Philosophy**

Senior majors undertaking honors projects should elect one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHIL 391**

### **Directed Study in Philosophy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHIL 399**

### **Independent Study in Philosophy**

Advanced students of philosophy may elect one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# PHILOSOPHY

## **PHIL 400**

### **Philosophy of Language**

An examination of major theories of meaning, reference, and cognitive content and an attempt to understand how language functions to relate “internal” psychological states to things in the “external” world. Contemporary philosophers are emphasized. Units: 6.

Also listed as Linguistics 400

Prerequisite: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended

## **PHIL 405**

### **Philosophy of Language: Meaning and Use**

An examination of major topics in linguistic pragmatics, including implicature, presupposition, speech acts, and the ways in which context influences meaning. An attempt to understand how word meaning, context, and domain-general psychological processes contribute to our understanding of what a speaker means. Contemporary philosophers and linguists are emphasized. Units: 6.

Also listed as Linguistics 405

Prerequisite: One course in philosophy, junior standing, or consent of the instructor

## **PHIL 410**

### **Philosophy of Mind**

An examination of our common sense conception of mental states and processes and of attempts to answer the question, “Is our common sense conception of mental states and processes compatible with the methods and assumptions of cognitive science?” Units: 6.

Prerequisite: One course in philosophy, PSYC 340, junior standing, or consent of instructor

## **PHIL 420**

### **Topics in Logic**

An investigation of topics selected from among the following: consistency and completeness theorems for both sentential and predicate logic, Gödel’s Incompleteness Theorem, logical paradoxes (Russell’s Paradox, the Liar Paradox, and Newcomb’s Paradox), and modal-tense logic and its formal semantics. Units: 6.

Also listed as Linguistics 420

Prerequisite: PHIL 150 or consent of instructor

## **PHIL 430**

### **Philosophy of Law**

An exploration of questions such as: To what extent may a decision in a legal controversy be deemed uniquely correct (as contrasted with an exercise of the judge’s discretion)? What purposes and assumptions underlie branches of the law such as criminal law or torts? What are the functions of precedent? What are the various relationships between morality and the law? Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

# PHILOSOPHY

## **PHIL 440**

### **Morality, Rationality, and Self-Interest**

If acting morally conflicts with my long-term self-interest, what is it rational for me to do? Why be moral? Units: 6.

Prerequisite: One course in philosophy, junior standing, or consent of instructor

## **PHIL 590**

### **Tutorial Studies in Philosophy**

Senior majors undertaking honors projects should elect one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHIL 591**

### **Directed Study in Philosophy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHIL 599**

### **Independent Study in Philosophy**

Advanced students of philosophy may elect one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHIL 600**

### **Studies in Philosophy**

*Topic for Spring 2013: Belief in the Existence of a God*

A critical examination of the views of members of the New Atheism movement, with particular attention to Dan Dennett's *Breaking the Spell*. Units: 6.

Prerequisite: Three courses in philosophy or consent of instructor

## **PHIL 690**

### **Tutorial Studies in Philosophy**

Senior majors undertaking honors projects should elect one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHIL 691**

### **Directed Study in Philosophy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## PHILOSOPHY

### **PHIL 699**

#### **Independent Study in Philosophy**

Advanced students of philosophy may elect one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## PHYSICS

Professors: Brandenberger (Alice G. Chapman Emeritus Professorship in Physics), Stoneking (chair)

Associate professors: Collett, Pickett

Assistant professor: Martin

Visiting assistant professors: Kulatunga, Salgado

Physics represents an inquiry, both theoretical and experimental, into the nature of the physical universe. The theoretical approach involves constructing and exploring abstract models of nature, while the experimental approach involves investigations of physical systems that provide avenues for evaluating theories and for suggesting new theories. Taken together, theory and experiment aim at the construction of a single, compact, and far-reaching conceptual framework that accounts for all properties of the physical universe.

The physics curriculum at Lawrence is structured to help the student develop a firm grasp of the important theories and a secure competence in contemporary experimental techniques.

Requirements for the major reflect this structure. On the theoretical side, the major moves from a general survey to more detailed intermediate courses to advanced electives, culminating in a theoretical *Senior Experience* project. On the experimental side, the major moves from a study of standard techniques of data analysis to an intermediate laboratory in electronics to a project-oriented advanced laboratory, possibly culminating in an experimental *Senior Experience* project. Throughout the curriculum, contemporary computational approaches to problems in physics play a significant role alongside the traditional approaches.

Prospective engineers will find that a major in physics automatically fulfills nearly all of the requirements for Lawrence's 3-2 engineering program.

Students who have strong secondary interests in biology, chemistry, or geology may construct majors involving physics and one of the other three natural sciences, using the interdisciplinary major in the natural sciences.

In addition, a minor in physics offers an opportunity for those who wish to supplement a major in another discipline with a significant exposure to physics.

# PHYSICS

## 2012-2013 Course Catalog

### Required for the physics major

Physics 220, 225, 230, 310, 320, 330, and two additional six-unit courses chosen from Physics 340 and above, excluding directed study, tutorial, and independent study courses taken as part of the *Senior Experience* or for other reasons. Physics majors without advanced placement should start with Physics 141, 151 and 160. Majors who do not intend to pursue graduate study in physics may petition the department to substitute appropriate upper-level offerings in other departments for up to two of the required physics electives.

The following program is typical:

1. Freshman: PHYS 151, 160; MATH 140, 150, 160
2. Sophomore: PHYS 220, 225, 230; MATH 210
3. Junior: PHYS 310, 320, 330; physics electives
4. Senior: PHYS 599 or 699, *Senior Experience*; physics electives

Additional courses in mathematics, chemistry, computer science biology, and geology are often elected. The prospective major should consult early and regularly with the faculty in the department.

### Required for the interdisciplinary major in the natural sciences in physics and a secondary discipline

1. PHYS 151 and 160
2. Any two of
  - a. BIOL 130 and 150
  - b. CHEM 115 and 116 or equivalent
  - c. GEOL 110 (any section) and GEOL 210 chosen to include the secondary discipline.
3. At least 10 six-unit courses in the sciences (biology, chemistry, geology, physics) numbered 200 or above, with at least five in physics and at least three in the secondary discipline. The five courses in physics must include PHYS 225, 230, 310, and 330.

# PHYSICS

## Required for the physics minor

1. PHYS 151 and 160
2. PHYS 225
3. Three additional six-unit courses in physics, at least two of which must be chosen from physics courses numbered 220 and above, excluding independent studies and capstone courses, and no more than one of which can be chosen from PHYS 103-115 and PHYS 205
4. C average in the minor

A student pursuing a minor in physics must consult with a member of the department early and often to plan and monitor progress in the minor.

## Opportunities for non-majors

The physics curriculum offers non-majors the opportunity to take one or more terms of physics as part of their liberal education. Although every course is open to all suitably prepared students, PHYS 103, 107, 110, 112, 115, 141, 151, 160, and 220 have traditionally attracted non-majors.

## The laboratory science General Education Requirement

The following courses in the physics department satisfy the university's degree requirement of one laboratory course in natural science: PHYS 103, 107, 110, 141, 151, 160, 220, 330.

## Graduate School

Majors preparing for graduate school in physics will probably take more courses in physics than the required minimum. PHYS 430, 440, and 460 are recommended for all such students. Other departmental offerings (PHYS 340, 410, 500-570) are appropriate for students with particular interests in the topics of those courses. All students contemplating graduate studies in physics should undertake at least one term of independent study/ research in the senior year and/or seek opportunities at Lawrence or elsewhere for full-time research during the summer after the junior year. Students contemplating graduate studies in physics should discuss their plans early and often with members of the department.

## Certification for secondary teaching in physics

Majors seeking certification to teach physics at the secondary level should read the section of this catalog on teacher certification and consult early and often with members of the Department of Education. Physics majors who plan to teach physics at the secondary level may petition the department to substitute physics courses numbered below 199 for the two required physics electives.

## Recommended courses outside the department

Courses in mathematics, chemistry, and computer science are frequently elected to support a major in physics, but courses in geology, biology, economics, philosophy, anthropology, and other areas have occasionally been chosen by physics majors whose post-graduation objectives have an interdisciplinary dimension. With departmental approval, up to two upper-level courses in other departments may be substituted for required physics electives.



# PHYSICS

## **Advanced Placement**

Students with strong backgrounds should seek advanced placement and credit, normally by submitting scores on the Physics Advanced Placement Examination of the Educational Testing Service. Advanced placement without credit is awarded to students who submit satisfactory evidence that they both understand most of Physics 141 or 151 and are able to remedy weaknesses on their own initiative.

## **International and off-campus study**

International and off-campus study The Associated Colleges of the Midwest program at Oak Ridge National Laboratory is available to majors in physics. Further, with careful advance planning, physics majors at Lawrence can arrange to be off campus for a term—typically the Winter or Spring Term of the junior year—without jeopardizing progress in the major. Thus, physics majors can participate in off-campus programs, even if those programs contain no scientific components. The Lawrence London Centre, among others, has been a popular destination for physics majors.

## **Course Numbering**

Courses of general interest requiring minimal or no prerequisite are numbered 103-115. The introductory courses, 141, 151, and 160, require elementary calculus. PHYS 141 introduces ideas in calculus together with concepts in physics. The calculus introduced in physics 141 will not replace any mathematics prerequisites in courses numbered 160 and higher. Intermediate courses are numbered between 200 and 300 and typically list calculus and differential equations as prerequisites. Advanced courses, many of which list one or more intermediate courses as prerequisites, are intended for juniors and seniors and are numbered above 300. Tutorial studies in physics and independent study in physics also are offered.

## **Senior Experience in Physics**

The *Senior Experience* in the Department of Physics consists of an independent investigation tailored to the individual student's goals in physics. The process consists of a formal project proposal to the Department followed by one or two six-unit independent study courses under faculty supervision and culminating in a capstone thesis paper. All seniors will participate in a two-unit senior seminar in which they present their work orally. Students with double majors or degrees may propose initiatives that span multiple departments but both departments must approve such proposals before the project goes forward.

# PHYSICS

## Courses

### **PHYS 107**

#### **Physics of Music**

Explores the relationship between physics and music, covering such topics as vibrations, waves, interference, resonance, wave forms, scales and temperament, physics of musical instruments, characteristics of auditoriums, impact of electronics. Weekly laboratory. Units: 6.

### **PHYS 110**

#### **Topics in Astronomy**

Treats selected topics in astronomy and cosmology: the solar system, stellar evolution and death, black holes, galaxies, the big bang theory of the early universe. Astronomical observations are interpreted in light of known physical laws to form a comprehensible picture of the universe. Units: 6.

### **PHYS 112**

#### **Energy Technology, Society, and the Environment**

Explores energy production, storage, and usage as they are currently practiced. Certain emerging technologies will also be addressed. Environmental and socio-economic impact will be discussed in the context of limitations imposed by the laws of physics. Units: 6.

Also listed as Environmental Studies 115

### **PHYS 115**

#### **Aspects of Physics**

Treats topics selected for the non-scientist who wants one term of physics. In recent years, the course has sometimes focused on relativity and sometimes on energy and the environment. Physics 115 is not intended to serve as a general introduction to physics, as are Physics 120, 130 and Physics 150, 160, and does not supply an adequate background for intermediate or advanced courses. Units: 6.

#### *Topic for Winter 2013: The Nature of Time*

This course explores a physicist's understanding of the nature of time. Topics to be covered include the measurement of time (clocks), time as a space-like coordinate (spacetime), why "past" and "future" are different from "left" and "right" (increasing entropy and the arrow of time), and the possible origin and end of time (cosmology).

### **PHYS 141**

#### **Principles of Classical, Relativistic, and Quantum Mechanics**

A calculus-based introduction to fundamental concepts in mechanics, from Galileo and Newton through relativity and quantum mechanics. Weekly laboratories emphasize the acquisition, reduction and interpretation of experimental data and the keeping of complete records. Explicit instruction in calculus will be provided. Units: 6.

Prerequisite: None, but calculus is recommended.

# PHYSICS

## **PHYS 151**

### **Principles of Classical Physics**

A continuation of Physics 141. Physics 151 offers a brief review of mechanics, and covers electricity, magnetism, circuits, waves, optics and thermal physics. Weekly laboratories emphasize the acquisition, reduction, and interpretation of experimental data and the keeping of complete records. Units: 6.

Prerequisite: PHYS 141, or one year of high school physics and MATH 140.

## **PHYS 160**

### **Principles of Modern Physics**

Treats basic ideas developed since 1900: quantum aspects of nature, special relativity, elementary wave mechanics, atomic and nuclear structure, fundamental particles. Weekly laboratory. Units: 6.

Prerequisite: PHYS 151 and MATH 140

## **PHYS 191**

### **Directed Study in Physics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 201**

### **In Pursuit of Innovation**

This course acquaints students with innovation—its objectives, major characteristics, and likely origins. The course focuses mainly on scientific and /or technological innovation; it will be taught as a joint physics/economics offering. The course will include one or two lectures per week along with student presentations and hard-charging discussion based on readings from books, articles and case studies. Outside resource individuals (in most cases Lawrence alumni) who are well-placed and experienced in innovation will offer advice and guidance to particular student projects. May not be taken on an S/U basis. Units: 6.

Also listed as Economics 211

Prerequisite: Two courses in mathematics, or two courses in physics, or two courses in economics, or consent of instructor

# PHYSICS

## PHYS 212

### **Origins: Solar System, Earth, Life**

This course explores questions of deep origins—of the Solar System, Earth, and Life—and how these can be addressed through the methods of physics, geology, and biology. Topics considered include stellar evolution, planetary formation, the origin of the Moon, the differentiation of the Earth, and geological and biological constraints on the nature of the earliest lifeforms. Units: 6.

Also listed as Geology 215, Biology 212

Prerequisite: Introductory courses in any two different natural sciences; at least one intermediate course in a natural science; and at least sophomore standing.

## PHYS 215

### **Newtonian Lit: Chronicles of a Clockwork Universe**

Newtonian Lit is a course that investigates the connections between the literature and science of the Enlightenment, particularly with respect to contemporary notions of space and time. Students will analyze important texts from the fields of English and Physics, notably Laurence Sterne's *The Life and Opinions of Tristram Shandy, Gentleman* and Isaac Newton's *Principia*. Units: 6.

Also listed as English 410

Prerequisite: ENG 150 or its equivalent, plus any introductory course in the natural sciences (e.g., PHYS 141), plus sophomore standing or consent of instructor

## PHYS 216

### **Apocalypses: The Earth, The Solar System, and the Universe**

This course explores the questions of endings—of the Universe, Solar System, Earth and Life—and how these can be addressed through the methods of astronomy, physics, and geology. Topics considered include environmental and planetary catastrophes, the late evolution of the Earth and the Sun, and the cosmological fate of the Universe. Apocalypses is intended as a bookend to the Origins course (PHYS 212/BIOL 212/GEOL 215). Units: 6.

Also listed as Geology 216

Prerequisite: Introductory course in any two different natural sciences; at least one intermediate course in a natural science; sophomore standing

## PHYS 220

### **Physical Electronics**

A laboratory course covering analysis, construction, and testing of circuits used in present-day experimental research. Strict adherence to standard laboratory practice required. Two laboratories and one lecture per week. *Note:* To register, you must sign up with instructor. Units: 6.

Prerequisite: PHYS 151 and MATH 130 or 140

# PHYSICS

## **PHYS 225**

### **Computational Mechanics**

Introduces symbolic and numerical computation through examples drawn mainly from classical mechanics but also from classical electromagnetism and quantum mechanics. This course emphasizes computer-based approaches to graphical visualization, the solution of ordinary differential equations, the evaluation of integrals, and the finding of roots, eigenvalues, and eigenvectors. Units: 6.

Prerequisite: PHYS 151 and MATH 210

## **PHYS 230**

### **Electricity and Magnetism**

Develops and explores charge and current densities, particle motions, electrostatics, magnetostatics, induction, Maxwell's equations, electromagnetic waves, responses of matter. Units: 6.

Prerequisite: PHYS 225 and MATH 210

## **PHYS 310**

### **Quantum Mechanics**

Develops the theoretical framework used to describe microscopic phenomena: wave-particle duality, wave functions, states and observables, Schrödinger equation, uncertainty relations, bound states, quantum scattering, angular momentum, spin, and stationary and time-dependent perturbation theories. Units: 6.

Prerequisite: PHYS 225, MATH 210, and some exposure to quantum mechanics (e.g. PHYS 160, CHEM 470)

## **PHYS 320**

### **Thermal Physics**

Treats elementary statistical mechanics, Bose-Einstein and Fermi-Dirac statistics, kinetic theory, and classical thermodynamics. Units: 6.

Prerequisite: PHYS 160 and 225 and MATH 210

## **PHYS 330**

### **Advanced Laboratory**

Independent work on experiments selected from the following areas: optical, Mössbauer, alpha, beta, gamma ray, and x-ray spectroscopy; optical double resonance; magnetic resonance; vacuum techniques; solid-state physics; laser physics; nuclear physics. Three laboratories weekly; no lectures. Units: 6.

Prerequisite: PHYS 160, 220 and 225; PHYS 310 recommended

## **PHYS 340**

### **Optics**

Treats geometrical optics, interference, diffraction, polarization, and various other topics in classical and contemporary optics. Units: 6.

Prerequisite: PHYS 160 and PHYS 225 or 230

# PHYSICS

## **PHYS 350**

### **Physics on Your Feet I**

This is the first part of a two-course sequence in which approaches to a wide variety of problems in all major areas of physics are discussed. Special emphasis is placed on quickly identifying relevant fundamental principles and make order of magnitude estimates. Units: 2.

Prerequisite: PHYS 225, 230 and 310

## **PHYS 351**

### **Physics on Your Feet II**

This is the second part of a two-course sequence in which approaches to a wide variety of problems in all major areas of physics are discussed. Special emphasis is placed on quickly identifying relevant fundamental principles and make order of magnitude estimates. Units: 2.

Prerequisite: PHYS 225, 230 and 310.

## **PHYS 390**

### **Tutorial Studies in Physics**

Readings of texts and/or current literature to study a topic not covered in regular offerings. Topics must be carefully defined and a bibliography assembled before permission to enroll is granted. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 391**

### **Directed Study in Physics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 399**

### **Independent Study in Physics**

Theoretical or experimental independent study. A written proposal must be submitted to the department at least one term before enrolling. Recent independent studies have been undertaken in fluid mechanics, general relativity, atomic systems coupled to electromagnetic fields, phase transitions in liquid crystals, plasma physics, and robotics. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 410**

### **Advanced Mechanics**

Treats various topics selected from: mechanics of rigid bodies, Lagrangian and Hamiltonian formulations, variational principles, fluids, classical scattering, relativistic mechanics, and theory of small vibrations. Units: 6.

Prerequisite: PHYS 225 and MATH 210

# PHYSICS

## **PHYS 430**

### **Advanced Electricity and Magnetism**

Treats several topics selected from: multipole expansions, radiation from accelerated charges, solutions to Laplace's equations, retarded potentials, wave guides, modern optics, and electron physics. Units: 6.

Prerequisite: PHYS 230 and MATH 210

## **PHYS 440**

### **Mathematical Methods of Physics**

Treats several topics selected from: Fourier series and transforms, partial differential equations, special functions, numerical methods, matrix methods, calculus of variations. Units: 6.

Prerequisite: PHYS 225 and MATH 210

## **PHYS 460**

### **Advanced Modern Physics**

Treats quantum mechanically various topics selected from atomic and nuclear physics. This course will concentrate on properties of atoms and nuclei, atomic and nuclear structure, the deuteron, nucleon-nucleon scattering, nuclear models, and nuclear decay. Six supplemental laboratory exercises that focus on laser spectroscopy will be arranged. Units: 6.

Prerequisite: PHYS 310 and MATH 210

## **PHYS 500**

### **Special Topics in Physics**

Treats selected topics, such as relativity, fundamental particles, fluid mechanics, and surface physics that vary according to the interests of students and staff. Units: 6.

#### *Topic for Spring 2013: Atomic Physics*

Atomic physics is the study of atomic structure and interaction of matter with radiation. The study of atomic physics uses basic tools of quantum mechanics to understand the structure of atoms and interaction of the quantized atom with the electromagnetic field. Topic covered will include atomic structure, atom-field interactions, applications in spectroscopy, lasers, cooling and trapping and experimental techniques in atomic physics.

## **PHYS 520**

### **Plasma Physics**

Explores the properties of hot, ionized gases: motion of charged particles in electric and magnetic fields, plasma kinetic theory, fluid models, waves and instabilities, wave-particle interactions (Landau damping), and plasma confinement and transport. Offered every two or three years. Units: 6.

Prerequisite: PHYS 230

# PHYSICS

## **PHYS 530**

### **Solid State Physics**

Explores the fundamental properties of crystalline solids from an experimental perspective. Experimental investigations using scanning probe microscopy and x-ray diffraction introduce the topics of crystal structures and the reciprocal lattice, phonons, and the quantum theory of electronic band structure. Insights from experiments will guide theoretical development. Units: 6.

Prerequisite: PHYS 310

## **PHYS 540**

### **Computational Physics**

Treats computational approaches to problems in physics with particular emphasis on finite difference and finite element methods for solving partial differential equations as they arise in electromagnetic theory, fluid mechanics, heat transfer, and quantum mechanics and on techniques for graphical visualization of the solutions. Units: 6.

Prerequisite: PHYS 225

## **PHYS 560**

### **Topics in Astrophysics**

Treats selected topics in astrophysics and cosmology, such as orbital mechanics, stellar structure and evolution, galactic dynamics, the origin and evolution of the Universe. Units: 6.

Prerequisite: PHYS 225 and PHYS 230

## **PHYS 570**

### **Biological Physics**

Develops and explores the physical principles underlying biological systems, with a particular emphasis on building quantitative models. Applies fundamental topics including thermodynamics, fluid dynamics, elasticity, and electrostatics to model molecular and cellular phenomena such as gene expression, virus assembly, DNA bending and stretching, and nerve impulses. Units: 6.

Also listed as Biology 570

Prerequisite: PHYS 151, and one of PHYS 230, CHEM 252, CHEM 340, or BIOL 354

## **PHYS 590**

### **Tutorial Studies in Physics**

Readings of texts and/or current literature to study a topic not covered in regular offerings. Topics must be carefully defined and a bibliography assembled before permission to enroll is granted. Units: Variable.

Prerequisite: Counter Registration Required.



# PHYSICS

## **PHYS 591**

### **Directed Study in Physics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 599**

### **Independent Study in Physics**

Theoretical or experimental independent study. A written proposal must be submitted to the department at least one term before enrolling. Recent independent studies have been undertaken in fluid mechanics, general relativity, atomic systems coupled to electromagnetic fields, phase transitions in liquid crystals, plasma physics, and robotics. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 650**

### **Senior Seminar in Physics**

This course is a weekly seminar during which physics majors in their final year work on and deliver oral presentations based on their *Senior Experience* study projects. Units: 2.

Prerequisite: Limited to physics majors in their final year who have completed (or are currently conducting) a *Senior Experience* independent study project

## **PHYS 690**

### **Tutorial Studies in Physics**

Readings of texts and/or current literature to study a topic not covered in regular offerings. Topics must be carefully defined and a bibliography assembled before permission to enroll is granted. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 691**

### **Directed Study in Physics**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PHYS 699**

### **Independent Study in Physics**

Theoretical or experimental independent study. A written proposal must be submitted to the department at least one term before enrolling. Recent independent studies have been undertaken in fluid mechanics, general relativity, atomic systems coupled to electromagnetic fields, phase transitions in liquid crystals, plasma physics, and robotics. Units: Variable.

Prerequisite: Counter Registration Required.

# PSYCHOLOGY

Professors: Glick (Henry Merritt Wriston Professorship in the Social Sciences), Gottfried\*\*, Hetzler\*\*, Metalsky

Associate professors: Ansfield (chair), Haines\*

Visiting associate professor: Fuchs (Counseling Services)

Assistant professor: Hilt Visiting assistant professor: Bakken (Visiting Assistant Professor of Psychology)

Instructor: Bradley

Lecturer: Kahl (Counseling Services)

Post-doctoral fellow: Bradley

\* On leave Term I; \*\* On leave Term II

Psychology is the science of mind and behavior. The psychology curriculum is well balanced to represent the breadth of the core areas of psychology (clinical, cognitive, developmental, health, neuroscience, personality, and social psychology) and provide opportunity for the in-depth study of specific topics (e.g., psychopharmacology, music, language, psychopathology, adolescent development, prejudice, emotion). Research, through which psychological theories are developed and tested, is emphasized throughout the curriculum.

## 2012-2013 Course Catalog

### Required for the psychology major

1. PSYC 100, 280, and 281, and MATH 117 or 207
2. Two courses from Group I and two courses from Group II:
  - a. Group I: PSYC 240, 250 or 290, 260 or 265, 245 or 270
  - b. Group II: PSYC 340 or 370, 350 or 360, 380
3. One of the following advanced courses in Psychology requiring a literature review, must be taken before PSYC 610: PSYC 330 or 335, 420, 460, 480, 530, 540, 550, 560, 570, 575, or 580.
4. Senior Capstone: PSYC 610
5. Another six units in psychology (Any six units, which may include independent study or practicum credit; may be accrued over more than one term)
6. One of the courses (in addition to the *Research Methods* sequence) must have a lab.

### Structure and Goals of the Major Curriculum

Requirements for the psychology major are structured so that students gain a broad knowledge of psychology while also completing a core course sequence that systematically develops skills relevant to understanding and producing psychological advances.

The core courses begin with *Principles of Psychology* (PSYC 100), typically taken in the freshman year, a broad introduction to psychological science that provides a framework (of key theories, terminology, methods, and findings in the core areas of psychology) on which all later courses build. Majors are encouraged to take Statistics (MATH 117) and the two-term Research Methods in Psychology (PSYC 280 & 281) sequence (preferably in the sophomore year and certainly no later than the junior year). The Methods sequence teaches students to think like research psychologists, from “what constitutes a worthwhile and testable hypothesis?” to designing, running, analyzing, and reporting an original empirical project. In the junior year, students select an advanced course in which they not only explore a topic in greater depth, but also learn how to write a synthetic, integrative, and critical review of a research area. The skills

# PSYCHOLOGY

developed throughout the core courses are brought together in Senior Capstone (PSYC 610), in which each student chooses his or her own topic to explore, culminating in a project that is presented both in a senior thesis and a public oral presentation. The project may involve a critical review of past theory and research, a proposal for an original empirical study, an original empirical study report, a theory development paper, or a paper that integrates a student's applied work with its wider scholarly context.

Together, the core courses are aimed at systematically developing core skills related to general learning outcomes, including the abilities to: think critically (e.g., construct a thesis, supported by appropriate arguments and evidence), write and communicate effectively, synthesize current knowledge, and test novel hypotheses. To ensure that majors are also exposed to the breadth of psychological science, they must also complete two courses in the cognitive/experimental/biological areas of psychology as well as two courses in the developmental/health/social/clinical areas of psychology.

Majors should complete *Research Methods* before taking laboratory courses numbered 335 or above or courses numbered 380 or above. Concurrent enrollment in Mathematics 117 (with the *Psychology Statistics Laboratory*) with PSYC 280: *Research Methods I* is preferred. Alternatively, MATH 207 may be taken prior to *Research Methods I*.

**Research Opportunities** Majors complete empirical research projects in Research Methods, but are also encouraged to do so in laboratory and topics courses, and in close collaboration with faculty members in independent study. Students have access to the department's extensive laboratory facilities for research in neuroscience, acoustical analysis, child development, animal and human learning, social, personality, and clinical psychology. We highly recommend that students who wish to pursue honors projects or empirical projects for Psychology 610 begin them in their junior year.

## **Applied Opportunities**

Several opportunities to receive course credit for work within applied settings (e.g., working in a clinical setting in the community) are regularly available—see Psychology 385 and 451. Other practica that similarly combine academic and applied components may be arranged. This includes various opportunities for placement at nonprofit human services programs in the local community. For information on such practica, contact Career Services (920-832-6561), Kathleen Fuchs (920-832-6574), Beth Haines (920-832-6708), Lori Hilt (920-832-7050), Jerri Kahl (920-832-6950), or Jerry Metalsky (920-832-6705).

# PSYCHOLOGY

## Required for the psychology minor

1. PSYC 100: *Principles of Psychology* and preferably MATH 117 with *Psychology Statistics Laboratory* (MATH 107 or 207 are acceptable).
2. One course from Group I and one course from Group II:
  - a. Group I: PSYC 240, 245, 250, 260, 265, 270, 290
  - b. Group II: PSYC 340, 350, 360, 370, 380
3. One course from Group III: PSYC 310, 330, 335, 355, 420, 451, 460, 480, 530–580
4. One additional course in psychology
5. One of the courses must have a lab (viz., PSYC 265, 280–281†, 335, 340, 350, 355, 380, 530).
6. C average in the minor

†The student must complete both terms of PSYC 280–281 to meet this lab requirement.

## Preparations for graduate school

The major program prepares students well for graduate study in psychology or related fields. Students interested in graduate study should consider conducting research with a faculty member, consider taking PSYC 480, and fully utilize Career Services and alumni who have gone to graduate school. Names and contact information for alumni can be obtained through the Office of Alumni and Constituency Engagement.

For those who pursue other careers, the research skills learned by majors are widely applicable. Students who are interested in the major program or curious about what kind of career opportunities exist in the field of psychology are urged to visit the graduate school section of the departmental Web page ([www.lawrence.edu/dept/psychology/grad/](http://www.lawrence.edu/dept/psychology/grad/)) and Career Services for more information.

Students interested in mental health careers should pay particular attention to the department's clinical psychology sequence: PSYC 250 or 290, 330, 335 or 355, and 451. Students are encouraged, but not required, to take PSYC 330, 335, or 355 and 451 *Field Experience in Clinical Psychology* in consecutive terms. PSYC 451 allows students to gain supervised practical experience at a local mental health facility. Students interested in graduate study should speak to their advisors and take a topics course related to their area of interest.

## Off-campus study

See Urban Studies

## Advanced Placement

Students who score 4 or better on the Psychology Advanced Placement Examination of the College Entrance Examination Board are given credit for PSYC 100 (which fulfills one of the major requirements). Students who plan to major in psychology and place out of Psychology 100 are advised to take one or two courses in Group I during their freshman year. A score of 4 or better in AP Statistics can substitute for the Mathematics 117 requirement; such students are encouraged to take Mathematics 207.

# PSYCHOLOGY

## **Senior Experience in Psychology**

In the Psychology department's senior capstone (PSYC 610), small groups of students meet in independent seminar sections supervised by a faculty mentor. Sections meet to discuss common readings, provide constructive criticism of each other's work, and to allow students to present work in progress. Discussions, papers, and presentations enhance students' abilities to conceptualize important questions within the context of the discipline, formulate ways to answer those questions, and present ideas clearly and cogently in both written and oral form. Students pursue their project over the academic term, culminating in a senior thesis and a public senior oral presentation.

The centerpiece of the capstone experience is an original senior project, allowing students to pursue their own interests in depth, encouraging autonomy and creativity. In consultation with the faculty mentor, students will choose one of the following types of papers: a critical review of past theory and research, an original empirical study report, a theory development paper, or a paper that integrates a student's applied work (e.g., in an internship) with its wider scholarly context. Students pursuing double degrees, double majors, and education certification are strongly encouraged to consult with their advisors and relevant department chairs to plan and negotiate their overall *Senior Experience* as early as possible, especially if they are interested in pursuing an interdisciplinary capstone that integrates their interests in both majors, or combines their student teaching with a project in their major.

## **Courses**

### **PSYC 100**

#### **Principles of Psychology**

An introduction to the science of mind and behavior with an emphasis on empirical approaches. Includes a survey of the contributions to our understanding of behavior by research and theory in the various topical areas of psychology and careful consideration of continuities between those topical areas. Units: 6.

### **PSYC 180**

#### **Psychology of Learning**

An investigation of how people learn. This course examines learning theories (e.g., behavioral, humanistic, cognitive, constructivist) and their implications for the educational process in schools. Other topics include learning and the brain, the nature of expertise, the design of learning environments, and approaches to instruction that promote meaningful learning.

Practicum of 20 hours required. Units: 6.

Also listed as Education Studies 180

### **PSYC 191**

#### **Directed Study in Psychology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

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## **PSYC 195**

### **Practicum in Psychology**

Practica include a wide variety of fieldwork opportunities in psychology. For example, students might do applied work in the areas of domestic violence, mental health treatment, family legal services, victim assistance, developmental disabilities, human resources, or school psychology. Practica can be done during the academic year (at local placements or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 220**

### **The Holocaust**

An examination of the social psychological dimensions of the Holocaust. Topics include social psychological and cultural origins of the Holocaust (including the role of Christian anti-Semitism); social psychological aspects of Nazi ideology; and understanding perpetrators, victims, and bystanders. Units: 6.

Prerequisite: Sophomore standing

## **PSYC 230**

### **Psychology of Music**

A scientific approach to questions about musical structure and its effect on human behavior and mental experience. Topics include the physical characteristics of sound that specify pitch, loudness, and timbre; the perception of melody and rhythm; the universality of musical structures; the psychology of musical ability and performance; and the effect of music on emotions. Ability to read music and familiarity with the basics of music theory recommended. Units: 6.

Prerequisite: PSYC 100 or sophomore standing; ability to read music and familiarity with the basics of music theory recommended

## **PSYC 240**

### **Personality Psychology**

A survey and evaluation of the major theories of personality in the context of current research and application. Deviant personality functioning will also be examined. Units: 6.

## **PSYC 245**

### **Health Psychology**

This course explores the link between mind and body from various psychological perspectives such as social, clinical, and psychobiological. We will survey the role of stress, emotion, self-regulation, and individual differences as predictors of health and illness. We also will examine assessment, diagnostic, treatment, and ethical issues in psychophysiological disorders. Units: 6.

Also listed as Biomedical Ethics 245

Prerequisite: PSYC 100 or sophomore standing

# PSYCHOLOGY

## **PSYC 250**

### **Psychopathology**

A study of the major psychological disorders. Theory and research into the origins of each disorder are examined from a variety of perspectives (psychoanalytic, physiological, cognitive, behavioral, and humanistic). Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 255**

### **Topics in Psychology**

Topics courses will explore a particular topic in psychology at the intermediate level. Topics will vary with each offering of the course. Different offerings of the course may be taken for credit with the instructor's consent. Units: 6.

Prerequisite: PSYC 100 or sophomore standing.

## **PSYC 260**

### **Developmental Psychology**

A study of the development of behavior and mental processes from conception through middle childhood. Topics include prenatal development, attachment, children's language skills, and social and cognitive development. A variety of theoretical perspectives are covered. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 265**

### **Developmental Psychology**

Identical in content to Psychology 260, but requiring a weekly three-hour laboratory that involves systematic work with children to learn and apply assessment techniques and experimental methodologies for the study of development. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 270**

### **Social Psychology**

A psychological approach to the study of individuals in a social context. Research and theories concerning personality, emotion, cognition, and perception are used to understand such topics as self-identity, perception of others, prejudice, social influence, and personal relationships. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 275**

### **Lesbian, Gay, Bisexual, and Transgender (LGBT) Psychology**

This course will examine the emerging psychological literature on the lives of lesbian, gay, bisexual, and transgendered (LGBT) persons. Specific topics will include: sexual/gender identity across the lifespan, "coming out" as a sexual/gender minority, transphobic and homophobic bigotry, transgender and same-sex relationships and parenting, and LGBT issues in late-life. Units: 6.

Also listed as Gender Studies 275

# PSYCHOLOGY

## **PSYC 280**

### **Research Methods I**

The first course in a two-term sequence designed to introduce psychology majors to the principles of research design, data collection, data analysis, and research report writing. This term focuses on philosophy of science, the role of theory in research, and research design. Students design an empirical project to be executed during *Research Methods II*. Sequence should be taken in the sophomore year and in consecutive terms. Units: 6.

Prerequisite: Sophomore standing and previous or concurrent enrollment in either MATH 117 or MATH 207.

## **PSYC 281**

### **Research Methods II**

The second course in a two-term sequence for psychology majors (see Psychology 280). This term focuses on the execution of empirical research projects, analysis of data, inferential and advanced correlational statistics, and interpretation of results. Students complete an empirical project. Sequence should be taken in the sophomore year and in consecutive terms. Units: 6.

Prerequisite: PSYC 280

## **PSYC 285**

### **Cross-Cultural Psychology**

An examination of the intricate connections between cultural experiences and psychological processes. Topics include cultural contributions to development and socialization, identity and personality, morality and religion, emotions, and interpersonal relationships. Emphasis will be placed on developing an understanding of cultural and cross-cultural research methods and critical interpretation of research results. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 290**

### **Developmental Psychopathology**

Using developmental psychopathology theory, this course involves the examination of psychological disorders in children and adolescents. The course emphasizes the complex interplay of biological and psychological factors over the course of development that lead to different outcomes. Several topics are covered including ADHD, anxiety, autism, conduct disorder, depression, and self-harm. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 296**

### **Practicum: Peer Education**

A continuation of work begun in Psychology 210. Students carry out peer education programs on various topics. Units: Variable.

Prerequisite: PSYC 210 or consent of instructor



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## **PSYC 310**

### **Psychology of Gender**

An examination of theory and research on gender identity, gender roles, and gender similarities and differences. Topics include gender stereotypes, gender role development, sexual orientation, sex education, as well as gender variations in cognitive skills, aggression, mental and physical health, and family roles. Units: 6.

Also listed as Gender Studies 270

Prerequisite: Sophomore standing

## **PSYC 330**

### **Clinical Psychology**

An examination of the major approaches to psychotherapy (e.g., psychodynamic, cognitive, behavioral, humanistic). Students also learn basic interviewing techniques and examine ethical and professional issues. Units: 6.

Prerequisite: PSYC 250 or PSYC 290 and sophomore standing

## **PSYC 335**

### **Clinical Psychology with Lab**

Identical in content to PSYC 330 but requiring a weekly laboratory that focuses on development of basic clinical skills. Examples include development of clinical interviewing skills, conducting relaxation inductions, and systematic desensitization. Students will learn how to quantify improvement in symptoms and develop their clinical skills. Units: 6.

Prerequisite: PSYC 250 or PSYC 290 and sophomore standing

## **PSYC 340**

### **Cognitive Psychology**

An investigation of the mental processes involved in the acquisition, organization, and use of knowledge. Information-processing and other approaches are used to study pattern recognition, attention, memory, imagery, problem-solving, and related topics. One laboratory per week involving class demonstrations and experiments. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 345**

### **Distributed Cognition**

Distributed cognition explores the role of the environment, artifacts, social interaction, and culture in human reasoning, problem-solving, and learning. Domains of study range from the sophisticated (ship navigation) to the everyday (time-telling). Emphasis is placed on studies of cognition in real-world settings. Units: 6.

Also listed as Education Studies 345, Anthropology 345

Prerequisite: Sophomore standing.

# PSYCHOLOGY

## **PSYC 350**

### **Psychopharmacology and Behavior**

An interdisciplinary examination of the ways in which behaviorally active drugs exert their effects, drawing on research in pharmacology, psychology, biochemistry, anatomy, and neurophysiology. Provides an understanding and appreciation of the role of behaviorally active drugs in people's lives, today and in the past. Units: 6.

Prerequisite: Sophomore standing

## **PSYC 355**

### **Child Clinical Psychology**

This course focuses on major approaches to psychotherapy with children and adolescents. Students will learn techniques for assessment and diagnosis and learn about empirically supported treatments for children and adolescents with mental disorders. A weekly lab will focus on developing clinical skills to work with children and families. Units: 6.

Prerequisite: PSYC 250 or PSYC 290 and sophomore standing, or consent of instructor

## **PSYC 360**

### **Brain and Behavior I**

An introduction to the structure and function of the nervous system and its relationship to behavior. Topics include cellular physiology, neuroanatomy, sensory processes, motor control, and neuropharmacology. No laboratory. Units: 6.

Prerequisite: Sophomore standing; at least one biology course recommended

## **PSYC 370**

### **Perception**

An introduction to the physiological and psychological processes by which we receive, transform, and use the information from the world acquired through our senses. Special emphasis on visual and auditory perception to allow a more in-depth study of two perceptual systems and to provide information useful to those interested in the visual arts and music. Units: 6.

Prerequisite: PSYC 100 or sophomore standing

## **PSYC 375**

### **Introduction to Phonetics**

An introduction to the science of speech sounds, focusing on descriptive and experimental studies of articulation and speech acoustics. Laboratory demonstrations of speech production, acoustical analysis, and speech synthesis are combined with lecture/demonstrations to relate phonetics research to theories of phonology and language acquisition. Units: 6.

Also listed as Linguistics 370

Prerequisite: LING 150, PSYC 340 or consent of instructor

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## **PSYC 380**

### **Learning and Conditioning**

An investigation of the basic principles of learning, including classical conditioning, operant conditioning, punishment, biological constraints on learning, and behavior modification. One laboratory per week involving animal learning experiments. Units: 6.

Prerequisite: PSYC 100 and sophomore standing, or consent of instructor; PSYC 280 and 281 recommended

## **PSYC 385**

### **Practicum: Language Assessment**

Students work with preschoolers learning English as a second language at a local child care center. Students provide language enrichment and assess the children's progress. Units: Variable.

## **PSYC 390**

### **Tutorial Studies in Psychology**

Advanced study arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 391**

### **Directed Study in Psychology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 395**

### **Practicum in Psychology**

Practica include a wide variety of fieldwork opportunities in psychology. For example, students might do applied work in the areas of domestic violence, mental health treatment, family legal services, victim assistance, developmental disabilities, human resources, or school psychology. Practica can be done during the academic year (at local placements or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 399**

### **Independent Study in Psychology**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

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## **PSYC 420**

### **Clinical and Affective Neuroscience**

This course focuses on advanced topics in neuroscience involving emotion. We will explore emerging knowledge of how the brain generates emotional behaviors, physiological changes, and psychological states. Course topics include: neural plasticity, human neuroscience methods, emotions, and pathophysiology of mental disorders. Units: 6.

Prerequisite: PSYC 350 or PSYC 360

## **PSYC 451**

### **Field Experience in Clinical Psychology**

Practical experience working in clinical settings in the local community. Students spend a minimum of ten hours per week at assigned settings, attend regular class supervision meetings with instructor, complete complementary readings, and write a final paper. Applications must be submitted by the end of the fifth week of Winter Term. Units: 6.

Prerequisite: Junior standing as a psychology major, PSYC 250, PSYC 330 or PSYC 335, and consent of instructor

## **PSYC 460**

### **Adolescent Psychology**

A psychological approach to the study of development during the years between the onset of puberty and early adulthood. Topics include theories of adolescence, achievement motivation, identity formation, gender and sexuality, and family and peer relations. Units: 6.

Prerequisite: PSYC 260 or 265

## **PSYC 480**

### **Historical Origins and Contemporary Viewpoints of Psychology**

A survey of the origins of modern psychology, examining the influence of various philosophical perspectives and the transition to current scientific approaches. Works by authors of historical significance and current trends in psychological theory and practice are read and evaluated. Units: 6.

Prerequisite: Junior standing and at least one course in psychology, or consent of instructor

## **PSYC 530**

### **Brain and Behavior II**

An examination of interrelationships between the brain and behavior. Topics include sleep, language, motivation, emotion, learning, and mental disorders. One laboratory per week on basic neuroscience techniques. Units: 6.

Prerequisite: PSYC 360

## **PSYC 535**

### **Workshops and Mini-courses in Psychology**

These workshops and mini-courses are designed to cover specialized topics within Psychology either emerging as important research areas or are advanced techniques used to address questions in Psychology.

Units: Variable.

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## **PSYC 540**

### **Topics in the Psychology of Language**

An examination of the nature and structure of language, integrating knowledge from linguistics, psychology, neurophysiology, and sociology. Focus on the psychological theories and experimental evidence about language production and perception. Units: 6.

Also listed as Linguistics 450

Prerequisite: PSYC 340, LING 150, or consent of instructor

## **PSYC 545**

### **Gesture Studies**

Gesture studies is an interdisciplinary field that examines the use of the hands and other parts of the body in communication and cognition. In this seminar we discuss studies of gesture types, universals, and variations; gesture development; gesture production and perception; relations of gesture to thought and language (spoken and signed); and functions of gesture in human interaction, problem-solving, and learning. Units: 6.

Also listed as Linguistics 545, Education Studies 545

Prerequisite: One course in linguistics or psychology, or consent of the instructor

## **PSYC 560**

### **Topics in Gender and Social Development**

This seminar examines social development in childhood and adolescence. A variety of issues will be explored including achievement motivation, attachment, and aggression. Special emphasis will be given to the topics of gender identity, gender roles, sex education, and sexual orientation.

#### *Topic for Fall 2012: Peer Relationships and Influence During Adolescence*

This seminar course will critique typical characterizations of adolescent experience with peer influence—those that portray influence processes as dominated by intentional, direct, and overt "peer pressure." Special emphasis will be placed on how socially constructed peer group norms (e.g., related to gender, ethnicity, social status) impact peer influence processes. Building upon the strengths and limitations of current developmental theories and research, we will collaboratively design and conduct a research project to investigate the role that participation in online social networking plays in peer influence processes.

#### *Topic for Spring Term 2013: Gender and Social Development*

This class may be cross-listed as GEST 560. Interested students should contact the Registrar once the term begins.

Units: 6.

Prerequisite: PSYC 260 or 265, MATH 117, or consent of instructor

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## **PSYC 570**

### **Topics in Prejudice**

Examination of the psychology of prejudice. Readings and discussions cover general theories of prejudice as well as the dynamics of specific types of prejudice (e.g., racism, sexism). The specific areas covered may shift from year to year. Units: 6.

Prerequisite: PSYC 270, MATH 117, or consent of instructor

## **PSYC 580**

### **Topics in Neuroscience**

A study of the nervous system from the perspectives of psychology, biology, and/or biological anthropology. Topics vary year to year and may include glial cells, neural development, and the evolution of nervous systems and neurotransmitter systems. Lecture only. May be repeated with consent of instructor.

#### *Topic for Fall 2012: Evolution of Nervous Systems*

Taking a comparative approach, this course will explore the evolution of nervous systems from the coelenterates to the vertebrates. We will focus on the structural components of the nervous systems as well as the neurotransmitters present using both primary and secondary literature as sources. Units: 6.

Also listed as Biology 340

Prerequisite: CHEM 116 and either BIOL 140 or BIOL 150 and one course in psychology; or PSYC 360 and one course in biology; or consent of instructor

## **PSYC 590**

### **Tutorial Studies in Psychology**

Advanced study arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 591**

### **Directed Study in Psychology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 595**

### **Practicum in Psychology**

Practica include a wide variety of fieldwork opportunities in psychology. For example, students might do applied work in the areas of domestic violence, mental health treatment, family legal services, victim assistance, developmental disabilities, human resources, or school psychology. Practica can be done during the academic year (at local placements or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required.

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## **PSYC 599**

### **Independent Study in Psychology**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 610**

### **Senior Capstone I**

Required for senior psychology majors. Section meetings focus on discussions of readings related to section topics and to student projects. Students will complete a substantial written senior thesis based on an original empirical project, applied work, or critical review of established research and theory. Students will publicly present their work in senior presentations. Units: 6.

Prerequisite: Senior standing and declared major in psychology

## **PSYC 690**

### **Tutorial Studies in Psychology**

Advanced study arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 691**

### **Directed Study in Psychology**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 695**

### **Practicum in Psychology**

Practica include a wide variety of fieldwork opportunities in psychology. For example, students might do applied work in the areas of domestic violence, mental health treatment, family legal services, victim assistance, developmental disabilities, human resources, or school psychology. Practica can be done during the academic year (at local placements or on campus) or during the summer. Units: Variable.

Prerequisite: Counter Registration Required.

## **PSYC 699**

### **Independent Study in Psychology**

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# RELIGIOUS STUDIES

Professor: Carr\*

Associate professors: Smith (chair), Vorenkamp

Post-doctoral fellow: Amihay

\* On leave Term III

Courses in Christianity, Buddhism, and Islam form the core offerings in the department. Students examine cultural and social expressions of those religions (sacred texts, rituals, instances of ecstasy and enthusiasm, reflective writings, institutions) at a particular period, over time, and in relation to broader historical, philosophical, and ethical issues. In addition, a number of elective courses are offered that focus on a particular theme, issue, or tradition not covered in the core offerings. Such courses include *Gandhi*, *Rationality and Religious Beliefs* and *Hebrew Prophets* and *Religion of Ancient Egypt*.

## 2012-2013 Course Catalog

**Required for the religious studies major** The major in religious studies comprises 9 courses.

1. RLST 100: *Introduction to Religious Studies* and RLST 600: *Seminar on Methodology* are taken by all majors.
2. Four courses from the core offerings must be taken, two in one tradition, and two in a second tradition.
3. Core courses in Christianity: 260, 270, 400, 500, 560. [Note: Either 260 or 270 must be taken by majors and minors choosing Christianity as one of their core traditions]
4. Core courses in Islam: 240, 265, 280, 335, 550, 580.
5. Core courses in Buddhism: 215, 216, 420, 510.
6. Participation in the department colloquium as part of the *Senior Experience*

The remaining three courses required for the major are completed through elective courses and/or additional course work in the core offerings. Although tutorials and independent studies are not required, advanced majors are encouraged to discuss with their advisor the possibility of doing a tutorial or independent study in an area of particular interest to them.

## Required for the religious studies minor

The minor in religious studies is intended to enable students in related fields to concentrate on the religious tradition connected to their area of interest. Requiring both the introductory course and at least one course outside that tradition ensures that religious studies minors will also develop some expertise in the overall study of religion. The minor requires a minimum of five courses (30 units), to include:

1. RLST 100: *Introduction to Religious Studies*
2. Two courses (12 units) in one of the following areas: Buddhism, Islam, Christianity
3. A seminar-level course (6 units)
4. One additional six-unit course outside the chosen area
5. C average in the minor



# RELIGIOUS STUDIES

## Graduate School

Students considering graduate work in religious studies should note that completion of a graduate degree typically requires demonstrated proficiency in at least one modern foreign language (normally French or German) as well as one or more additional languages (depending on the area of concentration). College work leading toward graduate study should be planned with these requirements in mind.

## Senior Experience in Religious Studies

The Department of Religious Studies' *Senior Experience* is a one-term senior seminar (usually taught in the spring term) that examines approaches to the study of religion selected from a school of thought or a more eclectic group of authors. Additionally, students are required to participate in an informal departmental colloquium, in which student work is presented and discussed by majors, minors, and faculty. Students pursuing double majors, double degrees, and education certification are strongly encouraged to consult with their advisors and relevant departments to plan and negotiate their overall *Senior Experience* as early as possible, especially if they are interested in pursuing an interdisciplinary capstone that integrates their interests in both majors, or combines their student teaching with a project in their major.

## Courses

### RLST 100

#### Introduction to Religious Studies

An introduction to the academic study of religion exploring cross-culturally some of the fundamental ways in which people experience and understand religion. Questions addressed include: What is religion? What are the basic forms of religious life? What connections exist among self-identity, the sacred, and society? How do those connections help to establish meaning and values in human existence? How is religious knowledge possible? Readings include primary religious texts and critical reflections on religion. Intended primarily for freshmen and sophomores or students with no prior work in the religious studies department. Units: 6.

### RLST 150

#### Introduction to the Hebrew Bible

The purpose of this course is to survey the various genres of the Hebrew Bible, including narrative, law, poetry, historiography and prophecy. The main focus of the course will be a close reading of primary texts in order to familiarize students with major themes and scholarly debates. All readings are in English. Units: 6.

### RLST 191

#### Directed Study in Religious Studies

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# RELIGIOUS STUDIES

## **RLST 210**

### **Hinduism**

A survey of the religious and philosophical elements that constitute the broad system of beliefs known as Hinduism. Emphasis is placed on intellectual history, but dominant patterns of ritual and religious experience are also covered. Readings include primary texts and associated commentaries. Units: 6.

## **RLST 215**

### **Buddhism in India and Tibet**

An introductory survey of Buddhist thought and practice in India and Tibet. The historical development of key Buddhist concepts and schools is emphasized. Readings include translations of Buddhist canonical works. Units: 6.

## **RLST 216**

### **Buddhism in China and Japan**

An introductory survey of Buddhist thought and practice in China and Japan. The history of key Buddhist concepts and schools in East Asia is the primary focus. Readings include translations from East Asian Buddhist canonical works. Units: 6.

Also listed as East Asian Studies 216

## **RLST 225**

### **Introduction to Judaism: Canon, Thought, Practice**

The oldest monotheistic religion, studied through its classic texts (including the Bible, Talmud, Maimonides, the Zohar and much more). Readings of the modern era will highlight the shift from a religion to a national/ethnic identity. In addition, key terms of the Jewish cycle of life will be introduced. Units: 6.

Also listed as Ethnic Studies 224

## **RLST 240**

### **Islam**

An introduction to Islam. Students will study primary sources beginning with the Quran and ending with a contemporary Muslim writer. Attention will be focussed on both the theological development of Islam and its lived experience as witnessed through the arts and architecture. Units: 6.

## **RLST 245**

### **Apple, Google, Facebook**

Our current relation to technology and information feels new, yet it fits with the cultural and religious transformations pointed to in Robert Bellah's classic *Habits of the Heart*. The innovation exemplified by the three corporations in the title is changing notions of religiosity and our understanding of religious traditions. Units: 6.

Prerequisite: Sophomore standing

## RELIGIOUS STUDIES

### **RLST 260**

#### **Christianity through the 15th Century**

An examination of the major developments in Christian thought and practice from its origin to the late Middle Ages. Topics include the formation of doctrine in the early church, Christian heresies, the cult of martyrs, the development of the monastic tradition, and the rise of the papacy. Units: 6.

### **RLST 265**

#### **Arabian Nights**

The Arabian Nights, or 1001 Nights, with its imaginative stories provides a unique glimpse of popular Islam in the medieval period. In addition its appropriations by the West allows for a study of later perceptions of the Middle East and Islam. Units: 6.

### **RLST 270**

#### **Christianity in the Modern World**

A study of Christian history from the Reformation to the present. Topics include the origins of Protestantism, the Counter Reformation, Pietism, Deism, Liberal Theology, the Vatican Councils, Dialectical Theology, Fundamentalism. Special attention to the impact of modernity (e.g., the rise of science, the development of the historical critical method, pluralism, secularization). Units: 6.

### **RLST 285**

#### **Hebrew Prophets**

This course will cover the phenomenon of prophecy as it appears in the Hebrew Bible. We will focus especially on the major books of prophecy—Isaiah, Jeremiah, and Ezekiel—but will turn our attention also to some of the minor and non-writing prophets as well. Units: 6.

Prerequisite: Sophomore standing

### **RLST 290**

#### **Religion in Ancient Egypt: Pyramids, Wisdom, and Eternal Life**

We will examine the religious tradition of Egypt as it developed in the old, middle, and new kingdoms. Ideas about eternal life as detailed in the Pyramid Texts and embodied in the Pyramids will be closely studied, along with the tradition of wisdom literature. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

### **RLST 305**

#### **Atheism**

An examination of selected works from the so-called "New Atheism" movement. Modern thinkers like Dawkins and Hitchens have forcefully attacked the history, psychology, sociology, economics and ethics of religious belief. This course will utilize their works to investigate questions such as "Is religious belief unhealthy? Immature? Dangerous?" Units: 6.

Prerequisite: Sophomore standing

## RELIGIOUS STUDIES

### **RLST 316**

#### **Greek-Islamic Philosophical Tradition**

After covering relevant fundamentals in Greek philosophy (Aristotle and Plato), we will proceed to later philosophers, both Greek (the Neoplatonists) and Islamic (Ibn Sina, Suhrawardi), whose work inherits the same methods and questions. Our special focus will be questions about philosophical method, the soul, and mystical experience. Units: 6.

Also listed as Classics 315

Prerequisite: Sophomore standing

### **RLST 330**

#### **Rationality and Religious Belief**

An examination of the range of views on the relationship between reason and religion, focusing in particular on theistic belief. Questions addressed include: Can God's existence be proven? Is faith different from ordinary belief? Does mystical experience provide adequate grounds for religious belief? Units: 6.

Prerequisite: Sophomore standing

### **RLST 335**

#### **Cairo: Islam in Context**

An examination of the place of Islam within medieval and modern Cairo. We will read historical and creative texts in order to better understand how this religion and social system constructed what we know as Cairo. Units: 6.

Prerequisite: RLST 240 or consent of instructor

### **RLST 350**

#### **Gandhi**

An examination of the life, times, and thought of Mohandas Gandhi, emphasizing the religious concept of *satyagraha* (holding fast to the truth) and the philosophy of non-violence as the central precepts in his effort to transform Indian society and ultimately of his global influences. Units: 6.

Prerequisite: Sophomore standing

### **RLST 355**

#### **Quran**

An examination of the Quran in its historical context, which will include reading of pre-Islamic poetry and the earliest biographical traditions about Muhammad. We will read the work of recent historians like Fred Donner and Patricia Crone who have offered revisionist views of the earliest Islamic community. Units: 6.

Prerequisite: RLST 240

### **RLST 390**

#### **Tutorial Studies in Religious Studies**

Advanced research, arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## RELIGIOUS STUDIES

### **RLST 391**

#### **Directed Study in Religious Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **RLST 399**

#### **Independent Study in Religious Studies**

Advanced research, arranged in consultation with the department. Students planning an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

### **RLST 400**

#### **Themes in Modern Western Religious Thought**

A critical survey of one or more of the distinctive themes in the religious thought of the West since the Reformation.

Units: 6.

Prerequisite: Sophomore standing

### **RLST 420**

#### **Systems of Buddhist Philosophy**

A detailed examination of five schools of Buddhist philosophy. Close study of each school's explanation of key doctrines such as no-self, interdependent arising, samsara, nirvana, and enlightenment further clarifies the historical development of Buddhist thought in India and China. Readings emphasize primary texts (in translation). Units: 6.

Prerequisite: RLST 215 or 220 and sophomore standing

### **RLST 500**

#### **Seminar: Kierkegaard**

Intensive study of the works of the Danish philosopher/theologian considered to be the father of Existentialism. Concentration on Kierkegaard's view of the self and its relation to his stages of existence, with particular attention to his view of faith. Some consideration to the historical context of his thought and his influence on 20th-century theology and philosophy. Units: 6.

Prerequisite: Junior standing or consent of the instructor.

### **RLST 505**

#### **Seminar: The Bible's Earliest Interpreters**

This course will survey the reception, interpretation and adaptation of the biblical text in late antiquity by Jews, Christians, Gnostics, and others. Units: 6

Prerequisite: Sophomore standing and one course in religious studies, or consent of instructor

# RELIGIOUS STUDIES

## **RLST 510**

### **Seminar: Zen Buddhism**

Zen Buddhism is perhaps the most widely known form of Buddhism in the West and also the most widely misunderstood. This course provides a detailed look at the history and doctrines of Zen Buddhism in China and Japan. Combining the use of original source materials (in translation) with an emphasis on intellectual history, the course covers specific doctrines that have differentiated the major schools of Zen. Units: 6.

Also listed as East Asian Studies 510

Prerequisite: RLST 220 or RLST 216

## **RLST 550**

### **Seminar: The Hajj to Mecca**

A course examining the institution of the Hajj to Mecca through the history of Islam. We will begin with an examination of what we know about pre-Islamic religious practices in Mecca, but the heart of the course will consist of a close reading of historical pilgrimage narratives, ranging from Ibn Jubayr to Richard Burton. Along the way we will also give attention to pilgrimage in other religious traditions. Units: 6.

Prerequisite: RLST 240 recommended

## **RLST 560**

### **Seminar: The Problem of Evil**

An examination of one of the classic problems of philosophy of religion; the course will examine both traditional theistic analyses of the problem (is the existence of an omni-god incompatible with the existence of evil?) as well as more recent, non-theistic analyses of evil as a social phenomenon. Units: 6.

Prerequisite: RLST 330 or consent of instructor

## **RLST 580**

### **Seminar: Islam and Globalization**

This class offers both an introduction to theories of globalization and examines how Islam has interacted over the last generation with stresses related to globalization. Readings will include works by Edward Said, Oliver Roy, V.S. Naipaul, Abdellah Hammoudi, Orphan Pmuk and Colin Thubron. Units: 6.

Prerequisite: RLST 240

## **RLST 590**

### **Tutorial Studies in Religious Studies**

Advanced research, arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## RELIGIOUS STUDIES

### **RLST 591**

#### **Directed Study in Religious Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **RLST 599**

#### **Independent Study in Religious Studies**

Advanced research, arranged in consultation with the department. Students planning an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

### **RLST 600**

#### **Seminar in Methodology**

An examination of approaches to the study of religion selected from a school of thought or a more eclectic group of authors. Students are encouraged to draw upon previous coursework. Units: 6.

Prerequisite: Two courses in religious studies or consent of instructor

### **RLST 690**

#### **Tutorial Studies in Religious Studies**

Advanced research, arranged and carried out under the direction of an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

### **RLST 691**

#### **Directed Study in Religious Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **RLST 699**

#### **Independent Study in Religious Studies**

Advanced research, arranged in consultation with the department. Students planning an honors project should register for this course, for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# RUSSIAN

Professor: Yatzeck

Assistant professor: Thomas

Visiting assistant professor: Boston

Instructor: Krizenesky

Lawrence offers a major in Russian studies, a major in Russian language and literature, and a minor in Russian. Requirements for each program are outlined below.

Russian is one of the world's most important and widely spoken languages. Knowledge of the Russian language helps broaden students' career opportunities and options in a variety of fields, including business and government service. Students who achieve a high level of language proficiency may wish to pursue internship opportunities available as a result of Lawrence's connections with Appleton's sister city in Russia.

In addition, Russian culture, music, art, and literature are extraordinarily rich. While the culture may be best appreciated by those who know the language, those who have no knowledge of Russian can also find much of value and interest in the study of Russian culture.

Students taking Russian at the beginning and intermediate levels concentrate on acquiring skills in speaking, listening comprehension, reading, and writing. Majors are strongly encouraged to spend a term studying in Russia. Back on campus, upper-level courses and tutorials enable students to improve their critical and analytical skills, learn more about Russia's rich literary and cultural traditions, and gain additional speaking practice. At all levels, students have the opportunity to work with tutors who are native speakers and to take advantage of extracurricular activities, such as weekly Russian Table, film showings, and immersion weekends.

Culture and literature courses taught in translation are designed not only for those studying Russian but for all students. These courses have no prerequisites, and they fulfill a number of general education requirements.



# RUSSIAN

## 2012-2013 Course Catalog

### Required for the Russian studies major

1. First-year Russian: 101, 102, 201 (or the equivalent)
2. Second-year Russian: 211, 212, 250
3. Two courses in literature and culture, 300-level or above.
4. Two courses in history.
5. One course that allows students to understand Russia in a larger context, either by studying the literature or history of a neighboring country or countries or by placing Russia in a broader political and economic context as an important participant in international affairs. Consult faculty for approval of specific courses.
6. A senior-level independent study that results in the completion of a substantial research paper. Students with sufficiently advanced Russian language skills are encouraged to use some Russian language sources in conducting their research. Topics for this capstone experience are to be derived from work done in one of the following courses: RUSS 300, 305, 330, 335; HIST 315, 320, 325; GOVT 330. Other topics could be approved through consultation with program faculty.

In addition to the requirements listed above, majors are encouraged to further strengthen their Russian-language skills either by taking RUSS 280, 281 and 287 or by studying in Russia and/or in an intensive summer language program offered in the U.S.

Students with prior background in Russian who place out of the first-year sequence are required to complete additional language study for the major.

### Required for the Russian language and literature major

1. First-year Russian: 101, 102, 201 (or the equivalent)
2. Second-year Russian: 211, 212, 250
3. Two courses in Russian literature taught in translation, level 300 or above.
4. Two courses in Russian literature, taught in the original, level 300 or above.
5. A senior-level independent study that results in the completion of a substantial research paper. Students would be required to analyze some work or works of Russian literature, to be read in the original.

In addition to the requirements listed above, majors are strongly encouraged to further strengthen their Russian language skills by studying in Russia and/or in an intensive summer language program offered in the U.S. Students with prior background in Russian who place out of the first-year sequence are required to complete additional language study for the major.

### Required for the Russian minor

1. First-year Russian: 101, 102, 201 (or the equivalent)
2. Second-year Russian: 211, 212, 250
3. Any two courses selected from RUSS 300, 305, 309; History 315, 320, 325; GOVT 330
4. C average in the minor

# RUSSIAN

## **International and off-campus study**

After two years of language study on campus, majors are strongly encouraged to spend a term studying in Russia. Study abroad provides an unparalleled opportunity to make gains in language proficiency and to become familiar with Russian life and culture.

During Terms I, II, and/or III—as well as during the summer—students may participate in other programs sponsored by such organizations as the Council on International Educational Exchange (CIEE) and the American Council of Teachers of Russian (ACTR). Students are also encouraged to participate in intensive summer language programs offered in the United States, especially immediately prior to spending a fall term in Russia.

## **Senior Experience in Russian**

The Russian department's *Senior Experience* consists of a senior-level independent study that further develops work done in another course. The independent study is intended to help students prepare their capstone project, normally a research paper that makes use of some Russian-language source material. In addition, students will submit a portfolio in the second week of their final term. The portfolio consists of a list of courses and brief statement in which students evaluate their development as Russian majors.

In addition to a copy of the capstone project and the Russian language portfolio, the senior portfolio should contain four course papers, including at least one from a history course and one from a literature course. The complete portfolio will be reviewed and approved or returned for revisions before the end of the term. Students who are pursuing a double major or teaching certification should work with all concerned departments to assess the feasibility of an interdisciplinary capstone.

## **Courses**

### **RUSS 101**

#### **Beginning Russian I**

The first course of a three-term sequence. Once students learn the alphabet and pronunciation, they acquire a basis for speaking, understanding, reading, and writing spoken Russian. Cultural information is incorporated throughout the course. Units: 6.

### **RUSS 102**

#### **Beginning Russian II**

Continued practice in speaking, reading, writing, and listening comprehension. Cultural information is incorporated throughout the course. Units: 6.

Prerequisite: RUSS 101 or consent of instructor

# RUSSIAN

## **RUSS 150**

### **Popular Culture in Contemporary Russia (in English)**

This course, which deals with contemporary popular culture in Russia since 1991, will use the prism of television, film, popular literature, rock music, graphic novels, rave culture, tattoos and spectator sports to focus on such issues as ethnic conflict, sexual identity, gender, nationalism, anti-Semitism, racism, religious diversity and intolerance, Russia's relationship with the West, and the burden of/nostalgia for the Soviet past. The purpose of the course is two-fold: to familiarize students with contemporary Russia through its popular culture and to encourage cross-cultural comparisons on the ways in which American popular culture represents contemporary social issues. Taught in English. Units: 6.

## **RUSS 191**

### **Directed Study in Russian**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **RUSS 195**

### **Internship in Russian**

An opportunity for students to apply their Russian language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Credit may be given for internships completed during a period of study abroad. Units: 3.

Prerequisite: Counter Registration Required.

## **RUSS 201**

### **Intermediate Beginning Russian**

Students acquire a wider range of linguistic structures, which enables them to start speaking, reading, and writing on a higher level. Units: 6.

Prerequisite: RUSS 102 or consent of instructor

## **RUSS 211**

### **Intermediate Russian I**

Grammar review and introduction of more complex grammatical concepts. Students read some authentic literary texts. Cultural information is presented through texts and audio-visual/computer materials. Units: 6.

Prerequisite: RUSS 201 or consent of instructor

## **RUSS 212**

### **Intermediate Russian II**

A continuation of Russian 211. More exposure to literary texts, along with newspaper articles. Video clips continue to improve students' listening comprehension skills and cultural knowledge. Units: 6.

Prerequisite: RUSS 211 or consent of instructor

# RUSSIAN

## **RUSS 250**

### **Advanced Intermediate Russian**

A continuation of Russian 212. More intensive reading, writing, and conversational practice to provide a transition to study abroad. Units: 6.

Prerequisite: RUSS 212

## **RUSS 270**

### **Post-Soviet Film (in English)**

This course will focus on the works of seminal filmmakers in the post-Soviet period. Through the prism of post-Soviet films students will be introduced to contemporary Russian culture and to the issues explored within these cinematic narratives: national identity, gender relations, role of the arts in a post-Soviet society, and the re-examination of Russia's historical and cultural past. Taught in English. Units: 6.

Also listed as Film Studies 270

## **RUSS 280**

### **Topics in Russian Through Fiction and Poetry**

This course advances skills in reading, understanding, writing, and speaking Russian, with materials from the rich traditions of Russian literary culture. Readings include fiction, plays, and poetry. Conducted in Russian, with frequent writing and grammar assignments, in-class presentations, and occasional translation exercises. May be repeated for credit when topic is different. Units: 6.

*Topic for Fall 2012: Russian Short Fiction*

Readings will include works written for children, teens, and adults, and will span the literary steppes from stodgy pulp to racy classics.

Prerequisite: RUSS 250 or consent of instructor

## **RUSS 281**

### **Topics in Russian Through Nonfiction**

This seminar-style course will allow advanced students an opportunity to further develop their proficiency. Materials include memoirs, journalism, and historical texts. Conducted in Russian, with frequent writing and grammar assignments, in-class presentations, and occasional translation exercises. It will prepare students to do more advanced research in Russian, either here at Lawrence or abroad. May be repeated for credit when topic is different. Units: 6.

*Topic for Winter 2013: The Russian Essay*

Materials will include essays on a variety of topics.

Prerequisite: RUSS 250 or consent of instructor

# RUSSIAN

## **RUSS 287**

### **Topics in Russian Through Film**

This course will examine topics in Russian film. Topics may include specific genres (e.g. the sad comedy), the work of a director or tradition, films important for a specific historical moment (e.g. the Thaw or World War Two), or films devoted to a specific theme. Students will expand their Russian vocabulary, improve fluency, increase speaking confidence and gain cultural knowledge by viewing Russian films and analyzing the psychology of the characters.

Throughout this course, students will be introduced to the practice of reading the filmic text using three structuring lenses: 1) history, 2) formal and generic elements, and 3) film criticism. Units: 6.

Also listed as Film Studies 287

Prerequisite: RUSS 250 or consent of instructor

## **RUSS 300**

### **Russia's Golden Age: 19th-Century Literature in Translation**

The texts studied in this course are thematically unified by their examination of romantic and sexual relationships, many of which are limited by social restrictions. Some works will be studied in conjunction with film versions. No knowledge of Russian required. Offered every other year. Units: 6.

## **RUSS 305**

### **Repression and Resistance in Soviet and Post-Soviet Literature in Translation**

Survey of Soviet and post-Soviet literature from 1920 to the present. Course will explore ways in which writers responded to, helped shape, and reacted against the Soviet system. Works will be set in historical and cultural context. No knowledge of Russian required. Offered every other year. Units: 6.

## **RUSS 307**

### **Men in the Storm of History**

Narratives of WW I and the Russian Revolution. Comparisons, where applicable, with American writers influential in Russian letters. Works of Blok, Babel, Sholoxov, Pasternak, Hemingway, and Faulkner. Units: 6.

## **RUSS 308**

### **Dostoevsky, Tolstoy, and Their World (in English)**

This course explores the works, thought, and impact of two of the most profoundly important writers of the 19th century, Fyodor Dostoevsky and Lev Tolstoy. Possible topics include "Crimes and Punishments," "History and Narrative," and "In the Writer's Laboratory." Taught in English. Russian majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in Russian. Units: 6.

## **RUSS 310**

### **Russia's Erotic Utopia**

This course examines Russia's complex debate over the nature of sexuality, decadence, morality and mortality. Themes include the moral nature of procreation, lust, murder, and resurrection. Readings include Dostoevsky, Tolstoy, Platonov, and Nabokov, as well as film, opera, paintings, and a television mini series. In English. Units: 6.

# RUSSIAN

## **RUSS 312**

### **The Russian Nabokov**

This course examines Nabokov's Russian works in the context of the Russian literary tradition. We will read poems, stories, a play, and three novels by Nabokov, as well as a sampling of the pre-revolutionary, Soviet, and émigré works upon which he drew. In English. Units: 6.

## **RUSS 314**

### **Chekhov (in English)**

The course focuses on the work, world, and influence of Anton Chekhov. Topics may include "Chekhov and the Russian Short Story," "Chekhov and Modern Russian Drama," "Chekhov on the Silver Screen," and "Chekhov and the West." Taught in English. Russian majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in Russian. Units: 6.

## **RUSS 320**

### **Topics in Russian Film (in English)**

This course explores facets of the development of Russian film in its historical and cultural context. Topics may include: "The Golden Age of Soviet Film," "The Cinema of Tarkovsky," and "Film as Propaganda." Taught in English. Russian majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in Russian. Units: 6.

Also listed as Film Studies 320

## **RUSS 321**

### **Animal, Human, Machine: Explorations of Humanity in Russian Culture**

This course will focus on explorations of human nature and utopian visions of an ideal humanity within the context of Russian culture and literature. Texts will include literary works from both nineteenth and twentieth centuries by such authors as Tolstoy, Dostoevsky, Chekhov, Bulgakov, Platonov and Zoshchenko. In addition, students will read articles and essays in the fields of Russian psychology and philosophy. Readings and discussion will be in English. Units: 6.

## **RUSS 323**

### **Topics in Russian History and Culture (in English)**

An interdisciplinary course examining the relationship between politics and culture in Russia since the 18th century through the close analysis of a specific historical theme. Emphasis is placed on reading and discussing literary texts, historical primary sources, and, where applicable, watching films. Possible themes include: Power and Culture in the Russian Revolution, 1900-1936; The Soviet 1960s; and The Agony of Populism: Terrorism and Literature in Russia's 19th Century. Not open to students who have previously received, or need to receive credit for HIST 423. (G&C)

Units: 6.

Also listed as History 323

Prerequisite: Sophomore standing and one course in Russian language, literature, or history

# RUSSIAN

## **RUSS 361**

### **Survey of 19th- and 20th-Century Russian Prose**

Primary goals are to read, discuss, and analyze selected short stories and novel excerpts by some of Russia's major writers. Units: 6.

Prerequisite: Two years of college Russian

## **RUSS 362**

### **Survey of 19th- and 20th-Century Russian Poetry**

Primary goals are to read, analyze, and discuss lyric poems by some of Russia's major poets. Units: 6.

Prerequisite: Two years of college Russian

## **RUSS 363**

### **Survey of 19th- and 20th-Century Russian Drama**

Primary goals are to read, discuss, and analyze several plays. Units: 6.

Prerequisite: Two years of college Russian

## **RUSS 390**

### **Tutorial Studies in Russian**

Advanced work, in Russian, arranged and carried out in consultation with the faculty. Topics depend on the student's interest, the instructor, and the subject. Tutorials are not substitutes for courses offered elsewhere in the curriculum. Units: Variable.

Prerequisite: Counter Registration Required.

## **RUSS 391**

### **Directed Study in Russian**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **RUSS 395**

### **Internship in Russian**

An opportunity for students to apply their Russian language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Credit may be given for internships completed during a period of study abroad. Units: 3.

Prerequisite: Counter Registration Required.

## **RUSS 399**

### **Independent Study in Russian**

Individualized advanced research carried out in consultation with a faculty member. Students considering an honors project in their senior year should register for an upper-level independent study for one or more terms. Units: Variable. Prerequisite: Counter Registration Required.

# RUSSIAN

## **RUSS 590**

### **Tutorial Studies in Russian**

Advanced work, in Russian, arranged and carried out in consultation with the faculty. Topics depend on the student's interest, the instructor, and the subject. Tutorials are not substitutes for courses offered elsewhere in the curriculum. Units: Variable.

Prerequisite: Counter Registration Required.

## **RUSS 591**

### **Directed Study in Russian**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **RUSS 595**

### **Internship in Russian**

An opportunity for students to apply their Russian language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Credit may be given for internships completed during a period of study abroad. Units: 3.

Prerequisite: Counter Registration Required.

## **RUSS 599**

### **Independent Study in Russian**

Individualized advanced research carried out in consultation with a faculty member. Students considering an honors project in their senior year should register for an upper-level independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **RUSS 690**

### **Tutorial Studies in Russian**

Advanced work, in Russian, arranged and carried out in consultation with the faculty. Topics depend on the student's interest, the instructor, and the subject. Tutorials are not substitutes for courses offered elsewhere in the curriculum. Units: Variable.

Prerequisite: Counter Registration Required.

## **RUSS 691**

### **Directed Study in Russian**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.



## **RUSSIAN**

### **RUSS 695**

#### **Internship in Russian**

An opportunity for students to apply their Russian language skills in business, government, and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes discussion, report, and/or portfolio. Advance consultation and application required. Credit may be given for internships completed during a period of study abroad. Units: 3.

Prerequisite: Counter Registration Required.

### **RUSS 699**

#### **Independent Study in Russian**

Individualized advanced research carried out in consultation with a faculty member. Students considering an honors project in their senior year should register for an upper-level independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# SPANISH

Professor: Fares

Associate professors: Tapia (chair), Vilches

Assistant professor: Allan\*

Instructors: Herrera, Palomino

Post-doctoral fellow: Eljaiek-Rodriguez (Alfieri Fellow)

\* On leave Term II

Offerings in the Spanish department include a wide range of courses in the Spanish language, as well as in the cultures and literatures of Spain and Latin America. All readings, audiovisual materials, class discussions, and written work are in Spanish, unless specified otherwise in course descriptions. At the advanced level (SPAN 300+), students examine significant linguistic and cultural issues through a content-based curriculum. This requires rigorous academic work that involves intensive reading, writing, listening, and speaking in Spanish.

The program prepares students for successful careers in foreign language teaching, bilingual education, government, business, advertising, communications, and a variety of positions in the international marketplace. Some of our alumni pursue graduate study in languages and literature, law, medicine, international relations, public policy, and social work, among other fields. Spanish is already the second language of business in the United States. The advanced level of competence and knowledge gained by Spanish majors (often complemented by another area of specialization) not only prepares graduates for fruitful careers in various professional fields, but also develops their awareness as global citizens.

## Goals

Students who graduate with a major in Spanish acquire the following skills and knowledge:

1. an appropriately high ability to communicate in Spanish;
2. knowledge of different Spanish-speaking cultures through their literatures, visual arts, films, and other cultural artifacts;
3. the capability to establish connections with additional bodies of knowledge, cultures, and peoples;
4. the ability to make comparisons between Spanish and their native language, as well as between various Spanish-speaking cultures and their own;
5. in short, the capacity to communicate and to participate critically in multilingual communities.

These goals represent what are known as the 5c's in national standards, which Spanish majors attain through the study of Latin American and Peninsular literatures and cultures (both textual and audiovisual). This program of study requires an appropriately high competency in the Spanish language. To this end, all class discussions, assignments, and examinations are conducted in Spanish, except where specified.

## Placement

Students interested in taking Spanish for the first time at Lawrence are required to take a placement examination. Students will be placed in courses according to their grade in the placement test. At the course level of 300 and above, students should be mindful of the prerequisites to take a particular course and need to consult with a Spanish instructor before registering for the course. At whatever level students place, they should plan to begin their study of Spanish in the freshman or sophomore year.

# SPANISH

## Foreign Language Competency GER

As part of its General Education Requirements, Lawrence requires all students to attain a foreign language competency at the minimum level equivalent to three college terms of study (i.e., equivalent to successful completion of SPAN 201). Students can satisfy this requirement with one of the following options:

1. Successfully completing all, or appropriate sections of, the SPAN 101-102-201 sequence, depending on the results of the Lawrence placement examination in Spanish.
2. For students taking Spanish for the first time at Lawrence, placing above the level of SPAN 201 on the Lawrence placement examination in Spanish; and providing additional proof of competence (contact departmental chairperson for details). NOTE: this option satisfies the language requirement, but carries no additional academic credit.
3. Obtaining the score equivalent to the level of second year on the CLEP examination in Spanish. NOTE: the CLEP satisfies the language requirement, but carries no additional academic credit. Placing below the second year level will require taking the Lawrence placement test before being allowed to enroll in Spanish courses; CLEP at the level equivalent to one year's college work is sufficient for Music Conservatory majors.
4. Obtaining a score of 630 or higher on the SAT II Spanish or Spanish with Listening exam; NOTE: this option satisfies the language requirement, but carries no additional academic credit; placing below 630 level will require taking the Lawrence placement test before being allowed to enroll in Spanish courses
5. Obtaining a score of 4 or 5 on the Advanced Placement (AP) examination in Spanish Language or Spanish Literature. This option satisfies the requirement and carries credit equivalent to one 6-unit course. The AP Literature examination with a score of 4 or 5 will be transferred as part of the Spanish major / Minor as equivalent to Spanish 320 Introduction to Literary texts. The AP Language examination with a score of 4 or 5 will be transferred as part of the Spanish major / Minor as equivalent to a Spanish 300-level course.
6. Obtaining a score of 6 or higher on the Spanish International Baccalaureate Examination at the advanced level; this option satisfies the requirement and carries credit equivalent to one 6-unit course.

Note: Lawrence University does not conduct the CLEP, SAT, AP, or IBO examinations. They can be taken at numerous authorized centers on a fee basis.

# SPANISH

## 2012-2013 Course Catalog

### Required for the Spanish major

1. Ten standard courses (or a minimum of 60 units) above SPAN 202, including one 300-level course, one 400-level course, four 500-level courses, and four electives. These can include one 300-level course. The remaining electives must be taken at the 400-level and above. They may include up to six units of internship and up to six units from approved courses outside the department, chosen from the following offerings:
  - a. ARHI 230: *Baroque Art*
  - b. ARHI 270-1: *Latin American Visual Art*
  - c. EDUC 563: *Foreign Language Methods*
  - d. HIST 155: *Gender in Latin American History 1490-1800*
  - e. HIST 178: *Colonial Latin American History*
  - f. HIST 179: *Modern Latin American History*
  - g. HIST 260: *Culture and Power in Renaissance Europe*
  - h. HIST 261: *Rebellion and Discipline in Reformation Europe*
  - i. HIST 371: *The Rise and Fall of American Empires*
  - j. HIST 374: *Visions of the Conquest*
  - k. HIST 378: *Ethnicity in Latin America*
  - l. HIST 422: *Revolt and Revolution in Latin America*
  - m. LING 150: *Introduction to Linguistics*
  - n. ENG 150: *Literary Analysis*
2. Approval of the completed *Senior Experience: Spanish Multimedia Portfolio*.
3. A grade average of C is required for the major. At least four of the advanced Spanish courses must be taken on the Appleton campus.

### Required for the Spanish minor

Six standard courses (or a minimum of 36 units) above SPAN 202, including one 300-level course, one 400-level course, two 500-level courses, and two electives. These can include one 300-level course. The remaining elective must be taken at the 400-level and above. They may include up to six units of internship or up to six units from approved courses outside the department. A grade average of C is required for the minor. At least three of the advanced Spanish courses must be taken on the Appleton campus.

### Teaching Certification

The Spanish department offers a course of study that prepares its majors to teach Spanish at the elementary and secondary level. Students interested in becoming licensed to teach Spanish, K-12, should plan to complete the major and should consult with the Education department about certification requirements.

### Study abroad

The Spanish department strongly advises majors and minors to participate in off-campus programs in Latin America or Spain to fulfill program requirements and complement departmental offerings. Non-majors with sufficient linguistic preparation are also encouraged to participate in sponsored programs. Lawrence University offers a variety of off-campus courses in various disciplines, such as Biology, Government, Art, History, and Music. Please contact the department chair or the off-campus programs office for additional information.

# SPANISH

## Numbering

At the beginning and intermediate levels, courses are numbered to indicate relative difficulty. Courses numbered 101-201 are primarily language courses and require the least proficiency in Spanish. They introduce students to the most important grammatical concepts and linguistic skills, making gradual progress to an intermediate level of competency. Any SPAN 200-level class satisfies the General Education Requirement in Foreign Language Competency. SPAN 202 is a gateway course to advanced offerings in the major. It provides intensive practice in the linguistic and analytic skills that students will need to succeed in subsequent classes.

Courses numbered in the 300s provide linguistic development through the study of specific academic subjects. They introduce the student to the analyses of literature and film, advanced grammatical concepts, and phonetics. The 400-level courses provide continued practice in linguistic and academic skills through the exploration of a variety of cultural, political, artistic and literary topics.

Courses at the 500-level are seminars for advanced majors. They explore a variety of topics and materials pertinent to our faculty's fields of research and expertise. Students are expected to participate fluently in high-level academic discussions and produce superior scholarly work appropriate for this last stage in their education. Capstone courses (600s) allow students to delve into highly advanced topics that connect with the contents of SPAN 500-level courses. They bring together all the areas of knowledge and proficiency in order to research a particular issue in depth.

Other tutorial studies and independent projects can be pursued in courses numbered in the 390s and 590s, subject to faculty availability and approval by the chair of the department.

Native speakers are strongly encouraged to only take Spanish courses above 400; they will only be allowed to take 300-level courses with instructor's approval.

*Note: The department does not offer DS/Tutorials/IS below the 300-level.*

## Senior Experience in Spanish

The Spanish department's *Senior Experience* consists of a Multimedia Portfolio that provides measurable evidence demonstrating that students have developed the intellectual qualities, knowledge and linguistic skills essential to their future success. The portfolio is a requirement for completion of the major. It presents a collection of evidence sufficient to prove that a student has achieved the learning goals established by the program. The portfolio also serves as a measure of students' steady progress towards those goals by allowing comparisons between early class assignments (audio or written) and later ones, so that students can gauge their improvement and focus on the development of specific skills. Students are encouraged to provide a title for their portfolio that is appropriate and descriptive of its content.

Students pursuing double majors, double degrees, and education certification are strongly encouraged to consult with their advisors and department chairs to plan their overall *Senior Experience* as early as possible, especially if they are interested in pursuing an interdisciplinary capstone that integrates both majors, or combines their student teaching with a project in their major.

## SPANISH

Spanish majors are required to submit their multimedia portfolio in the required format to the Spanish Department by Friday of the third week of their final term at Lawrence. Spanish faculty members assigned by the chairperson will assess the portfolio and communicate the outcome of their evaluation to the students by the seventh week of the term. Unapproved portfolios must be revised and resubmitted before the last day of classes in order for students to graduate.

The portfolio must include the following components:

1. A cover letter\*, in Spanish, which will specify the following:
  - a. an Individualized Portfolio Theme,
  - b. a description of the content of the portfolio
  - c. a reflective statement (in Spanish) of at least two pages, in which the student
    - i. evaluates his/her development during the years as Spanish majors,
    - ii. justifies the selection of materials for the portfolio,
    - iii. links the samples to their interests, and
    - iv. reflects on the improvement gained throughout their careers at LU.
2. A list of the courses completed for the major.
3. A minimum of 15 pages written in Spanish from 3 different courses of the student's choice at the 300-level and above. One of the three samples must be in the condition in which it was originally submitted, while the other two must be revised and thoroughly edited in order to reflect the student's current level of proficiency.
4. Two spoken samples (two-minutes each) prepared and recorded independently by the student in a computer lab.
  - a. Audio Sample 1: A reading of a text in Spanish
  - b. Audio Sample 2: A presentation with the recommended multimedia software (see Moodle site). This presentation must be about an off-campus experience such as a study abroad, internship or immersion program away from the Appleton campus (at a Spanish-speaking location or internship assignment). It should include no fewer than 5 student-taken photos, accompanied by a recorded, voice-over commentary in Spanish done by the student. Students will use their own visuals (photos or short video clips), whenever possible. No third-party visual materials (e.g., photos from commercial guidebooks, or other people's photos from Flickr or Facebook) may be used as part of the project. After the presentation is submitted and approved, it will become part of a rotating showcase of students' experiences made available to on- and off- campus communities through departmental or *Senior Experience* websites.

The entire portfolio must be presented in electronic format through the required channels. Students should familiarize themselves with these departmental requirements at the time of declaring the major. *Important: Students must register for take an Independent Study for one (1) unit (S/U) with their assigned faculty evaluator during the term when they will submit their Portfolio.*

*\*This part of the portfolio is expected to be error free*

# SPANISH

## Courses

### **SPAN 101**

#### **Beginning Spanish**

An introduction to the Spanish five language skills (understanding, speaking, reading, writing and culture) through task-based classroom instruction and individual lab practice. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

### **SPAN 102**

#### **Beginning Spanish**

A continuation of Spanish 101 with intensive practice in the Spanish five language skills (understanding, speaking, reading, writing and culture) through task-based classroom instruction and individual lab practice. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

Prerequisite: SPAN 101, its equivalent, or consent of instructor

### **SPAN 191**

#### **Directed Study in Spanish**

An individual or small-group study directed towards the acquisition of knowledge or specific skills, not research or creative work. Directed studies are not a substitute for existing courses but opportunities to pursue pertinent introductory topics that clearly fall under the field of expertise of a faculty member in the department. Units: Variable.

Prerequisite: Counter Registration Required.

### **SPAN 195**

#### **Internship**

An opportunity for students to apply their Spanish language and culture skills in business, government and the non-profit sector. National or international internships are coordinated between the Office of Career Services and the Spanish faculty who acts as supervisor. In order to earn academic credit, internships must meet the required guidelines and receive prior approval from the Spanish chairperson. Credit requirements may include readings, discussions, and a report and/or portfolio. The faculty supervisor determines the submission calendar for internship-related assignments. Units: Variable.

Prerequisite: Counter Registration Required.

### **SPAN 200**

#### **Intensive Spanish 1, 2, and 3**

A concentrated six-week Spanish class encompassing from the beginning to the intermediate level. The course provides intensive practice of the five language skills (understanding, speaking, reading, writing and culture) through task-based classroom instruction and guided lab practice. Selected readings, written assignments and discussions serve to further develop linguistic and analytical skills. Completion of this course is the equivalent of SPAN 101, 102, and 201. Offered in the summer term only. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 18.

# SPANISH

## **SPAN 201**

### **Intermediate Spanish**

A continuation of Spanish 102. This intermediate course provides intensive practice in the Spanish five language skills (understanding, speaking, reading, writing and culture) through task-based classroom instruction and individual lab practice. Selected readings, written assignments and discussions serve to further develop linguistic and analytic skills in Spanish at the intermediate level. This course may not be taken on a Satisfactory/Unsatisfactory basis. Units: 6.

Prerequisite: SPAN 102, its equivalent, or consent of instructor

## **SPAN 202**

### **Intermediate Spanish**

A bridge between intermediate and advanced Spanish courses. The class provides comprehensive practice of all language skills with emphasis on achieving control of most structures, considerable breadth of vocabulary, and appropriate communicative competence. Selected readings, written assignments and discussions serve to further develop the linguistic and analytic skills needed for advanced study in Spanish. Units: 6.

Prerequisite: SPAN 201, its equivalent, or consent of instructor

## **SPAN 320**

### **Introduction to Literary Texts**

An introduction to the critical analysis of texts that represent various periods, genres and authors in Latin American and Spanish literature. Readings of texts and theory, class discussions and composition tasks prepare students for other advanced courses in the Spanish program. Units: 6.

Prerequisite: SPAN 202, its equivalent, or consent of instructor. Not open to native speakers of Spanish

## **SPAN 330**

### **Introduction to Film**

An introduction to the critical analysis of Latin American and Spanish film. Selected films represent various countries, genres and directors from Latin America and Spain. Readings of relevant film theory, class discussions and composition tasks prepare students for other advanced courses in the Spanish program. Units: 6.

Also listed as Film Studies 330, Theatre Arts 352

Prerequisite: SPAN 202, its equivalent, or consent of the instructor; not open to native speakers of Spanish.



# SPANISH

## **SPAN 340**

### **Spanish Phonetics**

*Spanish Phonetics* will immerse students in the pronunciation and general phonetics of the Spanish language as it is spoken in Spain and Latin America. The course will help students to perfect their accent in Spanish and make them aware of the different accents of spoken Spanish. It also will serve Conservatory of Music students who desire to practice their diction in Spanish. Taught in Spanish. Course does not count towards the humanities general education requirement for B.A. and B.A./B.Mus. students. Not open to native speakers of Spanish. Units: 6.

Also listed as Linguistics 375

Prerequisite: SPAN 202, its equivalent, or consent of instructor; not open to native speakers of Spanish

## **SPAN 341**

### **Spanish Phonetics (in English)**

*Spanish Phonetics* will immerse students in the pronunciation and general phonetics of the Spanish language as it is spoken in Spain and Latin America. The course will help students to perfect their accent in Spanish and make them aware of the different accents of spoken Spanish. It also will serve Conservatory of Music students who desire to practice their diction in Spanish. Taught in English. Course does not count towards the humanities general education requirement for B.A. and B.A./B.Mus. students. Not open to native speakers of Spanish. Units: 6.

Also listed as Linguistics 376

Prerequisite: Sophomore standing or consent of the instructor

## **SPAN 345**

### **Advanced Grammar Studies**

In-depth study of grammar, syntax, and composition that builds on concepts learned in the intermediate courses. Problem areas, particularly at the advanced level of the language, are studied systematically. Course does not count towards the humanities general education requirement for B.A. and B.A./B.Mus. students. Units: 6.

Also listed as Linguistics 374

Prerequisite: SPAN 202, its equivalent, or consent of the instructor

## **SPAN 390**

### **Tutorial Studies in Spanish**

Topic of study will be determined by the student's interest and the availability of a faculty member who has the necessary expertise. Tutorials are not substitutes for courses but opportunities to pursue topics suggested by courses. Units: Variable.

Prerequisite: Counter Registration Required.

# SPANISH

## **SPAN 391**

### **Directed Study in Spanish**

An individual or small-group study directed towards the acquisition of knowledge or specific skills, not research or creative work. Directed studies are not a substitute for existing courses but opportunities to pursue pertinent topics that clearly fall under the field of expertise of a faculty member in the department. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 395**

### **Internship**

An opportunity for students to apply their Spanish language and culture skills in business, government and the non-profit sector. National or international internships are coordinated between the Office of Career Services and the Spanish faculty who acts as supervisor. In order to earn academic credit, internships must meet the required guidelines and receive prior approval from the Spanish chairperson. Credit requirements may include readings, discussions, and a report and/or portfolio. The faculty supervisor determines the submission calendar for internship-related assignments. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 399**

### **Independent Study in Spanish**

An independent and thorough investigation of a topic of the student's choice, carried out in consultation with an instructor. The Spanish department chair must approve all independent studies in Spanish in advance. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 400**

### **Latin American Civilization and Culture**

A broad introduction to the culture of the Latin American continent and its relations to North American culture. The course presents Latin American civilization, history, economic and political situation, and diverse culture. Emphasis is placed on high cultural manifestations such as art and literature, as well as on the everyday habits of the people. Recommended for students who plan to participate in one of our study-abroad programs in Latin America. Units: 6.

Also listed as Ethnic Studies 480

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

# SPANISH

## **SPAN 410**

### **Gender, Politics, and Current Events in Latin America**

A critical analysis of current events in Latin America with a focus on gender and political issues. Through films, magazine articles, fiction, and selected radio and television broadcasts from Latin America, students will study major events that relate and give expression to the cultural mores of Latin Americans within the realm of gender and politics. The course allows students to continue to develop their oral communication skills in the target language and, with a wide range of topics and interests, to work toward an understanding of gender issues and political events that have shaped and transformed Latin America. Units: 6.

Also listed as Gender Studies 410

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

## **SPAN 415**

### **Gender, Politics, and Current Events in Spain**

A critical analysis and discussion of recent and current events in Spain with a focus on issues of gender and sexuality, immigration, and nationalism. Students study and present on topics that affect Spanish society today by reading, watching and listening to a variety of media sources, articles and theoretical readings. Units: 6.

Also listed as Gender Studies 412

Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor

## **SPAN 420**

### **Comedia: Theory and Performance**

An introduction to the major playwrights of early modern Spain and Latin America. Readings include plays, interludes, contemporary dramatic theory, and historical accounts of performance practices. Discussion topics include the ethics of theatrical performance, the construction of gender on stage, and the place of the *comedia* in the emergent empire. Units: 6.

Prerequisite: One 300-level course in Spanish, its equivalent, or consent of instructor

## **SPAN 425**

### **Latin American Visual Art**

The course introduces the cultures of Latin America through a survey of its major movements and artists from the early 19th century to the present. Image-based lectures will be accompanied by discussion of visual and thematically related texts (i.e., biographies, letters, scholarly articles) and carefully selected fragments of videos. Units: 6.

Also listed as Art History 275

Prerequisite: One 400-level course in Spanish or consent of instructor

# SPANISH

## **SPAN 510**

### **Survey of Peninsular Spanish I: Medieval, Renaissance, and Baroque**

An introduction to Medieval, Renaissance, and Baroque Spanish literature, culture, and society. Reading and discussion of poetry, prose, and theatre from Spain in their historical and cultural contexts. Introduction to basic concepts of literary theory. Texts, discussion, and written assignments in Spanish. Additional materials such as films and paintings may be used for class discussions in order to contextualize readings. Units: 6.

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

## **SPAN 512**

### **The (En)Gendering of Modern Spain: Gender and National Narratives from Romanticism to the Avant-garde**

A critical analysis of Spanish literature from Romanticism to the 1936 civil war. The course focuses on the connection between various literary representations of gender and their (re)production or defiance of national narratives in masterpieces by renowned authors like Rosalia de Castro and Federico Garcia Lorca. Units: 6.

Prerequisite: One course in Spanish at the 400-level

## **SPAN 520**

### **Survey of Latin American Literature I**

A study of texts from Pre-Columbian and Spanish-speaking cultures from the 15th to 19th centuries, the period of “discovery writing” of Spanish colonies in Latin America, focusing on development and elaboration of genres and on the search for cultural and political emancipation from Spain. Units: 6.

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

## **SPAN 521**

### **Survey of Latin American Literature II**

A study of major Latin American writers and literary movements from the period of Independence (ca. 1810) to the 20th century. Units: 6.

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

# SPANISH

## **SPAN 535**

### **Topics in Literature and Culture**

Topics for special study in Spanish of Peninsular and Latin American literatures and cultures. Topics in this series vary from year to year, according to students' and instructor's needs and interests. The course may be repeated with consent of the instructor, if the topic has changed. Taught in Spanish. Units: 6.

#### *Topic for Fall 2012: The Monstrous Other--Vampires and Various Horrors in Latin American Cinema and Literature*

The monstrous have always served as a metaphor for the unknown, the frightening, and the strange. With that in mind, this course will explore works of Latin American literature and cinema, where the monstrous takes the form of vampires, ghosts, and werewolves, among others, highlighting the link between the feared and the unknown. Latin America in particular has been a privileged space for the emergence, development and exportation of the monstrous, from the cannibals feared by the Spanish conquistadors in the XVI century to the monster/immigrant that haunts the borders of XXI century nations. The course will include a variety of cinematic and literary works from the XIX century to the present day.

#### *Topic for Spring 2013: From Cabinets of Wonder to You Tube—Collections and Cultural Consumption in Latin America and Spain*

This course offers a critical vision of the acts of collecting and consumption through the analysis of the cultural and literary production of the Spanish-speaking world (artwork, short stories, novels, films) along with movies, video clips and new media from Europe and the United States. This diversity of media and cultural production will help students facilitate the creation of their own collection of cultural resources, in order to analyze and better comprehend the collection process and its development in the contemporary world.

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

## **SPAN 536**

### **Topics in Literature and Culture (in English)**

Topics for special study of Peninsular and Latin American literatures and cultures. Topics in this series vary from year to year, according to students' and instructor's needs and interests. The course may be repeated with consent of the instructor, if the topic has changed. Taught in English. Units: 6.

## **SPAN 550**

### **Cervantes: Don Quijote**

Close reading and discussion of *Don Quijote*, Parts I and II. Attention is given to the social and political context of the work. Units: 6.

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

# SPANISH

## **SPAN 560**

### **The Romance Languages and Their Histories (in English)**

An introduction to the development of Romance languages from Latin. Emphasis on a comparative study of the structures of the modern Romance languages. Taught in English. Units: 6.

Also listed as Linguistics 510, Classics 520

Prerequisite: Knowledge of Latin or a Romance language beyond the intermediate level, or consent of instructor

## **SPAN 566**

### **Hispanic Issues**

This course covers the main cultural issues in the contemporary Hispanic world. It concentrates on both the Hispanics of Latin America and those of the United States. Through theoretical materials as well as literature, film, historical documents, testimony, etc., this course addresses a variety of subjects related to the Hispanic culture. Taught in Spanish. Units: 6.

Also listed as Ethnic Studies 583

Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor

## **SPAN 570**

### **Narrative: Text and Theory**

An advanced study of narratives related to the conquest and colonization of America in Spanish (primarily literature), alongside a survey of theoretical approaches to narrative. Emphasis on the application of key concepts in literary and postcolonial theory to selected texts. Taught in Spanish. Units: 6.

Prerequisite: One literary survey course (e.g., SPAN 510, SPAN 511, SPAN 520, SPAN 521) or equivalent, or consent of instructor

## **SPAN 575**

### **Latin American Visual Art (in English)**

The course introduces the cultures of Latin America through a survey of its major movements and artists from the early 19th century to the present. Image-based lectures will be accompanied by discussion of visual and thematically related texts (i.e., biographies, letters, scholarly articles) and carefully selected fragments of videos. Taught in English. Units: 6.

Also listed as Art History 270

## **SPAN 577**

### **Space as Text**

A critical analysis of the role of space and borders in contemporary literature. We will examine the critical theory on the topic and apply those insights to texts mainly from or about Latin American and the Atlantic regions. We will include spatial representations from the visual arts and films. Units: 6.

Prerequisite: One 400-level course in Spanish or consent of instructor

# SPANISH

## **SPAN 580**

### **Dis(re)membering the Nation: Contemporary Film & Fiction of Spain and Latin America**

A critical analysis of film and fiction produced during the last 20th and early 21st centuries in the post-dictatorial contexts of Spain and several Latin American countries. The course studies the cultural processes of historical memory, oblivion and (re)production of national narratives in selected works. Units: 6.

Prerequisite: One 400-level course in Spanish or consent of instructor

## **SPAN 590**

### **Tutorial Studies in Spanish**

Topic of study will be determined by the student's interest and the availability of a faculty member who has the necessary expertise. Tutorials are not substitutes for courses but opportunities to pursue topics suggested by courses. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 591**

### **Directed Study in Spanish**

An individual or small-group study directed towards the acquisition of knowledge or specific skills, not research or creative work. Directed studies are not a substitute for existing courses but opportunities to pursue pertinent advanced topics that clearly fall under the field of expertise of a faculty member in the department. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 595**

### **Internship**

An opportunity for students to apply their Spanish language and culture skills in business, government and the non-profit sector. National or international internships are coordinated between the Office of Career Services and the Spanish faculty who acts as supervisor. In order to earn academic credit, internships must meet the required guidelines and receive prior approval from the Spanish chairperson. Credit requirements may include readings, discussions, and a report and/or portfolio. The faculty supervisor determines the submission calendar for internship-related assignments. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 599**

### **Independent Study in Spanish**

An independent and thorough investigation of a topic of the student's choice, carried out in consultation with a faculty member. The Spanish department chair must approve all independent studies in Spanish in advance. Units: Variable.

Prerequisite: Counter Registration Required.

# SPANISH

## **SPAN 690**

### **Tutorial Studies in Spanish**

Topic of study will be determined by the student's interest and the availability of a faculty member who has the necessary expertise. Tutorials are not substitutes for courses but opportunities to pursue topics suggested by courses. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 691**

### **Directed Study in Spanish**

An individual or small-group study directed towards the acquisition of knowledge or specific skills, not research or creative work. Directed studies are not a substitute for existing courses but opportunities to pursue pertinent and highly advanced topics that clearly fall under the field of expertise of a faculty member in the department. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 695**

### **Internship**

An opportunity for students to apply their Spanish language and culture skills in business, government and the non-profit sector. National or international internships are coordinated between the Office of Career Services and the Spanish faculty who acts as supervisor. In order to earn academic credit, internships must meet the required guidelines and receive prior approval from the Spanish chairperson. Credit requirements may include readings, discussions, and a report and/or portfolio. The faculty supervisor determines the submission calendar for internship-related assignments. Units: Variable.

Prerequisite: Counter Registration Required.

## **SPAN 699**

### **Independent Study in Spanish**

An independent and thorough investigation of a topic of the student's choice, carried out in consultation with a faculty member. The Spanish department chair must approve all independent studies in Spanish in advance. Units: Variable.

Prerequisite: Counter Registration Required.



## THEATRE ARTS

Professor: T. Troy\* (J. Thomas and Julie E. Hurvis Professorship in Theatre and Drama, chair)  
Associate professors: Frielund, Privatt (James G. and Elthel M. Barber Professor of Theatre and Drama)  
Lecturers: Owens, Pitts, J. Troy

\* On leave Term II

Since 1930, the Department of Theatre Arts, provides an environment of academic exploration and production experiences in the innovative and collaborative tradition of theatre making throughout history. A broad knowledge of theater history and its literary heritage combines with the mastery of skills in performance and production leading to clear and nuanced expression from our stages. Our close relationship with the Conservatory of Music benefits their opera offerings, as they support various aspects of our musical and play production.

Our faculty instills a professional standard in each main stage production as we constantly encourage students to integrate their whole education at each stage of development as young artists and scholars. If students engage in our brand of serious and joyful theatre-making in close collaboration with their peers and faculty mentors, they will be ready to enter the profession or graduate training with the best our discipline offers.

Our decades-long tradition of Senior Projects provides a platform where students mark their development with research, performances, and production designs that rise to the level of enthusiastic young professionals. We are equally pleased when our graduates bring the skills and methods they learn in our department to other professions. As life-long learners, the passion for theatre they explored during their years with us will inspire them to contribute as audience members and supporters of the theatre community.

Because the study of dramatic art requires a grounding in the study of production methods, past and present, and must be intimately connected to and supported by the study of theatre history and dramatic literature of various periods, the department has developed a core curriculum in those areas.

Additionally, students are invited to further explore an area of concentration or to continue a generalist's study of dramatic art. Areas of concentration include performance; design and technical theatre; and dramatic theory, history, and literature. We expect our majors to contribute to each area of the curriculum, to integrate their whole liberal arts exploration into their theatre studies, and to consistently participate in production — on stage, backstage, and in dramaturgical preparation.

Typically, majors complete most of their studies in the core curriculum early in their junior year. At that time, students begin to work toward a finalizing senior project in that area. The senior project is required of all majors and is designed to exhibit the student's strengths in the area in which he or she hopes to continue studies or seek employment. Students anticipating graduate study in an area of concentration should consult with their advisor to ensure that their auditions, résumés, or portfolio presentations are appropriately prepared. In addition, students are strongly encouraged to participate in one or more off-campus programs, such as the Lawrence London Centre, the Gaiety School of Acting in Dublin, or the ACM Chicago Arts Program, to deepen their understanding of the various areas of concentration prior to designing their senior projects. Students hoping to become certified as secondary-school teachers of theatre should consult with an advisor in the Department of Education to ensure that they have completed the

# THEATRE ARTS

necessary courses for that certification. Additional details about certification are contained on the education department's website.

## 2012-2013 Course Catalog

### Core curriculum—required of all theatre arts majors

1. THAR 187: *Acting I*
2. THAR 212: *Theatre Traditions I: Greeks through the 18th Century*
3. THAR 224: *Theatre Traditions II: Romanticism through the Present*
4. THAR 231: *Introduction to Design for the Theatre*
5. THAR 327: *Playscript Analysis*
6. Six terms of participation in either THAR 355: *Theatre Production Laboratory* or THAR 357: *Musical Theatre Production Laboratory*. Normally granted at one unit per term of participation.
7. Four additional courses in a focus area or courses across focus areas to continue a generalist approach.
8. Senior Project

### Focus areas

#### Performance

Additional courses in performance study include Acting II, Play Directing, and 12 additional units in performance-related courses.

#### Design and Technical Theatre

Additional courses include *Stagecraft*; costume, set, or lighting design; and a course in theatre technology and must include *Advanced Design Studio*.

#### Dramatic Theory, History, and Literature

Dramatic Theory and Criticism and an additional course in theatre history are required. Then students will take an additional 12 units of dramatic literature in the Departments of Theatre Arts or English or in a foreign language department. We urge students who intend to pursue graduate studies in this area to continue their foreign language studies to the level of advanced proficiency.

### Required for the theatre arts minor

1. THAR 111: *Introduction to the Theatre*
2. THAR 113: *Stagecraft*
3. THAR 327: *Playscript Analysis*
4. THAR 212 or 224: *Theatre Traditions*
5. THAR 187: *Acting I*
6. THAR 477: *Acting II* or THAR 231: *Introduction to Design for Theatre*
7. THAR 355 or 357: *Theatre Production Laboratory* (3 terms of participation, normally granted at one unit per term of participation)
8. C average in the minor

# THEATRE ARTS

## Senior Experience in Theatre Arts

The required Senior Project is a cumulative project that reflects each student's specific interests, and the wide range of activity in our department. While majors often begin the planning process for their Senior Project with their advisor during sophomore year, proposals to the department are due late junior year. A wide variety of options are available as valid senior projects. They include:

1. creating a major acting role and documenting your efforts,
2. directing a one-act play (up to 70 minutes),
3. set, lighting, costume, or sound design for a production,
4. technical direction or stage management for a production,
5. creating and teaching curriculum for primary or secondary students in cooperation with Appleton area schools,
6. writing a play and producing a reading of it for a general audience,
7. or more scholarly activities such as writing on an aspect of theatre history for presentation or publication.

Proposals for projects must address the following:

1. the requirements and challenges of the project including impact on and intersection with the department's ongoing activity,
2. the preparation (course and production work) that has prepared you to successfully complete the project,
3. the scholarly, artistic, and personal goals you hope to achieve with your project,
4. request for space including preferred term and special production needs.

As theatre is a collaborative art form, the senior project is often a shared experience with other seniors; the department encourages groups of rising seniors to propose joint efforts. The department welcomes project proposals involving shared experiences with other departments. The senior project can be tailored to fit the needs of a student seeking secondary certification.

## Courses

### THAR 111

#### Introduction to the Theatre

A survey of the traditions of dramatic form and the contributing arts of the theatre presented in historical context. Students read representative playscripts and attend performances. *Also offered at the London Centre.* Units: 6.

Prerequisite: Must be attending Lawrence London Centre

### THAR 135

#### Stagecraft

An introduction to the technical aspects of theatre production. Laboratory experience in scenic construction and rigging, painting, lighting, sound, backstage organization, and management. Units: 6.

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## THAR 137

### **Costume Crafts and Technology**

An introduction to the technical aspects of costume creation and production for the theatre. Course includes hands-on experience in costume construction, cutting, draping, millinery, and other costume crafts. Units: 6.

## THAR 143

### **Movement for the Theatre: Fundamentals of Movement**

*Movement for the Theatre* introduces students to the basic movement and gestural vocabulary of the dance discipline and promotes a fundamental understanding of how dance and movement serve as one of the contributing arts to the theatre. In each section, emphasis will be placed on basic technique, historical context, and their relationship to common theatre, musical, and opera production practices. Recommended for students who wish to participate in theatre, opera, and musical productions. Only 6 units of *Movement for the Theatre* (any type) can count toward the theatre arts major. Units: 3.

## THAR 145

### **Movement for the Theatre: Ballet**

*Movement for the Theatre* introduces students to the basic movement and gestural vocabulary of the dance discipline and promotes a fundamental understanding of how dance and movement serve as one of the contributing arts to the theatre. In each section, emphasis will be placed on basic technique, historical context, and their relationship to common theatre, musical, and opera production practices. Recommended for students who wish to participate in theatre, opera, and musical productions. Only 6 units of *Movement for the Theatre* (any type) can count toward the theatre arts major. Units: 3.

## THAR 147

### **Movement for the Theatre: Modern Dance**

*Movement for the Theatre* introduces students to the basic movement and gestural vocabulary of the dance discipline and promotes a fundamental understanding of how dance and movement serve as one of the contributing arts to the theatre. In each section, emphasis will be placed on basic technique, historical context, and their relationship to common theatre, musical, and opera production practices. Recommended for students who wish to participate in theatre, opera, and musical productions. Only 6 units of *Movement for the Theatre* (any type) can count toward the theatre arts major. Units: 3.

## THAR 149

### **Movement for the Theatre: Social Dance**

*Movement for the Theatre* introduces students to the basic movement and gestural vocabulary of the dance discipline and promotes a fundamental understanding of how dance and movement serve as one of the contributing arts to the theatre. In each section, emphasis will be placed on basic technique, historical context, and their relationship to common theatre, musical, and opera production practices. Recommended for students who wish to participate in theatre, opera, and musical productions. Only 6 units of *Movement for the Theatre* (any type) can count toward the theatre arts major. Units: 3.

## THAR 161

### **Stage Make-Up**

A hands-on course offering experience in the proper design and application of stage make-up for students interested in theatre or music-theatre performance. Units: 3.

# THEATRE ARTS

## **THAR 170**

### **Shakespeare London**

Students will study several plays by William Shakespeare selected from among the current offerings by the Royal Shakespeare and other companies. Discussions will address the plays themselves, production techniques, and the audiences to whom they appeal. Students are required to attend performances of the plays under study. *Offered at the London Centre.* Units: 6.

Also listed as English 170

Prerequisite: Must be attending Lawrence London Centre

## **THAR 187**

### **Acting I**

We present a demystified, participatory approach to the craft of acting. Using the methods of Viola Spolin, students master the fundamental concepts of Stanislavsky and explore acting tools in the traditions of Grotowski and Meisner. Units: 6.

Prerequisite: Freshman or sophomore standing or consent of instructor

## **THAR 191**

### **Directed Study in Theatre Arts**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **THAR 195**

### **Internship in Theatre Arts**

An opportunity for students to apply their theatre skills in business and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: Variable.

Prerequisite: Counter Registration Required

## **THAR 211**

### **Introduction to London Theatre**

Introduction to a critical approach to theatrical performance. Students read play scripts before attending a wide range of plays in a variety of performance spaces in London, working towards a developed understanding of dramatic form. Study of literary and theatrical conventions is designed to enhance students' critical sophistication. Units: 6.

Prerequisite: Open to students attending the London Centre only

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## **THAR 212**

### **Theatre Traditions I: Greeks Through the 18th Century**

A survey of theatre in its cultural context from its Greek origins through the 18th century. Extensive readings from the dramatic literature of each period supplement the study of the physical theatre and production practices. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **THAR 216**

### **Topics in Dance Studies**

Examination and analysis of the history and theory of dance. Each topic will explore distinct and specific historical periods and theoretical ideas.

#### *Topic for Fall 2012: Great Moments in Choreography*

An interdisciplinary examination of select choreographic works in Western dance history from Romantic Ballet to Post-Modern Dance. Assignments will include reading, writing, and video-viewing. No previous dance experience required. Units: 6.

Also listed as Music Repertoire-Perf Study 222

## **THAR 224**

### **Theatre Traditions II: Romanticism Through the Present**

A survey of theatre in its cultural context from Romanticism through the present day. Extensive readings from the dramatic literature of each period illustrate the ideas, aesthetic values, and staging innovations that led to the theatre of the 21st century. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **THAR 229**

### **Performance of Literature**

A study of the principles involved in the oral performance of different forms of literature. Class involves practical platform training and experience with interpretive analysis and presentation. Units: 6.

## **THAR 231**

### **Introduction to Design for the Theatre**

A survey covering all aspects of visual design for the theatre. Emphasis on the necessary techniques of drafting, painting, and modelmaking, with attention to aesthetic and practical problems of theatre design. Units: 6.

## **THAR 241**

### **Contemporary Dance**

Study of contemporary dance technique. Suitable for beginning through intermediate dancers. We will investigate flexibility, coordination, efficiency, articulation, strength, different ways to learn and perform movement, and even some of the physics behind our ability to move in space. Studio work will be informed by outside reading, writing, and video-viewing. Assignments will vary by student and term. May be repeated for credit. Units: 6.

Also listed as Music Repertoire-Perf Study 220

# THEATRE ARTS

## **THAR 245**

### **Ballet Technique**

An exploration of ballet technique using the traditional framework of the ballet class as well as through historical reading, writing, video-viewing, and discussion. Suitable for students at the advanced-beginner level and above. Assignments will vary by student and term. May be repeated for credit. Units: 6.

Also listed as Music Repertoire-Perf Study 225

## **THAR 276**

### **Greek Drama**

A study of selected dramas such as Aeschylus' *Prometheus Bound*, the *Agamemnon* and *Antigone* of Sophocles, and Euripides' *Bacchae* and *Medea*. Units: 6.

Also listed as Classics 465

Prerequisite: CLAS 225 or its equivalent

## **THAR 279**

### **Fringe Theatre in London**

This course will attempt to define Fringe Theatre (a movement started in 1968) and to categorize its main elements. The class shall attend a wide variety of plays and venues and come to an understanding of how the fringe has changed over the years. Discussions will address production techniques, the plays themselves, the audiences to whom they appeal, and to what extent the fringe is still an important theatrical force. Students are required to attend performances of the plays under study. *Offered at the London Centre*. Units: 6.

Prerequisite: Sophomore standing. Must be attending Lawrence London Centre

## **THAR 310**

### **Alexander Technique I**

The Alexander Movement Technique (AMT) is an educational method for finding easier use of self in daily activity. The technique offers us insight into our own mental processes and perceptions of our body's structure, and allows us to replace faulty habits with coordinated movement. Units: 3.

Prerequisite: Instructor approval is required. The instructor will talk with each student about the hands-on aspects of the technique and the code of ethics that governs the work.

## **THAR 327**

### **Playscript Analysis**

The playscript is a blueprint for a construction that uses the media of space, time, color, speech, and action to reflect from the stage images of what it means to be human. This course will explore both technical and creative ways to decipher the play text. Units: 6.

Prerequisite: Sophomore standing. Recommended sophomore or junior year Recommended to be taken before THAR 527

# THEATRE ARTS

## **THAR 340**

### **Musical Theatre for the Music Educator**

This course is designed to equip the future music educator with a basic understanding of the various details and responsibilities involved in mounting a musical theatre production. Topics include: choosing a musical, rehearsal schedules, the audition process, costumes and makeup, stage direction and blocking, lighting and sound, advertising, budget, and problems in the "pit." This course will be offered every other year. Units: 3.

Also listed as Music Education and Pedagogy 340

## **THAR 351**

### **Film in Germany (in English)**

This course selects from 90 years of filmmaking in Germany. Films range from expressionism to Nazi propaganda and from escapist comedies to avant-garde art. Learning to "read" German films critically also means finding out how to understand movies from Hollywood and beyond. Possible topics include "From Caligari to Hitler," "German Literature as Film," and "What Makes Lola Run." Taught in English. German majors and minors may participate in a two-unit tutorial in which discussions and some course readings will be in German. Units: 6

*Topic for Winter 2013: German Science Fiction Films*

Taught in English.

Also listed as German 357, Film Studies 357

## **THAR 352**

### **Introduction to Film**

An introduction to the critical analysis of Latin American and Spanish film. Selected films represent various countries, genres and directors from Latin America and Spain. Readings of relevant film theory, class discussions and composition tasks prepare students for other advances courses in the Spanish program. Units: 6.

Also listed as Spanish 330, Film Studies 330

Prerequisite: SPAN 202, its equivalent, if consent of the instructor; not open to native speakers of Spanish.

## **THAR 355**

### **Theatre Production Laboratory**

Practicum in theatre production. May be taken for one or more terms; six terms required of theatre arts majors, three terms required of minors. May be taken by any student involved in theatre production. May be repeated for credit. Units: 1.

## **THAR 357**

### **Musical Theatre Production Laboratory**

Practicum in musical theatre. May be taken for one or more terms; can be used in partial fulfillment of the six terms of Theatre Arts 355 required of all theatre arts majors or the three terms of Theatre Arts 355 required of all theatre arts minors. May be repeated for credit. Units: 1.



# THEATRE ARTS

## **THAR 361**

### **Topics in Choreography**

An exploration of the multidisciplinary art of choreography. Each topic will be a distinct approach to and perspective on composing dances. Units: 6.

#### *Topic for Winter 2013: Forms and Generative Constructs*

The art of choreography is truly interdisciplinary; encompassing not only movement composition but also directing, design, and musicality. Beginning with the fundamental principles of movement composition, this class will expand to consider generative tools and constructs used by contemporary choreographers. Reading, video viewing, and discussion will feed our creation of practical choreographic studies. The class will culminate in a final showing of work.

#### *Topic for Spring 2013: Dance and the Camera*

An Exploration of Digital Technology in Dance Performance. A hands-on study of digital media's many iterations within the creation and performance of contemporary dance. We will experiment creatively with a range of situations and techniques, while also examining some of the history and theory of dance's relationship to the camera. Assignments will include video projects, reading, writing, and video viewing.

Also listed as Music Repertoire-Perf Study 221

## **THAR 377**

### **Technologies in Theatre Production**

Theatre designers execute their vision of the dramatic world by exploring the available technologies of the theatre. This course examines modern technological protocol for theatre production. Topics will include: safety and efficacy for lighting, sound, special effects. Units: 6.

Prerequisite: THAR 135 or consent of instructor

## **THAR 390**

### **Tutorial Studies in Theatre Arts**

Advanced work, arranged and carried out in consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

## **THAR 391**

### **Directed Study in Theatre Arts**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **THAR 395**

### **Internship in Theatre Arts**

An opportunity for students to apply their theatre skills in business and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: Variable.

Prerequisite: Counter Registration Required

## THEATRE ARTS

### **THAR 399**

#### **Independent Study in Theatre Arts**

Advanced work in directing, design, performance, or criticism, arranged in consultation with department. Units: Variable.

Prerequisite: Counter Registration Required.

### **THAR 423**

#### **History of American Dramatic Literature**

A study of American theatre in its cultural context from its colonial beginnings to the present. Extensive readings of the works of principal playwrights. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

### **THAR 425**

#### **Advance of the American Musical**

A study of this uniquely American theatrical form as it develops in response to our culture throughout the 20th century and into the 21st. Ability to read music helpful, but not required. Units: 6.

Also listed as Music History 160

Prerequisite: Sophomore standing or consent of instructor

### **THAR 427**

#### **Playwrighting**

Students will employ the vocabulary and dramaturgical insight we explored in Playscript Analysis to the task of writing for the stage. We will examine important plays in the one-act repertory while each student drafts a 25-40 minute play. Units: 6.

Prerequisite: THAR 327

### **THAR 432**

#### **Shakespeare**

An introduction to Shakespeare's plays and their literary, historical, and theatrical context. Units: 6.

Also listed as English 425

Prerequisite: Junior standing, ENG 230, or consent of instructor

### **THAR 434**

#### **Restoration and 18th-Century Comedy**

A study of English comedies as reflections of changing taste and thought in the period 1660-1800. Authors include Wycherley, Etherege, Congreve, Farquhar, Steele, Fielding, Goldsmith, and Sheridan. Units: 6.

Also listed as English 445

Prerequisite: Junior standing, ENG 230, or consent of instructor

# THEATRE ARTS

## **THAR 436**

### **Renaissance Drama**

A study of eight to ten plays from the early modern period, excluding Shakespeare. Readings include Marlowe, Jonson, Middleton and Webster. Units: 6.

Also listed as English 435

Prerequisite: Junior standing, ENG 230, or consent of instructor

## **THAR 440**

### **Modern Drama**

Studies in some of the major playwrights in Europe, England, and America from the time of Ibsen to the present. Units: 6.

Also listed as English 490

Prerequisite: Junior standing, an intermediate course in English, or consent of instructor

## **THAR 477**

### **Acting II**

Continued, in-depth study of the elements covered in Theatre Arts 187 with added monologue, scenic work, and an introduction to acting Shakespeare. The department expects that students who take this course have had extensive performance experience between *Acting I* and *Acting II*. Units: 6.

Prerequisite: THDR/THAR 187 or consent of instructor

## **THAR 479**

### **Styles of Acting**

Study of the acting of a particular period or style, based on the techniques acquired in Theatre Arts 187. Units: 6.

Prerequisite: THDR/THAR 187 or consent of instructor

## **THAR 527**

### **Play Directing**

Examination of and practice in fundamental directing methods and techniques. In this course we focus on the directing tradition of Alexander Dean. Units: 6.

Prerequisite: THDR/THAR 187 or consent of instructor

## **THAR 541**

### **Seminar in Technical Theatre**

A seminar focusing on specialized technical areas of the theatre. Content varies to fit the availability of the technical staff. May be repeated as content changes. Units: Variable.

*Topic for Spring 2013: Property Design*

Prerequisite: THDR/THAR 135, 231 or consent of instructor

# THEATRE ARTS

## **THAR 551**

### **Costume Design**

The theory and practice of costume design for the stage, focusing on period style and presentation technique. Laboratory responsibility in the costume shop required as part of course. Units: 6.

Prerequisite: THDR/THAR 231 or consent of instructor

## **THAR 553**

### **Stage Lighting**

A study of basic lighting theory, design, and technique that enables students to assume responsibility, with knowledge and precision, for designing and executing lighting plots. Laboratory responsibility on lighting crews required as part of course. Units: 6.

Prerequisite: THDR/THAR 231 or consent of instructor

## **THAR 555**

### **Set Design**

A study of the role of the set designer in a theatrical production from the conceptual through the production phase. Emphasis on values of concept, inventive scenic solutions, and creative research as applied to a number of different dramatic styles. Laboratory responsibility in the scenic studio required as part of course. Units: 6.

Prerequisite: THDR/THAR 231 or consent of instructor

## **THAR 557**

### **Sound for the Stage**

An examination of the aesthetic and practical applications of sound creation and reinforcement as involved in all contemporary theatre performance. Laboratory experience on a sound crew is a required part of the course. Units: 6.

Prerequisite: THDR/THAR 135 or 231 or consent of instructor

## **THAR 573**

### **Computing in Stage Design and Production**

A study of the range of areas wherein computing supports the efforts of the contemporary designer, including CAD, modeling, rendering, and animation applications. The course involves hands-on laboratory work in computing. Units: 6.

Prerequisite: THDR/THAR 135 or 231 or consent of instructor

## **THAR 590**

### **Tutorial Studies in Theatre Arts**

Advanced work, arranged and carried out in consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

# THEATRE ARTS

## **THAR 591**

### **Directed Study in Theatre Arts**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **THAR 595**

### **Internship in Theatre Arts**

An opportunity for students to apply their theatre skills in business and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: Variable.

Prerequisite: Counter Registration Required

## **THAR 599**

### **Independent Study in Theatre Arts**

Advanced work in directing, design, performance, or criticism, arranged in consultation with department. Units: Variable.

Prerequisite: Counter Registration Required.

## **THAR 611**

### **Dramatic Theory and Criticism**

A study of dramatic theory and criticism from Aristotle to the present. Students, as theatre artists, research and apply concepts explored in class to playscripts. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **THAR 627**

### **Advanced Play Directing**

Practical application of the principles learned in Theatre Arts 527. Students explore how Dean and Carra's five fundamentals of play directing are used to clearly express dramatic type and theatrical style. Extensive scene work, presentations, and final project for public performance. Units: 6.

Prerequisite: THDR/THAR 527 or consent of instructor

## **THAR 679**

### **Advanced Design Studio**

Further exploration of design and design techniques, including rendering and drafting, focusing on portfolio preparation, taking into consideration the specific interests and needs of each student participating. Units: 6.

Prerequisite: THDR/THAR 231 or consent of instructor

## THEATRE ARTS

### **THAR 690**

#### **Tutorial Studies in Theatre Arts**

Advanced work, arranged and carried out in consultation with an instructor. Units: Variable.

Prerequisite: Counter Registration Required.

### **THAR 691**

#### **Directed Study in Theatre Arts**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **THAR 695**

#### **Internship in Theatre Arts**

An opportunity for students to apply their theatre skills in business and the non-profit sector on the regional, national, and international levels. Arranged in collaboration with and supervised by a member of the department. Includes readings, discussion, report, and/or portfolio. Advance consultation and application required. Units: Variable.

Prerequisite: Counter Registration Required

### **THAR 699**

#### **Independent Study in Theatre Arts**

Advanced work in directing, design, performance, or criticism, arranged in consultation with department. Units: Variable.

Prerequisite: Counter Registration Required.

## UNIVERSITY COURSES

University Courses deal with subjects of interest and importance that are outside the purview of any given department. Usually interdisciplinary, University Courses call upon students and faculty to integrate ideas from sometimes disparate fields of knowledge. Alternatively, they provide opportunity for faculty members to present material of specific scholarly interest or expertise. Students from all disciplines may enroll in University Courses.

### **UNIC 101**

#### **Beginning Italian I**

Students enrolled in this course will learn the basic skills of speaking and communicating, reading, and writing in the Italian language. Italian culture will be emphasized throughout the term. Audio-visual materials and computer-assisted programs will be available to students as part of the course. Units: 6.

### **UNIC 102**

#### **Beginning Italian II**

Students enrolled in this course will continue learning the skills of speaking and communicating, reading, and writing in the Italian language. Italian culture will be emphasized. Compositions will aid students in further developing their skills in the Italian language. Audio-visual materials and computer-assisted programs will be available to students as part of the course. Units: 6.

Prerequisite: UNIC 101 or consent of instructor

### **UNIC 110**

#### **English as a Second Language – Freshman Studies I**

A modified version of *Freshman Studies 100* designed for CESA students with limited English proficiency. *Enrollment limited to students in the Waseda Visiting Student program.* Units: 6.

Prerequisite: Open only to students in the Waseda Visiting Student program

### **UNIC 115**

#### **ESL: English for Academic Purposes I**

This course will offer non-native speakers of English the opportunity to further develop key academic language skills including: writing and structuring academic essays, discussion strategies, listening and note-taking skills, reading and vocabulary development. Additional language concerns will be addressed as needed. Units: 3.

### **UNIC 116**

#### **ESL: English for Academic Purposes**

A continuation of English for Academic Purposes I, this course gives non-native speakers of English additional experience developing written and oral academic language skills and understanding the conventions of American academic culture. Students will improve their ability to effectively express complex ideas in English with ease, accuracy and fluency. Units: 3.

### **UNIC 121**

#### **Beginning Arabic I**

An introduction to Modern Standard Arabic. After students learn the alphabet and the sound system, they will get acquainted with the basic skills of speaking, understanding, reading and writing Modern Standard Arabic. The course includes a strong cultural component, with such items as films and music. Units: 6.

## UNIVERSITY COURSES

### **UNIC 122**

#### **Beginning Arabic II**

A continuation of Beginning Arabic I. Students will continue working on the ability to perceive and produce the sounds out of which Arabic words are made, with further practice in the basic language skills. Particular emphasis will be placed on the cultural component. Units: 6.

Prerequisite: UNIC 121

### **UNIC 130**

#### **Public-Speaking Practicum**

Emphasizes theory, skills, and practice of presentational speaking relative to a variety of forms of communication (including ceremonial, persuasive, and impromptu speaking; intercultural communication; use of PowerPoint; and podcasts). This course will assist students in developing their academic and professional communication skills through hands-on practice, classroom activities, self-assessments, and review of others' speeches. Units: 6.

### **UNIC 140**

#### **Personal Sustainability**

This course offers a broad, holistic examination and reflection of the effects of lifestyle, wellness, and health promotion on the individual and society. The goal will be to discuss and research current wellness topics and examine ways to improve personal well-being. Units: 3.

### **UNIC 145**

#### **Introduction to Digital Cultures**

This course interrogates the nature of digital media and examines the ways in which new information technologies are affecting everyday life, culture, institutions, groups, and identity. As such, our goal will be to map the current Internet cultures and introduce students to various online technologies and platforms. Units: 6.

### **UNIC 201**

#### **Intermediate Transitional Italian**

Review of the basic skills of speaking and communicating, reading, and writing in the Italian language. Additional selected texts and compositions will reinforce previously learned material. Italian culture will be emphasized. Audio-visual and computer-assisted programs will be available to students as part of the course. Units: 6.

Prerequisite: UNIC 102 or consent of instructor

### **UNIC 203**

#### **British Crime Fiction**

The course will offer a survey of the development of crime fiction in Britain from the mid-nineteenth century to the present. Taught as a lecture/discussion class, it will also attempt to exploit the London setting to provide a physical context for some of the work under scrutiny. Students will be able to develop their analytical and writing skills, and should expect to achieve a good grasp of the characteristics of genre fiction; they should also be able to recognise the contribution that a study of these popular forms can make to developing a broader understanding of the values and concerns of the society within which they arise. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre. Sophomore standing



## UNIVERSITY COURSES

### UNIC 206

#### **English as a Second Language – English in the American University**

An introduction to academic English at the university level designed for students with limited English proficiency. Students work to develop English proficiency in speaking, listening, reading, and writing through the exploration of different academic disciplines. *Enrollment limited to students in the Waseda Visiting Student program.* Units: 6.

Prerequisite: Open only to students in the Waseda Visiting Student program

### UNIC 207

#### **English as a Second Language – Speaking and Listening**

This variable credit course focuses on developing speaking and listening skills in English. *Enrollment limited to students in the Waseda Visiting Student program.* Units: Variable.

Prerequisite: Open only to students in the Waseda Visiting Student program

### UNIC 208

#### **English as a Second Language – Advanced Communicative English**

This course focuses on developing increased communicative competence in English as a second language. In addition, it introduces some of the components of communication and the conventions of discourse in English. *Enrollment limited to students in the Waseda Visiting Student program.* Units: 6.

Prerequisite: Open only to students in the Waseda Visiting Student program

### UNIC 209

#### **English as a Second Language – Experiential Language Learning**

Development of English language proficiency in a specialized field of study. Students design and complete projects based on intensive exploration of a specific English-speaking environment, such as a university course or a community volunteer site. S/U only. *Enrollment limited to students in the Waseda Visiting Student program.* Units: Variable.

Prerequisite: Open only to students in the Waseda Visiting Student program

### UNIC 210

#### **Prize Fiction**

A comparative study of recent winners of the American Pulitzer and British Booker Prizes in fiction. Authors read may include Smiley, Ondaatje, Shaara, Trevor, Lively, Coetzee, and Proulx. Lecture and discussion. Units: 6.

### UNIC 211

#### **Introduction to American Society I**

An introduction to life in America and to academic life at an American university for foreign-exchange students. Students will explore American values, attitudes, and patterns of behavior through formal study, structured observation and interviews of Americans, and through the analysis of their everyday living and studying at Lawrence. *Enrollment limited to students in the Waseda Visiting Student program.* Units: 2.

Prerequisite: Open only to students in the Waseda Visiting Student program

## UNIVERSITY COURSES

### UNIC 212

#### **Introduction to American Society II**

An introduction to life in America and to academic life at an American university for foreign-exchange students. Students will explore American values, attitudes, and patterns of behavior through formal study, structured observation and interviews of Americans, and through the analysis of their everyday living and studying at Lawrence. *Enrollment limited to students in the Waseda Visiting Student program.* Units: 1.

Prerequisite: Open only to students in the Waseda Visiting Student program

### UNIC 213

#### **Introduction to American Society III**

An introduction to life in America and to academic life at an American university for foreign-exchange students. Students will explore American values, attitudes, and patterns of behavior through formal study, structured observation and interviews of Americans, and through the analysis of their everyday living and studying at Lawrence. *Enrollment limited to students in the Waseda Visiting Student program.* Units: 1.

Prerequisite: Open only to students in the Waseda Visiting Student program

### UNIC 214

#### **ESL Through American Fiction**

Through close reading and analysis of American fiction, visiting students in the Waseda program will continue to develop their English language proficiency and their understanding of American culture. Units: 6.

### UNIC 220

#### **The Ethical Lyricists**

A study of contemporary life as represented in lyric poetry. Readings will include lyrics by Zbigniew Herbert, Philip Larkin, Adrienne Rich, and others. Lecture and discussion. Units: 6.

### UNIC 221

#### **Intermediate Arabic I**

In this course, students will acquire new and more complex linguistic structures and be exposed to a wider range of written and oral texts, so that they may start speaking, reading and writing at a higher level. Selected newspaper articles and short stories will be introduced. The cultural component will be particularly emphasized. Units: 6.

Prerequisite: UNIC 122

### UNIC 260

#### **British Life and Culture**

This compulsory course utilizes visiting speakers, site visits, small group fieldwork and short research projects to introduce students to contemporary life in London and the United Kingdom. Site visits usually include the Museum of London, Imperial War Museum, London Mosque, and a football match. Speakers have included religious leaders representing several different traditions and a homeless couple, among others. The course is designed so that the majority of work takes place during the single class meeting, allowing students the possibility of pursuing up to three elective courses. Units: 3.

Prerequisite: Must be attending the Lawrence London Center

## UNIVERSITY COURSES

### UNIC 262

#### **“The Fields Beneath”: Discovering London’s Histories**

This interdisciplinary course aims to give students a thorough grounding in the chronology of London’s development from Roman settlement on the periphery of Empire to 21st-century “World City.” The use of contemporary literary and visual sources will serve both to develop students’ historical imagination and to enable them critically to examine the concepts involved in the discipline of history itself. Alongside this historical approach, a theoretical examination of specific themes and topics will be used to explore the nature of “the town as palimpsest,” a layered structure in which the past is never entirely obliterated by what succeeds it. Examples of such themes and topics might include, *inter alia*, religious observance, theatrical presentation, immigration, commerce, domestic life, and government. *Offered at the London Centre*. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

### UNIC 264

#### **London Internship**

Students in the internship program participate in this seminar meeting once per week and building upon the field study, lectures, and discussions in the British Life and Culture course. Students are expected to maintain a journal with substantial entries each week that critically reflect on their experiences from intercultural, cross-cultural, social, ethical, organizational, and interpersonal perspectives. Students are also required to complete short reflective essays and a final internship essay interrogating their experiences in terms of the course readings, class discussions in the seminar and the British Life and Culture course, and the broader issue of how a liberal arts-informed perspective frames one’s experience in the workplace. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

### UNIC 300

#### **Internship: Journalism and the Liberal Arts**

Intensive study, under the direction of a faculty member, of topics related to a student’s work on *The Lawrentian* and other local publications or media outlets. Expectations include regular meetings with a faculty member, outside reading, and a final project or paper. Units: 3.

### UNIC 310

#### **President’s Seminar**

Seminar offered in a special topic by the President. Units: 3.

Prerequisite: Sophomore standing and one faculty member recommendation

## UNIVERSITY COURSES

### UNIC 315

#### Topics in Civic Engagement and Service Learning

This course will focus on civic engagement through experiential learning. Modes of instruction may involve readings, discussion, field trips, guest lecturers, and service activities. Students will work on a project or projects that address an issue in the local community, in partnership with nonprofit agencies, community members, and local governments. Specific projects will vary each term the course is offered. May be repeated when topic is different. Units: Variable.

#### *Topic for Fall 2012: Civic Engagement and the Fox Cities Community*

An exploration of citizen involvement in local politics and community organization. Readings may include Alexis de Tocqueville, Robert Putnam, Saul Alinsky, Parker Palmer, Paul Loeb and other perspectives from history, sociology, political theory and the fine arts, to be combined with speakers from the local community and extensive class discussion. Students will be required to participate in several field trips to observe local government and meet community leaders. In addition to short papers and class discussions, students must develop a treatment for a brief documentary film focusing on a local issue of interest. This course represents Part One of the yearlong Civic Life Project and is a pre-requisite for the Winter Term tutorial in documentary filmmaking and civic engagement.

### UNIC 345

#### Topics in New Media Studies

An in-depth examination of a topic in new media studies and emerging technologies. Presentations, lectures, and discussions will interrogate issues relevant to the critique of new media. Students will carry out independent research and detailed analysis. Units: 6.

#### *Topic for Winter 2013: Pwnd!!! Order, Conflict, & Unrest in Virtual Worlds*

This course examines the governance of virtual worlds, as well as the conflict and unrest that emerge in these environments. Investigating a broad range of virtual worlds, such as gaming worlds, social worlds, and kid/teen worlds, this course will analyze how these spaces are designed and regulated, more importantly, how their users/players resist some of these governance structures. Accordingly, the course will look at issues that arise from intellectual property ownership, sales of virtual items in real-world websites like eBay, goldfarming, grieving, and virtual harassment, including virtual rape. Specifically, we will investigate how the events that take place in these environments bear the potential to affect our offline lives by redefining our legal systems and policies that govern the Internet at large

Prerequisite: UNIC 145, ART 245, or sophomore standing

### UNIC 410

#### Senior Studies

This course will allow interested seniors to revisit *Freshman Studies*. The class will reconsider four works from *Freshman Studies* as well as two new works recommended by the students themselves. The aim is to see if questions raised in the first year of college still resonate in the weeks before graduation. Units: 6.

Prerequisite: Senior standing

## UNIVERSITY COURSES

### **UNIC 470**

#### **Fringe Science**

A course for advanced natural sciences and mathematics majors, who will use their knowledge of science to critically explore works of fringe science, including topics such as Capra's Tao of Physics and Talbot's Holographic Universe. Units: 6.

Prerequisite: PHYS 130 or PHYS 160, declared major in a natural science, and junior standing

## CONSERVATORY OF MUSIC

Professors: Anthony, K. Bozeman (Frank C. Shattuck Professorship in Music), S. Jordheim\*\*\*, Kautsky\*\*\*, Niblock, Richeson\*\*\*, Sturm (Kimberly-Clark Professor of Music)

Associate professors: Bell, Biringer, Daniel, DeCorsey, George, Gu, Keelan\*, Koestner, Leigh-Post, Mast, McQuinn, Metcalf, Michelic\*\*\*, Miller, Moss, Padilla, Spears, Stannard, Swan, Urness

Assistant professors: Bates, Ceballos, Downing, Lesser, Mas-Arocas, Mizrahi\*\*, Sieck, Srinivasan\*\*

Visiting assistant professors: Gates, Helvering, Salzer

Instructors: Benson, Boeckman, J. Bozeman, DiBella, Encarnacion, Erickson, Kind, S. McCardell, Rath, Seidl, Van De Loo

Lecturers: Adnyana, Boncher, Buchman (Academy of Music), Carrothers, Darling, Dochnahl, Handford, Heiks, S. Jordheim, Korb, McAllister, S. McCardell, Peplin, Planet, Post, Scheinberg, Turner, Walby (Academy of Music), Wysock

Artist-in-Residence: Duesing

\* On leave Term I; \*\* On leave Term II; \*\*\*On leave Term III

Music has been a prominent feature of life at Lawrence University since its founding in 1847; the first Bachelor of Music degree was conferred in 1892. Today, the conservatory curriculum affords students a unique blend of professional education in music and a liberal education, a combination that has produced outstanding composers, performers, scholars, and educators. Conservatory students are active in the academic and extracurricular life of the college, and college students avail themselves of the rich opportunities for music study and appreciation in the conservatory. The conservatory is an accredited institutional member of the National Association of Schools of Music.

Three separate courses of study lead to a degree in music: the Bachelor of Music degree with majors in performance, music education, or theory/composition; the five-year program that combines the Bachelor of Music degree with a Bachelor of Arts degree in a major other than music; and the Bachelor of Arts degree with a major in music (Please see the Bachelor of Arts degree requirements and the major and minor in music). All degrees in music offer the possibility of a student-designed major. Students interested in a student-designed major should consult the associate dean of the conservatory.

### General information

All students are expected to be familiar with the policies and procedures set forth in departmental handbooks and guidelines and the *Conservatory Student Handbook* ([www.lawrence.edu/conservatory/handbook](http://www.lawrence.edu/conservatory/handbook)), all of which contain important information about recitals and departmental examinations and other rules governing student academic life within the conservatory.

Students who wish to pursue two music majors must petition the Conservatory Committee on Administration.

## CONSERVATORY OF MUSIC

Studio assignments and course placement will be determined upon matriculation. Students are expected to meet with their faculty advisors on a regular basis to discuss progress and course selections. Regular consultation with faculty advisors is essential for students who wish to attend an off-campus program or are planning to complete both the Bachelor of Music and Bachelor of Arts degrees.

Students must consult their studio teachers in regard to all public performances, including appearances not scheduled by Lawrence University. Conservatory rehearsals and performances take precedence in the case of a conflict with external activities. Students may not teach on campus unless employed by the Lawrence Academy of Music.

### **Residence requirements**

To qualify for a Lawrence University B.A. or B.Mus. degree, students are required to have a minimum of six terms in residence and earn 108 units (Lawrence foreign study programs, Associated Colleges of the Midwest programs, and other special arrangements under Lawrence sponsorship included). Nine terms in residence and 162 units are required for the five-year B.A. and B.Mus. double-degree program.

Students must be in residence on the Appleton campus until they have completed the *Freshman Studies* requirement.

The last three terms of work and a minimum of 54 units submitted for the graduation requirements must be done in residence unless a department (or departments, or advisory committee, where appropriate) previously has certified completion of the requirements for a major. This requirement, or one of its parts, may be waived by the admissions office in the case of incoming transfer students or by the Faculty Subcommittee on Administration in any other cases.

### **Bachelor of Music degree**

The Bachelor of Music is a professional degree. Courses in music represent approximately two-thirds of the curriculum, while one-third is devoted to *Freshman Studies* and General Education Requirements.

In addition to academic policies and regulations, students in the conservatory are subject to policies and procedures detailed in conservatory department guidelines and the Conservatory Student Handbook.

### **Admission to the Degree**

An entrance audition is required of all applicants for admission to the Bachelor of Music degree. Bachelor of Arts students who wish to become Bachelor of Music students must petition the Conservatory Committee on Administration for admission. Bachelor of Music students who wish to become Bachelor of Arts students must petition the University Faculty Subcommittee on Administration for acceptance into the Bachelor of Arts degree program. Such changes are not normally allowed before the end of the freshman year nor later than the beginning of the junior year.

# CONSERVATORY OF MUSIC

## Degree Requirements

1. Completion of a minimum of 216 units. The following music courses are used in the computation of the degree grade-point average but are excluded from the total of 216 units required for the degree: MURP 201, 202, 203, 301, 302 and MUTH 161, 162, 171, 172.
2. Of the 216 units required to complete the degree, a student must present:
  - a. a minimum of 144 units in music
  - b. a minimum of 60 units in courses other than music.
  - c. no more than 12 units from academic internships; the additional 12 units may be selected from any department.
3. In the freshman year, 12 units of *Freshman Studies*
4. Completion of the General Education Requirements:
  - a. 6 units selected from courses designated as writing intensive
  - b. International diversity. One of the following:
    - i. 6 units selected from courses designated as either emphasizing global and comparative perspectives on the world or focusing on areas outside Europe and the United States
    - ii. 12 units selected from courses numbered below 200 in a single foreign language. This requirement may also be satisfied by attaining a score of 4 or 5 on an Advanced Placement examination or by passing a proficiency examination administered by a Lawrence University foreign language department.
    - iii. Participation for one term in a Lawrence or affiliated off-campus study program held outside the United States

*Note: While some music courses may satisfy General Education Requirements, a minimum of 60 units in courses other than music is required for the degree.*

## Stipulations Pertaining to the General Education Requirements

A single course may be used to satisfy both requirement a. and requirement b. above. Credits granted pursuant to university policy for advanced placement or for transfer work may be used to fulfill General Education Requirement (see also Evaluation of Credit for Transfer Students).

5. Completion of music core requirements:
  - a. Music theory
    - i. MUTH 151, 161, 171 or MUTH 201, 211, 221
    - ii. MUTH 152, 162, 172 or MUTH 202, 212, 222
    - iii. MUTH 251, 261, and 271
    - iv. MUTH 252, 262, and 272
    - v. MUTH 301, 311, and 321
  - b. Music history
    - i. MUHI 201 and 202
    - ii. 12 units selected from courses in music history numbered 400 or above
  - c. Keyboard skills: MURP 201, 202, 203 or MURP 301, 302
  - d. Applied music individual instruction as specified under requirements for the major and areas of emphasis
  - e. Ensemble study: a minimum of 12 units. Students are required to participate in an ensemble every term in which they are attending classes on the Appleton campus. Requirements for specific types of ensemble study (MUEN) are specified under requirements for majors and areas of emphasis.



## CONSERVATORY OF MUSIC

6. Completion of a major in music—performance, music education, theory/composition, or student-designed—including all course and non-course requirements, such as recitals, qualifying examinations, etc. A student is normally expected to pass a qualifying examination after no more than six terms of study.
7. An academic record that meets the following standards:
  - a. A 2.000 grade-point average in all Lawrence courses.
  - b. A 2.000 grade-point average in the music major (all music courses and non-music courses required for the major) unless otherwise specified under the major requirements.
8. Completion of required terms and units in residence as specified by the residence requirements.

### The major in performance

#### 2012-2013 Course Catalog

##### Piano

1. Piano performance: 54 units
  - a. A minimum of 54 units in MUIN 301
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Supporting courses for the major: 18 units
  - a. MURP 451, 452: *Literature of the Piano I, II* (12 units)
  - b. MUEP 301, 302: *Piano Pedagogy I, II* (6 units)
3. Keyboard skills: MURP 301, 302: *Functional Skills for Keyboard Majors I, II*
4. Ensemble: 12 units
  - a. 3 units in major ensemble
  - b. 3 units in chamber music
  - c. 6 units in MUEN 250: *Supervised Accompanying*

##### Organ

1. Organ performance: 54 units
  - a. A minimum of 54 units in MUIN 302
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Supporting courses for the major: 9 units
  - a. MURP 390: *Tutorial Survey of Organ Literature, Design, Pedagogy and Performance Practice* (3 units)
  - b. Keyboard skills: MURP 301, 302: *Functional Skills for Keyboard Majors*
  - c. MUEP 380: *Conducting Principles* (6 units)
3. Music theory/history/composition/arranging: 6 units from courses numbered 300 or above beyond degree requirements
4. Ensemble: 12 units
  - a. 3 units in major ensemble
  - b. 3 units in chamber music
  - c. 6 units in major ensemble, chamber music, or supervised accompanying

# CONSERVATORY OF MUSIC

## Harpsichord

1. Harpsichord performance: 54 units
  - a. A minimum of 54 units in MUIN 319
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Supporting courses for the major: 7 units
  - a. MURP 390: Tutorial *Harpsichord Accompaniment* (1 unit)
  - b. Keyboard skills: MURP 301, 302: *Functional Skills for Keyboard Majors I, II*
  - c. MUEP 380: *Conducting Principles* (6 units)
  - d. MUEP 390: Tutorial *Harpsichord Pedagogy* (1 unit)
3. Music theory/history/composition/arranging: 6 units from courses numbered 300 or above beyond degree requirements
4. Ensemble: 12 units
  - a. 3 units in major ensemble
  - b. 3 units in chamber music
  - c. 6 units in major ensemble, chamber music, or supervised accompanying
5. General Education: French or German must be taken to fulfill the international diversity requirement

## Voice

1. Voice performance: 54 units
  - a. A minimum of 54 units in MUIN 303
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Supporting courses for the major: 19 units
  - a. MURP 271, 272, 273, 274, 275, 276: *vocal diction and technique series* (6 units)
  - b. MURP 455: *Vocal Literature* (3 units)
  - c. MUEP 371, 372: *Vocal Science & Pedagogy I, II* (4 units)
  - d. MUEP 380: *Conducting Principles* (6 units)
3. Ensemble: 18 units
  - a. 6 units in concert choir/women's choir
  - b. 6 additional units in a major choral ensemble
  - c. 6 units in opera theatre (MUEN 280: *Performance Skills for Singers* required, preferably in the first year)
4. General Education:
  - a. Completion of the degree requirements must include 12 units each of two of the following (or placement at the intermediate level): French, German, or Italian, taken for a grade
  - b. Non-music courses must include THAR 187: *Acting I*

## Strings: violin, viola, violoncello, doublebass

1. String performance: 60 units
  - a. A minimum of 60 units in MUIN 304, 305, 306, or 307
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Pedagogy: One course selected from MUEP 245, 250, 252, 333, or 334 (1-3 units)
3. Conducting: MUEP 380: *Conducting Principles* (6 units)
4. Music theory/history/composition/arranging: 6 units from courses numbered 300 or above beyond degree requirements
5. Ensemble: 18 units
  - a. 12 units in symphony orchestra
  - b. Chamber music: 6 units, 3 units of which must be completed after the student has passed the qualifying examination for the major

# CONSERVATORY OF MUSIC

## Classical guitar

1. Guitar performance: 60 units
  - a. A minimum of 60 units in MUIN 308
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Supporting courses for the major: 9 units
  - a. MURP 315: *Fretboard Harmony for the Classical Guitarist* (1 unit)
  - b. MUEP 304: *Guitar Pedagogy* (1 unit)
  - c. MURP 317: *History and Literature of the Guitar* (1 unit)
  - d. MUEP 380: *Conducting Principles* (6 units)
3. Music theory/history/composition/arranging: 6 units from courses numbered 300 or above beyond degree requirements
4. Ensemble: 12 units
  - a. 3 units in major ensemble,
  - b. 3 units in chamber music, and
  - c. 6 units in major ensemble or chamber music

## Winds: flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, euphonium, tuba

1. Wind performance: 60 units
  - a. A minimum of 60 units in MUIN 309, 310, 311, 312, 313, 314, 315, 316, 317, or 318
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Pedagogy: One course selected from MUEP 245, 259, 260, or 261 (3 units)
3. Conducting: MUEP 380: *Conducting Principles* (6 units)
4. Music theory/history/composition/arranging: 6 units from courses numbered 300 or above beyond degree requirements
5. Ensemble: 15 units
  - a. 6 units in wind ensemble, 3 units of which must be taken after the student has passed the qualifying examination for the major, and
  - b. 6 units in a major instrumental ensemble
  - c. 3 units of chamber music

## Percussion

1. Percussion performance: 54 units
  - a. A minimum of 54 units in MUIN 320
  - b. Presentation of a half recital during junior year and a full recital during senior year
2. Pedagogy: MUEP 245: *Instrumental Pedagogy* (3 units)
3. Conducting: MUEP 380: *Conducting Principles* (6 units)
4. Music theory/history/composition/arranging: 6 units from courses numbered 300 or above beyond degree requirements
5. Ensemble: 16 units
  - a. 12 units in a major instrumental ensemble, including
    - i. 3 units in wind ensemble, and
    - ii. 3 units in symphony orchestra (A minimum of 3 units in wind ensemble or symphony orchestra must be completed after the student has passed the qualifying examination for the major.)
  - b. 4 units of percussion ensemble (one term each year for four years)

# CONSERVATORY OF MUSIC

## Senior Experience in Music Performance

The required senior recital is considered the standard *Senior Experience* for students in the performance major. Students have the option of proposing enhancements to the senior recital or alternative performance projects as their *Senior Experience* with the approval of the applied teacher, advisor, and department chair. Alternative *Senior Experience* projects do not replace the senior recital requirement.

## Emphasis options for performance majors

### Emphasis in collaborative piano

In addition to all requirements for the major in piano performance, the following are required:

1. Supporting courses for the emphasis: 12 units
  - a. MURP 420: *Piano Accompaniment: Vocal* (3 units)
  - b. MURP 425: *Piano Accompaniment: Instrumental* (3 units)
  - c. MURP 420 or 425 – repetition of one course (3 units)
  - d. MURP 272 *English Singing Diction* (1 unit); must be fulfilled before requirement 1-e (below)
  - e. Two of the following in a language not used to satisfy requirement 3 below (language requirement) (2 units): MURP 273 *Italian and Latin Singing Diction*, MURP 274 *German Singing Diction*, MURP 275 *French Singing Diction*.
  - f. One term of the supervised accompanying requirement must be fulfilled with Opera Scenes.
2. Recitals: in addition to required solo degree recitals, accompany one half vocal recital and one half instrumental recital; must be prepared under supervision of keyboard faculty member(s) through registration in an accompanying class, supervised accompanying, or chamber music.
3. General Education: completion of the degree requirements must include 12 units of one of the following (or placement at the intermediate level): French, German, or Italian, taken for a grade

### Emphasis in piano pedagogy

In addition to all requirements for the major in piano performance, the following are required:

1. Supporting courses for the emphasis: 15 units
  - a. MUEP 303: *Piano Pedagogy III* (3 units)
  - b. Two of MUEP 502: *Early Advanced Piano Pedagogy*, MUEP 503: *Group Piano Pedagogy*, MUEP 505: *Internship in Piano Pedagogy* (6 units)
  - c. MUEP 581, 582: *Student Teaching in Piano I, II* (6 units)
2. General Education: completion of the requirement must include:
  - a. PSYC 260 or PSYC 340

# CONSERVATORY OF MUSIC

## Emphasis in jazz and improvisational music

Admission to the Bachelor of Music performance major with an emphasis in jazz and improvisational music may be granted to a limited number of students upon completion of qualifying examinations and with the approval of a candidate selection committee. For detailed information on admission and scheduling of requirements, students are referred to the chair of the jazz and improvisational music department.

Specific courses required for the emphasis are as follows:

1. Performance: 54 units
  - a. 36 units of applied individual instruction (MUIN) in piano, strings, winds, or percussion numbered 301-320 during the freshman and sophomore years (before admission to the jazz emphasis)
  - b. 18 units of MUIN 329 after admission to the jazz emphasis (candidates may elect more than 18 units)
  - c. Presentation of a half recital during junior year and a full recital during senior year

Note: Before admission to the jazz emphasis, Bachelor of Music performance candidates are required to study with the respective classical applied instructors but may elect added applied study with the respective jazz applied instructor. After admission to the jazz emphasis, candidates are required to study with the respective jazz applied instructors but may elect to continue with the respective classical instructor.

2. Supporting courses for the emphasis:
  - a. MUTH 240: *Jazz Theory and Aural Training* (3 units)
  - b. MUCA 220, 221: *Jazz Improvisation I, II* (6 units)
  - c. MUCA 331, 332, 333: *Jazz Composition and Arranging I, II, III* (9 units)
  - d. MUIN 329: *Jazz Studies* - one term of applied individual study in jazz piano (3 units)
  - e. MUHI 455: *Jazz History* (6 units)
  - f. MUEP 305: *Jazz Pedagogy* (1 unit)
  - g. MUEP 120: *Basic Audio Recording* (1 unit)
3. Piano majors must complete either MURP 451 and 452: *Literature of the Piano I and II* or MUEP 301 and 302: *Piano Pedagogy I and II*
4. Ensemble: completion of the requirement must include:
  - a. 5 terms of MUEN 248: *Jazz Small Group Studies* after admission to the jazz emphasis (5 units)
  - b. 6 terms of MUEN 295: *Jazz Ensemble* or MUEN 293: *Jazz Band*, after admission to the jazz emphasis (6 units)
  - c. Additional ensembles, specific to primary instrument, as follows:
    - Winds/Percussion: 6 terms wind ensemble/symphonic band; 3 terms chamber music
    - Strings: 9 terms symphony orchestra (3 terms required participation after admission to the emphasis in jazz studies); 3 terms chamber music
    - Piano: 3 terms symphony orchestra, wind ensemble, symphonic band, concert choir, women's choir, or chorale; 3 terms supervised accompanying
    - Guitar: 3 terms symphony orchestra, wind ensemble, symphonic band, concert choir, women's choir, chorale, or chamber music

## CONSERVATORY OF MUSIC

### 5. Required Projects

- a. *DownBeat Magazine* Student Music Awards Application: By December 31 of the senior year, all candidates are required to submit an application and compact-disc recording (a minimum of 10 minutes or 3 selections) for the Jazz Soloist category in the annual *DownBeat Magazine* Student Music Awards. Repertoire will be chosen by the coordinator of jazz performance practice in consultation with the applied jazz studio teacher.
- b. Assembly of Self-Promotional CD and/or website: Over the course of the candidate's two years in the jazz emphasis, a media project documenting the student's jazz performances, compositions, arrangements, and teaching/pedagogical demonstrations must be assembled. Candidates may choose to create an audio CD, audio/visual DVD, or personal Web site containing a minimum of 30 minutes of recorded work by the candidate. The selected project(s) must be presented to the jazz and improvisational music faculty before the conclusion of the final term of study.
- c. Jazz Small Group Coaching: All candidates will direct or co-direct a jazz small group for a minimum of one term after admission to the emphasis in jazz studies (one 60-minute rehearsal per week). Each candidate must submit (in writing to the jazz faculty) a repertoire list and rehearsal plan for the term by the end of the third week. Each candidate must arrange for one group rehearsal observation by a jazz faculty member before the mid-term reading period.
- d. Jazz Big Band Conducting: All candidates will conduct designated rehearsals and sectionals of Jazz Band or Jazz Workshop after admission to the emphasis in jazz studies.
- e. Jazz "Tune of the Week" Tutoring: All admitted Jazz Emphasis candidates will serve as co-tutors for jazz "Tune of the Week" study/rehearsal sessions once each term. Tutors will organize and lead a single session (2-3 hours in duration, time and date TBA) at the end of each term for freshmen and sophomores contemplating admission to the Jazz Emphasis. Each session will serve as an "organized jam session" covering the 10 "Tune of the Week" selections assigned in each given term.

### Senior Experience in Music - Jazz Emphasis

The senior recital and media project (assembly of a self-promotional CD and/or personal Web site) are designated as the official *Senior Experiences for Jazz Emphasis* candidates in both Performance and Composition & Arranging. Students have the option of proposing enhancements to this *Senior Experience* with the approval of the applied teacher, advisor, and department chair.

Over the course of the candidate's two years in the jazz emphasis, a media project documenting the student's jazz performances, compositions, arrangements, and teaching/pedagogical demonstrations will be assembled. Candidates may choose to create an audio CD, audio/visual DVD, or personal Web site containing a minimum of 30 minutes of recorded work by the candidate. The selected project(s) must be presented to the jazz and improvisational music faculty before the conclusion of the final term of study.

# CONSERVATORY OF MUSIC

## The major in music education

### 2012-2013 Course Catalog

The Bachelor of Music degree with a major in music education is subject to revision. It is the student's responsibility to confirm requirements with the chair of the music education department. A cumulative GPA of 2.75 is required for certification in music. To be admitted to the teacher education program, candidates for certification must pass Praxis I: Pre-Professional Skills Test (PPST) in reading, writing, and mathematics. Before they may student teach, candidates for certification must pass Praxis II: Subject Assessment/Specialty Area Test for each subject in which they intend to be licensed. Students seeking licensure should also consult the Music Education Student Teaching Handbook for further information and requirements.

Students in the Bachelor of Music degree program may qualify for a 13th term tuition waiver for student teaching, paying only a registration fee (around \$1,204). Students must have completed all graduation requirements except student teaching; this term must immediately follow the 12th term. For students in the five-year double degree program, a 16th term of student teaching is available under the same policy; this term must immediately follow the 15th term.

### Common requirements for the major in music education

In addition to degree requirements and those of specific areas below, the following are required of all music education majors:

1. Education: 21 units
  - a. EDST 180: *Psychology of Learning* (6 units)
  - b. EDST 340: *Sociology of Education* (6 units)
  - c. EDST 350: *Ethnicity, Cultural Diversity, and Education* (6 units)
  - d. EDUC 431: *Educating All Learners - Music* (3 units)
2. Music education: 9 units
  - a. MUEP 201: *Introduction to Music Education* (3 units)
  - b. MUEP 380: *Conducting Principles* (6 units)
3. Student teaching: 21 units
  - a. MUEP 660: *Advanced Methods in Teaching Music* (3 units)
  - b. MUEP 680: *Student Teaching* (18 units)
4. Performance: 36 units
  - a. Minimum of 36 units in applied individual instruction, required every term in which the student is in residence on the Appleton campus with the exception of the student-teaching semester
  - b. Presentation of a half recital during the junior or senior year
5. Non-music courses Must include the following:
  - a. 6 units of biological science or ANTH 140 and 6 units of physical science; or 6 units of BIOL 103, BIOL 230, or ENST 150
  - b. 6 units in mathematics
  - c. A total of 60 units in courses other than music
6. Participation in a major ensemble is required every term in residence on the Appleton campus, as specified in the following requirements for each track: general, choral/general, instrumental, and instrumental/general.
7. Completion of major requirements for one of the areas as outlined below.

# CONSERVATORY OF MUSIC

## **Senior Experience in Music Education**

Student Teaching is the culminating experience for students in music education. This experience places Lawrence seniors in schools for a period of 18 weeks. During this time, student teachers work closely with a mentor teacher at the secondary and/or elementary level to gain the professional knowledge and skills that will prepare them for state certification licensure in Wisconsin.

A variety of projects, tasks, and events comprise the student teaching *Senior Experience* at Lawrence. As they work with their mentor teacher, students observe classroom teaching as they prepare to take responsibility for planning and executing classes, rehearsals, and lessons under the expert guidance of master teachers. In addition to working with a mentor teacher in the schools, students also work with Lawrence faculty during student teaching, both as mentors and in a weekly seminar meeting. Seminar topics include examination of practical issues related to the classroom, (such as classroom management, lesson planning and execution, and working with young learners), broad matters related to functioning professionally in schools and the profession (licensure, administration, and community), and philosophical issues.

One of the mechanisms for facilitating discourse in the seminar is the videotape that student teachers bring in to the seminar. These brief episodes facilitate group discussion of their concerns, questions, and wonderments while providing a glimpse into their distinct student teaching environment. During student teaching, students engage the complete range of their Lawrence studies, including but not limited to the musical, pedagogical and technical coursework in the program.

One of the culminating products of the student teaching experience is the creation of an electronic portfolio that includes lesson plans, philosophical statement, résumé, assessments, audio and video examples of their teaching, demonstrating the range and scope of the student's experiences and documenting that the student has met Lawrence's teacher education standards.



# CONSERVATORY OF MUSIC

## General Music

In addition to degree requirements and common requirements for all music education majors (above), the following are required for the general music emphasis:

1. Music education and pedagogy: 28-30 units
  - a. MUEP 371 and 372: *Voice Science & Pedagogy I, II* (4 units) or MUEP 231 and 232: *Vocal Proficiency and Pedagogy I, II* (2 units). (Students whose principal performance instrument is other than voice must complete MUEP 231 and 232.)
  - b. MUEP 240, 350, 370: *General Music Methods and Practicum* (15 units)
  - c. MUEP 335: *Guitar Techniques for the Music Educator* (1 unit)
  - d. MUEP 340: *Musical Theatre for the Music Educator* (3 units)
  - e. MUEP 402: *Choral Techniques I* (6 units)
  - f. MUEP 307: *Orchestration for the Music Educator* (1 unit)
2. Keyboard skills: MURP 211 and 212: *Keyboard Skills for Music Educators I, II* (2 units) in addition to degree requirement in keyboard skills
3. MURP 271, 272, 273, 274, 275 for students whose primary instrument is voice
4. Ensemble: 12 units Participation in major ensemble required every term in residence on the Appleton campus. The requirement is based on the student's principal instrument, as follows:
  - a. Voice and keyboard:
    - i. 9 units in a major choral ensemble, and
    - ii. 3 units in any major ensemble
  - b. Winds and percussion:
    - i. 6 units in wind ensemble or symphonic band,
    - ii. 3 units in any major choral ensemble, and
    - iii. 3 units in any major ensemble.
  - c. Strings:
    - i. 6 units in symphony orchestra,
    - ii. 3 units in any major chorale ensemble, and
    - iii. 3 units in any major ensemble

*Note:* To earn a B.Mus. degree with this major requires completion of more than the 216 units required for the degree. Many students in this major opt to complete the student-teaching requirement during a 13th term.

# CONSERVATORY OF MUSIC

## Choral/general

In addition to degree requirements and common requirements for all music education majors (top), the following are required for the choral/general emphasis:

1. Music education and pedagogy: 34-36 units
  - a. MUEP 371 and 372: *Voice Science & Pedagogy I, II* (4 units) or MUEP 231 and 232: *Vocal Proficiency and Pedagogy I, II* (2 units). (Students whose principal performance instrument is other than voice must complete MUEP 231 and 232.)
  - b. MUEP 240, 350, 370: *General Music Methods and Practicum* (15 units)
  - c. MUEP 307: *Orchestration for the Music Educator* (1 unit)
  - d. MUEP 335: *Guitar Techniques for the Music Educator* (1 unit)
  - e. MUEP 340: *Musical Theatre for the Music Educator* (3 units)
  - f. MUEP 402: *Choral Techniques I* (6 units)
  - g. MUEP 442: *Choral Techniques II* (6 units)
2. Keyboard skills: MURP 211 and 212: *Keyboard Skills for Music Educators I, II* (2 units) in addition to degree requirement in keyboard skills
3. Performance: 5-6 units
  - a. MURP 271, 272, 273, 274, 275 for students whose primary instrument is voice
  - b. A minimum of 2 terms of MUIN 303 for students whose primary instrument is other than voice and satisfactory completion of the vocal proficiency examination
4. Ensemble: 12 units in a major choral ensemble Participation in major ensemble required every term in residence on the Appleton campus.

*Note:* To earn a B.Mus. degree with this major requires completion of more than the 216 units required for the degree. Many students in this major opt to complete the student-teaching requirement during a 13th term.

# CONSERVATORY OF MUSIC

## Instrumental

In addition to degree requirements and common requirements for all music education majors (top), the following are required for the instrumental emphasis:

1. Music education and pedagogy: 33 units
  - a. MUEP 230: *Voice for Instrumental Music Educators* (1 unit)
  - b. One of the following: MUEP 305: *Jazz Pedagogy* (1 unit), MUEP 333 *String Pedagogy: Pedagogues and Methods* (1 unit), or MUEP 334 *String Pedagogy: Editing Orchestral String Parts* (1 unit)
  - c. MUEP 401: *Instrumental Methods and Rehearsal Techniques I* (6 units)
  - d. MUEP 451: *Instrumental Methods and Rehearsal Techniques II* (6 units)
  - e. MUEP 307: *Orchestration for the Music Educator* (1 unit)
  - f. MUEP 310: *Brass Techniques* (3 units)
  - g. MUEP 315: *Percussion Techniques* (3 units)
  - h. MUEP 321, 322: *Woodwind Techniques I, II* (6 units)
  - i. MUEP 331, 332: *String Techniques I, II* (6 units)
2. Ensemble: 12 units
  - a. Winds and percussion:
    - i. 9 units in wind ensemble or symphonic band, and
    - ii. an additional 3 units in any major ensemble
  - b. Strings:
    - i. 9 units in symphony orchestra, and
    - ii. 3 additional units in any major ensemble

Note: To earn a B.Mus. degree with this major requires completion of more than the 216 units required for the degree. Many students in this major opt to complete the student-teaching requirement during a 13th term.

# CONSERVATORY OF MUSIC

## Instrumental/general

In addition to degree requirements and common requirements for all music education majors (top), the following are required for the instrumental/general emphasis:

1. Music education and pedagogy: 50 units
  - a. One of the following: MUEP 305: *Jazz Pedagogy* (1 unit), MUEP 333 *String Pedagogy: Pedagogues and Methods* (1 unit), or MUEP 334 *String Pedagogy: Editing Orchestral String Parts* (1 unit)
  - b. MUEP 231, 232: *Vocal Proficiency and Pedagogy I, II* (2 units)
  - c. MUEP 240, 350, 370: *General Music Methods and Practicum* (15 units)
  - d. MUEP 335: *Guitar Techniques for the Music Educator* (1 unit)
  - e. MUEP 401: *Instrumental Methods and Rehearsal Techniques I* (6 units)
  - f. MUEP 451: *Instrumental Methods and Rehearsal Techniques II* (6 units)
  - g. MUEP 307: *Orchestration for the Music Educator* (1 unit)
  - h. MUEP 310: *Brass Techniques* (3 units)
  - i. MUEP 315: *Percussion Techniques* (3 units)
  - j. MUEP 321, 322: *Woodwind Techniques* (6 units)
  - k. MUEP 331, 332: *String Techniques* (6 units)
2. Keyboard skills:
  - a. MURP 211 and 212: *Keyboard Skills for Music Educators I, II* (2 units) in addition to degree requirements in keyboard skills.
3. Ensemble: 12 units Participation in major ensemble required every term in residence on the Appleton campus. The requirement is based on the student's primary instrument, as follows:
  - a. Winds and percussion:
    - i. 6 units in wind ensemble or symphonic band,
    - ii. 3 units in any major chorale ensemble, and
    - iii. 3 additional units in any major ensemble
  - b. Strings:
    - i. 6 units in symphony orchestra,
    - ii. 3 units in any major chorale ensemble, and
    - iii. 3 units in any major ensemble

*Note:* To earn a B.Mus. degree with this major requires completion of more than the 216 units required for the degree. Many students in this major opt to complete the student-teaching requirement during a 14th term.

# CONSERVATORY OF MUSIC

## The major in theory/composition

### 2012-2013 Course Catalog

Students wishing to pursue the theory/composition major must submit an acceptable portfolio consisting of a minimum of two compositions (in legible manuscript and accompanied by a recording if possible), normally by the end of the sophomore year. The works included in the portfolio are normally composed while taking composition class or private composition lessons at Lawrence.

### Theory/composition

1. Music theory in addition to the core courses required for the B.Mus. degree: 36 units
  - a. Two courses in counterpoint (12 units), either:
    - i. MUTH 400 *Renaissance Counterpoint* (6 units) and MUTH 401 *Counterpoint in the Style of J.S. Bach I* (6 units), or
    - ii. MUTH 401 *Counterpoint in the Style of J.S. Bach I* (6 units) and MUTH 402 *Counterpoint in the Style of J.S. Bach II* (6 units)
  - b. MUTH 411, 412: *Orchestration I, II* (12 units)
  - c. MUTH 510: *Theory and Analysis of Music Since 1900* (6 units)
  - d. MUTH 350/550: *Topics in Music Analysis* (6 units)
2. Music composition and arranging: 30 units
  - a. 6 units: MUCA 250: *Introductory Composition* (3 units per term)
  - b. 6 units: MUCA 350: *Intermediate Composition* (3 units per term)
  - c. 6 units: MUCA 550: *Advanced Composition* (3 units per term)
  - d. 6 additional units from MUCA 250, 350, 550
  - e. MUCA 300: *Techniques of the Contemporary Composer* (6 units)
  - f. Presentation of a full composition recital during senior year
3. Music history: fulfillment of the degree requirement of 24 units must include 12 units in courses numbered 400 or above
4. Performance: 24 units A minimum of 24 units in applied individual instruction
5. Ensemble: 12 units
  - a. 3 units in major ensemble,
  - b. 3 units in chamber music, and
  - c. 6 units in major ensemble or chamber music

## CONSERVATORY OF MUSIC

### **Senior Experience in Music Theory/Composition**

For students majoring in Music Theory/Composition, the *Senior Experience* consists of a recital of original compositions and a portfolio of scores and recordings of works composed while at Lawrence. The composition recital, which is normally held during the winter or spring term of the senior year, must include approximately 35-40 minutes of original music composed while at Lawrence (e.g., 5 to 6 works for various chamber ensembles, possibly including a solo work or two), showing variety in musical style, compositional technique, and artistic conception. The compositions should represent the student's finest work at Lawrence, and they should be prepared, rehearsed, and performed at the highest possible level.

The student, in consultation with his or her principal composition instructor, is responsible for all aspects of production (assembling personnel, preparation of scores and parts, preparation of the concert program and program notes, organizing rehearsals, and, where appropriate, coaching). The senior portfolio consists of professional-quality scores prepared by the student along with recordings of works performed at Lawrence, and must be submitted by the end of the tenth week of the term in which the senior recital occurs. The senior recital and portfolio is not normally subject to consideration for honors in independent study. Students wishing to undertake an honors project distinct from the senior recital may do so, but the honors project may not substitute for the senior recital and portfolio.

# CONSERVATORY OF MUSIC

## Emphasis options for theory/composition majors

### Emphasis in jazz and improvisational music

Admission to the Bachelor of Music in theory/ composition with an emphasis in jazz and improvisational music may be granted to a limited number of students upon successful completion of qualifying examinations and with the approval of a candidate selection committee. For detailed information on admission and scheduling of requirements, students are referred to the chair of the jazz and improvisational music department. Specific courses required for the emphasis are as follows:

1. Music theory in addition to the core courses required for the B.Mus. degree:
  - a. MUTH 411:*Orchestration I* (6 units)
  - b. MUTH 510:*Theory and Analysis of Music Since 1900*(6 units)
2. Music composition and arranging
  - a. MUCA 331, 332, 333:*Jazz Composition and Arranging I, II, III* (9 units)
  - b. MUCA 530:*Advanced Jazz Composition* (9 units at 3 units per term)
  - c. MUCA 300:*Techniques of the Contemporary Composer* (6 units)
  - d. 6 units from MUCA 250, 350, 550:*Composition*
3. Supporting courses for the emphasis:
  - a. MUTH 240:*Jazz Theory and Aural Training* (3 units)
  - b. MUCA 220, 221:*Jazz Improvisation I, II* (6 units)
  - c. MUIN 329:*Jazz Studies* - one term of applied individual study in jazz piano (3 units)
  - d. MUHI 455:*Jazz History* (3 units)
  - e. MUEP 305:*Jazz Pedagogy* (1 unit)
  - f. MUEP 120:*Basic Audio Recording* (1 unit)
4. Performance: A minimum of 24 units in applied individual instruction and 6 terms on the major instrument or voice
5. Ensemble: Completion of the requirement must include:
  - a. 3 terms of MUEN 248: *Jazz Small Group Studies*, after admission to jazz emphasis (3 units)
  - b. 3 terms of MUEN 295: *Jazz Ensemble* or MUEN 293: *Jazz Band*, after admission to the jazz emphasis (3 units)
  - c. Additional ensembles, specific to primary instrument, as follows:
    - Winds/Percussion: 6 terms wind ensemble/ symphonic band; 3 terms chamber music
    - Strings: 9 terms symphony orchestra (3 terms required participation after admission to the emphasis in jazz studies); 3 terms chamber music
    - Piano: 3 terms symphony orchestra, wind ensemble, symphonic band, concert choir, women's choir, or chorale; 3 terms supervised accompanying
    - Guitar: 3 terms symphony orchestra, wind ensemble, symphonic band, concert choir, women's choir, chorale, or chamber music
    - Voice: 6 terms concert choir or women's choir

## CONSERVATORY OF MUSIC

### 6. Required Projects

- a. Recitals: Half recital (30 minutes maximum stage time) during junior year, full recital (60 minutes maximum stage time) during senior year.
- b. *DownBeat* Magazine Student Music Awards Application: By December 31 of the senior year, all candidates are required to submit an application and CD recording (a minimum of 10 minutes or 3 selections) for the Jazz Soloist category in the annual *DownBeat* Magazine Student Music Awards. Repertoire will be chosen by the coordinator of jazz performance practice in consultation with the applied jazz studio teacher
- c. Assembly of Self-Promotional CD and/or Web site: Over the course of the candidate's two years in the jazz emphasis, a media project documenting the student's jazz performances, compositions, arrangements, and teaching/pedagogical demonstrations must be assembled. Candidates may choose to create an audio CD, audio/visual DVD, or personal Web site containing a minimum of 30 minutes of recorded work by the candidate. The selected project(s) must be presented to the jazz and improvisational music faculty before the conclusion of the final term of study.
- d. Jazz Small Group Coaching: All candidates will direct or co-direct a jazz small group for a minimum of one term after admission to the emphasis in jazz studies (one 60-minute rehearsal per week). Each candidate must submit (in writing to the jazz faculty) a repertoire list and rehearsal plan for the term by the end of the third week. Each candidate must arrange for one group rehearsal observation by a jazz faculty member before the mid-term reading period.
- e. Jazz Big Band Conducting: All candidates will conduct designated rehearsals and sectionals of Jazz Band or Jazz Workshop after admission to the emphasis in jazz studies.
- f. Jazz "Tune of the Week" Tutoring: All admitted Jazz Emphasis candidates will serve as co-tutors for jazz "Tune of the Week" study/rehearsal sessions once each term. Tutors will organize and lead a single session (2-3 hours in duration, time and date TBA) at the end of each term for freshmen and sophomores contemplating admission to the Jazz Emphasis. Each session will serve as an "organized jam session" covering the 10 "Tune of the Week" selections assigned in each given term.

*Note:* Before admission to the jazz emphasis, Bachelor of Music theory/composition candidates are required to study with the respective classical applied instructors but may elect added applied study with the respective jazz applied instructor. After admission to the jazz emphasis, candidates are required to study with the respective jazz applied instructors but may elect to continue applied study with the respective classical instructor.



## CONSERVATORY OF MUSIC

### **Ensemble performance study**

Note: A maximum of 12 units of major ensemble may apply toward the Bachelor of Music degree, except when required by the major. Major ensembles are Concert Choir, Cantala Women's Choir, Viking Chorale, Music Theatre, Wind Ensemble, Symphonic Band, Symphony Orchestra, Jazz Ensemble, and Jazz Band.

Students may not register for ensemble study by using Voyager; registration will be handled by ensemble directors at the beginning of each term.

# CONSERVATORY OF MUSIC

## **Bachelor of Arts/Bachelor of Music double-degree program**

### **Course Catalog 2012-2013**

Professional study in music and study in the liberal arts may be combined in a five-year program leading to both Bachelor of Music and Bachelor of Arts degrees, the latter with a major other than music. Both degrees are awarded at the conclusion of the five-year program. Interested students should discuss this possibility with their advisors as early as possible.

Approximately half of the curriculum is devoted to the study of music — completion of the music core and requirements for a major in performance, music education, or theory/composition. The other half of the curriculum mirrors that of the Bachelor of Arts program, emphasizing breadth of study central to a liberal arts education, focused study in the college major, and elective study to complement other work or explore other fields of interest.

Certain majors in the Bachelor of Arts degree program (for example, some laboratory sciences) may be difficult to combine with the Bachelor of Music degree program into a five-year double-degree program, especially if the student's objective is to maintain serious options for graduate or professional work in both areas after graduation. Such combinations may require that course overloads be taken to complete minimum requirements in each major in a timely and satisfactory manner. Early and regular consultation with advisors in both the college and the conservatory is imperative. Further, students who seek certification for purposes of teaching a subject other than music are urged to see the associate dean of the conservatory.

In addition to academic policies and regulations, students in the conservatory are subject to policies and procedures detailed in conservatory department guidelines and the Conservatory Student Handbook.

# CONSERVATORY OF MUSIC

## Degree Requirements

1. Completion of a minimum of 15 terms of study and 270 units. Of the 270 units required, a student must present:
  - a. a minimum of 144 units in music, exclusive of MURP 201, 202, 203, 301, 302 and MUTH 161, 162, 171, 172
  - b. a minimum of 114 units selected from courses other than music
  - c. no more than 42 units from courses in education
  - d. a minimum of 72 units from courses numbered 200 and above
  - e. no more than 90 units from a single department outside of music, except that in the art department a student may present no more than 126 units, no more than 90 of which may be in art and no more than 90 of which may be in art history
  - f. no more than 12 units from academic internships
2. In the freshman year, 12 units of *Freshman Studies*.
3. Completion of the General Education Requirements:
  - a. Distribution, in order to gain exposure to a range of disciplines, subjects, and perspectives within the liberal arts:
    - i. 6 units selected from departments and courses listed within the Division of Humanities. All courses in the humanities taught in English will count toward this requirement. Humanities courses taught in a foreign language and numbered 300 and above also will count toward this requirement, except as noted in the course catalog.
    - ii. 6 units selected from departments and courses listed within the Division of Fine Arts;
    - iii. 6 units selected from departments and courses listed within the Division of Social Sciences;
    - iv. 6 units selected from laboratory courses in biology, chemistry, geology, or physics in the Division of Natural Sciences
  - b. Diversity, in order to prepare students for a more global world and a more diverse America:
    - i. 6 units selected from courses designated as either emphasizing global and comparative perspectives on the world or focusing on areas outside Europe and the United States;
    - ii. 6 units selected from courses designated as focusing on dimensions of diversity, such as race, ethnicity, and gender, that are of particular importance in understanding contemporary society in the United States.
  - c. Competency, in order to improve and reinforce those fundamental abilities central to a liberal arts education:
    - i. 6 units selected from courses designated as writing intensive or 6 units selected from courses designated as speaking intensive;
    - ii. 6 units selected from courses designated as emphasizing mathematical reasoning or quantitative analysis;
    - iii. 6 units in a foreign language taken from courses numbered 200 or above and taught primarily in a language other than English. This requirement may also be satisfied by attaining a score of 4 or 5 on an Advanced Placement examination in a foreign language or by passing a proficiency examination administered by a Lawrence University foreign language department.

## CONSERVATORY OF MUSIC

Qualified courses may count toward the requirements in any two of the categories above (distribution, diversity, and competency). Some courses may meet two requirements within a category. No single course can be used to fulfill more than two requirements. Credits granted pursuant to university policy for examinations (Lawrence Advanced Placement (AP), International Baccalaureate (IB), or A-levels) may be used as appropriate to fulfill diversity or competency requirements only.

4. Completion of a college major—departmental, interdisciplinary, or student-designed—exclusive of music, including all course and non-course requirements, such as departmental examinations, research projects and presentations, portfolios, etc. Students are required to declare a major by the beginning of the junior year.
5. Completion of music core requirements:
  - a. Music Theory
    - i. MUTH 151, 161, 171 or MUTH 201, 211, 221
    - ii. MUTH 152, 162, 172 or MUTH 202, 212, 222
    - iii. MUTH 251, 261, and 271
    - iv. MUTH 252, 262, and 272
    - v. MUTH 301, 311, and 321
  - b. Music History
    - i. MUHI 201 and 202
    - ii. 12 units selected from courses in music history numbered 400 or above
  - c. Keyboard skills: MURP 201, 202, 203 or MURP 301, 302
  - d. Applied music individual instruction as specified under requirements for the major and areas of emphasis
  - e. Ensemble study: a minimum of 12 units. Students are required to participate in an ensemble every term in which they are attending classes on the Appleton campus. Requirements for specific types of ensemble study (MUEN) are specified under requirements for majors and areas of emphasis.
  - f. Completion of a major in music — performance, music education, theory/composition, or student-designed — including all course and non-course requirements, such as recitals, qualifying examinations, etc. A student is normally expected to pass a qualifying examination after no more than six terms of study.
  - g. Completion of a designated *Senior Experience* course or activity within the chosen majors for each degree.
  - h. An academic record that meets the following standards:
    - i. A 2.000 grade-point average in all Lawrence courses.
    - ii. A 2.000 grade-point average in the music major (all music courses and non-music courses required for the major) unless otherwise specified under the major requirements.
  - i. Completion of required terms and units in residence as specified by the university residence requirements

# CONSERVATORY OF MUSIC

## Courses - Composition and arranging

### **MUCA 100**

#### **Fundamentals of Composition**

An introduction to the craft of music composition open to students with some background in music. Taught as a small class, the course will introduce basic compositional techniques to students with limited background in composition. Individualized compositional projects will be complemented by group listening and analysis. Does not satisfy any requirement for the theory/composition major. Units: 6.

### **MUCA 110**

#### **Introduction to Electronic Music**

Through hands-on composition-based projects, the course explores electronic and computer music in the context of the contemporary art music tradition as well as various popular idioms. Topics include digital audio sampling and editing, digital signal processing, sound synthesis, MIDI sequencing, and multi-track sound mixing. Discussions engage the integral role of technology in shaping our musical culture as well as the history of electronic music. Units: 6.

### **MUCA 191**

#### **Directed Study in Music Composition and Arranging**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

### **MUCA 195**

#### **Internship in Music Composition and Arranging**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

### **MUCA 200**

#### **Exploration in Composition**

An intermediate-level composition class intended for music majors not pursuing the theory/composition degree. Units: 3.

### **MUCA 220**

#### **Jazz Improvisation I**

An introduction to the fundamentals of jazz improvisation. Exploration of jazz repertoire through scale/chord/mode associations, rhythmic and linear development, and solo transcription/analysis. Units: 3.

Prerequisite: MUTH 240

# CONSERVATORY OF MUSIC

## **MUCA 221**

### **Jazz Improvisation II**

Continued exploration of jazz repertoire using more complex forms and progressions, intermediate linear concepts, and solo transcription/analysis. Units: 3.

Prerequisite: MUCA 220

## **MUCA 250**

### **Introductory Composition**

Composition of small forms in various media such as trios and quartets for strings, brass, or winds; art songs; and piano music. Theory/composition majors must complete a minimum of two terms. May be repeated for credit. Units: 3.

Prerequisite: MUCA 100 and MUTH 251

## **MUCA 300**

### **Techniques of the Contemporary Composer**

Development of the craft of the contemporary composer through selected topics in pitch, rhythm, and form. The course comprises analysis of major compositional techniques of contemporary music in tandem with directed assignments in composition. Units: 6.

Prerequisite: Two terms of MUCA 250 or consent of instructor

## **MUCA 331**

### **Jazz Composition and Arranging I**

Essentials of composing jazz music and writing for the jazz small group. Fundamentals of notation, orchestration, rhythmic embellishment, melodic development, jazz harmony, vertical sonorities, basic forms, 2-5 part densities. Units: 3.

Prerequisite: MUTH 240

## **MUCA 332**

### **Jazz Composition and Arranging II**

Intermediate composition and arranging concepts for expanded jazz ensembles. Units: 3.

Prerequisite: MUCA 331 or consent of instructor

## **MUCA 333**

### **Jazz Composition and Arranging III**

Advanced jazz writing projects. Units: 3.

Prerequisite: MUCA 332

## **MUCA 350**

### **Intermediate Composition**

A continuation of MUCA 250, with emphasis on larger forms. Theory/composition majors must complete a minimum of two terms. May be repeated for credit. Units: 3.

Prerequisite: MUTH 301 and at least two terms of MUCA 250

# CONSERVATORY OF MUSIC

## **MUCA 390**

### **Tutorial Studies in Music Composition and Arranging**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUCA 391**

### **Directed Study in Music Composition and Arranging**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MUCA 395**

### **Internship in Music Composition and Arranging**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MUCA 399**

### **Independent Study in Music Composition and Arranging**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

## **MUCA 400**

### **Topics in Music Composition**

Selected topics in contemporary music, intended for theory/composition majors and other students interested in music composition. Units: Variable.

*Topic for Winter 2013: Electroacoustic Composition and Performance* This course is a collaborative seminar that provides a unique opportunity for performers and composers to become better acquainted with the genre of contemporary electroacoustic music. Each student will explore the genre through performance, composition, and research.  
Units: Variable.

Prerequisite: MUTH 301

## **MUCA 530**

### **Advanced Jazz Writing Skills**

A continuation of MUCA 331, 332, 333 through private instruction. May be repeated for credit.  
Units: 3.

Prerequisite: MUCA 333 and admission to an emphasis in jazz studies, or consent of instructor

# CONSERVATORY OF MUSIC

## **MUCA 550**

### **Advanced Composition**

Composition in various forms and for various media, culminating in at least one work for large ensemble. Theory/composition majors must complete a minimum of two terms. May be repeated for credit. Units: 3.

Prerequisite: Two terms minimum of MUCA 350

## **MUCA 590**

### **Tutorial Studies in Music Composition and Arranging**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUCA 591**

### **Directed Study in Music Composition and Arranging**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MUCA 595**

### **Internship in Music Composition and Arranging**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MUCA 599**

### **Independent Study in Music Composition and Arranging**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUCA 690**

### **Tutorial Studies in Music Composition and Arranging**

Units: Variable.

Prerequisite: Counter Registration Required.



# CONSERVATORY OF MUSIC

## **MUCA 691**

### **Directed Study in Composition and Arranging**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MUCA 695**

### **Internship in Music Composition and Arranging**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MUCA 699**

### **Independent Study in Music Composition and Arranging**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# CONSERVATORY OF MUSIC

## Courses - Music Ensemble Performance

### **MUEN 212**

#### **Hybrid Vocal Ensemble**

This ensemble, comprised of 8-16 SATB singers, will explore a wide variety of vocal works from all eras and genres of music and assist in building skills in various styles of improvisation while exploring and experiencing the deep connections between disparate musical genres. Particular emphasis will be placed on vocal jazz, early music, world music and newly composed works. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term.

### **MUEN 215**

#### **Vocal Jazz Ensemble**

Study and performance of music for vocal ensemble in the jazz idiom. Membership determined by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

### **MUEN 224**

#### **Horn Ensemble**

Open to all students by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term.

### **MUEN 225**

#### **Trombone Ensemble**

Open to all students by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term.

### **MUEN 230**

#### **Percussion Ensemble**

Open to all students by audition. Performance of contemporary percussion chamber music, including music written specifically for mallet ensembles. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

### **MUEN 235**

#### **Improvisation Group**

Solo and group improvisation without stylistic boundaries. Membership determined by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

# CONSERVATORY OF MUSIC

## **MUEN 245**

### **Chamber Music**

A study of ensemble playing through repertoire selected according to the interests and capability of the students. A maximum of 6 units, beyond departmental requirements, may apply to degree requirements. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 248**

### **Jazz Small Group Studies**

Year-long study and performance of jazz small group repertoire for ensembles chosen by audition. A maximum of 6 units of jazz small group (chamber) music, beyond departmental requirements, may apply to degree requirements. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 250**

### **Supervised Accompanying**

Supervised accompanying in a voice or instrumental studio. To include attendance at lessons as determined by the supervising teacher and at least two hours of rehearsal weekly. Repertoire must be approved by both the pianist's applied teacher and the other studio teacher involved. May be repeated for credit. Units: 1.

Prerequisite: Consent of instructor and students applied teacher. Supervised Accompanying Permission Form is required to register. Counter Registration Required.

## **MUEN 270**

### **Viking Chorale**

Introductory choral experience open to all students of the university. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 272**

### **Cantala Women's Choir**

An advanced women's ensemble that studies and performs music of all historical periods. Open to all women of the university by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 275**

### **Lawrence Concert Choir**

An advanced choral ensemble that studies and performs music of all historical periods. Open to all students of the university by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

# CONSERVATORY OF MUSIC

## **MUEN 280**

### **Performance Skills for Singers**

Introduction to the craft of the singing actor. Stage/audition protocol; expressive movement; gesture; character analysis; subtext; blocking. Students must prepare song for analysis and performance. May not be repeated. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term.

## **MUEN 281**

### **Opera Workshop**

Preparation for the singing actor. Theatre games; improvisation; character research and analysis; elements of style. Culminates in "showcase" presentation. May be repeated for credit. Units: 1.

Prerequisite: MUEN 280 Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 282**

### **Mainstage Opera Preparation**

Experience in musical and dramatic aspects of performance, especially preparation of character, language, and music from the selected production. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 283**

### **Mainstage Opera Performance**

Final preparation and performance of an operatic or music theatre production. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 284**

### **Opera Scenes**

Performance practice for the singing actor. Role preparation including musical/linguistic coaching; character analysis; blocking; staged performance. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 285**

### **Wind Ensemble**

A select group chosen by audition. Emphasis on wind repertoire with one player per part. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

# CONSERVATORY OF MUSIC

## **MUEN 287**

### **Symphonic Band**

Study and performance of music written for concert or symphonic band. Membership determined by audition. *Note:* Although students may participate in both Wind Ensemble and Symphonic Band and receive credit for both, only 1 unit of this participation per term may apply toward satisfying degree requirements. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 290**

### **Symphony Orchestra**

Membership determined by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 293**

### **Jazz Band**

Membership determined by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not registrar for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 295**

### **Jazz Ensemble**

Membership determined by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## **MUEN 297**

### **Jazz Workshop**

Membership determined by audition. May be repeated for credit. Units: 1.

Prerequisite: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term.

## **MUEN 410**

### **Advanced Wind Quintet Studies**

Yearlong study and performance of advanced wind quintet repertoire for an ensemble chosen by audition. A maximum of 6 units of chamber music, beyond departmental requirements, may apply to degree requirements. May be repeated for credit. Units: 1.

Prerequisite: Consent of instructor and students applied teacher Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

## CONSERVATORY OF MUSIC

### **MUEN 420**

#### **Advanced Brass Quintet Studies**

Yearlong study and performance of advanced brass quintet repertoire for an ensemble chosen by audition. A maximum of 6 units of chamber music, beyond departmental requirements, may apply to degree requirements. May be repeated for credit. Units: 1.

Prerequisite: Consent of instructor and students applied teacher Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

### **MUEN 430**

#### **Advanced Saxophone Quartet Studies**

Year-long study and performance of advanced saxophone quartet repertoire for an ensemble chosen by audition. A maximum of 6 units of chamber music, beyond departmental requirements, may apply to degree requirements. May be repeated for credit. Units: 1.

Prerequisite: Consent of instructor and students applied teacher Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term

# CONSERVATORY OF MUSIC

## Courses - Music Education and Pedagogy

### **MUEP 120**

#### **Basic Audio Recording**

Fundamentals of audio recording, providing a basic knowledge of essential recording theory, skills, and techniques. Units: 1.

### **MUEP 191**

#### **Directed Study in Music Education and Pedagogy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

### **MUEP 195**

#### **Internship in Music Pedagogy**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

### **MUEP 201**

#### **Introduction to Music Education**

An introduction to philosophy of music education and the principles of learning theory and pedagogy, as applied to the private lesson, instrumental and choral ensembles, and general music classroom. Includes directed reading and discussion, observation of experienced teachers, and in-class teaching. Successful completion of this course is required prior to admission to the music education areas of general, choral/general, instrumental, and instrumental/general. Units: 3.

### **MUEP 230**

#### **Voice for Instrumental Music Educators**

An introduction to singing technique, voice use, and health. Consists of lectures and private lessons. Units: 1.

Prerequisite: Sophomore standing

### **MUEP 231**

#### **Vocal Proficiency and Pedagogy I, II**

An introduction to and practicum on the basics of vocal technique and pedagogy. Emphasis on techniques of breathing, phonation, and vowel formation and the building of resonance and range. Two-term sequence, taken in conjunction with MUEN 270 (students may elect to substitute MUEN 275 or MUEN 272, by audition). 1 unit per term. Units: 1.

Prerequisite: Sophomore standing

# CONSERVATORY OF MUSIC

## **MUEP 232**

### **Vocal Proficiency and Pedagogy I, II**

An introduction to and practicum on the basics of vocal technique and pedagogy. Emphasis on techniques of breathing, phonation, and vowel formation and the building of resonance and range. Two-term sequence, taken in conjunction with MUEN 270 (students may elect to substitute MUEN 275 or MUEN 272, by audition). 1 unit per term. Units: 1.

## **MUEP 240**

### **General Music Methods I**

Philosophy, principles, and procedures of early childhood music education, grades pre-K-3. Includes basic musicianship skills, understanding and implementation of Kodály, Orff, and Dalcroze methodologies. Laboratory observations and experiences with young children. Units: 6.

Prerequisite: MURP 212 and MUTH 251, or consent of instructor

## **MUEP 245**

### **Instrumental Pedagogy**

An introduction to individualized instrumental instruction. Directed reading and discussion concerning instrumental technique and pedagogy, learning theory, and lesson planning. Includes supervised teaching of private lessons and observation of experienced teachers. May be repeated for credit. Units: 3.

Prerequisite: Sophomore standing and consent of instructor

## **MUEP 252**

### **Cello Pedagogy**

An introduction to cello teaching. Directed reading and discussion concerning technique and pedagogy, learning theory, and lesson planning. Includes supervised teaching of private lessons and observation of experienced teachers. Units: 3.

## **MUEP 259**

### **Brass Pedagogy**

An introduction to individualized brass instrument instruction. Directed reading and discussion concerning wind instrument technique and pedagogy, learning theory, and lesson planning. Units: 3.

Prerequisite: Successful completion of performance qualifying exam

## **MUEP 260**

### **Wind Pedagogy**

An introduction to individualized wind instrument instruction. Directed reading and discussion concerning wind instrument technique and pedagogy, learning theory, and lesson planning. Includes supervised teaching of private lessons and observation of experienced teachers. Units: 3.

Prerequisite: Sophomore standing



# CONSERVATORY OF MUSIC

## **MUEP 261**

### **Flute Pedagogy**

An introduction to teaching the flute. Directed reading and discussion concerning technique and pedagogy, learning theory, and lesson planning. Includes supervised teaching of private lessons and observation of experienced teachers. Units: 3.

Prerequisite: Sophomore standing

## **MUEP 280**

### **The Entrepreneurial Musician**

A broad introduction to entrepreneurship for musicians, dancers, thespians, visual artists, and other interested students. This course aspires to give students the tools and the mindset to become agents of innovative, entrepreneurial change, social entrepreneurs or entrepreneurial artists. After presenting a social science view of entrepreneurship, the course will feature faculty from a variety of disciplines as well as visiting entrepreneurs. This is a project-oriented course with extensive speaking that will challenge convention, push you to new realms of creative thought, and stretch the boundaries of collaborative learning. Are you ready to unleash the power of the liberal arts? Units: 6.

## **MUEP 301**

### **Piano Pedagogy I**

An introduction to piano teaching. Study of learning process and teaching methods and materials. Work with lesson and curriculum planning and instructional techniques for both groups and individuals, from average-age beginners through intermediate-level students. Required observation of experienced teachers and supervised teaching. Units: 3.

Prerequisite: Sophomore standing or consent of instructor

## **MUEP 302**

### **Piano Pedagogy II**

An introduction to piano teaching. Study of learning process and teaching methods and materials. Work with lesson and curriculum planning and instructional techniques for both groups and individuals, from average-age beginners through intermediate-level students. Required observation of experienced teachers and supervised teaching. Units: 3.

Prerequisite: MUEP 301

## **MUEP 303**

### **Piano Pedagogy III**

An introduction to piano teaching. Study of learning process and teaching methods and materials. Work with lesson and curriculum planning and instructional techniques for both groups and individuals, from average-age beginners through intermediate-level students. Required observation of experienced teachers and supervised teaching. Units: 3.

Prerequisite: MUEP 302

## **MUEP 304**

### **Guitar Pedagogy**

An introduction to class guitar and individual guitar instruction. Includes reading and discussion, lesson and curriculum planning, observation of experienced teachers and a survey of pedagogical materials. Units: 1. Prerequisite: Sophomore standing

# CONSERVATORY OF MUSIC

## **MUEP 305**

### **Jazz Pedagogy**

Structured to prepare teachers of elementary, middle school, and high school students. Jazz education philosophies, teaching improvisation/aural skills/interaction, fostering composition/arranging in the school program, small group development, large ensemble rehearsal techniques, repertoire/ programming, and public presentation. Units: 1.

Prerequisite: Junior standing or consent of instructor

## **MUEP 307**

### **Orchestration for the Music Educator**

An overview of woodwind, brass, string, and percussion instrument families, with discussion of solutions to common problems encountered when dealing with these instruments. Units: 1.

Prerequisite: MUTH 301

## **MUEP 310**

### **Brass Techniques**

An introduction to the teaching of brass instruments, with emphasis on teaching principles and their application to school music. Theoretical and practical playing knowledge of all brass instruments required. Discussion and evaluation of method, materials, and literature. Units: 3.

Prerequisite: Sophomore standing

## **MUEP 315**

### **Percussion Techniques**

An introduction to the teaching of percussion instruments, with emphasis on teaching principles and their application to school music. Theoretical and practical playing knowledge of all percussion instruments required. Required observation, discussion, and evaluation of method, materials, and literature. Units: 3.

Prerequisite: Sophomore standing

## **MUEP 321**

### **Woodwind Techniques I**

A study of the woodwind instruments, with emphasis on teaching principles and their application to school music. Laboratory fee. Units: 3.

Prerequisite: Sophomore standing

## **MUEP 322**

### **Woodwind Techniques II**

A study of the woodwind instruments, with emphasis on teaching principles and their application to school music. Laboratory fee. Units: 3.

Prerequisite: MUEP 321 or consent of instructor.

# CONSERVATORY OF MUSIC

## **MUEP 331**

### **String Techniques I**

Class instruction in all bowed string instruments, with emphasis on teaching principles and their application to string classes in elementary and secondary schools. Units: 3.

Prerequisite: Sophomore standing

## **MUEP 332**

### **String Techniques II**

Class instruction in all bowed string instruments, with emphasis on teaching principles and their application to string classes in elementary and secondary schools. Units: 3.

Prerequisite: MUEP 331 or consent of instructor.

## **MUEP 333**

### **String Pedagogy: Pedagogues & Methods**

A concentrated course encompassing a wide range of pedagogical approaches and principles involved in teaching and playing the violin, viola, cello, and double bass. Topics include the study of major pedagogues, including Galamian, Suzuki, Rolland, and others. Offered even years only. Units: 1.

## **MUEP 334**

### **String Pedagogy: Editing Orchestral String Parts**

A study of orchestral bowing principles and string finger logic to yield musical results. Has application to string majors, secondary string players, conductors, composers, and music educators. Offered odd years only. Units: 1.

## **MUEP 335**

### **Guitar Techniques for the Music Educator**

Beginning guitar instruction providing practical application of basic performance techniques to the elementary music classroom for the purposes of teaching. Units: 1.

## **MUEP 340**

### **Musical Theatre for the Music Educator**

This course is designed to equip the future music educator with a basic understanding of the various details and responsibilities involved in mounting a musical theatre production. Topics include: choosing a musical, rehearsal schedules, the audition process, costumes and makeup, stage direction and blocking, lighting and sound, advertising, budget, and problems in the "pit." This course will be offered every other year. Units: 3.

## **MUEP 350**

### **General Music Methods II**

Philosophy, principles, and procedures of elementary music education, grades 4-6. Includes basic musicianship skills, understanding and implementation of Kodály, Orff, and Dalcroze methodologies. Laboratory observations and experiences with young children. Units: 6.

Prerequisite: MUEP 240

# CONSERVATORY OF MUSIC

## **MUEP 370**

### **General Music Practicum**

A pre-student-teaching opportunity to integrate coursework in general music with practical teaching experience in grades K-12. Two and one-half hours of teaching per week with weekly conferences with instructor. Teaching hours will count toward the 100 clock-hour pre-student teaching mandated by the State of Wisconsin. Units: 3.

Prerequisite: MUEP 232, MUEP 335, and MUEP 350; or consent of instructor

## **MUEP 371**

### **Voice Science and Pedagogy I**

An introduction to the science and pedagogy of singing, emphasizing the physiology and pedagogy of respiration for singing, the voice source, vocal acoustics, and registration. The application of voice science to pedagogy, issues of pedagogical philosophy and psychology, vocal line, vocal vibrato, and vocal hygiene also are introduced. 3 units awarded upon completion of MUEP 372. Units: 3.

Prerequisite: Junior standing or consent of instructor; credit awarded upon completion of MUEP 372

## **MUEP 372**

### **Voice Science and Pedagogy II**

A continuation of MUEP 371. Supervised student teaching with weekly lab discussions on issues arising from the teaching experience. Units: 1.

Prerequisite: MUEP 371

## **MUEP 380**

### **Conducting Principles**

An introduction to choral and instrumental conducting: baton and rehearsal techniques, and score-reading (utilizing aural and keyboard skills). Lab required. Units: 6.

Prerequisite: Sophomore standing, MUTH 301 and BKS

## **MUEP 390**

### **Tutorial in Music Pedagogy**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUEP 391**

### **Directed Study in Music Education and Pedagogy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

# CONSERVATORY OF MUSIC

## **MUEP 395**

### **Internship in Music Pedagogy**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MUEP 399**

### **Independent Study in Music Pedagogy**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

## **MUEP 401**

### **Instrumental Methods and Rehearsal Techniques I**

Principles, procedures, and philosophy for organizing, administering, and teaching in orchestra and band programs at the elementary, middle, and senior high levels. Synthesis and expansion of music and education courses previously taken by music education students. Development of a practical yet comprehensive method for teaching instrumental music. Units: 6.

Prerequisite: Junior standing and MUEP 380

## **MUEP 402**

### **Choral Techniques, Rehearsal Procedures, and Repertoire I**

A study of rehearsal techniques, repertoire, and good singing habits as they relate to choral ensemble and general music programs. Laboratory experience in local junior and senior high schools. Units: 6.

Prerequisite: MUEP 370 or consent of instructor

## **MUEP 451**

### **Instrumental Methods and Rehearsal Techniques II**

A continuation of instrumental conducting studies; rehearsal technique; aural, vocal, and written score analysis; and improvisation. Specific topics pertinent to the student's emphasis addressed. Required participation in instrumental lab. Units: 6.

Prerequisite: MUEP 401

## **MUEP 452**

### **Choral Techniques, Rehearsal Procedures and Repertoire II**

Students will continue to develop their skills as addressed in MUEP 402. Includes more intensive formal score analysis, lesson planning, vocal modeling, and listening. Students will begin to develop inner hearing, demonstrate an ability to play and sing the score, refine rehearsal efficiency, and demonstrate effective nonverbal skills as well while conducting. Students will also teach in a high school or middle school choral classroom. Units: 6.

Prerequisite: MUEP 402 Corequisite: MUEP 307

# CONSERVATORY OF MUSIC

## **MUEP 502**

### **Early Advanced Piano Pedagogy**

A course in how to teach the advancing pianist, with a survey of piano literature for the pre-college student. Readings on style, technique, form, and practice techniques. Required observation of conservatory piano faculty. Units: 3.

Prerequisite: MUEP 303

## **MUEP 503**

### **Group Piano Pedagogy**

Study of different types of group teaching situations: in the schools, independent studios, different age and special-interest groups, repertoire classes. Techniques for teaching in the electronic piano laboratory. Units: 3.

Prerequisite: MUEP 303

## **MUEP 505**

### **Internship in Piano Pedagogy**

Internship in independent studio teaching. Opportunity to integrate coursework in piano pedagogy with practical experience in an independent piano studio. Exploration of the business and professional aspects of establishing an independent teaching studio. Studio placement must be approved by instructor. Units: 3.

Prerequisite: MUEP 581

## **MUEP 581**

### **Student Teaching in Piano I**

Supervised teaching in the Lawrence Academy of Music. Includes weekly conferences with the pedagogy instructor. Units: 3.

Prerequisite: MUEP 303

## **MUEP 582**

### **Student Teaching in Piano II**

Supervised teaching in the Lawrence Academy of Music. Includes weekly conferences with the pedagogy instructor. Units: 3.

Prerequisite: MUEP 581

## **MUEP 590**

### **Tutorial in Music Pedagogy**

Units: Variable.

Prerequisite: Counter Registration Required.

# CONSERVATORY OF MUSIC

## **MUEP 591**

### **Directed Study in Music Education and Pedagogy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MUEP 595**

### **Internship in Music Pedagogy**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MUEP 599**

### **Independent Study in Music Pedagogy**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUEP 660**

### **Advanced Methods in Teaching Music**

The seminar will engage students in critical reflection upon their student teaching experience. Concrete and theoretical problems having to do with teaching and learning will be explored (e.g., classroom management, assessment of pupil performance, curriculum design, instructional methods), as will issues having to do with educational policy and school organization. Units: 3.

Prerequisite: Concurrent enrollment in MUEP 680 or consent of the instructor

## **MUEP 680**

### **Student Teaching**

Student teaching assignments for 18-week public or private school semesters are contracted with local Fox Valley schools within a 45 mile radius of campus. Concurrent registration in MUEP 660 Student Teaching Seminar is required. Units: 18.

Prerequisite: Completion of all methods courses and consent of instructor

# CONSERVATORY OF MUSIC

## **MUEP 685**

### **International Student Teaching**

This is an overseas student teaching option in music. After nine weeks of student teaching in the greater Fox Valley, students will be placed in one of 16 countries to complete the student teaching practicum. International student teaching is available during 13th term. For students in the five-year double-degree program, a 16th term of student teaching is available under the same policy. Students must have been admitted to the student teaching program and have met all requirements for domestic student teaching. Contact the department chair for additional admission and fee requirements. Units: 18.

Prerequisite: Senior standing and admission to student teaching program; contact the music education department chair about specific prerequisites, co-requisites, admission and fee requirements

## **MUEP 690**

### **Tutorial in Music Pedagogy**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUEP 691**

### **Directed Study in Music Education and Pedagogy**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MUEP 695**

### **Internship in Music Pedagogy**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MUEP 699**

### **Independent Study in Music Pedagogy**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.



# CONSERVATORY OF MUSIC

## Courses - Music History

### **MUHI 100**

#### **Introduction to Music Literature**

Lectures and guided listening for the non-music major, introducing musical materials, basic musical concepts, and a variety of styles and types of music. Consideration of the place of music in society, past and present. Does not satisfy course requirements for any music major. Units: 6.

### **MUHI 110**

#### **Topics in Music History for the Non-Major**

An exploration of a musicological topic that is more narrowly focused than or lies outside the scope of the Introduction to Music Literature course. May be repeated with consent of the instructor. Does not satisfy course requirements for any music major. Units: Variable.

### **MUHI 120**

#### **Introduction to Jazz History**

An exploration of the musical development and cultural impact of jazz from its origins to the present for students not majoring in music. Lectures, films, and readings provide historical details. Does not satisfy course requirements for any music major. Units: 6.

### **MUHI 131**

#### **The Grand Tour: Musical Taste and Manners in Europe 1600-1750**

A study of music in the Baroque period, its social and historical context and relationship to other arts. The course explores the depth and variety of 17th and 18th century musical life and follows a broad range of interests to suit both music majors and non-specialists. Museum visits and weekly concerts, with accompanying lectures; demonstrations by performers active in the field of historical performance practice; and readings on form, style, and the lives of composers. The course is general in scope, and no prior musical knowledge is expected. Does not satisfy course requirements for any music major. Not open to students who have previously received, or need to receive credit for MUHI 431. *Offered at the London Centre.* Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

### **MUHI 133**

#### **Perspectives on Genius: The life and musical impact of Beethoven**

Ludwig van Beethoven, arguably one of the most famous composers of all time, is a compelling and fascinating figure in classical music. He occupies a central position as the architect of musical Romanticism and his influence continues today. In additions to studying his music from the perspective of his own time, we will discuss his extraordinary creative personality and the reception of his music by subsequent composers and listeners. A number of concerts and outside visits will be organized, and students will be encouraged to attend relevant performances in London, for which they will be prepared in class. The course will be general in scope, and no prior musical knowledge will be expected. The course does not satisfy requirements for any music major. Not open to students who have received or need to receive credit for MUHI 433. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre

# CONSERVATORY OF MUSIC

## MUHI 135

### **The British Musical Renaissance: Elgar, Vaughan Williams, and Britten**

An introduction to British music in the first three-quarters of the 20th century. In addition to studying major works by Elgar, Vaughan Williams, and Britten, students will explore the social and political currents as they impinged on musical life in Britain. A number of concerts and outside visits will be organized, and students will be encouraged to attend relevant performances in London, for which they will be prepared in class. The course will be general in scope, and no prior musical knowledge will be expected. Does not satisfy course requirements for any music major. Not open to students who have previously received, or need to receive credit for MUHI 435. *Offered at the London Centre.* Units: 6.

Prerequisite: Must be attending the Lawrence London Centre.

## MUHI 136

### **Gilbert & Sullivan and Their Victorian World**

An exploration of Victorian culture, including music, art, theatre, politics, and daily life as reflected in the operettas of Gilbert and Sullivan. *Offered at the London Centre.* Units: 6.

Prerequisite: Must be attending the Lawrence London Center

## MUHI 137

### **Opera in Context**

This course will explore the literary and historical inspirations for great operas, giving particular attention to operas and related plays being offered in London during the fall of 2007. Some operas are derived from literary sources, such as Britten's *The Turn of the Screw* (being produced by English National Opera), based upon the gothic psychological thriller of Henry James. Others, such as Mozart's *The Magic Flute* (also coming to ENO), with its many connections to Masonry and enlightenment philosophy, are a rich source of both literary and historical/cultural interest. Other operas to be studied will depend upon the offerings of London theater companies. The structure of opera libretti will be compared to their literary sources, and the role of music in advancing the drama will be examined. This course is designed for a general student population, and does not require a background in music. *Offered at the London Centre.* Units: 6.

Prerequisite: Must be attending the Lawrence London Center

## MUHI 150

### **The Culture of Music in Germany**

After considering the role of music in the construction of "Germanness," the course focuses on the evolution of the "Lied" from folk song to the artistic "Lieder" and on contemporary popular music. Songs from the 18th to the 20th century are treated primarily as texts and cultural artifacts. Does not satisfy course requirements for any music major. Units: 6.

Also listed as German 275

Prerequisite: GER 202 or consent of the instructor

# CONSERVATORY OF MUSIC

## **MUHI 160**

### **Advance of the American Musical**

A study of this uniquely American theatrical form as it develops in response to our culture throughout the 20th century and into the 21st. Ability to read music helpful, but not required.

Units: 6.

Also listed as Theatre Arts 425

Prerequisite: Sophomore standing or consent of instructor

## **MUHI 191**

### **Directed Study in Music History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 195**

### **Internship in Music History**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 201**

### **Music History Survey I**

A survey of Western music and introduction to the historical study of musical styles from the Middle Ages through the mid-18th century. Music majors are encouraged to enroll during the sophomore year. Units: 6.

Prerequisite: MUTH 251 or consent of instructor

## **MUHI 202**

### **Music History Survey II**

A survey of Western music and musical styles from the mid-18th century to the present. Music majors are encouraged to enroll during the sophomore year. Units: 6.

Prerequisite: MUHI 201 or consent of instructor

# CONSERVATORY OF MUSIC

## **MUHI 210**

### **Topics in Music History for the Non-major**

This course will enable non-music majors to engage with the discipline of music history. Does not satisfy course requirements for any music major.

Units: 6.

#### *Topic for Fall 2012: American Popular Music*

Survey of the history of American popular music, from the mid-19th century to the present, tracing the development of musical styles and genres and focusing on the role of print and audio-visual media. Students will develop skills to describe, analyze, and interpret the musical form and lyrical content of a variety of popular music genres. Lectures will emphasize representations of race, class, gender, sexuality, and nationality in popular music.

#### *Topic for Winter 2013: National Identity and the American Musical*

From its origins in vaudeville and minstrel shows to the present day, musicals have participated in the formation of American national identity. This course will examine the relationship between music theater and politics and the changing face of national identity through a historical survey of the American musical.

#### *Topic for Spring 2013: The Native American Inside -- Perspectives of Contemporary Indigenous Women*

This course is designed as an interdisciplinary examination of Native identity and the changing role of women in indigenous culture. It will explore the ways gender, race, and ethnicity shape musical discourse as well as narrative constructions of nation in regional contexts. All course readings written by indigenous women authors.

Units: 6.

Prerequisite: Sophomore standing

## **MUHI 211**

### **Romanticism Then and Now**

An interdisciplinary investigation of the powerful and enduring influence of Romanticism in the arts. The course will connect formative examples of poetry (Wordsworth, Keats), music (Beethoven, Schubert), and visual arts (Blake, Turner) to each other and to their late romantic and neo-romantic progeny, in conjunction with select live performances and field trips to historic sites and museums. This course is general in scope and no prior musical knowledge is expected. Units: 6.

Prerequisite: Must be attending the Lawrence London Centre

## **MUHI 223**

### **Music & Mystical Experience**

What is mystical experience? And how does music evoke, induce, or otherwise bring us into relation with it? These questions motivate a cross-cultural, multi-disciplinary, and diachronic exploration of the ways in which human beings experience the numinous through music. In the spirit of its title, the course also introduces specific contemplative practices in order to cultivate qualities of mind conducive to contemplative engagement with music and sound. Units: 6.

Prerequisite: Sophomore standing

# CONSERVATORY OF MUSIC

## **MUHI 245**

### **American Popular Music and Culture**

Examination of the relationship between popular music and the broader cultural climate of the U.S. in the 20th and 21st centuries. Consideration of a selected body of popular music alongside the socio-political forces that have driven it: patriotism, racial tensions, civil rights, human rights, gay rights, feminism, activism, and class struggles. Units: 6.

Prerequisite: Sophomore standing

## **MUHI 390**

### **Tutorial in Studies Music History**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 391**

### **Directed Study in Music History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 395**

### **Internship in Music History**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 399**

### **Independent Study in Music History**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 411**

### **Aesthetics of Music**

A study of what can reasonably be said or written about music, critically examining many of the typical late Western assumptions often made of it, e.g., that music is an art, that it involves the production of works, that it is expressive, that it is a universal language. Open to music majors and non-majors. Previous music study helpful but not required. Units: 6.

Prerequisite: Sophomore standing

# CONSERVATORY OF MUSIC

## **MUHI 421**

### **Music and Gender**

This course will explore the relationship between music and gender in the Western world from the Middle Ages to the present. Considering classical and popular music, including music videos and film, as well as writings about gender and music, we will explore music's role as a reflection of, reaction to, and active participant in gender construction. Units: 6.

Also listed as Gender Studies 421

Prerequisite: MUHI 201 and MUHI 202

## **MUHI 422**

### **Borrowed Music in the Movies**

When a film uses a pre-existing piece of music (popular or classical), meanings multiply, both within and outside the film itself. This course will explore these meanings, focusing on the fluid and reciprocal relationship between film and the music it borrows. Units: 6.

Also listed as Film Studies 422

Prerequisite: MUHI 201 and MUHI 202

## **MUHI 423**

### **Music and Mystical Experience**

What is mystical experience? And how does music evoke, induce, or otherwise bring us into relation with it? These questions motivate a cross-cultural, multi-disciplinary, and diachronic exploration of the ways in which human beings experience the numinous through music. Readings from contemporary and historical sources in eastern and western philosophy, psychology, and the history and theory of music provide intellectual and aesthetic contexts in which to engage with a variety of musical practices and traditions. In the spirit of its title, the course also requires a commitment to specific contemplative practices—not bound to any particular belief system—that are introduced in an effort to cultivate qualities of mind conducive to contemplative engagement with a work of music or the experience of sound. Units: 6.

Prerequisite: MUHI 202

## **MUHI 431**

### **The Grand Tour: Musical Tastes and Manners in Europe 1600-1750**

A study of music in the Baroque period, its social and historical context and relationship to other arts. The course explores the depth and variety of 17th and 18th century musical life and follows a broad range of interests to suit both music majors and non-specialists. Museum visits and weekly concerts, with accompanying lectures; demonstrations by performers active in the field of historical performance practice; and readings on form, style, and the lives of composers. This course is a seminar involving independent research. Not open to students who have previously received credit for MUHI 131. *Offered at the London Centre.* Units: 6.

Prerequisite: Must be attending the Lawrence London Centre. MUHI 201 AND 202

# CONSERVATORY OF MUSIC

## **MUHI 433**

### **Perspectives on Genius: The life and musical impact of Beethoven**

Ludwig van Beethoven, arguably one of the most famous composers of all time, is a compelling and fascinating figure in classical music. He occupies a central position as the architect of musical Romanticism and his influence continues today. In addition to studying his music from the perspective of his own time, we will discuss his extraordinary creative personality and the reception of his music by subsequent composers and listeners. A number of concerts and outside visits will be organized, and students will be encouraged to attend relevant performances in London, for which they will be prepared in class. This course is a seminar involving independent research. Not open to students who have received credit for MUHI 133. Units: 6.

Prerequisite: MUHI 201 and 202; must be attending the Lawrence London Centre

## **MUHI 435**

### **The British Musical Renaissance: Elgar, Vaughan Williams, and Britten**

An introduction to British music in the first three-quarters of the 20th century. In addition to studying major works by Elgar, Vaughan Williams, and Britten, students will explore the social and political currents as they impinged on musical life in Britain. A number of concerts and outside visits will be organized, and students will be encouraged to attend relevant performances in London, for which they will be prepared in class. This course is a seminar involving independent research. Not open to students who have previously received credit for MUHI 135. *Offered at the London Centre.* Units: 6.

Prerequisite: MUHI 201 and 202

## **MUHI 440**

### **Topics in Music History: Life and Works**

A study of a composer's career, emphasizing the relationship between composer and society. Topics in this series vary from year to year. May be repeated with consent of the instructor. Units: 6.

Prerequisite: MUHI 202

## **MUHI 441**

### **Debussy: Contextual Perspectives**

This course will examine Debussy and his music from a broad cultural perspective in order to reveal the connections between the music and the political, social, and artistic world in which it was created and received, and to use these connections to consider alternative paths of musical interpretation. Units: 6.

Prerequisite: MUHI 201 and MUHI 202

# CONSERVATORY OF MUSIC

## MUHI 450

### **Topics in Music History: Genre History**

An examination of the historical development of a single genre, stressing the effects of societal changes. Topics in this series vary from year to year. May be repeated with consent of instructor. Units: 6.

#### *Topic for Fall 2012: A History of Early Music Revivals*

This course will examine when, where, how and why musicians have revived musical works and practices from the period roughly encompassing 800-1750 AD. In addition to studying early music movements, students will explore issues of performance practice and presentation by performing early musical works of their own choosing.

#### *Topic for Winter 2013: National Identity and the American Musical*

From its origins in vaudeville and minstrel shows to the present day, musicals have participated in the formation of American national identity. This course will examine the relationship between music theater and politics and the changing face of national identity through a historical survey of the American musical.

#### *Topic for Winter 2013: History of the Symphony*

This course will explore the development of the symphony from its origins to the present day, focusing on the functions, ideologies, and discourses—musical and non-musical—that shaped that development and perceptions of the symphony over time. We will also address issues of meaning, value, and interpretation as they apply to specific works.

#### *Topic for Spring 2013: Music and the Fairy Tale*

This course will explore the ways that music embodies, constructs, deconstructs, interrogates, and communicates values and meanings in a variety of fairy tale contexts in popular and classical realms

#### *Topic for Spring 2013: Popular Music—History, Analysis, Interpretation*

In this course we will read and discuss intriguing examples of scholarly and critical writing on popular music, focusing on the history, analysis and interpretation of genres that have attracted the most attention from musicologists, music theorists, and music journalists. Topics may include the music of Tin Pan Alley, the blues, country, girl groups, soul, heavy metal, punk, hip hop, and pop megastars.

Prerequisite: MUHI 202

## MUHI 451

### **History of the String Quartet**

Composers have used the string quartet genre to express some of their most profound and daring musical thoughts since the late 18th century and up to the present day. Through readings and analysis, students will explore how this repertoire and its audiences have been shaped by sociological and aesthetic forces. Units: 6.

Prerequisite: MUHI 202



# CONSERVATORY OF MUSIC

## **MUHI 452**

### **History of the Wind Band**

This course will be an examination of the history and development of the wind band as an artistic medium, focusing on repertoire and instrumentation development and cultural influences. The growth of the modern concert wind ensemble will be studied as a part of the evolution beginning with Gabrieli and proceeding through classical, romantic, and contemporary musical trends. Units: 6.

Prerequisite: MUHI 202

## **MUHI 453**

### **Opera and Betrayal**

This course will examine different modes of betrayal (for example, at the plot, music, or production level) within opera from the 17th century to the present and explore possible meanings conveyed by operas relative to specific societal contexts and ideals, past and present. Units: 6.

Prerequisite: MUHI 201 and MUHI 202

## **MUHI 455**

### **Jazz History**

A study of the contributions of select jazz artists through analysis of recordings, historical films, solo transcriptions, scores, and readings from texts. Units: 6.

Prerequisite: MUHI 202 or consent of instructor

## **MUHI 460**

### **Topics in Music History: Cultural Moments**

A study of a particular time and place, examining the relationship between social institutions, intellectual ideas, and music products. Topics in this series vary from year to year. May be repeated with consent of instructor. Units: Variable.

#### *Topic for Winter 2013: Music and Modernism*

In this course we will explore the concept of modernism in musical thought, composition, and performance practice. We will begin by focusing on early twentieth-century modernist movements such as expressionism and neoclassicism. Throughout the course we will study major works of twentieth-century modernist music, including several interdisciplinary artistic collaborations, and read primary texts that reveal the self-fashioning of some of the most influential modernist composers, such as Schoenberg, Stravinsky, Babbitt, and Boulez. We will contemplate the lasting influence of modernist approaches to musical performance and scholarship.

#### *Topic for Spring 2013: Music and Colonialism in the Age of Exploration*

This course will explore the role of music in colonial encounters from the 15th through the 18th centuries and the complex musical exchanges between colonizers and the colonized in New Spain, North America, and the Far East.

Prerequisite: MUHI 202

# CONSERVATORY OF MUSIC

## **MUHI 461**

### **The English Musical Renaissance**

A study of the remarkable period in British music, roughly 1870-1970, now commonly called the English musical renaissance. Important relationships between social, intellectual, and musical currents will be examined through critical reading, discussion, and analysis of selected works by three major composers: Edward Elgar, Ralph Vaughan Williams, and Benjamin Britten. Units: 6.

Prerequisite: MUHI 202

## **MUHI 462**

### **America After Modernism**

An examination of American composers' responses to modernist values and practices in music from the 1960s to the present. Through the study of important musical compositions of the era and reading of composers' writings, students will forge an informed, critical response to post-Modernist era aesthetics and values in music. Units: 6.

Prerequisite: MUHI 202

## **MUHI 465**

### **The Second Viennese School: Schoenberg, Berg, Webern**

This course has as its principal focus the three great figures of the so-called "Second Viennese School": Schoenberg, Berg, and Webern. It includes not only a detailed study of their lives and works but also consideration of the cultural milieu from which they emerged and which they in turn influenced profoundly. Units: 6.

Prerequisite: MUHI 202

## **MUHI 470**

### **Topics in Ethnomusicology - Regions**

An examination of music of a particular geographic region or diasporic group. Topics and prerequisites may vary from course to course. Units: 6.

#### *Topic for Winter 2013: Middle East & India*

This course will cover the main aspects of Middle Eastern and Indian music, including Arab, Turkish, Persian, Hindustani (North Indian), and Carnatic (South Indian) music, as well as various types of folk and popular music. Students will become familiar with Middle Eastern and Indian tuning systems, rhythmic patterns, formal structures, and performance practices. We will also look at music's role in society in these regions as well as among diasporic populations, and explore music's connections to other areas of artistic, social, religious, and political life.

#### *Topic for Spring 2013: The Native American Inside—Perspectives of Contemporary Indigenous Women*

This course is designed as an interdisciplinary examination of Native identity and the changing role of women in indigenous culture. It will explore the ways gender, race, and ethnicity shape musical discourse as well as narrative constructions of nation in regional contexts. All course readings written by indigenous women authors.

# CONSERVATORY OF MUSIC

## **MUHI 471**

### **Performing Arts of Bali**

This course explores the intersections of Balinese music, dance, drama, and ritual. Discussions will include how globalization, tourism, and economic and religious tensions affect the arts and performer's lives. Students will have hands-on experience learning to play Balinese gamelan instruments. Units: 6.

Also listed as Ethnic Studies 471

Prerequisite: Sophomore standing

## **MUHI 490**

### **Topics in Ethnomusicology - Issues**

An examination of a particular issue in ethnomusicological study. Topics and prerequisites may vary from course to course. Units: 6.

Prerequisite: Sophomore standing or consent of instructor

## **MUHI 491**

### **Introduction to World Music & Culture**

Introduces ethnomusicological concepts and methods used to study music and musicians in cultural context. Students will broaden their awareness of musical aesthetics, instruments, tuning systems, rhythmic and formal structures, and performance practices through exploration of music traditions from a variety of locations around the world. Students will apply these ideas in conducting their own musical ethnographic projects. Units: 6.

Prerequisite: Sophomore standing or consent of the instructor

## **MUHI 492**

### **The Space and Place of Ethnomusicology**

Examines the discipline of ethnomusicology from the perspective of the local musical context. We will discuss and practice the methods and theories that are useful in studying music in our current space, place and time. Will also consider the role of music-making in the cultural construction of places, spaces and scenes and vice-versa. Units: 6.

Prerequisite: One course in music history, ethnomusicology, or anthropology; or consent of the instructor

## **MUHI 493**

### **Music and Gender in Cross-Cultural Perspective**

This course examines the relationship between the constructions of gender identities and music performance and practice, and looks at history and development of approaches, theories, and studies regarding this relationship. Each week contains theoretical readings from gender studies, women's studies, or feminist scholarship as well as ethnomusicological case studies from a variety of locations around the world. Units: 6.

Prerequisite: Sophomore standing

# CONSERVATORY OF MUSIC

## **MUHI 495**

### **Introduction to Ethnomusicology**

This course will cover the history of the field of ethnomusicology, key debates, influential scholars, and significant case studies. Important concepts will include fieldwork methods, organology (the study of musical instruments), tuning systems, transcription, and issues in applied ethnomusicology. This course will be particularly helpful to students considering graduate work in ethnomusicology. Units: 6.

Prerequisite: Sophomore standing

## **MUHI 590**

### **Tutorial in Studies Music History**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 591**

### **Directed Study in Music History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 595**

### **Internship in Music History**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 599**

### **Independent Study in Music History**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUHI 690**

### **Tutorial in Studies Music History**

Units: Variable.

Prerequisite: Counter Registration Required.

## CONSERVATORY OF MUSIC

### **MUHI 691**

#### **Directed Study in Music History**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

### **MUHI 695**

#### **Internship in Music History**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required.

### **MUHI 699**

#### **Independent Study in Music History**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# CONSERVATORY OF MUSIC

## Courses- Applied Music Individual Instruction

### **MUIN 102**

#### **Elementary Individual Instruction - Organ**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

### **MUIN 103**

#### **Elementary Individual Instruction - Voice**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

### **MUIN 104**

#### **Elementary Individual Instruction - Violin**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

### **MUIN 105**

#### **Elementary Individual Instruction - Viola**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

### **MUIN 106**

#### **Elementary Individual Instruction - Cello**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

# CONSERVATORY OF MUSIC

## **MUIN 107**

### **Elementary Individual Instruction - Doublebass**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only.

Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 108**

### **Elementary Individual Instruction - Guitar**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only.

Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 109**

### **Elementary Individual Instruction - Flute**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only.

Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 110**

### **Elementary Individual Instruction - Oboe**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only.

Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 111**

### **Elementary Individual Instruction - Clarinet**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only.

Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

# CONSERVATORY OF MUSIC

## **MUIN 112**

### **Elementary Individual Instruction - Saxophone**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 113**

### **Elementary Individual Instruction - Bassoon**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 114**

### **Elementary Individual Instruction - Horn**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 115**

### **Elementary Individual Instruction - Trumpet**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 116**

### **Elementary Individual Instruction - Trombone**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study



# CONSERVATORY OF MUSIC

## **MUIN 117**

### **Elementary Individual Instruction - Euphonium**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

## **MUIN 118**

### **Elementary Individual Instruction - Tuba**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

## **MUIN 119**

### **Elementary Individual Instruction - Harpsichord**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 120**

### **Elementary Individual Instruction - Percussion**

Individual, yearlong instruction for beginning students who are B.A. degree candidates not majoring in music. The three-class series must be completed in a single academic year for a total of 6 units to be awarded. Credit is awarded upon completion of the third term only. Interested students must contact the Conservatory Office for a studio assignment which is required for registration. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

## **MUIN 191**

### **Directed Study in Individual Performance Instruction**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MUIN 301**

### **Piano**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

# CONSERVATORY OF MUSIC

## **MUIN 302**

### **Organ**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 303**

### **Voice**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 304**

### **Violin**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 305**

### **Viola**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 306**

### **Cello**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: Variable.

## **MUIN 307**

### **Doublebass**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

# CONSERVATORY OF MUSIC

## **MUIN 308**

### **Guitar**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 309**

### **Flute**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 310**

### **Oboe**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 311**

### **Clarinet**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 312**

### **Saxophone**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 313**

### **Bassoon**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

# CONSERVATORY OF MUSIC

## **MUIN 314**

### **Horn**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 315**

### **Trumpet**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 316**

### **Trombone**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 317**

### **Euphonium**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 318**

### **Tuba**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 319**

### **Harpsicord**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

# CONSERVATORY OF MUSIC

## **MUIN 320**

### **Percussion**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 329**

### **Jazz Studies**

Private instruction tailored to the individual student. These courses are not appropriate for beginning students, who should enroll for the elementary level. Studio assignments for B.Mus. students are determined upon matriculation. B.Mus. students adding a second instrument and other interested students should contact the Conservatory Office for a studio assignment before attempting to register. Units: 3 OR 6.

## **MUIN 355**

### **London Studio Instruction**

Individual instruction in music at the London Centre. Units: 3.

Prerequisite: Must be attending the Lawrence London Centre.

## **MUIN 390**

### **Tutorial in Individual Performance Instruction**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUIN 391**

### **Directed Study in Individual Performance Instruction**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MUIN 590**

### **Tutorial in Individual Performance Instruction**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MUIN 591**

### **Directed Study in Individual Performance Instruction**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## CONSERVATORY OF MUSIC

### **MUIN 599**

#### **Independent Study in Individual Performance Instruction**

Units: Variable.

Prerequisite: Counter Registration Required.

### **MUIN 690**

#### **Tutorial in Individual Performance Instruction**

Units: Variable.

Prerequisite: Counter Registration Required.

### **MUIN 691**

#### **Directed Study in Individual Performance Instruction**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

### **MUIN 699**

#### **Independent Study in Individual Performance Instruction**

Units: Variable.

Prerequisite: Counter Registration Required

# CONSERVATORY OF MUSIC

## Courses- Music Repertoire and Performance Studies

### **MURP 101**

#### **Elementary Piano**

A beginning piano course for students without formal piano study and those returning to piano study after an extended absence. Reading of musical notation, terms, and symbols; basic technique; basic keyboard theory; exploration of diverse repertoire. Does not satisfy requirements of any music major. 2 units per term, awarded only upon completion of three terms of study. Consent of instructor required to ensure proper placement. May be repeated for credit. Units: 2.

Prerequisite: Credit awarded upon completion of three terms of study

### **MURP 151**

#### **Intermediate piano**

Intermediate-level piano class for students who have completed MURP 101 or have reached a similar level of advancement. Does not satisfy requirements of any music major. Placement determined by audition (two pieces in contrasting styles, at least the level of the Bach Minuets or the easiest Schumann pieces from *Album for the Young*); consent of instructor required to ensure proper placement. May be repeated for credit. Units: 2.

Prerequisite: MURP 101

### **MURP 171**

#### **Balinese Gamelan Music**

Open to all students. Gamelan is a type of traditional percussion and wind ensemble from Indonesia. This course offers study and performance of Balinese classical instrumental pieces, dance accompaniment, and contemporary works. May be repeated for credit. Units: 1.

### **MURP 191**

#### **Directed Study in Music Repertoire and Performance Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

### **MURP 195**

#### **Internship in Music Repertoire and Performance Studies**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

# CONSERVATORY OF MUSIC

## **MURP 201**

### **Basic Keyboard Skills I**

Sight-reading, keyboard harmony, transposition, improvisation, technique, and selected repertoire. Students must demonstrate proficiency at each level before advancing to the next level. Completion of MURP 203 or demonstrated equivalent required of all Bachelor of Music degree candidates and Bachelor of Arts degree candidates with a major in music. Audition for placement required. 1 unit per term. *Note:* Required in the freshman year of all Bachelor of Music degree students whose performance area is not a keyboard instrument. BKS grades are factored into grade-point averages, but credit does not apply toward requirements for the Bachelor of Music degree. BKS must be completed successfully by the end of the sophomore year. (Music majors and minors are registered for BKS until the requirement has been completed.) Students who do not complete requirements in four terms of study are charged a fee of \$75 in each successive term until all requirements are met. Units: 1.

## **MURP 202**

### **Basic Keyboard Skills II**

Sight-reading, keyboard harmony, transposition, improvisation, technique, and selected repertoire. Students must demonstrate proficiency at each level before advancing to the next level. Completion of MURP 203 or demonstrated equivalent required of all Bachelor of Music degree candidates and Bachelor of Arts degree candidates with a major in music. Audition for placement required. 1 unit per term. *Note:* Required in the freshman year of all Bachelor of Music degree students whose performance area is not a keyboard instrument. BKS grades are factored into grade-point averages, but credit does not apply toward requirements for the Bachelor of Music degree. BKS must be completed successfully by the end of the sophomore year. (Music majors and minors are registered for BKS until the requirement has been completed.) Students who do not complete requirements in four terms of study are charged a fee of \$75 in each successive term until all requirements are met. Units: 1.

## **MURP 203**

### **Basic Keyboard Skills III**

Sight-reading, keyboard harmony, transposition, improvisation, technique, and selected repertoire. Students must demonstrate proficiency at each level before advancing to the next level. Completion of MURP 203 or demonstrated equivalent required of all Bachelor of Music degree candidates and Bachelor of Arts degree candidates with a major in music. Audition for placement required. 1 unit per term. *Note:* Required in the freshman year of all Bachelor of Music degree students whose performance area is not a keyboard instrument. BKS grades are factored into grade-point averages, but credit does not apply toward requirements for the Bachelor of Music degree. BKS must be completed successfully by the end of the sophomore year. (Music majors and minors are registered for BKS until the requirement has been completed.) Students who do not complete requirements in four terms of study are charged a fee of \$75 in each successive term until all requirements are met. Units: 1.

## **MURP 211**

### **Keyboard Skills for Music Educators I**

Upper-level keyboard proficiency course for students enrolling in a music education emphasis that includes general music. Units: 1.

Prerequisite: MURP 203 or equivalent



# CONSERVATORY OF MUSIC

## **MURP 212**

### **Keyboard Skills for Music Educators II**

Upper-level keyboard proficiency course for students enrolling in a music education emphasis that includes general music. Units: 1.

Prerequisite: MURP 211

## **MURP 220**

### **Contemporary Dance**

Study of contemporary dance technique. Suitable for beginning through intermediate dancers. We will investigate flexibility, coordination, efficiency, articulation, strength, different ways to learn and perform movement, and even some of the physics behind our ability to move in space. Studio work will be informed by outside reading, writing, and video-viewing. Assignments will vary by student and term. May be repeated for credit. Units: 6.

Also listed as Theatre Arts 241

## **MURP 221**

### **Topics in Choreography**

An exploration of the multidisciplinary art of choreography. Each topic will be a distinct approach to and perspective on composing dances. Units: 6.

#### *Topic for Winter 2013: Forms and Generative Constructs*

The art of choreography is truly interdisciplinary; encompassing not only movement composition but also directing, design, and musicality. Beginning with the fundamental principles of movement composition, this class will expand to consider generative tools and constructs used by contemporary choreographers. Reading, video viewing, and discussion will feed our creation of practical choreographic studies. The class will culminate in a final showing of work.

#### *Topic for Spring 2013: Dance and the Camera*

An Exploration of Digital Technology in Dance Performance. A hands-on study of digital media's many iterations within the creation and performance of contemporary dance. We will experiment creatively with a range of situations and techniques, while also examining some of the history and theory of dance's relationship to the camera. Assignments will include video projects, reading, writing, and video viewing.

Also listed as Theatre Arts 361

## **MURP 222**

### **Topics in Dance Studies**

Examination and analysis of the history and theory of dance. Each topic will explore distinct and specific historical periods and theoretical ideas.

#### *Topic for Winter 2012: Great Moments in Choreography*

An interdisciplinary examination of select choreographic works in Western dance history from Romantic Ballet to Post-Modern Dance. Assignments will include reading, writing, and video-viewing. No previous dance experience required.

Units: 6.

Also listed as Theatre Arts 216

# CONSERVATORY OF MUSIC

## **MURP 225**

### **Ballet Technique**

An exploration of ballet technique using the traditional framework of the ballet class as well as through historical reading, writing, video-viewing, and discussion. Suitable for students at the advanced-beginner level and above. Assignments will vary by student and term. May be repeated for credit. Units: 6.

Also listed as Theatre Arts 245

## **MURP 235**

### **Bow Technique for String Players**

Students will acquire intellectual and physical understanding of the bow and bowing techniques, including baroque techniques, through observation, technical analysis, and performance practice. Units: 3.

## **MURP 271**

### **Introduction to Vocal Studies**

An overview of classical singing, including anatomy and physiology of the voice, basic vocal acoustics, voice health, and an introduction to historical singing terminology. Units: 1.

Prerequisite: Concurrent registration in voice lessons

## **MURP 272**

### **English Singing Diction**

An introduction to English singing diction, including identification of problematic American regionalisms and basic elements of English poetics. The International Phonetic Alphabet is learned as a tool for work in this and subsequent singing diction classes. Units: 1.

Prerequisite: Concurrent registration in voice lessons

## **MURP 273**

### **Italian and Latin Singing Diction**

An introduction to Italian singing diction with special attention given to sounds problematic for English speakers. Brief study of the pronunciation of ecclesiastical Latin. Units: 1.

Prerequisite: Concurrent registration in voice lessons

## **MURP 274**

### **German Singing Diction**

An introduction to German singing diction, with special attention to sounds problematic for English speakers. Expressive use of the language in Lied interpretation begun. Units: 1.

Prerequisite: Concurrent registration in voice lessons

## **MURP 275**

### **French Singing Diction**

An introduction to French singing diction, with special attention to sounds problematic for English speakers. Expressive use of the language, using appropriate mélodie texts, begun. Units: 1.

Prerequisite: Concurrent registration in voice lessons

# CONSERVATORY OF MUSIC

## **MURP 276**

### **Recitative**

An introduction to the performance practices of the pre-Romantic recitative, emphasizing the secco style. Critical listening to a variety of recorded examples and individualized selection, preparation, and coaching of appropriate examples of Baroque and Classic recitatives. Units: 1.

Prerequisite: Concurrent registration in voice lessons

## **MURP 280**

### **Introduction to Vocal Jazz Techniques**

An introduction to vocal jazz techniques through the study and performance of five or six songs that will be manipulated rhythmically, melodically, and stylistically. Listening and improvisation will be included. Units: 1.

## **MURP 301**

### **Functional Skills for Keyboard Majors I**

Development of functional keyboard skills. Sight-reading, score-reading, transposition, keyboard harmony, playing by ear, improvisation, and conducting from the keyboard. FKS grades are factored into grade-point averages, but credit does not apply toward requirements for the Bachelor of Music degree. Units: 1.

## **MURP 302**

### **Functional Skills for Keyboard Majors II**

Development of functional keyboard skills. Sight-reading, score-reading, transposition, keyboard harmony, playing by ear, improvisation, and conducting from the keyboard. FKS grades are factored into grade-point averages, but credit does not apply toward requirements for the Bachelor of Music degree. Units: 1.

## **MURP 315**

### **Fretboard Harmony for the Classical Guitarist**

Study of intervals, chord construction, and voice leading, using exercises and examples from the standard guitar repertoire. Includes sight-reading, realizing figured bass and harmonizing melodies. Units: 1.

Prerequisite: Sophomore standing

## **MURP 317**

### **History and Literature of the Guitar**

A study of the guitar and its music from 1500 to present. This course examines the physical evolution of the instrument and surveys the important performers and composers for the guitar and other plucked instruments. Includes readings, listening, analysis, performance, transcription and written assignments. Units: 1.

Prerequisite: Sophomore standing

## **MURP 330**

### **Orchestral Literature for Strings**

The course prepares string players for the unique challenges of life in a professional symphony orchestra and will complement work done in university ensembles and private instrumental instruction. Students will learn specific techniques through multiple performance opportunities, class discussion, readings and assigned listening. Units: 3.

# CONSERVATORY OF MUSIC

## **MURP 390**

### **Tutorial Studies in Music Repertoire and Performance**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MURP 391**

### **Directed Study in Music Repertoire and Performance Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MURP 395**

### **Internship in Music Repertoire and Performance Studies**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MURP 399**

### **Independent Study in Music Repertoire and Performance**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

## **MURP 405**

### **Senegalese Music**

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. Units: 3.

Also listed as French 404

Prerequisite: Must be attending the LU Francophone Seminar

## **MURP 420**

### **Piano Accompaniment: Vocal**

Vocal accompanying for the advanced pianist, including art song, opera recitative, and aria. Performances required of all participants. Units: 3.

## **MURP 425**

### **Piano Accompaniment: Instrumental**

Instrumental accompanying for the advanced pianist, including duo sonatas and concerto orchestral reductions. Performances required of all participants. Units: 3.

# CONSERVATORY OF MUSIC

## **MURP 451**

### **Literature of the Piano I**

A two-term historical survey of the repertoire from 1600 to the present, with consideration of performance practice and broader historical context. Lectures, readings, listening, analysis, performance, and written assignments. Units: 6.

Prerequisite: Consent of instructor

## **MURP 452**

### **Literature of the Piano II**

A two-term historical survey of the repertoire from 1600 to the present, with consideration of performance practice and broader historical context. Lectures, readings, listening, analysis, performance, and written assignments. Units: 6.

Prerequisite: MUPR 451

## **MURP 455**

### **Vocal Literature**

An introductory survey of the history and literature of the solo singer from antiquity to the present. Units: 3.

Prerequisite: Junior standing or consent of instructor

## **MURP 480**

### **Advanced Conducting**

Intended to give students more experience with score study, rehearsal techniques and conducting vocabulary through weekly podium time and class discussion. Advanced Conducting will continue the topics covered in Conducting Principles. Basic knowledge of beat patterns and gestural vocabulary will be assumed and students will explore conducting in the orchestral, band, choral and mixed media. Units: 3 OR 6.

Prerequisite: MUEP 380

## **MURP 590**

### **Tutorial Studies in Music Repertoire and Performance**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MURP 591**

### **Directed Study in Music Repertoire and Performance Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

# CONSERVATORY OF MUSIC

## **MURP 595**

### **Internship in Music Repertoire and Performance Studies**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MURP 599**

### **Independent Study in Music Repertoire and Performance**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **MURP 690**

### **Tutorial Studies in Music Repertoire and Performance**

Units: Variable.

Prerequisite: Counter Registration Required.

## **MURP 691**

### **Directed Study in Music Repertoire and Performance Studies**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required

## **MURP 695**

### **Internship in Music Repertoire and Performance Studies**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MURP 699**

### **Independent Study in Music Repertoire and Performance**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

# CONSERVATORY OF MUSIC

## Courses- Music Theory

### **MUTH 100**

#### **Music Theory for the Non-Major**

An introduction to the fundamentals of music: notation, scales, intervals, chords, keys, and basic harmonic and contrapuntal concepts. Improvement of reading skills and performance through an understanding of music's structure and notation. Does not apply toward any music major. Units: 3.

### **MUTH 151**

#### **Music Fundamentals, Theory, and Analysis 1**

An intensive version of MUTH 201, 202, this course provides a thorough grounding in music fundamentals in conjunction with a comprehensive introduction to tonal harmony, counterpoint, and associated formal procedures. The two terms are taken in sequence. Placement determined by the Music Theory Placement Exam. Units: 6.

Prerequisite: Placement; Corequisites: MUTH 161, 171

### **MUTH 152**

#### **Music Fundamentals, Theory, and Analysis 2**

An intensive version of MUTH 201, 202, this course provides a thorough grounding in music fundamentals in conjunction with a comprehensive introduction to tonal harmony, counterpoint, and associated formal procedures. The two terms are taken in sequence. Placement determined by the Music Theory Placement Exam. Units: 6.

Prerequisite: MUTH 151; Corequisites: MUTH 162, 172

### **MUTH 161**

#### **Aural Skills Fundamentals 1**

Intensive ear training commensurate with MUTH 151, 152. Taken in sequence. Placement determined by the Music Theory Placement Exam. Units: 2.

Prerequisite: Placement; Corequisites: MUTH 151, 171 Credit does not count toward the B. Mus. degree

### **MUTH 162**

#### **Aural Skills Fundamentals 2**

Intensive ear training commensurate with MUTH 151, 152. Taken in sequence. Placement determined by the Music Theory Placement Exam. Units: 2.

Prerequisite: MUTH 161; Corequisites: MUTH 152, 172 Credit does not count toward the B.Mus. degree

### **MUTH 171**

#### **Sight Singing Fundamentals 1**

Sight singing commensurate with MUTH 151, 152. Placement determined by placement into the corequisite course. Units: 1.

Prerequisite: Placement; Corequisites: MUTH 151, 161 Credit does not count toward the B. Mus. degree

# CONSERVATORY OF MUSIC

## **MUTH 172**

### **Sight Singing Fundamentals 2**

Sight singing commensurate with MUTH 151, 152. Placement determined by placement into the corequisite course. Units: 1.

Prerequisite: MUTH 171; Corequisites: MUTH 152, 162 Credit does not count toward the B. Mus. degree

## **MUTH 191**

### **Directed Study in Music Theory**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 195**

### **Internship in Music Theory**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required

## **MUTH 201**

### **Music Theory and Analysis 1**

A comprehensive introduction to the structural principles and compositional techniques of art music from the 18th and 19th centuries. Emphasis on diatonic harmony and elementary counterpoint through written exercises, model composition, and analysis. Introduction to the basic formal procedures associated with tonal music. Taken in sequence, MUTH 201 and 202 are the first two courses in the five-term music theory core. Placement determined by the Music Theory Placement Exam. Units: 4.

Prerequisite: Placement; Corequisites: MUTH 211, 221

## **MUTH 202**

### **Music Theory and Analysis 2**

A comprehensive introduction to the structural principles and compositional techniques of art music from the 18th and 19th centuries. Emphasis on diatonic harmony and elementary counterpoint through written exercises, model composition, and analysis. Introduction to the basic formal procedures associated with tonal music. Taken in sequence, MUTH 201 and 202 are the first two courses in the five-term music theory core. Placement determined by the Music Theory Placement Exam. Units: 4.

Prerequisite: MUTH 201; Corequisites: MUTH 212, 222



# CONSERVATORY OF MUSIC

## **MUTH 211**

### **Aural Skills 1**

Ear training commensurate with MUTH 201. Melodic, harmonic, and contrapuntal dictation, error detection, and aural perception of basic formal procedures. Taken in sequence. Placement and section assignment determined by the Music Theory Placement Exam. Units: 1.

Prerequisite: Placement; Corequisites: MUTH 201, 221

## **MUTH 212**

### **Aural Skills 2**

Ear training commensurate with MUTH 202. Melodic, harmonic, and contrapuntal dictation, error detection, and aural perception of basic formal procedures. Taken in sequence. Placement and section assignment determined by the Music Theory Placement Exam. Units: 1.

Prerequisite: MUTH 211 Corequisites: MUTH 202, 222

## **MUTH 221**

### **Sight Singing 1**

Sight singing commensurate with MUTH 201. Solo and ensemble singing using solfège; treble and bass clefs only. One- and two-part rhythmic exercises. Improvisation. Taken in sequence. Placement and section assignment determined by sight-singing audition. Units: 1.

Prerequisite: Placement; Corequisites: MUTH 201, 211

## **MUTH 222**

### **Sight Singing 2**

Sight singing commensurate with MUTH 202. Solo and ensemble singing using solfège; treble and bass clefs only. One- and two-part rhythmic exercises. Improvisation. Taken in sequence. Placement and section assignment determined by sight-singing audition. Units: 1.

Prerequisite: MUTH 221; Corequisites: MUTH 202, 212

## **MUTH 240**

### **Jazz Theory and Aural Training**

A comprehensive introduction to jazz scales, modes, chords, harmonic progressions, nomenclature, and notation. Emphasis on linking essential jazz theoretic functions to performance practice, composition, and arranging. Units: 3.

## **MUTH 251**

### **Music Theory and Analysis 3**

Continued study of the harmonic techniques and structural principles of tonal music, with emphasis on chromatic harmony and contrapuntal elaboration through written exercises, model composition, and analysis. Introduction to large-scale formal procedures associated with 18th- and 19th-century art music. Part of the five-term music theory core, taken in sequence. Units: 4.

Prerequisite: MUTH 152 or MUTH 202; Corequisites: MUTH 261, 271

# CONSERVATORY OF MUSIC

## **MUTH 252**

### **Music Theory and Analysis 4**

Continued study of the harmonic techniques and structural principles of tonal music, with emphasis on chromatic harmony and contrapuntal elaboration through written exercises, model composition, and analysis. Introduction to large-scale formal procedures associated with 18th- and 19th-century art music. Part of the five-term music theory core, taken in sequence. Units: 4.

Prerequisite: MUTH 251; Corequisites: MUTH 262, 272

## **MUTH 261**

### **Aural Skills 3**

Ear training commensurate with MUTH 251. Continued work in melodic, harmonic, and contrapuntal dictation, error detection, and aural perception of basic forms of tonal music. Taken in sequence. Section assignment determined by the music theory/composition department. Units: 1.

Prerequisite: MUTH 162 or MUTH 212; Corerequisites: MUTH 251, 271

## **MUTH 262**

### **Aural Skills 4**

Ear training commensurate with MUTH 252. Continued work in melodic, harmonic, and contrapuntal dictation, error detection, and aural perception of basic forms of tonal music. Taken in sequence. Section assignment determined by the music theory/composition department. Units: 1.

Prerequisite: MUTH 261; Corerequisites: MUTH 252, 272

## **MUTH 271**

### **Sight Singing 3**

Sight singing commensurate with MUTH 251. Continued solo and ensemble singing (modes, alto and tenor clefs added), rhythmic exercises, and improvisation. Taken in sequence. Section assignment determined by the music theory/composition department. Units: 1.

Prerequisite: MUTH 172 or MUTH 222; Corequisites: MUTH 251, 261

## **MUTH 272**

### **Sight Singing 4**

Sight singing commensurate with MUTH 252. Continued solo and ensemble singing (modes, alto and tenor clefs added), rhythmic exercises, and improvisation. Taken in sequence. Section assignment determined by the music theory/composition department. Units: 1.

Prerequisite: MUTH 271; Corerequisites: MUTH 252, 262

## **MUTH 301**

### **Music Theory and Analysis 5**

The final course in the music theory core curriculum. The first part of the course develops and refines analytic skills introduced earlier in the core, applying them to specific works of the tonal repertory. The second part provides an introduction to the structural principles and formal procedures of art music from the early 20th century to the present. Units: 4.

Prerequisite: MUTH 252; Corequisites: MUTH 311, 321

# CONSERVATORY OF MUSIC

## **MUTH 311**

### **Aural Skills 5**

Ear training commensurate with MUTH 301. Section assignment determined by the music theory/ composition department. Units: 1.

Prerequisite: MUTH 262; Corequisites: MUTH 301, 321

## **MUTH 321**

### **Sight Singing 5**

Sight singing commensurate with MUTH 301. Section assignment determined by the music theory/ composition department. Units: 1.

Prerequisite: MUTH 272; Corequisites: MUTH 301, 311

## **MUTH 350**

### **Topics in Music Analysis**

Intermediate studies in music analysis, focusing on a particular analytic technique, critical approach, or repertory, such as text/music relations, Renaissance counterpoint, music and film, and non-western music. Topics vary from year to year. Course may be repeated with consent of instructor. Units: 6.

*Topic for Fall 2012: Minimalism and Beyond*

Close study of works by minimalist and post-minimalist composers and consideration of parallel streams in literature and the visual arts.

*Topic for Spring 2013: 20th Century Tonality*

An investigation of tonal systems in the twentieth century and the works that use them. The course will study composers' harmonic languages, critically examine tonal theories historically applied to this repertoire, and introduce new ideas about tonal harmonic function. Students will question their understanding of tonality and rethink what it means for a piece of music to be "tonal."

Prerequisite: MUTH 301

## **MUTH 390**

### **Tutorial Studies in Music Theory**

A tutorial is a primarily student-driven course of study undertaken by an individual student or small group of students in collaboration with one or more faculty members. The primary goal of a tutorial is expansion, refinement, and synthesis of knowledge and abilities through in-depth exploration of a specific topic. Tutorials supplement regular course offerings, especially in the junior and senior years, by extending the curriculum in depth or breadth according to the intersecting interests of students and faculty members. A tutorial may be undertaken to satisfy personal academic interest, to prepare for advanced or graduate study, or to lay the groundwork for an independent study, *Senior Experience*, or honors project. Units: Variable.

Prerequisite: Counter Registration Required.

# CONSERVATORY OF MUSIC

## **MUTH 391**

### **Directed Study in Music Theory**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 395**

### **Internship in Music Theory**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 399**

### **Independent Study in Music Theory**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 400**

### **Renaissance Counterpoint**

In-depth study of the dazzling vocal polyphony of European masters from the fifteenth and sixteenth centuries, including Dufay, Ockeghem, Josquin, Palestrina, and Lassus. Extensive model composition is informed by close analysis of selected masterworks. Units: 6.

Prerequisite: MUTH 301 or consent of instructor

## **MUTH 401**

### **Counterpoint I**

The first course in a two-term survey of the techniques of 18th-century counterpoint. Imitative and non-imitative counterpoint in two voices, leading to the composition of binary-form suite movements and two-voice inventions. Complementary work in analysis. Units: 6.

Prerequisite: MUTH 301 or consent of instructor

## **MUTH 402**

### **Counterpoint II**

A continuation of MUTH 401. Imitative counterpoint in three and four voices, leading to the composition of a four-voice fugue. Complementary work in analysis. Units: 6.

Prerequisite: MUTH 401

# CONSERVATORY OF MUSIC

## **MUTH 411**

### **Orchestration I**

Capabilities and uses of strings, woodwinds and horn; notational practices; scoring for chamber orchestra. Units: 6.

Prerequisite: MUTH 251

## **MUTH 412**

### **Orchestration II**

Capabilities and uses of brass, percussion and harp; advanced orchestration techniques; scoring for wind ensemble and full symphony orchestra. Units: 6.

Prerequisite: MUTH 411

## **MUTH 510**

### **Theory and Analysis of Music Since 1900**

Study of theoretical and analytic approaches to western art music of the 20th and 21st centuries. Units: 6.

Prerequisite: MUTH 301

## **MUTH 550**

### **Topics in Music Analysis**

Advanced studies in music analysis, such as Schenkerian analysis, late 19th-century chromaticism, and analysis and performance. Topics vary from year to year. Course may be repeated with consent of instructor. Units: 3 OR 6.

Prerequisite: MUTH 301

## **MUTH 590**

### **Tutorial Studies in Music Theory**

A tutorial is a primarily student-driven course of study undertaken by an individual student or small group of students in collaboration with one or more faculty members. The primary goal of a tutorial is expansion, refinement, and synthesis of knowledge and abilities through in-depth exploration of a specific topic. Tutorials supplement regular course offerings, especially in the junior and senior years, by extending the curriculum in depth or breadth according to the intersecting interests of students and faculty members. A tutorial may be undertaken to satisfy personal academic interest, to prepare for advanced or graduate study, or to lay the groundwork for an independent study, *Senior Experience*, or honors project. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 591**

### **Directed Study in Music Theory**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

# CONSERVATORY OF MUSIC

## **MUTH 595**

### **Internship in Music Theory**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 599**

### **Independent Study in Music Theory**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 690**

### **Tutorial Studies in Music Theory**

A tutorial is a primarily student-driven course of study undertaken by an individual student or small group of students in collaboration with one or more faculty members. The primary goal of a tutorial is expansion, refinement, and synthesis of knowledge and abilities through in-depth exploration of a specific topic. Tutorials supplement regular course offerings, especially in the junior and senior years, by extending the curriculum in depth or breadth according to the intersecting interests of students and faculty members. A tutorial may be undertaken to satisfy personal academic interest, to prepare for advanced or graduate study, or to lay the groundwork for an independent study, *Senior Experience*, or honors project. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 691**

### **Directed Study in Music Theory**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Units: Variable.

Prerequisite: Counter Registration Required.

## **MUTH 695**

### **Internship in Music Theory**

An experience-based project in music developed in consultation with a designated supervisor and a conservatory faculty member, comprising a work component and an academic component. The academic component of the internship, carried out under the supervision of the faculty member, may include readings related to the substance of the internship, discussions with the faculty member, and a written report or other culminating project appropriate to the discipline. Units: Variable.

Prerequisite: Counter Registration Required.

## CONSERVATORY OF MUSIC

### **MUTH 699**

#### **Independent Study in Music Theory**

Students considering an honors project should register for independent study for one or more terms. Units: Variable.

Prerequisite: Counter Registration Required.

## **Student-Initiated Courses and Programs**

### **Directed Study**

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. The main goal of directed study is knowledge or skill acquisition, not research or creative work. Students may meet frequently with the faculty supervisor or work more independently, completing assignments according to a schedule agreed upon in advance. Typically several assignments and/or exams are used to evaluate student learning. Directed Study courses may be numbered 191, 391, 591 or 691.

### **Tutorials**

A tutorial is a primarily student-driven course of study undertaken by an individual student or small group of students in collaboration with one or more faculty members. The primary goal of a tutorial is expansion, refinement, and synthesis of knowledge and abilities through in-depth exploration of a specific topic. Tutorials supplement regular course offerings, especially in the junior and senior years, by extending the curriculum in depth or breadth according to the intersecting interests of students and faculty members. Pedagogical approaches vary, but tutorials typically feature significant reading plus integrative writing, speaking, or performance assignments, problem solving, and discussion. Regular conferences (typically once or twice a week) with the supervising faculty member or members focus on presentation and critique of student work. Tutorials are numbered 390, 590, or 690.

A tutorial may be undertaken to satisfy personal academic interest, to prepare for advanced or graduate study, or to lay the groundwork for an independent study, *Senior Experience*, or honors project.

To illustrate the variety and scope of tutorial studies, many academic departments have listed a number of recent tutorial topics at the end of their departmental listings in the “Courses of Study” section of this catalog. Because tutorials develop out of student interest, these topics should not be construed as offerings but as samples of the topics students have recently elected to pursue.

### **Independent Study**

Independent study carries the student beyond the established curriculum into largely student-directed work that in most disciplines is expected to result in the generation of new scholarship or the creation of a new work or performance. Scholarship may take the form of generating new information through research or a new conceptual formulation based on existing knowledge. Creative activity may result in a new composition or other work of art, or a new performance of an existing work. The nature of the faculty-student interaction, methodology and final work or performance may vary according to the goal of the project and the needs and preparation of the student. Through independent study, the student refines and applies abilities acquired in previous coursework while producing new work typical of the discipline. Independent studies are numbered 399, 599 or 699.

At the outset of independent study, the student and supervising faculty member should define and agree upon clear goals, plans for communicating and assessing progress, and criteria for evaluating the student's work. For independent study lasting more than one term, the student and faculty member should discuss and assess progress at the end of each term. If either party concludes that it would not be beneficial for the student to continue, the student may be assigned a grade for completed or additionally assigned work and not be required to enroll for the next term. Students who continue into the next term may be assigned a temporary grade of



## Student-Initiated Courses and Programs

In Progress (IP), which will be replaced by the final grade assigned at the end of the independent study period.

Where appropriate, two students may engage in collaborative independent study, and an interdisciplinary independent study may involve more than one faculty mentor. Independent study may be undertaken to pursue a project of personal academic interest, to prepare for graduate study, to meet the requirements for a *Senior Experience*, or to complete work for an honors project.

### Academic Internships

Lawrence recognizes that a student's education can be enhanced by the combination of academic and experience-based learning. Academic internships provide students an opportunity to apply what they have learned in the classroom and to bring back to the classroom an enriched perspective on their learning.

Where academic departments find that the interaction of academic pursuits and work experience is both appropriate to their relevant disciplines and feasible in terms of available work experiences, they normally offer academic internships. These internship courses are listed in this catalog under departmental offerings, and they are offered at differing levels of the curriculum. Where no departmental internship exists, student-designed internships may be proposed to the Committee on Instruction. Proposals must be submitted to the Committee on Instruction by the end of the fifth week of the term before the start of the internship.

Students may take a maximum of 12 units of academic internship in fulfillment of their major, minor, or graduation requirements. Academic internships require prior approval by the relevant academic department (in cases where a departmental internship is available) or by a faculty supervisor/academic department and the Committee on Instruction (in cases where a departmental internship is not available). Academic internships may be paid or unpaid.

Students enrolled in academic internships engage in work or service experiences with intentional learning objectives that promote reflection throughout the experience and that relate to their academic interests. Site and faculty supervisors work closely with the students and provide evaluations of the students' activities at the end of the internship.

The academic component of the internship includes readings related to the substance of the internship, discussions with the faculty supervisor, and a written report appropriate to the discipline. Course grades are based on this academic work.

Application forms for student-designed academic internships may be obtained from the offices of the provost and dean of the faculty, the dean of student academic services, and the registrar and from Career Services and the Main Hall, Briggs Hall, Conservatory, and art center faculty offices.

Click [here](#) for information on Career Services and internships.

## **Student-Initiated Courses and Programs**

### **Honors Projects**

Honors projects are coherent programs of independent work carried on by students, usually in their senior year, on subjects or problems of more than ordinary difficulty in areas that they have studied in considerable depth, usually in their majors or closely related areas. Honors projects normally are supervised by faculty members in appropriate departments and may culminate in written theses based on extensive individual research or in pieces of original work in the creative or performing arts accompanied by written presentations.

All Lawrence faculty members may serve as supervisors of honors projects. If the honors-project supervisor is a non-voting member of the faculty, he or she should enlist a voting member of the faculty to serve as a co-sponsor of the proposed project and periodically consult with the co-sponsor as the project develops.

An examining committee evaluates the results of each project, conducts an oral examination of the honors candidate, and considers what constitutes the appropriate level of honors in view of the strengths and weaknesses of both the thesis and the oral defense. The Committee on Honors reviews the reports of all such examining committees and submits its recommendations for Honors in Independent Study to the faculty for final approval.

Since honors projects frequently complement students' work in their majors, they should discuss the opportunities for independent study with faculty members in their fields of concentration as early as possible in order to begin laying appropriate foundations in courses, tutorial work, and summer reading. In some fields, tutorials or courses in research methods can lead to the formulation of suitable thesis topics and methods of attack, while in other fields topics may stem from unanswered problems in regular courses, from students' own interests, or from teachers' suggestions. Whatever the field, students ought to keep in mind the possibility of doing honors projects as they plan their programs, especially in the junior year, or earlier if they will be off-campus at that time. Students do not have to take an independent-study course in order to submit an honors project.

Jointly written projects or theses undertaken jointly may be submitted for Honors in Independent Study. The work involved in such cases, however, must be equitably shared and demonstrate benefits clearly resulting from the merger of the authors' different skills and knowledge. Students considering joint projects or theses must obtain the consent of their faculty independent studies advisors and the Committee on Honors well in advance of such endeavors.

### **Procedures and guidelines**

To apply for Honors in Independent Study, students must send to the Committee on Honors statements of their intentions to submit a thesis in candidacy for honors. These statements should include the Appleton addresses of the students, the topics of independent study, and both students' signatures and those of the faculty advisors. The final date for receipt of such statements of intent is announced each fall in a notice to all seniors; normally it falls in the first week of Term III. If students expect to complete their projects during Terms I or II, they must submit their statements of intent at least three weeks before the anticipated date for submission of their theses. No thesis will be considered for honors unless the committee has received such a statement of intent; however, statements do not obligate such students to submit theses.

## **Student-Initiated Courses and Programs**

Sufficient copies of the completed thesis, one for each member of the examining committee, including the Committee on Honors representative, are to be submitted to the Committee on Honors at a place and by a date and hour designated each year, usually falling within the first few days of May. Students who find themselves unable to meet this deadline may petition the Committee on Honors for extensions, but they must do so well in advance of the deadline. The committee usually approves such petitions only when circumstances beyond the candidate's control have arisen.

At this point, the honors thesis advisor, in consultation with the student, arranges for an oral examination of the thesis. Results of the examination must be reported to the Committee on Honors prior to its last meeting.

Although the Committee on Honors tries to keep its procedures as simple as possible, the extreme diversity of projects submitted for honors makes necessary certain clarifications and interpretations of the basic guidelines. Some statements concerning special types of projects and further details about the committee's procedures are included here for reference by both faculty members and students.

### **The honors thesis**

The thesis need not be of any special form or length, provided that its form is appropriate to the discipline to which it belongs. Students' advisors are responsible for providing guidance in regard to format and the conventions of scholarly documentation pertinent to their disciplines. Nevertheless, since all accepted theses are permanently retained in the Lawrence University library, their external form also is subject to a few standardized regulations suggested by the librarians and endorsed by the Committee on Honors. The chair of the committee may be consulted about these regulations.

Even though the committee permits candidates for honors to correct typographical errors or to make such other minor corrections as their examiners may require, it emphasizes that theses must be in final form when they are submitted early in May. Candidates must assume responsibility for accurate proofreading and checking of all quotations and references. Frequent misspellings, faulty punctuation or syntax, omitted references, or stylistic incoherence will disqualify projects despite the intrinsic merit they may otherwise exhibit.

### **The examining committee**

The advisor, in consultation with the student and with the assent of the Committee on Honors, appoints an examining committee consisting of at least three voting faculty members, one of whom must be from outside the student's department; the advisor, if a voting member of the faculty, acts as one of the three voting members of the committee. If the advisor is a non-voting member of the faculty, the co-sponsor acts as one of the three examining committee members. The non-voting advisor attends the oral examination and participates in all aspects of the committee's discussion of the project except voting on whether to award honors and the level of honors to be awarded.

In addition, the Committee on Honors assigns a faculty representative to act as the non-voting moderator during the examination. At the discretion of the advisor, after consultation with the student, another Lawrence faculty member or an outside expert who is uniquely qualified to shed insight into the quality of the project may also attend the examination. These individuals may not take part in the decision-making process.

## **Student-Initiated Courses and Programs**

### **Projects in the arts**

Students interested in submitting an exhibition, performance, or work of art, music, theatre, or imaginative literature as an honors project must follow the normal procedures for honors work and must be willing to engage in a discussion of their work. A brief essay – as preface, foreword, introduction, afterword, postscript, or critical review – must accompany any such creative work. The essay should clarify and illuminate the work in a manner appropriate to genre, form, or medium and may include the aims of the project, its formal and stylistic precedents, its techniques, and the limitations and potential of the project. *In the arts, the project itself clearly remains the most important component to be evaluated by the examining committee.*

### **Supplementary guidelines for projects in the arts**

- Keep in mind that honors in independent study are university awards.
- A project in the arts may be undertaken in any discipline (e.g., biology, physics, history, etc.)
- Evaluation of the project will focus on the project rather than the paper. The paper, however, should be well written and free of error, and its content should be accurate, meaningful, and appropriate to the project.
- The supplementary paper should be at least six to ten pages in length. (A longer paper may be submitted, of course, but again the focus will remain on the project.)
- A bibliography may or may not be necessary, depending on the content of the paper.
- If a project in the arts consists of a performance, some sort of audio-visual documentation (DVD, CD, photographs, etc.) must be included with the final project for archival purposes. A performance program should also be submitted.
- If the project is an art exhibition, an exhibition catalog must be submitted with the final project. Some sort of visual description (photographs, DVD, etc.) should also be included for archival purposes.
- If the project is web based, arrangements must be made to create an archive copy.

### **Projects involving testing of hypotheses**

One important purpose of honors projects is to provide opportunities for professionals to evaluate students' knowledge of an area, their skill in employing that knowledge in experimentation, and their care and cleverness in approaching the task of testing their hypotheses. Thus, if a project allows these evaluations to be made, it should be considered for honors despite the vicissitudes of fortune that may attend the project. In particular, the failure to obtain significant positive results when testing an hypothesis or a network of hypotheses ought not to disqualify a candidate from achieving honors, provided that those professionally competent in the area agree that this failure was not due to a lack of care, to a lack of skill or knowledge in the field, or to a lack of competence in techniques or experimental design.

Mere diligence, on the other hand, is not a sufficient ground for the awarding of honors. Students whose projects have not achieved their expected results should give the best accounts they can of the ways in which they probed for additional operative variables that were uncontrolled in their previous experiments, of the reasons why the failures could not have been anticipated by skillful experimenters in the crucial beginning stages, and of their careful attempts to locate the difficulties.

## **Student-Initiated Courses and Programs**

### **Professional evaluations**

The Committee on Honors avoids substituting its opinion for that of professionals on matters requiring professional competence for their evaluation. Nevertheless, the committee is of the firm opinion that the evaluation of honors candidates can and should be made independent of questions regarding whether a respected professional journal would publish a particular thesis. In other words, Honors in Independent Study is not limited to students whose work would compete successfully with that of their professors for publication in professional journals.

### **Criteria for Honors in Independent Study**

The following criteria are used in evaluating all Honors in Independent Study projects:

*Cum Laude* - Honors with distinction

To achieve honors, the project must fulfill all of the following criteria:

- a. Each of the three components of the project (the work, the written exposition, and the oral examination) demonstrates a substantial knowledge of, and facility with, previous work, underlying principles, and central concepts or theories in areas relevant to the project.
- b. The paper must clearly show that the student has established an original thesis or hypothesis, an original interpretation or analysis, a substantial and original synthesis or innovative pedagogical exposition of a sophisticated body of established work or has created a new work of art. In other words, the student must demonstrate that the project does not merely replicate, review, paraphrase, or compile previous work by others.
- c. The paper appropriately frames the original material in the project within the context of established work or relevant traditions in the discipline, provides documentation (e.g., bibliographic citations, tables and figures, illustrations) appropriate to the discipline, contains few and relatively minor grammatical or typographical flaws, is clear, well organized, and stylistically sound.
- d. The work itself is of very high quality. The project has been carried out competently, diligently, independently, and in a manner that fulfills the basic standards of the discipline.
- e. The oral examination reaffirms the high quality of the work, the originality of the contribution, and the student's facility with relevant principles, concepts, and background material.

*Magna Cum Laude* - Honors with great distinction

## Student-Initiated Courses and Programs

In addition to fulfilling the criteria described above, the project must fulfill all of the following criteria:

- a. Each of the three components of the project (the work, the written exposition, and the oral examination) demonstrates a level of mastery of, and facility with, relevant previous work, underlying principles, and central concepts or theories of which few undergraduates are capable, as well as a solid grasp of related but peripheral material.
- b. The thesis, interpretation, analysis, synthesis, pedagogical exposition, or creative endeavor encompassed by the project demonstrates unusual and substantial creativity, conceptual innovation, or theoretical sophistication (i.e., an unusual degree of independence of thought) on the part of the student.
- c. The framing of the original material in the project within the context of established work or relevant traditions is remarkably sophisticated, revealing a sensitive and advanced understanding of the relationship between the student's contribution and established traditions or theories. The paper contains almost no grammatical or typographical flaws and is particularly well written, lucid, and compelling.
- d. The work itself is of outstanding quality. The project has been carried out with a degree of technical competence, diligence, and independence of which few undergraduates are capable.
- e. The oral examination reaffirms the outstanding quality of the work. The student is able to give complete, clear, well organized, and satisfying responses to the examiners' questions without the need for much guidance or prompting from the examiners.

*Summa Cum Laude* - Honors with highest distinction

This level of honors is rarely achieved and is reserved for those instances in which all three components of the project (the work, the paper, and the oral examination) demonstrate a superlative level of excellence. In addition to fulfilling the criteria described above, the project must fulfill all of the following criteria:

- a. Each of the components of the project (the work, the written exposition, and the oral examination) not only demonstrates an exceptional level of mastery of, and facility with, relevant previous work, underlying principles, and central concepts or theories but also a sophisticated and original critical perspective on this material (i.e., the student possesses informed opinions about the strengths and weaknesses of previous work, theories, and traditions in the area). The student not only intimately understands relevant background material but also has the ability to view this material critically in a wider intellectual context.
- b. The thesis, interpretation, analysis, synthesis, pedagogical exposition, or creative endeavor encompassed by the project demonstrates a superlative level of creativity, conceptual innovation, or theoretical sophistication on the part of the student.
- c. The framing of the original material in the project within the context of established work or relevant traditions is elegant and subtle, revealing a rare and exceedingly advanced understanding of how the student's project represents a significant contribution to established traditions or theories. The paper is not only technically flawless (or virtually flawless) but is exceedingly well written, compelling, and engaging.

## **Student-Initiated Courses and Programs**

- d. The work itself exceeds all expectations. The project has been carried out with a superlative level of technical competence, sophistication, diligence, and independence.
- e. The oral examination reaffirms that the work is a rare achievement that makes an original and sophisticated contribution. The student is able to give extraordinarily complete and persuasive responses to the examiners' questions without the need for guidance or prompting from the examiners.

### **Special instructions for projects in the arts**

The above criteria are used in evaluating all Honors in Independent Study projects with the exception of the brief paper written for a project in the arts. While the paper for a project in the arts must be clearly organized and well written, contain appropriate documentation when needed, and display a high quality of thought and presentation, it is considered to be supplementary to the work itself. In the arts, the criteria listed above should be used primarily to evaluate the project itself and the subsequent oral examination.

### **Writing For Credit**

Students may write for credit (with permission of the instructor) in any course in the curriculum except tutorials, independent study, or *Freshman Studies*. They should consult the instructor for permission to write for credit; the instructor will then specify a program and schedule of reading, examinations, and papers.

To register, a student must supply the registrar with a memorandum containing the name of the course and the signatures of the student's advisor and the instructor of the course. The work must be completed in one year. Courses do not become part of a student's record until the instructor reports that the required work has been satisfactorily completed. The letter grade will be recorded for the term in which the grade is reported.

Students who have opted for billing by the course under the incremental fee plan will be charged for the credit earned by writing for credit and reported that term.

# Student-Initiated Courses and Programs

## Student-Designed Majors

Student-designed majors provide an opportunity for students to develop areas of concentration outside established programs for interdisciplinary or departmental majors. Like all majors, those that are student-designed should meet the following objectives: greater knowledge of the field under study; increased methodological sophistication; and the integration of sometimes disparate, but related, areas of study that fall within the proposed major. Student-designed majors must be based on areas of faculty expertise and regularly offered courses. The major should not be heavily reliant on tutorials, independent studies or a single faculty member.

The procedure for establishing a student-designed major is as follows:

1. The student elects a general topical area and identifies a member of the faculty who is willing to act as advisor.
2. With the advisor, the student develops a statement on the planned major. The statement indicates (a) how the major will serve the objectives of an area of concentration; (b) what educational or other objectives the student seeks to meet; and (c) the courses that have been taken or will be taken that would fit into the major and the proposed *Senior Experience*. In the statement, the student and the advisor have the responsibility to show that the proposed objectives can best be satisfied outside established programs of study. (d) Proposed coursework should include a reasonable distribution across the introductory, intermediate and advanced levels. As a guideline, regular majors for the Bachelor of Arts degree typically require nine to twelve courses and a *Senior Experience*. (e) Self-designed majors should not be proposed in areas that are better served by existing majors and minors.
3. The advisor and the student invite two other members of the faculty who are supportive of the proposed major to serve as the student's advisory panel for the major. The panel is responsible for overseeing the program and for reviewing minor changes — e.g., in course selections, topics for an honors paper, etc. One member of the panel should be designated as an alternate advisor in case the principal advisor goes on leave or teaches at an overseas campus that the student does not attend. It is the student's responsibility to check with department chairs whether proposed courses in the major will be offered in the terms indicated.

If the *Senior Experience* will be done as an independent study, the student also needs the signed commitment of a faculty member for that independent study.

4. The student submits the statement of the proposed major, endorsed by the faculty advisor and members of the panel, and a transcript to the Committee on Instruction (for the Bachelor of Arts degree) or the Conservatory Committee on Administration (for the Bachelor of Music degree) before the end of Term I of the student's junior year. Students wishing an extension to this deadline should contact the chair of the relative committee. Faculty members who endorse the statement accept responsibility for supervising the major if it receives committee approval.
5. The Committee on Instruction takes action on the proposed major and communicates its action to the registrar, the student, the faculty advisor, and members of the panel.

Application forms for student-designed majors may be obtained from the Committee on Instruction Web page ([www.lawrence.edu/oncampus/committee/instruction](http://www.lawrence.edu/oncampus/committee/instruction)).



# **Learning Experiences Outside the Classroom**

## **Björklunden**

Lawrence University's northern seminar center, Björklunden vid Sjön, is located in Door County, Wisconsin, on the eastern side of the peninsula that forms the Bay of Green Bay. Björklunden (pronounced Bee-york'-lun-den), whose name means Birch Forest by the Water, is a 425-acre estate graced by woods, meadows, and more than a mile of unspoiled Lake Michigan shoreline.

Winifred and Donald Boynton bequeathed the property to Lawrence in 1963 with the understanding that it would be preserved in a way that would ensure its legacy as a place of serenity and contemplation.

The Boyntons' summer residence became Björklunden's main lodge. A fire in 1993 destroyed the original structure, but it was replaced by a new year-round seminar and conference center in 1996.

Following a major expansion in 2007, the 37,000-square-foot lodge now contains multi-purpose and seminar rooms, a dining room, and a kitchen, as well as 22 additional guest rooms. There are two lakeside decks, a top-story observation deck, an elevator, music practice rooms, and a computer lab. The entire facility has wireless Internet access.

In addition to the main building, the Björklunden estate also includes a small wooden chapel built in late 12th-century Norwegian stavkirke style, handcrafted by the Boyntons between 1939 and 1947 and modeled after the Garmo stave church at Maihaugen in Lillehammer, Norway.

### **Weekend student seminars**

Throughout the academic year, groups of Lawrence students and faculty members travel to Björklunden for weekend seminars and retreats. Student seminars provide the opportunity to explore exciting themes and issues, along with the time and the environment in which to embrace ideas and their consequences.

The power of a Björklunden weekend lies in the connection between thought and reflection. Making that connection fulfills one ideal of a liberal education.

Björklunden weekends are distinctive and highly memorable integrative experiences. Seminar topics are wide-ranging, and students have the opportunity for intensive inquiry and discussion with faculty members and among themselves in an informal, intimate setting.

In creating and developing the seminars at Björklunden, Lawrence seeks to provide a different kind of educational experience, one in which participants are encouraged to leave old assumptions behind and the barriers of class, rank, and status are removed in order for students and faculty members to learn meaningfully from each other.

Lawrence invites each student to experience Björklunden and be changed. That is a powerful expectation, but those who have been to a seminar at Björklunden will testify to its fulfillment. As a place of refuge and peace, where spiritual values and aesthetic sensibilities can be explored, Björklunden provides a unique setting for personal growth.

## **Learning Experiences Outside the Classroom**

The following are representative of the variety of topics and organizations that schedule Björklunden weekends:

- Gender studies
- Linguistics
- Economics
- Government
- Student teachers
- French
- Theatre arts
- Spanish
- Philosophy Club
- Psychology Student Association
- Swimming and Diving team
- Magic Club
- Viking Conservatives
- College Democrats
- Improvisation troupe
- Amnesty International
- Fencing team
- The Lawrentian student newspaper
- Habitat for Humanity

### **Convocations**

All-college convocations are scheduled each year, beginning with the Matriculation Convocation, at which the president speaks, and ending with an Honors Convocation at which the academic and extracurricular achievements of students are given special recognition.

The faculty Committee on Public Occasions invites individuals of high accomplishment and profound insight to address members of the college and Fox Valley communities on topics of broad interest.

Convocation visitors have included authors John Updike, Gwendolyn Brooks, Frank McCourt, Maya Angelou, Joyce Carol Oates, Edward Hirsch, Isabel Allende, N. Scott Momaday, and Salman Rushdie; journalists David Halberstam, Richard Rodriguez, Fareed Zakaria, Susan Faludi, and Juliette Kayyem; public intellectuals Henry Louis Gates Jr. and Cornel West; historians Arthur Schlesinger, Michael Beschloss, James McPherson, and William Cronon; activists Harry Wu, Fay Wattleton, Lech Walesa, and Joia Mukherjee; public officials Richard Holbrooke, George Mitchell, and John Lewis; and scientists Robert Sopolisky, Lisa Randall, Brian Greene, Steven Pinker, and Robert Ballard.

Convocations are held on Tuesdays or Thursdays at the 11:10 a.m. hour, which is reserved for that purpose.

## **Learning Experiences Outside the Classroom**

### **Lecture series**

Throughout the academic year, Lawrence offers a wide variety of lectures, symposia, and colloquia.

The Main Hall Forum series sponsors a wide range of lectures by Lawrence faculty and distinguished academic guests speaking on historical and contemporary issues and presenting recent scholarship in the humanities and social sciences.

The Science Hall Colloquium is a series of cross-disciplinary lectures that address research developments in diverse areas of the natural and physical sciences.

The Recent Advances in Biology lecture series, sponsored by the biology department, addresses issues and advances in biological research. Talks by Lawrence faculty members and scientists from other universities and organizations expose students to the latest discoveries in a wide range of biological disciplines.

The Fine Arts Colloquium presents lectures that touch on topics related to art, art history, and theatre.

Over the years, gifts from alumni and other friends of Lawrence have made funds available to support events of special interest, such as the Mojmir Povolny Lectureship in International Studies, which promotes discussion on issues of moral significance and ethical dimension; the Marguerite Schumann '44 Memorial Lectureship, which sponsors speakers on topics that were of special interest to Ms. Schumann, such as history, music, and writing; the Mia T. Paul, '95, Poetry Fund Lectures; the William Chaney Lectureship in the Humanities; the Edward F. Mielke Lecture Series in Biomedical Ethics; and the Spoerl Lectureship in Science in Society.

### **Visiting artists**

Each year, musicians of international stature visit Lawrence to appear in public concert or recital and to conduct master classes for conservatory students.

Musical visitors have included Emanuel Ax, piano; Joshua Bell, violin; the Czech Nonet Chamber Ensemble; Charlie Haden, jazz bass; Marilyn Horne, mezzo-soprano; The King's Singers; Susan Graham, vocalist; Yo-Yo Ma, cello; Wynton Marsalis, jazz trumpet; Jon Hendricks, jazz vocalist; John Scofield, jazz guitarist; Benny Golson, saxophone; Maria Schneider, jazz composer and conductor; and Pinchas Zuckerman, violin, viola, and conductor.

Gallery talks and experts' lectures are an integral part of art exhibitions presented in the Wriston Art Center Galleries. In 2006-07 exhibitions in the three galleries of the art center included the sculpture of Kristin Gudjonsdottir, the paintings of Jiwon Son, the photography of Julie Anand, works in a variety of genres and styles from the Lawrence Permanent Art Collection, and the annual spring show by senior art majors.

Guest directors, designers, and theatrical technicians are often brought to campus to assist in productions of the Department of Theatre Arts and the Opera Theatre, teaching by example the fine points of theatrical technique.

## **Learning Experiences Outside the Classroom**

A five-member theatre troupe called Actors from the London Stage has made one-week visits to Lawrence for nearly 20 years to perform for campus audiences and to work with students, delivering lectures and staging workshops ranging from music education to advanced acting techniques. Each section of the *Freshman Studies* course has a special session of readings and exercises with one of the actors.

The director of the Milwaukee-based Wildspace Dance Company serves as an artist in residence and teaches courses in the theatre arts department on Movement for Theatre, and the ensemble offers an annual performance on campus.

### **The Stephen Edward Scarff Memorial Visiting Professorship**

The Scarff professorial chair, a visiting appointment, allows the college to bring to campus distinguished public servants, professional leaders, and scholars to provide broad perspectives on the central issues of the day. Scarff professors teach courses, offer public lectures, and collaborate with students and faculty members in research and scholarship.

Mr. and Mrs. Edward L. Scarff created the professorship in 1989, in memory of their son, Stephen, a 1975 Lawrence graduate. Scarff visiting professors have included William Sloane Coffin, Jr., civil rights and peace activist; David Swartz, first U.S. ambassador to the Republic of Belarus in the former Soviet Union; G. Jonathan Greenwald, former United States minister-counselor to the European Union; Takakazu Kuriyama, former Japanese ambassador to the United States; Charles Ahlgren, a 30-year veteran of the U.S. Foreign Service with a specialty in economic affairs; George Meyer, former secretary of the Wisconsin Department of Natural Resources; and Robert Suettinger, an intelligence analyst and China policy expert.

### **Internships**

Internships are carefully supervised learning experiences in a work or service setting. Different than short-term jobs or volunteer experiences, internships are deliberately designed by the intern in order to explore his or her career area of interest. Interns bring a carefully considered learning agenda with intentional learning objectives to the internship and reflect actively on their experience. Internships can be taken for credit or not, and they can be paid or unpaid.

Recent internship projects have involved writing business plans for a growing non-profit organization in the Fox Valley, rehabilitating songbirds and raptors native to Wisconsin, learning the ropes of an innovative musical theatre in downtown Chicago, and counseling immigrants at the Irish Immigration Center in Boston.

Other internship sites have included Wall Street financial-service firms, domestic violence shelters, marine biology research laboratories, the Wisconsin State Historical Society, the United States Senate, the Newberry Library, the Argonne National Laboratory, and the Smithsonian Institution, among many others.

To assist students in their search for an internship, Career Services maintains an active database of internship listings, books of national internship listings, and directories for locating potential internship sites. Career Services staff members are also available to assist students in identifying potential occupations they would like to explore in an internship.

## **Learning Experiences Outside the Classroom**

### **ArtsBridge America**

ArtsBridge America, a program founded at the University of California, Irvine, in 1996, works with K-12 schools throughout the nation to return the arts to public education. ArtsBridge programs create university and K-12 school collaborations by partnering university arts students (ArtsBridge scholars) with K-12 teachers to introduce interdisciplinary arts instruction through ArtsBridge projects.

Over the course of a semester, Lawrence ArtsBridge scholars spend 2-3 hours a week in the classroom integrating art, dance, digital art, music, and theatre to create unique lessons in the arts linked to individual classroom curricular needs. Under the guidance of a Lawrence University faculty mentor, the scholar works collaboratively with the host teacher to integrate arts instruction with the core curriculum, so that the arts reinforce lessons in social studies, math, language and communication arts, or science.

## **Off-Campus Programs**

Off-campus study provides a valuable opportunity to hone and extend the intellectual skills and capacity for civic and academic engagement associated with a Lawrence liberal arts education by placing students in educational settings that purposefully combine classroom and experiential learning. In such settings, students are challenged to apply and question what has been learned on the home campus and to evaluate alternate perspectives and ways of learning.

Off-campus study also provides a rich opportunity for personal growth as students gain independence and self-confidence through active engagement with social and cultural practices different than their own and/or through the experience of educational or research settings whose pedagogical approaches and curricular structures differ from those at Lawrence.

Students who wish to study off-campus are encouraged to make an appointment with the Financial Aid office to discuss their financial expectations. Program costs vary widely and it is best to be prepared for the financial reality of your off-campus study decisions.

Campus visits in the fall and winter terms by representatives from the affiliated programs, as well as individual discussions with the program faculty and staff, provide an excellent opportunity to learn more. Please also consult your academic advisor, other faculty, students who have studied off-campus in the past, and the Off-Campus Programs Coordinator to gather as much information about the program(s) as possible.

### **Policies and Procedures for Off-Campus Study**

Participation on an off-campus program requires approval by the Lawrence Subcommittee on Off-Campus Study and, in the case of affiliated programs, acceptance by the program sponsor. Students must apply using the Lawrence Off-Campus Study Proposal. Each year, the proposal deadline for most affiliated programs for the upcoming summer and following academic year is in early February (a few programs have earlier application deadlines). Applications for the London Centre and the Francophone Seminar in Dakar Senegal are due early in Spring term.

Lawrence approval is granted only if the student is adequately prepared both personally and academically for the program and if the program coherently fits the goals of a Lawrence liberal arts education and the individual student's academic plan. The specific evaluation criteria are listed below.

Lawrence's policy is to support one off-campus study program for those students who elect to study off-campus. The only exceptions to this policy involve the London Centre, the Francophone Seminar, and the Marine Biology Term, each of which may be combined with study on a second program. Students may also elect to participate on a non-affiliated off-campus program and seek transfer credit for that experience (however, Lawrence scholarships, grants, and loans may not be applied to the program costs associated with those programs).

# Off-Campus Programs

## Evaluation & eligibility criteria for participation on an off-campus program

Following are the criteria used to determine student eligibility to participate on an off-campus study program and used by the Subcommittee on Off-Campus Study in evaluating applications for such programs.

1. The student meets all Lawrence eligibility requirements for off-campus study. A student is *ineligible* for off-campus study in the following cases:
  - a. if she or he will not achieve sophomore status prior to participation on the off-campus program;
  - b. if she or he is on academic probation in the term preceding off-campus study or will not be in good academic standing at the time of participating in off-campus study;
  - c. if she or he is on disciplinary probation in the term preceding off-campus study or will not be in good disciplinary standing at the time of participating in off-campus study; and/or
  - d. if she or he has a demonstrated history of behavioral issues inappropriate for off-campus study.
2. The proposed program represents a well-defined continuation of the curricular and pedagogical goals of a Lawrence liberal arts education and the individual student's academic plan. This may include, but is not limited to:
  - a. opportunities to apply, extend, and/or develop specific academic or intellectual skills in a different educational, cultural, or linguistic context;
  - b. opportunities to pursue specific independent research; and/or
  - c. opportunities to apply, extend, and/or develop other kinds of on-campus learning in a different academic, cultural, or linguistic context.
3. The student's record shows evidence of college-level preparation and academic achievement appropriate to the proposed program.
4. In situations where Lawrence limits participation, qualified students proposing their first off-campus program will be given priority over qualified students proposing participation on an additional program.

## Off-campus study approval wait lists

In order to budget effectively for the institutional costs associated with off-campus study, Lawrence establishes an annual cap on the number of students who may participate on affiliated programs. If there are more suitable applicants than the annual cap allows the Subcommittee to support, a waiting list will be created based upon a combination of seniority and other relevant academic and application factors.

Program capacity for Lawrence sponsored programs (the London Centre, in particular) is limited. In the case of the London Centre, if there are more suitable applicants than there are available spaces for a given term, some students will be shifted to their second-choice term based upon relevant factors. In situations where such accommodations cannot be made, a waiting list ranked according to the same criteria as above will be maintained for each over-subscribed term.

# Off-Campus Programs

## Financial aid and off-campus study

In an effort to promote off-campus study, financial assistance is available to students who wish to participate in one of Lawrence's affiliated or sponsored off-campus programs and who have demonstrated financial need. Merit scholarships, music scholarships, and tuition exchange benefits will not be applied to off-campus study programs, but need-based grants and loans are applicable to all Lawrence-sponsored and Lawrence-affiliated programs. In 2011-12, the maximum Lawrence grant that may be applied is \$5,600 for any one-semester or one-term program and \$11,200 for any one-year program. Typically, all government sponsored grants (e.g., Federal Pell Grants, Federal SEOG, and Wisconsin Tuition Grants) are fully applicable to all such programs. Per program policies, students receiving Lawrence Tuition Remission or ACM Tuition Remission will be allowed to apply their tuition benefit toward the cost of Lawrence-sponsored programs. These programs include the London Centre, Kurgan Exchange, and Francophone Seminar in Dakar, Senegal. These benefits are not applicable to Lawrence-affiliated programs.

The cost for many off-campus study programs is greater than the cost of studying for the same period of time at Lawrence. Students should make certain they consider out-of-pocket expenses when deciding whether or not they can afford a given program. Comprehensive cost estimates for all Lawrence affiliated and sponsored programs are available from the financial aid office. Some programs (e.g. IES and ISA programs) offer the opportunity to apply for additional scholarship funds.

Any student who will need financial assistance to be able to afford an off-campus study program is encouraged to submit the Free Application for Federal Student Aid (FAFSA) as early as possible during the year preceding their proposed program. Even those not qualifying for need-based aid may wish to absorb the incremental expense through either an unsubsidized Stafford Student Loan or a parental PLUS loan and are thus encouraged to submit the FAFSA..

Students are encouraged to pursue outside scholarship opportunities to assist with the incremental cost of off-campus programs. Please see the Off-Campus Study Funding page for more information about scholarships and funding options for off-campus study.

## Billing & deposits

Lawrence bills program tuition and billable program fees for students participating in LU sponsored and affiliated programs. In the case of affiliated programs, Lawrence charges *only* the direct costs billed by the program sponsor plus a nominal administrative fee of \$250. In the case of Lawrence-sponsored programs, students are charged Lawrence tuition and a program fee to cover fixed in-country costs.

Many programs require a confirmation deposit from students to officially accept their offer of admission. For affiliated programs, students should pay this deposit directly to the program provider. Students accepted to a Lawrence sponsored program will receive more information about this confirmation deposit upon acceptance. The deposit for an affiliated or sponsored program cannot be billed to a student's Lawrence student account.



# Off-Campus Programs

## Mandatory health insurance coverage

Students participating on a Lawrence-sponsored or -affiliated international off-campus program are required to carry the Lawrence University international medical and evacuation insurance policy administered by Cultural Insurance Services International. The *only* exception to this requirement is for students on programs provided by IES (students on IES programs will not be enrolled in the LU group coverage through CISI). The Off-Campus Programs office will automatically enroll students for the CISI coverage. The fee for this coverage (approximately \$40 per month of coverage) is charged to the student's Lawrence account along with the program fees.

It is presumed that this coverage is in addition to whatever medical insurance coverage the student already holds and has thus been factored into the comprehensive cost estimates for the international off-campus study programs.

The insurance coverage starts three days before the program start date and extends one week beyond the program end date, to allow time for travel to and from the program. As this coverage is valid only outside the United States, all students are strongly encouraged to maintain their health insurance coverage in the United States in the event of their unexpected return due to a medical emergency.

More information about the coverage through CISI is available [here](#). You will find the Lawrence policy brochure and claim form, how to purchase additional insurance for a period of personal travel, CISI and Assistance Company contact information, and related links.

## Health advisories, travel advisories, and travel warnings

Lawrence strongly recommends that all students avail themselves of the travel information available from the U.S. State Department, Centers for Disease Control (CDC), and World Health Organization (WHO) websites. In particular, students should carefully consider the information included in State Department travel advisories and alerts for the country in which they are pursuing off-campus study and/or for any other country to which they are planning to travel during their time abroad. Please note the difference between State Department Travel Warnings and Travel Alerts.

Lawrence will cancel a Lawrence-sponsored program or will withdraw its approval for study on a Lawrence-affiliated program if a State Department Travel Warning and/or a CDC or WHO travel advisory is in place for the host country. Lawrence does not support students participating on off-campus study programs in countries with these levels of caution. Withdrawal of approval for an affiliated program bars a student from receiving Lawrence credit for the program and from applying institutional financial aid to the program costs.

In order to make certain that a student may make an informed decision regarding participation on a program, the issue of potential loss of Lawrence approval for an affiliated program will be brought to the student's attention as far in advance of the program start date as it is feasible. This policy applies to students attending programs where such a warning or alert is in place before the program begins (even if there may not have been such a warning or alert for the host country when the student applied and/or was accepted to the program).

## Off-Campus Programs

### Housing

Information about how off-campus study effects a student's on-campus housing selection is available [here](#).

### Lawrence-Sponsored Programs

#### Lawrence London Centre

The Lawrence London Centre was established in 1970 to introduce Lawrence students to the rich social, cultural, and political history of the British people through a program of classroom study supplemented by field trips, museum visits, guest lectures and performances, cultural opportunities, and travel. While continuing to play this important role in a Lawrence liberal arts education, the London Centre also seeks to utilize its setting in a cosmopolitan world city as a rich text wherein Lawrence students can engage the significant political, economic, cultural, and intellectual challenges of the 21st century. London is known to the world as a cosmopolitan center of artistic, financial, and academic activity, which makes it a great location for a variety of academic and cultural explorations. London Centre courses cover a range of areas including theatre, music history, anthropology, history, government, and art history. Course offerings vary each term. All students take part in a 3-unit core course called British Life and Culture. London Centre courses do not have prerequisites and are open to all London Centre participants. Many courses can be used to fulfill general education requirements. Internships are also available to juniors and seniors through an additional selection process. Music students are able to arrange 3-unit S/U music lessons for credit.

Duration: Term

[www.lawrence.edu/academics/offcampus/london](http://www.lawrence.edu/academics/offcampus/london)

#### Lawrence Francophone Seminar

This biennial program in Dakar, Senegal, introduces students to Western African culture. Organized by the Lawrence French department in conjunction with the Baobab Center, participants, accompanied by a Lawrence professor, study the French and Wolof languages, Senegalese history and culture, and Francophone African literature and may arrange individual music lessons. The academic program is supplemented by local excursions, a stay in a rural village and field trips to other parts of the country and region.

#### Prerequisites:

Two years of college-level French study is required or the equivalent (completion of French 202). The course *Destination Dakar* is required in the term preceding the seminar term.

[www.lawrence.edu/academics/offcampus/francophone](http://www.lawrence.edu/academics/offcampus/francophone)

## Off-Campus Programs

### Lawrence Kurgan Exchange Program

Kurgan, Russia is located on the steppes of Siberia and has been Appleton, Wisconsin's sister city since 1989. Through a bilateral exchange agreement, Lawrence students may study for one semester at Kurgan State University. Students pursue courses in Russian grammar and phonetics, conversation, and literature. Students are placed with host families connected with the sister city program. For more information about this exchange, please contact the Off-Campus Programs office or the Russian department.

*This program is only offered in Fall semester.*

#### **Prerequisites:**

Previous Russian study is required.

### 2012–13 London Centre Courses

#### **ANTH 372**

##### **Urban Anthropology of London**

6 units, Fall and Spring Terms

This seminar combines a variety of methods to explore contemporary British culture. In addition to the readings and field trips, students conduct ethnographic fieldwork in London on a topic of their own interest. This may be based in a particular place or, more broadly, focus on a certain group of people. The course provides an introduction to field research methods. Throughout the term, students participate in shorter exercises designed to develop their confidence in the skills of observation, interviewing, description and analysis. Readings on topics such as neighborhoods, social use of language, class, education and migration experience provide a framework for understanding the detail of the individual projects. Students are expected to make presentations and participate in discussions.

#### **ARHI 246**

##### **19th-Century Art, Design and Society in Britain**

6 units, Winter Term

In the 19th century, Britain was at the height of her imperial and industrial powers, with a burgeoning middle class with increased spending power. Against this background, this course examines the painting (including Turner, Constable, the Pre-Raphaelites, the High Victorians), architecture, furniture, and interiors of the period, utilizing the wealth of examples in London's museums, galleries, and buildings.

#### **ARHI 273**

##### **Rude Britannia: British Sculpture**

6 units, Fall Term

Historically sculpture has been the most public medium to illustrate a society's values, tastes, priorities, and ideals. Through extensive visits to museums, art galleries, artists' studios, and public art installations throughout London, this course will investigate the many issues and controversies that surround contemporary British sculpture and public art.

Also listed as ART 273

## Off-Campus Programs

### **ART 111**

#### **Intro to Drawing–London**

6 units, Fall Term

This introductory course will take full advantage of the city of London, its environment, both natural and man-made, its people, sights, and culture as subject matter for a series of sketchbook-based drawings and works of art.

### **ENG 170**

#### **Shakespeare in London**

6 units, Spring Term

Students will study several plays by William Shakespeare selected from among the current offerings by the Royal Shakespeare and other companies. Discussions will address the plays themselves, production techniques and the audiences to whom they appeal. Students are required to attend performances of the plays under study.

*Also listed as THAR 170*

### **GOVT 385**

#### **Modern British Politics**

6 units, Winter Term

This course analyzes the central structures and processes of British politics, the important policy issues of recent years, British attitudes toward the political system, and critiques of British politics and history.

### **HIST 150**

#### **Stuart England, 1603–1715**

6 units, Spring Term

This course explores the causes and impact of the English Civil War, the effect of the Restoration, the Glorious Revolution, and the path to the Hanoverian Succession. The economics, politics, religion, social history, and cultural aspects of the period are also studied. Visits to museums and buildings of the period are included.

### **HIST 247**

#### **The Impact of Empire on Great Britain, 1814–1914**

6 units, Fall Term

In 1914 the British Empire contained a population of over 400 million people and was territorially the largest empire in world history. While the British spread their ideas about government, language, religion and culture to their colonies, Britain itself was also profoundly influenced by the colonies it ruled. This course will explore aspects of the impact of the Empire on British politics, economics, society and popular culture during the 19th century. Among the topics to be covered are the anti-slavery movement, imperialism and new imperialism, jingoism and popular culture, economic responses, and the influence of imperialism on culture and the arts. The myriad resources of London will be used to provide specific examples of how important the Empire was in shaping British identity and institutions during the 19th century.

## Off-Campus Programs

### **MUHI 135**

#### **British Musical Renaissance**

6 units, Winter Term

An introduction to British music in the first three-quarters of the 20th century. In addition to studying major works by Elgar, Vaughan Williams, and Britten, students will explore the social and political currents as they impinged on musical life in Britain. A number of concerts and outside visits will be organized, and students will be encouraged to attend relevant performances in London, for which they will be prepared in class. The course will be general in scope, and no prior musical knowledge will be expected. Does not satisfy course requirements for any music major. Not open to students who have previously received, or need to receive credit for MUHI 435

### **MUHI 435**

#### **British Musical Renaissance**

6 units, Winter Term

An introduction to British music in the first three-quarters of the 20th century. In addition to studying major works by Elgar, Vaughan Williams, and Britten, students will explore the social and political currents as they impinged on musical life in Britain. A number of concerts and outside visits will be organized, and students will be encouraged to attend relevant performances in London, for which they will be prepared in class. This course is a seminar involving independent research. *Not open to students who have previously received credit for MUHI 135.*

Prerequisites: MUHI 201 and 202

### **MUIN 355**

#### **London Studio Instruction**

Fall, Spring and Winter Terms

Individual instruction in music at the London Centre.

### **THAR 211**

#### **Introduction to London Theatre**

6 units, Fall Term

Introduction to a critical approach to theatrical performance. Students read play scripts before attending a wide range of plays in a variety of performance spaces in London, working towards a developed understanding of dramatic form. Study of literary and theatrical conventions is designed to enhance students' critical sophistication.

## Off-Campus Programs

### **THAR 170**

#### **Shakespeare in London**

6 units, Spring Term

Students will study several plays by William Shakespeare selected from among the current offerings by the Royal Shakespeare and other companies. Discussions will address the plays themselves, production techniques, and the audiences to whom they appeal. Students are required to attend performances of the plays under study.

*Also listed as ENG 170*

### **THAR 279**

#### **Fringe Theatre in London**

6 units, Winter Term

This course will attempt to define Fringe Theatre (a movement started in 1968) and to categorize its main elements. The class shall attend a wide variety of plays and venues and come to an understanding of how the fringe has changed over the years. Discussions will address production techniques, the plays themselves, the audiences to whom they appeal, and to what extent the fringe is still an important theatrical force. Students are required to attend performances of the plays under study.

### **UNIC 203**

#### **British Crime Fiction**

6 units, Winter Term

The course will offer a survey of the development of crime fiction in Britain from the mid-19th century to the present. Taught as a lecture/discussion class, it will also attempt to exploit the London setting to provide a physical context for some of the work under scrutiny. Students will be able to develop their analytical and writing skills, and should expect to achieve a good grasp of the characteristics of genre fiction; they should also be able to recognize the contribution that a study of these popular forms can make to developing a broader understanding of the values and concerns of the society within which they arise.

### **UNIC 260**

#### **British Life and Culture**

3 units, Fall, Winter and Spring Terms

This compulsory course utilizes visiting speakers, site visits, small group fieldwork and short research projects to introduce students to contemporary life in London and the United Kingdom. Site visits usually include the Museum of London, Imperial War Museum, London Mosque and a football match. Speakers have included religious leaders representing several different traditions and a homeless couple, among others. The course is designed so that the majority of work takes place during the single class meeting, allowing students the possibility of pursuing up to three elective courses.

## **Off-Campus Programs**

### **UNC 262**

#### **Discovering London's Histories**

6 units, Spring Term

This interdisciplinary course aims to give students a thorough grounding in the chronology of London's development from Roman settlement on the periphery of Empire to 21st-century "World City." The use of contemporary literary and visual sources will serve both to develop students' historical imagination and to enable them critically to examine the concepts involved in the discipline of history itself. Alongside this historical approach, a theoretical examination of specific themes and topics will be used to explore the nature of "the town as palimpsest," a layered structure in which the past is never entirely obliterated by what succeeds it. Examples of such themes and topics might include, inter alia, religious observance, theatrical presentation, immigration, commerce, domestic life, and government.

### **UNC 264**

#### **London Internship**

6 units, Fall, Winter and Spring Terms

Students in the internship program participate in this seminar meeting once per week and building upon the field study, lectures, and discussions in the British Life and Culture course. Students are expected to maintain a journal with substantial entries each week that critically reflect on their experiences from intercultural, cross-cultural, social, ethical, organizational, and interpersonal perspectives. Students are also required to complete short reflective essays and a final internship essay interrogating their experiences in terms of the course readings, class discussions in the seminar and the British Life and Culture course, and the broader issue of how a liberal arts-informed perspective frames one's experience in the workplace.

# Off-Campus Programs

## United States Programs

*Abbreviations: ACM, Associated Colleges of the Midwest; ACC, Associated Colleges in China; GLCA, Great Lakes Colleges Association; IES, Institute for the International Education of Students; ISA, International Studies Abroad*

### **Chicago Program: Arts, Entrepreneurship, and Urban Studies**

The program immerses students academically, professionally, and personally with life in Chicago. The primary areas of emphasis in the program are Arts, Entrepreneurship, and Urban Studies and students have the opportunity to explore one of these topics in depth, or participate in class work and projects across these disciplines. The program offers a mix of academic work, a supervised internship, independent study project, common core course about the city of Chicago, and a variety of seminars focused on the arts and creativity, innovation and entrepreneurship, and urban studies and social justice.

INSTRUCTORS: Kathy Privatt (Arts), Marty Finkler (Entrepreneurship), Martyn Smith (Urban Studies)

Duration: Semester, Term

[www.acm.edu/programs/18/chicago/index.html?src=mapocs](http://www.acm.edu/programs/18/chicago/index.html?src=mapocs)

### **Chicago, Illinois • Newberry Library Seminar in the Humanities**

Based at the world-renowned Newberry Library in Chicago, this ACM program provides a powerful introduction to the art of pursuing original research. Students in the program attend interdisciplinary seminars taught by visiting professors and work with resident scholars and library staff to research and write a major research paper based on the Newberry's broad collections in the humanities.

Duration: Semester

Juniors or seniors interested in pursuing serious research in the Humanities are eligible.

[www.acm.edu/programs/14/newberry/index.html](http://www.acm.edu/programs/14/newberry/index.html)



## Off-Campus Programs

### **Chicago, Illinois • Urban Education: Student Teaching in Chicago**

In the Urban Education program students engage in an urban student teaching experience with support and guidance to foster their learning and growth as teachers. First established in the early 1960s, the ACM Urban Education Program has had a long tradition of interactions with Chicago schools and the city's education community. Students develop their professional skills as they work alongside mentor teachers in Chicago schools. In the weekly seminar, they connect educational theory to their experiences teaching in the classroom.

Duration: Semester

Interested students should talk with the education department about requirements for this program.

[www.acm.edu/programs/28/urbaneducation/index.html?src=mapocs](http://www.acm.edu/programs/28/urbaneducation/index.html?src=mapocs)

### **Chicago, Illinois • TeachChicago Urban Teaching Program**

Students seeking teacher certification can complete their student teaching practicum and seminar in the ethnically and culturally diverse urban Chicago environment. Placements are made in both public and private central-city Chicago schools. Students live in apartments located in Hyde Park, adjacent to the University of Chicago.

Duration: Semester

Interested students should talk with the education department about requirements for this program.

[www.chicagocenter.org/student-programs/urban-student-teaching-practicum](http://www.chicagocenter.org/student-programs/urban-student-teaching-practicum)

### **Oak Ridge, Tennessee • Oak Ridge Science Semester**

The ACM/GLCA Oak Ridge Science Semester enables advanced undergraduates to study and conduct research in the prestigious and challenging scientific environment of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent participating in a long-range research project with an advisor specializing in biology, chemistry, physics, computer science or biochemistry. In addition, students participate in an interdisciplinary seminar and lecture series designed to broaden their exposure to developments in their major field and related disciplines.

Duration: Semester

The program is designed for seniors and highly qualified juniors with a minimum GPA of 3.0 and declared majors in related areas.

[www.acm.edu/programs/15/oakridge/index.html](http://www.acm.edu/programs/15/oakridge/index.html)

## Off-Campus Programs

### **Superior National Forest, Minnesota • Coe College Wilderness Field Station**

The Coe College Wilderness Field Station is a four-week summer program of biological field study in the Superior National Forest in northern Minnesota. Classes are small and personal, with no more than eight students per instructor. All courses integrate lectures and laboratory investigation with daily canoe outings. Each class undertakes a lengthy canoe trip into Boundary Waters Canoe Area Wilderness.

Duration: Summer

[www.public.coe.edu/fieldstation](http://www.public.coe.edu/fieldstation)

### **Washington, D.C. • Washington Semester**

The Washington Semester enables students to participate in a thematic program of study at the American University in Washington, D.C. In addition to the core seminar, students pursue an internship related to the program topic and an independent study project. The Lawrence-approved program tracks are: American Politics, International Environment and Development, International Law and Organizations, Justice and Law, Peace and Conflict Resolution, Islam and World Affairs Foreign Policy, and Global Economics and Business.

Duration: Semester

[www.american.edu/washingtonsemester](http://www.american.edu/washingtonsemester)

### **Woods Hole, Massachusetts • SEA Semester**

The SEA program is designed to develop in students a talent for the application of scientific thinking and method to the marine environment. This program gives undergraduates the opportunity to study the ocean from a variety of academic perspectives and to do it from the platform of a traditional sailing vessel. It is open to students in the sciences, humanities, and social sciences. This is a unique opportunity for Lawrence students, scientists and non-scientists alike, to learn about maritime heritage (in art, literature, philosophy, and politics) and to develop the observational and investigative skills that grow from sustained attention to complex physical data. The 12-week program is divided into the Shore Component (the first six weeks) and the Sea Component (the remaining six weeks). No sailing experience is necessary.

Duration: Term

Some tracks of the program require past science coursework but many tracks do not—students should check for prerequisites for their track of interest

[www.sea.edu](http://www.sea.edu)

### **Woods Hole, Massachusetts • Semester in Environmental Science**

The Semester in Environmental Science is offered at the world-renowned Ecosystems Center of the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Students participate in two core seminars focusing on aquatic and terrestrial ecosystems. They also choose an elective seminar and pursue an independent research project under the guidance of the MBL staff and faculty.

Duration: Semester

<http://ecosystems.mbl.edu/SES>

# Off-Campus Programs

## International Programs

### Argentina

#### Buenos Aires Argentina

ISA Buenos Aires offers a broad curriculum that includes a focus on Argentine and Latin American studies. Students may select from courses designed specifically for foreign students and, in the case of students with advanced fluency in Spanish, from the regular course offerings at the University of Belgrano. In this latter case, classes are taught by Argentine faculty and classmates are regular Argentine university students. The Latin American Studies option, however, is intended for students with intermediate and advanced Spanish who have an interest in the political, social, economic, and cultural aspects of Argentina.

Duration: Summer, Year, Semester

Previous language study required.

[www.studiesabroad.com/programs/country/argentina/city/buenos\\_aires](http://www.studiesabroad.com/programs/country/argentina/city/buenos_aires)

### Australia

#### Melbourne

IES Melbourne offers students the opportunity for integrated study at the University of Melbourne. B.Mus. students may choose to pursue full-time music study with the prestigious Faculty of Music. Internship opportunities are available for qualified students with a broad variety of organizations. While courses are available in a variety of disciplines, students should only select courses that are applicable to the Lawrence curriculum. Note: Lawrence is not affiliated with the IES program at La Trobe University.

Duration: Summer, Year, Semester

Applicants should have sophomore, junior, or senior standing at the beginning of the program. Minimum GPA of 3.0. Exceptions may be made for juniors or seniors who have a GPA of 2.8 or higher. Students should consult the IES program website for additional application materials needed to apply for the exception to the GPA requirement.

[www.iesabroad.org/IES/Programs/Australia/Melbourne/Academics/UniMelbProfile.html](http://www.iesabroad.org/IES/Programs/Australia/Melbourne/Academics/UniMelbProfile.html)

# Off-Campus Programs

## Austria

### Vienna

IES Vienna offers a broad curriculum in the humanities and social sciences. Students may select from either English-taught or German-taught courses. Students with advanced German proficiency may also choose to pursue integrated study at the Universität Wien. Music students may choose to enroll in the Music Performance Workshop, combining individual music instruction with a German language course and three other courses selected from area studies, music history, and music theory offerings.

Duration: Year, Semester

No previous language study is required.

[www.iesabroad.org/IES/Programs/Austria/Vienna/vienna.html](http://www.iesabroad.org/IES/Programs/Austria/Vienna/vienna.html)

## Botswana

This ACM program offers students interested in African culture, politics, history, economics, ecology, and other areas the chance to participate in a unique program. The program is divided between courses in intensive Setswana language study, an elective course offered through the African Studies area of the University of Botswana, an elective course offered by ACM's Program Director, as well as completing an Independent Study project within their own area of interest.

Duration: Semester

[www.acm.edu/programs/1/botswana/index.html](http://www.acm.edu/programs/1/botswana/index.html)

## Canada

### Québec Seminar & Internship

This program in French-speaking Chicoutimi, Canada, combines nine weeks of intensive coursework on French language and Québécois culture with four weeks of full-time internship in a business, governmental, or non-governmental organization. The program is organized through the Ecole de langue française et de culture Québécoise at the Université du Québec Chicoutimi. Students are housed with French-speaking families and participate in cultural and social activities organized by the Ecole. For more information about this exchange, please contact the Off-Campus Programs office or the French department.

Duration: Term

Two years of college level French study is required or the equivalent (completion of French 202)

## **Off-Campus Programs**

### **Chile**

#### **Santiago**

IES Santiago offers an opportunity to pursue Spanish language study, Spanish-taught elective courses, integrated study at the Universidad de Chile or the Pontificia Universidad Católica, and internships. Students are placed in a home stay to facilitate language development and cultural immersion.

Duration: Year, Semester

Previous language study is required.

[www.iesabroad.org/IES/Programs/Chile/Santiago/santiagoSemester.html](http://www.iesabroad.org/IES/Programs/Chile/Santiago/santiagoSemester.html)

### **China**

#### **Associated Colleges in China**

Based at Minzu University of China in Beijing, the Associated Colleges in China Program combines intensive Chinese language study with lectures on Chinese society, art, literature, and history. The program includes a weekly language practicum, visits with host families, and field trips to culturally and historically significant locations.

Duration: Summer, Year, Semester

Previous language study is required.

<http://my.hamilton.edu/china/intensive-language>

### **Costa Rica**

#### **Field Research in Costa Rica**

The ACM field research program is designed primarily for advanced students wishing to pursue a significant field-based independent research project. This research may be in the humanities, social sciences, or sciences. Students prepare for their research during a month-long orientation that includes intensive language training and a review of fieldwork methodology. The research may be integrated with an ongoing project at Lawrence or started afresh on the program.

Duration: Semester, Term

Students who will be juniors or seniors with prior coursework in the proposed research discipline are eligible. Familiarity with statistics, fieldwork methodology, and research methods is recommended. At least two years of college Spanish (or the equivalent) is required

[www.acm.edu/programs/4/fieldresearch/index.html](http://www.acm.edu/programs/4/fieldresearch/index.html)

## **Off-Campus Programs**

### **Latin American Culture & Society in Costa Rica**

This interdisciplinary ACM program is for students seeking to develop an understanding of life in Latin America. Language study is stressed as the key to understanding the culture. Coursework in language, literature, geography, anthropology, politics, and cultural change enables students to develop insights that are reinforced by field trips and two weeks of field work in rural areas. Students conduct an independent study project focusing on an aspect of Costa Rican culture of particular interest to them. Students live with host families.

Duration: Semester

Students who will be sophomores, juniors, or seniors are eligible. At least two years of college Spanish (or the equivalent) is required.

[www.acm.edu/programs/3/slacs/index.html](http://www.acm.edu/programs/3/slacs/index.html)

### **Sustainable Development Studies in Costa Rica**

This program is offered at a field station in the community of Atenas, located along the Rio Grande River in the Central Valley. Students enroll in four courses, each of which includes extensive field study and makes use of guest lecturers and opportunities to interact with the host community. The program provides environmental studies majors who wish to focus on policy issues with an opportunity to study the challenges that developing countries face as they attempt to increase prosperity while striving for levels of sustainable development that preserve natural resources.

Duration: Semester

Applicants must have completed at least 1 college-level course in ecology or environmental studies and one Spanish course. Previous coursework in international development, statistics, economics or anthropology is encouraged.

[www.fieldstudies.org/pages/4250\\_costa\\_rica\\_semester.cfm](http://www.fieldstudies.org/pages/4250_costa_rica_semester.cfm)

## **Ecuador**

### **International Development in Ecuador**

MSID seeks to engage students in an environment of reciprocal learning concerning local and global problems with a particular focus on development issues. This program allows anthropology, environmental studies, government, psychology, and other students interested in the theoretical and practical implications of international development and social justice to study firsthand the challenges faced by developing countries. Students gain hands-on experience by participating in a community-based internship. Students are placed in a home stay to facilitate language development and community integration.

Duration: Year, Semester

Applicants must have junior or senior status during the program and have taken at least 4 college-level Spanish courses.

[www.umabroad.umn.edu/programs/americas/msid-ecuador.php](http://www.umabroad.umn.edu/programs/americas/msid-ecuador.php)

## **Off-Campus Programs**

### **Quito**

IES Quito offers the opportunity for students to explore and study Spanish in an Andean location. Students in the Area Studies and Language track pursue Spanish language study, Spanish-taught IES elective courses, and have the option of integrating study at a local partner university. Students with advanced language skills can take part in the Direct Enrollment track where students take their full course load in the local university. Students may also pursue internships. Students are placed in a home stay to facilitate language development and cultural immersion. Note: Lawrence is not affiliated with the Galapagos program.

Duration: Year, Semester

Previous language study is required. In order to gain admittance to the Direct Enrollment track of the program, students will need to have completed two to three classes beyond Spanish 202.

[www.iesabroad.org/IES/Programs/Ecuador/Quito/quito.html](http://www.iesabroad.org/IES/Programs/Ecuador/Quito/quito.html)

### **Egypt**

#### **AU Cairo**

The American University in Cairo (AUC) is a liberal arts institution and a premier English-language university in the Arab world. This direct enrollment study abroad program offers content courses in English in a range of disciplines while also offering high-quality Arabic instruction. While it is suggested that students have some experience with Arabic before attending this program, this is not required and students with an interest in the Middle East from a variety of academic backgrounds will find courses from AUC's course offerings. Courses are available for Anthropology, Arabic, Art History, Government, and Religious Studies students.

Duration: Summer, Year, Semester

Applicants should have a minimum GPA of 3.0. Most participants are juniors or seniors but applications for sophomore year are considered.

[www.aucegypt.edu/students/IPO/ISAA/Pages/ISAB.aspx](http://www.aucegypt.edu/students/IPO/ISAA/Pages/ISAB.aspx)

### **France**

#### **Nantes**

IES Nantes offers students the opportunity to combine French language study, French-taught area studies courses offered by the program, integrated study at l'Université de Nantes, and internship opportunities. Students are placed in a home stay to facilitate language development and cultural immersion.

Duration: Year, Semester

Previous language study is required.

[www.iesabroad.org/IES/Programs/France/Nantes/nantes.html](http://www.iesabroad.org/IES/Programs/France/Nantes/nantes.html)

## Off-Campus Programs

### Paris - French Studies program

IES Paris offers students the opportunity to combine French language study, French-taught area studies courses offered by the program, internship opportunities, and integrated study at l'Université de Paris-Sorbonne, l'Université Paris VIII, or l'Institut Catholique. Music students may pursue performance and/or content study at the Ecole Normale de Musique de Paris/Alfred Cortot. Students are placed in a home stay to facilitate language development and cultural immersion. Note: Lawrence is not affiliated with the "Business and International Affairs" program.

Duration: Year, Semester

Previous language study is required.

[www.iesabroad.org/IES/Programs/France/Paris/French\\_Studies\\_Program/parisFrenchStudies.html](http://www.iesabroad.org/IES/Programs/France/Paris/French_Studies_Program/parisFrenchStudies.html)

### Germany

#### Berlin - Language & Area Studies program

IES Berlin offers advanced students the opportunity to combine German language study, German-taught area studies courses offered by the program, integrated study at the Humboldt Universität, and internship opportunities. Note: Lawrence is not affiliated with the "Metropolitan Studies" program.

Duration: Year, Semester

Previous language study is required.

[www.iesabroad.org/IES/Programs/Germany/Berlin/Language/berlinLanguage.html](http://www.iesabroad.org/IES/Programs/Germany/Berlin/Language/berlinLanguage.html)

### European Union

IES European Union offers students an opportunity to study the on-going development of the European Union (EU). In addition to a core seminar and a German language class, students pursue elective courses in one of three tracks: economics, political science, or international relations. The program includes substantial field study, with trips to the European Parliament, Court of Justice, Commission and Council for the EU, and the European Central Bank, among others. In addition, students participate in a weekend-long model EU simulation. Internship opportunities are also available.

Duration: Semester

No previous language study is required.

[www.iesabroad.org/IES/Programs/EuropeanUnion/EuropeanUnion/europeanUnion.html](http://www.iesabroad.org/IES/Programs/EuropeanUnion/EuropeanUnion/europeanUnion.html)



## Off-Campus Programs

### Germany

#### **Freiburg - Language & Area Studies program**

IES Freiburg offers students the opportunity to combine German language study, German-taught area studies courses offered by the program, integrated study at the Albert-Ludwigs Universität, and internship opportunities. Note: Lawrence is not affiliated with the "Freiburg Environmental Studies" program.

Duration: Year, Semester

Previous language study is required.

[www.iesabroad.org/IES/Programs/Germany/Freiburg/freiburgLanguage.html](http://www.iesabroad.org/IES/Programs/Germany/Freiburg/freiburgLanguage.html)

### Greece

#### **College Year in Athens**

The College Year in Athens offers courses in English focusing on Ancient Greece but also offers many classes on pre-historic, classical, post-classical, Byzantine, and modern Greece. In addition to offering courses useful to classics majors, the CYA curriculum includes offerings that would interest students of art history, archaeology, and Near East culture and history. All courses make full use of the resources available in Athens, with many of the classes conducted wholly or in part in museums or at historic sites. CYA regularly draws on the broad range of European and U.S. scholars pursuing research in Athens to offer lectures and colloquia at the CYA facility.

Duration: Summer, Year, Semester

[www.cyathens.org](http://www.cyathens.org)

### Hungary

#### **Budapest Semester in Mathematics**

This program allows students in math and computer science to study mathematics with eminent Hungarian instructors in Budapest. Hungary has a long tradition of excellence in mathematics education. All classes are taught in English. Classes are small and are held on the College International campus of the Technical University Budapest near the city center.

Duration: Year, Semester

Applicants must have junior or senior standing and have an appropriate amount of math and/or computer science coursework completed by the beginning of the program.

[www.budapestsemesters.com](http://www.budapestsemesters.com)

## Off-Campus Programs

### India

#### India Studies

The ACM India Studies program offers students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. Students pursue Marathi language instruction, take four elective courses and complete an independent study project. Participants are placed in home stays, and the academic program is supplemented by field trips to nearby cultural sites. A variety of extracurricular activities, such as dance, yoga, and batik, can also be arranged.

Duration: Semester

Students who will be sophomores, juniors, or seniors during the program are eligible. No previous language study is required.

[www.acm.edu/programs/5/india/index.html](http://www.acm.edu/programs/5/india/index.html)

#### Music Education Abroad - India

MEA aims to build appreciation and understanding between musical cultures by offering American student musicians the opportunity to study in India while pursuing coursework in both Western and Indian music, and taking part in an optional opportunity to volunteer-teach. The program takes place in Chennai which is a city of almost six million people located in south eastern India and is the artistic capital of the 'Carnatic' musical tradition. This program provides an opportunity for students to explore and study non-Western music and teaching music and is of interest to Conservatory students interested in ethnomusicology, music education, composition, and performance in non-Western music traditions.

Duration: Semester

No previous language study is required. Applicants must have completed at least one lab science course.

<http://musicedabroad.org>

### Ireland

#### Gaiety School of Acting in Dublin

Study at the well-regarded Gaiety School of Acting provides a valuable opportunity for a theatre arts major to experience a semester focused on the craft of acting. The school provides conservatory-like professional training taught by local acting instructors. Students take courses in contemporary Irish drama, improvisation, acting, and voice and movement for the stage. Students also attend plays and take part in related field trips and cultural events.

Duration: Summer, Semester

Applicants must be theatre arts or English majors or minors, have junior or senior standing by the beginning of the program and have an appropriate amount of theatre arts coursework completed. Final admission decisions rest with the Gaiety School.

[www.iesabroad.org/IES/Programs/Ireland/Dublin/Direct\\_Enrollment/DE\\_Universities/gsaProfile.html](http://www.iesabroad.org/IES/Programs/Ireland/Dublin/Direct_Enrollment/DE_Universities/gsaProfile.html)

## Off-Campus Programs

### Italy

#### **Arts in Context in London & Florence**

The ACM London and Florence Program draws comparisons among the historical and political contexts of art, architecture, literature, and theatre in two historically prominent cities. Coursework is supplemented by visits to museums, galleries, and theatres; short trips to other areas of England and Italy; and discussions with local scholars. Students spend eight weeks in each city. An optional intensive course in Italian language is offered in January.

Duration: Semester, Term

No previous language study is required. The program is open to seniors, juniors, and advanced sophomores.

[www.acm.edu/programs/7/lonflo/index.html](http://www.acm.edu/programs/7/lonflo/index.html)

#### **Earth and Environment in Italy**

This program provides an opportunity for students to explore, study, and practice environmental science and geoscience in the field. The program is located with easy access to world-class field sites in a region which presents a unique laboratory for understanding earth systems through time. The program offers opportunities for genuine scientific field study and research with an earth systems perspective. Students conduct independent research projects during the semester. The program provides cultural experiences and language training in addition to hands on field training.

Duration: Semester

No previous language study is required. Applicants must have completed at least one lab science course.

[www.luther.edu/environmentalstudies/offcampus/italyearth/](http://www.luther.edu/environmentalstudies/offcampus/italyearth/)

#### **Intercollegiate Center for Classical Studies**

Based in Rome, the ICCS offers a curriculum exploring classical Roman civilization. The core seminar, The Ancient City, explores aspects of Roman archaeology and topography, as well as the social and urban history of Rome and Roman civilization. Students also choose elective courses from offerings in ancient history and archaeology, Latin literature, and ancient art. Weekly field trips to sites in and near Rome supplement the coursework.

Duration: Semester

This program is designed for students majoring in classics, classical history, archaeology, or art history with strong classical interests and background. All applicants should have a minimum GPA of 3.0. Previous study of Latin and the classical Roman civilization is strongly advised.

[http://studyabroad.duke.edu/home/Programs/Semester/ICCS\\_Rome](http://studyabroad.duke.edu/home/Programs/Semester/ICCS_Rome)

## Off-Campus Programs

### Italian Renaissance Studies in Florence

The ACM Florence Program focuses on Renaissance painting, sculpture, architecture, history, and literature. Italian language instruction, a studio art course, and elective courses provide a broad perspective on Italian contributions to world civilization and facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement the coursework. Students are placed in a home stay to facilitate language development and cultural immersion.

Duration: Semester

Students who will be juniors or seniors during the program with backgrounds in art history, studio art, modern languages, or the humanities are eligible. No previous language study is required.

[www.acm.edu/programs/6/florence/index.html](http://www.acm.edu/programs/6/florence/index.html)

### Milan

Approved only for B.Mus. and B.A. Music students to pursue music study, IES Milan offers an opportunity to combine highly customized musical instruction with beginning and intermediate language study and area-studies courses taught in English.

Duration: Semester

No previous language study is required

[www.iesabroad.org/IES/Programs/Italy/Milan/milan.html](http://www.iesabroad.org/IES/Programs/Italy/Milan/milan.html)

### Rome

ISA Rome offers students the opportunity to enroll at the American University of Rome. All courses are taught in English, and there is no language prerequisite, but a basic knowledge of Italian is encouraged and enrollment in Italian coursework during your time there is required. Courses are available to students in a variety of areas, including humanities, arts, sciences, computer science, history, literature, and language (with an emphasis on Italian and the classics). However, students should only select courses that are appropriate to the Lawrence curriculum. Students are housed in shared apartments in neighborhoods close to the university campus.

Duration: Year, Semester

Previous language study is encouraged but not required.  
[www.studiesabroad.com/programs/country/italy/city/rome](http://www.studiesabroad.com/programs/country/italy/city/rome)

## Off-Campus Programs

### Japan

#### Japan Study

This ACM/GLCA program places students at Waseda University's School of International Liberal Studies in Tokyo, pursuing language study and English-taught Asian studies elective courses. A family-living experience in Tokyo provides an invaluable education in Japanese culture.

Duration: Year, Semester

Preference is given to applicants who will be participating during their junior year. At least one term of Japanese study is required. Selection is competitive and a minimum GPA of 3.0 strictly required.

<http://jpns.remotedb.earlham.edu>

#### Tokyo - Society & Culture program

IES Tokyo offers an opportunity to study Japanese society and culture. Japanese language courses through Kanda University, English-taught program elective courses, and an integrated seminar and field experience introduce students to Japanese social organization. Students are placed in a home stay to facilitate language development. Note: Lawrence is not affiliated with the "language intensive program."

Duration: Year, Semester

Previous language study is not required though it is strongly recommended.

[www.iesabroad.org/IES/Programs/Japan/Tokyo/Society\\_and\\_Culture/tokyoSocietyandCulture.html](http://www.iesabroad.org/IES/Programs/Japan/Tokyo/Society_and_Culture/tokyoSocietyandCulture.html)

### Kenya

#### International Development in Kenya

MSID seeks to engage students in an environment of reciprocal learning concerning local and global problems with a particular focus on development issues. This program allows anthropology, environmental studies, government, psychology, and other students interested in the theoretical and practical implications of international development and social justice to study firsthand the challenges faced by developing countries. Students gain hands-on experience by participating in a community-based internship. Students are placed in a home stay to facilitate community integration.

Duration: Year, Semester

Applicants must have junior or senior status during the program.

<http://umabroad.umn.edu/programs/africa/msid-kenya.php>

## Off-Campus Programs

### Madagascar

#### **SUNY Madagascar Semester**

The Madagascar Semester through Stony Brook University offers students interested in anthropology, biology, primatology, or ecology an option for field study in biodiverse Ranomafana National Park. During the program, students enroll in four courses: Primate Behavior and Ecology, Ecosystem Diversity and Evolution, Field Methods in Primatology and Field Biology, and an Independent Study.

Duration: Semester

This program is open to juniors and seniors, though, well-qualified sophomores may be considered.

[http://ws.cc.stonybrook.edu/studyabroad/long\\_madagascar.html](http://ws.cc.stonybrook.edu/studyabroad/long_madagascar.html)

### Netherlands

#### **Amsterdam**

IES Amsterdam offers anthropology and gender studies students an opportunity to pursue Dutch language study, integrated study in English at the University of Amsterdam, and an integrated tutorial, field, or service-learning experience and field research project. IES also offers a Gender and Sexuality Seminar in which students can enroll.

Duration: Year, Semester

No previous language study is required. The program is open to juniors and seniors. In addition to normal proposal materials, students must submit additional application materials for this program. The final admission decision lies with the host university.

[www.iesabroad.org/IES/Programs/Netherlands/Amsterdam/Study\\_Amsterdam/studyamsterdam.html](http://www.iesabroad.org/IES/Programs/Netherlands/Amsterdam/Study_Amsterdam/studyamsterdam.html)

#### **Amsterdam School of Music**

Music students may apply to the prestigious Amsterdam School of Music which offers a highly-individualized course of study. Musical training through this program is facilitated and administered by IES. As a large conservatory in the Netherlands, the Amsterdam School of Music takes advantage of the city's established reputation in both classical and contemporary music. The school is dedicated to high standards of teaching, performing, and creating music. Music students participating in this program should be strong in performance, composition, and/or theory and have the motivation and intention to succeed in this individualized and rigorous environment.

Duration: Year, Semester

Applicants must be music majors and have junior or senior standing by the beginning of the program. Final admission decisions rest with the Amsterdam School of Music and additional application materials are required. Admission to this program is often competitive.

[www.iesabroad.org/IES/Programs/Netherlands/Amsterdam/Direct\\_Enrollment/Academics/amsterdamDirectCVA.html](http://www.iesabroad.org/IES/Programs/Netherlands/Amsterdam/Direct_Enrollment/Academics/amsterdamDirectCVA.html)

## **Off-Campus Programs**

### **Gerrit Rietveld Academie**

Study at the Gerrit Rietveld Academy (GRA) provides a valuable opportunity for studio arts majors to pursue a semester focused on studio work. The GRA is a well-regarded and innovative Dutch art and design school that stresses independence and creativity through highly individualized curriculum and instruction.

Duration: Year, Semester

No previous language study is required. The program is open to juniors and seniors. In addition to normal proposal materials, students must submit additional application materials for this program. Final admission decisions lie with the host institution.

[www.iesabroad.org/IES/Programs/Netherlands/Amsterdam/Direct\\_Enrollment/Academics/amsterdamDirectGerritRietveld.html](http://www.iesabroad.org/IES/Programs/Netherlands/Amsterdam/Direct_Enrollment/Academics/amsterdamDirectGerritRietveld.html)

### **New Zealand**

#### **Auckland**

IES Auckland offers students the opportunity for integrated study at the University of Auckland. The university offers courses in a wide variety of disciplines, with especially strong programs in anthropology, natural science, and environmental science. While courses are available in a variety of areas, students should only select courses that are applicable to the Lawrence curriculum.

Duration: Semester

The program is open to juniors and seniors

[www.iesabroad.org/IES/Programs/NewZealand/Auckland/Academics/aucklandUniProfile.html](http://www.iesabroad.org/IES/Programs/NewZealand/Auckland/Academics/aucklandUniProfile.html)

### **Russian Federation**

#### **Kurgan Exchange Program**

Kurgan, Russia is located on the steppes of Siberia and has been Appleton, Wisconsin's sister city since 1989. Through a bilateral exchange agreement, Lawrence students may study for one semester at Kurgan State University. Students pursue courses in Russian grammar and phonetics, conversation, and literature. Students are placed with host families connected with the sister city program. For more information about this exchange, please contact the Off-Campus Programs office or the Russian department.

Duration: Semester

Previous Russian study is required.

[www.kgsu.ru](http://www.kgsu.ru)

## **Off-Campus Programs**

### **Smolny College**

The Bard College program partners with Smolny College in St. Petersburg to offer students a comprehensive Russian as a Second Language program in combination with Russian-taught elective courses. The elective courses are integrative and taken with Russian students who are regular degree-seeking students at Smolny.

Duration: Summer, Year, Semester

Previous language study is required.

<http://iile.bard.edu/smolny/bard-smolny>

### **Senegal**

#### **Francophone Seminar in Senegal**

This biennial program in Dakar, Senegal, introduces students to Western African culture. Organized by the Lawrence French department in conjunction with the Baobab Center, participants, accompanied by a Lawrence professor, study the French and Wolof languages, Senegalese history and culture, and Francophone African literature and may arrange individual music lessons. The academic program is supplemented by local excursions, a stay in a rural village, and field trips to other parts of the country and region.

Duration: Term

Two years of college level French study is required or the equivalent (completion of French 202). The course Destination Dakar is required in the term preceding the seminar term.

[www.lawrence.edu/academics/offcampus/francophone](http://www.lawrence.edu/academics/offcampus/francophone)

### **Spain**

#### **Granada**

This ISA program offers Spanish majors a classroom-based program with courses largely taught through the University of Granada program for foreigners. Based on the results of a placement exam administered on site, "advanced" students choose from courses, principally in the humanities, offered through the University of Granada Hispanic studies program. Students who do not pass the placement exam, usually students with "high intermediate" to "low advanced" language skills, may choose from a more limited curriculum in the Spanish Language and Culture program.

Duration: Summer, Year, Semester, Term

Previous language study is required. In order to gain admittance to the Hispanic studies program, students will most likely need to have completed two to three classes beyond Spanish 202.

[www.studiesabroad.com/programs/country/spain/city/granada](http://www.studiesabroad.com/programs/country/spain/city/granada)



## **Off-Campus Programs**

### **Salamanca**

IES Salamanca offers Spanish-taught courses focusing on Iberian culture, comparative studies of the Mediterranean Basin, and comparative studies of Spain and Latin America. The majority of students combine program courses with study at the Universidad de Salamanca. The program also offers education and political internships.

Duration: Summer, Year, Semester

Previous language study is required.

[www.iesabroad.org/IES/Programs/Spain/Salamanca/salamanca.html](http://www.iesabroad.org/IES/Programs/Spain/Salamanca/salamanca.html)

### **Tanzania**

#### **Field Studies in Tanzania**

This ACM program offers a unique opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. The program is divided between courses in intensive Kiswahili, human evolution, and ecology at the University of Dar es Salaam and field research in the Northern Region of Tanzania. The program is physically and academically demanding and only well-qualified students will be selected.

Duration: Semester

The program is open to juniors and seniors with prior course work in the natural or social sciences. Previous language study is not required.

[www.acm.edu/programs/9/tanzania/index.html](http://www.acm.edu/programs/9/tanzania/index.html)

### **United Kingdom**

#### **Arts in Context in London & Florence**

The ACM London and Florence Program draws comparisons among the historical and political contexts of art, architecture, literature, and theatre in two historically prominent cities.

Coursework is supplemented by visits to museums, galleries, and theatres; short trips to other areas of England and Italy; and discussions with local scholars. Students spend eight weeks in each city. An optional intensive course in Italian language is offered in January.

Duration: Semester, Term

No previous language study is required. The program is open to seniors, juniors, and advanced sophomores.

[www.acm.edu/programs/7/lonflo/index.html](http://www.acm.edu/programs/7/lonflo/index.html)

## **Off-Campus Programs**

### **Northern Ireland: Democracy & Social Change**

Based in Coleraine and Belfast, this program of the Higher Education Consortium for Urban Affairs (HECUA) allows anthropology, education, government, psychology, and other students interested in peace and conflict studies to examine firsthand the transition from conflict to sustainable democracy through classroom study and an internship placement.

Duration: Semester

[www.hecua.org/no\\_ireland.php](http://www.hecua.org/no_ireland.php)

### **Oxford University**

This program offers very strong students with an expressed interest in pursuing advanced study the opportunity to pursue focused study in a single subject area at one of four Oxford colleges: St. Anne's College, St. Edmund Hall, St. Hilda's College (women only), and Lady Margaret Hall. Placements are available across the arts, sciences, and social sciences. This is an integrated program of study whereby Lawrence students participate in a given college's tutorial system alongside its degree-seeking students.

Duration: Year, Semester, Term

Applicants must have junior or senior standing at the beginning of the program. Minimum GPA of 3.6. This program is often competitive and the final admission decision lies with the host university.

[www.arcadia.edu/abroad/default.aspx?id=6853](http://www.arcadia.edu/abroad/default.aspx?id=6853)

### **University of York**

This program creates an opportunity for strong students across a range of majors to study one or two subjects in a British tutorial system similar to that employed at Oxford and Cambridge. This is an integrated program of study whereby Lawrence students participate in a college's tutorial system alongside its degree-seeking students. Students are fully integrated into the residential colleges and social aspects of the university.

Duration: Year, Semester, Term

Minimum GPA of 3.0. Students wishing to study in the English department must complete additional application materials. Final admission decisions rest with the host university.

[www.arcadia.edu/abroad/default.aspx?id=6872](http://www.arcadia.edu/abroad/default.aspx?id=6872)

# **Academic Procedures and Regulations**

## **OPPORTUNITIES, OBLIGATIONS AND RESPONSIBILITIES**

Academic procedures and regulations, together with degree, program, and course requirements and the code of student responsibility, form the basis for the equitable and orderly conduct of student academic life at Lawrence University. These rules accord students opportunities, such as the ability to develop a personalized course of study or change a course selection after the first class meeting. They also impose obligations and responsibilities, such as planning a course of study to complete program requirements and maintaining satisfactory academic progress. Students are expected to be thoroughly familiar with the contents of the course catalog, the Online Student Handbook, other contracts, and official notices of the university.

### **Catalog of record**

Students may choose to complete degree requirements using the course catalog in effect at the time they matriculate as degree-seeking students or the current catalog at the time they plan to complete their degree. If requirements for a major, minor, or interdisciplinary area change, students should consult the department or program chair and their major advisor regarding the applicability of current course offerings to the major requirements they intend to complete. Academic regulations and procedures are effective as of the date they are approved by the university, unless otherwise noted.

## **ACADEMIC ADVISING**

### **Philosophy of Advising**

The philosophy that underlies academic advising at Lawrence reflects the university's emphasis on student responsibility and independence. Students have the responsibility for planning and pursuing their own academic programs. All students are assigned a faculty advisor to help with understanding strengths and weaknesses, setting goals, and utilizing resources at Lawrence.

Advisors are not expected to make decisions for advisees except in the case of an underload or overload request, nor are they expected to engage in a personal counseling relationship. Advisors are required to sign petitions and forms only if they have had the opportunity to provide their best advice on the decision. Advisors have the responsibility to advise the student. Students have the responsibility of making the decision.

### **The Advising Process**

Lawrence has a faculty-based advising system. All full-time members of the teaching faculty serve as academic advisors to students. New students are assigned to faculty advisors on the basis of academic interests and availability of faculty for advising. Junior and senior students are required to have advisors in their majors. Any student, however, may change an advisor by completing the Advising Change Form available in the registrar's office and obtaining the signature of the new advisor on that form.

Students are encouraged to consult with other faculty members or the Office of the Dean of Student Academic Services for further advice.

# Academic Procedures and Regulations

## HONOR CODE

To help maintain an atmosphere of mutual trust and confidence among students and faculty members and to ensure that each student is judged solely according to his or her own merits, the Lawrence University community has established the following honor code:

*No Lawrence student will unfairly advance his or her own academic performance nor will the student in any way intentionally limit or impede the academic performance or intellectual pursuits of other students of the Lawrence community.*

The Lawrence community firmly believes in the academic atmosphere this Honor Code is intended to ensure. An academic honor system secures freedoms, conveniences, and privileges that otherwise would not be available to students, creating an atmosphere in which they can learn without constant surveillance.

Students are responsible for understanding the Honor Code, and the Honor Council provides extensive information to all students. The council does not consider ignorance or negligence as excuses when determining whether or not an Honor Code violation has occurred.

### **Pledge and reaffirmation**

As members of the Lawrence University community, students are required to sign the following Honor Pledge. By doing so, they affirm their belief in the value of the stipulations of the system:  
*I hereby affirm that I understand and accept the responsibilities and stipulations of the Lawrence University Honor System.*

Furthermore, students must reaffirm the Honor Code by writing "I reaffirm the Lawrence University Honor Pledge," followed by their signatures, on all submitted work.

### **Honor Council**

The Honor System is administered by the Honor Council, which consists of ten students. The Council is responsible for educating the Lawrence community about the Honor Code and for acting as a judicial body when suspected violations occur. The dean of student academic services serves as a non-voting administrative advisor to the Honor Council.

Every member of the Lawrence community is responsible for upholding the Honor System. If a member of the community suspects a violation, he or she has two options: to contact the faculty member involved, the dean of student academic services, or a member of the Honor Council or to discuss the concerns directly with the student involved. The reporting of a suspected violation does not commit the student to pursuing additional action.

For more information, please refer to the full Honor System Charter and related information contained on the Honor Council Web page.

# Academic Procedures and Regulations

## THREE-TERM SYSTEM AND COURSE LOADS

Lawrence University has a three-term schedule. Each term consists of ten weeks of classes followed by four days of examinations, which are considered an integral part of the term. The term ends with the completion of final exams. The normal class periods under this plan are three 70-minute sessions per week (Monday, Wednesday, and Friday) or two 110-minute sessions per week (Tuesday and Thursday).

### Standard Class Periods

8:30–9:40 a.m.	MWF
9:50–11 a.m.	MWF
11:10 a.m.–12:20 p.m.	MWF
12:30–1:40 p.m.	MWF
1:50–3 p.m.	MWF
3:10–4:20 p.m.	MWF
9:00–10:50 a.m.	TuTh
12:30–2:20 p.m.	TuTh
2:30–4:20 p.m.	TuTh

Courses are recorded using a term-course system. A standard course is six units. For purposes of transcript evaluation, six units may be considered the equivalent of three and one-third (3-1/3) semester hours or five (5) quarter hours. A six-unit course that includes extra class or laboratory sessions is the equivalent in content to courses that carry five semester hours or eight quarter hours at some other institutions.

Students who arrange their programs in the normal pattern take three courses (18 units) each term. A course load of 15 units per term is required for certification as a full-time student; a course load of 21 units is required for full-time status in the student-teaching semester and semester-length off-campus programs.

### Overloads/Underloads

Students must receive permission from their advisors to take 24 or more units in a single term. A “B” average for the preceding three terms is generally expected of students requesting permission to overload. Students in the university should normally take no more than two partial courses (less than 6 units each) above the standard three-course load in any one term. Students who entered Lawrence before the Fall Term of 2012 and who regularly take more than a standard load each term run the risk of failing to meet the 12/15-term tuition requirement. Students who entered in the Fall Term of 2012 and after will be assessed additional tuition for course loads exceeding 23 units in one term. Please see the Overload Policy for details.

Students who desire to overload must submit an overload form to the Registrar’s Office at the beginning of the term and before the eighth day of classes. Students may find it educationally advantageous to choose a reduced program for one or more terms. Students considering a reduced load should consult with their academic advisors and carefully investigate the consequences of dropping below full-time status. Less-than-full-time status can affect time to completion of the degree, financial aid, additional tuition charges insurance, loan deferments, immigration status, or eligibility for participation in athletics.

## **Academic Procedures and Regulations**

The Incremental Fee Plan may be applicable if an overload or underload program is elected.

### **REGISTRATION**

Registration for all students is conducted through the Voyager Information System, which is accessible both on and off campus via the Internet. Announcements and other information about registration and course offerings will be sent to students at their Lawrence e-mail addresses. Instructions for registration can be found at [www.lawrence.edu/dept/registrar/webreg.shtml](http://www.lawrence.edu/dept/registrar/webreg.shtml).

Students may view their registration status and assigned times in Voyager. In order to register or make schedule changes during each assigned period, students must meet with their faculty advisors, obtain any required course approvals from instructors, and clear all registration holds (Financial Services, Health Center, Registrar's Office, and deans). Students with registration holds on their records should contact the appropriate office directly.

The schedule of classes for current and future terms is published at [www.lawrence.edu/dept/registrar/](http://www.lawrence.edu/dept/registrar/)

#### **Advance registration**

Advance registration for the next academic year begins in the Spring Term. All continuing, degree-seeking students will be eligible to register at this time. Students are expected to consult with their academic advisors about their academic progress and proposed program for the following year before the registration period opens. Continuing students must advance-register in order to participate in the housing selection process.

Advance registration for new freshmen, transfer students, visiting-exchange students, and Waseda Program students begins over the summer. Preliminary registration materials and program-planning information will be sent to new students by the dean of student academic services. During Welcome Week in the fall, new students will meet with their academic advisors and make any necessary changes to their course registrations using the Voyager Information System. Students entering Lawrence in the middle of the academic year will register at the beginning of the term in which they first enroll.

#### **Term registration**

After the first round of advance registration, students may register and make class changes for future terms during the first two weeks of classes and from the fifth through the tenth week of classes each term. Students should check their registration-status page in Voyager for assigned registration days and times. The last opportunity for students to register or make class changes for any term is during the first ten days of classes (first two weeks).

It is the student's responsibility to maintain an accurate registration record. Failure to do so can result in (1) receiving no credit for a completed course; (2) receiving a failing grade in a course not taken; (3) failing to be certified as a full-time student for insurance, financial aid, immigration, or other purposes; and (4) being assessed a late registration fee to correct registration errors. Students who need to correct class registrations after the tenth day of classes must petition the Faculty Subcommittee on Administration. The deadline for submitting these petitions is the last day of classes of the academic term immediately following the term for which a registration change is being requested.

## **Academic Procedures and Regulations**

After the term begins, students wishing to register for a limited-enrollment class must obtain the approval of the instructor. Please see the section on limited enrollment classes (below). Beginning the sixth day of classes of the term (beginning of the second week), students must obtain the approval of the instructor to register for any class. In order to make class changes, all registration holds (academic advising, Financial Services, deans, Health Center, and Registrar's Office) must be cleared. The deadline for submission of special registration forms (registration for tutorials, independent study, internships, and supervised accompanying; S/U option form) is also the end of the tenth day of classes for the term.

### **Registration for non-degree students**

Individuals attending classes as non-degree students are required to register at the beginning of each term and may not advance-register for future terms. Such students include members of the local community taking courses for personal growth, college graduates seeking teacher certification, and high school students in the Lawrence Academy Program. Non-degree students must obtain the approval of each instructor and meet with their academic advisor before they will be able to register through the Voyager system. Priority will be given to degree-seeking students when classes are over-subscribed.

### **Fees for late registration**

\$25 per late class cancellation or addition approved from the third week of the term through the last day of classes, up to a maximum of \$200 for the term.

\$50 per late class cancellation or addition approved after the last day of classes for the term; no maximum.

The Faculty Subcommittee on Administration may waive the late registration fee when a class change was delayed due to exceptional circumstances such as illness, family emergency, a curricular decision that could not be made by registration deadlines, etc. The student is responsible for documenting such an exceptional circumstance as part of the petition.

### **LIMITED-ENROLLMENT CLASSES**

When a limited-enrollment class is filled, students may request to be added to a waiting list through the Voyager Information System. At intervals, the Registrar's Office will review the waiting lists and add students to classes in rank order should spaces become available. Students added to classes from waiting lists will be notified. Students may remove themselves from waiting lists or drop classes to which they have been added by using the Voyager Information System.

At the beginning of the term, all students registered for a limited-enrollment class and any students on the waiting list who still wish to enroll must attend the first class meeting. At that time, the instructor may choose to drop from the class registered students not in attendance and admit students to the class from the waiting list. Students admitted to the class by the instructor must use the Voyager Information System to register for the class.

# **Academic Procedures and Regulations**

## **PREREQUISITE CHECKING**

Prerequisites provide important information to students constructing their academic program plans. A course prerequisite may be composed of a list of specific courses to be completed, a description of skill level previously achieved, or a combination of both. Prerequisites are listed in the class schedule and the course catalog. This information is provided by instructors and academic departments to help students understand what prior preparation will be expected and will contribute to a successful experience in the course. It is the responsibility of the student to review prerequisites before registering for a class.

It is assumed that all students will have completed the prerequisites for every course for which they are registered prior to the first day of classes. Students who do not meet the prerequisites, but are interested in taking the course, must contact the instructor for permission. Students who believe transfer credit or credit from advanced-placement examinations should be applied to the prerequisites also must contact the instructor for permission to take the class.

During the first week of classes, instructors may cancel the registration of students who have not met prerequisites. Students may be asked to document that the prerequisites for a course are complete.

## **WITHDRAWING FROM COURSES**

Students are permitted to withdraw passing (WP) from one of their classes after the second week of the term and through the Friday of the seventh week of the term. The instructor must confirm the student's last date of attendance and certify the student completed all work and earned a passing grade. Written acknowledgement from the student's faculty advisor also is required. A form is available from the registrar's office for this purpose. The grade of WP is recorded on the student's record but has no effect on the grade-point averages.

A student must petition the Faculty Subcommittee on Administration to withdraw passing if any of the following apply. He or she:

1. is withdrawing from more than one class in the term, or
2. has already withdrawn from three classes during his or her career at Lawrence, or
3. is on probation, or
4. is unable to complete the class after the seventh-week deadline.

Students may withdraw failing (WF) from a class through the last day of classes for the term with the permission of the instructor, the faculty advisor, and the dean of student academic services. A grade of WF is recorded on the student's record and appears in the grade-point averages as an F grade.

Students who officially withdraw from the university during the term will have grades of WP and WF posted on their record depending on whether they were passing or failing their classes at the time of withdrawal. WF grades in this particular case will not be included in the grade-point averages.



# **Academic Procedures and Regulations**

## **CLASS ATTENDANCE**

Instructors may, at their own discretion, require attendance and/or take attendance into account in determining grades. Students should check class-attendance expectations with instructors at the beginning of each term. Whatever the attendance expectations may be for a class, students are responsible for all class obligations.

Students who wish to cancel or withdraw from a class after the term begins should notify the instructor of their intention promptly, as the instructor will be asked to verify the date the student last attended.

## **FINAL EXAMINATIONS**

All final examinations are given and taken during the examination period. An examination schedule is published by the registrar before the fifth week of the term. Individual students who wish to change the time of a scheduled examination must petition the Faculty Subcommittee on Administration no later than Wednesday of the tenth week of classes.

Petitions to change final exams for travel purposes will not be approved. An exam time for the whole class may be changed only with the unanimous consent of the class members and with the permission of the provost and dean of the faculty. During the last week of classes, no examinations or tests may be given in class or as take-home exercises.

Individual students who wish to change the examination time for single courses must petition the Faculty Subcommittee on Administration. Students who have three examinations on the same day may request a change of the time of one of them by such petition. The Faculty Subcommittee on Administration also entertains petitions for change of examination times for reasons of healthy, family considerations, summer academic programs, etc.

It is a faculty member's prerogative to establish the conditions for his or her particular exam. If no specifications are given, however, the exam will be taken in class without books, notes, or discussion among the students.

## **ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The Lawrence University Policy Applying to Nondiscrimination on the Basis of Disability

"No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

— Section 504 of the Rehabilitation Act of 1973

The commitment of Lawrence University to provide a quality liberal education carries with it a commitment to a learning environment that provides all students with an equal opportunity for academic success.

Lawrence, in compliance with Section 504 of the Rehabilitation Act of 1973, recognizes that qualified students who have diagnosed handicaps, including specific learning disabilities, are entitled to an equal opportunity to benefit from the educational program of the university and that reasonable academic accommodations may be necessary to provide that opportunity.

## **Academic Procedures and Regulations**

### **Requesting an accommodation**

Students who have a disability covered by the Americans with Disabilities Act are entitled to academic accommodations. Students with disabilities must initiate all requests.

To request appropriate accommodations, a student must file a copy of the formal evaluation from a physician or clinical psychologist, depending on the disability, with the Office of Student Academic Services. This report will be kept in a confidential file. After the office has received this report, the student may request appropriate accommodations by discussing the request with the academic advisor and completing the request form, which must be signed by the academic advisor.

The academic accommodation system at Lawrence is based on the university's educational philosophy emphasizing student responsibility and independence. All requests for accommodations must be initiated by the student. No automatic notification of instructors occurs without a student request. No student with a disability is required to tell instructors about the disability or to request accommodations. To inquire about accommodations, please contact the Office of Student Academic Services, which can provide all appropriate information and advice.

## Academic Procedures and Regulations

### GRADING SYSTEM

### Grading scale and grade symbols

A	Excellent	4 x value of the course
A–		3.75 x value of the course
B+		3.25 x value of the course
B	Good	3 x value of the course
B–		2.75 x value of the course
C+		2.25 x value of the course
C	Satisfactory	2 x value of the course
C–		1.75 x value of the course
D+		1.25 x value of the course
D	Passing but unsatisfactory	1 x value of the course
D–		0.75 x value of the course
F	Failing	0
WF	Withdrew Failing:	0, except upon approved withdrawal from the university before the end of the term
WP	Withdrew Passing:	no course credit
S	Satisfactory:	equivalent to a C– or better but does not affect grade-point averages
U	Unsatisfactory:	equivalent to D+ or below, but does not affect grade-point averages; no course credit
I	Incomplete:	may be reported only for students who did not complete the coursework because of circumstances beyond their control, such as illness. Students must submit a request for an incomplete to the dean of student academic services before the end of the last day of classes. The dean will consult with the instructor in making the decision. An incomplete must be removed by the date set by the dean, subject to approved extensions; failure to complete the work can result in the recording of an F (U if the course was carried on an S/U basis).
IP	In Progress:	may be used to designate the first term of tutorial work or independent study for which students will be registered for additional credit for two or three terms; replaced by the final grade when that grade is reported.
AU	Audit:	this option may not be used by degree-seeking students and confers no credit.
NR	Not Reported:	no valid grade reported. Grade will lapse to F (U if the course was carried on an S/U basis) if a valid grade is not reported shortly after the end of the term.
*		Withdrawal from term
#	Repeated course:	credit is not applied to degree and grade is not used in computation of degree GPA

All grades, except approved incompletes or IP grades, are final when they are recorded with the registrar. Grades are due, according to faculty legislation, 72 hours after the end of the examination in the class or, if there is no examination, no later than 72 hours after the published examination period. The Faculty Subcommittee on Administration reviews student records for academic progress shortly after grades have been submitted.

# Academic Procedures and Regulations

## **Satisfactory/unsatisfactory option**

The S/U option is provided to encourage students to explore new academic disciplines. The decision to exercise this option must be made by the end of the second week of classes. It is not intended to be used as a means of grade protection after students have assessed their ability to complete required coursework satisfactorily. The S/U option may not be used in some courses. Please refer to the course description for more information.

Students who have completed 54 units may elect to take one class per term outside their major/minor and major/minor department on a Satisfactory/Unsatisfactory basis. Students with a minor in Latin may take a course in Greek on an S/U basis. Students with a minor in Greek may take a course in Latin on an S/U basis. Students with a minor in studio art may take a course in art history on an S/U basis. Students with a minor in art history may take a course in studio art on an S/U basis. Students with a minor in Chinese may take a course in Japanese on an S/U basis. Students with a minor in Japanese may take a course in Chinese on an S/U basis. Students who take 24 or more units in a term may also exercise the S/U option for the overload class. No more than four grades of S or U resulting from the option may appear on a student's transcript at any one time.

Students may at any time (e.g., during the term in which a course is taken S/U or after the course has been completed) change the basis of grading in a course from S/U to a letter grade; they may not change from a letter grade to S/U. Instructors submit letter grades (A-F) for all courses not offered strictly on an S/U basis. The registrar then converts the letter grades to S or U for those students who have elected the S/U option. Grades of C- or above become Satisfactory; grades of D+ or below become Unsatisfactory. A satisfactory performance ensures credit toward graduation but does not affect grade-point averages. An unsatisfactory performance does not confer credit, nor does it affect the grade-point average.

## **Repeating courses**

Students are permitted to repeat courses in which a grade of F is received. Both the original F and the new grade will be recorded on the permanent record. Only the second grade, however, will count in the degree GPA. If the course is in the student's major or minor department, only the second grade will count in the major or minor GPA. Both the original F and the repeat grade will count in the composite GPA (see "Grade Point Averages,").

Students who have withdrawn from a class (WP or WF) have not completed the course and are free to take it again. A grade of WF is treated like an F when a course is repeated. Only the grade for the repeated course will count in the degree and major GPAs. Both the original WF and the repeat grade will count in the composite GPA.

Students must submit a repeat-course form ([www.lawrence.edu/dept/registrar/](http://www.lawrence.edu/dept/registrar/)) to the registrar's office to initiate the procedure for repeating a course.

# Academic Procedures and Regulations

## Grade reporting and transcripts

Grades become visible to students, academic advisors, and administrative personnel in the Voyager Information System once all end-of-term processing has been completed, approximately 7-10 days after the last day of final examinations. Grades will not be given to students on an individual basis until grade processing is complete, nor will they be given to students over the phone. Students may obtain unofficial transcripts of their academic history and a degree summary report through the Voyager Information System

Students are responsible for keeping parents, guardians, scholarship foundations, insurance companies, and any others as needed informed about their academic progress. A grade report will be sent to parents only upon the written request of the student. A form for this purpose can be obtained in the registrar's office.

To obtain an official transcript, a student must make a request in writing, giving permission to release the transcript to a third party. A charge of \$5 (which includes tax) will be assessed for each official transcript requested. Additional fees will also be assessed for special shipping arrangements such as overnight delivery or fax. Students should be aware that transcripts will not be sent after the last day of classes until grades for the term have been posted and the academic-progress review is complete. Transcript requests are usually fulfilled within 3-5 days.

Official transcripts are issued only for students whose accounts with Financial Services are clear.

## Grade changes

A grade submitted to the registrar can be changed only with approval of the university faculty at the request of the instructor. The instructor must submit a request for a change of grade in writing to the faculty secretary. The change will take effect upon approval of the faculty minutes in which the request is recorded.

A change of grade is permitted for reassessment of work previously evaluated or for the correction of an error in the calculation or reporting of a grade. The instructor states which reason applies. Grade changes are not permitted for work submitted after the class has concluded.

## Grade-point averages

Lawrence uses four grade-point averages: major, minor, degree, and composite. The averages are used to determine academic progress, fulfillment of degree requirements, and honors in course at graduation.

The major GPA includes all courses in the student's major department and those courses outside the department required for the major.

Courses taken on the Lawrence campus, as well as courses completed at approved Lawrence off-campus programs (please see "Off-Campus Programs,") are included in the major GPA. Courses accepted for transfer credit from other institutions are not included. A student must earn a major GPA of 2.000 or above to graduate.

The minor GPA includes all courses in the student's minor department and those courses outside the department required for the minor. Courses taken on the Lawrence campus as well as courses completed at approved Lawrence off-campus programs are included in the minor

## **Academic Procedures and Regulations**

GPA. Students must earn a minor GPA of 2.000 in order to complete the minor and have it recorded on their academic record.

The degree GPA includes all courses taken on the Lawrence campus or at approved Lawrence off-campus programs. It is used to determine academic actions and, in conjunction with the composite GPA, honors in course at graduation. A student must earn a degree GPA of 2.000 or above to graduate.

The composite GPA includes all courses included in the degree GPA plus any courses taken at other colleges and universities. The composite GPA is used, in conjunction with the degree GPA, to determine honors in course at graduation and selection for awards and membership in honorary societies.

### **ACADEMIC PROGRESS**

Lawrence University normally expects students to complete their work toward graduation in four years—or five years in the case of students in the B.A./B.Mus. program. At the time of matriculation, the university determines the class standing of each student on the basis of transfer and advanced placement credits, if any, accepted by Lawrence. Thereafter, the number of credits earned at Lawrence and the cumulative degree grade-point average determine a student's academic progress.

Generally, full-time students are expected to progress toward graduation according to the following guidelines. At the end of the freshman year, or three terms, a student should have completed at least 48 units and have a minimum GPA of 1.833. At the end of the sophomore year, or six terms, a student should have completed at least 102 units and have a minimum GPA of 2.000. Students who do not meet these guidelines, receive failing grades, or display other indications of unsatisfactory progress may be warned, placed on academic probation or strict probation, suspended, or required to withdraw from the university.

Students must be in good academic standing to participate in off-campus programs sponsored by Lawrence, the Associated Colleges of the Midwest or other organizations with which Lawrence has consortial agreements.

Students placed on strict probation are not eligible to participate in either extracurricular performances or sports (varsity, junior-varsity, or club), nor may they hold a position of responsibility, elected or volunteer, in any Lawrence University Community Council-sanctioned activity or Greek organization.

The spirit of this eligibility restriction is to limit any significant extracurricular activity but not necessarily to eliminate nominal participation, such as attendance at a meeting.

Additional information on policies governing academic progress and standing is contained in "Guidelines for Academic Action," which may be obtained from the dean of student academic services.

## **Academic Procedures and Regulations**

### **TRANSFER BETWEEN DEGREE PROGRAMS WITHIN THE UNIVERSITY**

Students who find that their interests have changed may apply to transfer to a different degree program within the university. An application for transfer is made as a petition for admission to the intended program. B.Mus. students who wish to transfer to the B.A. degree program should direct their petitions to the Faculty Subcommittee on Administration. B.A. students who wish to transfer to the B.Mus. degree program should direct their petitions to the Conservatory Committee on Administration.

Students in the five-year B.A./B.Mus. degree program may drop one of their degrees and move to a single-degree program (either the B.A. or the B.Mus.) by notifying the registrar's office.

Any student considering transferring to a different degree program should, at a minimum, consult with his or her advisor, the dean of the conservatory, and the dean of student academic services in order to assess the consequences of such a move. A petition for transfer should not only speak to the reasons for the change but also present a plan for completing the requirements of the new degree program. In the case of transfer to the B.Mus. degree program, an audition or other qualifying examination may be required. Students who transfer to a different program after their second year of study usually will need to extend the time required for completion of their degrees.

### **DECLARATION OF A MAJOR**

Students are required to declare a major by the beginning of their junior year but may do so at any time by completing a form available in the registrar's office. Students must also have an academic advisor in their major department no later than the beginning of their junior year. The formal declaration of a major and change of advisors does not preclude students from seeking additional counsel about their academic programs from any member of the faculty.

### **DECLARATION OF MINORS AND INTERDISCIPLINARY AREAS**

In addition to completing degree and major requirements, students may choose to complete the requirements for a minor or an interdisciplinary area. Students may declare their intent to pursue such programs by completing a form available in the registrar's office. Students are strongly encouraged to consult with the appropriate department chair or program director on a regular basis about their course selections. Some departments or programs may expect students to have a formal advisor for the minor or interdisciplinary area.

### **TRANSFER CREDIT**

Transfer Credit Academic work completed at other institutions of higher education will be evaluated to determine the courses and credit to be transferred and applied to a Lawrence degree. Evaluations are based on official transcripts received directly from U.S. accredited colleges and universities, or a report from Educational Credential Evaluators, Inc., in the case of foreign institutions. Only courses applicable to the programs and degrees offered by Lawrence and graded at a C- or better will be transferred. Students may be asked to provide course descriptions, syllabi or other information if a determination cannot be made from the transcript information alone. Credit is normally granted on the basis of 6 Lawrence units for three-and-one-third semester hours or five quarter hours.

## **Academic Procedures and Regulations**

Coursework from other institutions may not be used to fulfill the writing or speaking General Education Requirements. Individual academic departments and programs will determine if transfer credit fulfills major, minor, or interdisciplinary-area requirements. Students should review the requirements for their degree for important information on residence requirements and limits on the total transfer credit that may be applied to a Lawrence degree. Transfer credit and transfer grade points are used only in the computation of the composite GPA.

### **Evaluation of credit for transfer students**

Transfer students must have official transcripts sent to Lawrence from their former institutions as part of the application process. Once a student is admitted, the registrar will evaluate the work for transfer. The registrar's evaluation will include: a list of courses accepted toward a Lawrence degree; the Lawrence unit value awarded to each accepted course; the total units accepted; a statement of the value of the grades earned at the former institution in the student's cumulative composite grade-point average; a notation of courses that may be transferred pending completion of work, review of descriptions and syllabi, or review by a Lawrence department; a notation of courses denied for unsatisfactory grades or because the content is not applicable to a Lawrence Bachelor of Arts or Bachelor of Music degree; a statement of the work required for graduation; and a statement of the student's academic class standing on entry. Depending on work transferred and major selected at Lawrence, transfer students may need to complete additional credit beyond the minimum required for their Lawrence degree program in order to fulfill all degree requirements.

### **College work completed in high school**

Students who have taken college-level courses while in high school may be granted up to 42 Lawrence units for such work.

### **Transfer of credit for continuing students**

Students who wish to attend summer school or undertake a period of study at another institution must petition the Faculty Subcommittee on Administration for approval of their proposed course of study. Petitions must include titles and descriptions of courses; length of session or term and, in the case of summer work, number of hours of participation (class, laboratory, field, or studio); and statements of support from the student's advisor and from the chairs of the departments that would offer the courses were they part of the Lawrence curriculum. In some cases syllabi may be requested in order to make a determination. Normally no more than 12 Lawrence units may be earned in a summer session. The transfer credit will be applied to degree requirements as appropriate based on the subject of the course. If the student wishes the work to fulfill a particular general education diversity or competency requirement that desire should be clearly stated in the petition (usually a syllabus will be needed to make this determination). It is expected that the student and academic advisor have reviewed the implications of transfer credit with respect to degree requirements such as the residence requirements. Transfer credit is used only in computing the student's composite GPA. It will not change the student's degree GPA.

The Faculty Subcommittee on Administration will notify the student of courses approved for transfer and grades required. The student will also be notified if an examination at Lawrence will be required before credit is awarded. The student will be expected to arrange for the appropriate documentation to be sent to Lawrence upon the completion of the work (see the general rules for transfer credit above). Grade reports or transcripts submitted by the student will not be accepted.



# Academic Procedures and Regulations

## **CREDIT FOR ADVANCED PLACEMENT EXAMINATIONS**

The Advanced Placement program of the College Board offers high school students the opportunity to study prescribed courses in many subject areas and to take nationally administered examinations on these courses. Lawrence will give 6 units in the appropriate discipline for a score of 4 or 5 on an advanced placement examination, except for multiple examinations with substantial shared material, for which the credit granted may be limited to 6 units. Individual departments may decide to award additional credit.

Credit awarded for advanced-placement examinations may be used to fulfill the competency and diversity General Education Requirements as appropriate. Such credit may not be applied to distribution requirements. Individual departments will determine whether advanced-placement credit fulfills major or minor requirements and the placement of students who wish to undertake further work in that discipline.

## **CREDIT FOR INTERNATIONAL BACCALAUREATE PROGRAM**

Credit may be awarded for International Baccalaureate (IB) examinations in subject areas applicable to the liberal arts curriculum at Lawrence University where a student has earned a score of 5, 6, or 7. Students who have earned an IB diploma may receive 6 units of credit for each IB higher-level examination and 3 units of credit for each subsidiary-level examination. Students who have not earned an IB diploma but have completed individual IB examinations may receive 6 units of credit for each higher-level examination. A maximum of 48 units of credit may be awarded.

Current subject areas acceptable for credit include: language A1, second language, economics, history, Islamic history, philosophy, psychology, social and cultural anthropology, biology, chemistry, physics, environmental systems, mathematics, computer science, film studies, music, theatre arts, and visual arts. Placement in Lawrence courses based on IB examination credit will be determined by the appropriate academic department or program.

Credit awarded for IB examinations will be applied to competency and diversity General Education Requirements as appropriate. Such credit may not be applied to distribution requirements. Individual departments will determine whether advanced-placement credit fulfills major or minor requirements and the placement of students who wish to undertake further work in that discipline.

## **COMPLETION OF THE FOREIGN LANGUAGE GENERAL EDUCATION REQUIREMENT**

Students, including heritage speakers of foreign languages taught at Lawrence, fulfill the language requirement by demonstrating proficiency in all four skills (listening, speaking, reading, and writing) at the 200 level or above (Bachelor of Arts) or at the level of 102 or above (Bachelor of Music). Students may demonstrate proficiency in a variety of ways:

### *Coursework in languages taught at Lawrence*

- Students may begin or continue language study at Lawrence and fulfill the requirement by completing a course at the appropriate level.
- Students may participate in certain affiliated off-campus programs with language components and fulfill the requirement by completing a course at the appropriate level. Not all programs have qualifying courses. A list of programs is available through the Office of International and Off-Campus Programs.

# Academic Procedures and Regulations

## *Examinations*

- By taking and passing the Lawrence University proficiency examination in a foreign language at the appropriate level. The language department involved will determine placement and whether the foreign language General Education Requirement will be waived. Degree credit is not awarded for these examinations.
- By obtaining a score of 4 or 5 on the College Board Advanced Placement Examination or a score of 6 or above on an International Baccalaureate Examination in foreign language at the high level. This option carries credit equal to one six-unit course.

## *Additional Examination Options for Spanish*

- By obtaining a score of 630 or higher on the SAT II Spanish or Spanish with Listening exam. No additional academic credit is awarded.
- By presenting documentation for CLEP credits in Spanish. Four CLEP semesters will complete the requirement for the B.A. and B.A./B.Mus. degree programs. Two CLEP semesters will complete the requirement for the B.Mus. degree program. No degree credit will be awarded for CLEP examinations.

## *Languages other than those taught at Lawrence*

Students, including those participating in affiliated off-campus programs with a language component who have studied a foreign language other than those taught at Lawrence and wish to use it to complete the requirement must demonstrate proficiency in all four skills (see above) at the 200 level (B.A.) or at the level of 102 or above (B.Mus.). They shall demonstrate proficiency in one of the following ways:

- Completing equivalent coursework at the appropriate level. (Courses could be taken at any other institution and then transferred back to Lawrence.)
- By taking and passing a proficiency examination in the language. (This process may be facilitated locally by the dean of student academic services.)

In those cases where placement or proficiency tests are not available locally, students shall petition to use another form of evaluation. This evaluation must be administered and certified by an outside authority who will (a) identify his/her expertise in the language, (b) describe the methods by which he/she assessed the proficiency of the student, and (c) provide a diagnostic report on the level of proficiency the student has obtained in the four skills.

## *Native Speakers*

- The requirement will be waived for international students whose high school program was conducted in a language other than English. They will need to provide documented proof (e.g., high school diploma) verifying that this was indeed the case.
- Students whose native language is not English must demonstrate proficiency in that native language if their high school program was conducted primarily in English. For written languages, proficiency includes the ability to read and write the language. For languages in which proficiency cannot be assessed by a Lawrence faculty member, students must provide a letter from a person in authority (e.g., a headmaster or teacher) who is not a family member, along with any other relevant documentation attesting to the student's proficiency in the language. Such documentation should be submitted by the end of the student's first three terms at Lawrence.

# **Academic Procedures and Regulations**

## **LEAVES OF ABSENCE AND WITHDRAWAL**

A student who wishes to leave the university should request a leave of absence or withdrawal by completing the request form available from the dean of student academic services. The dean, using faculty legislation, will review the request and, upon its approval, will notify all appropriate university offices.

A student granted a leave may return at any time prior to the expiration of the leave; otherwise a student is expected to return at the end of the leave or request an extension prior to the end of the leave. A student who does not return at the expiration of his or her leave, and is not granted an extension, is withdrawn from the university. Such a student who then wishes to return must petition the Faculty Subcommittee on Administration for readmission. Any student who, without a leave of absence, terminates his or her enrollment at Lawrence or in a Lawrence-sponsored program is withdrawn from the university and, like a student who overstays a leave of absence, may return only upon approval of a petition for readmission.

Petitions for readmission are directed to the dean of student academic services for consideration by the Faculty Subcommittee on Administration. The petition should include a clear and detailed explanation of why the student terminated his or her enrollment or overstayed a leave of absence, what academic or other worthwhile activities occupied the student while he or she was withdrawn from the university, and why the student wants to be readmitted.

A student who does not follow these procedures for a leave or a withdrawal or who fails to meet refund deadlines may forfeit the continuing-enrollment deposit.

## **DEAN'S LIST**

The Dean's List is an annual honor roll of students demonstrating exemplary academic performance. The list is compiled at the end of June after Term III grades have been posted. To be included on the Dean's List a student's record must meet the following qualifications:

- The student must have earned a 3.400 GPA for the year in all A-F graded courses.
- The student must have earned at least 36 units in A-F graded courses during the year.
- The student must have no unsatisfactory grades (U, D+, D, D-, or F) in courses taken during the year.
- The student must have no grades of I or NR, except where the NR is due to a faculty member's not turning in grades for the course.

## **CONFERRING OF DEGREES AND GRADUATION**

Lawrence confers degrees at the end of the Fall and Spring Terms each year but holds its Commencement only once, in June. Degrees are not conferred automatically. Students must apply for graduation by completing an application distributed by the registrar's office. Receipt of a completed graduation application initiates a review of the student's academic record for completion of degree requirements. All grades, official transcripts, and other certifying documents, such as the major-completion form, must be filed at the registrar's office before a degree can be awarded. Students enrolled in the five-year B.A./B.Mus. program must complete all program requirements before receiving either degree.

## Academic Procedures and Regulations

Once a degree is conferred, a student may not apply additional credit to that degree.

Participation in Commencement is a privilege earned by students who complete degree requirements. Students who expect to finish and receive their degrees by the end of the calendar year may petition to participate in Commencement the June before their degree is conferred. Petitions to participate in Commencement must be submitted to the Faculty Subcommittee on Administration no later than April 15.

When a degree is conferred, a citation is posted to the student's record noting the date and nature of the degree awarded. This information will be included in all transcripts requested after the degree date. Diplomas are printed once each year and distributed at Commencement in June. Official transcripts, diplomas, and letters certifying completion of all requirements will be released only for students whose accounts with Financial Services are clear.

### HONORS AT GRADUATION

The faculty of Lawrence University grants honors at graduation both to encourage students to do superior academic work and to recognize superior performance. Honors in Course and Honors in Independent Study recognize two distinctive kinds of academic achievement; some students each year receive both types of honors. Students who have distinguished themselves in fulfilling the requirements for the bachelor's degree are awarded Honors in Course, primarily on the basis of their cumulative grade-point averages, while those who have completed significant independent projects may submit their work for evaluation for Honors in Independent Study. Both types of honors are indicated in the Commencement program and on official transcripts, and both are granted in three grades, cum laude, magna cum laude, and summa cum laude, by vote of the faculty acting on the recommendation of the university Committee on Honors.

#### Honors in course

Performance in courses taken at Lawrence or as part of Lawrence-approved off-campus programs (degree GPA), as well as a student's entire academic record (composite GPA), determines a student's eligibility to receive honors. The committee uses as guidelines the following grade-point averages:

3.40 to 3.69 for *cum laude*

3.70 to 3.89 for *magna cum laude*

3.90 to 4.00 for *summa cum laude*

Honors in Course are not awarded automatically, however. The committee examines all students' records individually and recognizes that in certain situations cumulative averages are not accurate measures of a student's achievements in course. If, for example, a student has taken an unusually large number of courses on a S/U basis, has completed an unusual student-designed major, or has performed with distinction on a departmental examination, the committee may consider departmental or committee evaluations and other relevant data.

Students who transfer from other colleges or universities, as well as students who undertake virtually all of their coursework at Lawrence, qualify for Honors in Course on the same basis. Students normally must achieve the stated guidelines in both the degree GPA and the composite GPA to qualify for a given level of honors.

# **Academic Procedures and Regulations**

## **Honors in Independent Study**

Students may also earn honors at graduation through the successful completion of an honors project (see “Honors Projects” in Student-Initiated Courses.)

## **CONFIDENTIALITY OF STUDENT EDUCATION RECORDS**

Lawrence requires students to give consent in writing before any personally identifiable information from their education records can be released, except to the extent allowed by the Family Educational Rights and Privacy Act (FERPA). It is each student’s responsibility to communicate information about grades, academic progress, or disciplinary actions to parents, guardians, or other family members.

For further information about student rights with respect to education records, FERPA, and release of education records, see the Online Student Handbook.

## **PETITIONS FOR EXCEPTIONS TO ACADEMIC REGULATIONS**

University regulations govern the academic progress of students, the welfare of the community, and the equitable and orderly conduct of university affairs. On occasion, however, individual circumstances may warrant exceptions to established regulations, and students may petition the appropriate officer of the university or university committee for such exceptions.

Petitions for exceptions to social regulations should be directed to the dean of students; petitions for exceptions to academic regulations should be directed to the Faculty Subcommittee on Administration via the registrar or dean of student academic services; petitions for exceptions to conservatory requirements should be directed to the dean of the conservatory; and petitions concerning business affairs should be directed to the executive vice president. Petitions will be reviewed by the appropriate entity and decisions communicated to the petitioning students. In the specific case of corrections to class registration (dropping or adding a class), petitions must be submitted by the end of the academic term immediately following the term for which a class registration correction is being requested.

Petitions should contain a clear and detailed statement of the exception requested and the reasons for the request. Students should review petitions with faculty advisors and others who may be involved, such as instructors, department chairs, or deans, and seek their approval. Petitions for exceptions to academic regulations must contain the signature of the student’s advisor(s) and, depending on the exception requested, the instructor’s or department chair’s signature may also be required.

# Academic Procedures and Regulations

## GRIEVANCE PROCEDURES

On occasion, students may have a grievance concerning the action or lack of action of a member of the Lawrence community in a matter unrelated to the policies on sexual harassment and sexual assault (see the Online Student Handbook). The grievance procedures should be utilized to seek a resolution to the situation that is acceptable to all parties concerned.

1. The student shall first attempt to discuss the problem with the individual most directly involved in the grievance. In most cases, such a discussion will yield a mutually acceptable resolution.
2. If a discussion is impossible or unable to resolve the grievance, the student may then consult with an appropriate member of the administration, who may suggest possible solutions as appropriate or who may act as an informal mediator. If the problem is with a member of the faculty, the appropriate person for the student to consult is the dean of the faculty. If the problem is with another student, staff member, or administrator, the appropriate person for the student to consult is the dean of students. Other members of the Lawrence community from whom the student may wish to seek counsel include professional counseling staff or the student's faculty advisor, residence hall director, or residence life advisor.
3. If informal conversation fails to resolve a grievance, the student may request either the provost and dean of the faculty, the vice president for business affairs, or the dean of students, depending on the nature of the problem, to review the case formally. To call for such a formal review of a grievance against a student or a staff or faculty member, the complainant must send to the dean or vice president a written statement that explains the grievance and reviews the action taken to that point. The complainant may also include proposals for a solution of the grievance. The complainant must send a copy of this statement to the student or staff or faculty member against whom the grievance is alleged. The vice president or dean then will request a written response to the statement from the other individual in the dispute. He or she may seek additional information and may meet with either or both parties. On the basis of the statement of the grievance, the response, and any additional information gathered by the dean or vice president, he or she may decide (1) that the respondent has acted responsibly and the complainant has been given an adequate explanation of the situation from which the grievance arose; (2) that there has been a violation of university regulations or procedures, in which case the dean or vice president will direct the party in violation of the regulations or procedures to correct the violation; or (3) that the situation is not specifically covered by university regulations or procedures. In the last case, he or she may offer a recommendation regarding appropriate action, but neither party is bound to act on the recommendation. The dean or vice president will send a written assessment of the grievance and recommendation for its resolution to the complainant and the respondent.
4. If the procedures do not result in a resolution of the grievance, the complainant may request that a panel of faculty and staff members be convened to hear the grievance and render a final decision. Upon receipt of such a request in writing, the dean or vice president will ask the complainant and the respondent to submit lists of up to three members of the faculty and staff. The dean or vice president will select one person from each of those lists and name a third member of the faculty or staff to chair the panel. The grievance panel will receive all written documents related to the grievance and may interview both the complainant and the respondent before rendering its decision, in writing, to the complainant, the respondent, and the dean. The complainant or respondent may appeal to the president to reverse the decision of the grievance panel. The decision of the president is final.

## **Admissions, Fees and Financial Aid**

### **Admission**

#### **Admission to the university**

Lawrence admits students who can profit from what the university has to offer and who will contribute to its academic and residential communities. We recommend that high school students take at least 16 academic units from the areas of English, mathematics, history, social studies, natural sciences, and foreign languages. We are interested in students who have challenged themselves in high school, who have performed well in their academic work, who express themselves well both verbally and in writing, who understand the value of a liberal arts education, and who are imaginative, energetic, and willing to become active members of a learning community.

Lawrence considers the strength of each applicant's course of study, grades, recommendations and extracurricular activities, roughly in that order. Lawrence will consider, but does not require, SAT or ACT scores for admission.

International students whose primary language is not English must submit the results of the ACT, SAT, IELTS (International English Language Testing System), or the TOEFL (Test of English as a Foreign Language).

Candidates for the Bachelor of Music degree and for the five-year double-degree program are evaluated additionally on musicianship, musical background, performance potential, and music teachers' recommendations. Along with the regular application forms, music degree applicants must submit a music resume and a recommendation from a private music teacher, and must audition on their primary instrument.

We welcome applications from transfer students who wish to complete their degree at Lawrence. Transfer candidates are required to submit college transcripts and a college faculty recommendation along with the application, secondary school report, and final high school transcript. Lawrence accepts, but does not require, SAT or ACT scores for transfer admission. Transfer candidates for the music degree must also submit a music resume and a recommendation from a music teacher, and must audition on their primary instrument. Generally, coursework in the arts and sciences completed satisfactorily at accredited institutions is accepted toward a Lawrence degree.

For information on residence requirements for each degree program [please click here](#).

On occasion, Lawrence accepts qualified applicants for early admission who are prepared to begin college at the end of the junior year of high school.

## **Admissions, Fees and Financial Aid**

### **Application deadlines and campus visits**

There are three application deadlines for first-year students planning to enroll in September.

Early Decision: November 1

Early Action: December 1

Regular Decision: January 15

Early Decision should be elected only by those students who are confident that Lawrence is their first-choice college, as it is a binding decision. Early Decision candidates will be notified by November 15 and are required to make a commitment by January 1.

Early Action is not binding; candidates will be notified by early February, but are not required to make a commitment until May 1.

Regular Decision candidates will be notified of a decision by April 1 and are expected to reply by May 1.

Transfer admission is competitive and offered on a space-available basis.

Lawrence welcomes visits by prospective students, as a campus visit is the best way to learn about a college. We encourage students to visit when classes are in session and there is an abundance of campus activities. We can arrange class visits, individual meetings with faculty, meals in the dining hall, a campus tour, and an interview with an admissions officer. We ask that visits be arranged at least two weeks in advance and that students limit residence-hall overnights to one night. We provide overnight stays for high school seniors and transfer students visits on Sunday through Thursday nights. Summer visits consist of an interview and campus tour.



# Admissions, Fees and Financial Aid

## Tuition, Fees and Refunds

### Admission and Matriculation Fees

- \$40: Fee payable with application by all applicants
- \$400: Tuition deposit
- \$20: Matriculation fee for initial enrollment

### Comprehensive Fee 2012–13

\$39,732: Tuition per three-term year (\$13,224 per term).

\$3,858: Double occupancy charge per three-term year (\$1,286 per term). Room charges for single occupancy are higher than double occupancy (\$1,534 per term).

\$4,389: Annual board plan per three-term year (\$1,463 per term).

\$276: Student activity/Lawrence University Community Council fee per three-term year (\$92 per term).

\$48,270: Total comprehensive fee, per three-term year. Includes tuition, double room, board, activity fee and environmental fee.

The equivalent of at least 12 terms (216 units) of tuition, less transfer or advanced-placement credit, must be paid by single-degree students prior to the awarding of the degree. Double-degree students must pay the equivalent of at least 15 terms (270 units) of tuition.

### Incremental Fees

*For students admitted prior to Fall 2012:*

Students enrolled and assessed according to the comprehensive fee schedule for the full 12 terms may take courses above the normal course load in any of those terms at no extra cost. Students enrolled full time for more than 12 terms may elect tuition assessment by-the-term or by-the-course for the 13th and succeeding terms.

Students choosing to take more or less than the normal course load and choosing to pay the regular comprehensive fee will contract for at least 12 terms (216 units) of tuition payments (15 terms, 270 units for students in the double-degree program), less the equivalent in transfer or advanced-placement credits, prior to the awarding of the degree. Per-credit payment terms are available. Financial aid will be adjusted accordingly for per-credit payment.

## **Admissions, Fees and Financial Aid**

### **Overload Policy**

*Effective for new admits and transfers beginning with those admitted for Fall 2012*

Students who are registered for more than 23 units (excluding ensembles) in an academic term will be charged additional tuition. \$1,104 per unit is the fee charged for academic year 2012–13.

Students need to fill out the overload request form and have the approval of their advisor. Tuition is charged for courses in which the student is officially registered, regardless of attendance or final grade. Overload fees will be charged based on a student's official registration for the term (attempted units). Failure to successfully complete and earn credit for all registered courses will not cancel or modify any overload fees that have been assessed.

### **Double Degree Conservatory Scholarship**

Each student who has officially been accepted into the double degree program is eligible to receive a Double Degree Scholarship equal to seven credit units in an academic year. The scholarship can be used to offset the overload fees for up to seven units an academic year. Any overload credits beyond seven units will be charged at standard overload rates, with no opportunity for scholarships. Any unused scholarship credits do not roll over to the next academic year. At the end of each academic year, eligibility for the Double Degree Scholarship will be reviewed along with all other Conservatory aid. As long as the student remains in the double degree program per the Conservatory Committee on Administration, they will be eligible for the scholarship. If a student is no longer in the double degree program, eligibility for the scholarship will be revoked.

### **Other Fees and Costs**

\$150–300: Textbook cost per term, approximate.

\$15: LUC environmental sustainability fee

\$30: Residence hall activity fee per three-term year.

\$250: Music lesson charge per term, one-half hour of instruction per week, for students not majoring in music.

A 12% annual-percentage-rate late charge will be assessed on all accounts 30 days past due.

A \$20 non-refundable charge will be incurred if charges billed directly to students by a department are not paid to that department by their deadline. Such charges are then added to a student's account along with the non-refundable fee. This would include overdue library items and computer mini-hubs.

Note: Medical insurance is not provided for students by the university. A student insurance plan offering accident and sickness coverage is available through a local agent. Details may be obtained from the Office of the Dean of Students.

## **Admissions, Fees and Financial Aid**

### **Room and Board**

Lawrence University is a residential college, and all students are expected to live on campus throughout their entire enrollment. Exemptions are granted to students who have been Lawrence students for four academic years, students beginning their fifth year or later after high school, married students, students in documented domestic partnerships, or students with dependent children. Students meeting any of these criteria should submit a written request for a housing exemption to the vice president for student affairs and dean of students. Housing charges will be cancelled only after reasons are verified. Students must keep the registrar's office informed of any address or telephone number changes.

Room charges are: double occupancy, \$3,858 per three-term year, single occupancy, \$4,602 per three-term year. Changes of occupancy will be reflected on the student account as they occur. Residence hall rooms are provided with essential furniture; students must provide their own linens.

All residential students are required to have a board plan. Board plans do not vary in price, only in the balance between meals per term and declining balance monies on the meal card. Students choose the plan that best meets their individual needs and schedules.

Residence halls open for new students on the first day of Welcome Week. Rooms for returning students will be available on the Saturday prior to registration. The first board meal is served on Sunday evening.

The obligations of the university to resident students for room and board cease after breakfast on the day following the last examination at the end of each term or after the last class before each vacation period within a term. In the third term, a 24-hour period after the individual student's last examination is allowed for packing.

The room and board charge does not include the winter break, or any other period when dining halls or residences are closed. Residence halls will remain available during spring break but the regular board options will not be available. Retail dining options are available in the Warch Campus Center on a reduced operating schedule during breaks.

### **Bills and Payments**

Bills are available electronically via CashNet. Students will be able to access their statements through Voyager. Students are able to grant access to their student account to others. These other authorized users will receive login information once they are set up by their student. Monthly statements are generated on or around the 15th of each month. No paper bills will be sent. CashNet also offers a "dynamic billing" function, which allows students and any authorized user to see live student account balance information and activity. The bill reflects appropriate adjustments for merit awards and financial aid awards based upon receipt of signed Lawrence financial aid awards that have been accepted by a student. Students are responsible for accessing their billing information in CashNet. Email notifications are sent as a courtesy when billing statements are generated. Not receiving an email notification does not excuse late payments.

Students will not be allowed to complete registration or continue attending classes until term fees have been paid in full or a payment arrangement has been approved by the Financial

## Admissions, Fees and Financial Aid

Services office. Students who do not pay their fees as agreed will be put on administrative leave for the next term. They will not be allowed to return until all outstanding fees are paid in full, along with the payment for the upcoming term. Failure to make payment for subsequent terms by the due dates, after being reinstated as a student, will result in an indefinite leave.

Additional charges incurred for course-related items, extracurricular activities, or miscellaneous purchases are due as incurred. Students are expected to pay these obligations when due.

Official transcripts, diplomas, and letters certifying completion of requirements or receipt of a degree will not be released and verbal confirmation of a degree will not be given until all accumulated fees and charges have been paid.

Term I fees are due on August 15, 2012. Term II fees are due December 15, 2012. Term III fees are due March 15, 2013.

### Refunds

In 1999 Lawrence adopted a refund policy in accordance with the U.S. Department of Education's 1998 Reauthorization of The Higher Education Amendments (Section 668.22).

#### ***Leave of absence or withdrawal before the first day of classes***

Full room, board, tuition, activity fee and environmental fee will be refunded upon proper notification of withdrawal or leave of absence prior to the first day of classes for any term. Written notification of leave of absence or withdrawal must be directed to the Associate Dean of Faculty for Student Academic Services. A student who remains on campus after the approved leave of absence or withdrawal date will be charged pro rata for room and board through the date on which they depart, as determined by the dean of students.

Students who fail to notify the university of their decision not to enroll for classes by the date fees for the term are due (see Bills and Payments), will forfeit their tuition deposit.

#### ***Leave of absence or withdrawal on or after the first day of classes***

Students who take a leave of absence or withdraw from the university after classes are in session may qualify for a reduction in certain charges that are due to the university.

A student must request a change in status, including a leave of absence or withdrawal from the Associate Dean of Faculty for Student Academic Services. Students who wish to request this change, or discuss such an option, should make an appointment with the Associate Dean of Faculty for Student Academic Services before completing the required form. If granted permission for a change of status, a student may qualify for a reduction in charges that are due the university.

If a student takes a leave of absence or withdraws prior to or at the 60-percent point of the term, the refund for tuition, room, and board charges will be pro-rated based on the number of calendar days the student was in attendance. A student who remains on campus after the approved leave of absence or withdrawal date will be charged pro rata for room and board through the date on which they depart, as determined by the Vice President for Student Affairs and Dean of Students.

## **Admissions, Fees and Financial Aid**

Computation of the 60-percent point will be based on the total number of calendar days in the term beginning with the first day of classes and ending with the last day of final examinations. For the 2012-13 academic year, the 60-percent dates are:

1. Term I: October 22, 2012
2. Term II: February 13, 2013
3. Term III: May 7, 2013

A non-refundable \$200 withdrawal fee will be assessed each time a student withdraws or takes a leave of absence from the university, unless the leave of absence or withdrawal is before the first day of classes of each term.

Federal, state, institutional, and private financial aid funds (except for earned federal work study funds) awarded to the student will be reduced based on the number of calendar days the student was in attendance up to the 60-percent point of the term. After 60 percent of the term has been completed, financial aid awards will not be adjusted. Further details and examples can be obtained at the Financial Aid Office.

Refunds will not be processed until two weeks after either the last date of attendance or the student's departure date, whichever is later. We encourage students to enroll online in CashNet for electronic refunds (eRefund). Refunds for any amount will be processed and will be automatically deposited into a checking or savings account. If a student does not enroll in eRefund and thereby chooses to receive their refund via check, a \$20 processing fee will be charged to the student's account. If a returning student chooses to receive their refund via check, only credits of greater than \$200 will be refunded, minus a \$20 check processing fee. Credit balances of less than \$200 will be carried forward and applied to future term(s).

### **Financial aid**

Lawrence awards a variety of merit scholarships based upon demonstrated academic, extracurricular and musical talent, and achievement. The bulk of Lawrence's financial assistance, however, is reserved for those students who have demonstrated financial need.

Students are eligible for consideration for financial aid from Lawrence funds, federal aid programs and state aid programs. More than 90 percent of our students receive more than \$30 million in financial aid each year in the form of grants and scholarships, loans, and work-study funds. Lawrence subscribes to institutional methodology in determining eligibility for financial aid.

First year students must submit the Free Application for Federal Student Aid (FAFSA) and the Lawrence Application for Financial Aid, as well as signed copies of federal income tax returns, including W-2 forms, for both the parent(s) and student, where applicable. If the student's parents are divorced or separated, a non-custodial financial aid form is required from the non-custodial parent. Final determination of financial need is made after a student has been offered admission and upon receipt of all financial aid documents as described above. The recommended financial aid application deadline for first-year students is March 15.

## **Admissions, Fees and Financial Aid**

Lawrence's financial aid commitment will continue throughout a student's career at Lawrence for as long as the family demonstrates financial need and the student is making satisfactory progress toward the completion of a degree. Merit scholarships are reviewed annually for renewal; students must meet specifically stated criteria for continued eligibility of merit scholarships.

The largest single source of aid funds for Lawrence students is the Lawrence University Grant program. This resource comes from endowment income and annual contributions from alumni and friends of the university.

Loan options available to eligible students and parents include the Federal Direct Stafford Student Loan, the Federal Perkins Loan, and the Federal PLUS parent loan, as well as private sources.

Returning students are sent information in February explaining how to apply for financial aid for the following academic year. The priority deadline for returning students to apply for financial aid is April 1. Exit interviews are required for all student recipients of federal loans prior to leaving the university.

Approximately half of the student body works part-time on campus as part of the student employment program. Campus employment allows students to earn money to pay for a portion of their college expenses.

Applicants are encouraged to apply for any local scholarships for which they may be eligible. Lawrence is need-blind in its admission policy and, therefore, does not consider financial need in evaluating a student's admissibility to the university.

## Awards, Societies and Fellowships

### Awards and Prizes

A variety of awards and prizes are made to students and faculty members at the annual Honors Convocation in the spring, including:

The John J. and Graciela Alfieri Tuition Scholarship in Spanish

The Mrs. H. K. Babcock Award, for service to students

The Paul V. Bacon Prize in Latin

The Louis C. Baker Memorial Award in Modern Languages

The Baker Prize in Modern Languages

The Ruth Bateman Award, for excellence in scholarship, athletic ability, and leadership by a woman

The Andrew C. Berry-James C. Stewart Prize in Mathematics

The Philip and Rosemary Wiley Bradley Achievement Scholarship in Economics

The Campus Life Award, for leadership and service

The Iden Charles Champion Award in Commerce and Industry, to a student in the Department of Economics

The Iden Charles Champion Cup, for excellence in scholarship, athletic ability, college spirit and loyalty

The Undergraduate Award in Analytical Chemistry

The POLYED Organic Chemistry Award

The Senior Chemistry Award

The CRC Press Freshman Chemistry Achievement Award

The F. Theodore Cloak Award in Theatre

The Sophomore Prize in Computer Science

The Maurice P. and Regina C. Cunningham Prize in Greek

The Maurice Cunningham Phi Beta Kappa Prize, to an outstanding junior

The Margaret Gary Daniels Keyboard Performance Award

The Diderrich Prize in Creative Writing

The Clyde Duncan Scholarship

The Miriam Clapp Duncan Award in Organ and Harpsichord

The Herman Erb Prize in German

The Faculty Convocation Award

The John Herbert and Mamie E. Farley Prize Scholarship in Philosophy

The Fraternity Scholarship Cup

The Outstanding Freshman Athletic Award for Men

The Outstanding Freshman Athletic Award for Women

The *Freshman Studies* Teaching Award

The *Freshman Studies* Writing Prize

The Christine Gerdes Award in Anthropology

The Bertrand A. Goldgar Fellowship

The Judith Anne Gustafson Memorial Award, for outstanding scholarship and character

The Richard A. Harrison Award for Research in the Humanities and Social Sciences

The Hicks Prize in Fiction

The Hicks Prize in Poetry

The Paul C. Hollinger Award in Music History

The Betty Champion Hustace Award in Art History

The Marjory Irvin Prize, for excellence in piano performance

The Anne Prioleau Jones Tuition Scholarship in French

The Ralph V. Landis Award, for outstanding contributions to Lawrence athletics by a male athlete

The Lantern Community Service Award

The Latin League of Wisconsin College Awards

## Awards, Societies and Fellowships

The Charles F. Lauter International Student Prize, awarded for scholarship, leadership, service and support for the international community at Lawrence  
The Letterwinner Award, for outstanding athletic participation  
The La Vahn Maesch Prize Scholarship in Organ  
The Jessie Mae Pate McConagha Prize, for scholarship in history  
The William A. McConagha Prize, for excellence in economics  
The John F. McMahon Tuition Scholarship in German  
The Elizabeth Black Miller String Scholarships  
The James Ming Scholarship in musical composition  
The Mortar Board Honorary Award, for faculty excellence  
The Edwin H. Olson Award in Human Services  
The Peabody Prize in Latin  
The Phi Beta Kappa Freshman Scholarship Prize  
The Pi Kappa Lambda Composition Award  
The Pi Kappa Lambda Jazz Composition Award  
The Pi Kappa Lambda Freshman Prize  
The Pi Kappa Lambda Music Education Teaching Award  
The Political Science Journal Award  
The Charles E. Pond Award for Men  
The Pond Athletic Award for Women  
The Mojmir Povolny Prize in Government  
The Presser Foundation Music Scholarship  
The E. Dane Purdo Award, to an exceptional student in art or ceramics  
The William F. Raney Prize in History  
The Marion Read Award, for outstanding contributions to Lawrence athletics  
The Gervais E. and Mary Katherine Reed Award, for achievement and service, to a senior woman  
The Alexander J. Reid Prize in English  
The Estelle Ray Reid Scholarship in Art  
The Estelle Ray Reid Prize in Library Science  
The Thomas B. Reid Scholarship in Journalism  
The Elizabeth Richardson Award, for outstanding women majoring in studio art and art history  
The Sumner Richman Student Research Award in Biology  
The Patricia Ritter Prize in Chinese Culture  
The Patricia Ritter Prize in Chinese Language  
The Debbie Roman Prize in Chemistry  
The Howard and Helen Russell Award for Excellence in Biological Research  
The Louis Henry Schutte Memorial Prize in English  
The William M. Schutte Grant for Student Summer Research  
The John H. Scidmore Memorial Award, for scholarship, service and devotion to senior classmates  
The Mita Sen Award for Societal Impact at Lawrence University  
The Senior Art Prize for Men  
The Senior Prize in Computer Science  
The Sophomore Prize in Computer Science  
The Sorority Scholarship Cup  
The Warren Hurst Stevens Prize Scholarship, for scholarship and useful activity in university affairs by a junior man  
The Tank-Palmquist-Ross Award in Geology  
The Jean Wiley Thickers Prize, in science education  
The Tichenor Prize in English



## **Awards, Societies and Fellowships**

The E. Graham Waring Prize in Religious Studies

The Edwin N. and Ruth Z. West Scholarship, for scholarship and leadership

The Ralph White Prize in Mathematics

The Alexander Wiley Prize, for principled independence of thought, moral courage and creative commitment to a significant cause

The Charlotte Wood Prize in English

The Henry Merritt Wriston Scholarship Award

### **ACADEMIC HONORARY SOCIETIES**

The Lawrence chapter of Phi Beta Kappa elects as members senior students who have demonstrated superior scholarship. The society also sponsors lectures and awards scholastic honors for academic performance in the freshman and junior years. Pi Kappa Lambda is the highest honor for Conservatory of Music students, recognizing exceptional musical and scholastic ability.

Mortar Board, a national honor society for senior men and women, elects members at the end of their junior year on the basis of outstanding leadership, scholarship and service to the academic community.

Lambda Sigma, a national honorary society for sophomore men and women, fosters leadership, scholarship, fellowship and the spirit of service among college students. Departmental honorary societies include Lambda Alpha, anthropology; Phi Sigma, biology; Eta Sigma Phi, classics; and Psi Chi, psychology.

Departmental honorary societies include Phi Sigma, biology; Eta Sigma Phi, classics; and Psi Chi, psychology.

### **FELLOWSHIPS**

Many fellowships and other sources of financial aid are available for graduate study. Career Services library contains several comprehensive directories of financial aid for graduate and specialized study as well as more detailed information on specific fellowships. Students also should visit the Fellowships and Scholarships for Students Web page, consult with department chairs about fellowships in their fields, and check departmental bulletin boards on which fellowship notices are posted.

Lawrence students regularly compete for the following major fellowships.

#### **Fulbright Grants**

D. Burrows

The Fulbright Program makes grants to U.S. citizens and nationals of other countries for

#### **Gates Cambridge Trust**

R. Lunt

The Trust provides full-cost scholarships for graduate study at the University of Cambridge. Candidates must have demonstrated academic achievement, be admissible to Cambridge, and be committed to “use the benefits of higher education for the common good.”

## **Awards, Societies and Fellowships**

### **Goldwater Scholarships**

B. De Stasio

The Barry M. Goldwater Scholarships seek to foster and encourage excellence in science and mathematics. Sophomores and juniors who are planning careers in math or science may apply for one or two years of support and for consideration for graduate school support.

### **Marshall Scholarships**

P. Boleyn-Fitzgerald

The Marshall Scholarship Program enables U.S. citizens who are graduates of U.S. colleges and universities to study for a degree from a university in the United Kingdom for a period of at least two academic years in any subject.

### **National Science Foundation Graduate Fellowships**

R. Lunt

Three-year \$15,000 plus tuition-waiver fellowships are awarded for study and research leading to master's or doctoral degrees in the mathematical, physical, biological, engineering, and behavioral and social sciences, including the history of science and philosophy of science, and to research-based Ph.D. degrees in science education.

### **National Security Education Program (graduate)**

R. Lunt

NSEP Graduate International Fellowships support graduate study in foreign languages and area studies of regions critical to U.S. national security. Study concerning 60 countries and 30 languages receives three years of support at \$4,000 a year and \$20,000 a year for an overseas component.

### **National Security Education Program (undergraduate)**

NSEP focuses on geographical areas, languages, and fields of study deemed critical to U.S. national security. Grants of up to \$8,000 are available for study in any of 50 countries.

### **Rhodes Scholarships**

B. Pourciau

The will of Cecil Rhodes provides funds for up to 32 unmarried U.S. citizens selected annually to study for a degree at Oxford University. These highly competitive awards are given for two or three years.

### **Rotary Graduate Fellowships**

R. Lunt

The Rotary Foundation awards graduate scholarships to allow men and women to complete one academic year of study in another country where Rotary Clubs are located.

### **Truman Scholarships**

A. Shober, S. Wulf

The Harry S. Truman Scholarship Foundation makes awards to college juniors who have demonstrated interest in and outstanding potential for leadership in public service. This grant covers expenses of up to \$30,000 over four years, including three years of graduate school.

## **Awards, Societies and Fellowships**

### **Udall Scholarships**

D. Burrows

The Morris K. Udall Scholarship provides funding for undergraduate work in environmental studies or Native American studies. The maximum stipend is \$5,000, and college sophomores or juniors may apply.

### **Watson Fellowships**

B. Pertl

Grants of \$22,000 (\$31,000 if the student is married) are awarded by the Thomas J. Watson Foundation for “a focused and disciplined Wanderjahr of the student’s own devising.” Lawrence nominates four students each year.

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Community Volunteer

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President and Chief Executive Officer,  
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Educator, Menlo Park City School District

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Senior Advisor-Asia Pacific, State Street Corporation

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Associate Instructor Environmental Science, University of Wisconsin Colleges-Fox Valley

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Marion Chester Read  
Retired

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Attorney, Mayer Brown  
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# DIRECTORY

## Faculty

### **Minoo Adenwalla** (1959)

Professor Emeritus of Government  
University of Bombay, B.A.;  
Northwestern University, M.S., Ph.D.  
Interest(s): South Asian and British politics,  
political philosophy

### **I Dewa K.A. Adnyana** (2009)

Lecturer of Music  
Conservatory of Indonesian Musical Arts  
(Sekolah Menengah Karawitan Indonesia),  
Batubulan, Bali, Indonesia  
Interest(s): Traditional and contemporary  
Balinese music and dance

### **Madera Allan** (2008)

Assistant Professor of Spanish  
Reed College, B.A.;  
University of Pennsylvania, M.A.  
Interest(s): Medieval and early modern  
Spanish cultural production, literary theory,  
ethics

### **Aryeh Amihay** (2011)

Postdoctoral Fellow of Judaism  
Hebrew University of Jerusalem, B.A.;  
Princeton University, M.A., Ph.D.

### **Frank L. Anderson** (2012)

Lecturer of Art

### **Matthew E. Ansfield** (2000)

Associate Professor of Psychology  
University of Wisconsin-Madison, B.S.;  
University of Virginia, Ph.D.  
Interest(s): social psychology

### **Janet Anthony** (1984)

Professor of Music and Teacher of Cello  
University of Arizona, B.Mus.; Hochschule  
für Musik und Darstellende Kunst, Vienna;  
State University of New York at Stony  
Brook, M.Mus.  
Interest(s): cello, music history, chamber  
music

### **Corry F. Azzi** (1970)

Professor Emeritus of Economics  
Lawrence University, B.A.; Harvard  
University, Ph.D.

### **Burcu S. Bakioglu** (2011)

Postdoctoral Fellow in New Media Studies

### **Jeremy P. Bakken** (2010)

Visiting Assistant Professor of Psychology  
Lawrence University, B.A.; University of  
Wisconsin-Madison, M.S., Ph.D.  
Interest(s): Adolescent parent-child and  
peer relationships, autonomy development,  
peer influence, cultural contributions to  
developmental processes

### **Ameya S. Balsekar** (2009)

Assistant Professor of Government  
Brown University, B.A.; Cornell University,  
M.A., Ph.D.  
Interest(s): Political participation, identity  
politics and ethnic conflict, politics of Asia,  
comparative democratization, politics of  
human rights, multiculturalism

### **Celia B. Barnes**

Visiting Assistant Professor of English  
College of William and Mary, B.A.; Indiana  
University, M.A., Ph.D.  
Interest(s): Eighteenth-century British  
literature; women's writing, letters, and  
diaries

### **Rachel Barnes** (2001)

Lecturer  
University of East Anglia, B.A.; Barber  
Institute of Fine Arts, M.Phil.  
Interest(s): art history

### **Faith Barrett** (2003)

Associate Professor of English  
Swarthmore College, B.A.; University of  
Iowa M.F.A.; University of California-  
Berkeley, M.A., Ph.D.  
Interest(s): 19th-century American literature,  
early American literature, poetry, creative  
writing

## DIRECTORY

**Philip A. Baruth** (2003)

Lecturer of Music  
Lawrence University, B.A.  
Interest: guitar

**Ian Bates** (2011)

Assistant Professor of Music Theory  
The University of Western Ontario, B.Mus.;  
Yale University, M.A., M.Phil., Ph.D.  
Interest(s): Post-common practice tonality  
and modality, music of Ralph Vaughn and  
Alberto Ginastera, Williams, theories of  
harmonic function, music theory pedagogy,  
performance as analysis, analysis of  
transcriptions

**Robert Beck** (2004)

Visiting Professor of Education  
University of Chicago, B.A., M.A., Ph.D.  
Interest(s): information technology in  
teacher education and K-12 education

**Celeste Beesley**

Visiting Assistant Professor of Government  
(2012)

**David Bell** (2005)

Associate Professor of Music  
Oberlin College, B.Mus.; Northwestern  
University, M.Mus.  
Interest(s): Marathon running

**John H. Benson** (1997)

Instructor of Music  
University of Minnesota, B.S.; University of  
Wisconsin-Madison, B.Mus.; University of  
Washington, M.Mus.  
Interest(s): theory, composition

**Gene Biringir** (1995)

Associate Professor of Music  
Rutgers University, B.A.; University of  
Illinois, M.Mus.; Yale University, M.Phil.,  
Ph.D.  
Interest(s): music theory, composition,  
music history

**Marcia Bjørnerud** (1995)

Professor of Geology and Walter Schober  
Professor of Environmental Studies  
University of Minnesota-Minneapolis, B.S.;  
University of Wisconsin-Madison, M.S.,  
Ph.D.  
Interest(s): structural geology, tectonics,  
rock mechanics, earth history

**Peter A. Blitstein** (2001)

Associate Professor of History  
Johns Hopkins University, B.A.; University  
of California-Berkeley, M.A., Ph.D.  
Interest(s): History of the Russian Empire  
and the Soviet Union, Nationalism and  
Ethnicity, Historical Theory

**Ann Kohlbeck Boeckman** (1992)

Instructor of Music and Teacher of Music  
Fundamentals  
Lawrence University, B.Mus.; Western  
Illinois University, M.A.  
Interest(s): music theory, piano, early  
childhood education

**Patrick A. Boleyn-Fitzgerald** (2001)

Associate Professor of Philosophy and  
Edward F. Mielke Professor of Ethics in  
Medicine, Science and Society  
Miami University, B.A.; University of  
Arizona, M.A., Ph.D.; Oxford University,  
M.Phil.  
Interest(s): biomedical ethics

**Austin J. Boncher** (2010)

Lecturer of Music  
Lawrence University, B.Mus.; Indiana  
University Bloomington, M.Mus.Ed.

**Garth Bond** (2004)

Assistant Professor of English  
Trinity University, B.A.; University of  
Chicago, M.A., Ph. D.  
Interest(s): Renaissance literature, poetry  
and drama, manuscript studies, history of  
the book, film

## DIRECTORY

**Mariya Y. Boston** (2012)

Visiting Assistant Professor of Russian

**Helen Boyd Kramer** (2008)

Lecturer of Gender and *Freshman Studies*

City College of New York, B.A., M.A.

Interest(s): transgender issues

**Joanne H. Bozeman** (1993)

Instructor of Music

University of Arizona, Tucson, B.Mus.

Interest(s): voice, singing diction, vocal technique and pedagogy

**Kenneth W. Bozeman** (1977)

Frank C. Shattuck Professor of Music and Teacher of Voice

Baylor University, B.Mus.; University of Arizona, M.Mus.; Hochschule für Musik, Munich

Interest(s): voice, voice science and pedagogy

**John R. Brandenberger** (1968-2008)

Alice G. Chapman Professor Emeritus of Physics

Carleton College, B.A.; Brown University, Sc.M., Ph.D.

**Jason Brozek** (2008)

Assistant Professor of Government and Stephen Edward Scarff Professor of International Affairs

Wayne State College, B.A.; University of Wisconsin-Madison, M.A., Ph.D.

Interest(s): freshwater, international security, conflict bargaining, U.S. foreign policy, international law

**Karen Bruno**

Director of the Lawrence Academy of Music

**Nell Jorgensen Buchman** (1994)

Teacher of Piano and Lecturer of Music

Meredith College, B. Mus; University of Oklahoma, M.Mus.

Interest(s): piano

**David Burrows** (2005)

Provost and Dean of the Faculty  
Columbia University, B.A.; University of Toronto, M.A., Ph.D.

Interest(s): cognitive psychology

**Elizabeth Carlson** (2006)

Associate Professor of Art History  
University of Cincinnati, B.A.; University of Minnesota, M.A., Ph.D.

Interest(s): 19th and 20th century European and American art history and visual culture

**Kelley K. Carpenter**

Lecturer of Music and Teacher of Saxophone and Saxophone Quartet Coach

**Karen L. Carr** (1987)

Professor of Religious Studies

Oberlin College, B.A.; Stanford University, Ph.D.

Interest(s): 19th- and 20th-century religious thought, philosophy of religion, comparative religion

**Bill Carrothers**

Lecturer of Music

**Sara Gross Ceballos** (2008)

Assistant Professor of Music

Colby College, B.A.; University of California, M.A., Ph.D.

Interest(s): musicology

**Benjamin M. Chan** (2011)

Postdoctoral Fellow in Philosophy and Uihlein Fellow of Ethics

Swarthmore College, B.A.; University of California-Los Angeles, Ph.D.

Interest(s): Bioethics, ethics of emotion, ethical theory

**William A. Chaney** (1952)

George McKendree Steele Professor Emeritus of History

University of California, Berkeley, B.A., Ph.D.; Society of Fellows, Harvard University

Interest(s): the Middle Ages, ancient history



## DIRECTORY

**Dominica Chang (2007)**

Assistant Professor of French  
University of Wisconsin-Madison, B.A.;  
Middlebury College, M.A.; University of  
Michigan-Ann Arbor, M.A., Ph.D.  
Interest(s): Romance languages and  
literature

**Kin Chau**

Lecturer of Music and Teacher of Viola and  
Violin

**Yu-Lin Chiu (2012)**

Instructor of Chinese

**Jeffrey J. Clark (1998)**

Associate Professor of Geology  
Middlebury College, B.A.; Johns Hopkins  
University, Ph.D.  
Interest(s): geomorphology, earth surface  
processes, human influences on the  
environment

**Donna L. Clementi (2003, 2011)**

Lecturer of Education  
St. Olaf College, B.A.; University of  
Wisconsin-Milwaukee, M.S.  
Interest(s): research related to second  
language acquisition and cross-cultural  
understanding, music and theatre

**Edward Clemons (2002)**

Instructor of Mathematics  
University of Wisconsin-Platteville, B.S.;  
University of Wisconsin-Oshkosh, M.S.  
Interest(s): statistics

**Paul M. Cohen (1985)**

Professor of History and Patricia Hamar  
Boldt Professor of Liberal Studies  
Clark University, B.A.; University of  
Chicago, M.A., Ph.D.  
Interest(s): modern European intellectual  
history

**Jeffrey A. Collett (1995)**

Associate Professor of Physics  
St. Olaf College, B.A.; Harvard University,  
A.M., Ph.D.  
Interest(s): condensed matter physics, X-ray  
scattering, phase transitions and critical  
phenomena

**Tony Conrad (2012)**

Lecturer of Art  
University of Wisconsin-Milwaukee, M.F.A.

**Scott Corry (2007)**

Assistant Professor of Mathematics  
Reed College, B.A.; University of  
Pennsylvania, Ph.D.  
Interest(s): number theory and algebraic  
geometry

**John Daniel (2002)**

Associate Professor of Music and Teacher  
of Trumpet  
Ball State University, B.Mus.; University of  
Iowa, M.A.; University of Michigan  
Interest(s): trumpet

**Larry Darling**

Lecturer of Music

**Patricia A. Darling (2007)**

Lecturer of Music  
Lawrence University, B.Mus.  
Interest(s): jazz, composition

**Carla Daughtry (2000)**

Associate Professor of Anthropology  
Mount Holyoke College, B.A.; University of  
Michigan, M.A., Ph.D.  
Interest(s): Africa, North Africa, and the  
Middle East; diasporic, transnational, and  
urban refugee communities; ethnic and  
gender issues; fieldwork methodology;  
personal narrative research

## DIRECTORY

**Bart T. De Stasio** (1992)

Professor of Biology  
Lawrence University, B.A.; University of  
Rhode Island; Cornell University, Ph.D.  
Interest(s): evolutionary ecology, aquatic  
biology, predator-prey interactions

**Elizabeth De Stasio** (1988–89; 1992)

Professor of Biology and Raymond H.  
Herzog Professor of Science  
Lawrence University, B.A.; Brown  
University, Ph.D.  
Interest(s): interactions of biological  
molecules, evolution

**James H. DeCorsey** (1990)

Associate Professor of Music and Teacher  
of French Horn  
Stanford University, B.A.; Yale University,  
M.A., M.M.A., D.M.A.  
Interest(s): horn, chamber music, music  
history

**Stefan Debbert** (2007)

Assistant Professor of Chemistry  
University of Minnesota–Twin Cities, B.S.;  
Cornell University, Ph.D.  
Interest(s): organic and organometallic  
chemistry, synthesis, medicinal chemistry

**Cecile C. Despres-Berry** (2002)

Lecturer in English as a Second Language  
and Director of the Waseda Program  
Earlham College, B.A.; University of Texas  
at Austin, M.A.  
Interest(s): second language writing

**Donna DeBella** (1996)

Instructor of Music  
Rutgers University, B.A.; Westminster Choir  
College; Suzuki Institute, University of  
Maine-Orono  
Interest(s): theory, sight-singing, organ

**Kimberly Dickson** (2007)

Assistant Professor of Biology  
Smith College, B.A.; Johns Hopkins  
University, M.S.; University of Wisconsin–  
Madison, Ph.D.  
Interest(s): protein structure and function

**Mark L. Dintenfass** (1968–2006)

Professor Emeritus of English  
Columbia University, B.A., M.A.;  
  
University of Iowa, M.F.A.  
Interest(s): prose fiction, American  
literature, composition

**Jesse E. Dochnahl**

Instructor of Music

**Sonja L. Downing** (2008)

Assistant Professor of Ethnomusicology  
Swarthmore College, B.A.; University of  
California–Santa Barbara, M.Mus., Ph.D.  
Interest(s): ethnomusicology, gender  
studies, traditional Balinese music

**John P. Dreher** (1963)

Lee Claflin–Robert S. Ingraham Professor of  
Philosophy  
St. Peter's College, B.A.; Fordham  
University, M.A.; University of Cologne;  
University of Chicago, Ph.D.  
Interest(s): history of philosophy,  
environmental ethics, American pragmatism

**Dianne M. Droster** (2000)

Lecturer of *Freshman Studies*  
Lawrence University, B.A.; Warren Wilson  
College, M.F.A.  
Interest(s): history and creative writing

**Cindy Lee Duckert** (2010)

Lecturer of Biology  
California Institute of Technology,  
Engineering  
Interest(s): science communication

**Dale L. Duesing** (1992)

Artist-in-Residence  
Lawrence University, B.Mus.; Hochschule  
für Musik, Munich, Artist Diploma  
Interest(s): voice, opera

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**Gabriel A. Eljaiek-Rodriguez**

Postdoctoral Fellow in Spanish and Alfieri  
Fellow in Spanish

**Shannon Elliott**

Lecturer of *Freshman Studies*

**Jose L. Encarnacion** (2011)

Instructor of Jazz Studies

**Margaret Engman** (2001)

Lecturer of Education  
University of Wisconsin–Madison, B.S.  
Interest(s): teacher education

**Marty Erickson** (2002)

Lecturer of Music and Teacher of Tuba  
Michigan State University  
Interest(s): tuba, chamber music

**Gustavo C. Fares** (2000)

Professor of Spanish  
Colegio Nacional de Buenos Aires, B.A.;  
Universidad de Buenos Aires, J.D.; West  
Virginia University, M.A., M.F.A.; University  
of Pittsburgh, Ph.D.  
Interest(s): Argentinian literature, Latin  
American art

**Merton D. Finkler** (1979)

Professor of Economics and John R.  
Kimberly Distinguished Professor in the  
American Economic System  
University of California-San Diego, B.A.;  
London School of Economics, M.Sc.;  
University of Minnesota, Ph.D.  
Interest(s): public finance, macroeconomic  
policy

**Mark L. Fischer**

Lecturer

**Jake Frederick** (2006)

Associate Professor of History  
University of Massachusetts–Amherst, B.A.;  
Pennsylvania State University, Ph.D.  
Interest(s): Mexican history, Afro-Latino  
history, environmental history

**Dorrit F. Friedlander** (1951-93)

Professor Emerita of German  
All Saints Episcopal College, University of  
Cincinnati, B.A., M.A.; University of  
Heidelberg

**Richmond Frielund** (1979-84; 1985)

Associate Professor of Theatre Arts  
University of Minnesota, B.A.; University of  
Wisconsin–Superior, M.A.; University of  
Michigan, M.F.A.  
Interest(s): design and technical theatre

**Kathleen F. Fuchs** (1985)

Lifeline Coordinator  
Barat College, B.S.; St. Louis University,  
M.S., Ph.D.  
Interest(s): cognitive-behavioral  
psychotherapy, college student  
development, anxiety disorders

**Geoff C. Gajewski** (1988)

Associate Dean of Faculty for Student  
Academic Services  
University of Wisconsin-Madison, B.A.;  
University of Wisconsin-Milwaukee, M.A.  
Interest(s): writing, *Freshman Studies*

**Adam Galambos** (2006)

Assistant Professor of Economics  
University of Northern Iowa, B.A.;  
University of Minnesota, M.S., Ph.D.  
Interest(s): microeconomic theory, game  
theory, social-change theory

**Alexandra Galambosh**

Lecturer of Linguistics

**John T. Gates** (2006)

Visiting Assistant Professor of Music and  
Teacher of Voice  
University of South Carolina, B. Mus,  
M.Mus.; Florida State University, D.Mus.A.  
Interest(s): voice

## DIRECTORY

**Samantha George** (2008)

Associate Professor of Music and Teacher of Violin

Eastman School of Music, B.Mus., M.Mus., Performer's Certificate; University of Connecticut, D.Mus.A.

Interests: violin, chamber music, orchestral excerpts

**Georgios Georgiou** (2012)

Visiting Assistant Professor of Economics

**David Gerard** (2009)

Associate Professor of Economics

Grinnell College, B.A.; University of Illinois, M.S., Ph.D.

Interest(s): new institutional economics, energy and the environment, political economy, regulatory policy

**Peter J. Gilbert** (1990)

Director of the Seeley G. Mudd Library and Associate Professor

Carleton College, B.A.; University of Wisconsin–Madison, M.A.

Interest(s): reference, networked information resources, American library history

**Peter S. Glick** (1985)

Professor of Psychology and Henry Merritt Wriston Professor of the Social Sciences

Oberlin College, A.B.; University of Minnesota, Ph.D.

Interest(s): stereotyping, discrimination, prejudice

**Mary K. Good** (2012)

Visiting Assistant Professor of Anthropology and Schmidt Fellow

**Terry Gottfried** (1986)

Professor of Psychology

University of Minnesota, B.A., Ph.D.

Interest(s): perception of speech and singing, psychology of cognition and perception

**Carrie L. Gray**

Lead Teacher of String Project

**Joseph N. Gregg** (1991)

Associate Professor of Mathematics

Texas A&M University, B.S., M.S.;

Princeton University, Ph.D.

Interest(s): architecture of large software systems, software for math education, complex systems

**Geri Grine**

Lecturer of Music

**Miyoko Grine**

Lecturer of Music

**Wen-Lei Gu** (2006)

Associate Professor of Music

The Juilliard School, B.Mus.; Mannes

College of Music, M. Mus.; Indiana

University School of Music, D.Mus.

Interest(s): violin, piano, foreign languages, literature

**Alison C. Guenther-Pal** (2007)

Assistant Professor of German

University of California-Santa Cruz, B.A.;

University of Minnesota, M.A., Ph.D.

Interest(s): feminist theory and pedagogies, German cinema, film theory

**Chong-do Hah** (1961)

Professor Emeritus of Government

Indiana University, B.A., Ph.D.; University of Virginia, M.A.

**Beth Haines** (1992)

Associate Professor of Psychology

University of Wisconsin–Milwaukee, B.S.;

University of Wisconsin–Madison, M.S., Ph.D.

Interest(s): cognitive development, problem-solving, social development, learning styles

**Alyssa S. Hakes** (2012)

Assistant Professor of Biology

## DIRECTORY

**David J. Hall** (2002)

Associate Professor of Chemistry  
Butler University, B.S.; University of  
Wisconsin-Madison, Ph.D.

Interest(s): mechanisms by which rhinovirus  
activation of immune cells leads to the  
exacerbation of asthma

**Kathrine Handford** (2004)

Lecturer of Music and University Organist  
Concordia College, B.A.; University of  
Wisconsin-Eau Claire, B.Mus.; Eastman  
School of Music, M.Mus., D.Mus.A.

Interest(s): organ

**Kathryn M. Hardt**

Lecturer of Music

**Julie Haurykiewicz** (2006)

Director of the Center for Teaching and  
Learning and Quantitative Skill Program  
Coordinator and Public Speaking Practicum  
University of Notre Dame, B.A., Marquette  
University, M.A., Binghamton University,  
Ph.D.

Interests: English language and literature

**Leslie O. Haygood** (2012)

Instructor of French

**James R. Heiks** (2010)

Lecturer of Music

**David Helvering** (2003)

Visiting Assistant Professor of Music  
Arkansas State University, B.M.E.;  
Sam Houston State University, M.Mus.;  
University of Iowa

Interest(s): music theory

**Cecilia Herrera** (2009)

Instructor of Spanish  
Universidad de Playa Ancha, Chile, B.A.,  
M.A.

Interest(s): Latin American literature,  
Spanish civilizations and culture

**Bruce E. Hetzler** (1976)

Professor of Psychology  
DePauw University, B.A.; Northwestern  
University, M.A., Ph.D.

Interest(s): neuropharmacology, effects of  
alcohol on the brain, computer analysis of  
brain waves

**Lori Hilt** (2008)

Assistant Professor of Psychology  
Lawrence University, B.A.; Viterbo  
University, M.A.; Yale University, M.S.,  
M.Phil., Ph.D.

Interest(s): clinical psychology,  
developmental psychopathology,  
adolescent depression, nonsuicidal self-  
injury, emotion regulation

**William Hixon** (2000, 2003)

Associate Professor of Government and  
Gordon R. Clapp Chair in American Studies  
Washington University, B.A.; University of  
Rochester, M.A., Ph.D.

Interest(s): public policy, environmental  
public policy, Congressional politics

**Karen A. Hoffmann** (1998)

Associate Professor of English  
Lawrence University, B.A.;  
Indiana University, M.A., Ph.D.

Interest(s): American and African-American  
literature

**Eilene Hoft-March** (1988)

Professor of French and Milwaukee-Downer  
College and College Endowment  
Association Professor

Carroll College, B.A.; University of  
California-Berkeley, M.A., Ph.D.

Interest(s): 20th- and 21st-century French  
literature, evolution of the novel, life writing

**Judith Humphries** (2007)

Assistant Professor of Biology  
The Queen's University of Belfast, B.S.,  
Ph.D.

Interest(s): parasitology, zoology,  
immunology, physiology

## DIRECTORY

**Kathleen Isaacson (1977)**

Reference Librarian and Library Systems  
Coordinator and Associate Professor  
University of Wisconsin–Madison, B.A.;  
University of Wisconsin–Oshkosh, M.A.L.S.  
Interest(s): reference, automation, numeric  
data bases

**Brenda Jenike (2004)**

Associate Professor of Anthropology  
Pomona College, B.A.; University of  
California–Los Angeles, M.A., Ph.D.  
Interest(s): anthropology of Japan, medical  
anthropology, cultural gerontology, gender  
ideology, psychological anthropology

**Mark Jenike (2004)**

Associate Professor of Anthropology  
Harvard College, B.A.; University of  
California–Los Angeles, Ph.D.  
Interest(s): behavioral ecology, human  
biology, nutritional anthropology, human  
evolution, reproductive ecology,  
anthropological demography

**Kevin Bradley Johnson (2010)**

Visiting Assistant Professor of German  
Indiana University, B.A.; University of  
Washington, M.A., Ph.D.  
Interests: 20th-century German literature  
and culture, cinema and media studies,  
Austria and Central Europe, critical theory,  
Czech and Bohemian studies

**Joy Jordan (1999)**

Associate Professor of Statistics  
Indiana University, B.A.; University of Iowa,  
M.S., Ph.D.  
Interest(s): statistics education

**Steven Jordheim (1981)**

Professor of Music and Teacher of  
Saxophone  
University of North Dakota, B.Mus.;  
Northwestern University, M.Mus.  
Interest(s): saxophone, instrumental  
pedagogy, chamber music

**Suzanne Jordheim (1989)**

Lecturer of Music and Teacher of Flute  
Lewis and Clark College, B.Mus.;  
Northwestern University, M.Mus.  
Interest(s): flute, flute pedagogy, woodwind  
techniques

**Jerri Kahl (1998)**

Associate Director of Counseling Services  
and Lecturer in Psychology  
University of Kansas, B.A.; University of  
Wisconsin–Oshkosh, M.S.E.  
Interest(s): counseling, peer education,  
crisis intervention, victim advocacy

**Tsvetanka Karagyozeva (2009)**

Assistant Professor of Economics  
University of National and World Economy,  
M.A.; University of Colorado Denver, M.A.;  
University of Connecticut, Ph.D.  
Interest(s): financial, behavioral and  
macroeconomics; industrial organization,  
teaching and learning techniques

**Catherine C. Kautsky (1987–2002, 2008)**

Professor of Music and Teacher of Piano  
New England Conservatory, B.Mus.;  
Juilliard School, M.Mus.; State University of  
New York–Stony Brook, D.Mus.A.  
Interest(s): chamber music

**Nick Keelan (1985)**

Associate Professor of Music  
Henderson State University, B.M.E.;  
University of Northern Colorado, M.Mus.  
Interest(s): trombone performance,  
trombone pedagogy

**Edmund Kern (1992)**

Associate Professor of History  
Marquette University, B.A.; University of  
Minnesota, M.A., Ph.D.  
Interest(s): early modern Europe, religious  
culture, Hapsburgs, Austria

**Nabil Khawla (2008)**

Instructor of French  
University of Wisconsin–Madison, ABD;  
University of Oklahoma, M.A., Ph.D.  
Interest(s): Arabic language

## DIRECTORY

**Lena L. Khor** (2009)

Assistant Professor of English  
Middlebury College, B.A.; University of  
Texas at Austin, M.A., Ph.D.  
Interest(s): contemporary world anglophone  
literature, human rights and humanitarian  
discourse, postcolonial studies, literary  
theory, cultural studies, film

**Sara A. Kind** (2010)

Instructor of Music

**Andrew Knudsen** (2003)

Associate Professor of Geology  
Hamilton College, B.A.; University of Idaho,  
Ph.D.  
Interest(s): environmental mineralogy, low-  
temperature geochemistry

**Bonnie Koestner** (2001)

Associate Professor of Music  
Lawrence University, B.Mus.; University of  
Wisconsin–Madison, M.Mus.  
Interest(s): voice coach/accompanist

**Jerry Koleske**

Teacher of Clarinet

**Kärin Simonson Kopischke**

Lecturer in Theatre Arts and Costume Shop  
Supervisor

**Ryan M. Korb** (2011)

Lecturer of Music

**Kurt Krebsbach** (2002)

Associate Professor of Computer Science  
Lawrence University, B.A.; University of  
Minnesota, M.S., Ph.D.  
Interest(s): artificial intelligence, automated  
planning, multi-agent systems, functional  
programming, music, zymurgy

**Annah E. Krieg**

Visiting Assistant Professor of Art

**Elizabeth Krizenesky** (1999)

Instructor of Russian  
Ripon College, B.A.  
Interest(s): Russian language

**Ben Krywosz**

Instructor of Music

**Pasad Kulatunga** (2012)

Visiting Assistant Professor of Physics

**Debbie Kupinsky** (2010)

Uihlein Fellow of Studio Art

**Carol L. Lawton** (1980)

Professor of Art History and Otilia Buerger  
Professor of Classical Studies  
Vassar College, B.A.; University of  
Pittsburgh, M.A.; Princeton University,  
M.F.A., Ph.D.  
Interest(s): Greek and Roman art

**Karen Leigh-Post** (1996)

Associate Professor of Music and Teacher  
of Voice  
Lawrence University, B.Mus.; University of  
Arizona, M.Mus.; Rutgers University,  
D.Mus.A.  
Interest(s): vocal performance, opera

**Erin Lesser** (2011)

Assistant Professor of Flute

**Julie Lindemann** (2000)

Associate Professor of Art  
University of Wisconsin–Madison, B.A.;  
Illinois State University, M.A.  
Interest(s): photography, new media,  
antiquarian photographic processes,  
documentary photography and film,  
experimental film

**Debra Loewen**

Artist-in-Residence

**Ruth M. Lunt** (1992)

Associate Dean of the Faculty and  
Professor of German  
Millersville State University, B.A.; University  
of Pittsburgh, M.A.; Princeton University,  
Ph.D.  
Interest(s): Germanic linguistics, language  
pedagogy, history of German

## DIRECTORY

**Mike J. Magnuson** (2012)  
Lecturer of *Freshman Studies*

**Nicholas C. Maravolo** (1966)  
Professor of Biology  
University of Chicago, B.S., M.S., Ph.D.  
Interest(s): physiology of plant growth and development

**Douglas S. Martin** (2007)  
Assistant Professor of Physics  
Pomona College, B.A.; University of Texas, Ph.D.  
Interest(s): biological physics, molecular motors, cytoskeleton

**Octavio Mas-Arocas** (2012)  
Assistant Professor of Music

**Andrew Mast** (2004)  
Associate Professor of Music and Director of Bands  
University of Iowa, B.Mus., D.Mus.A.;  
University of Minnesota, M.A.  
Interest(s): wind ensemble and band, music education

**Susan McAllister**  
Lecturer of Music

**Stephen McCardell** (1999)  
Instructor of Music  
Lawrence University; Mannes College of Music, B.Mus., M.Mus.  
Interest(s): music theory, composition

**Susan L. McCardell** (2000)  
Lecturer of Music and Teacher of Bassoon  
Lawrence University, B.Mus.  
Interest(s): bassoon

**David E. McGlynn** (2006)  
Associate Professor of English  
University of California–Irvine, B.A.;  
University of Utah, M.F.A., Ph.D.  
Interest(s): fiction and nonfiction writing, late 19th and 20th century British and American literature, literary theory, publishing and editing

**Randall McNeill** (1999)  
Associate Professor of Classics  
Harvard University, A.B.; Yale University, M.A., Ph.D.  
Interest(s): literary self-presentation, Roman poetry, Greek and Roman history

**Julie McQuinn** (2003)  
Associate Professor of Music  
Oberlin College, B.A., B.Mus.; New England Conservatory; University of Illinois, M.Mus.; Northwestern University, Ph.D.  
Interest(s): musicology

**Gerald I. Metalsky** (1992)  
Professor of Psychology  
University of California–Berkeley, B.A.;  
State University of New York at Stony Brook, M.A.; University of Wisconsin–Madison, Ph.D.  
Interest(s): origins of psychopathology, cognition and emotion, psychodiagnostics, psychotherapy

**Joanne Metcalf** (2001)  
Associate Professor of Music  
University of California–Santa Barbara, B.A.; Duke University, M.A., Ph.D.  
Interest(s): music composition

**Jon C. Meyer**  
Conductor of Symphonic Band and New Horizons Band Director and Teacher of Composition

**Leslie Outland Michelic** (2000)  
Lecturer of Music and Teacher of Oboe  
University of Wisconsin–Milwaukee  
Interest(s): oboe

**Matthew C. Michelic** (1987)  
Associate Professor of Music and Teacher of Viola  
University of Wisconsin–Milwaukee, B.F.A.; Indiana University, M.Mus.  
Interest(s): viola, chamber music, theory



## DIRECTORY

**Brigetta F. Miller** (1996)

Associate Professor of Music  
Lawrence University, B.Mus.; Silver Lake  
College, M.Mus.

Interest(s): elementary and secondary  
education, multicultural education

**Michael D. Mizrahi** (2009)

Assistant Professor of Music  
University of Virginia, B.A.; Yale School of  
Music, M.Mus., D.Mus.A.

Interest(s): chamber music, piano literature,  
contemporary music, music history, music  
education

**Kirk D. Moss** (2010)

Associate Professor of Music  
University of Michigan, B.Mus.; University of  
Cincinnati College–Conservatory of Music,  
M.Mus.; University of Florida (Gainesville),  
Ph.D.

Interest(s): music education, conducting,  
string pedagogy

**Juan G. Navea** (2009)

Assistant Professor of Chemistry  
Universidad Central de Venezuela,  
Caracas, B.S.; Baylor University, Ph.D.

Interest(s): study of photochemical  
interactions between solar radiation and  
aerosol particles on Earth and planetary  
atmospheres

**Rob Neilson** (2003)

Associate Professor of Art and Frederick R.  
Layton Professor of Art  
College of Creative Studies, B.F.A.;  
University of North Carolina, Chapel Hill,  
M.F.A.

Interest(s): sculpture

**Howard Niblock** (1981)

Professor of Music and Teacher of Oboe  
University of Michigan, B.A.; Michigan State  
University, M.Mus.; University of  
Wisconsin–Madison

Interest(s): oboe, theory, aesthetics

**Amy Nottingham-Martin** (2010)

Lecturer of *Freshman Studies*

**Christopher V. Odato** (2010)

Lawrence Postdoctoral Fellow of Linguistics  
Brown University, A.B.; University of  
Michigan, Ph.D.

Interest(s): sociolinguistics, language  
variation, syntax, language ideologies

**David J. Owens** (2000)

Technical Director and Facilities Manager  
and Lecturer of Theatre Arts  
New England College, B.A.

Interest(s): set design

**Anthony P. Padilla** (1997)

Associate Professor of Music  
Northern Illinois University, B.Mus.;  
Eastman School of Music, M.Mus.,  
Performer's Certificate; University of  
Washington, Artist's Diploma

Interest(s): piano

**Jesse Palmer** (2011)

Assistant Professor of Japanese  
Brigham Young University–Hawaii, B.A.;  
University of California–Irvine, Ph.D.  
Interest(s): Chinese–Japanese cultural and  
material exchange, Kanshi, East Asian  
orthography, East Asian environmental  
history, Western translation of Chinese and  
Japanese poetry

**Esther Palomino** (1999)

Instructor of Spanish  
Colegio San Jose, B.A.; Purdue University,  
M.A.

Interest(s): Spanish literature

**Alan E. Parks** (1985)

Professor of Mathematics  
University of Wisconsin–Madison, B.A.,  
M.A., Ph.D.

Interest(s): application of mathematics,  
computer algorithms, dynamics

**Steve Peplin** (2004)

Lecturer of Music  
Berklee College of Music, B.A.  
Interest(s): guitar, composition

## DIRECTORY

**Peter Peregrine** (1995)

Professor of Anthropology  
Purdue University, B.A., M.S., Ph.D.  
Interest(s): anthropological theory, evolution of complex societies, culture contact and culture change, integration of archaeology and ethnology

**Brent Peterson** (2002)

Professor of German  
Johns Hopkins University, B.A.;  
University of Iowa, M.A.; University of Minnesota, Ph.D.  
Interest(s): construction of national and ethnic identities, the intersection of historical fiction and history, the “long 19th century” 1789-1918; post-war, post-wall experiences of both Germanies

**Mark Phelan** (2011)

Assistant Professor of Philosophy  
Ouachita Baptist University, B.A.;  
University of Utah, M.S.; University of North Carolina at Chapel Hill, Ph.D.  
Interest(s): philosophy of mind, language and cognitive science, figurative language, theory of mind, linguistic pragmatics

**Brian Peter Piasecki** (2010)

Visiting Assistant Professor of Biology

**Megan Pickett** (2006)

Associate Professor of Physics  
Cornell University, B.A.; Indiana University, M.A., Ph.D.  
Interest(s): formation of solar systems, black hole and neutron star dynamics, Jupiter formation

**Keith E. Pitts** (2012)

Set Design and Staging Coordinator and  
Lecturer of Theatre Arts

**Janet Planet** (2007)

Lecturer of Music  
Interest(s): vocal jazz

**Jerald Podair** (1998)

Professor of History and Robert S. French  
Professor of American Studies  
New York University, B.A.; Columbia  
University School of Law, J.D.; Princeton  
University, M.A., Ph.D.  
Interest(s): 20th-century American history, urban history, American race relations

**Bryan Post** (2004)

Lecturer of Music and Teacher of Voice  
Oberlin College, A.B.; Oberlin Conservatory,  
B.Mus., M.Mus.  
Interest(s): voice

**Bruce H. Pourciau** (1976)

Professor of Mathematics  
Brown University, B.A.; University of California–San Diego, M.A., Ph.D.  
Interest(s): optimization theory, analysis, philosophy of mathematics

**Antoinette Powell** (2002)

Music Librarian and Assistant Professor  
St. Norbert College, B.Mus.; University of Wisconsin–Milwaukee; University of Pittsburgh, M.L.S.  
Interest(s): music library

**Keith Powell** (2006)

Lecturer of *Freshman Studies*  
SUNY–Stony Brook University, B.A.,  
Carnegie Mellon University, M.Mus.  
Interest(s): French horn performance, teaching, horn ensembles, composing for chamber music ensembles and orchestras

**Kathy Privatt** (1999)

Associate Professor of Theatre Arts and  
James G. and Ethel M. Barber Professor of  
Theatre and Drama  
Central Missouri State University, B.S.E.;  
Southwest Missouri State University, M.A.;  
University of Nebraska, Ph.D.  
Interest(s): American theatre

## DIRECTORY

**Stewart C. Purkey** (1985)

Associate Professor of Education and Bee  
Connell Mielke Professor of Education  
Stanford University, A.B.; Reed College,  
M.A.; University of Wisconsin–Madison,  
Ph.D.

Interest(s): educational reform

**Carl A. Rath** (2012)

Instructor of Music

**Gretchen M. Revie** (1997)

Reference Librarian and Instruction  
Coordinator and Assistant Professor  
Carleton College, B.A.; University of  
Wisconsin–Madison, M.A.

Interest(s): reference, interlibrary loan

**Dane M. Richeson** (1984)

Professor of Music  
Ohio State University, B.Mus.;  
Ithaca College, M.Mus.

Interest(s): percussion

**Monica Rico** (2001)

Associate Professor of History and Pieper  
Family Professor of Servant Leadership  
University of California–Berkeley, B.A.,  
M.A., Ph.D.

Interest(s): early America; the American  
West; gender and environment

**Benjamin Rinehart** (2006)

Associate Professor of Art  
Herron School of Art, B.F.A.;  
Louisiana State University, M.F.A.  
Interest(s): drawing, painting, printmaking,  
bookmaking, computer design

**Michael Rivers**

Teacher of Piano

**Joseph Ross**

Studio Accompanist

**Thomas C. Ryckman** (1984)

Professor of Philosophy  
University of Michigan, Flint, B.A.;  
University of Massachusetts, M.A., Ph.D.  
Interest(s): philosophy of language,  
philosophy of mind, metaphysics,  
epistemology, philosophy of art

**Roberto Salgado** (2012)

Visiting Assistant Professor of Physics

**Rebecca Salzer** (2011)

Visiting Professor in Dance

**Richard A. Sanerib Jr.** (1976)

Associate Professor of Mathematics  
St. Anselm College, B.A.; University of  
Colorado, M.A., Ph.D.

Interest(s): logic, algebra, topology,  
computers, minority education

**Judith H. Sarnecki** (1985-87; 1990)

Professor of French  
Knox College, B.A.; Portland State  
University, M.A.T.; University of Iowa, M.A.;  
University of Wisconsin-Madison, Ph.D.

**Erica J. Scheinberg** (2010)

Lecturer of Music  
University of California, Berkeley, A.B.;  
University of California, Los Angeles, M.A.,  
Ph.D.

Interests: modernism, American music,  
popular music, history of recorded sound,  
medieval music, archival studies

**Timothy L. Schmidt** (2004)

Director of International Student Services  
and Lecturer of the Waseda Program  
The University of Northern Iowa, B.A.;  
University of Iowa, M.A.  
Interest(s): Russian Language

**Jodi Sedlock** (2002)

Associate Professor of Biology  
Loyola University, B.A., B.S.; University of  
Illinois–Chicago, Ph.D.  
Interest(s): tropical diversity, community  
ecology, foraging behavior, conservation  
biology, small mammals, particularly bats

## DIRECTORY

**Teresa Seidl**

Instructor of Music

**John A. Shimon (2000)**

Associate Professor of Art

University of Wisconsin–Madison, B.S.;

Illinois State University, M.S.

Interest(s): photography, new media, visual culture, antiquarian photographic processes, documentary photography and film, experimental film

**Arnold Shober (2006)**

Associate Professor of Government

Bradley University, B.A.; University of

Wisconsin–Madison, M.A., Ph.D.

Interest(s): public policy, education, charter schools, federalism, state and local government, American political development

**Stephen M. Sieck (2010)**

Assistant Professor of Music,

Co-Director of Choral Studies

University of Chicago, B.A.; University of

Illinois at Urbana-Champaign, M.Mus.,

D.Mus.A.

Interest(s): diction, vocal wellness, 20th-century oratorio, compositional process

**Claudena Skran (1990)**

Associate Professor of Government and  
Edwin & Ruth West Professor of Economics  
and Social Science

Michigan State University, B.A.;

Oxford University, M.Phil., Ph.D.

Interest(s): international relations,  
international organizations, refugees

**Martyn Smith (2006)**

Associate Professor of Religious Studies

Prairie College–Alberta, B.Th.; Fuller

Seminary, M.A.; Emory University, Ph.D.

Interest(s): Islam, medieval Arabic literature,  
religion and the environment

**Linda Sparks**

Teacher of Piano

**Steven Spears (2004)**

Associate Professor of Music

University of Louisville School of Music,

B.Mus.; The Juilliard School, M.Mus.

Interest(s): voice

**Timothy A. Spurgin (1990)**

Associate Professor of English and Bonnie

Glidden Buchanan Professor of English

Carleton College, B.A.; University of

Virginia, M.A., Ph.D.

Interest(s): 19th-century English literature,  
the novel, Dickens, literary criticism and  
theory

**Asha Srinivasan (2008)**

Assistant Professor of Music

Goucher College, B.A.; Peabody

Conservatory of Music–John Hopkins

University, M.Mus.; University of Maryland,

D.Mus.A.

Interest(s): acoustic, electronic and multi-  
media composition; collaboration with other  
arts

**Jeffrey M. Stannard (2001)**

Associate Dean of the Conservatory and

Associate Professor of Music

University of Iowa, B.Mus.; University of

Michigan, M.Mus., D.Mus.A.

Interest(s): trumpet

**Matthew R. Stoneking (1997)**

Professor of Physics

Carleton College, B.A.; University of

Wisconsin–Madison, Ph.D.

Interest(s): non-neutral plasma physics,  
magnetic confinement of neutral plasmas

**Jay R. Stork (2008)**

Visiting Assistant Professor of Chemistry

Buffalo State College, B.A.; University of

California, Ph.D.

Interest(s): structural and synthetic  
inorganic chemistry

## DIRECTORY

**Fred Sturm** (1977-91, 2002)

Kimberly-Clark Professor of Music and  
Director of Jazz Studies  
Lawrence University, B.Mus.; University of  
North Texas; Eastman School of Music,  
M.Mus.  
Interest(s): large jazz ensembles, jazz small  
groups, jazz composition/arranging, jazz  
theory/aural training, jazz pedagogy.

**Andrew K. Sturtevant**

Visiting Assistant Professor of History

**Kuo-ming Sung** (1994)

Associate Professor of Chinese and  
Linguistics  
National Taiwan University, B.A.; University  
of California–Los Angeles, M.A., C. Phil.,  
Ph.D.  
Interest(s): generative linguistics,  
comparative syntax, language pedagogy

**Phillip A. Swan** (2002)

Associate Professor of Music and  
Co-Director of Choral Studies  
Concordia College, B.A.; University of  
Texas at El Paso, M.Mus.  
Interest(s): choral conducting, music  
education, jazz

**Mami Tanaka** (2010)

Instructor of Japanese  
University of Florida, B.A., M.A.  
Interest(s): second language acquisition,  
pragmatics, discourse analysis,  
sociolinguistics, Japanese linguistics

**Ronald W. Tank** (1962-90)

Professor Emeritus of Geology  
University of Wisconsin-Madison, B.S.,  
M.S.; Indiana University, Ph.D.

**Rosa Tapia** (2002)

Associate Professor of Spanish  
Universidad de Grenada, B.A.; University of  
Delaware, M.A.; Pennsylvania State  
University  
Interest(s): Spanish peninsular and Latin  
American literature, foreign language  
teaching methodology and applications of  
technology, literary theory, cultural studies,  
film

**Cathering Tatge** (2011)

Artist-in-Residence

**Jill G. Thomas** (2010)

Director of Technical Services, Seeley G.  
Mudd Library and Assistant Professor  
Washington State University, B.S.;  
Simmons College, M.S.  
Interest(s): information architecture,  
metadata services, special collections, the  
digital library

**Peter John Thomas** (2006)

Assistant Professor of Russian Studies  
Northwestern University, B.A., M.A., Ph.D.  
Interest(s): Russia, poetry, translation,  
philosophy, contemporary composers

**Timothy X. Troy** (1997)

Professor of Theatre Arts and J. Thomas  
and Julie Esch Hurvis Professor of Theatre  
and Drama  
Lawrence University, B.A.; University of  
Iowa, M.F.A.  
Interest(s): directing, musical theatre

**Benjamin Tilghman** (2012)

Assistant Professor of Art and Art History

**Jacque Troy** (2012)

Lecturer in Theatre Arts and *Freshman  
Studies*

## DIRECTORY

**Yudru Tsomu (2007)**

Assistant Professor of History  
Central University for Nationalities, A.A.;  
Beijing College of Education, B.A.; Harvard  
University, Ph.D.

Interest(s): Chinese and Tibetan history and  
culture, Sino-Tibetan relations

**Matthew L. Turner (2010)**

Lecturer of Music  
Lawrence University, B.Mus.; New England  
Conservatory, M.Mus.  
Interest(s): improvisation, cello, piano,  
composition

**Mark Urness (2003)**

Associate Professor of Music and Teacher  
of String Bass  
University of Northern Iowa, B.A.; University  
of Cincinnati College–Conservatory of  
Music, M.Mus.; University of Iowa  
Interest(s): double bass, jazz

**Mary F. Van De Loo (2002)**

Instructor of Music and Teacher of Piano  
Lawrence University, B.Mus.;  
University of Oklahoma, M.Mus.  
Interest(s): piano

**Michael van Stipdonk (2012)**

Associate Professor of Chemistry

**Gary T. Vaughan (2009)**

Lecturer of Economics  
Coleman Foundation Fellow 2009-2010  
University of Wisconsin–Oshkosh, B.L.S.;  
Silver Lake College, M.S.  
Interest(s): entrepreneurship, business  
finance, human resources, business  
management

**Massimiliano Verita' (2005)**

Instructor of Arabic  
University of Bologna, B.A., M.A.; University  
of Wisconsin–Madison, M.A.  
Interest(s): Arabic language, contemporary  
Arabic literature, Arab cinema, sub-Saharan  
African literature and cinema

**Lifongo Vetinde (1996)**

Associate Professor of French  
Université de Yaoundé, Cameroun, B.A.;  
Université de Dijon, France; University of  
Oregon, M.A., Ph.D.

Interest(s): francophone African literature

**Patricia Vilches (2000)**

Associate Professor of Spanish and Italian  
University of Illinois–Chicago, B.A.;  
University of Chicago, M.A., Ph.D.  
Interest(s): Latin American literature and  
culture, Italian Renaissance literature

**Dirck Vorenkamp (1997)**

Associate Professor of Religious Studies  
University of Tulsa, B.S.; University of  
Kansas, M.A.; University of Wisconsin–  
Madison, Ph.D.  
Interest(s): Asian religions, Buddhism

**Catherine S. Walby (2000)**

Teacher of Piano and Lecturer of Music  
Lawrence University, B.A., B.Mus.;  
University of Oklahoma, M.Mus.  
Interest(s): piano

**Leslie Walfish**

Acting Director of the Art Gallery

**Nancy A. Wall (1995)**

Associate Professor of Biology  
Presbyterian College, B.S.; University of  
South Carolina, M.A.; Vanderbilt University,  
Ph.D.  
Interest(s): pattern formation differentiation,  
neural development, cranio-facial  
development

**Charles B. Watson Jr. (2012)**

Visiting Assistant Professor of Classics

## DIRECTORY

**Matthew Wegehaupt (2008)**

Instructor of Freshman and East Asian Studies  
University of Wisconsin, B.A.;  
University of California, M.A.; University of Michigan, M.A.  
Interest(s): gender studies, sexuality, East Asia, Korea, Buddhism

**Ernestine Whitman (1978-2011)**

Professor Emerita of Music  
Emory University, B.A.; New England Conservatory, M.Mus.; University of Wisconsin-Madison, D.M.A.

**Jere Wickens (1988)**

Assistant Dean of Faculty for Student Academic Services and Visiting Assistant Professor of Anthropology  
Dartmouth College, A.B.; Indiana University, M.A., Ph.D.  
Interest(s): archaeology and history of Greece

**Robert F. Williams (2004)**

Associate Professor of Education  
Purdue University, B.A., B.S.M.E.;  
University of Colorado at Denver, M.A.;  
University of California–San Diego, M.S., Ph.D.  
Interest(s): cognitive science; cognitive linguistics; gesture studies

**Steven Wulf (2002)**

Associate Professor of Government  
Cornell University, B.A.; Yale University, M.A., M.Phil., Ph.D.  
Interest(s): political philosophy, American politics, history of ideas

**Nathan Wysock (2003)**

Lecturer of Music  
Illinois State University, B.Mus.;  
Eastman School of Music, M.Mus., D.Mus.A.  
Interest(s): classical guitar

**Jane Parish Yang (1991)**

Associate Professor of Chinese  
Grinnell College, B.A.; University of Iowa, M.A.; University of Wisconsin–Madison, Ph.D.  
Interest(s): classical and modern Chinese literature, Chinese children's literature, foreign language pedagogy, translation

**Richard L. Yatzeck (1966)**

Professor of Russian  
University of Wisconsin–Madison, B.A., Ph.D.; University of Chicago, M.A.  
Interest(s): comparative literature, German and English literature

**Lynn Zetzman (2011)**

Lecturer of Art  
University of Wisconsin-Eau Claire, B.A.  
Interest(s): Asian studies, Arab studies, contemporary art, African art, ceramics, puppetry, drawing, textiles

# DIRECTORY

## Emeriti Faculty

**Minoo Adenwalla** (1959)

Professor Emeritus of Government  
University of Bombay, B.A.; Northwestern  
University, M.S., Ph.D.

**Corry F. Azzi** (1970)

Professor Emeritus of Economics  
Lawrence University, B.A.; Harvard  
University, Ph.D.

**Ruth T. Bateman** (1953-87)

Associate Professor Emerita of Physical  
Education  
Sargent College; Boston University, B.S.

**David E. Becker** (2004-2012)

Professor of Music and Director of  
Orchestral Studies  
University of Chicago, B.A., M.A., Ph.D.

**Robert Below** (1964-96)

Professor Emeritus of Music  
University of Louisville, Mus.B., Mus.M.;  
Hochschule für Musik, Köln/Rhein

**Mary Blackwell** (1989)

Associate Professor of Chemistry  
University of Illinois-Urbana, B.A.; University  
of California-Berkeley, Ph.D.

**John R. Brandenberger** (1968-2008)

Alice G. Chapman Professor Emeritus of  
Physics  
Carleton College, B.A.; Brown University,  
Sc.M., Ph.D.

**William W. Bremer** (1969-98)

Professor Emeritus of History  
Stanford University, B.A., Ph.D.; University  
of Wisconsin-Madison, M.A.

**William A. Chaney** (1952)

George McKendree Steele Professor  
Emeritus of History  
University of California, Berkeley, B.A.,  
Ph.D.; Society of Fellows, Harvard  
University

**David M. Cook** (1965-2008)

Professor Emeritus of Physics and Philetus  
E. Sawyer Professor Emeritus of Science  
Rensselaer Polytechnic Institute, B.A.;  
Harvard University, M.S., Ph.D.

**George Edward Damp**

Associate Professor Emeritus of Music

**Mark L. Dintenfass** (1968-2006)

Professor Emeritus of English  
Columbia University, B.A., M.A.; University  
of Iowa, M.F.A.

**Franklin M. Doeringer** (1972-2007)

Professor Emeritus of History  
Columbia University, B.A., Ph.D.

**James S. Evans** (1966)

Professor of Computer Science and  
Chemistry  
Bates College, B.A.; Princeton University,  
M.A., Ph.D.

**Dorrit F. Friedlander** (1951-93)

Professor Emerita of German  
All Saints Episcopal College, University of  
Cincinnati, B.A., M.A.; University of  
Heidelberg

**Peter A. Fritzell** (1966-2003)

Professor Emeritus of English, and Patricia  
H. Boldt Professor of Liberal Studies  
University of North Dakota, B.A.; Stanford  
University, M.A., Ph.D.

**H. Hartmut Gerlach** (1966-94)

Associate Professor Emeritus of German  
University of Zürich; University of Tübingen;  
University of Göttingen; Indiana University,  
M.A., Ph.D.

**Chong-do Hah** (1961)

Professor Emeritus of Government  
Indiana University, B.A., Ph.D.; University of  
Virginia, M.A.



## DIRECTORY

**J. Michael Hittle** (1966-2001)

Professor Emeritus of History and David G. Ormsby Professor Emeritus of History and Political Economy  
Brown University, B.A.; Harvard University, M.A., Ph.D.

**Joseph A. Hopfensperger** (1952-90)

Professor Emeritus of Theatre and Drama; Director of Björklunden  
Lawrence College, B.A.; Northwestern University, M.A.

**Marjory Irvin** (1947-87)

Professor Emerita of Music  
Illinois Wesleyan University, Mus.B., Mus.M.; Juilliard School of Music; Aspen Institute of Music; American Conservatory; **Indiana University**

**Cliffe D. Joel** (1968-97)

Professor Emeritus of Chemistry  
Pomona College, B.A.; Harvard University, M.A., Ph.D.

**John Koopman** (1960-94)

Professor Emeritus of Music  
Drake University, B.Mus.Ed., M.Mus.Ed.; Indiana University

**Michael J. LaMarca** (1965-95)

Professor Emeritus of Biology  
State University of New York-Albany, B.A.; The University of Chicago; Cornell University, Ph.D.

**Jules N. LaRocque**

Professor Emeritus of Economics

**Robert Levy** (1979-2005)

Professor Emeritus of Music  
Ithaca College, B.S.; North Texas State University, M.M.E.

**Jerrold P. Lokensgard** (1967-2011)

Robert McMillen Professor of Chemistry  
Luther College, B.A.; University of Wisconsin-Madison, M.A., Ph.D.

**Hugo Martinez-Serros** (1966-95)

Professor Emeritus of Spanish  
University of Chicago, B.A.; Northwestern University, M.A., Ph.D.

**Ronald J. Mason** (1961-95)

Professor Emeritus of Anthropology  
University of Pennsylvania, B.A.; University of Michigan, M.A., Ph.D.

**John C. Palmquist** (1968-96)

Professor Emeritus of Geology  
Augustana College, B.A.; University of Iowa, M.S., Ph.D.

**William J. Perreault** (1971-2006)

Professor Emeritus of Biology  
Siena College, B.A.; Adelphi University, M.S.; University of Michigan, Ph.D.

**Mary H. Poulson** (1964-93)

Professor Emerita of Physical Education  
Valparaiso University, B.A.; Miami University, M.Ed.; Colorado State College

**E. Dane Purdo** (1955-91)

Professor Emeritus of Art  
University of Michigan, B.A., M.A.; Cranbrook Academy of Art, M.F.A.; Royal College of Art, London

**Theodore L. Rehl** (1958-92)

Professor Emeritus of Music  
Oberlin Conservatory of Music, Mus.B., Mus.M.; University of Southern California, Indiana University

**Bradford G. Rence** (1979-2011)

Professor of Biology  
University of Iowa, B.A.; University of California-Berkeley, Ph.D.

**Dennis Ribbens** (1971-98)

Professor and University Librarian Emeritus  
Calvin College, B.A.; University of Wisconsin-Madison, M.A., Ph.D.

## DIRECTORY

**Sumner Richman** (1957-95)

Professor Emeritus of Biology  
Hartwick College, B.A.; University of  
Massachusetts, M.A.; University of  
Michigan, Ph.D.

**Ronald D. Roberts, Sr.** (1963-93)

Professor Emeritus of Physical Education  
University of Wisconsin-Madison, B.S.,  
M.S.; Brigham Young University, Ph.D.

**Robert M. Rosenberg** (1956-91)

Professor Emeritus of Chemistry  
Trinity College, B.S.; Northwestern  
University, Ph.D.

**Theodore W. Ross** (1966-99)

Associate Professor Emeritus of Geology  
Indiana University, B.S., M.A.; Washington  
State University, Ph.D.

**Kenneth R. Sager** (1963-2001)

Professor Emeritus of Education  
Lawrence College, B.A.; University of  
Wisconsin-Madison, M.A.; Harvard  
University

**Judith H. Sarnecki** (1985-87; 1990)

Professor of French  
Knox College, B.A.; Portland State  
University, M.A.T.; University of Iowa, M.A.;  
University of Wisconsin-Madison, Ph.D.

**George R. Saunders** (1977-2002)

Professor Emeritus of Anthropology  
Claremont Men's College, B.A.; University  
of California, San Diego, M.A., Ph.D.

**Ben R. Schneider** (1955-83)

Professor Emeritus of English  
Williams College, B.A.; Columbia University,  
M.A., Ph.D.; Cambridge University

**Dan Sparks** (1963-93)

Associate Professor Emeritus of Music  
Cincinnati Conservatory of Music, B.Mus.,  
M.M.; Eastman School of Music

**John M. Stanley** (1961-99)

Professor Emeritus of Religious Studies  
Williams College; University of Colorado,  
B.A.; Pacific School of Religion, B.D.;  
Columbia University/Union Theological  
Seminary, Ph.D.

**Ronald W. Tank** (1962-90)

Professor Emeritus of Geology  
University of Wisconsin-Madison, B.S.,  
M.S.; Indiana University, Ph.D.

**Daniel J. Taylor** (1974-2007)

Professor Emeritus of Classics  
Lawrence University, B.A.; University of  
Washington, M.A., Ph.D.

**Hans Ternes** (1968-2012)

Professor of German  
University of Illinois, B.A., M.A.; University  
of Pennsylvania, Ph.D.; University of  
Freiburg; University of Munich; University of  
Bucharest

**Leonard L. Thompson** (1965-66, 1968-95)

Professor Emeritus of Religious Studies  
DePauw University, B.A.; Drew University,  
B.D.; The University of Chicago, M.A., Ph.D.

**Arthur A. Thrall** (1956-90)

Professor Emeritus of Art  
University of Wisconsin-Milwaukee, B.S.,  
M.S.; University of Wisconsin-Madison;  
University of Illinois; Ohio State University

**Herbert K. Tjossem** (1955-93)

Professor Emeritus of English  
University of Minnesota, B.A.; The  
University of Chicago, M.A.; Yale University,  
Ph.D., University of Heidelberg

**Allen C. West** (1966-93)

Professor Emeritus of Chemistry  
Princeton University, B.A.; Cornell  
University, Ph.D.

**Ernestine Whitman** (1978-2011)

Professor Emerita of Music  
Emory University, B.A.; New England  
Conservatory, M.Mus.; University of  
Wisconsin-Madison, D.M.A.

## DIRECTORY

**Corinne L. Wocelka** (1985)

Director of Technical Services and

Associate Professor

University of Wisconsin-Green Bay, B.A.;

University of Wisconsin-Oshkosh, M.A.L.S.

**Dominique-Rene S. de Lerma**

Visiting Adjunct Professor of Music

# DIRECTORY

## Administrative offices and officers

### Office of the President

Jill Beck, president of the university  
Jeff Stannard, special assistant to the president  
Laurie Petrick, executive assistant to the president  
Janice Ruechel, budget and special projects assistant to the president

### Office of Research Administration

William Skinner, director of research administration

### Office of the Provost and Dean of the Faculty

David Burrows, provost and dean of the faculty  
Ruth Lunt, associate dean of the faculty

### Athletics and Recreation

Mike Szkodzinski, director of athletics; head coach of men's hockey  
Byron Abram, assistant coach of football  
Steve Amich, head coach of men's and women's fencing  
Jason Anderson, head coach of baseball; assistant coach of football  
Mike Barthelmess, head coach of football; compliance coordinator  
Jami Beebe, head athletic trainer  
Mark Beller, assistant coach of football; recruiting coordinator  
Tara Carr, head coach of women's basketball  
Joel DePagter '98, head coach of men's basketball; assistant director of athletics  
Jason Fast, head coach of men's and women's cross country; head coach of men's and women's track  
Drew Fleeck, head coach of men's and women's swimming and diving; director of the Buchanan Kiewit Recreation Center; aquatics coordinator  
Kevin Girard, head coach of men's and women's tennis  
Blake Johnson, head coach of men's soccer  
Kalle Larsson, head coach of golf; assistant coach of men's hockey; SAAC advisor  
Lisa Sammons, head coach of women's soccer  
Matt Schoultz, head coach of volleyball; assistant coach of softball  
Kim Tatro, senior woman administrator; associate director of athletics; head coach of softball  
Joe Vanden Acker, director of athletic media relations

### Conservatory of Music

Brian Pertl '86, dean of the conservatory  
Karen Bruno, director of the Lawrence Academy of Music  
Jeffrey Stannard, associate dean of the conservatory

### Instructional Technology

David L. Berk, director of instructional technology  
Arno Damerow, instructional technologist

# DIRECTORY

## **Library**

Peter Gilbert, director of the library  
Erin Dix '08, university archivist  
Julie Fricke, reference and web services librarian  
Kathleen Isaacson, library systems coordinator and reference librarian  
Colette Lunday Brautigam, visual resources library supervisor  
Cynthia M. Patterson, circulation services supervisor  
Antoinette Powell, music librarian  
Gretchen M. Revie, reference librarian and instruction coordinator  
Jill Thomas, director of technical services

## **Off-Campus Programs**

Laura Zuege '02, off-campus programs coordinator

## **Registrar**

Anne S. Norman, registrar

## **Student Academic Services**

Geoff Gajewski, associate dean of faculty for student academic services  
Jere Wickens, assistant dean of faculty for student academic services  
Cecile Despres-Berry, director of the Waseda program

## **Center for Teaching and Learning**

Julie Haurykiewicz, director of the Center for Teaching and Learning

## **Wriston Art Center**

Leslie Walfish, acting director of the art gallery

## **Office of Business and Operations**

Brian Riste, vice president for business and operations  
Steve Armstrong, director of information technology services  
Sandy Isselmann, director of human resources  
Dan Meyer, director of facility services  
Dawn Rost, associate vice president for business and operations

## **Office of Development and Alumni Relations**

Calvin Husmann, vice president for alumni, development and communications  
Alice Boeckers, executive assistant

## **Alumni and Constituency Engagement**

Mark Breseman '78, associate vice president of alumni and constituency engagement  
Matt Baumler, associate director of alumni and constituency engagement/Warch Campus  
Center events coordinator  
Joseph Brooks '03, director of alumni and constituency engagement  
Erin Haight Chudacoff '00, associate director of alumni and constituency engagement/stewardship  
Linda Fuerst, alumni and constituency engagement volunteer coordinator  
Sherri Immel, alumni and constituency engagement office coordinator  
Stephanie Kramer '08, assistant director of alumni and constituency engagement/events

# DIRECTORY

## **Björklunden**

Mark Breseman '78, associate vice president of alumni and constituency engagement

## **Communications**

Craig Gagnon '76, associate vice president of communications

## **Development**

Lucas A. Brown '02, director of research and advancement operations

Benjamin Campbell '97, associate director of annual giving

Ashley Champaign '10, assistant director of annual giving

Mary Ann Gast, associate director of research and advancement operations

Carrie Garczynski, associate director of annual giving

Cara Gosse, director of annual giving

Dolores Howse, annual giving coordinator

Ruth Jeffries, associate director of corporate, foundation and sponsored research support

Kerry Lang, assistant director of advancement operations

Stacy Mara, director of development

Cassie McDonald, assistant director of annual giving

Seth Pourciau, assistant director of corporate, foundation and sponsored research support

Jeff Privatt, associate director of major and planned giving

Barbara Stack, associate vice president of major and planned giving

Jenna Stone '00, director of corporate, foundation and sponsored research support

Jenny Ziegler, associate director of annual giving

## **Office of Enrollment**

Ken Anselment, dean of admissions and financial aid

Mary Beth Petrie, director of admissions

Nathan Ament, director of conservatory admissions

Paris Brown '07, assistant director of conservatory admissions

Nicole Buenzli, director of international admissions/associate director of admissions

Jennifer England, senior associate director of admissions

Chuck Erickson '02, associate director of admissions

Andrea Hendrickson '04, associate director of admissions/West Coast regional representative

Sara Beth Holman, director of financial aid

Annie Sullivan '11, admissions counselor

Teege Mettillie, associate director of admissions

Ryan Gebler '02, assistant director of financial aid

Carin Smith, regional director of admissions, Chicago/senior associate director of admissions

## DIRECTORY

### **Office of Student Affairs and Dean of Students**

Nancy D. Truesdell, vice president for student affairs and dean of students  
Kate Allison '12, residence hall director/intramurals coordinator  
Erin Buenzli, director of wellness and recreation  
Khrystal Condon, residence hall director/CTL program assistant  
Ellie Crean '11, residence hall director/leadership development coordinator  
Cassie Curry, employer relations coordinator  
Jody Fraleigh, director of student affairs technology and assessment  
Kathleen Fuchs, Lifeline project coordinator  
Gregory Griffin '80, Warch Campus Center director  
Kristi Hill, director of the Volunteer and Community Service Center  
Jerri Kahl, associate director of counseling services  
Curt Lauderdale '01, assistant dean of students for campus life  
Mary Meany '83, dean of career services  
Jonathan E. Meyer, director of security  
Pa Lee Moua, assistant dean of students for multicultural affairs  
Susan Muenster, R.N., director of health services  
Patricia Plutz '03, internship coordinator  
Michael Poradek, residence hall director/volunteer programs assistant  
Scott Radtke, associate dean of students for health and wellness  
Drew Ryan '08, residence hall director/diversity center programs coordinator  
Timothy Schmidt, director of international student services  
Julie Severance, Bon Appétit dining services general manager  
Amy Uecke, associate dean of students for campus life  
Sara Van Steenberg, residence hall director/campus life programs coordinator  
Rose Wasielewski, residence hall director/student affairs program coordinator/Greek advisor  
Deborah Wetzel, counselor

# DIRECTORY

## 2012–13 Academic Year Calendar

### FALL TERM (Term I)

September 4	Tuesday	Welcome Week commences Residence halls open for new students (8 a.m.)
September 7	Friday	First class meeting of <i>Freshman Studies</i>
September 7	Friday	Final advance registration for new students
September 8	Saturday	Residence halls open for returning students
September 10	Monday	First day of fall term classes
September 10–21		Registration and class change period
September 21	Friday	Last day to make class changes or select the S/U option for fall term classes
October 18–21	Thur–Sun	Mid-term reading period
October 26	Friday	Last day to withdraw from fall term classes
November 15	Thursday	Last day of fall term classes
November 16–17	Fri–Sat	Reading period
November 18–20	Sun–Tue	Final examinations
November 21	Wednesday	Residence halls close (noon)

### WINTER TERM (Term II)

January 1	Tuesday	Residence halls open (9 a.m.)
January 2	Wednesday	First day of winter term classes
January 2–15		Registration and class change period
January 15	Tuesday	Last day to make class changes or select the S/U option for winter term classes
January 21	Monday	Martin Luther King Jr. Day (no classes)
February 7–10	Thur–Sun	Mid-term reading period
February 15	Friday	Last day to withdraw from winter term classes
March 8	Friday	Last day of winter term classes
March 9–10	Sat–Sun	Reading period
March 11–13	Mon–Wed	Final examinations
March 14	Thursday	Residence halls close (noon)

### SPRING TERM (Term III)

March 24	Sunday	Residence halls open (9 a.m.)
March 25	Monday	First day of spring term classes
March 25–April 5		Registration & class change period
April 5 Friday		Last day to make class changes or select the S/U option for spring term classes
May 2–5	Thur–Sun	Mid-term reading period
May 10	Friday	Last day to withdraw from spring term classes
May 27	Monday	Memorial Day (no classes)
May 31	Friday	Last day of spring term classes
June 1–2	Sat–Sun	Reading period
June 3–5	Mon–Wed	Final examinations
June 6	Thursday	Residence halls close for underclassmen (noon)
June 9	Sunday	Commencement
June 9	Sunday	Residence halls close for seniors (6 p.m.)



# DIRECTORY

## 2013–14 Academic Year Calendar

### FALL TERM (Term I)

September 10	Tuesday	Welcome Week commences Residence halls open for new students (8 a.m.)
September 13	Friday	First class meeting of <i>Freshman Studies</i>
September 13	Friday	Final advance registration for new students
September 14	Saturday	Residence halls open for returning students
September 16	Monday	First day of fall term classes
September 16–27		Registration and class change period
September 27	Friday	Last day to make class changes or select the S/U option for fall term classes
October 24–27	Thur–Sun	Mid-term reading period
November 1	Friday	Last day to withdraw from fall term classes
November 21	Thursday	Last day of fall term classes
November 22–23	Fri–Sat	Reading period
November 24–26	Sun–Tues	Final examinations
November 27	Wednesday	Residence halls close (noon)

### WINTER TERM (Term II)

January 5	Sunday	Residence halls open (9 a.m.)
January 6	Monday	First day of winter term classes
January 6–17		Registration and class change period
January 17	Friday	Last day to make class changes or select the S/U option for winter term classes
January 20	Monday	Martin Luther King Jr. Day (no classes)
February 13–16	Thur–Sun	Mid-term reading period
February 21	Friday	Last day to withdraw from winter term classes
March 14	Friday	Last day of winter term classes
March 15–16	Sat–Sun	Reading period
March 17–19	Mon–Wed	Final examinations
March 20	Thursday	Residence halls close (noon)

### SPRING TERM (Term III)

March 30	Sunday	Residence halls open (9 a.m.)
March 31	Monday	First day of spring term classes
March 31–April 11		Registration and class change period
April 11	Friday	Last day to make class changes or select the S/U option for spring term classes
May 8–11	Thur–Sun	Mid-term reading period
May 16	Friday	Last day to withdraw from spring term classes
May 26	Monday	Memorial Day (no classes)
June 6	Friday	Last day of spring term classes
June 7–8	Sat–Sun	Reading period
June 9–11	Mon–Wed	Final examinations
June 12	Thursday	Residence halls close for underclassmen (noon)
June 15	Sunday	Commencement
June 15	Sunday	Residence halls close for seniors (6 p.m.)

# DIRECTORY

## Directions to Lawrence

### From Chicago, bypassing Milwaukee

I-94 north from Chicago joins I-894 south of Milwaukee. I-894 joins Highways 45 and 41 north of Milwaukee. Continue north on Hwy. 41 to Appleton. Take the College Avenue exit and proceed east four miles through downtown Appleton to campus.

### From the Twin Cities

I-94 east to Hwy. 10 (Osseo, Wis.). Hwy. 10 east to Appleton, connecting with the Hwy. 441 bypass. Take the College Avenue exit and proceed west two miles to campus.

### Driving times

Chicago (The Loop)	3.5 hours
Green Bay	30 minutes
Iowa City	5.5 hours
Madison	2 hours
Milwaukee	2 hours
Minneapolis/St. Paul	5.5 hours

### Airlines to Appleton (Outagamie County Airport–ATW)

Allegiant Air  
Comair (Delta)  
United Express via Chicago

### Rental cars available at airport

Avis	920-730-7575	800-331-1212
Enterprise	920-832-8020	800-325-8007
Hertz	920-734-2032	800-654-3131
National/Alamo	920-739-6421	800-227-7368

### Taxicabs

Appleton Neenah Menasha Taxi	920-733-4444
Fox Valley Cab	920-734-4546      877-734-4546

Please click [here](#) for a map to campus.