# Course Catalog
# 2026-2027

LAWRENCE UNIVERSITY

APPLETON, WISCONSIN

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# About Lawrence

## Mission statement

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 diverse learning community of scholars and artists, we actively foster a transformative process that emphasizes engaged 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 places 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, and articulate a personal identity that leads to thoughtful life choices. 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 *First-Year Studies* program, continues through the sophomore and junior years, and ends with the *Senior Experience*.

## Statements on inclusion and non-discrimination

The Faculty of Lawrence University reaffirms its commitment to providing equal access and opportunity to qualified individuals of all backgrounds. In accordance with this policy and with applicable federal and state law, the University prohibits discrimination in admissions, its programs and activities, employment and advancement on the basis of race, color, creed, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, genetic information, disability, military service, protected veteran status, political affiliation, arrest record or conviction record. Retaliation against an individual for filing a discrimination complaint or for participating in a complaint investigation violates this policy and may constitute a form of illegal discrimination. University policy also prohibits harassment of individuals on any of the bases listed above. An act based on an individual's status as listed above may violate this policy and warrant University discipline even if the act does not rise to the level of unlawful discrimination, retaliation or harassment.

## Lawrence in the community

Lawrence is part of an intellectual and creative community that includes Appleton and 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 our academic programs and such resources as Björklunden, the Lawrence Community Music School, the Esch-Hurvis Center for Spiritual and Religious Life, the Center for Community Engagement and Social Change, and the Career Center, Lawrence contributes to the vitality of the surrounding community by:

- making available programs of cultural enrichment;
- placing students in the community as volunteers, interns, musicians, and tutors;
- drawing on the knowledge and experience of members of the community to explore significant issues;
- certifying public school teachers in the state of Wisconsin; and
- providing opportunities for alumni to stay connected to Lawrence and each other while encouraging their lifelong interest in learning.

## Accreditation

Lawrence University is accredited by the Higher Learning Commission, and the Conservatory of Music is a member in good standing of the National Association of Schools of Music.

# The Liberal Arts Education

## Liberal learning

Liberal education is transformative education. It transforms individuals with intellectual and creative potential into persons ready for lives of accomplishment and fulfillment. Through liberal learning, students develop their intellect, capacity for creativity, and self-direction. Liberal learning is based on principles of open and free inquiry, a devotion to excellence, and engagement with exciting and interesting fields of knowledge. Liberal learning aims to develop analytical thinking abilities, communication skills, quantitative reasoning, and creativity. It is creativity—the capacity to create what did not exist before—that helps set us free and makes liberal education a liberating education.

Liberal learning frees 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.

Above all, however, a liberal education enables us to be self-directed—to choose for ourselves what we want to be and what we want to create. Lawrence students use their education for many careers—law, public service, health professions, business, teaching, science and technology, creative writing, theatre, the social sciences, and art. The liberal education that Lawrence provides is a solid foundation for all of these careers—and many more. At Lawrence, we help you learn how to learn things you have not experienced before and create what is new, and these abilities will help you in anything you choose to do in life.

## What makes Lawrence special?

Lawrence University places a priority on preparing students for a life of personal fulfillment and professional accomplishment and a lifetime of learning. It is the job of all Lawrentians to learn by availing themselves of those things that are unique to Lawrence.

### Engaged learning

Engaged Learning is that which characterizes a Lawrence education and distinguishes Lawrentians. Although students may have encountered engaged learning experiences elsewhere, at Lawrence it is the foremost attribute of every subject and every class we offer. By actively engaging in challenging and meaningful learning experiences with faculty and with one another, students will be prepared to adapt and succeed in an ever-changing world. Those who prefer to passively absorb information passed from teacher to student will find Lawrence to be a poor fit. Those who prefer instead to explore, debate, create, research, practice, and perform in collaboration with others—to be an active participant in the learning experience—will find Lawrence to be an exhilarating community in which to live and thrive.

## First-Year Studies

From the moment they arrive at Lawrence, new students have something in common with every other new student on campus: *First-Year Studies*. The cornerstone of the Lawrence curriculum for more than sixty years, each *First-Year Studies* class consists of no more than 15 students who explore a multidisciplinary list of books, musical works, art, and films in discussions facilitated by a professor. Students are asked not to summarize or memorize but to think deeply and critically about each topic. The *First-Year Studies* course is required of all incoming students and establishes the expectation for all other classes to come, regardless of discipline. Those expectations include advance preparation, critical thinking, active class participation, and disciplined writing. The fact that all new students simultaneously work through the same syllabus ensures that all share the excitement of liberal learning and that discussions continue well beyond the classroom.

## Chandler Senior Experience

Every Lawrence student's course of study culminates in a *Senior Experience*, a capstone seminar, project, exhibition, performance, or portfolio in which the student integrates learning in the major with their broader liberal arts interests as they establish their independence as a scholar or creative artist. The Chandler Senior Experience Fund provides financial support for distinctive or ambitious Senior Experience projects, and every student is eligible to apply for this funding.

## Björklunden

Each year, more than a thousand Lawrence students flock to the sanctuary and serenity of Björklunden, a 425-acre estate in Door County on the shore of Lake Michigan that serves as Lawrence's "northern campus." Björklunden is a place where students are encouraged to leave old assumptions behind and barriers are removed in order for students and faculty to learn from each other. Björklunden's natural setting is the perfect backdrop for engaged learning opportunities.

## Community engagement

Keenly interested in their local and global communities, the active citizens at Lawrence reach beyond volunteerism when it is intertwined with education. Lawrence believes community engagement is an essential ingredient in a liberal arts education and an opportunity for students to connect learning in the classroom, studio, and laboratory with real-world experiences in Appleton, the Fox Cities, and around the world.

## Multi-interested students

Typical is not a word one associates with Lawrentians. However, one characteristic is typical of most students arriving at Lawrence: their wide variety of interests. The Lawrence curriculum is well-suited to such students because it encourages the exploration and development of several interests, rather than focusing on just one. Lawrence's undergraduate liberal arts college is uniquely and fully integrated with a nationally renowned conservatory of music, a place where gifted musicians might be inspired to tackle physics and math majors may compose music for the jazz ensemble. Athletics are also seen as part of the educational experience as a complement to, and enhancement of, a well-rounded liberal arts education, and Lawrence takes pride in its scholar-athlete tradition.

## A residential community

Lawrence is by design a residential college. All students live on campus because we believe that a small residential community with abundant opportunities for personal interaction outside the classroom provides the proper environment for a liberal arts education. Juniors can learn from first-years, science majors from art majors, and student athletes from student musicians. Located aside downtown Appleton on the banks of the Fox River, the Lawrence campus has become the cultural and intellectual heart of a vibrant, modern Midwestern city.

At the core of everything we do is a deep commitment to our mission to educate young adults in the liberal arts and sciences: developing intellect, talent, knowledge, and understanding; cultivating judgment and values; and preparing students for lives of service, achievement, leadership, personal fulfillment, and lifelong learning.

## Academic freedom

The Lawrence University Faculty adopted the following statement on February 7, 2017:

> Lawrence University, a liberal arts college and conservatory of music, is dedicated to the development of intellect and talent, the pursuit of knowledge and understanding, and the cultivation of critical literacy and sound judgment. To that end, members of the Lawrence community are free to engage in, speak on, and write about scholarly research and creative activity without fear of censorship or retaliation. In the classroom, laboratory, and studio, teachers must be free to teach and students free to learn; we must be free to challenge each other's beliefs, to explore new ideas and critically examine old ones, and to listen to others without disruption. Knowledge, skill, understanding, and creative expression are acquired through interactions that are often complex and even controversial. Although these interactions may at times cause discomfort, they may not be obstructed. Intellectually honest and vibrant communities engage in complex interactions and the ability, hereby protected, to exchange ideas in a spirit of mutual respect is essential to our educational mission.
>
> Lawrence University faculty, as well as invited speakers and performers, may express their views publicly. However, the University may restrict speech that is defamatory of character, harassing, or infringes a protected right to privacy or confidentiality.

## The structure of the Lawrence curriculum

The curriculum of the university is structured in three parts. For the Bachelor of Arts degree, students take about 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 about one-third of their courses in general education and the remaining two-thirds in music-related study. All courses of study begin with *First-Year Studies* and culminate in a *Senior Experience*.

## Divisions within the university

Lawrence University has organized its academic departments into divisions referenced in the degree requirements. The divisions are as follows:

- ***Humanities:*** Chinese and Japanese, Classics, English, French and Francophone Studies, German, History, Philosophy, Religious Studies, Russian, and Spanish.
- ***Natural sciences:*** Biochemistry, Biology, Chemistry, Geosciences, Mathematics and Computer Science, and Physics.
- ***Social sciences:*** Anthropology, Economics, Education Studies, Government, and Psychology.
- ***Fine arts:*** Art History, Music, Studio Art, and Theatre Arts.

Interdisciplinary programs, which include Biomedical Ethics, Business & Entrepreneurship, Cognitive Science, Dance, East Asian Studies, Environmental Science, Environmental Studies, Ethnic Studies, Film Studies, Gender Studies, Global Studies, Health and Society, Innovation & Entrepreneurship, Latin American Studies, Linguistics, Museum Studies, and Neuroscience, are non-divisional. University courses are offered outside the auspices of any specific department or program. Non-divisional and university courses may be assigned divisional affiliations when appropriate.

## First-Year Studies

Entering students are enrolled in *First-Year Studies,* a course 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. *First-Year Studies* is both an introduction to the liberal arts and a foundation for a Lawrence education.

Transfer students may have *First-Year Studies* waived based on the amount and nature of the credit accepted from other colleges and universities towards a Lawrence degree. Transfer students required to take one term of *First-Year Studies* will be placed in a section of *First-Year Studies* in their first term on campus (or, in the very rare case of a Spring term transfer, the following Fall).

## General education requirements

General education ensures that Lawrence students gain familiarity with different academic disciplines and the modes of thought and expression appropriate to each, that they develop an understanding of global and domestic diversity and their impact on contemporary life, and that they develop competencies in writing/speaking, quantitative reasoning, and world languages. All of the requirements below apply to the Bachelor of Arts degree and the B.A./B.Mus. double degree. The Bachelor of Music and Bachelor of Musical Arts degrees have fewer general education requirements as described under Degree Requirements in the catalog.

### Distribution

The purpose of the distribution requirement is to ensure that students graduating from Lawrence experience the breadth of study central to a liberal arts education. For that reason, students in the Bachelor of Arts degree program are required to take at least one course in each division: humanities, natural sciences (with laboratory), social sciences, and fine arts (see "Divisions within the university"). This requirement cannot be satisfied with examination credit (AP, IB, or A-levels).

*Humanities:* In the humanities, students learn to engage in close readings of literary, cultural, historical, religious, or philosophical works and provide critical comments on those works. They also learn to place works in their historical, cultural, and/or literary contexts.

*Natural sciences (with laboratory):* In the natural sciences, students learn to use their understanding of a scientific concept to interpret a natural phenomenon and to draw reasonable conclusions from scientific data.

*Social sciences:* In the social sciences, students learn to define significant questions within the fields of anthropology, economics, education, government, or psychology and to explain how one would seek to answer those questions using methods from one or more of those fields.

*Fine arts:* In the fine arts, students learn to recognize and describe the concepts and/or methods involved in creating a piece of visual art, music, or theatre. They also learn to recognize and describe forms of artistic expression in their historical and cultural contexts and to create or interpret visual art, music, or theatre using methods introduced or practiced in the classroom or studio.

### Diversity

The purpose of the diversity requirements is to prepare students for an increasingly diverse American society and an increasingly interconnected world. Diversity requirements call for at least one course focusing on an area outside Europe and the United States or on a global perspective on a contemporary issue (courses listed with a “G” designation in the class schedule) and one course exploring dimensions of diversity that affect contemporary American society (courses listed with a “D” designation in the class schedule).

*Global diversity:* In global diversity (G) courses, students learn to describe important aspects of the political, economic, social, or cultural context of at least one region of the world outside Europe and the United States or, alternatively, to articulate a global and/or comparative perspective on a contemporary issue.

*Dimensions of diversity:* In dimensions of diversity (D) courses, students learn to discuss critically at least one dimension of diversity (such as race, ethnicity, gender, or sexuality) that is of importance in understanding contemporary society and to demonstrate an awareness of how diversity influences social life.

## Competency

Competency requirements improve fundamental skills central to a liberal arts education and include courses designated as writing-intensive (W) or speaking-intensive (S), as emphasizing quantitative reasoning (Q), and as leading toward proficiency in a language other than English (at the 200 level or above). Alternative ways to satisfy the language proficiency requirement are described under Academic Procedures and Regulations.

*Writing-intensive & speaking-intensive:* In writing-intensive (W) and speaking-intensive (S) courses, students learn to articulate a coherent thesis and supporting argument, to incorporate feedback and revision into the writing or speaking process to improve critical thinking, and to demonstrate awareness of the conventions and traditions of the discipline in which the work is undertaken.

*Quantitative reasoning:* In quantitative reasoning (Q) courses, students learn to apply quantitative techniques (mathematical, graphical, algebraic, or statistical), algorithmic methods, or formal logical analysis to solve defined problems or bodies of problems.

*Language proficiency:* In modern language courses that satisfy the language proficiency requirement, students learn to listen, speak, read, and write at the American Council of Teachers of Foreign Languages (ACTFL) intermediate-mid level for French, German, Italian, or Spanish or intermediate-low level for Arabic, Chinese, Japanese, or Russian. In classical language courses that satisfy the requirement, students learn to read and comprehend extended passages in Latin or Ancient Greek. In all language courses, students express, interpret, and negotiate meaning in the target language using linguistic, social, and historical knowledge about the target culture(s) and people(s).

**Liberal Arts Requirements Beginning Fall 2027**

Below are the revised Liberal Arts Requirements for the Bachelor of Arts Degree and the Bachelor of Arts/Bachelor of Music Dual Degree programs, that will be effective for students entering Fall 2027. More information regarding the Liberal Arts Requirements will be included in the 2027-2028 Catalog as we work to implement the changes during the 2026-2027 academic year.

The Liberal Arts Requirements consist of three connected parts that ensure that graduates leave Lawrence with strong intellectual skills, broad academic experience, and the ability to connect classroom learning to life beyond the university. The requirements below apply to the Bachelor of Arts degree and the B.A./B.Mus. double degree.

**Foundations**

Foundations are the core abilities that support all academic work—regardless of major. These requirements focus on skills that transfer across disciplines and remain valuable long after graduation.

*First Year Studies*

First-Year Studies helps students join in the life of a larger intellectual community, one that now includes generations of Lawrentians. Each section of the course includes about fifteen people, allowing for close relationships between students and instructors. The small seminar-style sections are supplemented by community-wide events such as panel discussions, lectures, and performances by Lawrence faculty members or by visiting presenters throughout the term.

*Writing and Communication*

Writing at Lawrence develops the ability to think critically, construct meaningful arguments, and communicate with clarity across contexts. The sequence moves from shared academic foundations to discipline-specific communication.

*Sophomore Writing Seminar:* Strengthens analytical writing and argumentation through assignments that deepen critical thinking and intellectual independence.

*Communication in the Major:* Develops discipline-specific communication skills, ensuring graduates understand how to write, present, and engage according to the standards and expectations of their field.

*Quantitative Reasoning:* Strengthens ability to work with quantitative evidence and utilize formal reasoning. In quantitative reasoning (QR) courses, students learn to apply quantitative techniques (mathematical, graphical, algebraic, computational, or statistical), algorithmic methods, or formal logical analysis to solve defined problems or bodies of problems.

*Additional Language:* Enhances cognitive flexibility, cultural awareness, and the capacity to engage perspectives across linguistic traditions.

**Ways of Knowing**

The Ways of Knowing ensure that every Lawrence student engages with diverse ways of thinking and problem-solving, thereby gaining essential skills to navigate an increasingly complex and interconnected world. These courses challenge students to analyze evidence, think critically, express themselves creatively, and engage with different perspectives. By exploring multiple approaches to thinking, students develop intellectual agility, ethical awareness, and the ability to apply knowledge across contexts.

Students must complete six units in each Way of Knowing:

- *The Natural and Physical World:* Using empirical methods to investigate and explain.
- *Creation and Expression:* Exploring artistic and creative processes to develop and communicate meaning.
- *Meaning and Narrative:* Examining human expression, meaning-making, and cultural narratives in historical and social contexts.
- *Individuals and Society:* Understanding the workings of social, cultural, economic, and/or political structures through empirical and theoretical investigation.
- *Understanding Difference and Inequality:* Engaging with diverse perspectives and experiences to understand human difference and inequality.

**Perspectives in Action**

These requirements recognize courses that build skills and invite engagement with broader perspectives across academic and personal experiences.

*Global Thinking:* Examines how interconnected economic, environmental, political, cultural, or health systems shape global challenges and opportunities. These courses engage multiple perspectives to support understanding of issues that extend beyond local or national contexts.

*Discernment and Career Preparation:* Encourages reflection on strengths, values, and goals while connecting a liberal arts education to future opportunities and the articulation of transferable skills.

## Major

Liberal learning calls for depth 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. Students can choose to major in the academic area that best suits their interests or design their own major (see Student-initiated Courses and Programs). Students pursuing a Bachelor of Music degree also select an area of emphasis for the major in performance, music education, or composition (see Conservatory of Music). All major programs share a commitment to increasing knowledge and methodological sophistication in a specific area of study, and every major includes a *Senior Experience* (see below) as a capstone requirement.

The learning goals and requirements for majors are described under Areas of Study in the catalog.

## Elective areas of study

Many students supplement the major with focused study in a minor or interdisciplinary area; certification to teach in pre-kindergarten through 12$^{th}$-grade education; or preparation for professional study in business, law, health careers, or engineering. Students may participate in one or more terms of off-campus study, and they may choose from on-campus courses that emphasize community-based learning, incorporate travel, or deal with subjects beyond the purview of one department. Students may also initiate their own courses under the guidance of a Lawrence faculty member.

### Minors and interdisciplinary areas

Minors provide an opportunity for students to do focused work in a field outside the major. 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 of study. Minors are offered by almost all curricular departments and interdisciplinary programs of the university.

Interdisciplinary areas allow students to cross departmental or disciplinary boundaries and address issues from several perspectives. A student who satisfies the requirements of an interdisciplinary area may have the area listed on the transcript along with the declared major.

Majors, minors, and interdisciplinary areas are listed alphabetically under Areas of Study.

### Teacher certification

Lawrence offers certification at the elementary level (with any major), at the secondary level (with a major in the subject area and major or minor for any additional area), and at all levels (preK–12) in music, art, world languages, and English as a second language. Students complete a semester of student teaching during the senior year or in a 13th term (without normal tuition charges) in the fall after graduation. Those interested in teacher certification should consult with the education or music education faculty at their earliest opportunity.

### Pre-professional study

Students who plan to attend professional school in business, law, or health-related professions can receive guidance on the selection of courses and pursuit of internships to prepare for professional study. Students may also apply for one of Lawrence's cooperative degree programs in engineering, forestry and environmental science, law, or occupational therapy, or for preferred admission to a master's program in nursing. See the information under "postgraduate options" in Academic Planning and under Cooperative Degree Programs in the catalog.

### Off-campus programs

Lawrence University encourages students to extend their programs of study by participating in the challenging educational and cultural experiences offered through our portfolio of off-campus programs. Lawrence operates two programs of its own, the London Centre and the Francophone Seminar in Senegal, and offers programs operated by other organizations such as the Institute for the International Education of Students (IES). These programs have been evaluated by the faculty and approved for Lawrence affiliation.

It is best to plan ahead for off-campus study when considering options for majors and minors. Interested students should make an appointment with the director of off-campus programs as early as the freshman year to explore the range of possibilities for including off-campus study in their degree program.

### Community-based learning courses

Community-based learning (CBL) is one of the diverse pedagogies used to promote student academic achievement at Lawrence. The emphasis in CBL courses is on promoting the intellectual and character development of students through interaction with off-campus communities. In contrast with field trips, the off-campus experiences in CBL courses are deeply integrated with classroom learning, course assignments, and learning outcomes and involve significant participation in a community or interaction with community issues, concerns, or needs. CBL courses may be located nearby in the Fox Valley or at more distant sites such as London or Chicago.

### Travel courses

Some courses include travel to remote destinations for place-based learning, research, and engagement with local peoples, cultures, and historic sites. These may be regular term courses that include travel during winter or spring break or December Term courses that take place at another location. Travel courses charge a program fee for travel expenses and have similar eligibility requirements to off-campus programs, except that some travel courses are also open to first-year students.

### University courses

University courses (listed with the prefix UNIC) deal with subjects of interest and importance that are outside the purview of any given department. These include courses in additional languages, academic skills, or personal development, as well as interdisciplinary courses on contemporary concerns that cross traditional academic boundaries. Students from all disciplines may enroll in university courses.

### Student-initiated courses

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 interest in depth. Additional opportunities for individualized learning include academic internships and directed study. Non-music majors may request private music lessons by

audition or interview and with an additional fee. For more information, see the section on Student-initiated Courses and Programs.

## Senior Experience

*Senior Experience* is the culmination of a Lawrence education, a way for students to integrate knowledge and skills developed through years of study, demonstrate proficiency in their major fields, and develop scholarly or artistic independence. Every graduating senior produces something significant — an independent or collaborative project, major seminar paper, portfolio, performance, or exhibition — to satisfy criteria for the major set by faculty of that department or program. The *Senior Experience* is thus unique to each student yet universal to students across the university.

Every major listed under Areas of Study includes a description of how students can satisfy the *Senior Experience* requirement for that department or program. Juniors should discuss with their academic advisors how they plan to fulfill the requirement for graduation. Students pursuing studies in more than one area can propose a *Senior Experience* that integrates two majors or incorporates student teaching, and the proposal must be approved by both departments or programs as satisfying the requirement. Students pursuing projects that are ambitious or distinctive should check the *Senior Experience* web page for possible sources of funding.

# Academic Planning

## Preparing for academic success

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 discuss their academic plans regularly with their faculty advisors and, as needed, with advisors of other programs in which they have an interest. As they pursue their studies, students should seek additional guidance from academic support staff in Mudd Library, the Center for Academic Success, and the Career Center.

## Faculty advisors

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 benefit most from a Lawrence education. Students may change advisors as they develop a close working relationship with a faculty member in their preferred area of study.

Every student should have an advisor in their major department or program by the spring term of their sophomore year when they register for their junior courses. The major advisor will help the student plan their coursework to satisfy requirements for the major, select courses in other areas to complement the major or satisfy personal interests, and prepare for their *Senior Experience*. The major advisor will also certify completion of major requirements when the student applies for graduation.

Students must have an advisor for every major. Students do not need an official advisor for a minor, interdisciplinary area, or teacher certification, but are encouraged to consult with the chair or other faculty in those departments or programs for advice on course selection and how to satisfy requirements.

## Planning a course of study

First-year students typically enroll in eight courses (two in fall, three in winter, and three in spring) in addition to *First-Year Studies* in fall term. Bachelor of Music students have fewer choices in the first year since they must also take music theory and private lessons. First-year students should take courses that will help them plan their next three years of study by exploring possible majors and areas of interest while also trying new subjects. Students interested in math, computer science, or natural sciences should take a math sequence the first year, while students interested in the humanities, social sciences, or arts should consider a language sequence. Students should also balance different types of courses each term, with no more than one lab course or intensive reading/writing course at a time. Some majors and pre-professional programs require that specific course sequences be started in the first year. And students may want to look ahead to off-campus programs and learn when these programs are offered and what, if any, coursework is required to participate in them.

In the second year of study, sophomores continue to sample a variety of disciplines and satisfy general education requirements as they work toward declaring a major and finding an advisor in their major department who can help them plan their final two years of study. At this point, students might begin to pursue a minor, interdisciplinary area, or

teacher certification. Finally, the sophomore year is an excellent time to plan for off-campus study (often undertaken in the junior year), to explore possible internships or summer research that places learning in context, and to begin considering postgraduate options such as graduate study, professional study, or the start of a career.

In the third and fourth years of study, juniors and seniors complete coursework for the major and any minor, interdisciplinary area, or teacher certification. They may pursue experiential learning through off-campus study, internships, or summer research. All students plan and carry out a *Senior Experience* to integrate what they have learned in their Lawrence education.

While planning is essential, it should not be rigid. Interests that students express on arrival at Lawrence often change as a result of exposure to new and different areas of study. This is why students are encouraged to explore the curriculum during the first year of study and need not declare a major until later in the sophomore year.

## Course numbering

Lawrence courses are numbered at four different levels: introductory (100-199), foundation/gateway (200-399), advanced (400-599), and capstone (600-699). First-year students select courses mostly at the introductory level, though some foundation/gateway courses can be taken without prerequisites or with advanced placement credit. Some departments make further distinctions within these levels, which are described under the Areas of Study.

*Introductory courses (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.

*Foundation/gateway courses (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 beginning students, but in some departments they might be appropriate for continuing students with no prior experience in the subject.

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

*Capstone courses (600–699):* Capstone courses include the culminating work in a discipline that is typically part of a *Senior Experience*. They are not appropriate for students who are neither majors nor minors in the discipline.

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

## Course credit

A standard course at Lawrence is valued at 6 units. A normal course load for a term is three standard courses (18 units). A student must take 15 or more units for full-time student status and may take up to 22 units (plus music ensembles) without additional fees. A total of 36 standard courses (216 units) is required for a Lawrence degree.

Some courses are valued at fewer than 6 units. December Term courses are all 3 units. Academic support courses (academic success, academic English for speakers of other languages, etc.) are typically also 3 units. Music ensembles and theatre production courses are valued at 1 unit per term. Other courses contributing to a senior experience requirement or career discernment may be valued at 1-3 units of credit.

For more information about course loads and how to translate Lawrence units into semester or quarter hours, see Academic Procedures and Regulations.

## Postgraduate considerations

### Career planning

The Career Center 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. The Career Center participates in job and internship fairs and on-campus and off-campus recruiting opportunities, and it 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. Students are urged to attend Career Center events as early as the first year to begin developing career plans 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 the Career Center 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. Students should consult with the Director of Academic Advising, who can arrange for them to meet with a faculty advisor and guide them through the process of preparing for and applying for professional study.

*Pre-Law*

Advisory Committee: Sigma Colón (chair), David Gerard, Eric Schacht, Steven 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.

Lawrence offers a cooperative degree program with Marquette Law School, which is described in the catalog under Cooperative Degree Programs.

*Health Careers*

Health Careers Advisory Committee: Elizabeth De Stasio (chair), Matt Ansfield, Stefan Debbert, Rachel Dyer, Judith Humphries, Mark Jenike, Doug Martin, Jesus Smith, Nancy Wall.

The health careers advisory committee works closely with students as they explore career options in health care delivery and public health and as they prepare applications for professional school programs. Committee members assist and advise students as they plan a curriculum that meets their individual goals, for example, finding the best time to undertake an off-campus program, or choosing course work to meet professional school prerequisites. We work with students planning careers in medicine, veterinary medicine, dentistry, pharmacy, public and global health, and allied health professions such as genetic counseling, physical and occupational therapy, physician assistant, and nursing. Students should work directly with a member of the committee to explore health care career paths and sequence pre-requisite courses for greatest success. Later in the process, committee members provide guidance in the selection of schools, in developing applications, in the preparation for interviews, and in planning for admissions testing.

Students who plan to attend medical school may concentrate in academic areas of their greatest interest. Health professional schools do, however, require considerable work in the natural and social sciences, as well as in writing and thinking within the humanities. We encourage students to consider courses in the Health and Society minor to round out their education and to help build an understanding of the various origins of health, wellness, and disability and the disparate health outcomes based on identity or social status. Members of the health careers advisory committee are available to help students select courses that will meet the requirements of medical and other professional schools while also providing a broad liberal education.

Lawrence offers a number of programs to familiarize students with the nature of medical education and practice. These programs include workshops, networking events with local physicians, and opportunities to observe, under the supervision of local practitioners, various aspects of the medical profession.  Much of this programming is delivered through the Pre-Health Community in Fox Commons, where pre-health students may elect to live and learn together as well as in the HESO 380, the Pre-Health Career Exploration course. The college i can provide financial support for healthcare-related experiences and training for students of limited means thanks to the Florence Kasel Testamentary Trust.

Lawrence offers cooperative degree programs with the Medical College of Wisconsin in public health and in pharmacy, as well as a cooperative program in occupational therapy with the School of Medicine at Washington University in St. Louis. More information can be found in the catalog under Cooperative Degree Programs.

## Residence Requirements

To qualify for a Lawrence University B.A., B.M.A., or B.Mus. degree, students are required to have a minimum of six terms in residence and 108 units earned in Lawrence courses. Nine terms in residence and 162 units are required for the five-year B.A. and B.Mus. double-degree program. Seniors must be in residence or in a cooperative degree program until the requirements for a major have been certified as complete.

Attending courses on the Appleton campus counts as being in residence. Participating in a Lawrence-sponsored or Lawrence-affiliated off-campus program also counts as being in residence, and units earned in these programs are counted as Lawrence courses, not as transfer credit. The optional December Term does not count toward the residence requirement.

Petitions for exceptions must be approved by the Faculty Subcommittee on Administration.

## Bachelor of Arts Degree

Students seeking the Bachelor of Arts degree will complete approximately one-third of their work in each of three areas: *First-Year Studies* and general education, a major, and elective study. The *First-Year 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 or interdisciplinary area. 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 subject
    d. no more than 42 units in EDUC
    e. no more than 18 units in ESL courses
    f. no more than 12 units from academic internships
    g. no more than 108 units in music
2. Completion of 6 units of *First-Year Studies*, normally taken during the fall term of the first year
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 language other than English 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
    iv. 6 units selected from laboratory courses in biology, chemistry, geosciences, or physics in the division of natural sciences

    See divisions within the university under Structure of the Curriculum.

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 language other than English taken from courses numbered 200 or above and taught primarily in that language. The language competency requirement may be satisfied in other ways described under Academic Procedures and Regulations.

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 and encouraged to declare a major by spring term of the sophomore year, when they advance register for junior-year courses.
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 or program and any other courses required for the major)

7. Completion of the required terms and units in residence as specified by the university residence requirements.

Completion of a minor or interdisciplinary area is optional. If a minor is declared, a 2.000 grade-point average in the minor (all courses taken in the minor department or program and any other courses required for the minor) is required to complete the minor and have it recorded on the academic record.

### Stipulations pertaining to the general education requirements

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 (Advanced Placement [AP], International Baccalaureate [IB], or A-levels) may be used as appropriate to fulfill diversity or competency requirements; such credit may not be used to fulfill distribution requirements. Coursework from other institutions may not be used to fulfill the writing or speaking competency requirement.

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## Bachelor of Musical Arts Degree

The Bachelor of Musical Arts is a professional degree. Courses in music represent approximately one-half of the curriculum while the other half is devoted to *First Year Studies*, general education requirements, and a secondary field of study (cognate).

### Requirements for the Bachelor of Musical Arts Degree

1. Completion of a minimum of 216 units.
2. Of the 216 units required to complete the degree, a student must present:
    a. a minimum of 108 units in music
    b. a minimum of 108 units in courses other than music, consisting of two discrete groups of courses:
        i. a minimum of 30 units primarily in courses other than music in a secondary field of study (cognate), developed according to procedures described below
        ii. an additional 78 units in courses other than music
    c. a minimum of 30 units in a secondary field of study (cognate), developed according to procedures described below.
    d. no more than 18 units in ESL courses
    e. no more than 12 units from academic internships
3. Completion of 6 units of *First-Year Studies*, taken during the fall term of the first year
4. Completion of the general education requirements:
    a. 6 units selected from courses designated as writing-intensive
    b. International diversity. One of the following: Note: While some music courses may satisfy general education requirements, a minimum of 78 units in courses other than music is required for the degree.
        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 language other than English. The language competency requirement may be satisfied in other ways described under Academic Procedures and Regulations
   iii. Participation for one term in a Lawrence or affiliated off-campus study program held outside the United States

5. Completion of music requirements:

   a. Applied Musicianship I, II, and III: MUJI 150, 250, and 350
   b. Theory and improvisation: 3 units selected from MUJI 410 or 420
   c. Keyboard skills

      i. MURP 201, 202, 203 or MURP 301, 302
      ii. MURP 320

   d. Musicology

      i. MUCO 211 and 212
      ii. 6 units selected from courses in musicology numbered 400 or above

   e. Applied music individual instruction: a minimum of 36 units and 12 terms of study
   f. Ensemble study

      i. a minimum of 9 units selected from major ensembles
      ii. a minimum of 3 units selected from MUEN 245 or 248
      iii. students are required to participate in an ensemble every term in which they are attending classes on the Appleton campus.

   g. Composition and Arranging

      i. MUCA 230 Small Group Jazz Composition and Arranging - 3 units
      ii. 6 units from the following courses:
      MUCA 330 Large Ensemble Composition and Arranging
      MUCA 530 Advanced Jazz Writing Skills
      MUCA 100 Introduction to Composition
      MUSI 110 Songwriting I
      MUSI 210 Songwriting II
      MUSI 315 Topics in Songwriting
      MUSI 111 Collaborative Songwriting I
      MUSI 211 Collaborative Songwriting II or applied study.
      iii. MUEP 305 Jazz Pedagogy
      iv. MUEP 120 Basic Audio Recording
      v. MUJI 130 Contemporary Orchestration for Digital Workstations

6. Presentation of a half recital during junior year and a full recital during senior year
7. Downbeat Magazine - In senior year candidates are required to submit an application and CD recording for the Jazz Soloist/Composer category in the annual DownBeat Magazine Student Music Awards. See advisor for further information on this requirement.
8. Senior Experience Self-Promotional CD or website - A media project documenting the student's jazz

performances, compositions, arrangements, and/or teaching/pedagogical demonstrations will be assembled as an audio CD, audio/visual DVD, or personal website containing a minimum of 30 minutes of recorded work by the candidate.

9. A 2.000 grade-point average in all Lawrence courses
10. Completion of required terms and units in residence as specified by the residence requirements

## Senior Experience

The required senior recital is considered the standard *Senior Experience* for students in the Bachelor of Musical Arts degree program. 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.

## Stipulations pertaining to the general education requirements

A single course may be used to satisfy both requirement a. (writing intensive) and b. (international diversity) above. Credits granted pursuant to university policy for advanced placement or for transfer work may be used to fulfill general education requirements with the exception that coursework from other institutions may not be used to fulfill requirement a. (writing intensive).

## Stipulations pertaining to the secondary field of study (cognate)

Depending upon each student's academic objectives, the secondary field can consist of courses from a single academic department, courses from a single existing Lawrence interdisciplinary program, or courses from multiple departments and/or programs that can be combined to constitute a coherent interdisciplinary/multi-disciplinary secondary field not represented by one of Lawrence's already established interdisciplinary programs.

The procedure for establishing the courses to be taken for the secondary field is as follows:

1. With both the academic advisor and a faculty member from the secondary field, the student develops a statement on the planned secondary field. The statement indicates (a) the proposed secondary field of study; (b) how the secondary field will serve the student's academic objectives; and (c) the specific courses to be taken as part of the secondary field.
2. The student submits the statement of the proposed secondary course of study, endorsed by the faculty advisor and faculty member from the secondary field, to the associate dean of the conservatory for review before the end of Term I of the student's sophomore year.
3. The associate dean takes action on the proposal and communicates its action to the student, the faculty academic advisor, and the faculty member from the secondary field.

Students interested in an additional minor or IA must receive approval from their BMA advisor, an advisor from the minor or IA, and the Associate Dean of the Conservatory. Courses counting towards the minor or IA cannot also count towards the cognate.

## 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 *First Year Studies* and general education requirements.

## Admission to the Bachelor of Music degree

An entrance audition is required of all applicants for admission to the Bachelor of Music degree. Bachelor of Arts or Bachelor of Musical Arts students who wish to become Bachelor of Music students must petition the Conservatory Advisory Committee (through the Associate Dean of the Conservatory.) 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.

## 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 18 units in ESL courses
    d. no more than 12 units from academic internships

    The additional 12 units may be selected from any department.
3. Completion of 6 units of *First-Year Studies*, normally taken during the fall of the first year
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 language other than English. The language competency requirement may be satisfied in other ways described under Academic Procedures and Regulations.
        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.

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. Musicology
        i. MUCO 211 and 212
        ii. 12 units selected from courses in musicology 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.
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.

Completion of a minor or interdisciplinary area is optional. If a minor is declared, a 2.000 grade-point average in the minor (all courses taken in the minor department, program, or area and any other courses required for the minor) is required to complete the minor and have it recorded on the academic record.

### Stipulations pertaining to the general education requirements

A single course may be used to satisfy both requirement a. (writing intensive) and b. (international diversity) above. Credits granted pursuant to university policy for advanced placement or for transfer work may be used to fulfill general education requirements with the exception that coursework from other institutions may not be used to fulfill requirement a. (writing intensive).

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## Bachelor of Arts/Bachelor of Music Degree

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, theory, or 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 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 and the director of teacher education.

## 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. December Term does not count as a term toward this requirement. 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. no more than 18 units in ESL courses
    e. a minimum of 72 units from courses numbered 200 and above
    f. no more than 90 units from a single subject outside of music
    g. no more than 12 units from academic internships
2. Completion of 6 units of *First-Year Studies*, normally taken in the fall of the first year.
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 language other than English 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

    See divisions within the university under Structure of the Curriculum.
    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 language other than English taken from courses numbered 200 or above and taught primarily in a language other than English. The language competency requirement may be satisfied in other ways described under Academic Procedures and Regulations.

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 and encouraged to declare a major by spring term of the sophomore year, when they advance register for junior-year courses.
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. Musicology

i. MUCO 211 and 212
ii. 12 units selected from courses in musicology 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.
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 college major (all courses in the major department or program and any other courses required for the major)
c. 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.

Completion of a minor or interdisciplinary area is optional. If a minor is declared, a 2.000 grade-point average in the minor (all courses taken in the minor department, program, or area and any other courses required for the minor) is required to complete the minor and have it recorded on the academic record.

### Stipulations pertaining to the general education requirements

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 (Advanced Placement [AP], International Baccalaureate [IB], or A-levels) may be used as appropriate to fulfill diversity or competency requirements; such credit may not be used to fulfill distribution requirements. Coursework from other institutions may not be used to fulfill the writing or speaking competency requirement.

# 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 (164 for pre-law) 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.

Students who earn the required number of units at Lawrence and successfully complete the first year of study in professional school may participate in the Lawrence Commencement with their matriculation class.

## Engineering

Program advisors: Margaret Koker

Students wishing to combine a liberal arts education with engineering may want to choose a dual degree program in engineering, which typically involves two-three years of study at Lawrence University and two years of study at an affiliated 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). Upon satisfactory completion of the cooperative program, eligible students will receive the Bachelor of Arts degree from Lawrence as well as a Bachelor of Science in Engineering degree from the engineering school they have attended. To prepare for admission to one of Lawrence's engineering school partners, students must take the following courses at Lawrence at minimum:

- MATH 140: *Calculus I*
- MATH 155: *Multivariable Calculus*
- MATH 350: *Ordinary Differential Equation*
- CMSC 140: *Introduction to Programming with Python* or CMSC 150: *Introduction to Computer Science*
- CHEM 115: *Principles of Chemistry: Structure and Reactivity* or CHEM 116: *Principles of Chemistry: Energetics and Dynamics*
- PHYS 141: *Introduction to Physics I*
- PHYS 151: *Introduction to Physics II*
- 5-8 courses (30-48 units) in humanities and social sciences coursework (exact requirements will vary by engineering school)

Many of these courses may also count toward a student's major and/or general education requirements at Lawrence. Because specific prerequisite course requirements vary among the engineering schools and programs, students pursuing the cooperative program in engineering should consult early with the program advisor.

## Forestry and environmental management

Program advisor: Relena Ribbons

The college offers a cooperative 3-2 program with Duke University in the areas of environmental management 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 or social sciences 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, 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.

## Law

Program advisor: Sigma Colón

A liberal education, whatever the disciplinary focus, is excellent preparation for law school and a legal career. The conventional time for completion of a juris doctor (J.D.) law degree is four years for the undergraduate degree plus three years of law school. Lawrence has an accelerated 3-plus-3 cooperative partnership with Marquette Law School that allows qualified students to complete both the Lawrence degree and juris doctor degree in just six years.

Students in the accelerated program must complete 164 units of coursework at Lawrence, including general education requirements and a major (with Senior Experience), prior to enrolling at Marquette Law School. Students are awarded the Lawrence degree upon successful completion of the first year at Marquette. They then continue for two more years to complete the juris doctor degree.

It is recommended that interested students apply to Marquette during the fall of their junior year. Students must take the LSAT as part of the application process, and Marquette considers applicants as part of the general pool for admission and financial aid. Admitted students who decline the opportunity may return to or remain at Lawrence for a fourth year to complete the bachelor's degree.

Students interested in the accelerated pre-law program are strongly encouraged to work with their academic advisor and pre-law advisor early in their academic career.

## Occupational therapy

Program advisor: Matthew Ansfield

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 at 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 3.250 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: BIOL 130, 150, 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; PSYC 250 and 260; one course (6 units) chosen from among PHIL 100, PHIL 120, PHIL 320, PHIL 440, or ECON 290; two additional courses (12 units) chosen from the social sciences; STAT 107 and a minimum of 30 in-person hours of occupational therapy-related experience or observation. 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.

More detailed information about the program, requirements for admission, and how to apply can be found at https://www.ot.wustl.edu/education/masters-msot-131.

## Public health

Program advisors: Judith Humphries
Lawrence offers a 4+1 program in public health in conjunction with the Medical College of Wisconsin (MCW). Students spend three years of study at Lawrence and a year of dual enrollment at Lawrence and in MCW's online public health program starting the summer after their junior year. In the dual degree year, while still in residence at Lawrence, students take the equivalent of 27 units at LU in addition to the online MPH courses. Up to 15 credits (27 LU units) of MCW graduate work may count towards both the undergraduate and graduate degrees. After the dual enrollment year students who have satisfied the Lawrence University general education requirements and their major requirements will graduate with a Bachelor of Arts. Students then continue for a summer semester and a full year in MCW's online public health program after which they will earn a Masters in Public Health.

Lawrence students apply to the online public health program of the Medical College of Wisconsin by April 10th of their junior year and must meet the entrance requirements established by the public health program. A 3.0 Lawrence grade-point average is a minimum requirement but does not guarantee admission. Prior to starting the public health program, students must complete 162 units at Lawrence. Although there is no restriction on a student's choice of major at Lawrence, students must fulfill the following prerequisite course requirements for public health: *First Year Studies*, a writing intensive course, a statistics course (STAT 107; MATH 255; BIOL 280; PSYC 170; or ANTH 207), and BIOL 130 or BIOL 135 plus and additional upper level BIOL or ANTH course with connections to human health. It is strongly recommended that the additional BIOL or ANTH course be selected in consultation with the program advisor.

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 MCW's public health program advisor as well.

More detailed information about the program, requirements for admission, and how to apply can be found at www.mcw.edu/mph

## Pharmacy

Program advisor: Stefan Debbert

Lawrence offers a direct admission and a 3+3 dual degree program leading to a Doctor of Pharmacy degree in conjunction with the Medical College of Wisconsin (MCW).

Direct Admission Program
Students who meet the following criteria will be granted direct admission into the MCW School of Pharmacy following their third year at LU. Students apply to the direct admission program during the winter term of their first year at LU.

Direct admission students mush earn at least a C or better in the following MCW School of Pharmacy prerequisites:

- BIOL 130
- BIOL 150
  Two of the following courses:
  - BIOL 260 -Genetics
  - BIOL 235 -Evolutionary Biology
  - BIOL 354 -Molecular Biology
  - BIOL 242 -Comparative Physiology
  - BIOL 430 -Immunology
  - BIOL 325 -Cell Biology
  - BIOL 453 -Developmental Biology
  - BIOL 340 -Topics in Neuroscience
  - Or other upper-level biology courses with advisor approval
- CHEM 115 (or AP Chemistry credit or passing score on LU placement exam
- CHEM 116
- One other non-organic chemistry course above the 200 level

CHEM 250 -Organic Chemistry I
- CHEM 252 -Organic Chemistry II Organic Chemistry/Lab (2 courses) = Chemistry 250
- STAT 107 or BIOL 280
- MATH 103 or MATH 140
- FRST 110
- A speaking intensive course - (S) competency designation
- Any four courses from the humanities, social sciences, or natural sciences not used to satisfy other requirements as noted above

Additional criteria:

1. Earn a cumulative degree GPA of 3.25 in all courses taken at LU
2. Enroll *full-time (15 or more credits)* each term at LU
3. Apply to MCW
4. Participate in an Early Entrance Interview at MCW and be recommended by the School of Pharmacy faculty for program admission
5. Meet all School of Pharmacy minimum admission requirements
6. Participate in a pre-matriculation interview to ensure that all appropriate coursework will be completed by the published deadline, determine continued program interest, and discuss provisional admission requirements
7. Upon provisional admission, pay the School of Pharmacy deposit by due date of the year in which the student will enroll
8. Complete all remaining School of Pharmacy admission requirements, including the successful outcome of a drug screening and criminal background check
9. Meet any additional criteria required by MCW during the term of the Program. Such additional requirements shall be communicated to LU no later than the start of the admission cycle during which the changes are effective

**3 + 3 Dual Degree Program**

This six-year program is comprised of three years of undergraduate curriculum at LU followed by three years of Doctor of Pharmacy curriculum at MCW, with the first year of study in the Doctor of Pharmacy program transferring back to LU to complete LU BA degree requirements. MCW coursework will not constitute more than 25% of credits earned towards a BA degree at LU.

*Dual Degree Program Qualifications:*

1. Complete 162 units at LU
2. Completion of undergraduate work at LU, including MCW School of Pharmacy prerequisites and minimum grade point average requirement described above in the Direct Admission Program section, in three academic years
3. Successfully complete the first year of coursework required for the Doctor of Pharmacy program at MCW
4. Students in the Dual Degree Program will be invited to participate in a minimum of two (2) School of Pharmacy programs and events each year while enrolled at LU
5. LU will assign to each student enrolled in the Dual Degree Program an advisor who will aid in designing

an enrollment and progression plan that ensures their completion of all required coursework in the prescribed amount of time

6. Students will work with staff in MCW's Office of Academic and Student Affairs in the School of Pharmacy in a timely manner to finalize their provisional admission to the MCW School of Pharmacy.

For additional information see the MCW website- https://www.mcw.edu/education/pharmacy-school/programs/undergraduate-dual-degree-programs

# Anthropology

| | |
|---|---|
| Professors | M. Jenike *(chair)*, P. Peregrine |
| Associate professors | C. Daughtry, B. Jenike *(Edward F. Mielke Professor of Medicine, Health and Society)* |
| Assistant professor | K. Wilson |
| Visiting Assistant Professor | D. Proctor |

Anthropology is the study of humanity in all its cultural, biological, linguistic, 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, including applications of data science; environmental and cultural resources management; changing paradigms of health, wellness, and disease; linguistic diversity; international relations; and inequality.

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 an understanding of how that knowledge is obtained and evaluated.

The anthropology major thus prepares students for successful entry into any number of careers, as well as professional and graduate programs, in sectors including business, education, health care, law, museums, public health, research, and much more. 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, linguistic anthropology, and cultural anthropology. Faculty members provide expertise in a number of geographic areas, including East Asia, the Middle East, North Africa, and North and South America. Topical interests include human-environment interactions, gender and sexuality, refugee communities, inequality, medical anthropology, aging, disability, and nutritional ecology. The department maintains a well-equipped laboratory, as well as collections of archaeological and ethnographic materials from many culture areas. The department holds a full suite of geophysical equipment for non-invasive archaeology, provides equipment for audio and video data collection and transcription to support ethnographic research, and maintains equipment for nutritional assessment.

## Required for the major in anthropology

Students who complete the major will be able to *describe* the diversity of the human experience through a holistic anthropological lens, inclusive of culture, evolutionary biology, history/pre-history, and language/cognition. They will be able to *explain* how anthropological theories offer insights to problems of the past, present, and/or future and will learn to *apply* appropriate and ethical methodological skills to explore anthropological questions of interest to scholars and/or diverse communities. As they proceed through the major, they will gain the further ability to *evaluate* the application of

anthropological data and theory to solve complex problems. The culmination of the anthropology major is the senior experience in which students will *synthesize* anthropological data and theory to advance our knowledge of and/or suggest solutions to a timely problem.

1. The following introductory courses:
    a. ANTH 110: *Cultural Anthropology*
    b. ANTH 120: *World Prehistory*
    c. ANTH 140: *Biological Anthropology,* ANTH 141: *Primates, Humans, and Evolution*, or ANTH 142: *Human Evolution*
2. ANTH 201: *Library Research and Career Readiness in Anthropology* (Students are expected to complete this course during their sophomore year and no later than the end of their junior year.)
3. Six additional six-unit courses in Anthropology which must include:
    a. At least two of the following courses designated as methods in action courses: ANTH 207, ANTH 210, ANTH 220, ANTH 305, ANTH 329, ANTH 330, ANTH 344, ANTH 347, ANTH 372, ANTH 375, ANTH 377, ANTH 378, ANTH 422, ANTH 505, ANTH 525, ANTH 575
    b. At least two of the following courses designated as theory in action courses: ANTH 200, ANTH 303, ANTH 306, ANTH 315, ANTH 319, ANTH 320, ANTH 327, ANTH 340, ANTH 342, ANTH 358, ANTH 364, ANTH 366, ANTH 374, ANTH 503, ANTH 512, ANTH 515, ANTH 527, ANTH 542, ANTH 551, ANTH 552
    c. At least one course numbered 500 or above
    d. No more than two courses numbered below 300
4. ANTH 610: *Senior Experience in Anthropology*

## Senior Experience in anthropology

The Department of Anthropology's *Senior Experience* is designed to help students consolidate, deepen, and communicate what they have learned in the Anthropology major. Students will 1) generate a portfolio of evidence and reflection defending their development as an anthropologist and 2) revise or complete a research or analysis project from their courses in the major and communicate its findings and significance to the Anthropology Department and others. Successful students will showcase their ability to analyze humanity through a holistic anthropological lens.

## Required for the minor in anthropology

1. Two of the following courses:
    - ANTH 110: *Cultural Anthropology*
    - ANTH 120: *World Prehistory*
    - ANTH 140: *Biological Anthropology,* ANTH 141: *Primates, Humans, and Evolution*, or ANTH 142: *Human Evolution*
2. Three six-unit electives in anthropology, selected from courses numbered 200 and above.
3. One six-unit upper-division seminar (courses numbered in the 500s)

## Teacher certification in social studies

Anthropology majors can seek certification to teach social studies at the secondary level. For certification in broad-field social studies, students must complete the major and a minimum of two courses each in two other social studies (economics, government/political science, history, or psychology) and at least one course in each of the remaining social studies. Students are strongly encouraged to take a course in U.S. history and a course in global history. A course in environmental studies is also required. Students can seek endorsement to teach English as a second language by completing the Teaching ESL minor in linguistics. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

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## Courses - Anthropology

### 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 language, kinship, and religion as cultural systems, as well as to forms of social control, stratification and inequality in relation to culture (including gender, race, ethnicity, and class). Social patterns and processes within and across cultures examined through ethnographic cases studies from around the world. PREREQUISITES: Freshman or sophomore standing; consent of instructor required for juniors and seniors
*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. PREREQUISITES: Freshman or sophomore standing; consent of instructor required for juniors and seniors
*Units: 6*

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

### ANTH 130: *Linguistic Anthropology*

In this introductory course, students will learn basic concepts and theories in linguistic anthropology, begin to understand the complex relationship between language and culture, survey some of the important literature in the field, learn linguistic ethnographic methods, and work on hands-on projects that will demonstrate what they have learned. Classes will be a mix of lecture, discussion, and project work. PREREQUISITES: Freshman or sophomore standing; consent of instructor required for juniors and seniors
*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. PREREQUISITES: Freshman or sophomore standing; consent of instructor required for juniors and seniors
*Units: 6*

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

## ANTH 141: *Primates, Humans and Evolution*

An introduction to biological anthropology, beginning with an overview of basic principles of evolutionary biology, and grounded in anthropological primatology, especially study of the extant great ape species. Students will develop a biological anthropological perspective on modern human diversity, behavior, and culture by studying principles of primate ecology, behavior, and life history and then applying them to Homo sapiens. Lectures, discussions, examinations and short essays. PREREQUISITES: Students who have taken Anth 140 should not take Anth 141
*Units: 6*

*Prerequisite: Students who have taken Anth 140 should not take Anth 141*

## ANTH 142: *Human Evolution*

This course is an introduction to biological anthropology and methods of studying hominin fossils, with an emphasis on the evolutionary history of humans. We discuss the intellectual history of the field, evolutionary concepts and how humans evolved from an ape-like ancestor into big-brained bipeds. Included are the history of biological anthropology, human osteology, hominin evolutionary trends, fossil ancestors, and more. Lectures, lab activities, examinations. PREREQUISITES: Students who have taken Anth 140 should not take Anth 142
*Units: 6*

*Prerequisite: Students who have taken Anth 140 should not take Anth 142*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ANTH 195: *Internship in Anthropology*

Applied work in anthropology arranged and carried out under the direction of an instructor. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: ANTH 110, 120, or 140, 141 or 142, preferably all three. Recommended for anthropology majors in the sophomore year; must be completed by the end of the junior year.
*Units: 6*

*Prerequisite: ANTH 110, 120, or 140, 141 or 142, preferably all three. Recommended for anthropology majors in the sophomore year; must be completed by the end of the junior year.*

## ANTH 201: *Library Research and Career Discernment in Anthropology*

This course enables deeper engagement with anthropology for students who intend to pursue the Anthropology major or careers in anthropology. Topics covered include library research skills, career discernment for Anthropology students, ethics in anthropology, and personal safety in the lab, field, and other professional settings. Course activities will include in-class and homework exercises, as well as written assignments. PREREQUISITES: At least two courses in Anthropology and sophomore standing
*Units: 6*

*Prerequisite: At least two courses in Anthropology and sophomore standing*

## ANTH 207: *Understanding Humans through Data: Applying Anthropology & Data Science*

An introduction to anthropological research with quantitative data through hands on application of data science to anthropological questions. Topics include coding, sampling, measurement, basic nominal and ordinal statistics, and interpreting meaning from patterns. PREREQUISITES: At least one Anthropology course or instructor consent.
*Units: 6*

*Prerequisite: At least one Anthropology course or instructor consent.*

## 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. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## ANTH 220: *Research Methods in Archaeology*

Presents the research process in archaeology and offers an overview of essential data-collection and analysis techniques, including site survey, settlement pattern analysis, lithic analysis, ceramic analysis, and zooarchaeological analysis. Students will work with extant artifact collections. PREREQUISITES: ANTH 120

*Units: 6*

*Also listed as Environmental Studies 260*

*Prerequisite: ANTH 120*

## 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 240: *Business Ethnography*

Explores how scholars, corporate researchers, businesses, and entrepreneurs use ethnographic methodologies developed in anthropology like observation, participant-observation, conversation, interviews, focus groups, surveys, and user-experience research. Business Ethnography topics include why business ethnography, organizational culture and intercultural communication, cultures of doing business, how business anthropologists contribute to design, cultures of consumption, marketing, and practical and ethical guidelines for doing ethnography in the world of business. PREREQUISITES: BUEN 100 or ANTH 110 or instructor approval
*Units: 6*

*Also listed as Business and Entrepreneurship 240*

*Prerequisite: BUEN 100 or ANTH 110 or instructor approval*

## ANTH 300: *Topics in Anthropology*

An examination of a particular topic in contemporary anthropology. The specific topic investigated changes each year or term.
*Units: 6*

*Prerequisite: sophomore standing, ANTH 110 or instructor consent*

## ANTH 306: *Anthropology of Gender*

An anthropological approach to the study of gender and a/sexuality, and how they intersect with other dimensions of social difference such as race, class, and ethnicity. Topical, ethnographic approach to examining these intersections. Focus on issues such as sexual behavior, reproduction, parenting, transgender identity, work, communication, and violence. PREREQUISITES: ANTH 110 or GEST 100
*Units: 6*

*Also listed as Gender Studies 350*

*Prerequisite: ANTH 110 or GEST 100*

## ANTH 315: *Humans and Alcohol*

This seminar course is an exploration of holistic anthropological perspectives on understanding Homo sapiens' long and complex relationship with alcoholic beverages. We will consider humans and alcohol from the perspectives of history/prehistory, genetics and evolution, physiology and health, social structures, culture, and language. This is not

primarily a course about alcohol use disorder or other alcohol-related pathologies. Exam, discussion leadership and participation, essay. PREREQUISITES: Any Anthropology course and sophomore standing OR instructor approval
*Units: 6*

*Prerequisite: Any Anthropology course and sophomore standing OR instructor approval*

## ANTH 319: *The Anthropology of Sustainability*

The human species has a long history of interacting with the environment in both sustainable and unsustainable manners. Why? Why aren't we always choosing sustainability? It would be better for everyone. In this seminar course we will explore these and more questions around sustainability through an anthropological lens to suggest and identify potential solutions to contemporary global and local sustainability issues. Quiz, presentation, creative project. PREREQUISITES: One ANTH or ENST course or instructor approval
*Units: 6*

*Also listed as Environmental Studies 319*

*Prerequisite: One ANTH or ENST course or instructor approval*

## 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. PREREQUISITES: ANTH 120
*Units: 6*

*Prerequisite: ANTH 120*

## ANTH 326: *Bizarrchaeology*

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. PREREQUISITES: ANTH 120
*Units: 6*

*Prerequisite: ANTH 120*

## ANTH 327: *Archaeology of Inequality*

An examination of the emergence and persistence of inequality from an archaeological perspective. We focus on underlying explanations for the emergence of inequality, how ecology influences inequality, how inequality is experienced within and between groups, and how inequality intersects with life in the past. Assessments from writing / presentations. Not open to students who have previously received or need to receive credit for ANTH 527. PREREQUISITES: ANTH 120 or instructor approval
*Units: 6*

*Prerequisite: ANTH 120 or instructor approval*

## ANTH 328: *Public Archaeology*

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. PREREQUISITES: Sophomore standing and ANTH 120, an ARHI course (preferably ancient to Renaissance), or consent of instructor
*Units: 6*

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

## ANTH 329: *Patterns in the Landscape: Archaeology and Spatial Data*

This course provides an introduction to the analysis of spatial data via archaeological application. Students taking this class will learn theory and practice for using spatial analytical methods (data challenges, autocorrelation, spatial regression, spatial visualization, etc.) through a combination of lecture and hands-on computer work. Assessments will include practical code assignments and an end of term presentation. PREREQUISITES: ANTH 207, DASC 110, or equivalent
*Units: 6*

*Prerequisite: ANTH 207, DASC 110, or equivalent*

## ANTH 330: *Language and Culture*

An introduction to the core concepts of linguistic anthropology, definitions of language, basic methods of linguistic anthropology (observation, transcription, analysis, ethnography), power and language, language discrimination, and language ideology theory. Lectures, discussions, and labs. PREREQUISITES: ANTH 110 or LING 150 or 175 or instructor approval
*Units: 6*

*Also listed as Linguistics 330*

*Prerequisite: ANTH 110 or LING 150 or 175 or instructor approval*

## ANTH 337: *Indigeneity Unleashed: Perspectives of Institutional Decolonization Today*

This course centers Indigeneity by exploring how we may practice and enact decolonization at institutions through ethnographic analyses and studying talk and symbolic practice. We will equip students with the skills to identify and assess how colonialism currently affects them today in an effort to create innovation around systemic structural change. Using an interdisciplinary lens students will investigate the topic through music, art, literature, and ethnographic research. Field experiences and guest presenters from Indigenous communities will be an important component of this course. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 337, Music Education and Pedagogy 337*

*Prerequisite: Sophomore standing*

## 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.

PREREQUISITES: ANTH 140,ANTH 141, BIOL 135, BIOL 150, or instructor approval
*Units: 6*

*Also listed as Health and Society 340*

*Prerequisite: ANTH 140,ANTH 141, BIOL 135, BIOL 150, or instructor approval*

## 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.
PREREQUISITES: ANTH 140, 141, 142 or any biology course, or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 341*

*Prerequisite: ANTH 140, 141, 142 or any biology course, or consent of instructor*

## ANTH 342: *Medical Anthropology*

An introduction to the comparative, cross-cultural study of health, healing, and beliefs about the body and illness. Topics covered include: (1) biocultural approaches to understanding health; (2) social determinants of health (how social inequalities become embodied); (3) medical systems, including biomedicine, as cultural systems of knowledge and practice; (4) the social construction of illness and health; and (5) an introduction to global health.
PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Health and Society 342*

*Prerequisite: Sophomore standing*

## ANTH 343: *Understanding Diabetes: Causes, Consequences, Strategies*

Investigation of diabetes types in their genetic, evolutionary, pathophysiological, cultural, social, and public health dimensions serves as a model for holistic study of human health. Research-based group projects flow from students' interests with an emphasis on achieving interdisciplinary understandings of diabetes. Skill development in information literacy, collaborative inquiry, and effective communication. Weekly assessments, research-based group projects, individual final project; brief lectures, discussion, small group work. PREREQUISITES: Sophomore standing, one course in Biology
*Units: 6*

*Also listed as Health and Society 343*

*Prerequisite: Sophomore standing, one course in Biology*

## 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.
PREREQUISITES: ANTH 140, 141 or 142 or consent of instructor
*Units: 6*

*Also listed as Health and Society 344*

*Prerequisite: ANTH 140, 141 or 142 or consent of instructor*

## ANTH 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: PHIL 105 recommended
*Units: 6*

*Also listed as Education Studies 345, Psychology 345, Cognitive Science 345*

*Prerequisite: PHIL 105 recommended*

## 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. PREREQUISITES: Sophomore standing required; ANTH 140 recommended
*Units: 6*

*Prerequisite: Sophomore standing required; ANTH 140 recommended*

## ANTH 353: *Reading Feminist Ethnography*

This seminar explores ethnography as the defining feature of cultural anthropology. Reading a range of articles and booklength works, students survey several ethnographic genres including classic realist, experimental, narrative, self-reflexive, and critical ethnography. Students also gain experience leading discussion and delivering oral reports and presentations. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Prerequisite: ANTH 110 or sophomore standing*

## 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. PREREQUISITES: ANTH 110 or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 332*

*Prerequisite: ANTH 110 or consent of instructor*

## ANTH 364: *East Asian Societies*

A critical and comparative examination of key areas of sociocultural change in present-day East Asia. Focusing on

China, we address new areas of research in East Asian anthropology such as demographic change, modernization, urbanization and stratification, gender and the body politic, sexuality, pop culture, consumption, ethnic minorities and national cultural identities. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Also listed as East Asian Studies 364*

*Prerequisite: ANTH 110 or sophomore standing*

## ANTH 366: *Japanese Society and Culture*

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: national cultural identity, historical consciousness, family and gender ideologies, the Heisei recession, invisible and visible others, demographic change, sexuality, pop culture, youth culture, multiculturalism, and recovery from calamity. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Also listed as East Asian Studies 366*

*Prerequisite: ANTH 110 or sophomore standing*

## 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. PREREQUISITES: Must be attending the Lawrence 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. PREREQUISITES: Sophomore standing and one course in anthropology or consent of instructor
*Units: 6*

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

## ANTH 375: *Ethnography of Space and Place*

Using anthropological theory and methods for understanding space and place. What can ethnographically- based spatial analyses reveal about the places where people live, work and play? Fieldwork examples highlight the social production and social construction of space, yielding insight into issues of power like discrimination, inequalities, and

segregation. Not open to students who have previously received or need to receive credit for ANTH 575. PREREQUISITES: ANTH 110 or instructor approval
*Units: 6*

*Prerequisite: ANTH 110 or instructor approval*

### ANTH 377: *Culture and Aging*

This course uses ethnographic studies from a range of societies to understand how the experience of aging throughout the life course not only differs cross-culturally, but also within the same society over time in response to increased longevity and biomedical advances. Of particular concern will be cultural constructions of health, well-being, disability, and dependency, including in-depth analysis of aging in Asia. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Also listed as Health and Society 377*

*Prerequisite: ANTH 110 or sophomore standing*

### 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. PREREQUISITES: ANTH 110 or consent of instructor
*Units: 6*

*Prerequisite: ANTH 110 or consent of instructor*

### ANTH 390: *Tutorial Studies in Anthropology*

Advanced study of selected topics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### ANTH 395: *Internship in Anthropology*

Applied work in anthropology arranged and carried out under the direction of an instructor. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### ANTH 399: *Independent Study in Anthropology*

Advanced research. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. Collection projects vary from term to term. Course may be repeated in subsequent terms for no more than a total of 6 units. PREREQUISITES: ANTH 222
*Units: 2 TO 6*

*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. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 6*

*Also listed as French 400, Global Studies 402*

*Prerequisite: Must be attending the LU Francophone Seminar*

### 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.
*Units: 6*

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

### ANTH 503: *Theory in Action Special Topics*

An examination of a particular topic in anthropology using at least one theoretical perspective to underpin a significant portion of the course. 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 and to demonstrate their ability to understand and apply theory. May be repeated when topic is different. PREREQUISITES: Junior standing and at least one course in anthropology or consent of instructor
*Units: 6*

*Prerequisite: Junior standing and at least one course in anthropology or consent of instructor.*

## ANTH 505: *Methods in Action Special Topics*

An examination of a particular topic in anthropology, including an investigation of and practice with at least one method's mechanics and applications. The specific topic investigated changes each year. Students are expected to demonstrate their understanding one or more methods by exploring how the method(s) work, when they are ethically appropriate to apply, and where their limitations may be. Independent research is expected. May be repeated when topic is different. PREREQUISITES: Junior standing and at least one course in anthropology or consent of instructor
*Units: 6*

*Prerequisite: Junior standing and at least one course in anthropology or consent of instructor.*

## ANTH 512: *Fictions of Africa: Interdisciplinary Practice, Multimodalities, and the Anthropology of Liberation*

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 anthropology research articles and critical essays. PREREQUISITES: Junior or senior standing and at least two other courses in the social sciences or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 512*

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

## ANTH 515: *Humans and Alcohol*

This seminar course is an exploration of holistic anthropological perspectives on understanding Homo sapiens' long and complex relationship with alcoholic beverages. We will consider humans and alcohol from the perspectives of history/prehistory, genetics and evolution, physiology and health, social structures, culture, and language. This is not primarily a course about alcohol use disorder or other alcohol-related pathologies. Exam, discussion participation, research paper and presentation. PREREQUISITES: Any Anthropology course and junior standing OR instructor approval
*Units: 6*

*Prerequisite: Any Anthropology course and junior standing OR instructor approval*

## ANTH 522: *Topics in Museum Studies*

An examination of a particular topic in contemporary museum studies, focused on anthropological collections and museums. 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. Course may be repeated when topic is different.
*Units: 6*

*Prerequisite: ANTH 222*

## ANTH 525: *Research Methods in Archaeology*

Presents the research process in archaeology and offers an overview of essential data-collection and analysis techniques, including site survey and excavation, settlement pattern analysis, lithic analysis, and ceramic analysis. Students will take part in field research. When this course is scheduled at 8-noon TR, class will dismiss early for scheduled convocations. PREREQUISITES: ANTH 120 or instructor approval. ANTH 222 is recommended.
*Units: 6*

*Prerequisite: ANTH 120 or instructor approval. ANTH 222 is recommended.*

## ANTH 527: *Archaeology of Inequality*

An examination of the emergence and persistence of inequality from an archaeological perspective. We focus on underlying explanations for the emergence of inequality, how ecology influences inequality, how inequality is experienced within and between groups, and how inequality intersects with life in the past. Assessments from writing / presentations. For students seeking greater critical understanding and practice applying archaeological theory and inference than in 327. Not open to students who have previously received credit for ANTH 327. PREREQUISITES: ANTH 201 or instructor approval
*Units: 6*

*Prerequisite: ANTH 201 or instructor approval*

## ANTH 542: *Anthropology and Public Health*

This advanced discussion seminar considers applied critical medical anthropology's contributions, in terms of theory, research, and practice, to addressing community and global health concerns. With a political-economic framework, we will focus on the social determinants of health and how both macrostructural forces and local conditions have to be considered for effective health development. Reading response papers, final research paper and presentation. PREREQUISITES: ANTH 342 or ANTH 340 or BIET 120; and junior or senior standing
*Units: 6*

*Also listed as Health and Society 542*

*Prerequisite: ANTH 342 or ANTH 340 or BIET 120; and junior or senior standing*

## ANTH 551: *Anthropology of Biomedicine*

This advanced seminar, for students who have already had an introduction to medical anthropology or to poststructural anthropological theory, draws from critical theory and ethnographic research to study biomedicine as a system of knowledge and social practice, including discussion of the radical societal changes and ethical debates arising from the global application of biomedical technologies. Response papers, final research paper and presentation. PREREQUISITES: ANTH 342, 200 or BIET 120,and junior or senior standing
*Units: 6*

*Also listed as Health and Society 551*

*Prerequisite: ANTH 342, 200 or BIET 120,and junior or senior standing*

## ANTH 552: *Disability and Culture*

Disability is a social and lived category fundamental to human experience. This advanced discussion seminar draws from experiential, reflexive, phenomenological, and critical approaches in cultural and medical anthropology to cross-culturally explore the subjectivities of perceived disabilities in both local and global worlds. Topics may include: autism, learning disabilities, bipolar disorder, schizophrenia, chronic pain, d/Deaf culture, and other categories of social impairment. Papers, research paper and presentation. PREREQUISITES: ANTH 110 or ANTH 342 or ETST 145 or BIET 120, and sophomore standing
*Units: 6*

*Also listed as Health and Society 552*

*Prerequisite: ANTH 110 or ANTH 342 or ETST 145 or BIET 120, and sophomore standing*

## ANTH 575: *Ethnography of Space and Place*

Using anthropological theory and methods for understanding space and place. What can ethnographically- based spatial analyses reveal about the places where people live, work and play? Fieldwork examples highlight the social production and social construction of space, yielding insight into issues of power like discrimination, inequalities, and segregation. Advanced students further examine embodied, discursive, emotive, affective and translocal approaches for their final projects. Not open to students who have previously received or need to receive credit for ANTH 375. PREREQUISITES: ANTH 110 or junior standing or instructor approval
*Units: 6*

*Prerequisite: ANTH 110 or junior standing or instructor approval*

## ANTH 590: *Tutorial Studies in Anthropology*

Advanced study of selected topics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ANTH 595: *Internship in Anthropology*

Applied work in anthropology arranged and carried out under the direction of an instructor. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### ANTH 599: *Independent Study in Anthropology*

Advanced research. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### ANTH 610: *Senior Experience in Anthropology*

The culmination of the Anthropology major. Students will generate a portfolio of evidence defending their development as an anthropologist, revise or complete a research or analysis project from their courses in the major, and develop science communication skills. Students will showcase their ability to analyze humanity through a holistic anthropological lens, inclusive of methods and theories from at least two of anthropology's four fields. PREREQUISITES: ANTH 201, an Anthropology 300 or 500 level course, and senior standing or consent of instructor
*Units: 6*

*Prerequisite: ANTH 201, an Anthropology 300 or 500 level course, and senior standing or consent of instructor*

### ANTH 690: *Tutorial Studies in Anthropology*

Advanced study of selected topics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### ANTH 695: *Internship in Anthropology*

Applied work in anthropology arranged and carried out under the direction of an instructor. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ANTH 699: *Independent Study in Anthropology*

Advanced research. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Studio Art

| | |
|---|---|
| Professors | R. Neilson *(Frederick R. Layton Professor of Art) (on leave term(s) III)*, B. Rinehart *(chair)* |
| Associate professor | J. Shimon |
| Assistant professor | M. Sullivan |
| Visiting Assistant Professor | T. Conrad |

An integral part of a liberal arts curriculum, the courses of the studio art department encourage aesthetic awareness and appreciation by emphasizing the interdependence of art-making, art history, and other intellectual fields. Certification for teaching K-12 is available in conjunction with the studio art major. Students planning to major in studio art should take the introductory 100-level courses required for the major in their freshman and sophomore years. Students may take a maximum of 90 units in the studio art department.

## Required for the major in studio art

Students who major in studio art will learn the principles of two-dimensional design (line, shape, texture, value, color theory, balance, rhythm, emphasis, illusion of space, etc.), three-dimensional design (form, function, dimensionality, line, plane, volume, mass, space, texture, light, color, balance, scale, proportion, materials, etc.), and four-dimensional design (elements of time, narrative, non-narrative, multiples, experimental structure, installations, etc). Students will generate and propose project ideas for a fully realized body of work to be included in ongoing exhibitions, installations and public art displays. Moreover, they will recognize the continuum of art history, theory, and criticism to provide background and context for critiquing and producing art, and they will interpret contemporary art and design and its relationship to art history and visual culture. In so doing, they will implement the communication skills required for evaluating art. At the conclusion of the major, students will produce a fully realized body of work backed by an artist statement and properly presented in the Senior Exhibition.

The major in studio art requires the following:

1. A minimum of nine studio art courses (54 units) to include:
    a. Two 100-level Studio Art courses
    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. One 100-level ARHI course
    b. One ARHI course (6 units) with an emphasis on 20th century or contemporary art

## Senior Experience in studio art

The studio art *Senior Experience* consists of two separate yet complementary components: ART 600: *Senior Seminar* (usually offered Term I) 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.

## Required for the minor in studio art

1. A minimum of six studio art courses (36 units) to include:
    a. One 100-level studio art course, *AP & IB credit may *not* count for a 100-level studio art course
    b. Four additional courses (24 units) *AP & IB credit may count
    c. One course (6 units) numbered 500 or above
2. A grouping of works in the senior minors' exhibition

## Teacher certification in art (K-12)

Studio art majors may seek certification to teach art in grades K-12. Recommended art courses for certification include ART 200, 240, 250, and 585, and one 100-level ARHI course and one ARHI course (6 units) with an emphasis on 20th century or contemporary art. These courses may be taken in conjunction with or in addition to the studio art major requirements. Additional recommended courses to expand knowledge of media and processes are ART 220, 230, and 270. Students can add an endorsement for a second area (such as English as a second language) by completing the appropriate minor. Students who plan to seek teacher certification should notify their advisor, review the requirements in the Education section of the catalog, and meet with the director of teacher education as soon as possible, preferably before the end of the sophomore year.

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## Courses - Studio Art

### ART 100: *Introduction to 3D Art*

An introduction to studio art and the fundamental principles of 3-Dimensional design. Projects, lectures, readings, class discussions, and critiques examine elements of 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 105: *Introduction to Computer Design*

An introduction to computer design utilizing the Adobe Creative Suite (Photoshop, InDesign, Illustrator, & Premiere) programs, emphasizing the creative development and implementation through a variety of 2D, 3D, & 4D media. Class work is based on exercises that strengthen visual research capabilities, design aesthetics, and output techniques with a variety of programs and equipment. Assigned projects address fundamental technical and conceptual problems suggested through artistic and commercial practice. Lectures, readings, discussions, and critiques explore elements of concept and design pertinent to design mediums and platforms.
*Units: 6*

## ART 110: *Introduction to 2D Art*

An introduction to 2-Dimensional mediums, 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, and critiques explore elements of concept and design pertinent to 2-Dimensional mediums.
*Units: 6*

## ART 115: *Special Topics in Art*

Explores a particular topic of current interest in contemporary art at an introductory level. Topics may vary with each offering of the course. Possible topics include: collage, mixed-mixed, conceptual art, post-studio practices, community arts practice, art-based activism depending on faculty expertise and student interests. There are no prerequisites for this course. May be repeated when topic is different.
*Units: 6*

## ART 125: *Interdisciplinary Media*

A course designed to provide students an opportunity to study interdisciplinary approaches to art making and knowledge seeking. Topics will vary based on instructors' areas of expertise and interests. May be repeated for credit when topic is different.
*Units: 1 TO 98*

*Also listed as Film Studies 110*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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 individual 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. PREREQUISITES: Any 100-level Studio Art course
*Units: 6*

*Prerequisite: Any 100-level Studio Art course*

## ART 212: *Drawing*

An exploration of drawing as a contemporary art medium with an emphasis on observational self-expression. Students will examine various modes of representation centered on the technical and creative aspects of mark-making. Mixed media and experimental elements are encouraged for those students wishing to expand the boundaries of traditional drawing media. PREREQUISITES: Any 100-level Studio Art course
*Units: 6*

*Prerequisite: Any 100-level Studio Art course*

## ART 213: *Special Topics - High Art: Intoxication and the Visual Arts*

This studio art course will explore the imagery and iconography, the myth and the meaning artists have placed on intoxicating substances from coffee and cigarettes, to wine and beer, to absinthe and gin, to the psychedelic art of the 1960s, through the myriad examples present in contemporary art via drawing, journaling, and presentations. May be repeated when topic is different. PREREQUISITES: Any 100-level ART course or instructor approval
*Units: 6*

*Prerequisite: Any 100-level ART course or instructor approval*

## ART 215: *Art & Money: The Strange Aesthetics and Peculiar Economics of the Contemporary Art World*

Via art exercises, lectures, readings, etc. this course is a look at the strange, complicated, and sometimes oblique relationship that exists between art and money. An inside view into how art is produced and sold, we will examine the symbiotic and confrontational relationships that exists between aesthetics and economics to consider the way money operates in contemporary art as a source and symbol of power. PREREQUISITES: Any 100-level ART course or sophomore standing or consent of instructor

*Units: 6*

*Also listed as Business and Entrepreneurship 215*

*Prerequisite: Any 100-level ART course or sophomore standing or consent of instructor*

## ART 220: *Printmaking*

An introduction to printmaking including three or more of the following processes: monoprint, pressure print, stencil, linocut, woodcut, silk screen, and digital printmaking. There is a strong 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. PREREQUISITES: Any 100-level Studio Art course
*Units: 6*

*Prerequisite: Any 100-level Studio Art course*

## ART 222: *Artist Books*

Artist books are explored in a variety of forms including accordions, exposed and non-adhesive bindings, pop-ups, box making and alternative structures. Letterpress along with other forms of printmaking and surface treatments will be used. Techniques of cutting, folding, sewing, gluing, printing and working in dimension are examined in detail. Unique content is expected for each project. PREREQUISITES: Any 100-level Studio Art course
*Units: 6*

*Prerequisite: Any 100-level Studio Art course*

## ART 224: *Sound Design*

An introduction to film sound studies paired with hands-on exploration of cinematic audio recording and editing techniques, with emphasis on sound/image relationships and the use of sound to create meaning. Students will engage in close readings of critical and theoretical texts, view and discuss film screenings, and produce a series of short audio and video exercises, culminating in a final video project showcasing the creative use of film sound. PREREQUISITES: FIST 100 or FIST 116, or instructor approval
*Units: 6*

*Also listed as Film Studies 222*

*Prerequisite: FIST 100 or FIST 116, or instructor approval*

## ART 225: *Special Topics in Printmaking*

This course provides an introduction to specific peripheral processes of printmaking like papermaking, letterpress printing, and digital printmaking processes and 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. TOPICS FOR Fall 2026: Paper & Print PREREQUISITES: any 100-level ART course This course provides an introduction to handmade paper and relief printmaking as an art form with special emphasis on craft and conceptual development. Traditional and contemporary practices in each medium are explored in detail. A variety of methods and processes are combined for each project to develop a unique narrative. Technical application, formal elements, and materiality play an important role in evaluating papermaking and relief printmaking as a form of visual expression. Units: 6.
*Units: 6*

*Prerequisite: ART 100 or ART 110*

## ART 226: *Topics in Artist Books*

This course provides an introduction to specific peripheral processes of artist books like paper engineering (pop-ups & movables), historical bindings, box construction, surface treatments & application, letterpress printing, and digital printmaking processes. The focus is on research and studio practice in regards to artist books 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: 100 level art course*

## ART 230: *Photography*

An introduction to traditional black-and-white darkroom photography within a fine art context. Medium-format and 35mm SLR camera operations are covered along with darkroom instruction on processing film and making gelatin silver prints. Historic and contemporary ideas about photography as a medium are examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. PREREQUISITES: Any 100-level Studio Art course or Film & Media course
*Units: 6*

*Also listed as Film Studies 231*

*Prerequisite: Any 100-level Studio Art course or Film & Media course*

## ART 240: *New Media in Art*

An introduction to new media within a fine art context. Digital photography, experimental video, sound, photo book design, and blogging are covered as students use the Internet as a venue for presenting projects. The evolution of technology, new media theory, contemporary art discourse, and visual culture are examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. Mac-based. PREREQUISITES: Any 100-level Studio Art course or Film & Media course
*Units: 6*

*Also listed as Film Studies 240*

*Prerequisite: Any 100-level Studio Art course or Film & Media course*

## ART 245: *InterArts: Installation*

In this course students make projects that engage with space. Lectures, discussions, readings, and critiques will investigate contemporary interdisciplinary practices that involve site-specific installation of works of art, everyday objects, performances, projections, etc. Interactive works and immersive virtual reality will also be considered. Students will create a self-designed installation project that will be planned and executed over the duration of the term. PREREQUISITES: Any 100-level Studio Art course or Film Studies course, or consent of instructor
*Units: 6*

*Also listed as Film Studies 245*

*Prerequisite: Any 100-level Studio Art course or Film Studies course, or consent of instructor*

## ART 250: *Ceramics*

An introduction to the basic working methods of ceramics through hand-building techniques. Emphasis will be placed on conceptual development, sensitivity to three-dimensional form, and technical skills of surface and glazing. Lectures, readings, and individual research treat historical and contemporary approaches to expressive work in the ceramic medium. PREREQUISITES: Any 100-level Studio Art course
*Units: 6*

*Prerequisite: Any 100-level Studio Art course*

## ART 256: *Special Topics in Ceramics*

This course is a combination of research and studio practice. Through 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. When scheduled on Tuesday-Thursday, class will dismiss early for University Convocations.
*Units: 6*

*Prerequisite: Any 100-level Studio Art course or consent of instructor*

## 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. PREREQUISITES: Any 100-level Studio Art course
*Units: 6*

*Prerequisite: Any 100-level Studio Art course*

## 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. PREREQUISITES: ART 200
*Units: 6*

*Prerequisite: ART 200*

## ART 311: *The Figure in Studio Art*

An exploration of the use of the human form in contemporary art. Work includes figure studies in two- and three-dimensional media and advanced-level works on paper and sculptures based on these studies. Includes work with live models. PREREQUISITES: ART 100 and any 200 level studio art course
*Units: 6*

*Prerequisite: ART 100 and any 200 level studio art course*

## ART 312: *Intermediate Drawing*

An emphasis on a more refined exploration of various models of the formal, conceptual, and personal modes of expression including issues of stylization, abstraction, and mixed media. Students will develop a cohesive body of work

informed by an awareness of historical art movements and contemporary uses of the medium. PREREQUISITES: ART 210 or ART 212
*Units: 6*

*Prerequisite: ART 210 or ART 212*

### ART 318: *Topics in Film & Video Production*

This hands-on course allows for an in-depth examination of various aspects of film and video production, with a dual focus on close reading/ viewing and practical exploration of advanced techniques, culminating in a final film or video project. May be repeated when topic is different
*Units: 6*

*Also listed as Film Studies 318*

*Prerequisite: FIST 100 or instructor approval*

### ART 319: *Principles of Editing*

A theoretical and practical introduction to connecting images and sound in a compelling way. The goal is to promote understanding of film, video, and new media as tools for creative expression and to help students think critically and make informed choices about editing. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Film Studies 319*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

### 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. Three or more of the following processes are used to enhance the conceptual and visual narrative inherent to this graphic medium, including collagraph, intaglio, plate and stone lithography, and relief. PREREQUISITES: ART 220 or ART 225
*Units: 6*

*Prerequisite: ART 220 or ART 225*

### ART 322: *Intermediate Artist Books*

A continuation of ART 222, exploring historical and contemporary bindings, and letterpress printing with an emphasis on conceptual ties between structure, process, and function. Additional surface treatments and printing techniques are used in conjunction with altered, collaborative, dimensional, movable books, and historical binding. More advanced techniques of binding, printing, and working in dimension are examined in detail to enhance the conceptual and visual narrative inherent to this sequential medium. PREREQUISITES: ART 222 or ART 226
*Units: 6*

*Prerequisite: ART 222 or ART 226*

### ART 330: *Intermediate Photography*

A continuation of ART 230 with an introduction to pinhole and 4x5 view cameras along with expanded darkroom

instruction on sheet film processing and the cyanotype print. The history of photography and contemporary art issues related to the medium are examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. PREREQUISITES: ART 230 or FIST 231 or instructor approval
*Units: 6*

*Also listed as Film Studies 331*

*Prerequisite: ART 230 or FIST 231 or instructor approval*

## ART 340: *Intermediate New Media in Art*

A continuation of Art 240 or 245 using new media within a contemporary art context. Digital photography, experimental video, social media, performance, and installation are covered while using the Internet and campus spaces as venues for projects. Contemporary art discourse is examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. Mac-based. PREREQUISITES: ART 240 or FIST 240 or ART 245 or FIST 245 or instructor approval
*Units: 6*

*Also listed as Film Studies 340*

*Prerequisite: ART 240 or FIST 240 or ART 245 or FIST 245 or instructor approval*

## ART 350: *Intermediate Ceramics*

A continuation of hand-building techniques, wheel-throwing, and mold-making with additional research into clay and glaze formulation 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. PREREQUISITES: ART 250 or ART 255
*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. PREREQUISITES: ART 270
*Units: 6*

*Prerequisite: ART 270*

## ART 371: *Documentary Forms*

This course presents a broad overview of contemporary and historical documentary practice through readings, screenings, discussion, and short video projects. Students will engage with critical dialogues and explore several distinct approaches to documentary production, including rhetorical, observational, participatory, and reflexive forms, culminating in a completed short documentary. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Film Studies 371*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## ART 372: *Avant-Doc*

An exploration of personal, experimental, and emerging approaches to documentary through video projects, readings, screenings, lecture, discussion, and critique. This course examines both contemporary practice and historical intersections, with a focus on engaging with critical dialogues and diverse ways of articulating relationships between maker, subject, and audience. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Film Studies 370*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## ART 373: *Animated Documentary*

This course examines animated documentary as an emerging hybrid form that raises unique ethical considerations and interesting possibilities for representation and expression. Through readings, screenings, and creative exercises, students will learn several animation techniques and examine both contemporary practice and historical antecedents, with a focus on engaging with critical dialogues and diverse ways of articulating relationships between maker, subject, and audience. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Film Studies 372*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ART 399: *Independent Study in Studio Art*

Advanced creative research for students preparing for the senior exhibition or doing honors projects. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ART 403: *Image Design*

This course will explore cinematic image design through hands-on workshops, film and video exercises, readings, screenings, discussion, and critique. Students will study foundational composition principles, learn new techniques in cinematography and lighting, and create short film and video projects that showcase the creative use of composition to create meaning. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Film Studies 403*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## ART 440: *16mm Filmmaking*

Explore the artistic use of analog film in the digital age! In this hands-on course, students will learn the fundamentals of 16mm motion picture production and post-production, practicing both traditional and contemporary workflows with an emphasis on creative use of the medium. PREREQUISITES: FIST 100, FIST 116, or instructor approval
*Units: 6*

*Also listed as Film Studies 440*

*Prerequisite: FIST 100, FIST 116, or instructor approval*

## 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. PREREQUISITES: ART 300 and consent of instructor
*Units: 6*

*Prerequisite: ART 300 and consent of instructor*

## ART 501: *Junior Studio Art Practicum*

This course assists in the research, planning, design, and preparatory development of the junior level studio art major as they begin the process of conceptualizing and creating a mature body of work for the senior exhibition and/or honors projects. The "why and how" of art practice will also be addressed. This course will be taught as a seminar with a studio component. May be repeated once for credit. PREREQUISITES: Any 500-level studio art course or consent of instructor
*Units: 3 OR 6*

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

## ART 512: *Advanced Drawing*

An advanced exploration of drawing as a contemporary art medium with an emphasis on more complex self-expression and conceptual development. Current themes in contemporary visual culture will be examined as a place for students to contemplate his or her own voice in the continuum of the drawing discipline. PREREQUISITES: ART 312 or consent of instructor
*Units: 6*

*Prerequisite: ART 312 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. PREREQUISITES: ART 320 and consent of instructor
*Units: 6*

*Prerequisite: ART 320 and consent of instructor*

## ART 522: *Advanced Artist Books*

A continuation of ART 322, exploring advanced research into combining book making techniques, with exploration of formal, theoretical and technical issues related to artist books 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. PREREQUISITES: ART 322
*Units: 6*

*Prerequisite: ART 322*

## ART 530: *Advanced Photography*

A continuation of Art 330 with instruction in advanced analog photography practice within a contemporary art context. Project planning and implementation are emphasized as students work toward producing a self-designed project with a developed artist statement. The history of photography and contemporary art issues related to the medium are examined through readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations.

PREREQUISITES: ART 330 or FIST 330
*Units: 6*

*Also listed as Film Studies 531*

*Prerequisite: ART 330 or FIST 330*

## ART 540: *Advanced New Media in Art*

A continuation of Art 340 using new media at an advanced level. Digital photography, experimental video, social media, performance, and installation are covered while using the Internet and campus spaces as venues for projects. Contemporary art discourse is examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. Mac-based. PREREQUISITES: ART 340 or FIST 340
*Units: 6*

*Also listed as Film Studies 540*

*Prerequisite: ART 340 or FIST 340*

## 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. PREREQUISITES: ART 350 and consent of instructor
*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. PREREQUISITES: ART 370 and consent of instructor
*Units: 6*

*Prerequisite: ART 370 and consent of instructor*

## ART 585: *Art in the Elementary and Secondary Schools*

A seminar on teaching art in the elementary, middle, and high school. Emphasis on curriculum planning, methods of instruction, and assessment of learning. PREREQUISITES: Taken concurrently with EDUC 560
*Units: 2*

*Also listed as Education 585*

*Prerequisite: Taken concurrently with EDUC 560*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ART 599: *Independent Study in Studio Art*

Advanced creative research for students preparing for the senior exhibition or doing honors projects. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Senior standing and declared major in Studio Art or consent of the instructor
*Units: 6*

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

## ART 601: *Senior Studio Art Practicum*

This course helps facilitate the studio art majors' preparations for the senior exhibition departmental requirement by immersion in the creation and exhibition of a body of work. Guidance by visiting art professionals strengthens students' synthesizing of information, ideas, and conceptual concerns. The "why and how" of art practice will also be addressed. This course will be taught as a seminar with a studio component. May be repeated once for credit. PREREQUISITES: ART 600
*Units: 3 OR 6*

*Prerequisite: ART 600*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ART 699: *Independent Study in Studio Art*

Advanced creative research for students preparing for the senior exhibition or doing honors projects. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Art History

| | |
|---|---|
| s | L. Hoekstra, T. Kolarik |
| Associate professors | E. Carlson, N. Lin, B. Zinsli *(Dean of Faculty Office, chair)* |

Students who major in art history will develop a broad knowledge of the major monuments of art and their historical and cultural contexts. They will acquire and demonstrate the ability to look closely at works of art, provide precise and accurate descriptions, and analyze form and content. Through their studies, they will gain a detailed and sophisticated knowledge of a small group of works of art (selected by artist, period, medium, iconography, function, or some other organizing principle), and they will interpret and evaluate works of art in their historical and cultural context using appropriate art historical vocabulary. Through the course of the major, they will acquire a familiarity with differing theories and methods of art historical practice and show the ability to apply such theories appropriately. At the conclusion of the major, they will demonstrate proficiency in conducting art historical research and presenting the results of such research in both written and oral forms.

Students planning to major in art history should take the introductory 100-level course required for the major in their freshman or sophomore years.

## Required for the major in art history

The major in art history has the following requirements:

1. A minimum of nine art history courses (54 units) to include:
    a. ARHI 101: *Introduction to Art History*
    b. One 200- or 300-level course (6 units each) in each of the following periods or areas:
        - East Asian
        - Ancient/Medieval/Renaissance
        - Modern and Contemporary
    c. One 400-level seminar course (6 units)
    d. ARHI 680: *Senior Seminar*
    e. Three additional art history courses (18 units)
2. One course in studio art (6 units), either Introduction to 2D Art (ART 110) or Introduction to 3D Art (ART 100)

## Senior Experience in art history

The art history *Senior Experience* consists of ARHI 680: *Senior Seminar*, 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.

## Required for the minor in art history

1. A minimum of six art history courses (36 units) to include:
    a. ARHI 101: *Introduction to Art History*
    b. Three courses at the 200 or 300 level (6 units each) to be taken from at least two of the following periods or areas:
        - Modern and Contemporary
        - Ancient/Medieval/Renaissance
        - East Asian
    c. One 400-level seminar course (6 units)
    d. One additional Art History course at any level.

## Off-campus study

Art history majors are encouraged to participate in one of Lawrence's international off-campus programs.

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## Courses - Art History

### ARHI 101: *Introduction to Art History*

This lecture course aims to develop skills in the critical analysis of a wide range of visual materials. Issues and problems in the making, exhibition, and understanding of images and objects will be explored through lectures, classroom discussion of key works, critical reading of primary and secondary sources, and visits to the Wriston Print Study Rooom. Students will be assessed through exams and writing assignments.
*Units: 6*

### ARHI 130: *Art of Islamic Cultures*

This course introduces students to the rich artistic traditions generated by Islamic cultures from the 7th century onward. While considering the Umayyad, Abbasid, Ilkhanid, and Mughal dynasties, among others, we examine architecture, illuminated manuscripts, metalwork, ceramics, and more. A broad selection of readings and activities supplements class discussions on themes that include the role of art in Islam, relationships between art and power, and the importance of cross-cultural exchange.
*Units: 6*

*Also listed as Global Studies 130*

### ARHI 135: *Temples and Togas: Arts of the Ancient World*

This introductory class examines the art and architecture of ancient Greece and Rome, spanning from the Minoans on Crete to the Arch of Titus in the Roman Forum. Students will learn about the progression of styles, functions, and

historical meanings of these objects as they are introduced to basic art historical methods.
*Units: 6*

*Also listed as Classics 135*

## ARHI 160: *Cantigas de Santa Maria*

The Cantigas de Santa Maria, a thirteenth century songbook from Spain, contains hundreds of songs and dozens of miniatures. In this class, we analyze the poetry, music, and artwork of the Cantigas in regular class meetings for the first five weeks of the term. Students submit short analytic papers in tenth week, but no classes are held after week five.
*Units: 3*

*Also listed as Spanish 302, Musicology 111*

## ARHI 175: *The Arts of East Asia*

An introduction to artistic traditions in China, Japan, and Korea, from prehistory to the 21st century, including tomb and temple sites, gardens, calligraphy, ink painting, woodblock prints, tea ceremony vessels, and contemporary art. Through a balance of broader art historical readings, primary texts, scholarly essays, and close-looking at objects, students will explore how an object's visual and material properties contribute to its function.
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ARHI 195: *Internship in Art History*

Applied work in art history arranged and carried out under the direction of a faculty member. Students might work for a gallery, museum, archive, auction house, a publication, or visual resource database. The academic internship is supplemented with readings, discussions, and assignments. The course grade will be based on submitted work evaluated by the supervising faculty member. PREREQUISITES: Sophomore standing
*Units: 1 TO 98*

*Prerequisite: Sophomore standing*

## ARHI 205: *Vikings to Vaultings: Art and Architecture of Medieval Northern Cultures*

This course examines the art and architecture associated with cultures from northern Europe from the fourth to the fourteenth centuries. Beginning with pre-Christian Germanic, Celtic, and Scandinavian examples, we will examine how these groups responded artistically to conversion, Latinity, the impact of Mediterranean traditions, and the

establishment of new kingdoms throughout the long medieval millennium.
*Units: 6*

## ARHI 206: *Mosques & Minotaurs: The Medieval Mediterranean*

This course examines the art and architecture of cultures in the Mediterranean region (c. 400-1400). We begin with early Christian art in the waning Roman and developing Byzantine Empires and consider its evolution from Coptic Egypt to Petrarchian Italy. Additionally, we explore the artistic impact of the establishment and spread of islam as well as the ongoing traditions of Sephardic Jews. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 213: *Glass, Gold, and Glory: Gothic Art and Architecture*

The term “Gothic” as it is applied to European art and architecture from the mid-twelfth to the fifteenth century carries a wide range of connotations. In examining the inventive architecture, sculpture, manuscripts, metalwork, wall-paintings and textiles from these centuries, this class will compare the implications historically ascribed to “Gothic” with the ideas promoted by the cultures and individuals creating and using these inspired objects. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 215: *Parchment, Power, and Play: Art of the Medieval Manuscript*

Medieval manuscripts offer extraordinarily immediate, hands-on access to the art, ideas, actions, and people of the long Middle Ages. Their pages, filled with epic literature, devout (and sometimes less than devout) prayers, scientific treatises, philosophical essays, law codes, and more, offer glimpses of a world long past and yet, sometimes, surprisingly familiar. This class examines masterful and mundane manuscripts made from the fifth to the fifteenth centuries as a means of introducing students both to the diverse and fascinating world of the Middle Ages and to their creative practices. Visits to regional collections to examine actual manuscripts and work with digitized libraries will supplement class discussions on topics including materials and production, the word made flesh, and subversive marginalia. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 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. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 221: *The Art of Medieval Science*

In the Middle Ages, scientia (knowledge) was pursued from basic levels of learning to read and write to the highest

levels of measuring the heavens. As manuscripts, instruments, objects, and buildings attest, visual and material arts were integral to teaching and learning, and to examining the world. This lecture course focuses on the arts created to facilitate learning and experimenting across a variety of topics. PREREQUISITES: Sophomore Rising
*Units: 6*

*Prerequisite: Sophomore Rising*

## ARHI 225: *Music in the Monastery*

This course examines intersections of music and art in pre- and early-modern monasteries. Students will gain facility analyzing visual and musical traditions as we explore themes such as the cosmos and community, gender, and the Christian body politic. Students will learn about varied disciplinary approaches to chant and polyphony, architecture and sculpture, the politics of enclosure, and practices of faith and spirituality, among other topics. PREREQUISITES: Sophomore Standing.
*Units: 6*

*Also listed as Musicology 225*

*Prerequisite: Sophomore Standing.*

## ARHI 240: *From Romanticism to Post-Impressionism: Art of the 19th Century*

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 how political instability, industrialization, imperialism, and the growth of popular culture influenced production, style, and presentation of painting and sculpture. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 242: *Art of the Avant-Garde: 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 time period. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 244: *Representing Identity in 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. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 245: *History of American Architecture*

This course surveys American architecture from the colonial period to the present, examining how buildings reflect social, cultural, and environmental histories, with attention to the relationship between architecture, landscape, and identity. We will explore major architectural styles, building types, and regional traditions. Additionally, we will examine historic house museums, outdoor museums, and preserved landscapes as sites of interpretation. PREREQUISITES: Sophomore Standing
*Units: 6*

*Prerequisite: 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. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## ARHI 247: *Art Now: Contemporary Art in London*

This seminar will introduce students to the historical framework and theoretical tools to critically experience and examine the practices of contemporary British art through site visits to London museums, galleries, and studios. Students will explore such topics as: British and global identity, art as instruments of socio-political change, art reception, the changing gallery system, the global art market, DIY practices, and new media and technology. Offered at the London Centre. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## ARHI 248: *London's Built Environment: 600 Years of Architecture*

This seminar will examine the rich architectural history of London. Through case studies, students will acquire an understanding of architectural vocabulary, historical periods and styles, and how humans have constructed and interacted with sacred and secular spaces, examples of which include St. Paul's Cathedral, the Houses of Parliament, Tate Modern, Neasden Temple, the Barbican, 2 Willow Road, and the Serpentine Galleries. Offered at the London Centre. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## ARHI 250: *History of Photography*

Introduction to photography's histories, from early attempts to fix light and shadows to the diverse digital practices of the present. Topics will include: social, scientific, and artistic uses of photography; theoretical and critical writings on photography and its place in our visual culture; and major figures, movements, and images. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 260: *London and its Long Middle Ages*

From its founding as the Roman Londinium, through Anglo-Saxon Kingdoms, Christian conversions, Viking incursions, past William the Conquerer's invasion to the Plantagenets then the tumultuous fourteenth century with visits to sites, surviving monuments, and collections throughout London. Primary source reading will supplement these visits.
*Units: 6*

## ARHI 272: *African-American Art*

Beginning with the late eighteenth century and concluding with art today, this course examines African-American history through visual culture. We will examine how race relations in the United States were and are constructed through an examination of painting, sculpture, public monuments, photography, advertising, and performance.
PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 290*

*Prerequisite: Sophomore standing*

## 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.Taught in Spanish.
PREREQUISITES: One 300-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Spanish 425*

*Prerequisite: One 300-level course in Spanish or consent of instructor*

## ARHI 284: *The Spectacle of Edo Japan*

This course will focus on the diverse artistic production and consumption practices within Edo-period Japan (1603-1868). Topics include the revival of classical Heian narratives like The Tale of Genji, the rise of an urban bourgeois culture, the prints and paintings depicting kabuki actors, courtesans, and ghosts, the reification of the tea ceremony and encounters with the West through trade. PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Global Studies 284, East Asian Studies 284*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## ARHI 285: *The Transformation of the Modern City: Tokyo, Seoul and Shanghai (1860-1945)*

This course explores the transformation of the cityscape in Tokyo, Seoul, and Shanghai. Topics include the emergence of the modern artist, the search for an “avant-garde” of the East, the modernization of public and private spaces, the introduction of film and photography and the rise of the “modern girl.” PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as East Asian Studies 285, Global Studies 285*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## ARHI 286: *The Politics of Power in Modern and Contemporary Chinese Art*

Over the past century, China has witnessed the arrival of Western Imperialism, mass rebellion, revolution, and radical reconstruction under the Communist regime. This class will trace how artists attempted to intervene in social life to change its course of development and how art continues to affect radical social change. PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Global Studies 286, East Asian Studies 286*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## ARHI 287: *Word and Image in the Tale of Genji*

This course will be a close reading, looking, and writing course on the 11th century text, the Tale of Genji, written by one of the earliest female novelists, Murasaki Shikibu. We will closely read the text throughout the term while also examining the art works, theatrical performances, parodies, and later pop culture adaptations as well as the major secondary scholarship that have been generated by this work in the last three centuries. The aim will be to cultivate both skills in visual formal analysis but also literary formal analysis through continuous writing exercises and revision, in order to help students consider how a sustained engagement with one text can evolve with a deeper and more intimate study.
*Units: 6*

*Also listed as East Asian Studies 287*

## ARHI 290: *Topics in Interdisciplinary Approaches to Art History*

This 3-unit course allows for variable content chosen by any instructor in art history. The class provides a concentrated study of a particular text, series of readings, or non-textual supplemental sources and a critical consideration of their applicability to the study of art history. This may include primary sources from particular historical periods or cultures, theoretical sources, relevant dance/music and non-textual sources, or readings from other disciplines. TOPICS FOR Fall 2026: Dante's Inferno PREREQUISITES: Sophomore standing This class devotes the term to reading through a modern English translation of the fourteenth-century Italian classic, Dante's "Inferno." We will discuss this exciting journey into the underworld from a variety of perspectives relating to its historical, artistic, theological, and linguistic contexts.
*Units: 3*

## ARHI 292: *The Bauhaus: Utopian Design*

This 3-unit seminar examines the German Bauhaus school of architecture, art, and design, from its founding in 1919 by Walter Gropius to its closing in 1933 by the National Socialists. The course will consider its experimental pedagogy, its attempt to merge art and craft, and its conflicted relationship with the machine and capitalism. We'll also examine its global influence and how its products became synonymous with contemporary design. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 3*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 301: *Topics in Ancient Art*

An examination of a particular topic in ancient art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. May be repeated when topic the is different. Not open to students who have previously received or need to receive credit for ARHI 400 with the same topic.
*Units: 6*

*Prerequisite: 200-level art history course or consent of instructor*

## ARHI 305: *Medieval Ecologies: Art, Nature, and the Environment*

This class investigates intersections among people, arts, and the environment in European regions during the Middle Ages (c.400-1400). Readings draw broadly from primary sources in translation, ecocritical studies, and environmental histories and dovetail with close examinations of images, object, monuments, and sites across varied medieval landscapes. We question what constitutes medieval ecologies and consider their profound relevance for today's world. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Environmental Studies 305*

*Prerequisite: Sophomore standing*

## ARHI 315: *Introduction to the Art Museum: History, Issues, and Practices*

Introduction to art museums and exhibitions as objects of critical inquiry, and to issues and practices in the art museum field. Topics will include: history and evolution of collecting and display; museum exhibitions and knowledge formation; collection practices and ethics; exhibition theory and design; controversies, institutional critique, and the artist-as-curator. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 315*

*Prerequisite: Sophomore standing*

## ARHI 320: *Contemporary Art: Critical Questions in Art Today*

A study of art since 1960. Students will examine a diverse range of art works and the theories and strategies that have informed their production and exhibition. Students will learn about how artists today respond to such issues as gender, racial and ethnic identity, globalization, market capitalism, and new media and technology. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ARHI 321: *Topics in Medieval and Renaissance Art*

An examination of a particular topic in medieval and renaissance art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. Course may be repeated when topic is different. Not open to students who have previously received or need to receive credit for ARHI 420 with the same topic.
*Units: 6*

*Prerequisite: 200-level art history course or consent of instructor*

## ARHI 331: *Topics in East Asian Art*

rAn examination of a particular topic in East Asian art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. Course may be repeated when the topic is different. Not open to students who have previously received or need to receive credit for ARHI 430.
*Units: 6*

*Also listed as East Asian Studies 331*

*Prerequisite: One 200-level course in art history or consent of instructor*

## ARHI 333: *Global Modernisms*

This course aims to interrogate the Eurocentric prejudices of the art history discipline and consider instead the concept of multiple modernities. Readings and assignments will focus on expanding art historical, curatorial, digital practices. Students will put these ideas into practice by curating and designing a virtual exhibition using the OMEKA online platform to examine how art continues to circulate in a global context. Not open to students who have previously received or need to receive credit for ARHI 433. PREREQUISITES: ARHI 101 or consent of instructor
*Units: 6*

*Prerequisite: ARHI 101 or consent of instructor*

## ARHI 341: *Topics in Modern and Contemporary Art*

An examination of a particular topic in modern and/or contemporary art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. Course may be repeated when the topic is different. Not open to students who have previously received or need to receive credit for ARHI 440.
*Units: 6*

*Prerequisite: One 200-level course in art history or consent of instructor*

## ARHI 345: *Theorizing the Female Body in East Asian Art*

This course explores how the female body and the gendering of space has been addressed in murals, paintings, performance, film, and popular culture during the course of East Asian art history. We will discuss how social and political issues were defined through images of bodies in Japan, Korea, and China in the context of national identity formation, historical reconstruction, subjectivity, and sexuality. Students will also work to develop and refine the quality of their communication skills by presenting and debating their ideas throughout the course. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as East Asian Studies 345, Gender Studies 345*

*Prerequisite: Sophomore standing*

## ARHI 355: *Thinking About Things*

This discussion-based course offers an introduction to the theory and practice of material culture studies. We will

consider the materiality of things, how things shape us, how things shape history, and the exchange and circulation of things. Case studies will range across time periods and locations. Students will achieve an understanding of these theories, skills in acquiring primary/secondary research material, and presenting that research. PREREQUISITES: ARHI 101 or Sophomore Standing
*Units: 6*

*Prerequisite: ARHI 101 or Sophomore Standing*

### ARHI 370: *Gender and Sexuality in Modern and Contemporary Art*

This discussion-based course examines the role gender has played in the development of Western art from the modern and post-modern periods. The student should expect to achieve an understanding of the following topics: how artists have represented, theorized, and politicized gender in their work, the gendering of the art historical canon and its marginalized artists, and how the act of looking in art reception is informed by gender and sexuality. PREREQUISITES: ARHI 101 or GEST 100 or approval of instructor
*Units: 6*

*Also listed as Gender Studies 370*

*Prerequisite: ARHI 101 or GEST 100 or approval of instructor*

### ARHI 375: *Cabinets of Curiosities: Global Art and Trade the 17th Century*

In the 17th century, we can witness one of the first shared global visual and material cultures, now known as the Baroque. As newly formed maritime trade routes crisscrossed the world, empire-building projects and the endeavors of Catholic missions collided in the circulation of art and architecture from Africa, Asia, and the New World. In this course we will trace the multiple trajectories of new and exotic ideas, materials, and visual programs as they traversed the major cities around the world. Not open to students who have previously received or need to receive credit for ARHI 475. PREREQUISITES: ARHI 100, 101, 102, or instructor approval
*Units: 6*

*Also listed as East Asian Studies 375*

*Prerequisite: ARHI 100, 101, 102, or instructor approval*

### ARHI 381: *Topics in Art History*

An examination of a particular topic in art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. Course may be repeated when topic is different. Not open to students who have previously received credit or need to receive credit for ARHI 480.
*Units: 6*

*Prerequisite: 200-level art history course 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ARHI 395: *Internship in Art History*

Applied work in art history arranged and carried out under the direction of a faculty member. Students might work for a gallery, museum, archive, auction house, a publication, or visual resource database. The academic internship is supplemented with readings, discussions, and assignments. The course grade will be based on submitted work evaluated by the supervising faculty member. PREREQUISITES: Sophomore standing
*Units: 1 TO 98*

*Prerequisite: Sophomore standing*

## ARHI 399: *Independent Study in Art History*

Advanced study for students doing honors projects in art history. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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 when the topic is different. Not open to students who have previously received or need to receive credit for ARHI 301 with the same topic.
*Units: 6*

*Also listed as Classics 540*

*Prerequisite: One 200- or 300-level course in art history, 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 when the topic is different. Students are expected to carry out an independent research project that will serve as preparation for ARHI 680.
*Units: 6*

*Prerequisite: One 200- or 300-level course in art history, or consent of the instructor*

## ARHI 430: *Topics in Asian Art*

An examination of a particular topic in East Asian art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. Course may be repeated when the topic is different. Not open to students who have previously received or need to receive credit for ARHI 331.
*Units: 6*

*Also listed as East Asian Studies 430*

*Prerequisite: One 200-level course in art history or consent of instructor*

## ARHI 433: *Global Modernisms*

This course aims to interrogate the Eurocentric prejudices of the art history discipline and consider instead the concept of multiple modernities. Readings and assignments will focus on expanding art historical, curatorial, digital practices. Students will put these ideas into practice by curating and designing a virtual exhibition using the OMEKA online platform to examine how art continues to circulate in a global context and by writing a research paper. Not open to students who have previously received or need to receive credit for ARHI 333. PREREQUISITES: ARHI 101 or consent of instructor
*Units: 6*

*Prerequisite: ARHI 101 or consent of instructor*

## 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, culminating in a research paper. The topic will change periodically. Course may be repeated when topic is different. Not open to students who have previous received credit for ARHI 341.
*Units: 6*

*Prerequisite: One 200-level course in art history or consent of instructor*

## ARHI 475: *Cabinets of Curiosities: Global Art and Trade the 17th Century*

In the higher-level version of the course, students will be required to develop and write a research paper for the assessment of their work. Not open to students who have previously received credit for ARHI 375. PREREQUISITES: ARHI 100, 101, 102 or instructor approval
*Units: 6*

*Also listed as East Asian Studies 475*

*Prerequisite: ARHI 100, 101, 102 or instructor approval*

## ARHI 480: *Topics in Art History*

An examination of a particular topic in art history that does not fit the chronological format of the other 400-level topics seminars in art history. Course may be repeated when topic is different. Not open to students who have previously received credit or need to receive credit for ARHI 381.
*Units: 6*

*Prerequisite: One 200- or 300-level course in art history or consent of instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ARHI 595: *Internship in Art History*

Applied work in art history arranged and carried out under the direction of a faculty member. Students might work for a gallery, museum, archive, auction house, a publication, or visual resource database. The academic internship is supplemented with readings, discussions, and assignments. The course grade will be based on submitted work evaluated by the supervising faculty member. PREREQUISITES: Sophomore standing
*Units: 1 TO 98*

*Prerequisite: Sophomore standing*

## ARHI 599: *Independent Study in Art History*

Advanced study for students doing honors projects in art history. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ARHI 660: *Critical Theories in Visual and Material Culture*

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. PREREQUISITES: Junior standing
*Units: 6*

*Prerequisite: Junior standing*

## 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 students 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. PREREQUISITES: Senior standing, and one 400-level art history course or consent of the instructor
*Units: 6*

*Prerequisite: Senior standing, 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ARHI 695: *Internship in Art History*

Applied work in art history arranged and carried out under the direction of a faculty member. Students might work for a gallery, museum, archive, auction house, a publication, or visual resource database. The academic internship is supplemented with readings, discussions, and assignments. The course grade will be based on submitted work evaluated by the supervising faculty member. PREREQUISITES: Sophomore standing
*Units: 1 TO 98*

*Prerequisite: Sophomore standing*

## ARHI 699: *Independent Study in Art History*

Advanced study for students doing honors projects in art history. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Biochemistry

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|---|---|
| Professors | E. De Stasio *(Biology, The Raymond H. Herzog Professor of Science)*, S. Debbert *(Chemistry, chair)*, D. Martin *(Physics) (on leave term(s) I, II, III)* |
| Associate professors | K. Dickson *(Biology)*, D. Donohoue *(Chemistry)* |
| Assistant professor | K. Culhane *(Chemistry)* |

Biochemistry is the study of biological phenomena at the molecular level, and prepares students for futures in medicine, forensics, toxicology, pharmacy, anthropology, and environmental science, among other fields.

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

## Required for the major in biochemistry

Students who complete the major will be able to explain major concepts in biochemistry, including the structure/function relationship in molecules and the evolutionary forces that shape those molecules, processes of energy conversion in organisms, and processes of information storage and transfer in organisms. They will learn to critically analyze scientific literature and to conduct biochemical research.

The major in biochemistry requires the following:

*Foundation courses*

1. BIOL 130: *Cellular Form and Function*
2. CHEM 115: *Principles of Chemistry: Structure and Reactivity*
3. CHEM 116: *Principles of Chemistry: Energetics and Dynamics*
4. CHEM 250: *Organic Chemistry I*
5. CHEM 252: *Organic Chemistry II*
6. MATH 140: *Calculus*
7. PHYS 141: *Introduction to Physics I*
8. PHYS 151: *Introduction to Physics II*
9. Statistics in the form of one of the following:
    - BIOL 280: *Experimental Design and Statistics*
    - CHEM 210: *Analytical Chemistry* and CHEM 211: *Statistical Methods in Analytical Chemistry*

*Core courses*

1. CHEM 340: *Biochemistry I* (cross-listed as BIOL 444)
2. CHEM 440: *Biochemistry II*
3. BCHM 400: *Advanced Biochemistry Laboratory*

*Elective courses*

Students must choose two courses from the list below, including at least one BIOL. One of the two must be a laboratory class.

- Biology courses:
  - BIOL 211: *Botany*
  - BIOL 226: *Microbiology*
  - BIOL 235: *Evolutionary Biology*
  - BIOL 325: *Cell Biology*
  - BIOL 330: *Aquatic Ecology*
  - BIOL 340: *Topics in Neuroscience* (cross-listed as PSYC 580)
  - BIOL 354: *Molecular Biology*
  - BIOL 360: *Introduction to Bioinformatics*
  - BIOL 430: *Immunology* or BIOL 431: *Immunology (lecture only)*
  - BIOL 465: *Advanced Biotechnology*
- Chemistry courses:
  - CHEM 210: *Analytical Chemistry* (may only count for one requirement, either the Statistics requirement or an elective)
  - CHEM 320: *Inorganic Chemistry*
  - CHEM 370: *Physical Chemistry: Thermodynamics and Kinetics*
  - CHEM 410: *Instrumental Analysis*
  - CHEM 450: *Topics in Advanced Organic Chemistry*
- Other:
  - PSYC 347: *Hormones, Brain, and Behavior*
  - PSYC 348: *Biological Psychology*
  - PSYC 365: *Brain and Behavior with Lab*
  - PHYS 275: *Introduction to Biophysics* (cross-listed as BIOL 275)
  - CMSC 205: *Data-Scientific Programming*

*Senior Experience* (Please see course descriptions in the respective departmental portions of the course catalog)

Either:

The Biology *Senior Experience*:

1. BIOL 501: Professional Development in the Life Sciences (2 units)
2. A student-directed project
3. BIOL 600: Recent Advances in Biology Seminar (1 unit)
4. BIOL 650: Biology Senior Capstone I (5 units)
5. BIOL 651: Biology Senior Capstone II (1 unit)

OR

The Chemistry *Senior Experience*:

1. CHEM 380: Seminar: Perspectives on Chemistry (1 unit)

2. CHEM 480: Seminar: Chemical Literature (3 units)
3. CHEM 680: Senior Seminar (3 units)

Students interested in chemistry-focused graduate programs or careers are encouraged to take CHEM 210: *Analytical Chemistry* and CHEM 370: *Physical Chemistry*. Students interested in molecular biology-focused careers or graduate programs are encouraged to take BIOL 325: *Cell Biology* and BIOL 354: *Molecular Biology*.

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## Courses - Biochemistry

### 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 for students who have not completed CHEM 115. See the chemistry department's web page for placement examination information. PREREQUISITES: CHEM 115 or placement examination
*Units: 6*

*Prerequisite: CHEM 115 or placement examination*

### BIOL 130: *Cellular Form and Function*

An exploration of fundamental cellular processes in an evolutionary context including homeostasis, cell cycle, gene expression, energy transformation, inheritance, and multi-cellular development. Experimental approaches will be emphasized. Lecture and laboratory. BIOL 130 is primarily offered to serve students exploring majors in Biology, Biochemistry, Neuroscience, and Environmental Science. A student looking for a laboratory course in the natural sciences in order to fulfil a general education requirement, might be better served taking courses such as BIOL 103 or BIOL 100. PREREQUISITES: First-year or second-year standing: consent of instructor required for juniors and seniors.
*Units: 6*

*Prerequisite: First-year or second-year standing: consent of instructor required for juniors and seniors.*

### MATH 140: *Calculus*

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. PREREQUISITES: Score of 75 on proctored ALEKS assessment OR C- or higher in MATH 103 taken at Lawrence. Students with AP credit or mathematics transfer coursework must still have a minimum ALEKS score of 75 (or complete MATH 103) in order to begin MATH 140.
*Units: 6*

*Prerequisite: Score of 75 on proctored ALEKS assessment OR C- or higher in MATH 103 taken at Lawrence. Students with AP credit or mathematics transfer coursework must still have a minimum ALEKS score of 75 (or complete MATH 103) in order to begin MATH 140.*

## PHYS 141: *Introduction to Physics I*

A calculus-based introduction to fundamental concepts in mechanics, energy, momentum, fluids, thermodynamics, quantum mechanics, nuclear, particle physics, and cosmology. Laboratory activities emphasize asking scientific questions and designing experiments to test those questions. Explicit instruction in calculus will be provided. PREREQUISITES: ALEKS score of 45, or successful completion of MATH 103 (with grade of C- or better)
*Units: 6*

*Prerequisite: ALEKS score of 45, or successful completion of MATH 103 (with grade of C- or better)*

## PHYS 151: *Introduction to Physics II*

A continuation of Physics 141. Physics 151 offers a brief review of mechanics, and covers electricity, magnetism, circuits, waves, optics and special relativity. Laboratory activities emphasize the acquisition, reduction, and interpretation of experimental data. PREREQUISITES: PHYS 141 OR the combination of an ALEKS score of 75 and one year of high school physics.
*Units: 6*

*Prerequisite: PHYS 141 OR the combination of an ALEKS score of 75 and one year of high school physics.*

## CHEM 210: *Analytical Chemistry*

A course in the quantitative 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 to modern chemistry. Students will have the opportunity to individually design projects. Three lectures and two laboratory periods per week. PREREQUISITES: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 211 required
*Units: 6*

*Also listed as Environmental Studies 250*

*Prerequisite: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 211 required*

## 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. PREREQUISITES: BIOL 130 and BIOL 150, CHEM 116 recommended
*Units: 6*

*Also listed as Health and Society 226*

*Prerequisite: BIOL 130 and BIOL 150, CHEM 116 recommended*

## BIOL 235: *Evolutionary Biology*

A study of biological evolution, including natural selection, adaptation, the evolution of sex, speciation, extinction, and constraints on evolutionary change. Reading primary literature is emphasized. Two lectures and one discussion per week. PREREQUISITES: BIOL 130 or ANTH 141
*Units: 6*

*Also listed as Environmental Studies 213*

*Prerequisite: BIOL 130 or ANTH 141*

## 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. PREREQUISITES: CHEM 116 or instructor approval
*Units: 6*

*Prerequisite: CHEM 116 or instructor approval*

## 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. PREREQUISITES: CHEM 250
*Units: 6*

*Prerequisite: CHEM 250*

## 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. PREREQUISITES: CHEM 250
*Units: 6*

*Prerequisite: CHEM 250*

## 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. PREREQUISITES: BIOL 130 and BIOL 150, BIOL 280 recommended
*Units: 6*

*Prerequisite: BIOL 130 and BIOL 150, BIOL 280 recommended*

## BIOL 340: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Psychology 580, Neuroscience 580*

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

## CHEM 340: *Biochemistry I*

An introduction to the study of biological processes at the molecular level with emphases on protein struction and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. PREREQUISITES: CHEM 250 or instructor approval
*Units: 6*

*Also listed as Biology 444*

*Prerequisite: CHEM 250 or instructor approval*

## 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. PREREQUISITES: Sophomore standing; at least one prior biology course recommended
*Units: 6*

*Also listed as Health and Society 350*

*Prerequisite: Sophomore standing; at least one prior biology course recommended*

## 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. PREREQUISITES: BIOL 130 and CHEM 115 plus one of the following: BIOL 211, BIOL 226, BIOL 235 or BIOL 260.
*Units: 6*

*Prerequisite: BIOL 130 and CHEM 115 plus one of the following: BIOL 211, BIOL 226, BIOL 235 or BIOL 260.*

## CHEM 370: *Physical Chemistry: Thermodynamics and Kinetics*

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. PREREQUISITES: MATH 155, PHYS 150, CHEM 116; or consent of instructor
*Units: 6*

*Prerequisite: MATH 155, 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. PREREQUISITES: Sophomore standing; offered annually in the Fall Term
*Units: 1*

*Prerequisite: Sophomore standing; offered annually in the Fall Term*

## BCHM 400: *Advanced Biochemistry Laboratory*

In this laboratory course, students will use the tools of biochemistry, chemical biology and/or medicinal chemistry to interrogate biomolecular structure and function. Students will practice advanced experimental design, data analysis, assay methods, spectroscopic/spectrometric techniques and computational methods. Students will also write results in the form of research articles and participate in the peer-review process. Two laboratory periods weekly; no lectures. PREREQUISITE: CHEM 340 PREREQUISITES: CHEM 340
*Units: 6*

*Prerequisite: CHEM 340*

## 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. This course focuses on spectroscopic, chromatographic, and electrochemical techniques and their application in fundamental and applied research. Students will have the opportunity to individually design projects. Three lectures and one laboratory per week. PREREQUISITES: CHEM 210 or consent of instructor
*Units: 6*

*Prerequisite: CHEM 210 or consent of instructor*

## BIOL 430: *Immunology*

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and function, 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. The weekly laboratory will examine the basic questions, experimental subjects, and procedures of the field. PREREQUISITES: BIOL 130, BIOL 150, and junior standing; or consent of instructor
*Units: 6*

*Also listed as Health and Society 430*

*Prerequisite: BIOL 130, BIOL 150, and junior standing; 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. PREREQUISITES: CHEM 340 or consent of instructor
*Units: 6*

*Also listed as Biology 455*

*Prerequisite: CHEM 340 or consent of instructor*

### BIOL 444: *Biochemistry I*

An introduction to the study of biological processes at the molecular level with emphases on protein struction and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. PREREQUISITES: CHEM 250 or instructor approval
*Units: 6*

*Also listed as Chemistry 340*

*Prerequisite: CHEM 250 or instructor approval*

### 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.
*Units: 6*

*Prerequisite: CHEM 252 or consent of instructor*

### BIOL 453: *Developmental Biology*

An experimental approach to animal development with laboratory and lecture emphasis on molecular and cellular processes of embryogenesis. Includes discussions of pattern formation, differentiation, cell interactions, gametogenesis and fertilization. Lecture and laboratory. PREREQUISITES: BIOL 150; and one of the following (or concurrent enrollment): BIOL 354, BIOL 444/CHEM 340, BIOL 260, or BIOL 325
*Units: 6*

*Prerequisite: BIOL 150; and one of the following (or concurrent enrollment): BIOL 354, BIOL 444/CHEM 340, BIOL 260, or BIOL 325*

### CHEM 480: *Seminar: Chemical Literature*

A seminar course intended primarily for junior majors and minors in chemistry or biochemistry. Students learn the character and organization of the chemical literature and become familiar with article databases, critical reading strategies, and interpretation of research. Each student selects a topic and, guided by the instructor, conducts survey of the relevant literature, constructs a literature review of the topic, and prepares an end-of-term presentation highlighting key research findings related to their chosen topic. PREREQUISITES: Junior standing, or consent of instructor
*Units: 3*

*Prerequisite: Junior standing, 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.
*Units: 6*

*Prerequisite: PHYS 260, MATH 250*

## 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 projects and papers. Successful completion of BIOL 650 includes participation in BioFest, a symposium of biology senior experience projects during spring term. PREREQUISITES: Major in biology or biochemistry, or in neuroscience with departmental approval; and senior class standing or departmental approval
*Units: 5*

*Prerequisite: Major in biology or biochemistry, or in neuroscience with departmental approval; and senior class standing or departmental approval*

## CHEM 680: *Senior Seminar*

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

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# Biology

| | |
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| | D. Haskell |
| Professors | E. De Stasio *(The Raymond H. Herzog Professor of Science)*, J. Humphries *(on leave term(s) I)*, J. Sedlock *(Dennis and Charlot Nelson Singleton Professorship in Biological Sciences)* |
| Visiting professor | R. Jadin |
| Associate professors | K. Dickson *(chair)*, A. Hakes, B. Piasecki, N. Wall *(on leave term(s) II)* |
| Assistant professor | M. Malone |
| Visiting Assistant Professor | K. Webb |
| Lecturers | U. Schultz, R. Theisen |

Students come to Lawrence with varied interests in the life sciences, thus course offerings in biology span the breadth of this exciting discipline and the biology major is flexible. Though each student may create a unique path to completing a major in biology, we encourage students to sample courses across the breadth of the field, including courses in ecology, organismal biology, and molecular genetics. The flexibility of the major allows students to include off-campus study into the undergraduate experience, whether that be the Lawrence University Marine Program, a term- or semester-long program at an affiliated institution, or an experience that does not include the study of biology.

The department encourages an open-ended, original, experimental approach to life science. The research-rich approach begins in the introductory course sequence (BIOL 130, 135, and 150) that students can enter with either BIOL 130: *Cellular Form and Function* or BIOL 135: *Ecology, Evolution, and Society*. All three introductory courses include three open-ended research modules in the laboratory portion of the course, and BIOL 135 also introduces students to field-based research. BIOL 280: *Experimental Design and Statistics* builds upon the research-rich introductory sequence and focuses on experimental design and statistical analysis of data. Students should plan to take BIOL 280 their sophomore year if possible.

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 in which students use advanced research equipment to explore modern biological concepts.

All biology faculty members conduct active research programs and employ students during the summer as research assistants, as well as supervise students undertaking independent research for credit during the academic year. Motivated students may approach faculty about laboratory or field research after their first or second year of study. 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, host-parasite and plant/animal interactions, gene expression, and molecular mechanisms of vertebrate development. Recent advances in biological research are presented in a series of talks (BIOL 501 and 600) by faculty and by scientists from industry, government agencies, and other universities. All students complete a project (research, curriculum development, outreach, or a creative project) of their own design as part of our *Senior Experience* program and they present their work at our annual BioFest celebration of *Senior Experience* (see below for more details).

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

## Required for the major in biology

Students who major in biology will learn to explain both theory of and evidence for basic biological principles including energy metabolism, inheritance, evolution, physiology, and ecosystem structure and function. They will demonstrate critical analysis of primary research literature and conduct original research.

The major in biology requires:

1. The following biology courses:
    a. BIOL 130: *Cellular Form and Function*
    b. BIOL 135: *Ecology, Evolution, and Society*
    c. BIOL 150: *Organismal Form and Function*
2. BIOL 280: *Experimental Design and Statistics*
3. CHEM 116: *Principles of Chemistry: Energetics and Dynamics*
4. At least six six-unit courses in biology numbered 200 or above (excluding *Senior Experience* courses), of which at least four must be laboratory courses
5. Completion of the biology *Senior Experience*, including:
    a. 2 units of BIOL 501: *Professional Development in the Life Sciences*
    b. 2 units of BIOL 600: *Recent Advances in Biology Seminar*
    c. A student-directed project
    d. 5 units of BIOL 650: *Biology Senior Capstone I*
    e. 1 unit of BIOL 651: *Biology Senior Capstone II*

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. Online coursework cannot be transferred to earn biology credit.

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

Biology students who have strong secondary interests in physics or geosciences may construct a major involving biology and geosciences 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 biology as the primary discipline are:

1. The following biology courses:
    a. BIOL 130: *Cellular Form and Function*
    b. BIOL 150: *Organismal Form and Function*
    c. BIOL 280: *Experimental Design and Statistics*
2. The following physics courses:

a. PHYS 141: *Principles of Classical, Relativistic, and Quantum Mechanics* and PHYS 151: *Principles of Classical Physics*; or
b. PHYS 151: *Principles of Classical Physics* and PHYS 160: *Principles of Modern Physics*

3. The following courses if geosciences is the secondary discipline:

    a. GEOL 110: *Introductory Geology* or GEOS 110: *Introduction to the Geosciences*
    b. GEOL/GEOS 210: *History of the Earth and Life*

4. At least 10 six-unit courses in the natural sciences (biology, chemistry, geosciences, 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
5. Completion of the biology *Senior Experience*

## Senior Experience in biology

Required: A student-designed project, 2 units of BIOL 501: *Professional Development in the Life Sciences,* 2 units of BIOL 600: *Recent Advances in Biology Seminar*, 5 units of BIOL 650: *Biology Senior Capstone I*, 1 unit of BIOL 651: *Biology Senior Capstone*.

Purposeful advising in the spring of the sophomore year and attendance at the spring BioFest is meant to inspire sophomore students to think about what they might want to undertake as their culminating project in biology. During the Fall term of the junior year, students will take BIOL 501: *Professional Development in the Life Sciences* to prepare students for both the Senior Experience and life after Lawrence. 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 Winter term of the senior year and may be based on an internship, summer or academic year research, a tutorial, course work, independent study, or other student activities.

In the senior year, students will take 2 units of BIOL 600: *Recent Advances in Biology Seminar* in the Fall term, 5 units of BIOL 650: *Biology Senior Capstone I* in the Winter term, and 1 unit of BIOL 651: *Biology Senior Capstone II* in Spring Term for BioFest. The purpose of the BIOL 650 course is to bring to culmination each student's individual *Senior Experience* project and to place that project in an academic context. Each student prepares a paper that places their project into a biological context, compares it to our past and current understanding of the topic using primary literature, and summarizes the student's project or results. Students will begin gathering and organizing academic resources for this paper in BIOL 600. In BIOL 650, students preparing a thesis for honors will prepare a significant portion of their thesis, while a student creating a visual product or curriculum will describe the biological underpinnings of the work and reflect on the production of the work itself, for example. The *Senior Experience* will culminate with a symposium, BioFest, during 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.

## Required for the minor in biology

1. The following biology courses:

    a. BIOL 130: *Cellular Form and Function*
    b. BIOL 135: *Ecology, Evolution, and Society*

c. BIOL 150: *Organismal Form and Function*

2. BIOL 280: *Experimental Design and Statistics* (students majoring in disciplines requiring a research methods and statistics course may request exemption from the BIOL 280 requirement).
3. At least three six-unit courses in biology numbered 200 or above, of which at least two must be laboratory courses.

Note: Only two six-unit courses designated as tutorial, directed study, or independent study may be counted toward the major or minor requirements, and only one of these may be counted toward the upper-level laboratory requirement. On-line coursework cannot be transferred to earn biology credit.

## Teacher certification in science (grades 4-12)

Students who want to teach life sciences at the secondary level should choose a broad range of biology courses that includes ecology, plant and animal organismal biology, and molecular and cellular biology, and should gain experience in both field and laboratory research. To receive a science license, a student must complete a major in one of the sciences (biology, chemistry, environmental science, geosciences, or physics) and at least one course in each of the other sciences. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Advanced Placement

Students who have earned AP or IB credit in biology are exempt from BIOL 130: *Cellular Form and Function*, but not the other introductory courses in the major.

Students without AP/IB credit can opt to take a departmental exemption exam for either BIOL 130: *Cellular Form and Function* and/or BIOL 150: *Organismal Form and Function* if they feel well qualified based on previous coursework. Contact the biology department chair, Kim Dickson (kimberly.dickson@lawrence.edu), for more information.

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## Courses - Biology

### BIOL 100: *The Biology of Human Reproduction*

An introductory 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: *Cellular Form and Function*

An exploration of fundamental cellular processes in an evolutionary context including homeostasis, cell cycle, gene expression, energy transformation, inheritance, and multi-cellular development. Experimental approaches will be emphasized. Lecture and laboratory. BIOL 130 is primarily offered to serve students exploring majors in Biology, Biochemistry, Neuroscience, and Environmental Science. A student looking for a laboratory course in the natural sciences in order to fulfil a general education requirement, might be better served taking courses such as BIOL 103 or BIOL 100. PREREQUISITES: First-year or second-year standing: consent of instructor required for juniors and seniors.
*Units: 6*

*Prerequisite: First-year or second-year standing: consent of instructor required for juniors and seniors.*

## BIOL 131: *Biology Learning Teams*

Students will engage in peer-led-team-learning in which small teams of students participate in a variety of learning, team-building activities, and problem-solving using current course content with upper-class facilitators. The course will include discussion of collaboration skills, intersectionality, and college-level learning. Simultaneous enrollment in BIOL 130 is required. PREREQUISITES: Simultaneous enrollment in BIOL 130 BIOL 131 is required
*Units: 1*

*Prerequisite: Simultaneous enrollment in BIOL 130 BIOL 131 is required*

## BIOL 135: *Ecology, Evolution, and Society*

This course introduces the mechanisms of biological evolution that have resulted in earth's rich diversity of life. We will explore the ways in which populations change, species interact, communities are structured and ecosystems function through an evolutionary lens. Connections to global crises related to human-driven processes, such as climate change, land use change, and disease spread will make these basic concepts germane to our lives, and underscore the interdependence of human and environmental health. A weekly laboratory will provide opportunities to practice field ecology research and run evolutionary lab experiments. BIOL 135 is primarily offered to serve students exploring majors in Biology, Environmental Science, and Environmental Studies. A student looking for a laboratory course in the natural sciences in order to fulfil a general education requirement, might be better served taking courses such as BIOL 103 or BIOL 100.
*Units: 6*

*Also listed as Environmental Science 135*

## BIOL 150: *Organismal Form and Function*

Development, morphology, physiology, and ecology of plants, animals, fungi and unicellular organisms will be compared in evolutionary context. Phylogenic relationships, ecological interactions, and ecosystem processes will be explored. Lecture and laboratory. PREREQUISITES: BIOL 130 or departmental examination

*Units: 6*

*Prerequisite: BIOL 130 or departmental examination*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: BIOL 150
*Units: 6*

*Also listed as Environmental Studies 210*

*Prerequisite: BIOL 150*

## BIOL 211: *Botany*

An introduction to the study of plants with an emphasis on their structure, development, physiology, and diversity. Although this course is lecture-based, students will frequently interact with plants from the Lawrence University greenhouse. Prerequisites: BIOL 130 and CHEM 115 or CHEM 116 PREREQUISITES: BIOL 130 and CHEM 115 or CHEM 116
*Units: 6*

*Prerequisite: BIOL 130 and CHEM 115 or CHEM 116*

## BIOL 221: *Entomology*

Topics covered will include a survey of all of the clades of insects with information on the systematics, diversity, ecology, life history, behavior and unique characteristics of each lineage. Lecture material will be augmented with required field trips to collect local species (terrestrial and aquatic) and the creation of a personal collection of species following the format as is customary for museum collections. PREREQUISITES: BIOL 150 and sophomore standing
*Units: 6*

*Prerequisite: BIOL 150 and sophomore standing*

## BIOL 225: *Microbiology (Lecture Only)*

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. Lecture

Only. PREREQUISITES: BIOL 130 and BIOL 150, CHEM 116 recommended
*Units: 6*

*Prerequisite: BIOL 130 and BIOL 150, CHEM 116 recommended*

## 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. PREREQUISITES: BIOL 130 and BIOL 150, CHEM 116 recommended
*Units: 6*

*Also listed as Health and Society 226*

*Prerequisite: BIOL 130 and BIOL 150, CHEM 116 recommended*

## BIOL 230: *General Ecology*

An introduction to the interactions between organisms and the environment. Explores the role of physical, chemical and biotic processes--including human activities--in determining the structure and function of populations, communities, and ecosystems. Topics 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 235: *Evolutionary Biology*

A study of biological evolution, including natural selection, adaptation, the evolution of sex, speciation, extinction, and constraints on evolutionary change. Reading primary literature is emphasized. Two lectures and one discussion per week. PREREQUISITES: BIOL 130 or ANTH 141
*Units: 6*

*Also listed as Environmental Studies 213*

*Prerequisite: BIOL 130 or ANTH 141*

## 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. PREREQUISITES: BIOL 150
*Units: 6*

*Prerequisite: 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. PREREQUISITES: BIOL 150, CHEM 116 recommended
*Units: 6*

*Prerequisite: BIOL 150, CHEM 116 recommended*

## BIOL 245: *Conservation Biology*

This course explores scientific concepts related to the conservation and restoration of 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. PREREQUISITES: BIOL 230 or BIOL 135
*Units: 6*

*Also listed as Environmental Studies 245*

*Prerequisite: BIOL 230 or BIOL 135*

## BIOL 260: *Genetics*

A lecture and laboratory study of the principles of inheritance, gene expression, introductory genomics, sex determination, and the concepts of historical and modern eugenics and genetic engineering. PREREQUISITES: Sophomore standing and BIOL 130 or ANTH 141
*Units: 6*

*Also listed as Health and Society 261*

*Prerequisite: Sophomore standing and BIOL 130 or ANTH 141*

## BIOL 265: *Biogeochemistry*

This course explores fundamental cycles between earth's major reservoirs of nutrients such as nitrogen, phosphorus, carbon and water. Through lecture and group presentations, students will gain a solid understanding of the fundamentals of biogeochemical cycles and the mechanism underlying the biological transformations of those elements. Lecture and laboratory. PREREQUISITES: GEOS 110, 125, or 150; or BIOL 130
*Units: 6*

*Also listed as Environmental Studies 265, Geosciences 265*

*Prerequisite: GEOS 110, 125, or 150; or BIOL 130*

## BIOL 275: *Introduction to Biophysics*

Biophysics explores processes at the interface between biology and physics. This course uses physical principles to build mathematical and computational models of living systems. Students will learn to create models, compare models with experimental data, and refine their understanding of the living systems using these physics-based models. PREREQUISITES: Physics 151 or BIOL 280
*Units: 6*

*Also listed as Physics 275*

*Prerequisite: Physics 151 or BIOL 280*

## BIOL 280: *Experimental Design and Statistics*

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. This course was previously known as BIOL 170. PREREQUISITES: BIOL 150 or consent of instructor, recommended minimum score on ALEKS of 45
*Units: 6*

*Prerequisite: BIOL 150 or consent of instructor, recommended minimum score on ALEKS of 45*

## BIOL 310: *Human Anatomy*

A course in human anatomy only intended for students entering the allied health professions (e.g. nursing, PA, PT, athletic training) or forensic anthropology. Students learn detailed anatomy using full-size human models. Students are expected to learn structures of the skeletal, muscular, nervous (sensory included), circulatory, digestive, respiratory, urogenital, and endocrine systems. Emphasis is on the anatomy, particularly in the laboratory component of the course, but basic physiology is also covered. PREREQUISITES: BIOL 150 or ANTH 141
*Units: 6*

*Prerequisite: BIOL 150 or ANTH 141*

## 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. PREREQUISITES: BIOL 130 and BIOL 150, BIOL 280 recommended
*Units: 6*

*Prerequisite: BIOL 130 and BIOL 150, BIOL 280 recommended*

## 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. PREREQUISITES: BIOL 150 or BIOL 280 (or concurrent enrollment) or BIOL 230
*Units: 6*

*Also listed as Environmental Studies 310*

*Prerequisite: BIOL 150 or BIOL 280 (or concurrent enrollment) or BIOL 230*

## BIOL 331: *Biology of Fishes*

Fishes are the most species-rich vertebrate group on Earth and provide an excellent lens for understanding evolutionary and ecological principles. In this course, students will explore the amazing diversity of fishes through the study of evolution , ecology , physiology, morphology , life histories, behavior, biogeography , management , and conservation. Through lectures, laboratory exercises, experiments , and field trips, students will engage firsthand in the study of fish biology. PREREQUISITES: BIOL 150 and Sophomore Status
*Units: 6*

*Also listed as Environmental Science 331*

*Prerequisite: BIOL 150 and Sophomore Status*

## BIOL 335: *Plant Ecology*

This course emphasizes core concepts in ecology and evolution from the unique perspective of plants. Students will explore the interactions between plants and their environment over a range of scales; from individuals to populations and communities. Lecture and laboratory. PREREQUISITES: BIOL 280
*Units: 6*

*Also listed as Environmental Studies 340*

*Prerequisite: BIOL 280*

## BIOL 340: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Psychology 580, Neuroscience 580*

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

## BIOL 345: *Terrestrial Wildlife 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. PREREQUISITES: BIOL 150, BIOL 135, BIOL 280, and sophomore standing
*Units: 6*

*Also listed as Environmental Studies 345*

*Prerequisite: BIOL 150, BIOL 135, BIOL 280, and sophomore standing*

## 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. PREREQUISITES: BIOL 130 and CHEM 115 plus one of the following: BIOL 211, BIOL 226, BIOL 235 or BIOL 260.
*Units: 6*

*Prerequisite: BIOL 130 and CHEM 115 plus one of the following: BIOL 211, BIOL 226, BIOL 235 or BIOL 260.*

## BIOL 360: *Introduction to Bioinformatics*

An introduction to the methods and software used to analyze biological data. Through lecture and guided tutorials,

students will learn the structure and organization of biological databases, explore methods for examining genomic and proteomic data sets, and examine specific case studies relating to evolution, drug discovery and human variation. PREREQUISITES: BIOL 260 or consent of instructor
*Units: 6*

*Prerequisite: BIOL 260 or consent of instructor*

## BIOL 370: *Human Physiology*

An examination of how the body maintains homeostasis. The various physiological systems (e.g., respiratory and cardiovascular) will be studied at multiple levels of organization, from molecular and cellular to the macroscopic. This course is primarily aimed at students entering the health sciences. The course will have both lectures and a laboratory component. PREREQUISITES: BIOL 150
*Units: 6*

*Also listed as Health and Society 370*

*Prerequisite: BIOL 150*

## BIOL 375: *Biostatistics*

This analytical and writing course trains students on the use of advanced analytical methods common in biological data analysis. Students complete analyses in the R programming software and work on individual datasets. Extensive writing about analytical methods, appropriate applications of analyses, and interpretations of these analyses from a large portion of this course. Lecture only with a term-long project required. PREREQUISITES: BIOL 280 or consent of instructor.
*Units: 6*

*Prerequisite: BIOL 280 or consent of instructor.*

## BIOL 380: *Ecological Modeling*

An integrated lecture and computer laboratory 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, biogeochemical cycling, and mass balance in ecosystems. PREREQUISITES: At least one of the following: BIOL 229, BIOL 230, BIOL 245, BIOL 330, BIOL 335 or BIOL 345
*Units: 6*

*Also listed as Environmental Studies 380*

*Prerequisite: At least one of the following: BIOL 229, BIOL 230, BIOL 245, BIOL 330, BIOL 335 or BIOL 345*

## BIOL 385: *Urban Ecology and Sustainability*

This course explores the ecology happening all around us in urban spaces. Students will learn foundational ecological principles and observe how these impact natural resource management and sustainability in cities. Students will have multiple field-trips to observe ecology and sustainability initiatives in action around the Fox Cities. They will also work closely in reviewing sustainability planning and projects on campus and in the community. PREREQUISITES: BIOL135 or ENST 150
*Units: 6*

*Also listed as Environmental Science 385*

*Prerequisite: BIOL135 or ENST 150*

## BIOL 390: *Tutorial Studies in Biology*

Individual investigations of problems in biology. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## BIOL 395: *Internship In Biology*

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.
*Units: 1 TO 98*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## BIOL 410: *Exercise Physiology*

This laboratory class will illuminate physiological mechanisms in response to acute and chronic exercise. Chronic adaptations and training and acute responses of the muscular, circulatory, respiratory, and endocrine systems will be covered. Health benefits of physical activity, the relationship between exercise and weight, aerobic and muscular strength, and the role of nutrition, age, gender and environmental factors will be discussed. PREREQUISITES: BIOL 370
*Units: 6*

*Also listed as Health and Society 410*

*Prerequisite: BIOL 370*

## BIOL 414: *Forest Ecology*

This course will dive into the fundamentals of Forest Ecology, building off foundational knowledge in Earth and Environmental sciences. We will begin the course with discussions and intensive readings mixed in with primary scientific literature and talking with experts in forest ecology, including practitioners in the Department of Natural Resources and the Northeast Wisconsin and Door County land trusts. Students will build advanced practical skills of nature resource management in forest environments, while honing their speaking and written communication skills. A Bjorklunden trip to assess and design a forest ecological management plan is an essential part of this course (mandatory), will be complemented by field trips to local State Parks, Forests, and Conservation Organizations. Each student will present their final component of a forest ecology management plan, as a final term project. PREREQUISITES: GEOS 110, 125, or 150 or BIOL135; and one 200-level natural science course, or permission of instructor
*Units: 6*

*Also listed as Geosciences 414, Environmental Science 414*

*Prerequisite: GEOS 110, 125, or 150 or BIOL135; and one 200-level natural science course, or permission of instructor*

## BIOL 420: *The Geography of Life: Biodiversity in a Changing Planet*

Earth is a dynamic and changing planet, comprised of tightly linked ecosystems and organisms. In this course we explore relationships between the biotic and abiotic drivers that influence the distribution of global diversity. We use large-scale datasets to develop practical skills for monitoring the responses of biodiversity to environmental change. PREREQUISITES: BIOL 150 and BIOL 280; preferred but not required: BIOL 230 and BIOL 235
*Units: 6*

*Also listed as Environmental Studies 420*

*Prerequisite: BIOL 150 and BIOL 280; preferred but not required: BIOL 230 and BIOL 235*

## BIOL 430: *Immunology*

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and function, 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. The weekly laboratory will examine the basic questions, experimental subjects, and procedures of the field. PREREQUISITES: BIOL 130, BIOL 150, and junior standing; or consent of instructor
*Units: 6*

*Also listed as Health and Society 430*

*Prerequisite: BIOL 130, BIOL 150, and junior standing; or consent of instructor*

## BIOL 431: *Immunology (lecture only)*

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and function, 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. Lecture only. PREREQUISITES: BIOL 130, BIOL 150, and junior standing; or consent of instructor
*Units: 6*

*Also listed as Health and Society 431*

*Prerequisite: BIOL 130, BIOL 150, and junior standing; or consent of instructor*

## BIOL 433: *Ecological Energetics (Lecture Only)*

Study of the transfer and transformation of energy or energy-containing materials between and within organisms and populations. Discussions will cover food web structure and function across marine, freshwater and terrestrial environments. Part of the Marine Biology Term. Lecture only. PREREQUISITES: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor
*Units: 6*

*Also listed as Environmental Studies 411*

*Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor*

## 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. PREREQUISITES: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor
*Units: 6*

*Also listed as Environmental Studies 410*

*Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor*

## BIOL 444: *Biochemistry I*

An introduction to the study of biological processes at the molecular level with emphases on protein struction and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. PREREQUISITES: CHEM 250 or instructor approval
*Units: 6*

*Also listed as Chemistry 340*

*Prerequisite: CHEM 250 or instructor approval*

## 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. TOPICS FOR Fall 2026: Mechanisms of Neuropharmacology and Neuropsychiatric Disease PREREQUISITES: BIOL 260, BIOL 325, BIOL 354, CHEM 340, or consent of instructor Neurophysiology, including drug interactions and effects, vary widely across development, physiological state, and neuropsychiatric condition/disease. Here, we will take a multi-pronged approach to understand how fundamental mechanisms of pharmacology function in both normal and altered physiological conditions. Using both genetic and biochemical manipulations we will explore in-depth the mechanisms by which drugs and endogenous

neuronal compounds can interact with neuronal and glial cells types. We will examine these interactions (and downstream effects) at the circuit, cellular, and molecular levels to build a comprehensive model of drug effects on neuronal physiology.
*Units: 6*

*Prerequisite: BIOL 130 and BIOL 150 or instructor approval*

## BIOL 453: *Developmental Biology*

An experimental approach to animal development with laboratory and lecture emphasis on molecular and cellular processes of embryogenesis. Includes discussions of pattern formation, differentiation, cell interactions, gametogenesis and fertilization. Lecture and laboratory. PREREQUISITES: BIOL 150; and one of the following (or concurrent enrollment): BIOL 354, BIOL 444/CHEM 340, BIOL 260, or BIOL 325
*Units: 6*

*Prerequisite: BIOL 150; and one of the following (or concurrent enrollment): BIOL 354, BIOL 444/CHEM 340, BIOL 260, or BIOL 325*

## 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. PREREQUISITES: CHEM 340 or consent of instructor
*Units: 6*

*Also listed as Chemistry 440*

*Prerequisite: CHEM 340 or consent of instructor*

## BIOL 465: *Advanced Biotechnology*

An advanced course that examines the ways in which fundamental principles of biochemistry and molecular biology are transformed into technologies that revolutionize basic science, industrial processes, medicine, and agriculture. Lectures, discussions and laboratory work will focus on current primary literature and novel research questions. PREREQUISITES: CHEM 340, BIOL 354, or consent of instructor
*Units: 6*

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

## BIOL 501: *Professional Development in the Life Sciences*

A course designed for juniors who plan to do the biology senior experience. This course focuses on career exploration, professional development, and preparation for senior experience. Weekly presentations will be given by faculty, staff, and visiting researchers. Requirements include a resume, cover letter, a mock interview, and an annotated bibliography. BIOL 501 is designed to benefit students in their junior year as they prepare for their senior year capstone courses. While it is possible to take BIOL 501 and BIOL 600 concurrently for exceptional circumstances (e.g., study abroad or arriving late to the Biology major), students should carefully consider the pros and cons of concurrent enrollment. Students must consult their major advisor to discuss this decision. PREREQUISITES: Junior standing or consent of instructor
*Units: 2*

*Prerequisite: Junior standing or 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. PREREQUISITES: BIOL 330 and concurrent enrollment in BIOL 226 and BIOL 434
*Units: 6*

*Also listed as Environmental Studies 505*

*Prerequisite: BIOL 330 and concurrent enrollment in BIOL 226 and BIOL 434*

## 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. PREREQUISITES: PHYS 151, and one of PHYS 230, CHEM 252, CHEM 340, or BIOL 354
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: Senior standing and declared major in biology, or consent of instructor
*Units: 2*

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

## 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 projects and papers. Successful completion of BIOL 650 includes participation in BioFest, a symposium of biology senior experience projects during spring term. PREREQUISITES: Major in biology or biochemistry, or in neuroscience with departmental approval; and senior class standing or departmental approval
*Units: 5*

*Prerequisite: Major in biology or biochemistry, or in neuroscience with departmental approval; and senior class standing or departmental approval*

## BIOL 651: *Biology Senior Capstone II*

BIOL 651 is the culmination of the biology senior experience in which students prepare and present their final project (e.g., scientific poster, video, educational application) at Biofest. Students will receive explicit instruction on effective visual communication. Requirements include the completion of a biology senior experience product and participation in Biofest. PREREQUISITES: BIOL 650
*Units: 1*

*Prerequisite: BIOL 650*

## BIOL 690: *Tutorial Studies in Biology*

Individual investigations of problems in biology. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of

supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

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# Biomedical Ethics

| | |
|---|---|
| Professors | E. De Stasio *(Biology, The Raymond H. Herzog Professor of Science)*, M. Jenike *(Anthropology)* |
| Associate professors | I. Albrecht *(Philosophy) (on leave term(s) I)*, M. Ansfield *(Psychology)*, H. Caruthers *(Economics) (on leave term(s) I)*, D. Fitz *(Economics)*, B. Jenike *(Anthropology, Edward F. Mielke Professor of Medicine, Health and Society, chair)*, J. Smith *(Ethnic Studies)* |

Drawing from the humanities, social sciences, and natural sciences, the interdisciplinary biomedical ethics minor examines the broader biosocial and environmental contexts in which the health sciences are practiced. Social contexts include structural health disparities, local considerations like cultural values and beliefs, and particular public policies, infrastructure, and institutions, as well as universal considerations such as respect for persons. Overall, students will learn to question norms of health and biomedical assumptions and to seek new understandings of how social, biosocial, technological, and environmental factors contribute to good or poor health outcomes in both local and global contexts.

Biomedical ethics minors will learn to examine the principles of autonomy and informed consent and be able to recognize complicating factors in the practice of medicine. They will learn, through multiple disciplinary analytical frameworks, how social, biosocial and environmental factors contribute to the complexities of population health. Finally, they will be able to critically consider the application of biomedicine and biomedical technologies in both local and global contexts.

This minor has been designed to appeal to Lawrence students planning further work in medicine, nursing, genetic counseling, public health, global health, social work and other areas of study in or related to health and health care as well as students wishing to undertake graduate work in applied ethics.

## Required for the minor in biomedical ethics

Students who minor in biomedical ethics will learn to examine the principles of autonomy and informed consent and be able to recognize complicating factors in the practice of medicine. They will learn, through multiple disciplinary analytical frameworks, how social, biosocial and environmental factors contribute to the complexities of population health. Finally, they will be able to critically consider the application of biomedicine and biomedical technologies in both local and global contexts.

The minor in biomedical ethics requires the following:

1. BIET 120/PHIL 120: *Applied Ethics: Introduction to Biomedical Ethics*
2. One of the following:
    a. BIOL 100: *The Biology of Human Reproduction*,
    b. BIOL 103: *Biotechnology and Society*,
    c. BIOL 130: *Cellular Form and Function*, or
    d. ANTH 140: *Biological Anthropology,*or ANTH 141: *Primates, Humans, and Evolution*
3. One of the following:
    a. ECON 200: *Economic Development*,

b. ECON 204: *Effective Altruism*,
c. ECON 271: *Public Economics*, or
d. GOVT 380: *Introduction to Public Policy* (biomedical ethics minors can take a concurrent tutorial in *Health Policy* while attending GOVT 380)

4. One of the following:

a. ANTH 342: *Medical Anthropology*
b. ETST 303: *Race, Ethnicity and Health*, or
c. PSYC 245: *Health Psychology*

5. One of the following:

a. BIET 370/PHIL 370: *Advanced Studies in Bioethics*,
b. ANTH 542: *Anthropology and Public Health*,
c. ANTH 551: *Anthropology of Biomedicine*,
d. ANTH 552: *Disability and Culture*, or
e. an approved independent study project on some aspect of biomedical ethics, public health or health policy. Possible contexts for projects include an academic internship, a tutorial, an independent study course, or a health-related project in conjunction with an off-campus program. Independent study projects must be approved by the advisory committee.

6. Two additional 6-unit courses from the list below or other relevant courses with approval of the program director.

- ANTH 314: *Global Health*
- ANTH 340: *Human Biology, Evolution, and Health*
- ANTH 342: *Medical Anthropology*
- ANTH 377: *Culture and Aging*
- ANTH 542: *Anthropology and Public Health*
- ANTH 551: *Anthropology of Biomedicine*
- ANTH 552: *Disability and Culture*
- BIOL 100: *The Biology of Human Reproduction*
- BIOL 103: *Biotechnology and Society*
- BIOL 260: *Genetics*
- BIOL 354: *Molecular Biology*
- BIOL 465: *Advanced Biotechnology*
- BIOL 453: *Developmental Biology*
- ECON 200: *Economic Development*
- ECON 203: *Latin American Economic Development*
- ECON 204: *Effective Altruism*
- ECON 271: *Public Economics*
- ETST 110: *Introduction to Ethnic Studies*
- ETST 301: *Theories of Race and Ethnicity*
- ETST 303: *Race, Ethnicity and Health*
- GEOS 213: *Geoenvironmental Health and Justice*
- GOVT 380: *Introduction to Public Policy*
- GOVT 465: *Environmental Politics*
- HESO 343: *Understanding Diabetes*

- PHIL 320: *Ethics*
- PHIL 350: *Political Philosophy*
- PHIL 360: *Environmental Ethics*
- PHIL 370: *Advanced Studies in Bioethics*
- PHIL 380: *Ethics of Technology*
- PHIL 430: *Philosophy of Law*
- PSYC 245: *Health Psychology*
- PSYC 250: *Psychopathology*
- PSYC 285: *Cross-Cultural Psychology*
- PSYC 350: *Psychopharmacology and Behavior*
- UNIC 189/HESO 189: *Introduction to Public Health and Epidemiology*
- UNIC 202/HESO 202: *Foundations of Global Health*
- UNIC 301/HESO 301: *Digital Media and Communication for Public Health*

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## Courses - Biomedical Ethics

### BIET 120: *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. Recommended for first-years and sophomores. PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Also listed as Health and Society 120, 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### BIET 205: *Science in Society: The Nobel Conference*

This course will use online and archived resources of the annual Nobel Conference at Gustavus Adolphus College to develop an understanding of natural and social scientific questions of significance in the contemporary world, and to consider the moral and societal impact of work being done in these areas.  Students will attend the current conference (virtually or in-person) and work in groups to analyze past conferences. PREREQUISITES: Sophomore Standing

*Units: 6*

*Prerequisite: Sophomore Standing*

## 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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Psychology 245, Health and Society 245*

*Prerequisite: PSYC 100 or sophomore standing*

## BIET 291: *Health Policy: U.S. & U.K.*

This course compares U.K. and U.S. health systems, markets, and public health policies. In particular, the course will analyze trade-offs made in each country among access to care, the cost of care and the quality of care as well as how resources are generated and allocated for each system. PREREQUISITES: Only open to students attending the London Centre.
*Units: 6*

*Also listed as Economics 291*

*Prerequisite: Only open to students attending the London Centre.*

## BIET 370: *Advanced Studies in Bioethics*

A seminar examining one particular issue or set of issues in bioethics. PREREQUISITES: PHIL 120 or two courses in philosophy
*Units: 6*

*Also listed as Health and Society 371, 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. PREREQUISITES: One course in philosophy, junior standing, or consent of the instructor
*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*

A primarily student-driven course in collaboration with one or more faculty members to thoroughly explore biomedical ethics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of

supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## BIET 399: *Independent Study in Biomedical ethics*

Advanced research. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## BIET 590: *Tutorial Studies in Biomedical ethics*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## BIET 599: *Independent Study in Biomedical ethics*

Advanced research. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of

supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## BIET 690: *Tutorial Studies in Biomedical ethics*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## BIET 699: *Independent Study in Biomedical ethics*

Advanced research. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Business & Entrepreneurship

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|---|---|
| Professors | A. Galambos *(Economics, Dwight and Marjorie Peterson Professor of Innovation)*, C. Skran *(Government, Edwin & Ruth West Professorship of Economics and Social Science, chair)*, T. Troy *(Theatre Arts, J. Thomas and Julie E. Hurvis Professor of Theatre and Drama)* |
| Instructor | M. Clayville *(Conservatory of Music)* |

The Business and Entrepreneurship (B & E) program harnesses the power of liberal arts education to prepare students for thoughtful leadership of and engagement with for-profit businesses, non-profit organizations, and start-up ventures. Broadly speaking, “business” refers to the various aspects of managing the people and resources of an organization to meet the goals of the organization within a market framework, while "entrepreneurship" refers to taking initiative and creating positive change in the world through a start-up or in an existing entity.

The B & E program offers two distinct academic programs: 1) the Business & Entrepreneurship (BUEN) major; 2) the Interdisciplinary Area in Innovation & Entrepreneurship (IA in I & E).

The BUEN major allows students to understand the role of business within society, develop depth within a chosen focus area related to business, and better prepare them for their lives after Lawrence. The BUEN major is for students who plan to continue into careers in for-profit businesses and not-for-profit organizations, both in the United States and globally.

Students begin the BUEN major with three introductory courses: 1) *Business and Society* (BUEN 100); 2) *Introductory Economics* (ECON 100); and 3) *Fundamentals of Accounting* (BUEN 120). Students then move on to an intermediate group of core courses that add breadth of both perspective and skills in accounting and financial management, marketing, and entrepreneurship.

In addition, students take a course that helps them to understand business "for the greater good," a class that focuses on the ethical, environmental, and/or societal aspects of business in both theory and practice. This requirement asks students to think critically about the choices that confront businesses today and how businesses have, or have failed to, or could contribute to the greater good of our society.

The BUEN major further requires students to select a focus area (four additional courses) that provides their major with a deeper level of engagement and understanding. Students may currently select from: 1) Entrepreneurship; 2) Arts Entrepreneurship; 3) Business Analytics; 4) Global Business; 5) Natural Resource and Energy Management. Students may also self-design their own focus area, with approval of their advisor and the B & E director. Each focus area requires some courses that bridge business topics and skills from relevant disciplines.

The Experiential Learning requirement of the BUEN major helps to "learn by doing" in a non-classroom setting. There are a number of ways to fulfill this requirement (see below), but many students will opt for an off-campus internship between their junior and senior years.

The BUEN Senior Experience seminar (BUEN 600) emphasizes the benefits of blending the tools of business disciplines with multiple liberal arts perspectives on understanding business and its place, history, challenges, and promise in society. It furthers integrates the Experiential Learning requirement of the major so that students have both an understanding of business and entrepreneurship in theory and in practice.

## Required for the major in Business and Entrepreneurship

The major in Business & Entrepreneurship requires the following courses:

**Introductory level (3 courses):**

BUEN 100 *Business and Society*

BUEN 120/I-E 120 *Fundamentals of Accounting*

ECON 100 *Introductory Economics*

**Intermediate core  (4 courses for breadth):**

I-E 200 *In Pursuit of Innovation* or I-E 245/GOVT 248 *Social Entrepreneurship*

BUEN 220/I-E 220 *Foundations of Financial Management*

BUEN 250/I-E 250 *Introduction to Marketing*

Business and the Greater Good — select one course from this list of options:

- BUEN 365 *Ethical Issues in Business Today*
- BUEN 370/ECON 289 *Natural Resource Governance*
- BUEN/HIST 252 History of American Consumerism
- BUEN/HIST 307 *History of Black Business in 20th Century America*
- BUEN/ETST 342 *Workplace Diversity and Equity*
- ENST/ECON/GOVT 151, *Introduction to Environmental Policy*
- ENST/GOVT 270/GLST 271 *Global Environmental Politics*

Additional courses, including courses taken during off-campus study, may meet the Greater Good requirement with approval of the advisor and Director of B & E.

Students should consult their academic advisor for the BUEN major or the Director of B & E to request approval for electives not listed for the focus areas.

**Focus area  (4 courses for depth) - select one area only:**

Students who are pursuing the IA in I&E may not select the Entrepreneurship focus area of the BUEN major. Courses may not count for more than one requirement category for the major.

Entrepreneurship

a. I-E 300 *Entrepreneurial Ventures*

b. 12-units of any I-E course numbered 200 and above and any of the following:

- BIOL 103 *Biotechnology and Society*
- ECON 223 *Quantitative Decision-Making*
- ECON 405,*Economics of Innovation & Entrepreneurship*
- FREN/BUEN 310 *Professional Communication in the Francophone World*
- GOVT/BUEN 355 *Models of Strategy and Leadership in Development*

c. 6-units of I-E or BUEN electives numbered 200 or above.

Arts Entrepreneurship

a. BUEN 150/MUEP 150 *Introduction to Arts Management*

b. I-E 280/MUSI 280 *Entrepreneurial Musician or* BUEN/ART 215 *Art & Money*

c. 6-units of Arts Entrepreneurship electives selected in consultation with an advisor for this area.

d. 6-units of I-E or BUEN electives numbered 200 or above.

Business Analytics

a. ECON 223 *Quantitative Decision Making*

b. STAT 255 *Statistics for Data Science*

c. 6-units of Business Analytics electives from the following list:

- BUEN 424/ECON 224 *Quantitative Decision-Making 2*
- DASC 210 *Data Science II*
- ECON 226 *Sports Economics & Analytics*
- ECON 380 *Econometrics*
- STAT 205 *Data-Scientific Programming*
- STAT 208 *Statistical Machine Learning*

d. 6-units of any additional elective from (c.) or any I-E or BUEN electives numbered 200 or above.

Global Business

a. BUEN 350 *Global Business*

b. One elective on communication drawn from the following list:

- FREN 310/BUEN 310 *Professional Communication Francophone World*
- GER/BUEN 248 or GER/BUEN 448, *Business in Germany*
- SPAN 360/BUEN/I-E 315 *Introduction to Spanish for Business*
- CHJA 198/BUEN 198 *Asian Business and Society*
- LING 200 *Intercultural Communication*

c. One elective drawn from the following list:

- ECON 205/GLST 207 *Introduction to International Economics*
- GLST 100 *Introduction to Global Studies*
- GOVT/GLST 140 *Introduction to International Relations*

d. 6-units of Global Business electives from the following list:

- BUEN 240 *Business Ethnography*
- BUEN/I-E 260/RLST/GLST 245 *Apple, Google, Facebook*
- BUEN/I-E 358/HIST 360/EAST 420 *Contemporary China, 1949-2000*
- BUEN/GOVT/I & E 401/ENST 11 *Field Experience*
- ECON 200/GOVT 276 *Global Development*
- ECON/GOVT 203 *Latin American Economic Development*
- ECON 215 *Comparative Economic Systems*
- ECON 285 *World Energy Markets*
- GLST 291 *Field Experience in Global Studies*
- GOVT 245/GLST 246 *Comparative Politics of Less-Developed Countries*
- GOVT 260 *European Democracies*
- GOVT/GLST 340 *Theory of International Relations*
- HIST/EAST/GLST 105 *Cross-Cultural Interactions Along the Silk Road, 200 BCD-1400 CE*
- MUCO/GLST 492 *Music and Globalization*
- RLST/GLST 245 *Apple, Google, Facebook*
- RLST/GLST 252 *Colonialism and Global Structures*

Natural Resource and Energy Management

a. BUEN 370/ECON/GOVT 289 Natural Resource Governance

b. ECON 285 *World Energy Markets*

c. 6-units of Natural Resource and Energy Management electives from the following list:

- BIOL 103 *Biotechnology and Society*
- CHEM/ENST 112 *Energy, Technology, and Environment*
- ECON 223 *Quantitative Decision-Making*
- ECON 225 *Intro to Game Theory*
- ECON/ENST 280 *Environmental Economics*
- ENST 235/GEOS 214 *Climate and Climate Change*
- GOVT 380 *Intro to Public Policy*
- HIST/ENST 355 *History of the American Environment*

d. 6-units of any I-E or BUEN electives numbered 200 or above

Self-designed Focus Area

Students have the option of working with their advisor to propose a set of courses with an explanation of how these

courses would result in a coherent focus area in the BUEN major. Students interested in doing this should plan with their advisor and consult the Director of B & E before beginning their junior year at Lawrence or, for transfer students, no later than the beginning of their second year at Lawrence. The Self-designed Focus Area must be approved both by the advisor and the Director of B & E.

**Experiential Learning Requirement**:

BUEN 594 *Experiential Learning and Professional Preparation (3 units)*

In addition to completing BUEN 594, all students are required to do an experiential learning component, which can be fulfilled in one of the following ways:

a. Internship, not-for-credit, usually taken in the summer after the junior year

b. BUEN 595 *Internship in Business & Entrepreneurship*, for-credit, taken during the academic year under the direction of a faculty supervisor

c. Internship, for-credit, taking during an off-campus program, such as that offered at the London Centre

d. Practicum, including BUEN 396 *Practicum in Business & Entrepreneurship,* BUEN 597 *Practicum in Business & Entrepreneurship*, I-E/THAR 255 *Start-Up Theatre*. Other practicum options may be accepted with the approval of the Director of B & E.

e. BUEN 401/I-E 401 Field Experience (includes two, 3-unit courses plus a travel component)

Approval of the Experiential Learning Requirement is done in consultation with the academic advisor and Director of B & E.

**Senior Experience**:

BUEN 600 *Senior Experience seminar* (3 units)

Additional information:

Transfer students planning to major in BUEN should consult their advisor at an early date to develop a program for completing the major in a timely fashion.

The BUEN major encourages its students to make full use of the programs and opportunities offered by Lawrence University, including study abroad exploration. Students should consult the office of Off-Campus programs, their advisor, or the Director of B & E for more information on the programs best suited for their interests and needs. Students may also want to join DECM 241, B & E Abroad, during the D-term.

## Senior Experience in Business and Entrepreneurship

The Senior Experience seminar (BUEN 600) provides a bookend to the introductory Business and Society course.

Through readings, discussions, and guest speakers, students will consider diverse topics related to contemporary business and entrepreneurship. The Senior Experience seminar also provides a structure for students to reflect on their learning in the major, including the experiential component, and to connect those experiences to their future career plans, goals, and aspirations.

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## Courses - Business and Entrepreneurship

### BUEN 100: *Business & Society*

This course introduces students to a critical examination of the ways in which business intersects with society. The course will begin with an overview of business structures and concepts. It may include topics such as regulations and government, sustainability, managing people, and data and decision-making. This course emphasizes business in local communities. In class, students will engage in lecture as well as discussion. Students will complete a mixture of short assignments, exams, and projects.
*Units: 6*

### BUEN 120: *Fundamentals of Accounting*

This course will introduce students to the fundaments of financial accounting and managerial accounting. The course will introduce balance sheets, income statements and cashflow statements and how to communicate financial information to external audiences, as well as ratio analysis and internal financial reporting frameworks for organizational decision making. Through the course, students will learn the ethical principles that should guide accounting practices, including those use by the US Generally Accepted Accounting Principles.
*Units: 6*

*Also listed as Innovation & Entrepreneurship 120*

### BUEN 150: *Introduction to Arts Management*

This class will introduce students to the skills, knowledge, and passion required for a career in arts management and non-profit arts leadership. Lectures, projects, and presentations will address topics including programming, marketing, fundraising, finance, crisis management, arts advocacy, community engagement, and board management. Field trips to local arts organizations and visits from arts professionals will provide networking opportunities and enable students to explore career paths. Students will engage with the challenges facing the arts industry, including the urgent need to diversify organizations and programming and to increase audiences and support for the arts.
*Units: 6*

*Also listed as Music 150*

### BUEN 191: *Directed Study in Business & Entrepreneurship*

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual or small group of students. The main goal of the directed study is knowledge or skill acquisition, not research or creative work. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 198: *Asian Business and Society*

This interdisciplinary course explores professional etiquette and social norms in contemporary Asia and the Asian diaspora, with a primary focus on Chinese-speaking societies. Students will explore etiquette in formal contexts, including business, academic settings, meetings, and interviews. The course emphasizes practical application through scenario-based learning, role-playing, mock interviews, community-based learning, and oral presentations. This course will be taught in English.
*Units: 6*

*Also listed as Chinese and Japanese 198*

## BUEN 205: *Collaboration and Communication for Business*

This course introduces methods for interacting and speaking confidently with co-workers and clients in for- profit and not-for-profit environments. Emphasizing effective performance skills, the class will offer practice, and assess each student's ability to lead team-building activities, encourage productive group discussion, and create and execute a "pitch". Students will demonstrate their ability to structure and present persuasive speaking for addressing boards, collaborators, and potential customers. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Innovation & Entrepreneurship 205*

*Prerequisite: Sophomore standing*

## BUEN 210: *MANAGERIAL ACCOUNTING*

This course introduces key concepts in managerial accounting. It highlights the three primary purposes of managerial accounting: planning, controlling, and decision-making. Topics include cost analysis and budgeting. Students will explore business decision-making situations and benefits and opportunity costs to help internal audiences make better choices. Throughout the course, students will learn the ethical principles that should guide managerial accounting practices. PREREQUISITES: BUEN 120 recommended
*Units: 6*

*Prerequisite: BUEN 120 recommended*

## BUEN 211: *The Business of Literature*

This course is built around visits with alumni who make their living with books – authors, agents, editors, librarians, and audiobook narrators. The aim is to encourage career discernment and expand our sense of how books are produced and consumed. For three units, students contribute questions for guests and complete a career discernment exercise. For six units, students contribute questions, complete the career discernment exercise, discuss additional readings, and submit regular entries from a learning journal.
*Units: 3 OR 6*

*Also listed as Innovation & Entrepreneurship 211, English 211*

## BUEN 215: *Art & Money: The Strange Aesthetics and Peculiar Economics of the Contemporary Art World*

Via art exercises, lectures, readings, etc. this course is a look at the strange, complicated, and sometimes oblique relationship that exists between art and money. An inside view into how art is produced and sold, we will examine the symbiotic and confrontational relationships that exists between aesthetics and economics to consider the way money operates in contemporary art as a source and symbol of power. PREREQUISITES: Any 100-level ART course or sophomore standing or consent of instructor
*Units: 6*

*Also listed as Studio Art 215*

*Prerequisite: Any 100-level ART course or sophomore standing or consent of instructor*

## BUEN 220: *Foundations of Financial Management*

This course will build on Fundamentals of Accounting and introduce students to further topics in managerial accounting and to financial management. Students will learn commonly used frameworks that allow people to identify, measure, analyze and interpret accounting and financial information for the purposes of internal decision-making. The course will cover key concepts that are used to provide greater understanding of the operations of an organization, including margin analysis, constraint analysis, and capital budgeting, as well as trend analysis. Students will also be exposed to ethical considerations that relate to accounting practices. PREREQUISITES: Fundamentals of Accounting (BUEN 120)
*Units: 6*

*Also listed as Innovation & Entrepreneurship 220*

*Prerequisite: Fundamentals of Accounting (BUEN 120)*

## BUEN 221: *Money and Banking*

This course introduces students to money, banking, and financial markets. We will discuss topics including the functions of money, the monetary system, bank management, the behavior of financial markets, the risk and term structure of interest rates, and the role of United States financial institutions. Students will read carefully, complete regular problem sets, and take quizzes and exams. PREREQUISITES: ECON 100 and a minimum ALEKS score of 30
*Units: 6*

*Also listed as Economics 221*

*Prerequisite: ECON 100 and a minimum ALEKS score of 30*

## BUEN 230: *Foundations of Human Resources*

The management of human resources has become one of the most important strategic functional areas within any industry today. Topics to be addressed in the course: workplace policies and compliance, performance management, training and development, compensation and benefits, recruitment and selection, safety and health, and employee engagement. A team-based project will be offered to students. Also, quizzes and presentations will be required.
*Units: 6*

## BUEN 235: *Operations and Supply Chain Management*

This course will help students to understand the components of operations and supply chain management and also how they function across business units in an enterprise. The national and global impact of decisions about supply chain management will also be considered. Lectures, case studies, guest speakers and discussion will further examine the interrelatedness of transportation, warehousing, and purchasing within an organization. PREREQUISITES: BUEN

100 or sophomore standing
*Units: 6*

*Prerequisite: BUEN 100 or sophomore standing*

## BUEN 240: *Business Ethnography*

Explores how scholars, corporate researchers, businesses, and entrepreneurs use ethnographic methodologies developed in anthropology like observation, participant-observation, conversation, interviews, focus groups, surveys, and user-experience research. Business Ethnography topics include why business ethnography, organizational culture and intercultural communication, cultures of doing business, how business anthropologists contribute to design, cultures of consumption, marketing, and practical and ethical guidelines for doing ethnography in the world of business. PREREQUISITES: BUEN 100 or ANTH 110 or instructor approval
*Units: 6*

*Also listed as Anthropology 240*

*Prerequisite: BUEN 100 or ANTH 110 or instructor approval*

## BUEN 248: *Business and Society in Germany*

The course offers an overview of important areas of business in Germany in a critical context that recognizes the diversity of the country. It prompts students to critically examine how business and business practices are impacted by social values, global events, national standards, and the relationships between diverse social and socioeconomic communities all within Germany's system of social market economy. Course is taught in English. Not open to students who have previously received or need to receive credit for GER 448 or BUEN 448.
*Units: 6*

*Also listed as German Studies 248*

## BUEN 250: *Introduction to Marketing*

Students will receive a broad introduction to marketing and marketing concepts such as marketing orientations and frameworks; branding; how to price, promote, and distribute goods and services; and market research and analysis. The course emphasizes critical thinking through the debate and discussion of broader moral, sociocultural, and political aspects of the marketing process and the study of marketing from the perspective of the consumers and other stakeholders rather than strictly from the perspective of the firm. Students will gain exposure to the theoretical basis for the increasingly widespread application of technology. Throughout the course, social and emotional judgment and independent thinking are stressed. PREREQUISITES: BUEN 100 and sophomore standing OR approval of instructor
*Units: 6*

*Also listed as Innovation & Entrepreneurship 250*

*Prerequisite: BUEN 100 and sophomore standing OR approval of instructor*

## BUEN 252: *History of American Consumerism*

This class explores how consumer culture in the twentieth century shaped Americans' sense of nationalism, security, and self-worth. Students will examine how mass production, suburbia's rise, and the advent of nationally-televised advertising campaigns created new notions of Americanness. Students enrolled in this class will engage in a critical examination of both celebrations and critiques of mass consumption and abundance, to understand how we've been sold the "American dream" while exploring how Americans have sought alternatives. (NA) PREREQUISITES:

Sophomore Standing
*Units: 6*

*Also listed as History 252*

*Prerequisite: Sophomore Standing*

## BUEN 260: *Apple, Google, Facebook*

The rhetoric surrounding technology invokes revolution and newness, but the products and services fit with the individualism of American (and global) views of self and society. We will examine both the positive visions offered by tech thinkers like Steward Brand and Ray Kurzweil, as well as the destructive results that occur as corporations “move fast and break things.” Students will complete a video critique of a digital platform. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Global Studies 245, Innovation & Entrepreneurship 260, Religious Studies 245*

*Prerequisite: Sophomore standing*

## BUEN 270: *Business Law*

The legal system is the framework that enables business to operate and also provides the boundaries and guardrails for business. An understanding of the law is not only essential in business, but it is also the context in which important ethical questions about the place of business in society are raised and resolved. This course will introduce students to the basic principles underlying the legal system and to areas of law that are particularly relevant in a business environment. Building on these foundations, students will engage with the normative, ethical questions that arise in law. The course will be taught through a combination of lecture and case discussions. There will be special focus on the development of skills of analytical reasoning, argumentation, negotiation, and persuasion. PREREQUISITES: BUEN 100 OR GOVT 110 AND sophomore standing
*Units: 6*

*Also listed as Government 323*

*Prerequisite: BUEN 100 OR GOVT 110 AND sophomore standing*

## BUEN 295: *Topics in Business and Entrepreneurship*

This course explores a variety of topics relating to business and entrepreneurship that are not addressed in regular program offerings. Possible areas for exploration will include business strategy, specialized finance courses, business and culture, non-profit management, government regulation of business, and human resources. Topics courses will be taught on the lecture/discussion model, with opportunity for team-based work. Assessment will be based on exams, papers, presentations, and group projects. The course may be repeated when the topic is different. PREREQUISITES: BUEN 100 and sophomore standing OR consent of instructor
*Units: 6*

*Prerequisite: BUEN 100 and sophomore standing OR consent of instructor*

## BUEN 307: *History of Black Business*

This course focuses on the history of African-American entrepreneurship, the American Civil Rights movement, and legal history relevant to Black business development. The course begins with a discussion of the African origins of

Black business, follows the trajectory of African American entrepreneurship in the United States to the Civil Rights movement, and closes with the emergence of the superstar Black athlete as an entrepreneur and the Hip Hop Superstar as an entrepreneur in late 20th century America. The course will conclude with a discussion of present-day laws and legal decisions impacting African-American entrepreneurship. (NA) PREREQUISITES: One college history course or AP credit in history or sophomore standing.
*Units: 6*

*Also listed as Ethnic Studies 307, History 307*

*Prerequisite: One college history course or AP credit in history or sophomore standing.*

## BUEN 310: *Professional Communication in the Francophone World*

This course introduces basic concepts, specialized vocabulary, best practices, cultural differences, and current issues in French-speaking professional environments. Primary sources (e.g, films, job postings, professional communiqués, newspaper/magazine articles, podcasts) promote understanding of cultural expectations and differences necessary for professional success. The course is taught entirely in French, so students work to improve written, spoken, reading, and listening proficiency. Students also research and present a specialized project on a professional topic of their disciplinary choosing. PREREQUISITES: FREN 202 or instructor approval
*Units: 6*

*Also listed as French 310*

*Prerequisite: FREN 202 or instructor approval*

## BUEN 315: *Introduction to Spanish for Business*

This course is designed as an introduction to the Spanish-speaking business world. Students will acquire a solid foundation in the vocabulary and modes of communication needed to successfully interact with different types of businesses. Students will also explore the cultural and geographic aspects of the Spanish-speaking business worlds in Latin America, Spain, and in the Latinx communities in the United States. The course will be conducted as a seminar, with oral and written activities, exams, and projects. PREREQUISITES: Spanish 202 OR Spanish 204 OR equivalent OR Consent of instructor
*Units: 6*

*Also listed as Spanish 360, Innovation & Entrepreneurship 315*

*Prerequisite: Spanish 202 OR Spanish 204 OR equivalent OR Consent of instructor*

## BUEN 325: *Investments*

The objective of this course is to familiarize the students with the basic tools necessary to understand investment in corporate securities, especially in common stocks. The course will introduce and develop concepts of valuation based on the discounted cash flow approach and the comparable market multiples approach to valuation, all in the larger context of the financial markets. PREREQUISITES: BUEN 220
*Units: 6*

*Prerequisite: BUEN 220*

## BUEN 342: *Workplace Diversity and Equity*

This course explores connections among businesses, entrepreneurship, community development, and

diversity, equity, and belonging. Students will examine the importance of entrepreneurship to marginalized communities, organizational support for diverse groups, and how businesses shape economic and social life through case studies, interviews, and research. Working with the city and local business owners, students will produce a podcast highlighting local stories, challenges, and opportunities through community-engaged learning.
*Units: 6*

*Also listed as Ethnic Studies 342*

## BUEN 350: *Global Business*

Students will learn about the challenges that multinational corporations face in interacting with governments and non-governmental organizations globally. Topics will include regulatory frameworks, cultural diversity, international political economy, cross-border operations, and corporate social responsibility. Particular attention will be paid to the challenges of "doing business' in a global environment. The course will follow the lecture/discussion model and assessment will be based on exams and a group project. PREREQUISITES: ECON 100 and sophomore standing OR consent of instructor
*Units: 6*

*Prerequisite: ECON 100 and sophomore standing OR consent of instructor*

## BUEN 355: *Models of Strategy & Leadership*

An analysis of leadership in a variety of organizations, with examples drawn from politics and business. The course develops a theoretical view of leadership as a response to group dilemmas inherent in coordinating actions, eliciting effort, and developing information within organizations. Students will apply and evaluate course ideas through readings, encounters with guest speakers, and participation in case-study simulations. PREREQUISITES: BUEN 100 OR any social science course AND sophomore standing
*Units: 6*

*Also listed as Government 355*

*Prerequisite: BUEN 100 OR any social science course AND sophomore standing*

## BUEN 358: *Contemporary China, 1949-2000*

A course on selected issues in the history of contemporary China. Major themes include the formation of the modern state, national identity, political (dis)unity, population constraints, environmental sustainability, international relations, and global outreach. A variety of primary and secondary sources will be examined and analyzed. (EA) PREREQUISITES: Sophomore standing or consent of instructor;
*Units: 6*

*Also listed as Innovation & Entrepreneurship 358, History 360, East Asian Studies 420*

*Prerequisite: Sophomore standing or consent of instructor;*

## BUEN 360: *Management & Leadership*

The course is designed to integrate theory with real world applications to help students learn to effectively lead and manage a diverse, inclusive, and entrepreneurial organization. The course requires a term-long team-based problem-solving real-world project using the STEPS process. Topics for discussion include: Entrepreneurial Leaders/Managers; Leading Teams; Strategic Management; Creative Problem-Solving & Decision Making; Ethics & Social Responsibility;

Developing Workplace Culture & Managing Change; Communications Across the Organization; Human Resource Management; Conflict Resolution, and Emotional Intelligence. PREREQUISITES: ECON 100 AND I & E 110 OR BUEN 120/I & E 120 OR Consent of Instructor
*Units: 6*

*Also listed as Innovation & Entrepreneurship 360*

*Prerequisite: ECON 100 AND I & E 110 OR BUEN 120/I & E 120 OR Consent of Instructor*

## BUEN 361: *Sport Management*

The course is designed to explore definitions of sport management and the nature and scope of the sports industry. Students will learn theories of management, leadership, and organizational behavior and then apply them to various segments of the industry. A key aspect of the course will be understanding ethical, legal, and diversity issues that impact sport management. Students will further learn to work effectively and efficiently as a team and learn other skills that will support career paths in the sport management field. Students will have opportunities to learn, collaborate, and network with guest speakers with professional experience in sport management and with a term-long project. PREREQUISITES: ECON 100 and BUEN 100 or Junior standing
*Units: 6*

*Prerequisite: ECON 100 and BUEN 100 or Junior standing*

## BUEN 365: *Ethical Issues in Business Today*

Students will engage with how ethics, values, and business practices influence each other in contemporary society. Through writing about and discussing ethical dilemmas and conflicting values, students will learn about classic frameworks for thinking about these issues, and they may also refine their own value systems. Readings and cases will present conflicting views on capitalism, business, and the role of ethics, and will thus invite a variety of viewpoints. The course will feature business leaders as guest speakers who will bring real world case studies into the classroom. PREREQUISITES: At least one introductory course in BUEN and sophomore standing
*Units: 6*

*Prerequisite: At least one introductory course in BUEN and sophomore standing*

## BUEN 369: *Sustainable Management*

This course will help students to understand responsible and sustainable management by focusing on leading, building, maintaining, and measuring the value of knowledge management systems for sustainability. Students will learn values related to sustainability, its impact on day-to-day operations, its role within a specific functional area and across business units, and its social impact. The course will include lectures, case studies, guest speakers and discussions. PREREQUISITES: BUEN 100 or ENST 151 AND sophomore standing
*Units: 6*

*Prerequisite: BUEN 100 or ENST 151 AND sophomore standing*

## BUEN 370: *Natural Resource Governance*

This course explores the theory and practice of natural resource governance across five interconnected focus areas: the pivotal role of governance in the clean energy transition, the influence of politics, power, and state capture, the critical role of investors and investment, the potential repression of civil society, and the interplay between international and local actors. Special attention is given to corporate social responsibility and how it shapes the prioritization of

stakeholder interests. The course will be based on a lecture/discussion model and include a group project. PREREQUISITES: ECON 100 AND sophomore standing OR Consent of Instructor
*Units: 6*

*Also listed as Government 289, Economics 289*

*Prerequisite: ECON 100 AND sophomore standing OR Consent of Instructor*

## BUEN 373: *Organizational Development (with laboratory)*

This course enables students to examine the needs driving organizational development and change management interventions in various contexts. Students explore the history, research, and theoretical models of systems and change, as well as trends, ethical considerations, and best practices. A focus is placed on the integration of assessment methodology, strategic planning, and program deployment that facilitate organizational change, resulting in agility, effectiveness, and sustainable processes. PREREQUISITES: PSYC 100, BUEN 100 or instructor approval
*Units: 6*

*Also listed as Psychology 373*

*Prerequisite: PSYC 100, BUEN 100 or instructor approval*

## BUEN 390: *Tutorial in Business & Entrepreneurship*

Advanced study in a topic relating to business and entrepreneurship, arranged and carried out under the director of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 391: *Directed Study in Business & Entrepreneurship*

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual or small group of students. The main goal of the directed study is knowledge or skill acquisition, not research or creative work. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 395: *Internship in BUEN*

Internship at a for-profit or not-for profit business organization or with an entrepreneurial enterprise, conducted under the directorship of a faculty instructor. Assessment may include a written or oral report on the experience. Students may take BUEN 395 (internship at an intermediate level) without first taking BUEN 594, Experiential Learning and Professional Development. . PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 396: *Practicum in Business and Entrepreneurship*

An opportunity for students to gain practical experience with business and entrepreneurship in the context of a for-profit or not-for-profit organization, an ongoing student venture (e.g., Student Consultants, KidsGive), or a startup venture. The academic component of the internship includes guest speakers and guidance provided by the faculty leader. Course grades are based on participation in and completion of a group project. Course is repeatable for up to 6 units. PREREQUISITES: Sophomore standing
*Units: 3 OR 6*

*Prerequisite: Sophomore standing*

## BUEN 399: *Independent Study in Business & Entrepreneurship*

Independent study allows for advanced research or creative work related to a topic in business and entrepreneurship. The independent study is arranged in consultation with a faculty advisor. Students considering an honors project should register for this course for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 401: *Field Experience in Development*

PREREQUISITES: Course requires permission of instructor. Contact Prof. Skran for more information about the application process.
*Units: 3*

*Also listed as Innovation & Entrepreneurship 401, Government 401, Global Studies 401, Economics 206, Environmental Studies 311*

*Prerequisite: Course requires permission of instructor. Contact Prof. Skran for more information about the application process.*

## BUEN 420: *Advanced Financial Management*

Today's students are tomorrow's business, government, and non-profit leaders, and it is essential that they understand financial statement analysis. This class will provide students the framework for analyzing a company and its competitors past performance, estimating future performance, and valuing equity. The course integrates key concepts from finance, accounting, economics, and business strategy and applies them to financial problem-solving and decision-making. PREREQUISITES: BUEN 120, BUEN 220 and Junior Standing
*Units: 6*

*Prerequisite: BUEN 120, BUEN 220 and Junior Standing*

## BUEN 424: *Quantitative Decision-Making 2*

QDM2 picks up where QDM leaves off, asking students to create solutions more autonomously and examining more complex decision problems. For example, we may examine nonlinear optimization with multiple decision variables and more complex decision-making under uncertainty, including the use of simulation models, probability distributions, and Bayes Rule. Many assignments and exams will be completed using Excel, building on the Excel skills developed in QDM. PREREQUISITES: Econ 223 and STAT 255, or Econ 223 and instructor approval

*Units: 6*

*Also listed as Economics 224, Mathematics 224*

*Prerequisite: Econ 223 and STAT 255, or Econ 223 and instructor approval*

## BUEN 440: *The Business of You*

In this course students are challenged to view themselves as a constantly evolving business, each day looking to do more and grow more. Students will learn to create flexible, incremental plans, develop supportive networks, and learn about topics such as marketing basics, performance psychology, and managing risk. Exercises and guest speakers will focus on skills such as interviewing, creating and refining resumes and CVS, and networking. May not be taken for credit if already have credit for UNIC 295. PREREQUISITES: I & E 200 OR BUEN 100 OR at least one course in the BUEN Entrepreneurship focus area
*Units: 6*

*Also listed as Innovation & Entrepreneurship 440*

*Prerequisite: I & E 200 OR BUEN 100 OR at least one course in the BUEN Entrepreneurship focus area*

## BUEN 444: *Political Economy of Regulation*

The term political economy classically refers to the interface between the private and public sectors, including the regulation of market activity. This course focuses specifically on the once and future of United States antitrust regulation of Big Business, from the heyday of the Chicago meat packers to the current issues surrounding big tech, and hence is colloquially known as the “Big Seminar.” PREREQUISITES: ECON 300 and ECON 380 recommended
*Units: 6*

*Also listed as Economics 444, Innovation & Entrepreneurship 444, Government 444*

*Prerequisite: ECON 300 and ECON 380 recommended*

## BUEN 448: *Business and Society in Germany (In English)*

The course offers a critical engagement with important areas of business in German in a transnational context that recognizes the country's diversity. Students examine how business practices are impacted by social values, global events, national standards, and the relationships between diverse social and socioeconomic communities all within Germany's system of social market economy. This course level is intended for students with proficiency in the German language. Students without German language proficiency should enroll in GER 248. Course language is in English, but all assignments are submitted in German. Not open to students who have previously received credit for BUEN 248 or GER 248. PREREQUISITES: GER 312
*Units: 6*

*Also listed as German Studies 448*

*Prerequisite: GER 312*

## BUEN 450: *Organizational Economics*

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 there 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. PREREQUISITES: ECON 300 or GOVT 271
*Units: 6*

*Also listed as Innovation & Entrepreneurship 450, Economics 450*

*Prerequisite: ECON 300 or GOVT 271*

## BUEN 451: *Marketing Promotions & Advertising*

This course explores how businesses craft and manage brand messages through advertising, public relations, sales promotions and digital media. Students will analyze strategic and ethical implications, develop skills for evaluating campaigns, and apply psychological and communication theories. Emphasizing critical thinking and collaboration, the course prepares students to integrate promotional tools effectively and build long-term brand equity.
PREREQUISITES: BUEN 250
*Units: 6*

*Also listed as Innovation & Entrepreneurship 451*

*Prerequisite: BUEN 250*

## BUEN 455: *Sport Marketing*

Sport Marketing presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry. Areas to be addressed are the uniqueness of sport marketing in comparison with traditional marketing, the importance of market research and segmentation, and a study of the marketing mix (7-Ps). Students will engage in a team-based, term-long marketing plan projects, including a team presentation.
PREREQUISITES: BUEN 250 and Junior Standing
*Units: 6*

*Prerequisite: BUEN 250 and Junior Standing*

## BUEN 495: *Advanced Topics in Business & Entrepreneurship*

This course explores a variety of specialized topics relating to business and entrepreneurship that are not addressed in the regular program offerings. Topics covered in this course will add depth to the BUEN curriculum. Possible areas for exploration will include consulting, business strategy, specialized finance courses, business and culture, non-profit management and human resources. Topics courses will be taught on the lecture/discussion model, with opportunity for team-based work. Assessment will be based on exams, papers, presentations, and group projects. The course may be repeated when the topic is different. PREREQUISITES: BUEN 100 (or equivalent) AND junior standing OR consent of instructor
*Units: 6*

*Prerequisite: BUEN 100 (or equivalent) AND junior standing OR consent of instructor*

## BUEN 590: *Tutorial in Business & Entrepreneurship*

Advanced study in a topic relating to business and entrepreneurship, arranged and carried out under the director of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 591: *Directed Study in Business & Entrepreneurship*

Directed study follows a syllabus set primarily by the instructor to meet the needs or interests of an individual or small group of students. The main goal of the directed study is knowledge or skill acquisition, not research or creative work. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 594: *Experiential Learning and Professional Preparation*

This course will help students to prepare professionally for their experiential learning experience, including internships, study abroad, and/or an on-campus practicum. Topics to be covered include: What is experiential learning and how is it different from learning in a traditional classroom setting? What skills, techniques, and mindsets maximize one's learning in different kinds of workplaces? How can one develop the capacity to tolerate ambiguity, acquire new intellectual capabilities, and thrive in multi-cultural teams? The course will primarily be based on the discussion model, including readings and presentations from guest speakers. PREREQUISITES: BUEN majors with at least sophomore standing
*Units: 3*

*Prerequisite: BUEN majors with at least sophomore standing*

## BUEN 595: *Internship in BUEN*

Internship at a for-profit or not-for-profit business organization or with an entrepreneurial enterprise, conducted under the directorship of a faculty instructor. Assessment may include a written or oral report on the experience. Students signing up for BUEN 595 must have completed BUEN 594, Experiential learning and Professional Preparation, OR be concurrently enrolled. PREREQUISITES: To register students must complete the Student Initiated Course Form with the approval of the faculty instructor, and have taken BUEN 594.
*Units: 1 TO 98*

*Prerequisite: To register students must complete the Student Initiated Course Form with the approval of the faculty instructor, and have taken BUEN 594.*

## BUEN 596: *Career Exploration and Development*

This course will help students build a bridge between their education and their career through discussions with business and non-profit leaders and entrepreneurs, field trips, and self-reflection. Events and discussions will take place at the Fox Commons Business & Entrepreneurship Center. May be repeated for a maximum of 6 units. PREREQUISITES: Junior Standing
*Units: 1*

*Prerequisite: Junior Standing*

## BUEN 597: *Practicum in Business and Entrepreneurship*

An opportunity for students to gain practical experience with business and entrepreneurship in the context of a for-

profit or not-for-profit organization, an ongoing student venture (e.g., Student Consultants, KidsGive), or a startup venture. The academic component of the internship includes guest speakers and guidance provided by the faculty leader. Course grades are based on participation in and completion of a group project. PREREQUISITES: BUEN 396 or consent of instructor
*Units: 6*

*Prerequisite: BUEN 396 or consent of instructor*

## BUEN 599: *Independent Study in Business & Entrepreneurship*

Independent study allows for advanced research or creative work related to a topic in business and entrepreneurship. The independent study is arranged in consultation with a faculty advisor. Students considering an honors project should register for this course for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 600: *Senior Experience in Business & Entrepreneurship*

Students will reflect on their learning in the BUEN major and use that as the foundation for imagining and designing their professional lives after graduation. Through readings, discussions, and guest speakers, students will engage in exercises that encourage exploration. Students will connect their experiential learning to their coursework and career plans through a reflection assignment. Guest speakers, including alumni, will share their insights on career paths, lifelong learning, and how personal values shape career choices. PREREQUISITES: Senior standing
*Units: 3*

*Prerequisite: Senior standing*

## BUEN 690: *Tutorial in Business & Entrepreneurship*

Advanced study in a topic relating to business and entrepreneurship, arranged and carried out under the director of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 695: *Internship in BUEN*

Internship at a for-profit or not-for profit business organization or with an entrepreneurial enterprise, conducted under the directorship of a faculty instructor. Assessment may include a written or oral report on the experience. Students signing up for BUEN 595 or BUEN 695 should be taking or have previously taken BUEN 594, Experiential Learning and Professional Development. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

## BUEN 699: *Independent Study in Business & Entrepreneurship*

Independent study allows for advanced research or creative work related to a topic in business and entrepreneurship. The independent study is arranged in consultation with a faculty advisor. Students considering an honors project should register for this course for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form in consultation with the instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form in consultation with the instructor.*

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# Computer Science

| | |
|---|---|
| Professor | K. Krebsbach *(on leave term(s) III)* |
| Associate professors | A. Chakraborty, J. Gregg *(on leave term(s) II)*, A. Sage *(on leave term(s) III)* |
| Assistant professor | A. Ackles |
| Visiting Assistant Professor | K. Diederich |

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.

Computing facilities on campus are abundant, offering students the opportunity to work with all major operating systems and programming languages.

## Required for the major in computer science

The major in computer science prepares students to demonstrate independent learning in the context of an independent project: to establish a project of appropriate scope; to identify appropriate approaches and problem-solving strategies, including the appropriate level of abstraction to apply to the project to design and implement software that satisfies the requirements of the project; and to communicate the results of the project work to others clearly using methods appropriate to the discipline of computer science.

The major in computer science requires the following:

1. The following math courses:
    a. MATH 140 *Calculus*
    b. MATH 155 *Multivariable Calculus*
    c. MATH 230 *Discrete Mathematics*
2. The following computer science courses:
    a. CMSC 150 *Introduction to Computer Science*
    b. CMSC 250 *Intermediate Programming Concepts*
    c. CMSC 270 *Introduction to Data Structures*
    d. CMSC 510 *Data Structures and Algorithm Analysis*
3. One of the following courses:
    a. CMSC 205 *Data-Scientific Programming* or
    b. CMSC 208 *Machine Learning*

    c. DASC 110 *Data Science I*
    d. DASC 210 *Data Science II*

4. Three additional six-unit CMSC courses numbered 400 or above, excluding tutorial, directed study, and independent study courses taken for any reason.
5. The following courses taken in the senior year:

    a. CMSC 698 *Senior Projects* or CMSC 699 *Independent Study in Computer Science* (6 units) if CMSC 698 is not offered
    b. CMSC 600 *Senior Seminar* (3 units)

## Required for the minor in computer science

1. The following math courses:

    a. MATH 140 *Calculus*

2. The following computer science courses:

    a. CMSC 150 *Introduction to Computer Science*
    b. CMSC 250 *Intermediate Programming Concepts*
    c. CMSC 270 *Introduction to Data Structures*

3. One additional six-unit CMSC course numbered 200 or above
4. One additional six-unit CMSC course numbered 400 or above

## Teacher certification in computer science (grades 4-12)

Computer science majors can seek certification to teach computer science at the secondary level. Students can add an endorsement in a second area by completing an appropriate minor. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Tutorials

Tutorials are opportunities to enhance usual course offerings, not duplicate them. In order to reserve tutorials for this purpose, no tutorials or directed studies 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 CMSC 150) may be obtained by scoring 4 or 5 on the computer science A exam administered by the College Board. Consult the department for details and proper placement.
- Six units of Lawrence credit (but generally no advanced placement) may be obtained by scoring 4 or 5 on

the computer science Principles exam administered by the College Board.
- Six units of Lawrence credit (but no advanced placement) may be obtained by scoring 4 or 5 on the Cybersecurity exam administered by the College Board.

### Senior Experience in computer science

Computer science majors complete an independent project during the senior year in either the fall term Senior Projects course (CMSC 698) or, if the Senior Projects course is not offered, in a 6-unit independent study. They present the results of their project in the winter term Senior Seminar (CMSC 600, 3 units). The project must be approved and supervised by a faculty member in the department. Students should consult with department faculty in the spring before their senior year in order to plan for their *Senior Experience*.

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## Courses - Computer Science

### CMSC 106: *Web Client Programming*

An introduction to some of the technologies underlying the world wide web, with emphasis on client-side programming. Topics covered include introductions to HTML, CSS, and JavaScript. This course is suitable for students with no prior experience in programming.
*Units: 6*

### CMSC 140: *Introduction to Programming with Python*

An introduction to computer programming for non-majors or other students interested in building basic programming skills. Topics include basic programming constructs such as decision statements, iteration, and functions. Students will complete a number of programming assignments over the course of the term, culminating in a final project. Instruction in the Python language.
*Units: 6*

### 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 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## CMSC 195: *Internship In Computer Science*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## CMSC 205: *Data-Scientific Programming*

An introduction to programming with emphasis on learning from data in order to gain useful insights. Topics focus on elementary programming concepts in the R language and the necessary tools to handle, analyze and interpret data. This course will be taught in a workshop format, and students will complete regular assignments and a final project that provide hands-on programming/analysis experiences. PREREQUISITES: Sophomore standing AND one prior MATH, CMSC, or STAT course, or BIOL 280.
*Units: 6*

*Also listed as Statistics 205*

*Prerequisite: Sophomore standing AND one prior MATH, CMSC, or STAT course, or BIOL 280.*

## CMSC 208: *Statistical Machine Learning*

An overview of techniques used to discover structural patterns and make predictions using complex datasets that are prevalent in today's world. The central machine learning tasks of classification, clustering, and regression will be explored, along with methods for training models and evaluating predictions. This course will be taught in a workshop format. Assignments will involve the use of statistical software. PREREQUISITES: One of: CMSC 140, CMSC 150, CMSC 205, DASC 110, or consent of instructor
*Units: 6*

*Also listed as Linguistics 208, Statistics 208*

*Prerequisite: One of: CMSC 140, CMSC 150, CMSC 205, DASC 110, or consent of instructor*

## CMSC 210: *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 Python language, design and implementation of numerical algorithms, and an introduction to symbolic computation. PREREQUISITES: One term of calculus (either MATH 140 or MATH 120), or consent of instructor
*Units: 6*

*Prerequisite: One term of calculus (either MATH 140 or MATH 120), or consent of instructor*

## CMSC 225: *Database Techniques and Modeling*

This course introduces fundamental concepts of database modeling and design including languages and facilities provided by database management systems. It investigates data structuring implementation techniques. The relational database model is stressed but other models are discussed. Students work within a team environment to model and design solutions to a substantial database problem. Teams implement solutions using a user-interface that communicates with a database management system. PREREQUISITES: CMSC 140 OR CMSC 150
*Units: 6*

*Prerequisite: CMSC 140 OR CMSC 150*

### 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. PREREQUISITES: C- or higher in CMSC 150 AND proctored scored of 75 on ALEKS assessment or C- or higher in MATH 103
*Units: 6*

*Prerequisite: C- or higher in CMSC 150 AND proctored scored of 75 on ALEKS assessment or C- or higher in MATH 103*

### 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. PREREQUISITES: C- or better in CMSC 250
*Units: 6*

*Prerequisite: C- or better in CMSC 250*

### CMSC 390: *Tutorial Studies in Computer Science*

PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### CMSC 395: *Internship In Computer Science*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### CMSC 399: *Independent Study in Computer Science*

PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### CMSC 405: *Advanced Data Computing*

This course builds on CMSC/STAT 205, providing a deeper exploration of statistical computing in R. Topics might include efficient programming techniques, parallelization, statistical algorithms, advanced data visualization, and creation of R packages. Statistical software will be used extensively in this course. The class will be taught in an interactive lab-based format. There will be regular assignments and a project. PREREQUISITES: CMSC 205
*Units: 6*

*Also listed as Statistics 405*

*Prerequisite: CMSC 205*

### CMSC 406: *Web Development*

Introduction to client side and server side web development with HTML, CSS, and JavaScript. Topics covered include the use of client side and server side JavaScript frameworks. Students will complete a number of small projects over the course of the term. PREREQUISITES: CMSC 270
*Units: 6*

*Prerequisite: CMSC 270*

### 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. PREREQUISITES: CMSC 250
*Units: 6*

*Prerequisite: CMSC 250*

### CMSC 415: *Ethics in Modern Computing*

An introduction to contemporary ethical issues in computer science and technology, including: information privacy and surveillance; generative AI and its implementation and usage; algorithmic social media and social feeds; technology funding; law, and policy. Through multimedia sources, lecture, and discussion, students will develop their own sense of ethical alignment as computer scientists and digital citizens. PREREQUISITES: Sophomore standing, and CMSC 208 or CMSC 270
*Units: 6*

*Prerequisite: Sophomore standing, and CMSC 208 or CMSC 270*

## 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.
PREREQUISITES: MATH 155 and CMSC 270
*Units: 6*

*Prerequisite: MATH 155 and CMSC 270*

## CMSC 425: *Database Techniques and Modeling*

This course introduces fundamental concepts of database modeling and design including languages and facilities provided by database management systems. It investigates data structuring implementation techniques. The relational database model is stressed but other models are discussed. Students work within a team environment to model and design solutions to a substantial database problem. Teams implement solutions using a user-interface that communicates with a database management system. PREREQUISITES: CMSC 140 or CMSC 150
*Units: 6*

*Prerequisite: CMSC 140 or CMSC 150*

## CMSC 435: *Computer Organization & Architecture*

The structure and function of computers as viewed from the hardware/software interface. Hardware topics include elementary digital logic, data storage devices, dataflow pathways, and central processor organization with special emphasis on parallelism. Corresponding software topics include data representation and manipulation, instruction sets, addressing techniques, and program control mechanisms. PREREQUISITES: CMSC 250 and CMSC 270
*Units: 6*

*Prerequisite: CMSC 250 and CMSC 270*

## CMSC 445: *Mobile Application Development*

Introduction to mobile application development with modern application development frameworks. Frameworks covered may include Swift/iOS, Kotlin/Android or other similar frameworks. Topics covered will include user interfaces for mobile applications and the use of back end services. Students will complete a series of app development projects over the course of the term. PREREQUISITES: CMSC 270
*Units: 6*

*Prerequisite: CMSC 270*

## CMSC 455: *Back End Programming*

Tools and techniques for constructing server side back end software for modern web and mobile applications. Topics covered will include working with both SQL and NoSQL databases and frameworks for constructing back end applications. This course will be structured as a traditional lecture course with regular programming assignments. PREREQUISITES: CMSC 250
*Units: 6*

*Prerequisite: CMSC 250*

## 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. PREREQUISITES: CMSC 250 and CMSC 270
*Units: 6*

*Prerequisite: CMSC 250 and CMSC 270*

## 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. PREREQUISITES: CMSC 250 and CMSC 270
*Units: 6*

*Prerequisite: CMSC 250 and CMSC 270*

## CMSC 480: *Systems Programming*

A survey of some fundamental aspects of computer operating systems and their impact on the performance of software. Topics include process and memory management, system level input/output, concurrency, and parallel programming. PREREQUISITES: CMSC 270
*Units: 6*

*Prerequisite: CMSC 270*

## CMSC 490: *Neural Networks*

A survey of modern applications for neural networks and programming toolkits used to implement them. Applications surveyed will include image recognition, natural language processing, and machine learning applications. Students will complete programming projects using modern toolkits for neural network construction. Course is structured as a traditional lecture course with programming assignments. PREREQUISITES: CMSC 270
*Units: 6*

*Prerequisite: CMSC 270*

## CMSC 500: *Special Topics in Computer Science*

An exploration of advanced computing techniques such as artificial life, constraint logic, continuation-passing, lazy evaluation, production systems, and robot programming, to name a few. The choice of topics for any given term will vary according to the interests of the students and faculty.
*Units: 3 OR 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. PREREQUISITES: MATH 230, and C- or better in CMSC 270
*Units: 6*

*Prerequisite: MATH 230, and C- or better in 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. PREREQUISITES: CMSC 150 and MATH 230
*Units: 6*

*Prerequisite: CMSC 150 and MATH 230*

## CMSC 590: *Tutorial Studies in Computer Science*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## CMSC 595: *Internship In Computer Science*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### CMSC 599: *Independent Study in Computer Science*

Advanced research. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### CMSC 695: *Internship In Computer Science*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## CMSC 698: *Computer Science Senior Projects*

Designed as an inclusive alternative to separately-scheduled, required independent studies (CMSC 699). Students in the graduating cohort will present proposals, progress reports, and preliminary results of their self-directed senior projects to be evaluated by their peers while learning about each others' capstone projects in computer science.
PREREQUISITES: Instructor Approval required
*Units: 6*

*Prerequisite: Instructor Approval required*

## CMSC 699: *Independent Study in Computer Science*

Advanced research. Students considering an honors project should register for this course, for one or more terms.
PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Chemistry

| | |
|---|---|
| Professor | S. Debbert |
| Associate professors | D. Donohoue, A. Fleshman, M. Gesinski, G. Sazama *(chair)* |
| Assistant professor | K. Culhane |
| Instructors | M. Clement, T. Quincy |

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 contribute to the understanding and protection of the natural environment. Working in concert with biologists, geologists, physicists, psychologists, and others, chemists work toward the solution of many of society's most pressing problems—challenges to physical and mental health, pollution and its effects, resource recovery, and energy production and conservation among them.

The American Chemical Society certified chemistry major 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, yet small enough that students can build close working relationships with all the faculty members. Our 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.

### Advanced Placement

Students who have had the equivalent of a college general chemistry course are encouraged to take the Advanced Placement (AP) Examination in Chemistry administered by the Educational Testing Service. Students with sufficiently high AP exam scores will receive six units of college credit for CHEM 115, and will typically be advised to enroll in CHEM 116.

Students may also be placed in CHEM 116, depending on their score on our online placement test; in this case, no course credit for CHEM 115 would be awarded. In any case, instructor approval is required for our general chemistry courses, and students are encouraged to reach out to a chemistry faculty member with any questions about the courses. For more information about placement in our introductory chemistry courses, please visit the Introductory Chemistry and Advanced Placement page at our departmental website: http://go.lawrence.edu/4420.

## Required for the major in chemistry

Students who major in chemistry will explain and practice theories, concepts, and models from each of the disciplines within chemistry, and they will demonstrate depth of expertise in a particular chemical discipline or topic. They will also

demonstrate safe and effective laboratory techniques and conduct experiments using both classical and instrumental analysis methods, and they will analyze and interpret chemical data and draw sound conclusions. And by implementing the scientific method, they will apply foundational and advanced chemical concepts in new areas of inquiry. As they develop their knowledge and skills, students will search, comprehend, summarize, discuss, and critically analyze the primary literature, and they will clearly communicate scientific concepts and reasoning in both written and oral forms to multiple audiences. They will also work effectively and inclusively as part of a group to complete a scientific task or project through project management, cooperative action, and positive interpersonal interactions, and they will explain and adhere to the relevant professional standards (ACS, NIH, OSHA, etc.) of safety, honesty, and integrity in scientific work.

The major in chemistry requires the following:

1. Introductory principles
    a. CHEM 115: *Principles of Chemistry: Structure and Reactivity* and CHEM 116: *Principles of Chemistry: Energetics and Dynamics*, or the equivalent
    b. MATH 140: *Calculus 1* and MATH 155: *Multivariable Calculus*, or the equivalent
    c. PHYS 141: *Principles of Classical, Relativistic, and Quantum Mechanics* and PHYS 151: *Principles of Classical Physics*
2. Core competencies
    a. CHEM 210: *Analytical Chemistry* and CHEM 211: *Statistics in Analytical Chemistry* (3 units)
    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: Thermodynamics and Reaction Kinetics*
    g. CHEM 470: *Physical Chemistry: Quantum Chemistry and Spectroscopy*
    h. Two additional chemistry classes at or above the 400 level. At least one of these classes must be a lab class.
3. Seven units of credit earned in the following chemistry *Senior Experience* courses:
    a. CHEM 380: *Seminar: Perspectives on Chemistry* (1 unit)
    b. CHEM 480: *Seminar: Chemical Literature* (3 units)
    c. CHEM 680: *Senior Seminar* (3 units)

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

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. Students interested in the interdisciplinary combinations of biology and chemistry should consider 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:

   a. CHEM 115: *Principles of Chemistry: Structure and Reactivity* and CHEM 116: *Principles of Chemistry: Energetics and Dynamics*, or the equivalent
   b. GEOS 110: *Introduction to the Geosciences* and GEOS 210: *History of the Earth and Life*
   c. PHYS 141: *Principles of Classical, Relativistic, and Quantum Mechanics* and PHYS 151: *Principles of Classical Physics*

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. Seven units of credit earned in the following chemistry *Senior Experience* courses:

   a. CHEM 380: *Seminar: Perspectives on Chemistry* (1 unit)
   b. CHEM 480: *Seminar: Chemical Literature* (3 units)
   c. CHEM 680: *Senior Seminar* (3 units)

## Senior Experience in chemistry

The chemistry department's capstone sequence consists of a series of three 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, alumni, faculty, and staff, featuring current issues in chemistry, important applications of chemistry, and professional development topics appropriate to chemistry majors or minors.
2. CHEM 480: *Seminar: Chemical Literature* (Winter Term, 3 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 fields of interest to them. In this seminar, they learn the character and organization of the chemical literature and become familiar with search strategies. Students select topics and, guided by the instructor, conduct a literature search for key papers, construct a bibliography, and prepare presentations highlighting key research findings. 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.

## Required for the minor in chemistry

1. Introductory principles

   a. CHEM 115: *Principles of Chemistry: Structure and Reactivity* and CHEM 116: *Principles of Chemistry: Energetics and Dynamics*, or the equivalent

2. Core competencies
    a. CHEM 250: *Organic Chemistry I*
    b. One of the following:
        i. CHEM 210: *Analytical Chemistry* and CHEM 211: *Statistical Methods in Analytical Chemistry* (3 units)
        ii. CHEM 320: *Inorganic Chemistry*
3. Electives
    a. One additional chemistry class at any level
    b. One additional chemistry class 300+ *(Note: Courses in biochemistry cannot count for these electives, specifically CHEM 340: Biochemistry I, CHEM 440: Biochemistry II; or CHEM 350: Medical Chemistry; also Independent Studies or Tutorials cannot count as an elective)*
4. Seminar
    a. CHEM 380: *Seminar: Perspectives on Chemistry* (1 unit)

**Note:** Students majoring in Biochemistry are not eligible to earn a minor in Chemistry due to significant course overlap between the two programs.

## Teacher certification in science (grades 4-12)

Chemistry majors can seek certification to teach science at the secondary level. To receive a science license, a student must complete a major in one of the sciences (biology, chemistry, environmental science, geosciences, or physics) and at least one course in each of the other sciences. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

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## Courses - Chemistry

### 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 112: *Energy, Technology and the Environment*

Contemporary life is enriched by abundant energy, but the negative environmental impacts from its use demand new methods of generation, storage and efficiency. This course examines the fundamental chemistry and physics behind

conventional and emerging energy technologies, with a laboratory component to further explore their design and function. The course stresses the intersection of technology with economics, policy, and other social factors affecting its use. Students cannot receive credit for this course if they have previously received credit for PHYS 112/ENST 115
*Units: 6*

*Also listed as Environmental Studies 112*

## CHEM 113: *Mathematical Practices in Chemistry*

As a chemist, an in-depth understanding of basic mathematical concepts, including numerical calculations, algebraic functions, and data handling, is necessary for success. This course offers the opportunity to explore the mathematical ideas needed to understand chemistry. In this course, you will practice mathematical ideas, apply them to chemical contexts, and explore common mathematical misconceptions. No chemistry background is required for this course.
*Units: 3*

## 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. PREREQUISITES: Placement examination
*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 for students who have not completed CHEM 115. See the chemistry department's web page for placement examination information. PREREQUISITES: CHEM 115 or placement examination
*Units: 6*

*Prerequisite: CHEM 115 or placement examination*

## CHEM 158: *Drug Discovery and Molecular Design*

Intended for students not majoring in the natural sciences, this course will provide an overview of molecules and molecular design. Students will learn how molecular structure and intermolecular forces dictate a material’s properties, from color and taste to pharmaceutical activity and mechanical strength. Laboratory projects will give students a tactile appreciation of the relationship between structure and function. No priorchemistry knowledge will be assumed.
*Units: 6*

## CHEM 180: *Writing (and thinking) for Scientists*

This course will help science students become more effective writers. Using examples and exercises, students will enhance their writing skills, learn strategies to lower the barriers to writing, and engage with publication and peer

review processes in various genres. Students will learn foundational principles of good writing, then apply them to contexts including the scientific literature, personal statements and fellowship applications, and grant proposals.
*Units: 3*

## 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. Student Initiated Course form required to register for this course. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## CHEM 210: *Analytical Chemistry*

A course in the quantitative 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 to modern chemistry. Students will have the opportunity to individually design projects. Three lectures and two laboratory periods per week. PREREQUISITES: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 211 required
*Units: 6*

*Also listed as Environmental Studies 250*

*Prerequisite: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 211 required*

## CHEM 211: *Statistical Methods in Analytical Chemistry*

This course covers methods of statistics and data analysis as applied to modern chemistry. Students in this course will develop a working knowledge of the basic and advanced capabilities of the spreadsheet program Microsoft Excel. Topics explored include descriptive statistics, hypothesis testing, correlation, regression, and tests of significance. This course is taught in a exercise-oriented approach where we use real data collected during CHEM 210.
PREREQUISITES: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 210 is required

*Units: 3*

*Prerequisite: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 210 is required*

## 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. PREREQUISITES: CHEM 116 or consent of the instructor
*Units: 6*

*Also listed as Environmental Studies 222*

*Prerequisite: CHEM 116 or consent of the instructor*

## CHEM 213: *Standard Methods in Environmental Analysis*

This hands-on course develops essential analytical skills for environmental science through lab work and project-based learning. Students explore experimental design, method validation, pollutant quantification, and error characterization. The course culminates in a project where students select and implement a standard method (e.g., EPA Method 351.2, ASTM D2974), gaining practical experience in data collection and evaluating each method's strengths and limitations for diverse applications. PREREQUISITES: CHEM 116 and sophomore standing
*Units: 6*

*Also listed as Environmental Science 213*

*Prerequisite: CHEM 116 and sophomore standing*

## 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. PREREQUISITES: At least one introductory course sequence in either chemistry (115, 116) or physics (150, 160 or 120, 130)
*Units: 6*

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

## 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. PREREQUISITES: CHEM 116 or instructor approval
*Units: 6*

*Prerequisite: CHEM 116 or instructor approval*

## 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. PREREQUISITES: CHEM 250
*Units: 6*

*Prerequisite: CHEM 250*

## 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. PREREQUISITES: CHEM 250
*Units: 6*

*Prerequisite: CHEM 250*

## CHEM 340: *Biochemistry I*

An introduction to the study of biological processes at the molecular level with emphases on protein struction and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. PREREQUISITES: CHEM 250 or instructor approval
*Units: 6*

*Also listed as Biology 444*

*Prerequisite: CHEM 250 or instructor approval*

## CHEM 370: *Physical Chemistry: Thermodynamics and Kinetics*

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. PREREQUISITES: MATH 155, PHYS 150, CHEM 116; or consent of instructor
*Units: 6*

*Prerequisite: MATH 155, 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. PREREQUISITES: Sophomore standing; offered annually in the Fall Term
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. This course focuses on spectroscopic, chromatographic, and electrochemical techniques and their application in

fundamental and applied research. Students will have the opportunity to individually design projects. Three lectures and one laboratory per week. PREREQUISITES: CHEM 210 or consent of instructor
*Units: 6*

*Prerequisite: CHEM 210 or consent of instructor*

## CHEM 413: *Standard Methods in Environmental Analysis*

This advanced hands-on course immerses students in Standard Environmental Analysis Methods, emphasizing implementation, evaluation, and skill development in troubleshooting and problem-solving with chemical instrumentation. Through a primary project, students independently select and conduct an analysis method (e.g., EPA Method 351.2, ASTM D2974), gaining practical experience in data collection and critically assessing each method's strengths and limitations. The course emphasizes growth as an independent researcher in diverse environmental contexts. PREREQUISITES: CHEM 116, CHEM 210 or instructor approval
*Units: 6*

*Also listed as Environmental Science 413*

*Prerequisite: CHEM 116, CHEM 210 or instructor approval*

## 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. PREREQUISITES: CHEM 252, CHEM 320 recommended
*Units: 6*

*Prerequisite: CHEM 252, CHEM 320 recommended*

## 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. PREREQUISITES: CHEM 252 and CHEM 320 or consent of instructor
*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. PREREQUISITES: CHEM 340 or consent of instructor
*Units: 6*

*Also listed as Biology 455*

*Prerequisite: CHEM 340 or consent of instructor*

## 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. PREREQUISITES: CHEM 340 or BIOL 354
*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.
*Units: 6*

*Prerequisite: CHEM 252 or consent of instructor*

## CHEM 470: *Physical Chemistry: Quantum Chemistry & Spectroscopy*

Develops and explores theoretical methods and models for the quantum description of atoms and molecules as chemical systems. This theoretical framework is then applied to the interpretation of the spectra of electronic, vibrational, and nuclear states. PREREQUISITES: MATH 155, PHYS 150, CHEM 116; or instructor approval
*Units: 6*

*Prerequisite: MATH 155, PHYS 150, CHEM 116; or instructor approval*

## CHEM 476: *Physical Chemistry Laboratory*

Students will use the laboratory setting to connect quantitative models with observed chemical phenomena using physical chemistry concepts. Lectures will guide students in analyzing their data, and developing the tools needed to communicate their results via research articles and presentations. Experimental topics include thermodynamics, chemical kinetics, quantum mechanics, and spectroscopy. PREREQUISITES: MATH 150, PHYS 151, CHEM 370 or CHEM 470; or consent of instructor
*Units: 6*

*Prerequisite: MATH 150, PHYS 151, CHEM 370 or CHEM 470; or consent of instructor*

## CHEM 480: *Seminar: Chemical Literature*

A seminar course intended primarily for junior majors and minors in chemistry or biochemistry. Students learn the character and organization of the chemical literature and become familiar with article databases, critical reading strategies, and interpretation of research. Each student selects a topic and, guided by the instructor, conducts survey of the relevant literature, constructs a literature review of the topic, and prepares an end-of-term presentation highlighting key research findings related to their chosen topic. PREREQUISITES: Junior standing, or consent of instructor
*Units: 3*

*Prerequisite: Junior standing, or consent of instructor*

## CHEM 485: *Advanced Chemistry Laboratory*

A laboratory course to integrate chemistry perspectives from organic, inorganic, biochemistry, analytical and physical chemistry. Students will practice advanced experimental design, data analysis, synthesis methods, spectroscopic/spectrometric techniques, and computation methods through experiments that overlap the primary chemistry division. Students will write results in the form of research articles and participate in the peer-review process. An additional independent research project involving proposal, experiment, and written article cold be used as a foundations for a senior experience project. Two laboratories weekly; no lectures. PREREQUISITES: CHEM 210, 250, and 320
*Units: 6*

*Prerequisite: CHEM 210, 250, and 320*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## CHEM 680: *Senior Seminar*

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

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: Sophomore standing; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Chinese and Japanese

| | |
|---|---|
| Professors | K. Sung *(Interdisciplinary Asian Studies, Wendy and K.K. Tse Professor of East Asian Studies) (on leave term(s) III)*, B. Vance *(History)* |
| Associate professors | B. Jenike *(Anthropology, Edward F. Mielke Professor of Medicine, Health and Society)*, N. Lin *(Art History)* |
| Assistant professor | L. Estrella *(Ethnic Studies)* |
| Visiting Assistant Professor | A. Adler *(Interdisciplinary Asian Studies)* |
| Instructors | C. Chen *(Interdisciplinary Asian Studies)*, Y. Makita *(Interdisciplinary Asian Studies)*, M. Wegehaupt *(Interdisciplinary Asian Studies)* |

## Required for the major in Chinese

## Required for the minor in Chinese language

## Required for the minor in Japanese language

## Teacher certification in Chinese (K-12)

## Advanced placement

## International study

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## Courses - Chinese and Japanese

### 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.
PREREQUISITES: CHJA 101
*Units: 6*

*Prerequisite: CHJA 101*

## 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.
PREREQUISITES: CHJA 111 or equivalent
*Units: 6*

*Prerequisite: CHJA 111 or equivalent*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 3*

*Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## CHJA 198: *Asian Business and Society*

This interdisciplinary course explores professional etiquette and social norms in contemporary Asia and the Asian diaspora, with a primary focus on Chinese-speaking societies. Students will explore etiquette in formal contexts, including business, academic settings, meetings, and interviews. The course emphasizes practical application through scenario-based learning, role-playing, mock interviews, community-based learning, and oral presentations. This course will be taught in English.
*Units: 6*

*Also listed as Business and Entrepreneurship 198*

## CHJA 200: *Topics in Chinese Studies*

This course examines selected works of Chinese literature in translation. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 400. May be repeated when topic is different. TOPICS FOR Fall 2026: Journey to the West PREREQUISITES: Lower-level course: N/A Higher-level course: CHJA202 Journey to the West (Fall 2026) This course examines selected works of Chinese literature in translation. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 400. May be repeated when topic is different. Units: 6 Also listed as East Asian Studies 200 Prerequisites: Lower-level course: N/A Higher-level course: CHJA202
*Units: 6*

*Also listed as East Asian Studies 200*

## 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. PREREQUISITES: CHJA 102
*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. PREREQUISITES: CHJA 201
*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. PREREQUISITES: CHJA 202
*Units: 6*

*Prerequisite: CHJA 202*

## 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. PREREQUISITES: CHJA 112
*Units: 6*

*Prerequisite: CHJA 112*

## 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. PREREQUISITES: CHJA 211 or consent of instructor
*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. PREREQUISITES: CHJA 212 or consent of instructor
*Units: 6*

*Prerequisite: CHJA 212 or consent of instructor*

### CHJA 255: *Chinese Language and Culture*

A survey of the Chinese language family, its linguistic structure, dialectal variations, writing system, speech registers, interaction with other languages and the internet world, and its role in reflecting cultural and societal aspects such as social class, familial hierarchy, age and gender, and Confucianism. Taught in English. PREREQUISITES: CHJA 101 or consent of instructor
*Units: 6*

*Also listed as Linguistics 255*

*Prerequisite: CHJA 101 or consent of instructor*

### CHJA 265: *Introduction to Japanese Language and Culture*

This course explores perspectives of the rich history and societal norms of Japanese society and fosters a more complete understanding of Japanese cultural heritage and contemporary society. It also enriches the appreciation of cultural aspects through unique Japanese expressions such as onomatopoeia, four-character idioms, proverbs, and expressions of politeness.  PREREQUISITES: CHJA 112 recommended
*Units: 6*

*Also listed as East Asian Studies 265, Linguistics 265*

*Prerequisite: CHJA 112 recommended*

### 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. PREREQUISITES: CHJA 203 or consent of instructor
*Units: 6*

*Prerequisite: CHJA 203 or consent of instructor*

### CHJA 310: *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. PREREQUISITES: LING 150 and sophomore standing
*Units: 6*

*Also listed as East Asian Studies 310, Linguistics 310*

*Prerequisite: LING 150 and sophomore standing*

### 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. PREREQUISITES: CHJA 213 or consent of instructor
*Units: 6*

*Prerequisite: CHJA 213 or consent of instructor*

### 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. PREREQUISITES: Sophomore standing; EAST 150 recommended
*Units: 6*

*Also listed as East Asian Studies 350, Film Studies 350*

*Prerequisite: Sophomore standing; EAST 150 recommended*

### CHJA 355: *History of the Chinese Language (in English)*

This course covers the history of the Chinese language, including the structural characteristics of the language, invention and evolution of the writing system, general survey of the major dialects, dichronic changes, spread and influence of the Chinese lexicon in East Asia, birth of the common language putonghua, evaluation of traditional versus simplified characters, and challenges of the language in the modern era. PREREQUISITES: Sophomore standing; one year of Chinese recommended
*Units: 6*

*Also listed as East Asian Studies 355*

*Prerequisite: Sophomore standing; one year of Chinese 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. PREREQUISITES: Sophomore standing; EAST 150 or EAST 420 recommended
*Units: 6*

*Also listed as Film Studies 360, East Asian Studies 360*

*Prerequisite: Sophomore standing; EAST 150 or EAST 420 recommended*

## CHJA 365: *History of the Japanese Language (in English)*

This course explores the history of the Japanese language, including theories of its origin, the importation of the Chinese characters, Kanji, the invention of the Japanese syllabaries, Kana, the development of the writing system, lexical influence of loan words, and the evolution of both written and spoken forms in modern Japanese. The course also investigates two other lanuages in Japan, the Ainu and the Ryukyu languages. PREREQUISITES: Sophomore standing; one year of Japanese recommended
*Units: 6*

*Also listed as East Asian Studies 377, Linguistics 365*

*Prerequisite: Sophomore standing; one year of Japanese recommended*

## CHJA 370: *Chinese Traditional Literature and Thought (in English)*

An introduction to the texts and schools comprising traditional Chinese literature and thought. Reading across time and genre, from ancient classics such as Shijing to Tang poetry, to later Ming novels Water Margin and Romance of the Three Kingdoms, students will explore the breadth of the Chinese literary tradition while engaging with primary texts from the Confucian, Buddhist and Daoist traditions that shaped it. Lecture, discussion and exams.
*Units: 6*

*Also listed as East Asian Studies 370*

## CHJA 371: *Traditional Japanese Literature and Thought*

With lectures and discussion, the course introduces students to the canon of texts comprising classical Japanese literature and thought. Reading across time and genre, we look at myth-histories, poetry compilations, Chinese-inspired literature, the birth of fiction and women's literature. Monks and warriors expand our scope into the areas of religion, philosophy, and military theory and we culminate with an introduction to the dramatic arts of the Muromachi.
*Units: 6*

*Also listed as East Asian Studies 371*

## CHJA 390: *Tutorial Studies in Chinese or Japanese*

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 3*

*Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### CHJA 399: *Independent Study in Chinese or Japanese*

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### CHJA 400: *Topics in Chinese Studies*

This course examines selected works of Chinese literature in the original. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 200. May be repeated when topic is different. TOPICS FOR Fall 2026: Journey to the West PREREQUISITES: Lower-level course: N/A Higher-level course: CHJA202 Journey to the West (Fall 2026) This course examines selected works of Chinese literature in translation. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 400. May be repeated when topic is different. Units: 6 Also listed as East Asian Studies 200 Prerequisites: Lower-level course: N/A Higher-level course: CHJA202
*Units: 6*

*Also listed as East Asian Studies 400*

*Prerequisite: CHJA 202*

### 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. PREREQUISITES: CHJA 301 or consent of instructor
*Units: 6*

*Prerequisite: CHJA 301 or consent of instructor*

### 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. PREREQUISITES: CHJA 301 or consent of instructor
*Units: 6*

*Prerequisite: CHJA 301 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. PREREQUISITES: CHJA 311 or consent of instructor
*Units: 6*

*Prerequisite: CHJA 311 or consent of instructor*

### CHJA 413: *Advanced Readings in Japanese*

An advanced course in Japanese that introduces students to authentic texts in variety of writing styles. Students will read modern and contemporary expository and literary texts. The aim is to familiarize students with a variety of writing styles, from colloquial to formal and from polite to slang. Students will submit written essays. PREREQUISITES: CHJA 311 or consent of instructor
*Units: 6*

*Prerequisite: CHJA 311 or consent of instructor*

### CHJA 590: *Tutorial Studies in Chinese or Japanese*

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 3*

*Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## CHJA 599: *Independent Study in Chinese or Japanese*

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## CHJA 690: *Tutorial Studies in Chinese or Japanese*

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 3*

*Prerequisite: Study abroad at the third-year level or CHJA 401 and 402 or CHJA 411; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## CHJA 699: *Independent Study in Chinese or Japanese*

Individualized advanced research under staff guidance to prepare a substantial paper, usually for submission for honors. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

# Classics

| | |
|---|---|
| Associate professor | R. McNeill *(Ottilia Buerger Professor of Classical Studies, chair)* |
| Instructor | M. Wheelock-Johnson |

Classics is dedicated to study of the literature, history, art, and thought of ancient Greece and Rome. As such it is an inherently interdisciplinary field, grounded in the critical reading of Greek and Latin texts but involving examination of all aspects of Greek and Roman civilization from multiple perspectives. The program of the Classics Department at Lawrence University emphasizes the study of Greek and Roman literature and history, supported by multidisciplinary engagement with topics drawn from a range of related academic fields, as a basis for the exploration of Greek and Roman culture, the Greco-Roman classical tradition, and the many interactions of the Greeks and Romans with other peoples of the ancient world in the Mediterranean region and beyond.

## Required for the minor in Classical Studies

Required for the minor in Classical Studies: 6-9 courses depending on Latin ability, as determined by prior language study and/or placement exam. For further information about the placement exam, see below.

1. Completion of beginning and intermediate Latin language courses.

- CLAS 100: *Beginning Latin 1* (or equivalent)
- CLAS 110: *Beginning Latin 2* (or equivalent)
- CLAS 220: *Intermediate Latin* (or equivalent)

2. At least one course (6 units) in Latin literature at the 300- or 400-level.

These are paired courses (300- and 400-level meeting jointly) with texts read in Latin. All have a prerequisite of CLAS 220 (or equivalent).

- CLAS 301/401: *Topics in Latin Literature*
- CLAS 302/402: *Ovid*
- CLAS 303/403: *Catullus and Horace*
- CLAS 304/404: *Virgil*
- CLAS 306/406: *The Roman Novel*
- CLAS 307/407: *Cicero*
- CLAS 308/408: *Roman Historians*

3. At least three courses (18 units) in Greek and Roman history, culture, and civilization. At least one of these courses (6 units) must be taken at the 300-level or above.

Students may fulfill this requirement by choosing from the following list of courses. These are courses in which all texts are read in English translation.

- CLAS 101: *Introduction to Classics*

CLAS 240: *Survey of Greek History*
- CLAS 245: *Survey of Roman History*
- CLAS 250: *Classical Mythology*
- CLAS 260: *Classical Literature in Translation*
- CLAS 280: *Warfare in Classical Antiquity*
- CLAS 300: *Periclean Athens*
- CLAS 305: *Fall of the Roman Republic*
- CLAS 310: *Augustan Rome*
- CLAS 363: *Greek and Roman Drama in Translation*
- CLAS 370: *Greek and Roman Epic in Translation*
- CLAS 421: *Topics in Greek Literature*

4. Two elective courses (12 units).

Students may fulfill this requirement by choosing two additional approved courses in Classics (CLAS) or related fields. At least one of these courses (6 units) must be taken at the 200-level or above.

Electives may be chosen from any of the following categories. Students are not limited to any one category in making their choices.

a. Courses in Latin literature.

For the list of eligible courses, see under requirement #2 above.

b. Courses in Greek and Roman history, culture, and civilization.

For the list of eligible courses, see under requirement #3 above.

c. Courses in related fields.

Students may also choose their electives from the following list of approved courses originating in other departments:

- ARHI 135 (CLAS 135): *Temples and Togas*
- ARHI 206: *Mosques and Minotaurs*
- ARHI 215: *Parchment, Power, and Play*
- ARHI 301: *Topics in Ancient Art*
- ENG 527: *History of the Book*
- GOVT 200: *Politics and Human Nature*
- HIST 105: *Cultures of the Silk Road*
- PHIL 200: *History of Philosophy: Plato and Aristotle*
- RLST 290: *Religion in Ancient Egypt*
- RLST 285 *Hebrew Prophets*
- RLST 316: *Greek and Arabic Philosophical Traditions*
- RLST 365: *Mediterranean Cities*

## Latin placement exam

Students who have prior experience with Latin and who wish to begin taking Latin at Lawrence at the intermediate or advanced level should complete the online Latin placement exam, administered via Canvas.

Students wishing to take this exam must first contact the chair of Classics, who will then arrange access to the Canvas page. Students may take the exam at any time, but should plan to do so well in advance of the term in which they expect to take their first Latin course.

The online Latin placement exam consists of parsing/form identifications, a short sight translation passage, and grammar questions about the passage. It usually takes around 60 minutes to complete.

The Classics Department will grade online Latin placement exams as they are received, and will notify students of their placement as quickly as possible. While each student's language experience will be judged on a case-by-case basis, here are some general guidelines:

1-2 years of high school experience: start at the 100-level

2-3 years of high school experience: start at the 200-level

3-4 years of high school experience: start at the 300-level

## Foreign language competency general education requirement

Students may fulfill the university's foreign language competency requirement by taking Latin at the intermediate level (CLAS 220) or any 300- or 400-level course in Latin literature (specifically, one of the courses in which students read texts in Latin, not in translation).

Students who wish to satisfy the foreign language competency requirement in Latin based solely on prior study (sometimes referred to as "placing out") must take the Latin placement exam in person under proctored conditions. For any student who achieves a grade in the A-range (90% or above) on the proctored Latin placement exam, the Classics Department will endorse an academic petition to the Faculty Subcommittee on Administration to have their foreign language requirement fulfilled based on demonstrated proficiency in Latin. The student must submit this petition individually (i.e., fulfillment of the foreign language requirement is not automatic).

The proctored Latin placement exam is offered annually during Week 1 of the Fall Term. Students who wish to take this exam must notify the chair of Classics by no later than 5:00 p.m. on the Wednesday of Welcome Week. Once the department has heard from all interested students, a specific time and venue will be scheduled for the proctored exam.

## The major in Classics

The major in Classics has been suspended. Students who matriculated in the 2021-22 academic year or earlier may be able to declare and complete a major in Classics under its previous requirements as listed in their course catalog of record (typically their matriculation year). Interested students should contact the department chair for further information.

## Senior Experience in Classics

Note: The following information is intended solely for those students who may be eligible to complete the former major in Classics under its previous requirements (see above).

The Senior Experience in Classics consists of a self-designed project that enables each student to explore a topic of individual interest within the field. During the senior year, one term of independent study (6 units) is required to complete this project.

Classics majors must choose a topic and advisor for their Senior Experience project no later than the end of the Spring Term of the junior year. The due date for submission of the final version of the project will be determined in consultation with the advisor, but should normally be no later than the end of the Winter Term of the senior year.

The Senior Experience in Classics may be fulfilled in a variety of ways, in consultation with the department faculty. Scholarly, creative, pedagogical, and experiential projects are all viable options. Past Senior Experience projects have included: research papers on topics ranging from the interaction of speech and identity in Homer's *Iliad* to Hannibal's military strategy in Italy during the Second Punic War; choreographing and staging a mixed-media dance performance that incorporated the recitation of passages of Greek and Roman lyric poetry; designing a stage set and lighting for a production of Euripides' *Medea*; and using computer rendering software to create an explorable three-dimensional model of the Temple of Apollo Epikourios at Bassae in Greece.

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

## The minors in Greek and Latin

The minors in Greek and Latin are suspended. Students may not declare a minor in Greek or Latin during the 2026-27 academic year. Returning students who declared a minor in Greek or Latin prior to the 2021-22 academic year may complete the minor under the requirements listed in their course catalog of record (typically the catalog for their matriculation year).

## International study

The undergraduate classics programs at the Intercollegiate Center for Classical Studies in Rome (ICCS-Rome), the American University of Rome (ISA Rome), and the College Year in Athens (CYA) are affiliated and approved options for study abroad in classics. Consult the department chair for more details.

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## Courses - Classics

## CLAS 100: *Beginning Latin 1*

An introductory course emphasizing the basic forms and syntax of the Latin language.
*Units: 6*

## CLAS 101: *Introduction to Classics*

An introduction to Greek and Roman civilization. Through lecture and discussion students will engage with ancient textual sources (in translation) on such topics as ancient politics, philosophy, military history, poetry, theatre, social history, oratory, and art history. Students will learn about the variety of methodologies and sources of evidence used by Classicists to understand the ancient world.
*Units: 6*

## CLAS 110: *Beginning Latin 2*

A continuation from CLAS 100 with emphasis on the more advanced syntactic structures of the Latin language. PREREQUISITES: CLAS 100 or two years of high school Latin
*Units: 6*

*Prerequisite: CLAS 100 or two years of high school Latin*

## CLAS 135: *Temples and Togas: Arts of the Ancient World*

This introductory class examines the art and architecture of ancient Greece and Rome, spanning from the Minoans on Crete to the Arch of Titus in the Roman Forum. Students will learn about the progression of styles, functions, and historical meanings of these objects as they are introduced to basic art historical methods.
*Units: 6*

*Also listed as Art History 135*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## CLAS 220: *Intensive Intermediate Latin*

A continuation from CLAS 110 with emphasis on developing experience with reading and translating connected passages of Latin prose and poetry. Successful completion of CLAS 220 fulfills the foreign language general education requirement for the B.A. PREREQUISITES: CLAS 110 or three years of high school Latin.
*Units: 6*

*Prerequisite: CLAS 110 or three years of high school Latin.*

## CLAS 240: *Survey of Greek History*

A study of ancient Greek history from the Bronze Age to 146 B.C.E. 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. All texts in English. (E)
*Units: 6*

*Also listed as History 231*

## CLAS 245: *Survey of Roman History*

A study of the history of Rome from its origins through the Republic and Empire to the reign of Constantine. Emphasis on political and cultural developments and the acquisition and maintenance of empire. Readings may include Livy, Tacitus, Suetonius, and the Historia Augusta. All texts in English. (E)
*Units: 6*

*Also listed as History 232*

## CLAS 250: *Classical Mythology*

A study of classical mythology through examination of the literary mythical narratives of Greece and Rome. We will consider the form, content, and themes of these stories in order to explore the cultural significance of myth and the various ways in which myths can be interpreted. All texts in English.
*Units: 6*

## CLAS 260: *Ancient Voices: Classical Literature in Translation*

A study of specific texts selected from the corpus of Greek and Latin prose and poetry, read in English translation. Each iteration of the course will focus on a particular genre or theme in classical literature. Possible topics include: the ancient novel, death and the underworld, and Greek and Roman love poetry.
*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. All texts in English. (E)
*Units: 6*

*Also listed as History 241*

## 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.E.). 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. All texts in English. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 235*

*Prerequisite: Sophomore standing or consent of instructor*

## CLAS 301: *Topics in Latin Literature*

Close reading and study of texts selected from the corpus of Latin literature. The course will focus on a different genre, author, or theme in Latin poetry or prose each year it is offered. Possible topics include Roman satire, Roman comedy and tragedy, love elegy, and epistolary writing. Meets concurrently with CLAS 401. Not open to students who have received credit for the current topic under CLAS 401 or who need to receive credit for CLAS 401. May be repeated when the topic is different.
*Units: 6*

*Prerequisite: CLAS 220 or three years of high school Latin*

## CLAS 302: *Ovid*

Close reading and study of Ovid's poetry in Latin, as represented by a book of the Metamorphoses or selections from the Amores and Ars Amatoria. Discussion will be supplemented with additional primary readings in English translation and secondary scholarship. Meets concurrently with CLAS 402. Not open to students who have received credit for CLAS 402 or CLAS 410, or who need to receive credit for CLAS 402. PREREQUISITES: CLAS 220 or three years of high school Latin.
*Units: 6*

*Prerequisite: CLAS 220 or three years of high school Latin.*

## CLAS 303: *Catullus and Horace*

Careful reading and concentrated study of selected poems by Catullus and Horace in Latin. Discussion will be supplemented with additional readings in English translation and secondary scholarship. Meets concurrently with CLAS 403. Not open to students who have received credit for CLAS 403 or CLAS 425, or who need to receive credit for CLAS 403. PREREQUISITES: CLAS 220 or three years of high school Latin
*Units: 6*

*Prerequisite: CLAS 220 or three years of high school Latin*

## CLAS 304: *Virgil*

Close reading of extended selections from Virgil in Latin, primarily drawn from the Aeneid, supplemented with additional readings in English translation and secondary scholarship. Emphasis on Virgil's poetic technique as well as the political and cultural significance of his poetry. Meets concurrently with CLAS 404. Not open to students who have received credit for CLAS 404 or CLAS 440, or who need to receive credit for CLAS 404. PREREQUISITES: CLAS 220 or three years of high school Latin
*Units: 6*

*Prerequisite: CLAS 220 or three years of high school Latin*

## CLAS 305: *The Fall of the Roman Republic*

A study of the final decades of the Roman Republic from the sixth consulship of Marius to the assassination of Caesar (100 to 44 B.C.E.), focusing on political, social, and cultural changes during this tumultuous period. Topics include:

Roman politics, social class and identity, and Republican art, literature, and thought. All texts in English. (E) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 242*

*Prerequisite: Sophomore standing or consent of instructor*

## CLAS 306: *The Roman Novel*

Close reading and study of selected passages in Latin from the Satyricon of Petronius and the Metamorphoses (also known as The Golden Ass) of Apuleius, the two surviving examples of the ancient Roman novel. Meets concurrently with CLAS 406. Not open to students who have received credit for CLAS 406 or who need to receive credit for CLAS 406. PREREQUISITES: CLAS 220 or three years of high school Latin
*Units: 6*

*Prerequisite: CLAS 220 or three years of high school Latin*

## CLAS 307: *Cicero*

Close reading of a selection from the works of Cicero in Latin, supplemented with additional readings in English translation and secondary scholarship. Texts may include the Pro Caelio, the Pro Archia, and the Catilinarian Orations. Meets concurrently with CLAS 407. Not open to students who have received credit for CLAS 407 or CLAS 435, or who need to receive credit for CLAS 407. PREREQUISITES: Prerequisite: CLAS 220 or three years of high school Latin
*Units: 6*

*Prerequisite: Prerequisite: CLAS 220 or three years of high school Latin*

## CLAS 308: *Roman Historians*

A study of selections from several Roman historians in Latin, chosen to emphasize specific historical events and persons depicted on Roman coins from the university's Ottilia Buerger Collection. Meets concurrently with CLAS 408. Not open to students who have received credit for CLAS 408 or CLAS 415, or who need to receive credit for CLAS 408. PREREQUISITES: CLAS 220 or three years of high school Latin
*Units: 6*

*Prerequisite: CLAS 220 or three years of high school Latin*

## 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. All texts in English. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 240*

*Prerequisite: Sophomore standing or consent of instructor*

## CLAS 363: *Laughter and Pain: Greek and Roman Drama in Translation*

In this course we analyze ancient plays both as great works of literature and as artifacts of a particular artistic, cultural, and political context. Students will read excerpts and complete plays in English from a variety of ancient authors, including (from Classical Athens) Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, and (from late Republican and early Imperial Rome) Plautus, Terence, and Seneca. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Theatre Arts 363, English 263*

*Prerequisite: Sophomore standing or consent of instructor*

## CLAS 370: *War and Humanity: Greek and Roman Epic in Translation*

An examination of ancient epic literature through the study of Homer's Iliad and Odyssey and Virgil's Aeneid, all read in English translation. Emphasis on the important features and themes of the epic genre, ancient conceptions of the hero, and the literary, cultural, and political resonance of these texts in classical antiquity. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as English 265*

*Prerequisite: Sophomore standing 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## CLAS 401: *Topics in Latin Literature*

Close reading and study of texts selected from the corpus of Latin literature. Meets concurrently with CLAS 301. Students taking this course at the 400-level will be held to a higher standard of reading, translation, and performance in class and on exams, and will be assigned an additional research paper. Not open to students who have received credit for the current topic under CLAS 301 or who need to receive credit for CLAS 301. May be repeated when the topic is different.
*Units: 6*

*Prerequisite: One 300-level course in Latin or four years of high school Latin*

## CLAS 402: *Ovid*

A study of Ovid's poetry, as represented by selections from the Metamorphoses or the Amores and Ars Amatoria (in Latin). Meets concurrently with CLAS 302. Students taking this course at the 400-level will be held to a higher standard of reading, translation, and performance in class and on exams, and will be assigned an additional research paper. Not open to students who have received credit for CLAS 302 or CLAS 410, or who need to receive credit for CLAS 302. PREREQUISITES: One 300-level course in Latin or four years of high school Latin
*Units: 6*

*Prerequisite: One 300-level course in Latin or four years of high school Latin*

## CLAS 403: *Catullus and Horace*

Careful reading and concentrated study of selected poems by Catullus and Horace (in Latin). Meets concurrently with CLAS 403. Students taking this course at the 400-level will be held to a higher standard of reading, translation, and performance in class and on exams, and will be assigned an additional research paper. Not open to students who have received credit for CLAS 303 or CLAS 425, or who need to receive credit for CLAS 303. PREREQUISITES: One 300-level course in Latin or four years of high school Latin
*Units: 6*

*Prerequisite: One 300-level course in Latin or four years of high school Latin*

## CLAS 404: *Virgil*

Close reading and study of extended selections from Virgil (in Latin), primarily drawn from the Aeneid. Meets concurrently with CLAS 304. Students taking this course at the 400-level will be held to a higher standard of reading, translation, and performance in class and on exams, and will be assigned an additional research paper. Not open to students who have received credit for CLAS 304 or CLAS 440, or who need to receive credit for CLAS 304. PREREQUISITES: One 300-level course in Latin or four years of high school Latin
*Units: 6*

*Prerequisite: One 300-level course in Latin or four years of high school Latin*

## CLAS 406: *The Roman Novel*

Close reading and study of selected passages in Latin from the Satyricon of Petronius and the Metamorphoses of Apuleius. Meets concurrently with CLAS 306. Students taking this course at the 400-level will be held to a higher

standard of reading, translation, and performance in class and on exams, and will be assigned an additional research paper. Not open to students who have received credit for CLAS 306 or who need to receive credit for CLAS 306. PREREQUISITES: One 300-level course in Latin or four years of high school Latin
*Units: 6*

*Prerequisite: One 300-level course in Latin or four years of high school Latin*

## CLAS 407: *Cicero*

Close reading and study of a selection from the works of Cicero (in Latin). Meets concurrently with CLAS 307. Students taking this course at the 400-level will be held to a higher standard of reading, translation, and performance in class and on exams, and will be assigned an additional research paper. Not open to students who have received credit for CLAS 307 or CLAS 435, or who need to receive credit for CLAS 307. PREREQUISITES: One 300-level course in Latin or four years of high school Latin
*Units: 6*

*Prerequisite: One 300-level course in Latin or four years of high school Latin*

## CLAS 408: *Roman Historians*

A study of selections from several Roman historians (in Latin). Meets concurrently with CLAS 308. Students taking this course at the 400-level will be held to a higher standard of reading, translation, and performance in class and on exams, and will be assigned an additional research paper. Not open to students who have received credit for CLAS 308 or CLAS 415, or who need to receive credit for CLAS 308. PREREQUISITES: One 300-level course in Latin or four years of high school Latin.
*Units: 6*

*Prerequisite: One 300-level course in Latin or four years of high school Latin.*

## CLAS 421: *Topics in Greek Literature*

Close reading and study of excerpts from one or more authors in ancient Greek. Meets concurrently with CLAS 321. Students taking this course at the 400-level will be assigned a research paper and will be held to a higher standard in the assessment of their contributions to class translation and discussion and their performance on exams. Not open to students who have received credit for the current topic under CLAS 321 or who need to receive credit for CLAS 321. May be repeated when the topic is different.
*Units: 6*

## 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*

*Also listed as Art History 400*

*Prerequisite: One 200- or 300-level course in art history, 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: CLAS 220 and 225 or consent of instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Cognitive Science

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|---|---|
| Professors | K. Krebsbach *(Mathematics) (on leave term(s) III)*, M. Phelan *(Philosophy, chair)*, B. Williams *(Education)* |
| Assistant professor | C. Teng *(Neuroscience, Dennis and Charlot Singleton Assistant Professor in Cognitive Neuroscience)* |

Cognitive science is the interdisciplinary study of how minds work. Its founding vision was to unify the science of biological intelligence with the science of computation—to understand minds by understanding both brains and the machines that model them. That vision is now more vivid than ever. The advent of large language models and other inferential computational systems has placed the science of cognition at the center of one of the most consequential developments in human history. Cognitive science is uniquely positioned as the field that bridges artificial and biological intelligence; and Lawrence's cognitive science minor is designed to give you the tools to rigorously investigate cognition, whether it occurs in a brain or a machine.

Students often complete the minor alongside a major in one of the core disciplines of cognitive science—philosophy, psychology, neuroscience, linguistics, or computer science—or alongside an allied discipline, such as anthropology, economics, political science, or music theory. Students also have the option of expanding the minor into a student-designed major by proposing additional courses and a Senior Experience for approval by the instruction committee (see "student-designed majors" in the catalog).

Students who study cognitive science often go on to graduate study in the field or one of its related disciplines. Other students go on to applied work in fields such as artificial intelligence, natural language processing, or technology design.

## Requirements for the minor in cognitive science

**Requirements for the Minor in Cognitive Science**

The minor consists of seven courses organized into three levels: an introductory level, an intermediate level, and electives.

**Introductory level (two courses required)**

The following two courses are required of all students in the minor and should be completed before advancing to the intermediate level:

1. COSC 105/PHIL 105: Introduction to Cognitive Science
2. DASC 110:  Data Science I

**Intermediate Level (two courses required: one from each group, A and B)**

Students must complete one course from each of the following two groups. COSC 105/PHIL 105 satisfies the prerequisite for courses in Group A. DASC 110 satisfies the prerequisite for CMSC 208/LING 208/STAT 208. (CMSC 470 and 490 have additional prerequisites beyond courses offered in the cognitive science minor.)

Group A — Cognitive Neuroscience and Cognitive Psychology (choose one):

1. PSYC 340 or 342: Cognitive Psychology
2. PSYC 343: Cognitive Neuroscience

Group B — Computational Methods (choose one):

1. CMSC 208/LING 208/STAT 208: Statistical Machine Learning
2. CMSC 470: Artificial Intelligence
3. CMSC 490: Neural Networks

**Elective Courses (three required)**

Students must complete three elective courses. At most one of these courses can contribute to any of the student's majors. At least one must be at the 300 level or above.

- PHIL 111: Computation and Cognition
- LING 150: Introduction to Linguistics
- EDST 180: The Science of Learning
- STAT 255: Statistics for Data Science
- COSC 300: Topics in Cognitive Science
- COSC 345/ANTH 345/PSYC 345: Distributed Cognition and the Extended Mind
- PSYC 370: Perception
- NESC 383: Memory Systems
- PHIL 405/LING 405: How to Do Things with Words
- PHIL 410: Philosophy of Mind
- LING 470: Cognitive Linguistics
- COSC 545/LING 545/PSYC 545: Gesture Studies
- NESC 580/BIOL 340: Topics in Neuroscience

Additional courses from the intermediate level above may also count toward the elective requirement.

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## Courses - Cognitive Science

### COSC 105: *Intro To Cognitive Science*

An introduction to the interdisciplinary study of how the mind works. Topics include: the nature of perception; what human language reveals about the mind; the basis of morality and altruism; how sexual selection has shaped human psychology; and the cognitive science of religious and spiritual belief. We will discuss tools, theories, and assumptions from philosophy, psychology, computer science, linguistics, anthropology, behavioral economics, and neuroscience. *Units: 6*

*Also listed as Philosophy 105*

## PHIL 105: *Introduction to Cognitive Science*

An introduction to the interdisciplinary study of how the mind works. Topics include the decomposition of cognitive processes; heuristics and biases; the importance of ancestral environments to contemporary psychology; the role of situational constraints and dispositional traits to behavior; ways in which our brains can exploit cognitive artifacts; and how and the extent to which we can acquire knowledge of our own minds. We will discuss tools, theories, and assumptions from philosophy, psychology, computer science, linguistics, anthropology, behavioral economics, and neuroscience.
*Units: 6*

*Also listed as Cognitive Science 105*

## COSC 111: *Computation and Cognition*

This course is a blend of philosophy, cognitive science, and hands-on AI experimentation. The main goal of the course is to compare human cognition with whatever computational generative AI systems (specifically, language models) do, exploring both their similarities and differences. We'll first turn our attention to some salient aspects of human cognition. Then we'll spend time directly engaging with Chat GPT, using systematic prompting experiments to probe how LLMs generate, structure, and respond to language. We'll conclude with an extended philosophical comparison of human minds and generative AI. Discussion based, written work and exams.
*Units: 6*

*Also listed as Philosophy 111*

## LING 150: *Introduction to Linguistics*

Introduction to theory and methods for analyzing the structures of human language, including sounds (phonetics & phonology), words (morphology), phrases & sentences (syntax), and meaning (semantics). Either LING 150 or LING 175 will satisfy the prerequisite for further courses in linguistics.
*Units: 6*

## PHIL 150: *Symbolic Logic*

What makes an argument a good argument for some claim? This course undertakes a formal study of the properties of good arguments, such as validity and consistency. It introduces students to the languages of sentential logic and quantified logic, and to the semantics and proof systems for these languages. Recommended for first-years and sophomores. PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Also listed as Linguistics 160*

*Prerequisite: Recommended for freshmen and sophomores*

## EDST 180: *The Science of Learning*

An introduction to the science of learning and how it applies to educational contexts. Topics include brain structure and development; types of memory and learning processes; approaches to building knowledge, skills, and understanding; and factors that drive more powerful and successful learning. Each student will arrange their own practicum of three hours per week in a school class or similar learning environment.
*Units: 6*

## COSC 191: *Directed Study in Cognitive 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## CMSC 205: *Data-Scientific Programming*

An introduction to programming with emphasis on learning from data in order to gain useful insights. Topics focus on elementary programming concepts in the R language and the necessary tools to handle, analyze and interpret data. This course will be taught in a workshop format, and students will complete regular assignments and a final project that provide hands-on programming/analysis experiences. PREREQUISITES: Sophomore standing AND one prior MATH, CMSC, or STAT course, or BIOL 280.
*Units: 6*

*Also listed as Statistics 205*

*Prerequisite: Sophomore standing AND one prior MATH, CMSC, or STAT course, or BIOL 280.*

## CMSC 210: *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 Python language, design and implementation of numerical algorithms, and an introduction to symbolic computation. PREREQUISITES: One term of calculus (either MATH 140 or MATH 120), or consent of instructor
*Units: 6*

*Prerequisite: One term of calculus (either MATH 140 or MATH 120), or consent of instructor*

## ECON 225: *Introduction to Game Theory*

### *Introduction to Game Theory*

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*

## 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, social and cognitive development. A variety of theoretical perspectives are covered. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 260*

*Prerequisite: PSYC 100 or sophomore standing*

### PSYC 265: *Developmental Psychology (with laboratory)*

Identical in content to Psychology 260, but requiring a weekly three-hour laboratory that involves systematic work with infants and children to learn assessment techniques and experimental methodologies for the study of development. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or sophomore standing*

### COSC 300: *Topics in Cognitive Science*

An in-depth exploration of a topic in cognitive science. May be repeated when topic is different.
*Units: 6*

### 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. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*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? PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*Units: 6*

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

### ANTH 330: *Language and Culture*

An introduction to the core concepts of linguistic anthropology, definitions of language, basic methods of linguistic anthropology (observation, transcription, analysis, ethnography), power and language, language discrimination, and language ideology theory. Lectures, discussions, and labs. PREREQUISITES: ANTH 110 or LING 150 or 175 or instructor approval
*Units: 6*

*Also listed as Linguistics 330*

*Prerequisite: ANTH 110 or LING 150 or 175 or instructor approval*

### LING 330: *Language and Culture*

An introduction to the core concepts of linguistic anthropology, definitions of language, basic methods of linguistic anthropology (observation, transcription, analysis, ethnography), power and language, language discrimination, and language ideology theory. Lectures, discussions, and labs. PREREQUISITES: ANTH 110 or LING 150 or 175 or

instructor approval
*Units: 6*

*Also listed as Anthropology 330*

*Prerequisite: ANTH 110 or LING 150 or 175 or instructor approval*

## LING 335: *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. PREREQUISITES: LING 150 or 175
*Units: 6*

*Prerequisite: LING 150 or 175*

## BIOL 340: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Psychology 580, Neuroscience 580*

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

## LING 340: *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. PREREQUISITES: LING 150 or 175
*Units: 6*

*Prerequisite: LING 150 or 175*

## PSYC 340: *Cognitive Psychology (with laboratory)*

This course investigates the mental processes involved in the acquisition, organization, and use of knowledge. Topics surveyed include attention, memory, imagery, and problem solving. One laboratory per week involving demonstrations, experiments, and other hands-on learning opportunities. PREREQUISITES: PSYC 100 or COSC 105
*Units: 6*

*Prerequisite: PSYC 100 or COSC 105*

## ANTH 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes

in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: PHIL 105 recommended
*Units: 6*

*Also listed as Education Studies 345, Psychology 345, Cognitive Science 345*

*Prerequisite: PHIL 105 recommended*

### COSC 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: COSC 105 (PHIL 105) recommended
*Units: 6*

*Also listed as Education Studies 345, Anthropology 345, Psychology 345*

*Prerequisite: COSC 105 (PHIL 105) recommended*

### EDST 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: COSC 105 (PHIL 105) recommended
*Units: 6*

*Also listed as Anthropology 345, Psychology 345, Cognitive Science 345*

*Prerequisite: COSC 105 (PHIL 105) recommended*

### PSYC 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: PHIL 105 recommended
*Units: 6*

*Also listed as Education Studies 345, Anthropology 345, Cognitive Science 345*

*Prerequisite: PHIL 105 recommended*

### LING 350: *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. PREREQUISITES: LING 150 or 175
*Units: 6*

*Prerequisite: LING 150 or 175*

## 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. PREREQUISITES: Sophomore standing; at least one prior biology course recommended
*Units: 6*

*Also listed as Health and Society 350*

*Prerequisite: Sophomore standing; at least one prior biology course recommended*

## 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. PREREQUISITES: Sophomore standing; at least one biology course recommended
*Units: 6*

*Prerequisite: Sophomore standing; at least one biology course recommended*

## 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. PREREQUISITES: LING 150 or 175 or PSYC 340, or instructor approval
*Units: 6*

*Also listed as Psychology 375*

*Prerequisite: LING 150 or 175 or PSYC 340, or instructor approval*

## 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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or sophomore standing*

## 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. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended
*Units: 6*

*Also listed as Philosophy 400*

*Prerequisite: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended*

## 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. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended
*Units: 6*

*Also listed as Linguistics 400*

*Prerequisite: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended*

## LING 405: *How to Do Things With Words*

An examination of major and cutting edge topics in the philosophy of language and linguistics. Where do word meanings come from? How can one word mean different things in different contexts? How do we promise or make commitments? Why do slurs hurt and jokes amuse? What is the nature of metaphor? Where does the border between what words mean and what speakers mean with words lie? These and other questions will be considered. Appropriate for students with an interest in philosophy, linguistics, or cognitive science. PREREQUISITES: One course in philosophy, junior standing, or consent of the instructor
*Units: 6*

*Also listed as Philosophy 405*

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

## PHIL 405: *How to Do Things With Words*

An examination of major and cutting edge topics in the philosophy of language and linguistics. Where do word meanings come from? How can one word mean different things in different contexts? How do we promise or make commitments? Why do slurs hurt and jokes amuse? What is the nature of metaphor? Where does the border between what words mean and what speakers mean with words lie? These and other questions will be considered. Appropriate for students with an interest in philosophy, linguistics, or cognitive science. PREREQUISITES: One course in philosophy, junior standing, or consent of the instructor
*Units: 6*

*Also listed as Linguistics 405*

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

## 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. Sufficient mathematical maturity required. PREREQUISITES: MATH 130 or MATH 140; MATH 300 recommended
*Units: 6*

*Prerequisite: MATH 130 or MATH 140; MATH 300 recommended*

## PHIL 410: *Philosophy of Mind*

What is the relationship between the mind and the body? What is the nature of conscious experience? How do mental states represent states of the world? Is our common sense conception of mental states and processes compatible with the methods and assumptions of cognitive science? These and other questions in the philosophy of mind will be considered. PREREQUISITES: One course in philosophy, PSYC 340, junior standing, or consent of instructor
*Units: 6*

*Prerequisite: One course in philosophy, PSYC 340, 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*

## 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*

## PSYC 420: *Clinical and Affective Neuroscience*

This course focuses on advanced topics in neuroscience involving emotion. We will explore emerging knowledge of the brain's involvement in emotional behaviors, including physiological and psychological states. Course topics include: neural plasticity, human neuroscience methods, emotions, and pathophysiology of affective disorders. PREREQUISITES: NESC 200, PSYC 348, or PSYC 365
*Units: 6*

*Prerequisite: NESC 200, PSYC 348, or PSYC 365*

## 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*

## 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. PREREQUISITES: CMSC 250 and CMSC 270
*Units: 6*

*Prerequisite: CMSC 250 and CMSC 270*

## 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. PREREQUISITES: LING 150 or 175 or instructor approval
*Units: 6*

*Prerequisite: LING 150 or 175 or instructor approval*

## 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. PREREQUISITES: CMSC 150 and MATH 230
*Units: 6*

*Prerequisite: CMSC 150 and MATH 230*

## PSYC 525: *Brain and Behavior II (no lab)*

This course is identical in content to PSYC 530, but it has no laboratory. An examination of the interrelationships between the brain and behavior. Topics include sleep, language, motivation, emotions, learning, and mental disorders. PREREQUISITES: PSYC 360
*Units: 6*

*Prerequisite: PSYC 360*

## 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*

## COSC 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. PREREQUISITES: One 200-level course in linguistics or psychology, or consent of the instructor.
*Units: 6*

*Also listed as Linguistics 545, Psychology 545*

*Prerequisite: One 200-level course in linguistics or psychology, or consent of the 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. PREREQUISITES: One 200-level course in linguistics or psychology, or consent of the instructor
*Units: 6*

*Also listed as Cognitive Science 545, Psychology 545*

*Prerequisite: One 200-level course in linguistics or psychology, or consent of the 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. PREREQUISITES: One 200-level course in linguistics or psychology, or consent of the instructor
*Units: 6*

*Also listed as Cognitive Science 545, Linguistics 545*

*Prerequisite: One 200-level course in linguistics or psychology, or consent of the instructor*

### PSYC 580: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Biology 340, Neuroscience 580*

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

### COSC 591: *Directed Study in Cognitive 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### COSC 599: *Independent Study in Cognitive Science*

Individualized advanced research under staff guidance to prepare a substantial paper. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### COSC 691: *Directed Study in Cognitive 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### COSC 695: *Internship in Cognitive Science*

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.
*Units: 1 TO 98*

### COSC 699: *Independent Study in Cognitive Science*

Advanced study, arranged in consultation with the department chair. Students contemplating an honors project should register for this course. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Dance

Visiting Assistant Professors M. Donegan Kraker *(chair)*, M. Paek *(chair)*

## Dance: Embodied Collaborative Practice

Dance is a practice of crafting pathways for curiosity, resiliency, and connection through movement. Our dance minor at Lawrence values every body, practice as research, and kinetic intelligence. Collaborative process is the foundation of our study and the minor is comprised of artistic, academic, and athletic practices. Our innovative approach to movement nourishes students ready to take embodied, inter-disciplinary, experimental approach to artmaking and supports dance artist scholars on their journey towards choreographing compassionate futures.

The Dance minor is open to all Lawrence students and offers movement practices that are accessible to all. In the classroom/studio, we value difference, create a sense of belonging, and develop an embodied practice of place, both internal and external. To minor in dance, students take three to four of the Foundational Dance courses, supplemented by courses in the Embodied, Collaborative, and Practice categories. Foundational courses cultivate movement longevity, spatial composition, critical thinking, and artistic life skills. The additional curriculum encourages interdisciplinary investigation alongside mental and physical flexibility, stamina, health, and agency.

Through deep and embodied processes of movement research, collaboration, and creation, dance artist scholars will leave their undergraduate career with tools for creating their own lives, experience with presence and performance, and the capacity to thrive, wherever they move next.

## Required for the minor in Dance

The minor in Dance requires a total of 36 units.

15 units from among the following Foundational courses:

- THAR/MUDA 132: *Ensemble Thinking* (3 units)
- THAR/MUDA 143: *Fundamentals of Movement: Practices of Care for the Performing Artist, Athlete* (3 units)
- THAR/MUDA 221: *Dance Studies: Global Perspectives* (6 units)
- THAR/MUDA 341: *Construction Sites: Tools for Embodied Research* (6 units)

6 units from among the following Embodied courses:

- THAR/MUDA 134: *Contact Improvisation* (3 units, repeatable)
- UNIC 135: *Doing Nothing* (1 unit)
- MURP 120: *Deep Listening Lab* (3 units)
- RLST 356: Meditation: Psychological and Buddhist Perspectives (6 units)
- THAR/MUSI 310: *Alexander Technique* I (3 units)
- THAR 430/MUSI 410/MURP 430: *Alexander Technique II: For Performers* (3 or 6 units)

6 units from among the following Collaborative courses:

- THAR/MUDA 132: *Ensemble Thinking* (3 units)
- MUEN 205: *Dance Collective Ensemble* (1 unit, repeatable)
- THAR 355 or 357: *Theatre Production Laboratory* (1 unit, repeatable)
- THAR 135: *Stagecraft* (6 units)
- THAR 137: *Costume Crafts and Technology* (6 units)
- MUSI/BUEN 150: *Introduction to Arts Management* (6 units)
- THAR161: *Stage Makeup* (3 units)
- MUSI 120: *Basic Audio Recording* (1 unit)
- MUSI 220: *Audio Editing and Mixing Tech* (3 units)
- MUEN 231: *Kinkaviwo* (1 unit)
- MUEN 232: *Tambo Toke* (1 unit)
- MUEN 203: *Balinese Gamelan* (1 unit)

9 units from among Practice courses:

- THAR/MUDA 134: *Contact Improvisation* (3 units, repeatable)
- THAR/MUDA 136: *Embodied Creative Practice* (3 units)
- THAR/MUDA 138: *Articulating the Solo Body* (3 units)
- THAR/MUDA 143: *Fundamentals of Movement: Practices of Care for the Performing Artist, Athlete* (3 units)
- THAR/MUDA 147: *Physical Practice: Modern Dance* (3 units)
- THAR/MUDA 149: *Physical Practice: Broadway Styles* (3 units)
- THAR/MUDA 185: *Movement and Text* (6 units)
- THAR/MUDA 220: *Musicians in Movement* (3 units)

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## Courses - Dance

### MUDA 132: *Ensemble Thinking*

Ensemble Thinking (ET) is a system of physical, improvisational, group scores that provides organizing lenses through which we observe and participate in movement and performance. ET is a flexible form that refines the individual's ability to perceive, initiate, and support collective action. The scores are physical, group parameters that are playfully and rigorously practiced in order to build shared language, illuminate power dynamics, extend relational compositional possibilities, and attune as a community. ET's conceptual nature allows for access adaptability and applications in other fields of practice, such as business, athletics, and other performance. Alongside in-studio dance explorations, students will investigate applications of Ensemble Thinking to other fields of study.
*Units: 6*

*Also listed as Theatre Arts 132*

### MUDA 134: *Contact Improvisation*

Contact Improvisation is a partnering dance form that explores movement possibilites created when two or more

individual bodies are touching and/or sharing weight, balance or support. The practice of Contact Improvisation encourages the development of self-responsibility, awareness, clear physical communication and a strong, versitile body. This is a rigorous dance lab in which we will experiment with action, physics and listening.
*Units: 3*

*Also listed as Theatre Arts 134*

## MUDA 136: *Embodied Creative Practice*

This is a course designed to build your creative muscle. In the supportive community of this class, we will access your individual story, writing, drawing, movement and voice to create and perform for each other every class meeting. Employing diverse performance techniques and referencing various readings, we will discover and craft our unique inspirations, directions, and experience.
*Units: 3*

*Also listed as Theatre Arts 136*

## MUDA 138: *Articulating the Solo Body*

Based in ReWire/Dancing States and other contemporary techniques, this course will build a movement foundation for the solo dancing body. In the studio, we will work with clarity, speed, and precision to develop a versatile and conscious dancer. We will also explore topics such as performance, intention, and habits while dancing.
*Units: 3*

*Also listed as Theatre Arts 138*

## MUDA 143: *Fundamentals of Movement: Practices of Care for the Performing Artist, Athlete*

Fundamentals of Movement introduces the performing artist, the performing athlete to tactics of care, injury prevention, performance enhancement, and wellness. Through experiential anatomy, fascial training, restorative and preventative somatic practices students actively engage with experiential tools that will enhance and add longevity to their performative careers, whatever performative situation comes next. The course will have reading, viewing, discussion, written and verbal critique, and experiential components. Recommended for students who wish to participate in theatre, opera, musical and collaborative productions as well as competitive sport and athletics.
*Units: 3*

*Also listed as Theatre Arts 143*

## MUDA 147: *Physical Practice: Modern Dance I*

This studio-based introductory course examines the historical development and current physical practice of American Modern dance. The course focuses on experiencing the basic elements of modern dance: coordination, alignment, rhythm, weight, directionality and presence. These elements are practiced through the lens of four modern dance training techniques: Horton, Taylor, Limon, and Klein Technique. Through viewing film, reading, and physical practice, students gain an embodied sense of the technical dance training as well as the socio-political-historical context for the formation of each technique.
*Units: 3*

*Also listed as Theatre Arts 147*

## MUDA 149: *Physical Practice: Broadway Styles*

Physical Practice introduces students to dance as an embodied practice, academic study and a process of investigating and making. This class section explores the basic elements of contemporary Broadway dance: coordination, alignment, time, space, speed, rhythm, weight, and solo/ensemble practice. Emphasis is placed on moving and dancing a lot, getting sweaty in order to build strength and stamina in the body and mind. The course will have viewing, discussion, written and verbal critique, composition, and experiential components. Recommended for students who wish to participate in theatre, opera, musical and collaborative productions. This course can be repeated (and can be taken by students who previously took THAR 149 under the old title.) Only 6 units of Physical Practice (any type) can count toward the theatre arts major.
*Units: 3*

*Also listed as Theatre Arts 149*

## MUDA 185: *Movement and Text*

This studio-based introductory course examines the interplay of physical movement with verbal and written texts. Using choreographic approaches and improvisational structures, students will investigate how to mine a theatrical text for its range of expression, embodiment, and compositional qualities, and to examine the kinesthetic body as a text.
*Units: 6*

*Also listed as Theatre Arts 185*

## MUDA 191: *Directed Study in Dance*

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: 1 TO 98*

## MUDA 220: *Topics in Movement/Performance*

Topics in this series vary from year to year. May be repeated when topic is different.
*Units: 3*

*Also listed as Theatre Arts 220*

## MUDA 221: *Dance Studies: Global Perspectives*

This course introduces major concepts, approaches and issues in the study of dance as a cultural, historical and artistic practice. By examining key texts in dance studies, viewing dance films and engaging in the practice of dancing, students will investigate how moving bodies shaped history while considering dance as a form of cultural identity and political power.
*Units: 6*

*Also listed as Theatre Arts 221*

## MUDA 230: *Musicians In Movement*

In this studio course, we will experiment with various ways movement interacts with music. Topics will be explored form a movement perspective and include-composing music for dance, using space to enhance or alter music

performance, dancing while musiking, and attending to the motion of making music. Each student will create music and dances every day. PREREQUISITE: Some music improvisation/composition ability. PREREQUISITES: Some music improvisation/composition ability.
*Units: 3*

*Also listed as Theatre Arts 230*

*Prerequisite: Some music improvisation/composition ability.*

## MUDA 283: *Physical Practice: Modern Dance II*

This studio-based intermediate level course builds upon the foundations covered in Physical Practice: Modern Dance I. The course dives deeper into the practice of historical and contemporary dance training techniques and performance concepts. American Modern Dance techniques covered and referenced: Horton, Taylor, Limon, Klein Technique. Learning will be assessed through discussion, written and verbal critique, and experiential components. The course culminates with an informal performance. PREREQUISITES: MUDA/THAR 147 or instructor approval
*Units: 3*

*Also listed as Theatre Arts 283*

*Prerequisite: MUDA/THAR 147 or instructor approval*

## MUDA 341: *Construction Sites: Tools for Embodied Research*

What constitutes performance and how is performance a site of possibility, discourse, dissension, and connection? Through the lens of dance as a foundation, we grapple with embodying our research and creating action in our campus communities and beyond. This upper-level course is meant to prepare students for their senior capstone and for any students who want to dive into deep research.
*Units: 6*

*Also listed as Theatre Arts 341*

## MUDA 390: *Tutorial in Dance*

A tutorial is a student-driven course of study undertaken by an individual student or a small group of students in collaboration with one or more faculty members from the department. The primary goal of a tutorial is the expansion, refinement, and synthesis of knowledge through in-depth exploration of a specific topic. A tutorial may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

## MUDA 391: *Directed Study in Dance*

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: 1 TO 98*

## MUDA 399: *Independent Study in Dance*

An independent study is largely student-directed work in scholarship or creative activity supervised by a member of an

academic department. An independent study may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

### MUDA 590: *Tutorial in Dance*

A tutorial is a student-driven course of study undertaken by an individual student or a small group of students in collaboration with one or more faculty members from the department. The primary goal of a tutorial is the expansion, refinement, and synthesis of knowledge through in-depth exploration of a specific topic. A tutorial may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

### MUDA 591: *Directed Study in Dance*

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: 1 TO 98*

### MUDA 599: *Independent Study in Dance*

An independent study is largely student-directed work in scholarship or creative activity supervised by a member of an academic department. An independent study may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

### MUDA 690: *Tutorial in Dance*

A tutorial is a student-driven course of study undertaken by an individual student or a small group of students in collaboration with one or more faculty members from the department. The primary goal of a tutorial is the expansion, refinement, and synthesis of knowledge through in-depth exploration of a specific topic. A tutorial may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

### MUDA 691: *Directed Study in Dance*

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: 1 TO 98*

### MUDA 699: *Independent Study in Dance*

An independent study is largely student-directed work in scholarship or creative activity supervised by a member of an academic department. An independent study may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.

*Units: 1 TO 98*

# Data Science & Statistics

| | |
|---|---|
| | S. Zhou |
| Professor | S. Corry *(Mathematics)* |
| Associate professors | A. Chakraborty *(Mathematics)*, J. Lhost *(Economics)*, A. Sage *(Mathematics) (on leave term(s) III)* |

## Data Science & Statistics

### Required for the Major in Data Science and Statistics

### Introduction

Data empower us to make informed decisions. Through the study of data science and statistics, students learn the skills necessary to extract meaningful insights from data. In addition to core courses in statistics, computer science, and mathematics, the program provides opportunities for students to gain hands-on experience analyzing data in fields of interest to them, through interdisciplinary coursework and research experiences.

The data science and statistics major prepares students to acquire, analyze, and draw insights from data. Students learn the mathematical and statistical reasoning necessary to build models and the computational skills needed to implement them. They also learn to ask the right questions to understand the context of their data and make ethical data-driven decisions. Students take a mix of applied, computational, and theoretical courses in statistics, computer science, mathematics, and other disciplines. Students take at least one course in a domain area of interest to them, as well as a course emphasizing data ethics and the role of data in society. The major culminates with a capstone experience in which students engage in hands-on analysis of real data, often collaborating with a community organization.

The data science and statistics minor is applied and interdisciplinary in nature. It can be paired with a wide range of majors, equipping students with skills to analyze data in areas of interest to them.

### Required for the Major in Data Science and Statistics

The major requires the following courses:

### Four Core Data Science & Statistics Courses

1. One introductory data science course chosen from:

- DASC 110: Data Science I
- ANTH 207: Understanding Humans Through Data Science
- BIOL 280: Experimental Design and Statistics (BIOL prerequisite)

2. DASC 210: Data Science II

3. STAT 255: Statistical Modeling (previously called Statistics for Data Science)

4. DASC 420: Advanced Predictive Modeling

**Two Core Computer Science Courses**

5. One introductory computer science course chosen from:

- CMSC 140: Introduction to Programming with Python
- CMSC 150: Introduction to Computer Science

6. CMSC 225: Database Techniques and Modeling

**Two Core Mathematics Courses**

7. MATH 140: Calculus

8. A linear algebra course chosen from:

- MATH 205: Applied Linear Algebra
- MATH 250: Linear Algebra (MATH prerequisite)

**Domain Area and Ethics Courses**

9. One Advanced Data Analysis in a Domain course chosen from:

- ANTH 329: Patterns in the Landscape: Archaeology and Spatial Data Science
- BIOL 360: Introduction to Bioinformatics (BIOL prerequisite)
- BIOL 380: Ecological Modeling (BIOL prerequisite)
- ECON 380: Econometrics

10. One Course on Data, Ethics, and Society chosen from:

- PHIL 330: Science vs Pseudoscience (prereq: junior standing)
- PHIL 380: Ethics of Technology (prereq: junior standing)
- CMSC 415: Ethics of Modern Computing

**Electives**

11. One 400-level STAT or DASC elective

12. One additional elective chosen from:

- 400-level STAT or DASC courses
- Advanced Data Analysis in a Domain Area courses
- Data, Ethics, and Society courses
- Any course chosen from the following list: (check prerequisites)

BIOL 335: Plant Ecology ,BIOL 345: Terrestrial Wildlife Ecology, CMSC 490: Neural Networks, ECON 223: Quantitative Decision Making, ECON 226: Sports Economics and Analytics, ECON 481: Advanced Econometrics & Modeling, GOVT 538: Outside the Margin of Error: Polling and Quantitative Prediction in Modern Politics, MATH 340: Probability, MATH 355: Advanced Linear Algebra for Data Science

**Senior Experience**

13. One six-unit senior experience chosen from:

- DASC 698: Data Science and Statistics Senior Seminar

- A senior experience in another major involving substantial data analysis and approved by a DASC advisor

Required for the minor in data science and statistics:

1. One introductory data science course chosen from:
    a. DASC 110: *Data Science I*
    b. ANTH 207: *Understanding Humans Through Data Science*
    c. BIOL 280: *Experimental Design and Statistics*
2. STAT 255: *Statistical Modeling*
3. One machine learning course chosen from:
    - CMSC/STAT 208: Statisitical *Machine Learning*
    - DASC 420: *Advanced Predictive Modeling*
    - CMSC 490: *Neural Networks*
4. One DASC or STAT course at or above the 200 level OR one of ANTH 329, CMSC 225, CMSC 490, or ECON 380.
5. One DASC or STAT at or above the 400 level.
6. One additional course selected from:
    - DASC or STAT courses at or above the 200 level OR
    - One of ANTH 329: *Patterns in the Landscape: Archaeology and Spatial Data Science;* BIOL 335: *Plant Ecology*; BIOL 345: *Terrestrial Wildlife Ecology*; BIOL 360: *Introduction to Bioinformatics*; BIOL 380: *Ecological Modeling;* CHEM 210/CHEM 211 *Analytical Chemistry and Statistical Methods in Analytical Chemistry*; CMSC 225: *Database Techniques and Modeling;* CMSC 490: *Neural Networks;* ECON 223: *Quantitative Decision Making*; ECON 226: *Sports Economics and Analytics*; ECON 380: Econometrics; ECON 481: *Advanced Econometrics & Modeling;* ENST 235 / GEOS 214: *Climate and Climate Change;* ETST 302: *Research Methods in Ethnic Studies;* GOVT 271: *Research Methods in Political Science;* GOVT 538: *Outside the Margin of Error: Polling and Quantitative Prediction in Modern Politics*; MATH 340: *Probability*; MATH 355: *Advanced Linear Algebra for Data Science*; PSYC 280: *Research Methods I;* PSYC 280: *Research Methods II; PSYC 343: Cognitive Neuroscience with Laboratory;*

Additional Stipulations:

1. The minor requires six distinct courses. No course may satisfy more than one of the requirements.
2. No more than three courses, counting toward any one major or other minor, may be counted toward the minor.

# East Asian Studies

| | |
|---|---|
| Professor | K. Sung *(Interdisciplinary Asian Studies, Wendy and K.K. Tse Professor of East Asian Studies) (on leave term(s) III)* |
| Instructor | M. Wegehaupt *(Interdisciplinary Asian Studies)* |

The interdisciplinary program in Asian Studies dedicated to the study of the languages, histories, cultures, and contemporary importance of Asia. The rich cultural heritages and the political and economic significance of the region are covered by courses in anthropology, art history, history, government, ethnic studies, literature, religious studies, and more. To achieve in-depth and critical understanding of Asia, the Asian Studies major combines the study of an Asian language offered at Lawrence at the advanced intermediate level (the equivalent of one year) with coursework on Asia taught in English. To achieve in-depth and critical understanding as well as offer flexibility to students, the Asian Studies major offers three tracks.

Majors further strengthen their Chinese or Japanese language skills by studying in an off-campus program. Content majors may also opt to study elsewhere in Asia, including existing programs in Korea, Thailand, and India. In addition to improving language skills and filling out the student's program in regionally specific courses, studying abroad enhances the students' academic program through firsthand cultural experience in Asia.

Beginning with foundational coursework in pre-modern and modern Asian history, Asian Studies students gain an understanding of the basic historical development of Asian political and cultural traditions. Students then draw from this historical knowledge in their subsequent seminars to analyze in depth how these traditions have evolved with modernization, and to examine contemporary areas of social change. Through coursework and off-campus studies, majors articulate the relevance of Asia to broader contexts.

The major in Asian Studies thus seeks to prepare students intellectually, linguistically, and personally for further graduate work or professional careers as Asian specialists. Students planning to pursue graduate work in an area of Asian Studies are strongly advised to develop competence in one of the disciplines by taking additional courses that teach the methods of the discipline.

**Required for the major in East Asian studies**

Students who major in Asian Studies will demonstrate an understanding of the basic historical development of relevant political and cultural traditions and use this knowledge to analyze how these traditions have evolved with modernization, which may include analysis of contemporary areas of social change. Students will be able to relate the relevance of the study of Asia to a broader international or academic context. In the culmination of the major, students will critically analyze an aspect of Asian history, philosophy, art, culture, society, economics or politics in a clearly written, thesis-driven project, and will utilize some target language sources, as primary or secondary literature, in carrying out their research.

## Required for the major in Asian studies

### Required for the major in East Asian studies

Students who major in Asian Studies will demonstrate an understanding of the basic historical development of relevant political and cultural traditions and use this knowledge to analyze how these traditions have evolved with

modernization, which may include analysis of contemporary areas of social change. Students will be able to relate the relevance of the study of Asia to a broader international or academic context. In the culmination of the major, students will critically analyze an aspect of Asian history, philosophy, art, culture, society, economics or politics in a clearly written, thesis-driven project, and will utilize some target language sources, as primary or secondary literature, in carrying out their research.

The major in Asian Studies with Content Focus requires (11 six-unit courses):

1. Completion of the first-year language sequence (CHIN 101, 102, and 201 or JAPN 101, 102, and 201)

2. ASIA 212/ HIST 212 *East Asia in the Premodern World*

3. ASIA 213/HIST 213: *East Asia in the Modern World*

4. 5 six-unit ASIA cross-listed electives, two of which must be at 300-level or higher

5. Senior Experience, which will be taken as a 1-unit 600-level Directed Study course with a concomitant enrollment in an upper-division (300 or above) ASIA course, with instructor approval. Senior majors would complete the work for the upper-division ASIA course and do additional work for the capstone. This will allow the FTE to count for ASIA, as well as giving the senior major a sense of community.

The major in Asian Studies with Chinese Language Focus requires (12 six-unit courses):

1. Completion of first- and second-year Chinese language sequence (6 six-unit courses), plus one 400-level language course (CHIN 101, 102, 201; 202, 203, 301; and one 400-level CHIN course)

2. An exit proficiency interview

3. ASIA 212/ HIST 212 *East Asia in the Premodern World*

4. ASIA 213/HIST 213: *East Asia in the Modern World*

5. Two elective ASIA courses, taught in English, one at the 300-level or higher

6. Senior Experience, which will be taken as a 1-unit 600-level Directed Study course with a concomitant enrollment in an upper-division (300 or above) ASIA course, with instructor approval. Senior majors would complete the work for the upper-division ASIA course and do additional work for the capstone. This will allow the FTE to count for ASIA, as well as giving the senior major a sense of community.

The major in Asian Studies with Japanese Language Focus requires (12 six-unit courses):

1. Completion of first- and second-year Japanese language sequence (6 six-unit courses), plus one 400-level language course (JAPN 101, 102, 201; 202, 203, 301 and one 400-level JAPN course)

2. An exit proficiency interview

3. ASIA 212/ HIST 212 *East Asia in the Premodern World*

4. ASIA 213/HIST 213: *East Asia in the Modern World*

5. Two elective ASIA courses, taught in English, one at the 300-level or higher

6. Senior Experience, which will be taken as a 1-unit 600-level Directed Study course with a concomitant enrollment in an upper-division (300 or above) ASIA course, with instructor approval. Senior majors would complete the work for the upper-division ASIA course and do additional work for the capstone. This will allow the FTE to count for ASIA, as well as giving the senior major a sense of community.

In addition to the requirements listed above, majors are advised to have a disciplinary focus to frame their Senior Experience, which will be taken as a 1-unit independent study with an upper-division (300 or above) ASIA course, with permission of the instructor. If undertaken, ASIA coursework in a discipline of interest, as well as additional coursework in methods and theory in that same discipline, should be completed *prior* to the *Senior Experience* course.

Majors in all three focal areas are encouraged to further strengthen their language skills by studying in Asia (see Off-Campus Programs) and/or in one of several intensive summer language programs offered in the U.S. There are programs in Japan, Taiwan, the PRC, South Korea, India, and Thailand that attract students.

## Senior Experience in Asian Studies

In addition to the requirements listed above, majors are advised to have a disciplinary focus to frame their Senior Experience, which will be taken as a 1-unit independent study with an upper-division (300 or above) ASIA course, with permission of the instructor. If undertaken, ASIA coursework in a discipline of interest, as well as additional coursework in methods and theory in that same discipline, should be completed *prior* to the *Senior Experience* course.

## Required for the minors in Asian Studies, Chinese, and Japanese

**Required for the minors in Asian Studies, Chinese, and Japanese**

The minor in Asian Studies with Content Focus requires:

1. ASIA 212/HIST 212: East Asia in the Premodern World
2. ASIA 213/HIST 213: East Asia in the Modern World
3. Four 6-unit elective courses in ASIA, one of which must be at the 400-level or higher

The minor in Chinese requires:

1. CHIN 101, 102, 201; 202, 203, 301 and one 400-level language course
2. An exit proficiency interview

The minor in Japanese requires:

1. JAPN 101, 102, 201; 202, 203, 301 and one 400-level language course
2. An exit proficiency interview

## Teacher certification in Chinese (K-12)

Asian Studies majors with a Chinese language focus can seek certification to teach Chinese at the elementary and secondary levels. To be certified, students must spend a term in a Chinese-speaking country studying the language and culture and must pass an oral and writing proficiency test. Students can add an endorsement in a second area (such as another language or English as a second language) by completing the appropriate minor. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

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## Courses - East Asian Studies

### EAST 105: *Cross-Cultural Interactions Along the Silk Road, 200 BCE - 1400 CE*

The so-called "Silk Road" was the world's first superhighway, linking East Asia to the Mediterranean. The peoples along the way not only traded luxury goods, but also ideas, technology, and more. This course offers a thematic examination of the dynamic, cross-cultural interactions along the ancient and medieval Silk Road. (G & C)
*Units: 6*

*Also listed as Global Studies 105, History 105*

### EAST 108: *Consuming East Asia in the 21st Century*

This interdisciplinary course explores 21st century East Asia through language, music, and food culture. Students will explore how these aspects shape identity, resistance, and globalizations. Topics include Chinese languages as tools of identity-making, the transregional nature of Chinese popular music, and the global influence of Chinese and Taiwanese cuisine. Students will engage with theoretical readings discussions, and hands-on projects, with assessments including papers, presentations, and final projects.
*Units: 6*

*Also listed as Global Studies 108*

### EAST 175: *The Arts of East Asia*

An introduction to artistic traditions in China, Japan, and Korea, from prehistory to the 21st century, including tomb and temple sites, gardens, calligraphy, ink painting, woodblock prints, tea ceremony vessels, and contemporary art. Through a balance of broader art historical readings, primary texts, scholarly essays, and close-looking at objects, students will explore how an object’s visual and material properties contribute to its function.
*Units: 6*

*Also listed as Art History 175*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of

supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EAST 200: *Topics in Chinese Studies*

This course examines selected works of Chinese literature in translation. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 400. May be repeated when topic is different. TOPICS FOR Fall 2026: Journey to the West PREREQUISITES: Lower-level course: N/A Higher-level course: CHJA202 Journey to the West (Fall 2026) This course examines selected works of Chinese literature in translation. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 400. May be repeated when topic is different. Units: 6 Also listed as East Asian Studies 200 Prerequisites: Lower-level course: N/A Higher-level course: CHJA202
*Units: 6*

*Also listed as Chinese and Japanese 200*

## EAST 212: *East Asia in the Premodern World*

An introductory survey of premodern East Asia. Focus on multi-disciplinary approaches to understanding the diverse cultures in the region and the historical processes that bound those cultures together. (EA)
*Units: 6*

*Also listed as History 212, Global Studies 212*

## EAST 213: *East Asia in the Modern World*

An introductory survey of modern East Asia. Focus on the ways in which East Asian cultures overlapped and interconnected with distinct experiences of modernity, empire, colonization, and semi-colonization. (EA)
*Units: 6*

*Also listed as History 213, Global Studies 213*

## 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 261: *Buddhist Wisdom Texts: The Heart Sutra*

This course examines the Heart Sutra, a short work that conveys the essence of Buddhist philosophy. Student learn to read the text in Tibetan (developing skills in pronunciation, basic grammar, and vocabulary). Students also engage

English-language readings that explore philosophy, history, geography and gender in the Heart Sutra. Vocabulary and reading quizzes, short translations, short paper.
*Units: 6*

*Also listed as Religious Studies 261*

## EAST 265: *Introduction to Japanese Language and Culture*

This course explores perspectives of the rich history and societal norms of Japanese society and fosters a more complete understanding of Japanese cultural heritage and contemporary society. It also enriches the appreciation of cultural aspects through unique Japanese expressions such as onomatopoeia, four-character idioms, proverbs, and expressions of politeness.  PREREQUISITES: CHJA 112 recommended
*Units: 6*

*Also listed as Chinese and Japanese 265, Linguistics 265*

*Prerequisite: CHJA 112 recommended*

## EAST 284: *The Spectacle of Edo Japan*

This course will focus on the diverse artistic production and consumption practices within Edo-period Japan (1603-1868). Topics include the revival of classical Heian narratives like The Tale of Genji, the rise of an urban bourgeois culture, the prints and paintings depicting kabuki actors, courtesans, and ghosts, the reification of the tea ceremony and encounters with the West through trade. PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Global Studies 284, Art History 284*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## EAST 285: *The Transformation of the Modern City: Tokyo, Seoul and Shanghai (1860-1945)*

This course explores the transformation of the cityscape in Tokyo, Seoul, and Shanghai. Topics include the emergence of the modern artist, the search for an “avant-garde” of the East, the modernization of public and private spaces, the introduction of film and photography and the rise of the “modern girl.” PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Art History 285, Global Studies 285*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## EAST 286: *The Politics and Power in Modern and Contemporary Chinese Art*

Over the past century, China has witnessed the arrival of Western Imperialism, mass rebellion, revolution, and radical reconstruction under the Communist regime. This class will trace how artists attempted to intervene in social life to change its course of development and how art continues to affect radical social change. PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Global Studies 286, Art History 286*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## EAST 287: *Word and Image in the Tale of Genji*

This course will be a close reading, looking, and writing course on the 11th century text, the Tale of Genji, written by one of the earliest female novelists, Murasaki Shikibu. We will closely read the text throughout the term while also examining the art works, theatrical performances, parodies, and later pop culture adaptations as well as the major secondary scholarship that have been generated by this work in the last three centuries. The aim will be to cultivate both skills in visual formal analysis but also literary formal analysis through continuous writing exercises and revision, in order to help students consider how a sustained engagement with one text can evolve with a deeper and more intimate study.
*Units: 6*

*Also listed as Art History 287*

## EAST 308: *Half the Sky: Chinese Women's History*

This course examines important questions about the lives of women in the last thousand years of Chinese history. Through an exploration of primary sources in translation, classic works of fiction, film, memoirs, and oral histories, we will address theoretical questions fundamental to both women's studies and Chinese history. (G & C)
PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Gender Studies 308, Global Studies 308, History 308*

*Prerequisite: Sophomore standing or consent of instructor*

## EAST 310: *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.
PREREQUISITES: LING 150 and sophomore standing
*Units: 6*

*Also listed as Chinese and Japanese 310, Linguistics 310*

*Prerequisite: LING 150 and sophomore standing*

## EAST 331: *Topics in East Asian Art*

An examination of a particular topic in East Asian art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. Course may be repeated when the topic is different. Not open to students who have previously received or need to receive credit for ARHI 430.
*Units: 6*

*Also listed as Art History 331*

*Prerequisite: One 200-level course in art history or consent of instructor*

## EAST 345: *Theorizing the Female Body in East Asian Art*

This course explores how the female body and the gendering of space has been addressed in murals, paintings, performance, film, and popular culture during the course of East Asian art history. We will discuss how social and

political issues were defined through images of bodies in Japan, Korea, and China in the context of national identity formation, historical reconstruction, subjectivity, and sexuality. Students will also work to develop and refine the quality of their communication skills by presenting and debating their ideas throughout the course. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Art History 345, Gender Studies 345*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: Sophomore standing; EAST 150 recommended
*Units: 6*

*Also listed as Chinese and Japanese 350, Film Studies 350*

*Prerequisite: Sophomore standing; EAST 150 recommended*

## EAST 355: *History of the Chinsese Language (in English)*

This course covers the history of the Chinese language, including the structural characteristics of the language, invention and evolution of the writing system, general survey of the major dialects, dichronic changes, spread and influence of the Chinese lexicon in East Asia, birth of the common language putonghua, evaluation of traditional versus simplified characters, and challenges of the language in the modern era. PREREQUISITES: Sophomore standing; one year of Chinese recommended
*Units: 6*

*Also listed as Chinese and Japanese 355*

*Prerequisite: Sophomore standing; one year of Chinese recommended*

## 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. PREREQUISITES: Sophomore standing; EAST 150 or EAST 420 recommended
*Units: 6*

*Also listed as Chinese and Japanese 360, Film Studies 360*

*Prerequisite: Sophomore standing; EAST 150 or EAST 420 recommended*

## EAST 361: *Western Encounters with China: Perceptions and Misperceptions*

This course examines Western encounters with China since the thirteenth century, from Marco Polo to contemporary journalists, such as Peter Hessler. Students will analyze and assess Western perceptions and misperceptions of China through a variety of primary sources in translation and relevant secondary studies. (G & C or E) PREREQUISITES:

Sophomore standing
*Units: 6*

*Also listed as Global Studies 361, History 361*

*Prerequisite: Sophomore standing*

## EAST 364: *East Asian Societies*

A critical and comparative examination of key areas of sociocultural change in present-day East Asia. Focusing on China, we address new areas of research in East Asian anthropology such as demographic change, modernization, urbanization and stratification, gender and the body politic, sexuality, pop culture, consumption, ethnic minorities and national cultural identities. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Also listed as Anthropology 364*

*Prerequisite: ANTH 110 or sophomore standing*

## EAST 366: *Japanese Society and Culture*

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. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Also listed as Anthropology 366*

*Prerequisite: ANTH 110 or sophomore standing*

## EAST 370: *Chinese Traditional Literature and Thought (in English)*

An introduction to the texts and schools comprising traditional Chinese literature and thought. Reading across time and genre, from ancient classics such as Shijing to Tang poetry, to later Ming novels Water Margin and Romance of the Three Kingdoms, students will explore the breadth of the Chinese literary tradition while engaging with primary texts from the Confucian, Buddhist and Daoist traditions that shaped it. Lecture, discussion and exams.
*Units: 6*

*Also listed as Chinese and Japanese 370*

## EAST 371: *Traditional Japanese Literature and Thought*

With lectures and discussion, the course introduces students to the canon of texts comprising classical Japanese literature and thought. Reading across time and genre, we look at myth-histories, poetry compilations, Chinese-inspired literature, the birth of fiction and women's literature. Monks and warriors expand our scope into the areas of religion, philosophy, and military theory and we culminate with an introduction to the dramatic arts of the Muromachi.
*Units: 6*

*Also listed as Chinese and Japanese 371*

## EAST 375: *Cabinets of Curiosities: Global Art and Trade the 17th Century*

In the 17th century, we can witness one of the first shared global visual and material cultures, now known as the Baroque. As newly formed maritime trade routes crisscrossed the world, empire-building projects and the endeavors of Catholic missions collided in the circulation of art and architecture from Africa, Asia, and the New World. In this course we will trace the multiple trajectories of new and exotic ideas, materials, and visual programs as they traversed the major cities around the world. Not open to students who have previously received or need to receive credit for EAST 475. PREREQUISITES: ARHI 100, 101, 102, or instructor approval
*Units: 6*

*Also listed as Art History 375*

*Prerequisite: ARHI 100, 101, 102, or instructor approval*

## EAST 377: *History of the Japanese Language (in English)*

This course explores the history of the Japanese language, including theories of its origin, the importation of the Chinese characters, Kanji, the invention of the Japanese syllabaries, Kana, the development of the writing system, lexical influence of loan words, and the evolution of both written and spoken forms in modern Japanese. The course also investigates two other lanuages in Japan, the Ainu and the Ryukyu languages. PREREQUISITES: Sophomore standing; one year of Japanese recommended
*Units: 6*

*Also listed as Linguistics 365, Chinese and Japanese 365*

*Prerequisite: Sophomore standing; one year of Japanese recommended*

## EAST 380: *Asian Women and Feminism*

This course will focus on the history of women and feminism in Asia, with an emphasis on Indian and East Asian women's histories. Past and present religious, political, economic, and artistic thought and practices of women will be examined to analyse how they have responded to and resisted patriarchal cultures. This course can be counted as the equivalent of GEST 280. PREREQUISITES: GEST 100 or consent of instructor
*Units: 6*

*Prerequisite: GEST 100 or consent of instructor*

## EAST 388: *Early Modern Japan*

This discussion course offers an overview of the early modern history of Japan. Through an analysis of literature, woodblock prints, documents, and secondary historical studies we will explore selected issues in the social and cultural history of the Tokugawa. (G&C or EA) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 388*

*Prerequisite: Sophomore standing or consent of instructor*

## EAST 390: *Tutorial Studies in East Asian Studies*

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## EAST 399: *Independent Study in East Asian Studies*

Individualized advanced research under staff guidance to prepare a substantial paper. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EAST 400: *Topics in Chinese Studies*

This course examines selected works of Chinese literature in the original. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 200. May be repeated when topic is different. TOPICS FOR Fall 2026: Journey to the West PREREQUISITES: Lower-level course: N/A Higher-level course: CHJA202 Journey to the West (Fall 2026) This course examines selected works of Chinese literature in translation. Emphasis is placed on reading and discussing literary texts, analyzing relevant primary sources, and, where applicable, watching films. In addition to close reading, students will write essays and reading reflections, as well as present their own research. Not open to students who have previously received or need to receive credit for CHJA/EAST 400. May be repeated when topic is different. Units: 6 Also listed as East Asian Studies 200 Prerequisites: Lower-level course: N/A Higher-level course: CHJA202
*Units: 6*

*Also listed as Chinese and Japanese 400*

*Prerequisite: CHJA 202*

## 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 Chŏsun 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. PREREQUISITES: EAST 150 or consent of instructor
*Units: 6*

*Also listed as Film Studies 419*

*Prerequisite: EAST 150 or consent of instructor*

## EAST 420: *Contemporary China*

A course on selected issues in the history of contemporary China. Major themes include the formation of the modern state, national identity, political (dis)unity, population constraints, environmental sustainability, international relations, and global outreach. A variety of primary and secondary sources will be examined and analyzed. (EA)
PREREQUISITES: Sophomore standing or consent of instructor;
*Units: 6*

*Also listed as Business and Entrepreneurship 358, Innovation & Entrepreneurship 358, History 360*

*Prerequisite: Sophomore standing or consent of instructor;*

## EAST 430: *Topics in Asian Art*

An examination of a particular topic in East Asian art history. Students are expected to carry out independent research through a series of guided assignments. The topic will change periodically. Course may be repeated when the topic is different. Not open to students who have previously received or need to receive credit for ARHI 331.
*Units: 6*

*Also listed as Art History 430*

*Prerequisite: One 200-level course in art history or consent of instructor*

## EAST 475: *Cabinets of Curiosities: Global Art and Trade the 17th Century*

In the higher-level version of the course, students will be required to develop and write a research paper for the assessment of their work. Not open to students who have previously received credit for EAST 375. PREREQUISITES: ARHI 100, 101, 102 or instructor approval
*Units: 6*

*Also listed as Art History 475*

*Prerequisite: ARHI 100, 101, 102 or instructor approval*

## EAST 492: *The Art of Healing: A History of Chinese Medicine*

This course offers an interdisciplinary exploration of the history of Chinese medicine. Students will study the canonical literature of the discipline, and analyze the ways in which those texts and ideas have been reshaped in modern and contemporary practice. Topics include: forensic medicine, gender, religion, and public health. PREREQUISITES: Junior standing
*Units: 6*

*Also listed as History 492*

*Prerequisite: Junior standing*

## 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. PREREQUISITES: RLST 220 or RLST 216
*Units: 6*

*Also listed as Religious Studies 510*

*Prerequisite: RLST 220 or RLST 216*

## EAST 590: *Tutorial Studies in East Asian Studies*

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EAST 599: *Independent Study in East Asian Studies*

Individualized advanced research under staff guidance to prepare a substantial paper. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EAST 690: *Tutorial Studies in East Asian Studies*

Individualized advanced study under regular staff direction on topics not covered in lower-level courses. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EAST 695: *Internship in East Asian Studies*

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.
*Units: 1 TO 98*

## EAST 699: *Independent Study in East Asian Studies*

Individualized senior-level advanced research under staff guidance to prepare a substantial paper for the senior experience, or for submission for honors. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Economics

| | |
|---|---|
| Professor | A. Galambos *(Dwight and Marjorie Peterson Professor of Innovation)* |
| Associate professors | H. Caruthers *(on leave term(s) I)*, D. Fitz *(chair)*, D. Gerard *(The John R. Kimberly Distinguished Professor of the American Economic System)*, J. Lhost |
| Assistant professor | V. Nguyen |

The Lawrence economics department emphasizes abstract modeling and quantitative reasoning skills. Students acquire a basic knowledge of economic theories, principles, and techniques of analysis. They then apply these concepts and tools to issues such as poverty and discrimination, environmental degradation, and antitrust policy.

Students learn early on that modern economics is an application of mathematical modeling to the study of human behavior. The interdisciplinary mathematics-economics major provides a strong foundation for graduate work in economics, where mathematical aptitude is at a premium. This route also provides outstanding preparation for technical business careers, such as investment banking, management consulting, and finance.

## Required for the major in economics

Students who complete the major will demonstrate an understanding of the unique concepts and theoretical perspectives of economics. They will comprehend and critically analyze articles from the economics literature. Students will utilize the analytical tools of micro and macroeconomics (such as constrained optimization, the Solow growth model, or others) and they will be able to work with and interpret data, including descriptive analysis, conventional statistical analysis (including regression analysis), and formal causal arguments.

The major in economics requires the following:

1. ECON 100: *Introductory Economics*
2. The following mathematics courses:
    a. MATH 140: *Calculus I*
    b. STAT 255: *Statistics for Data Science* (or equivalent)
3. Intermediate theory (majors must take all three courses prior to completion of the junior year):
    a. ECON 300: *Microeconomic Theory*
    b. ECON 320: *Macroeconomic Theory*
    c. ECON 380: *Econometrics*
4. Two additional six-unit courses numbered 200 or higher (up to one student-initiated course may count toward these) and three additional six-unit courses numbered 400 to 589 (no student-initiated courses may be used to count toward these). The *Senior Experience* requirement does not count toward these thirty units of electives.
5. Complete the *Senior Experience* in economics by taking ECON 601: *Senior Experience: Reading Option* or ECON 602: *Senior Experience: Research Paper Option* as described below.

The Economics Department must approve any exception to the above requirements.

## Required for the interdisciplinary major in mathematics-economics

Students who complete the major in mathematics-economics will pursue the outcomes described for the economics and mathematics majors with an explicit focus on economics in constructing and critiquing mathematical arguments. Students pursuing the major must have an advisor in each department.

The major in mathematics-economics requires the following:

1. MATH 140: *Calculus*, MATH 155: *Multivariable Calculus*.
2. MATH 200: *Complex Sequences & Series*, MATH 230: *Discrete Mathematics*, Math 250: *Linear Algebra*.
3. STAT 255: *Statistics Modeling*, MATH 340: *Probability.*
4. One of the following courses: STAT 445: *Mathematical Statistics*, STAT 450: *Bayesian Statistics*, MATH 510: *Real Analysis.*
5. ECON 100: *Introductory Economics.*
6. ECON 300: *Microeconomics*, ECON 320: *Macroeconomics*, ECON 380: *Econometrics.*
7. One 6-unit ECON course numbered between 400 and 580.
8. Senior Experience: either the completion of three units of ECON 602 alongside three units of STAT 698 or STAT 699 or MATH 699, or a 6-unit independent study project that has been approved by both departments.

## 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), 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, students must relate the reading to theories and applications they 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 *First Year 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 research paper that stands up to the standards of the profession. To register for this section, students must already have a research idea, generally developed in a 400-level course, and discuss a research proposal with the 602 instructor. Students must explain 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. Instructor approval of this proposal is a prerequisite for registration.

Interdisciplinary mathematics-economics majors will need to complete a 6-unit independent study project in which they 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.

## Required for the minor in economics

1. ECON 100: *Introductory Economics* or ECON 300: *Microeconomic Theory*
2. Six additional six-unit courses, at least five of which must be economics courses numbered 200 or above and one that could be a mathematics or statistics course. Only six units of tutorial or independent study may count as one of these six courses.

## Teacher certification in social studies (grades 4-12)

Economics majors can seek certification to teach social studies at the secondary level. Along with the major, students must take one course in each of history, government, psychology, and anthropology or ethnic studies, and a second course in two of these fields. Students are urged to take courses in both U.S. history and global history. A course in environmental studies (such as ENST 151) is also required. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Course structure and numbering

ECON 100 is a survey course and is an excellent introduction to the discipline, even for those with high school courses in economics.

The 200-level courses apply basic theory to particular fields of inquiry and should be accessible to students with a sound introductory course.

The 300-level courses are intermediate theory courses that are foundational for the economics discipline. A sequence of 300-level courses is required of all majors.

The 400-level courses are advanced applications courses.

The 500-level courses are graduate-school preparatory courses.

The *Senior Experience* courses are at the 600-level.

## Recommendations

ECON 100 and ECON 225 are excellent either as stand-alone courses or as gateways into the discipline. We recommend that all majors and minors take these courses.

For the economics or mathematics-economics major:

- Speak to a professor in the department about mapping curricular choices.
- Take MATH 140 as soon as possible.
- Students preparing for graduate work in economics should seriously consider the mathematics-economics major or majoring in both economics and in mathematics.

- Students interested in careers in public policy, business, statistics, or in an M.B.A. in a quantitative field should seriously consider the Statistics and Data Science minor.

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## Courses - Economics

### ECON 100: *Introductory Economics*

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.
*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 155: *Introduction to Economic History*

This course provides an overview of the history of economics on a global scale. We focus on the explosive world economic growth of the past five centuries through mercantilism, liberalism, and twentieth century alternatives. We also look at different explanatory models, like Dependency and World Systems theories. The term culminates with the global rise of financialization, automation, and overwork phenomena like karoshi. (G&C)
*Units: 6*

*Also listed as History 255, Global Studies 255*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with

consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Government 276*

*Prerequisite: ECON 100*

## ECON 202: *Global Economic Relations*

This course covers the major concepts utilized in the field of international political economy. Major issues covered include debates about globalization, trade policy and free-trade agreements, monetary policy and currency regulation, aid and development, immigration policy and labor migration, global corporations, and international institutions such as the World Bank, IMF, and WTO. PREREQUISITES: Sophomore standing and ECON 100. GOVT 140 or GOVT 340 recommended.
*Units: 6*

*Also listed as Government 275*

*Prerequisite: Sophomore standing and ECON 100. GOVT 140 or GOVT 340 recommended.*

## ECON 203: *Latin American Economic Development*

This course combines economic theory, policy and historical accounts to understand the forces shaping Latin American economic development. Students will gain an understanding of major theories and trends in Latin American development while analyzing specific development issues, including equitable growth, agriculture, migration, gender equity, education, and health. Students will complete thoughtful critiques of readings, problem sets analyzing real data, and in-depth evaluations of specific issues. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Government 203*

*Prerequisite: ECON 100*

## ECON 204: *Effective Altruism*

Effective altruism acknowledges that individuals want to help others while examining the most effective ways to do so. Taking a global approach that draws on development, health and experimental economics, this course compares differences in relative welfare and opportunity and evaluates the effectiveness of causes like health interventions, cash transfers, and gender equity. Emphasis placed on close reading, problem sets, quizzes, research papers and discussions. PREREQUISITES: ECON 100

*Units: 6*

*Prerequisite: ECON 100*

## ECON 205: *Introduction to International Economics*

This course aims to develop an understanding of international economic issues and policies in open economies. The course will provide a general body of knowledge on topics such as gains from trade; patterns of trade; effect of trade on welfare; exchange rate policy regimes; international organizations; financial crises; and the effect of government policies on trade and the exchange rate. You will get exposed to economic modeling and learn analytical tools that can be applied to understand the changing world economy and analyze problems in international economic policy. You are encouraged to explore the potential and limitations of international economics in dealing with real-world problems. This course will assist you in improving your economic writing skills as well as your ability to read critically and understand discussions on international economic issues in the press. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Global Studies 207*

*Prerequisite: ECON 100*

## ECON 206: *Field Experience in Development*

Students engaged in this course will have the opportunity to do field research in a developing country. Each student will develop and implement a project that concerns a political, economic, social, or environmental issues that is important in the country visited. Past Field Experiences have taken place in Sierra Leone, Ghana, Jamaica, and Morocco. Students will also have the opportunity to learn from both national and local leaders in the country of research, and to participate in community engaged learning through volunteer activities. Class members will actually travel during either winter or spring break. Students should register for ECON 206 in the term prior to the planned travel. They should also register in the subsequent term, when they will present their research to the wider Lawrence community. Location for 2021-22: Students will travel to a to be determined location during spring break (March 2022).. Admission is by application to Prof. Skran. Students should register for both winter and spring terms 2022. Planned Location for 2022-23 To be determined PREREQUISITES: ENST 300, GOVT 248, GOVT 500 and RLST 240
*Units: 3*

*Also listed as Innovation & Entrepreneurship 401, Business and Entrepreneurship 401, Government 401, Global Studies 401, Environmental Studies 311*

*Prerequisite: ENST 300, GOVT 248, GOVT 500 and RLST 240*

## ECON 215: *Capitalism and Socialism*

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. PREREQUISITES: ECON 100
*Units: 6*

*Prerequisite: ECON 100*

## ECON 221: *Money and Banking*

This course introduces students to money, banking, and financial markets. We will discuss topics including the

functions of money, the monetary system, bank management, the behavior of financial markets, the risk and term structure of interest rates, and the role of United States financial institutions. Students will read carefully, complete regular problem sets, and take quizzes and exams. PREREQUISITES: ECON 100 and a minimum ALEKS score of 30
*Units: 6*

*Also listed as Business and Entrepreneurship 221*

*Prerequisite: ECON 100 and a minimum ALEKS score of 30*

## ECON 223: *Quantitative Decision-Making*

Students will learn ways to aid decision-making by applying a scientific approach to decision problems involving quantitative factors: defining the problem, gathering data, formulating a model of the problem, developing computer-based procedures for evaluating solutions, testing and refining the model, analyzing the model's alternatives, and communicating the results. Many assignments and exams will be completed using Excel, so students will also gain advanced Excel skills. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Mathematics 223*

*Prerequisite: Sophomore standing*

## ECON 224: *Quantitative Decision-Making 2*

QDM2 picks up where QDM leaves off, asking students to create solutions more autonomously and examining more complex decision problems. For example, we may examine nonlinear optimization with multiple decision variables and more complex decision-making under uncertainty, including the use of simulation models, probability distributions, and Bayes Rule. Many assignments and exams will be completed using Excel, building on the Excel skills developed in QDM. PREREQUISITES: Econ 223 and STAT 255, or Econ 223 and instructor approval
*Units: 6*

*Also listed as Mathematics 224, Business and Entrepreneurship 424*

*Prerequisite: Econ 223 and STAT 255, or Econ 223 and instructor approval*

## ECON 225: *Introduction to Game Theory*

*Introduction to Game Theory*

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*

## ECON 226: *Sports Economics and Analytics*

In this course, students learn to evaluate ideas with carefully analyzed data. We will use sports to evaluate economic questions (Do players and coaches optimize? Where do we observe discrimination?) and use empirical tools to evaluate sports questions (Is conventional wisdom optimal? How do we evaluate players?). Students will complete quizzes, assignments, and final projects using statistical software. PREREQUISITES: ECON 100, and STAT 107 or STAT 255
*Units: 6*

*Prerequisite: ECON 100, and STAT 107 or STAT 255*

## 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. PREREQUISITES: ECON 100 or consent of instructor
*Units: 6*

*Prerequisite: ECON 100 or consent of instructor*

## ECON 255: *Start-Up Theatre*

Open to students from theatre, economics, and other students interested in entrepreneurship in the performing arts. Topics change each year. May be repeated when topic is different up to 6 total units. PREREQUISITES: Sophomore standing
*Units: 3 OR 6*

*Also listed as Theatre Arts 255, Innovation & Entrepreneurship 255*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Government 274*

*Prerequisite: ECON 100*

## 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. PREREQUISITES: ECON 100 or ENST 151
*Units: 6*

*Also listed as Environmental Studies 280*

*Prerequisite: ECON 100 or ENST 151*

## ECON 285: *World Energy Markets*

Markets are the central mechanism facilitating production and exchange of energy and resource commodities. The course material provides foundational economics concepts to address related topics, including resource availability, resource conflicts (tradeoffs), infrastructure choices, and especially resource and energy prices. The back end of the course focuses on strategies to foster greener energy systems, focusing specifically on electricity systems.

PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Environmental Studies 285*

*Prerequisite: ECON 100*

## ECON 289: *Natural Resource Governance*

This course explores the theory and practice of natural resource governance across five interconnected focus areas: the pivotal role of governance in the clean energy transition, the influence of politics, power, and state capture, the critical role of investors and investment, the potential repression of civil society, and the interplay between international and local actors. Special attention is given to corporate social responsibility and how it shapes the prioritization of stakeholder interests. The course will be based on a lecture/discussion model and include a group project.
PREREQUISITES: ECON 100 AND sophomore standing OR Consent of Instructor
*Units: 6*

*Also listed as Government 289, Business and Entrepreneurship 370*

*Prerequisite: ECON 100 AND sophomore standing OR Consent of Instructor*

## ECON 295: *Topics in Economics*

Each offering will build on modeling and reasoning techniques developed in the introductory-level courses (ECON 100 or 120). Topics depend on the instructor and will vary year-to-year. Topics include, but are not limited to, economics of the arts, financial economics, economics of sports, and economic history. May be repeated for credit if the topic is different.
*Units: 6*

*Prerequisite: ECON 100 or permission of instructor*

## ECON 300: *Microeconomic Theory*

A study of the microeconomic foundations of economics. The course focuses on equilibrium models for consumers and firms in competitive markets, as well as deviations from perfect competition. PREREQUISITES: Sophomore standing and ECON 100 and MATH 140
*Units: 6*

*Prerequisite: Sophomore standing and ECON 100 and MATH 140*

## 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. PREREQUISITES: MATH 130 or MATH 140, ECON 300
*Units: 6*

*Prerequisite: MATH 130 or MATH 140, ECON 300*

## 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. PREREQUISITES: Sophomore standing, STAT 255; previous course in economics recommended
*Units: 6*

*Prerequisite: Sophomore standing, STAT 255; previous course in economics recommended*

## ECON 390: *Tutorial Studies in Economics*

Intermediate readings, discussions, and essays in economic problems of special interest to the student. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## ECON 399: *Independent Study in Economics*

Intermediate research on a topic of the student's choice, organized in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: ECON 300, ECON 380 recommended
*Units: 6*

*Prerequisite: ECON 300, ECON 380 recommended*

## 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. PREREQUISITES: ECON 300
*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. Sufficient mathematical maturity required. PREREQUISITES: MATH 130 or MATH 140; MATH 300 recommended
*Units: 6*

*Prerequisite: MATH 130 or MATH 140; MATH 300 recommended*

## ECON 415: *Individuality & Community*

This course studies how political theorists responded to the emergence of open societies in the West. It focuses on the scope of personal autonomy, the consequences of commerce and luxury, the best political and economic arrangements, and other topics explored by writers from the Renaissance to the Twentieth Century. PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Also listed as Government 405*

*Prerequisite: Junior standing or consent of instructor*

## ECON 420: *Money and Monetary Policy*

This course continues the discussion of important principles of money, banking, and financial markets. We will examine more carefully and in more detail the connections between the financial system and the macro-economy. This course emphasizes the role of central banks, financial institutions, and global capital flows in economic growth and price stability. Students will read carefully, complete regular problem sets, take quizzes and exams, and do group presentations. PREREQUISITES: ECON 320
*Units: 6*

*Prerequisite: ECON 320*

## ECON 430: *Economic Growth and Poverty Traps*

This course provides advanced coverage of economic growth and poverty traps. We first explore canonical economic growth models, focusing on capital accumulation, productivity, population growth, and the growth of ideas. We next explore the determinants of growth, the role of policy, and factors that limit development. Class will combine lecture and active group work, with students completing reading, problem sets, and projects outside of class. PREREQUISITES: ECON 300, 320, and 380
*Units: 6*

*Prerequisite: ECON 300, 320, and 380*

## ECON 444: *Political Economy of Regulation*

The term political economy classically refers to the interface between the private and public sectors, including the regulation of market activity. This course focuses specifically on the once and future of United States antitrust regulation of Big Business, from the heyday of the Chicago meat packers to the current issues surrounding big tech, and hence is colloquially known as the “Big Seminar.” PREREQUISITES: ECON 300 and ECON 380 recommended
*Units: 6*

*Also listed as Business and Entrepreneurship 444, Innovation & Entrepreneurship 444, Government 444*

*Prerequisite: ECON 300 and ECON 380 recommended*

## ECON 450: *Organizational Economics*

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 there 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. PREREQUISITES: ECON 300 or GOVT 271
*Units: 6*

*Also listed as Innovation & Entrepreneurship 450, Business and Entrepreneurship 450*

*Prerequisite: ECON 300 or GOVT 271*

## ECON 466: *Globalization, Poverty, and Development*

This course is an exploration of how economic globalization shapes growth, development, and poverty outcomes in non-rich countries. We focus on three vehicles of economic globalization: trade (goods), foreign investment (capital), and migration (people). Our exploration is facilitated by careful reading and discussion of contemporary development research. Students will use real-world data to compare recent trends with theoretical predictions. PREREQUISITES: Econ 300 and Econ 380
*Units: 6*

*Prerequisite: Econ 300 and Econ 380*

## ECON 470: *Labor Economics*

A survey of labor economics that covers wage determination, minimum wages, employment and welfare policies, education, earnings inequality, market power, globalization, and worker migration. PREREQUISITES: ECON 300 and ECON 380
*Units: 6*

*Prerequisite: ECON 300 and ECON 380*

## ECON 475: *Markets and Market Design*

Free markets are central in economics, but markets depend on human-made institutions and are sometimes created and organized by human-made rules. This course examines how human-made marketplaces, exchanges, and matching mechanisms facilitate mutually beneficial transactions, and how the new field of market design can improve outcomes. Applications include some labor markets, auctions, school choice, and college admissions.
PREREQUISITES: ECON 300
*Units: 6*

*Prerequisite: ECON 300*

## ECON 481: *Advanced Econometrics & Modeling*

The course explores advanced econometric topics in model specification, estimation, and prediction (e.g., two-stage least squares, limited dependent variables and logistic regression, nonparametric regressions, censored regressions, time-series analysis). Techniques are introduced through work related to the instructor's areas of interest and expertise (e.g., labor, development, health, education). PREREQUISITES: ECON 380
*Units: 6*

*Prerequisite: ECON 380*

## ECON 495: *Advanced Topics in Economics*

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. May be repeated when the topic is different.
*Units: 6*

*Prerequisite: ECON 300*

## ECON 500: *Advanced Microeconomics*

Advanced topics in microeconomics that prepare students for a first graduate course in microeconomics.
PREREQUISITES: ECON 300; MATH 300 or 310 recommended
*Units: 6*

*Prerequisite: ECON 300; MATH 300 or 310 recommended*

## ECON 590: *Tutorial Studies in Economics*

Advanced readings, discussions, and essays in economic problems of special interest to the student.
PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ECON 601: *Senior Experience: Reading Option*

Students focus on a monograph &/or readings appropriate for advanced undergraduates, engage in active discussion, and produce a paper that expands upon or responds to the readings. Successful completion satisfies the department's Senior Experience requirement. PREREQUISITES: Senior standing; at least one advanced economics courses (400- or 500-level)
*Units: 3*

*Prerequisite: Senior standing; at least one advanced economics courses (400- or 500-level)*

## ECON 602: *Senior Experience: Research*

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. Instructors approval of this proposal is prerequisite for registration. PREREQUISITES: Senior standing; at least one advanced economics courses (400- 500-level)
*Units: 3*

*Prerequisite: Senior standing; at least one 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: ECON 300, 320, or 380; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Education

| | |
|---|---|
| | A. Priemer |
| Professor | B. Williams |
| Associate professors | S. Burdick-Shepherd, S. Purkey *(Bee Connell Mielke Professor of Education, chair)* |
| Instructor | C. Despres-Berry *(Center for Academic Success)* |
| Lecturers | D. Clementi, M. Engman, M. Pokwinski |

The Mielke Family Department of Education at Lawrence offers certification for licensure to teach at the elementary and secondary levels. Our liberal arts approach combines a subject area major for in-depth knowledge with education courses and practicums for professional knowledge and skills, preparing students to be effective and reflective classroom teachers.

In addition to teacher certification, the department offers a minor in education studies for the bachelor of arts or bachelor of music degree. The minor is open to all Lawrence students and is excellent preparation for graduate study or work in education-related fields.

## Teacher certification

*Students interested in teacher certification can pick up an application and Teacher Certification Handbook from the education department's administrative assistant in Briggs Hall 117B or from the music education administrative assistant in the conservatory.*

Teacher certification is available to Lawrence students, alumni, and graduates from other colleges and universities. Upon completion of the program, students are eligible to be certified for licensure in all fifty states, and our alumni are employed as elementary and secondary school teachers in public and private schools around the world.

Lawrence offers certification in elementary/middle school (grades K-9); secondary English language arts, social studies, science, mathematics, and computer science (grades 4-12); and all-levels art, music, theatre, English as a second language, and world languages (Chinese, French, German, Japanese, Russian, or Spanish) (grades K-12). Music certification is offered through the conservatory only.

Students pursuing teacher certification complete the Lawrence major in their primary academic area along with teacher education courses and practicums that satisfy requirements for licensure. A second certification area may be added through completion of a minor or second major (see the director of teacher education for details).

## Post-graduate teacher certification

Students who have graduated from Lawrence or another college or university may be certified for licensure through Lawrence's teacher education program. Elementary/middle school (K-9) certification typically takes two years, while secondary (4-12) or all-grades (K-12) certification in specific subject areas typically takes one-and-a-half years, including student teaching. Program length may vary depending on undergraduate major and coursework.

To be admitted, graduates must demonstrate a 3.000 major GPA in their subject area or attain a qualifying score on

the relevant subject area test (Praxis or ACTFL). A minimum of ten courses in the major subject or seven courses in the minor may be accepted in lieu of the official Lawrence major or minor. For the elementary/middle school (K-9) license, all candidates must attain a passing score on the *Praxis Elementary Education: Multiple Subjects* (5001) test, which assesses knowledge across subject areas. In addition to the major, graduates must also have completed (or complete) the equivalent of Lawrence's general education requirements.

Interested graduates should consult the director of teacher education for requirements and tuition, which is lower than the undergraduate tuition rate.

## Program standards

As they complete certification requirements, candidates demonstrate proficiency in the following Lawrence University teacher education program standards, which are based on the Wisconsin Teacher Standards shown in parentheses.

***Content Knowledge***

1. Understands the central concepts, tools of inquiry, and structure(s) of the discipline and its connections with the various liberal arts and sciences. (WI 4)

***Pedagogical Practice***

2. Plans systematic instruction that makes the subject meaningful for students and helps them master content and achieve rigorous learning goals. (WI 4, 7)

3. Uses a variety of instructional strategies to deepen understanding and promote application of knowledge and skills. (WI 8)

4. Uses multiple methods of assessment to engage students in their own growth, monitor learning, and adapt instruction. (WI 6)

***Student Engagement***

5. Creates a supportive, productive learning environment that encourages positive social interaction, collaboration, and self-motivation. (WI 3)

6. Fosters critical thinking, creativity, and problem solving related to authentic local and global issues. (WI 5)

***Adaptive Expertise***

7. Understands how children and adolescents learn, are motivated, and vary in their development, and teaches accordingly. (WI 1)

8. Plans instruction that is respectful and inclusive of diverse cultures, genders, families, and occupations, with high standards for all. (WI 2, 7)

9. Creates learning experiences that include all learners and adapts instruction to specific learning needs. (WI 2, 7, 9)

***Professional Conduct***

10. Acts in an ethical, professional manner and exhibits fairness, respect, and care in dealing with students. (WI 9)

11. Establishes positive relationships with school colleagues, parents, and agencies in the larger community. (WI 10)

12. Demonstrates the ability to be self-critical and to use feedback to improve teaching practice and engages in ongoing professional development. (WI 9)

***Educational Mission***

13. Understands the role of education in a democracy and the relationship between school and society.

Progress toward the standards is assessed in the pre-student teaching portfolio, and proficiency is confirmed in the final teaching portfolio submitted at the completion of student teaching.

## Required for teacher certification

*Certification requirements are subject to change by the Wisconsin legislature and the Wisconsin Department of Public Instruction as well as by Lawrence's teacher education program. Candidates must satisfy the requirements in force at the time of program completion in order to be certified for licensure. It is the student's responsibility to confirm requirements with the education department or with music education in the conservatory.*

To be certified for licensure, students must be admitted to the teacher education program; complete teacher education courses and practicums, any required tests, and student teaching; and meet GPA and other standards for licensure. The following steps are required:

1. *Be admitted to the teacher education program.* A student may apply for admission after completing one teacher education course with a practicum. To be admitted, a student must have a cumulative GPA of 2.750 or higher. The application for admission is available from the education department or music education office.
2. *Complete course requirements:*
    a. *A major in the certification area.* Students must complete a major in the subject they intend to teach, with two exceptions:
        i. For the elementary/middle school (K-9) license, students may complete any major in the college or conservatory or a student-designed major in education studies or another field.
        ii. For the English as a second language (K-12) license, students complete the teaching ESL minor in the linguistics program.
    b. *Teacher education courses with practicums.* Students must pass the required education studies and teaching methods courses, each of which has a practicum in a school classroom.
    c. *General education requirements.* Students must complete Lawrence's general education requirements. Graduates of other colleges must complete (or have completed) the equivalent.
3. *Qualify for student teaching:*

a. Students must demonstrate *content knowledge* by achieving the required major GPA or a qualifying score on the standardized test for that license; all candidates for the elementary/middle school (K-9) license must pass a standardized test that includes topics across the curriculum.
b. Students must demonstrate *practical preparation* by completing at least 100 school practicum hours with positive evaluations and by receiving satisfactory grades in teaching methods courses.
c. Prior to student teaching, candidates must submit a *pre-student teaching portfolio* reflecting on their progress toward the teacher education program standards.

4. *Student teach for a semester.*
   - *For elementary/middle school:* complete a fall-semester teaching internship in the Appleton Area School District with additional methods instruction provided by Appleton master teachers.
   - *For secondary and all-grades:* complete a fall or spring semester of student teaching in the vicinity of Lawrence or internationally (nine weeks near Lawrence plus nine weeks abroad).
5. *Submit a final teaching portfolio and have it approved.* The final portfolio includes student teaching evaluations from the cooperating teacher and university supervisor and a reflective essay.
6. *Complete any other requirements as specified for the certification area.*

To be certified for licensure, candidates must complete all requirements, have a final cumulative GPA of 2.750 or higher, receive satisfactory evaluations during student teaching, and submit a satisfactory reflective essay.

At every stage of teacher education and certification, candidates must demonstrate that they are mentally and physically able to carry out the duties and responsibilities of a classroom teacher. This includes:

- consistent attendance and satisfactory performance in university courses and education practicums;
- ability to establish positive working relationships with peers, mentors, supervisors, and K-12 students;
- sensitivity and responsiveness to the needs of diverse students, including students with disabilities; and
- appropriate conduct and professionalism.

A candidate who does not meet these expectations may be removed from the program or denied certification for licensure.

## Elementary/Middle School (K-9)

Students may complete any major in the college or conservatory or a student-designed major in education studies or another field.

Elementary/middle school certification requires one course in environmental studies or environmental science.

Students must achieve a qualifying score on the *Praxis Elementary Education: Multiple Subjects* (5001) test to begin student teaching.

Before they may be certified for licensure, students must pass the *Wisconsin Foundations of Reading Test* (FoRT). The course EDST 412: *Foundations of Literacy in a Diverse Society* prepares students for FoRT.

Students are also encouraged (though not required) to take LING 362: *The Structures of English* as part of their preparation.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 412: *Foundations of Literacy in a Diverse Society* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 555: *Methods in Elementary Teaching** | 6 | 4 |
| EDUC 575: *Elementary Content Area Methods*** | 3 | 3 |
| EDUC 665: *Advanced Methods in Teaching-Elementary*** | 3 | 3 |
| EDUC 675: *Student Teaching Apprenticeship-Elementary*** | 18 | 12 |

*EDUC 555 is taken in the year before student teaching.
**EDUC 575, 665, and 675 are taken concurrently in the fall semester of student teaching. No other courses may be taken while student teaching.

## English Language Arts (4-12)

Students complete the English major in creative writing or literature. Those completing the major in literature have the option to use student teaching for the *Senior Experience* if they student teach prior to graduation.

To be certified in English language arts, students must take a course in adolescent literature, a writing course, and a course that focuses on the literature of ethnic/racial minority groups in the United States. Students must also gain experience in journalism through a course or directed study, internship, or work on *The Lawrentian*.

A course in the structures of English (LING 362) is recommended, though not required.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis English Language Arts: Content Knowledge* (5038) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 412: *Foundations of Literacy in a Diverse Society* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 is taken in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## Social Studies (4-12)

Students complete a major in history, government (or political science), economics, or psychology.

To be certified in social studies, students must take one course in each of history, government (or political science), economics, psychology, and anthropology or ethnic studies (or sociology). Students must also take a second course in two of these fields outside the major. Non-history majors are urged to take a minimum of two history courses, one in U.S. history and one in global history.

A course in environmental studies is also required. Instruction in consumer cooperatives and conservation is incorporated into the teaching methods course (EDUC 560).

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis Social Studies* (5581) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |

| | | |
|---|---|---|
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 is taken in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## Science (4-12)

Students complete a major in biology, chemistry, environmental science, geosciences, or physics.

To be certified in science, students must also take at least one course in each of the sciences listed above.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis General Science* (5436) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |

| | | |
|---|---|---|
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 is taken in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## Mathematics (4-12)

Students complete the major in mathematics.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis Mathematics* (5165) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |

| | | |
|---|---|---|
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 is taken in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## Computer Science (4-12)

Students complete the major in computer science.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis Computer Science* (5652) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |

| | | |
|---|---|---|
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 is taken in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## Art (K-12)

Students complete the major in studio art.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis Art: Content Knowledge* (5134) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |
| EDUC 585: *Art in the Elementary and Secondary Schools** | 2 | 2 |
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |

| | | |
|---|---|---|
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 and 585 are taken concurrently in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## Music (K-12)

Certification is available only through the conservatory of music. Students complete the major in music education, which includes teacher education courses and student teaching.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis Music: Content Knowledge* (5113) test to begin student teaching.

## Theatre (K-12)

Students complete the major in theatre arts.

A course in theatre techniques for educators (EDUC/THAR 253) is also recommended.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis Theatre* (5641) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |

| | | |
|---|---|---|
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 is taken in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## World Languages (K-12)

Certification is available to teach Chinese, French, German, Japanese, Russian, or Spanish.

Students complete the major in the language and must spend a term studying the language in a country where it is natively spoken.

If their major GPA is less than 3.000, students must pass the *ACTFL oral and writing proficiency tests* to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |
| EDST 440: *Sociology of Education* | 6 | 4 |

| | | |
|---|---|---|
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |
| EDUC 563: *Elementary and Secondary World Language Methods** | 2 | 2 |
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 and 563 are taken concurrently in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

## English as a Second Language (K-12)

Students complete the teaching ESL minor in linguistics.

If their major GPA is less than 3.000, students must achieve a qualifying score on the *Praxis English to Speakers of Other Languages* (5362) test to begin student teaching.

The following teacher education courses are required:

| Courses | Lawrence course credit, in units | Certification semester hours |
|---|---|---|
| EDST 180: *Psychology of Learning* | 6 | 4 |
| EDST 350: *Ethnicity, Cultural Diversity, and Education* | 6 | 4 |

| | | |
|---|---|---|
| EDST 440: *Sociology of Education* | 6 | 4 |
| EDUC 430: *Educating All Learners* | 6 | 4 |
| EDUC 560: *Methods in Middle and Secondary Teaching** | 6 | 4 |
| EDUC 565: *Methods in Teaching English Learners** | 6 | 4 |
| EDUC 650 (or 655): *Student Teaching*** | 18 | 12 |
| EDUC 660: *Advanced Methods in Teaching*** | 3 | 3 |

*EDUC 560 and 565 are taken concurrently in spring term of the year before student teaching.
**EDUC 650 (or 655) and 660 are taken concurrently during the student teaching semester (fall or spring). No other courses may be taken while student teaching.

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## Courses - Education Studies

### EDST 130: *Reading Smarter: Strategies for college and beyond*

Designed for students at all levels of reading proficiency, the course supports individual growth in reading comprehension and effectiveness. Learn how to develop and sustain active reading strategies and habits essential for successful college-level learning and career success. Practice reading across a range of genres while exploring how understanding purpose, context, and motivation shapes effective reading. The course is taught through discussion and guided activities.
*Units: 6*

### EDST 180: *The Science of Learning*

An introduction to the science of learning and how it applies to educational contexts. Topics include brain structure and development; types of memory and learning processes; approaches to building knowledge, skills, and understanding; and factors that drive more powerful and successful learning. Each student will arrange their own practicum of three hours per week in a school class or similar learning environment.
*Units: 6*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 195: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 200: *To Be of Use: Exploring the Call to Teach*

There is a strong human desire to make a meaningful difference in our communities and the larger world. For many that means hearing the call to teach, whether in a school or collegiate classroom or helping profession. In this seminar we explore the call to teach, to make a difference through educational praxis, to be of use, using literature, art, music, and dialogue. Student work includes in-class presentations and projects.
*Units: 3*

## EDST 209: *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 provide 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*

## EDST 210: *Topics in Education and Community Engagement*

In this topics course, students combine practice in the community with academic coursework to examine a contemporary issue in education and society. typically, one-third of the course takes place in community settings. May be repeated when topics are different. PREREQUISITES: Sophomore Standing TOPIC FOR
*Units: 1 TO 6*

*Prerequisite: Sophomore Standing*

## EDUC 253: *Theatre Techniques for Educators*

Whether preparing to work as a classroom teacher or in an arts organization, students will explore the power of theatre as a means to teach core content. Taught largely through the guided execution of theatre activities, students will participate in and create interactive curriculum. We will explore how theatre engages a variety of learners and research its history of efficacy with English Learners, underserved communities and students with special needs.
*Units: 6*

*Also listed as Theatre Arts 253*

## EDST 270: *Why Read Children's Books?*

This seminar explores the complex ways children's literature affect readers of all ages. We will immerse ourselves in reading works from Where the Wild Things Are to Charlotte's Web as we examine what it means to be a reader of children's literature by looking at our own and children's responses to the experience and joy of reading. Discussion, reflective writing and collaborative community projects.
*Units: 6*

## EDUC 305: *Pre-Student Teaching Practicum*

Through this optional course, teacher certification candidates can earn 1 unit of credit for 15-30 hours of practicum experience in school classes prior to student teaching. Candidates observe lessons and assist school students with their learning and teachers with their classroom preparation, learning activities, and assessment. Pre-approval from an education faculty member is required. Students who complete a pre- approved practicum during a break register for credit in the subsequent term. May be repeated. S/U only.
*Units: 1*

## EDST 315: *Philosophy of Children*

Students will consider childhood and children through a philosophical lens. The first half of the course will focus on the philosophy of childhood; the second half will focus on how children philosophize the world, children's rights, and adult responsibilities. Readings will derive from philosophical texts, fiction and children's literature, and social media. Students may elect to also enroll in EDST 316 for a field experience practicum in elementary classrooms. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## EDST 316: *Philosophy of Children Practicum*

Field experiences in elementary classrooms encouraging children's wonder through philosophical discussion. This is an optional practicum for the course EDST 315 Philosophy of Children. Students will design philosophy lessons for young children and will conduct these lessons in small cooperative groups. PREREQUISITES: EDST 315 (taken in the past or concurrently).
*Units: 2*

*Prerequisite: EDST 315 (taken in the past or concurrently).*

## EDST 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: COSC 105 (PHIL 105) recommended
*Units: 6*

*Also listed as Anthropology 345, Psychology 345, Cognitive Science 345*

*Prerequisite: COSC 105 (PHIL 105) recommended*

## 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. A 20-hour practicum in a K-12 English Learners classroom or similar setting is required. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 395: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 399: *Independent Study in Education Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 400: *Environment and Community*

This course explores the link between community-mindedness and ecological literacy, emphasizing how education can empower individuals to drive local environmental and social change. We will critically examine cultural assumptions about nature and human relationships embedded in K-12 and college curricula, along with the role education can play in shaping sustainable living. Using real-world examples, we will discuss how schools can foster environmental and social justice through place-based education. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Environmental Studies 460*

*Prerequisite: Sophomore standing or consent of instructor*

## EDST 410: *Impossible Choices? Ethical Dilemmas in Education*

In this course we question conventional understandings of what the good is, what it should be, and what it can be in educational contexts. We discuss common ethical dilemmas central to schooling, including how these intersect with issues of race, class, and gender, and we consider challenges to traditional schooling structures.Papers include case studies and reflections. PREREQUISITES: sophomore standing
*Units: 6*

*Prerequisite: sophomore standing*

## EDST 412: *Foundations of Literacy in a Diverse Society*

Through community experience and lab work the student will examine reading instructional practices and the contemporary issues teachers of language and reading face in a diverse society, and will consider the purposes of learning to read and becoming literate in the world. Students will gain understanding of literacy theories and explore reading development and the acquisition of reading competency. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## EDUC 430: *Educating All Learners*

This teacher certification course focuses on two aspects of K-12 teaching: (1) helping learners develop academic and disciplinary literacy, and (2) planning instruction for a variety of learners, including students with disabilities, English learners, and students with gaps in knowledge or needing greater challenge. Each student will arrange their own practicum of three hours per week in a grade 5-12 school class that includes students with unique learning needs. PREREQUISITES: EDST 180 and junior standing
*Units: 6*

*Prerequisite: EDST 180 and junior standing*

## EDUC 431: *Educating All Learners - Music*

This course for students seeking certification to teach music (choral, general, and/or instrumental) focuses on adapting music instruction to learners with disabilities. Practicum of 10 hours required in a music class that includes learners with special needs. PREREQUISITES: EDST 180, junior standing, and declared major in music education
*Units: 3*

*Also listed as Music Education and Pedagogy 431*

*Prerequisite: EDST 180, junior standing, and declared major in music education*

## EDST 440: *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 equity and excellence in education. Practicum of 20 hours required. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 340*

*Prerequisite: Sophomore standing*

## EDST 450: *Topics in Education Studies*

This seminar explores issues in contemporary education. Topics vary by term and focus on controversies or innovations in educational systems, practices, and policy or in the relations between school and society. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Sophomore standing and one course in education studies or instructor approval*

## EDUC 555: *Methods in Elementary Teaching*

Students will practice and observe instructional strategies, assessment, and organization of the elementary environment, analyzing how learner, subject, and environment influence pedagogical choice. Emphasis on collaborative learning, differentiated instruction, and developmentally appropriate practice. Practicum of 20 hours required. PREREQUISITES: Junior standing and admission to the teacher education program
*Units: 6*

*Prerequisite: Junior standing and admission to the teacher education program*

## 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. PREREQUISITES: Junior standing and admission to the teacher certification program
*Units: 6*

*Prerequisite: Junior standing and admission to the teacher certification program*

## EDUC 563: *Elementary and Secondary World Language Methods*

A seminar on teaching world languages in the elementary, middle, and high school. Emphasis on curriculum planning, methods of instruction, and assessment of learning. PREREQUISITES: Taken concurrently with EDUC 560
*Units: 2*

*Prerequisite: Taken concurrently with EDUC 560*

### EDUC 565: *Methods in Teaching English Learners*

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 learners in diverse learning environments. Practicum of 20 hours required. PREREQUISITES: LING 360 and 362
*Units: 6*

*Prerequisite: LING 360 and 362*

### EDUC 575: *Elementary Content Area Methods*

This course is for students concurrently enrolled in the elementary student teaching apprenticeship. The apprenticeship will design and teach lessons engaging elementary students and young children in the fundamental content, concepts, and inquiry tools of mathematics, English language arts, social studies, science, fine arts, physical education and health. PREREQUISITES: Admission to elementary teacher certification and concurrent enrollment in EDUC 665 and EDUC 675
*Units: 3*

*Prerequisite: Admission to elementary teacher certification and concurrent enrollment in EDUC 665 and EDUC 675*

### EDUC 585: *Art in the Elementary and Secondary Schools*

A seminar on teaching art in the elementary, middle, and high school. Emphasis on curriculum planning, methods of instruction, and assessment of learning. PREREQUISITES: Taken concurrently with EDUC 560
*Units: 2*

*Also listed as Studio Art 585*

*Prerequisite: Taken concurrently with EDUC 560*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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. PREREQUISITES: To register student must complete the Student

Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 595: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDUC 595: *Internship In Education*

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.
*Units: 1 TO 98*

## EDST 599: *Independent Study in Education Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Senior standing and completion of all teacher education courses and the pre-student teaching portfolio; concurrent enrollment in EDUC 660.
*Units: 1 TO 18*

*Prerequisite: Senior standing and completion of all teacher education courses and the pre-student teaching portfolio; concurrent enrollment in EDUC 660.*

## 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 sixteen countries to complete the student teaching practicum. International student teaching is available during 13th Term only. PREREQUISITES: Students must have been admitted to the student teaching program (college or conservatory) and have met all requirements for domestic student teaching. Students must also complete the edTPA during the first nine weeks of domestic student teaching. Contact the department chair for admission and fee requirements. Concurrent enrollment in EDUC 660.
*Units: 9*

*Prerequisite: Students must have been admitted to the student teaching program (college or conservatory) and have met all requirements for domestic student teaching. Students must also complete the edTPA during the first nine weeks of domestic student teaching. Contact the department chair for admission and fee requirements. Concurrent enrollment in EDUC 660.*

## EDUC 660: *Advanced Methods in Teaching*

The seminar will engage students in critical reflection on their student teaching experience. Concrete and theoretical problems having to do with teaching and learning will be explored, such as classroom management, lesson planning, and assessment of learning, as will issues having to do with education policy, school organization, and diversity and equity. PREREQUISITES: Concurrent enrollment in EDUC 650 or 655
*Units: 3*

*Prerequisite: Concurrent enrollment in EDUC 650 or 655*

## EDUC 665: *Advanced Methods in Teaching-Elementary*

The seminar will engage students in critical reflection upon their elementary student teaching experience. Concrete and theoretical problems of teaching and learning will be explored (e.g., classroom management, assessment, curriculum design), as will issues regarding educational policy and school organization. Taken in conjunction with student teaching in elementary. PREREQUISITES: Admission to elementary teacher certification and concurrent enrollment in EDUC 575 and 675
*Units: 3*

*Prerequisite: Admission to elementary teacher certification and concurrent enrollment in EDUC 575 and 675*

## EDUC 675: *Student Teaching Elementary*

Student teaching for elementary licensure (EC-MC) is a full-time, fall-semester apprenticeship in a K-6 grade classroom setting. This apprenticeship is an embedded clinical experience whereby the student teacher will learn the craft and art of teaching under the guidance of a master teacher from the Appleton Area School District. PREREQUISITES: Baccalaureate degree, admission to elementary teacher certification, and concurrent enrollment in EDUC 575 and EDUC 665
*Units: 1 TO 18*

*Prerequisite: Baccalaureate degree, admission to elementary teacher certification, and concurrent enrollment in EDUC 575 and EDUC 665*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## EDST 695: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDUC 695: *Internship In Education*

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.
*Units: 1 TO 98*

## EDST 699: *Independent Study in Education Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Education Studies

| | |
|---|---|
| | A. Priemer |
| Professor | B. Williams |
| Associate professors | S. Burdick-Shepherd, S. Purkey *(Bee Connell Mielke Professor of Education, chair)* |
| Instructor | C. Despres-Berry *(Center for Academic Success)* |
| Lecturers | D. Clementi, M. Engman, M. Pokwinski |

The minor in education studies introduces students to the study of education as an academic area within the liberal arts. Students inquire into the foundations of education, the historical and present-day relationship between school and society, the part formal education plays in human development, and/or contemporary issues of education policy and practice.

The minor prepares students for further study or work in a variety of education-related fields, including education philosophy or policy, literacy, educational psychology, or applied work in arts organizations, museums, and other cultural institutions. The minor can also be a bridge to post-graduate certification in special education, school psychology, or related fields.

## Required for the minor in education studies

1. Three foundational courses:
    a. EDST 180: *The Science of Learning*
    b. Either EDST 315: *Philosophy of Children* or EDST 270: *Why Read Children's Books?*
    c. EDST 350: *Ethnicity, Cultural Diversity, and Education*
2. Three elective courses in education studies (EDST) or child development (PSYC 260/265), with at least one at the 400 level or above.

A course from another department that deals with a topic related to education studies may count as one of the electives with prior approval from the education department chair.

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## Courses - Education Studies

### EDST 130: *Reading Smarter: Strategies for college and beyond*

Designed for students at all levels of reading proficiency, the course supports individual growth in reading comprehension and effectiveness. Learn how to develop and sustain active reading strategies and habits essential for successful college-level learning and career success. Practice reading across a range of genres while exploring how understanding purpose, context, and motivation shapes effective reading. The course is taught through discussion and guided activities.
*Units: 6*

## EDST 180: *The Science of Learning*

An introduction to the science of learning and how it applies to educational contexts. Topics include brain structure and development; types of memory and learning processes; approaches to building knowledge, skills, and understanding; and factors that drive more powerful and successful learning. Each student will arrange their own practicum of three hours per week in a school class or similar learning environment.
*Units: 6*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 195: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 200: *To Be of Use: Exploring the Call to Teach*

There is a strong human desire to make a meaningful difference in our communities and the larger world. For many that means hearing the call to teach, whether in a school or collegiate classroom or helping profession. In this seminar we explore the call to teach, to make a difference through educational praxis, to be of use, using literature, art, music, and dialogue. Student work includes in-class presentations and projects.
*Units: 3*

## EDST 209: *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 provide 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*

## EDST 210: *Topics in Education and Community Engagement*

In this topics course, students combine practice in the community with academic coursework to examine a contemporary issue in education and society. typically, one-third of the course takes place in community settings. May be repeated when topics are different. PREREQUISITES: Sophomore Standing TOPIC FOR
*Units: 1 TO 6*

*Prerequisite: Sophomore Standing*

## EDST 270: *Why Read Children's Books?*

This seminar explores the complex ways children's literature affect readers of all ages. We will immerse ourselves in reading works from Where the Wild Things Are to Charlotte's Web as we examine what it means to be a reader of children's literature by looking at our own and children's responses to the experience and joy of reading. Discussion, reflective writing and collaborative community projects.
*Units: 6*

## EDST 315: *Philosophy of Children*

Students will consider childhood and children through a philosophical lens. The first half of the course will focus on the philosophy of childhood; the second half will focus on how children philosophize the world, children's rights, and adult responsibilities. Readings will derive from philosophical texts, fiction and children's literature, and social media. Students may elect to also enroll in EDST 316 for a field experience practicum in elementary classrooms. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## EDST 316: *Philosophy of Children Practicum*

Field experiences in elementary classrooms encouraging children's wonder through philosophical discussion. This is an optional practicum for the course EDST 315 Philosophy of Children. Students will design philosophy lessons for young children and will conduct these lessons in small cooperative groups. PREREQUISITES: EDST 315 (taken in the past or concurrently).
*Units: 2*

*Prerequisite: EDST 315 (taken in the past or concurrently).*

## EDST 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: COSC 105 (PHIL 105) recommended
*Units: 6*

*Also listed as Anthropology 345, Psychology 345, Cognitive Science 345*

*Prerequisite: COSC 105 (PHIL 105) recommended*

## 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. A 20-hour practicum in a K-12 English Learners classroom or similar setting is required. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 395: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 399: *Independent Study in Education Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor*

## EDST 400: *Environment and Community*

This course explores the link between community-mindedness and ecological literacy, emphasizing how education can empower individuals to drive local environmental and social change. We will critically examine cultural assumptions about nature and human relationships embedded in K-12 and college curricula, along with the role education can play in shaping sustainable living. Using real-world examples, we will discuss how schools can foster environmental and social justice through place-based education. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Environmental Studies 460*

*Prerequisite: Sophomore standing or consent of instructor*

## EDST 410: *Impossible Choices? Ethical Dilemmas in Education*

In this course we question conventional understandings of what the good is, what it should be, and what it can be in educational contexts. We discuss common ethical dilemmas central to schooling, including how these intersect with issues of race, class, and gender, and we consider challenges to traditional schooling structures.Papers include case studies and reflections. PREREQUISITES: sophomore standing
*Units: 6*

*Prerequisite: sophomore standing*

## EDST 412: *Foundations of Literacy in a Diverse Society*

Through community experience and lab work the student will examine reading instructional practices and the contemporary issues teachers of language and reading face in a diverse society, and will consider the purposes of learning to read and becoming literate in the world. Students will gain understanding of literacy theories and explore reading development and the acquisition of reading competency. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## EDST 440: *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 equity and excellence in education. Practicum of 20 hours required. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 340*

*Prerequisite: Sophomore standing*

## EDST 450: *Topics in Education Studies*

This seminar explores issues in contemporary education. Topics vary by term and focus on controversies or

innovations in educational systems, practices, and policy or in the relations between school and society. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Sophomore standing and one course in education studies or instructor approval*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 595: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 599: *Independent Study in Education Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student

must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 695: *Internship in Education Studies*

Internship in a school or district office, museum or arts organization, other non-profit or community organization, social services agency, governmental body, policy or advocacy group, or other education-related setting with prior approval. (Does not count toward teacher certification.) 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## EDST 699: *Independent Study in Education Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

# English

| | |
|---|---|
| Professor | D. McGlynn |
| Associate professors | C. Barnes *(on leave term(s) I)*, K. Hoffmann *(on leave term(s) I)*, L. Khor, M. Range, A. Segrest, T. Spurgin *(Bonnie Glidden Buchanan Professor of English Literature, chair term I) (on leave term(s) III)* |
| Assistant professor | C. Kervin |

The English Department at Lawrence offers majors in English and Creative Writing.

English majors learn to read closely, think critically, and write effectively as they explore literature, history, and culture across diverse contexts. The abilities they develop in their coursework prepare them to read perceptively, analyze thoughtfully, and communicate clearly—skills that are invaluable for success in a diverse and complex world.

The Creative Writing major allows students to combine the study of literature with artistic production. Creative writing majors learn, in both creative writing and literature courses, to interrogate the complexities of language, culture, aesthetics, identities, communities, and themselves. Students take creative writing classes in fiction, nonfiction, and poetry (with options to also work in scriptwriting and playwrighting) at every level of the major, have numerous opportunities to interact with nationally and internationally renowned writers, and to interact closely with their peers and professors. The major is capped by an intimate Senior Experience seminar, in which they produce a lengthy work of poetry or creative prose and present it during a public reading.

## Required for the Major in English: Literature

1. Three courses at the 100 and 200-level:

    a. ENG 110: *Literature and War*
    b. ENG 111: *Literature and Music*
    c. ENG 112: *Literature and Truth*
    d. ENG 114: *Literature, Psychology, and Memory*
    e. ENG 115: *Literature and Adolescence*
    f. ENG 150: *Reading Literature*
    g. ENG 151: *Reading Fiction*
    h. ENG 152: *Reading Poetry*
    i. ENG 153: *Reading Shakespeare*
    j. ENG 211: *The Business of Literature*
    k. ENG 180: *Introduction to Creative Writing*
    l. ENG 230: *British Writers Before 1800*
    m. ENG 231: *The Poetics of Heaven and Hell*
    n. ENG 240: *British Writers After 1800*
    o. ENG 250: *American Writers*
    p. ENG 260: *African American Writers*
    q. ENG 280: *Postcolonial Writers*
    r. ENG 290: *Topics in the Long Novel*

2. Two advanced courses focusing on periods before 1800:

    a. ENG 401: *Topics in Literary Criticism*
    b. ENG 410: *Newtonian Lit: Chronicles of a Clockwork Universe*
    c. ENG 420: *Studies in Medieval Literature*
    d. ENG 425: *Shakespeare* (or ENG 170: *Shakespeare in London*, but not both)
    e. ENG 429: *The Faerie Queene*
    f. ENG 430: *Renaissance Literature*
    g. ENG 435: *Renaissance Drama*
    h. ENG 440: *Milton and the Seventeenth Century*
    i. ENG 441: *John Donne and the Metaphysical Poets*
    j. ENG 443: *New England Puritan Poetry*
    k. ENG 445: *Restoration and Eighteenth-Century Comedy*
    l. ENG 446: *Gender and the Enlightenment*
    m. ENG 447: *Eighteenth-Century Terrors*
    n. ENG 448: *Enlightenment Selves*
    o. ENG 451: *The Revolutionary Eighteenth Century*
    p. ENG 452: *Samuel Richardson's Clarissa*
    q. ENG 527: *History of the Book*

3. One advanced course focusing on the nineteenth century:

    a. ENG 402: *Topics in Literary Criticism*
    b. ENG 455: *Romanticism*
    c. ENG 460: *The Victorian Age*
    d. ENG 465: *The English Novel*
    e. ENG 474: *American Poets of the Nineteenth Century*
    f. ENG 476: *Nineteenth-Century American Women Writers*
    g. ENG 477: *Dickinson*
    h. ENG 478: *Nineteenth-Century African-American Writers*

4. One advanced course focusing on the twentieth or twenty-first centuries:

    a. ENG 403: *Topics in Literary Criticism*
    b. ENG 481: *Joyce's Ulysses*
    c. ENG 483: *American Autobiography*
    d. ENG 500: *Contemporary American Fiction*
    e. ENG 501: *The Graphic Novel*
    f. ENG 503: *Contemporary American Poetry*
    g. ENG 504: *Multiethnic American Literature*
    h. ENG 506: *Contemporary African-American Women Poets*
    i. ENG 510: *Literature of the Harlem Renaissance*
    j. ENG 511: *Toni Morrison*
    k. ENG 515: *Gender and Modernist British/American Literature*
    l. ENG 516: *Literature and Human Rights*
    m. ENG 517: *Topics in Human Rights*

n. ENG 518: *Narratives of Inequality*
o. ENG 521: *Narratives of International News*
p. ENG 522: *Literature and the Environment*
q. ENG 540: *Topics in English*

5. Three additional courses in English, at least one of which must be an advanced course.

6. In completing the above requirements, one class must be English 401, 402, or 403: *Topics in Literary Criticism*

7. In completing the above requirements, students must take at least one course from each of the following literary and cultural traditions:

   a. British: ENG 153, 170 (London Centre), 230, 231, 240, 410, 420, 425, 429, 430, 435, 440, 441, 445, 446, 447, 448, 451, 452, 455, 460, 465, 481, 515, 527
   b. American: ENG 250, 260, 443, 474, 476, 477, 478, 483, 500, 501, 503, 504, 506, 510, 511, 515, 522
   c. African American: ENG 260, 478, 504, 506, 510, 511; OR postcolonial: ENG 280, 516, 517, 518, 521. A course in African-American literature may satisfy either category b or c but not both.

8. Senior Experience (ENG 600, student teaching in English, or honors project in English)

## Required for the major Creative Writing

1. Two literature courses at the 100 and 200-level:

   a. ENG 110: *Literature and War*
   b. ENG 111: *Literature and Music*
   c. ENG 112: *Literature and Truth*
   d. ENG 114: *Literature, Psychology, and Memory*
   e. ENG 115: *Literature and Adolescence*
   f. ENG 150: *Reading Literature*
   g. ENG 151: *Reading Fiction*
   h. ENG 152: *Reading Poetry*
   i. ENG 153: *Reading Shakespeare*
   j. ENG 211: *The Business of Literature*
   k. ENG 230: *British Writers Before 1800*
   l. ENG 231: *The Poetics of Heaven and Hell*
   m. ENG 240: *British Writers After 1800*
   n. ENG 250: *American Writers*
   o. ENG 260: *African American Writers*
   p. ENG 280: *Postcolonial Writers*
   q. ENG 290: *Topics in the Long Novel*

2. ENG 180: *Introduction to Creative Writing*

3. Two 300-level creative writing courses, one in prose (fiction or nonfiction) and one in poetry (ENG 351 may count as either prose or fiction):

    a. ENG 350: *Creative Writing: Nonfiction*
    b. ENG 351: *Creative Writing: Hybrid Poetry-Nonfiction*
    c. ENG 360: *Creative Writing: Fiction*
    d. ENG 361: *Creative Writing: Science Fiction*
    e. ENG 370: *Creative Writing: Poetry*
    f. ENG 372: *Field Notes: Writing Ecology, Writing Place*

4. Two 500-level creative writing courses in any genre. (Students may also petition for THAR 427: *Playwrighting* to count in place of one of these courses.):

    a. ENG 550: *Advanced Creative Writing: Nonfiction*
    b. ENG 560: *Advanced Creative Writing: Fiction*
    c. ENG 561: *Topics in Creative Writing*
    d. ENG 562: *Advanced Creative Writing: Novel Writing*
    e. ENG 565: *Advanced Creative Writing: Poetry*
    f. ENG 572: *Field Notes: Writing Ecology, Writing Place*

5. Two advanced literature courses focusing on periods before 1800:

    a. ENG 401: *Topics in Literary Criticism*
    b. ENG 410: *Newtonian Lit: Chronicles of a Clockwork Universe*
    c. ENG 420: *Studies in Medieval Literature*
    d. ENG 425: *Shakespeare* (or ENG 170: *Shakespeare in London*, but not both)
    e. ENG 429: *The Faerie Queene*
    f. ENG 430: *Renaissance Literature*
    g. ENG 435: *Renaissance Drama*
    h. ENG 440: *Milton and the Seventeenth Century*
    i. ENG 441: *John Donne and the Metaphysical Poets*
    j. ENG 443: *New England Puritan Poetry*
    k. ENG 445: *Restoration and Eighteenth-Century Comedy*
    l. ENG 446: *Gender and the Enlightenment*
    m. ENG 447: *Eighteenth-Century Terrors*
    n. ENG 448: *Enlightenment Selves*
    o. ENG 451: *The Revolutionary Eighteenth Century*
    p. ENG 452: *Samuel Richardson's Clarissa*
    q. ENG 527: *History of the Book*

6. One advanced literature course focusing on the nineteenth century:

    a. ENG 402: *Topics in Literary Criticism*
    b. ENG 455: *Romanticism*
    c. ENG 460: *The Victorian Age*
    d. ENG 465: *The English Novel*
    e. ENG 474: *American Poets of the Nineteenth Century*

f. ENG 476: *Nineteenth-Century American Women Writers*
g. ENG 477: *Dickinson*
h. ENG 478: *Nineteenth-Century African-American Writers*

7. One advanced literature course focusing on the twentieth or twenty-first centuries:

    a. ENG 403: *Topics in Literary Criticism*
    b. ENG 481: *Joyce's* Ulysses
    c. ENG 483: *American Autobiography*
    d. ENG 500: *Contemporary American Fiction*
    e. ENG 501: *The Graphic Novel*
    f. ENG 503: *Contemporary American Poetry*
    g. ENG 504: *Multiethnic American Literature*
    h. ENG 506: *Contemporary African-American Women Poets*
    i. ENG 510: *Literature of the Harlem Renaissance*
    j. ENG 511: *Toni Morrison*
    k. ENG 515: *Gender and Modernist British/American Literature*
    l. ENG 516: *Literature and Human Rights*
    m. ENG 517: *Topics in Human Rights*
    n. ENG 518: *Narratives of Inequality*
    o. ENG 521: *Narratives of International News*
    p. ENG 522: *Literature and the Environment*
    q. ENG 540: *Topics in English*

8. In completing the above requirements, students must take at least one course from each of the following literary and cultural traditions:

    a. British: ENG 153, 170 (London Centre), 230, 231, 240, 410, 420, 425, 429, 430, 435, 440, 441, 445, 446, 447, 448, 451, 452, 455, 460, 465, 481, 515, 527
    b. American: ENG 250, 260, 443, 474, 476, 477, 478, 483, 500, 501, 503, 504, 506, 510, 511, 515, 522
    c. African American: ENG 260, 478, 504, 506, 510, 511; OR postcolonial: ENG 280, 516, 517, 518, 521. A course in African-American literature may satisfy either category b or c but not both.

ENG 601: *Senior Seminar in Creative Writing*

## Senior Experience

### Senior Experience in English

The *Senior Experience* for English majors may be fulfilled through one of the following:

1. ENG 600: *Senior Seminar in English*: An advanced seminar focused on analyzing theoretical, historical, critical, and literary texts, culminating in a substantial research paper. Typically taken during the senior year, though some students may enroll in the spring of their junior year;

2. 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
3. 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 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.

### Senior Experience in Creative Writing

Students in the Creative Writing major must take:

ENG 601: Senior Seminar in Creative Writing: A seminar involving analysis of theoretical, critical, literary, and practical (i.e., craft-related) readings at an advanced level in conjunction with the composition of original, substantial creative work. Students working in different genres will have the opportunity to read one another's work and discuss, as a group, both the challenges and possibilities associated with composing lengthy creative projects. Each section of the seminar will focus on a theme that can accommodate variety in students' individual research projects.

## Required for the Minor in English

1. Two courses at the 100 and 200 level:

    a. ENG 110: *Literature and War*
    b. ENG 111: *Literature and Music*
    c. ENG 112: *Literature and Truth*
    d. ENG 114: *Literature, Psychology, and Memory*
    e. ENG 115: *Literature and Adolescence*
    f. ENG 150: *Reading Literature*
    g. ENG 151: *Reading Fiction*
    h. ENG 152: *Reading Poetry*
    i. ENG 153: *Reading Shakespeare*
    j. ENG 211: *The Business of Literature*
    k. ENG 230: *British Writers Before 1800*
    l. ENG 231: *The Poetics of Heaven and Hell*
    m. ENG 240: *British Writers After 1800*
    n. ENG 250: *American Writers*
    o. ENG 260: *African American Writers*
    p. ENG 280: *Postcolonial Writers*
    q. ENG 290: *Topics in the Long Novel*

2. One advanced course focusing on periods before 1800:

    a. ENG 401: *Topics in Literary Criticism*
    b. ENG 410: *Newtonian Lit: Chronicles of a Clockwork Universe*
    c. ENG 420: *Studies in Medieval Literature*

d. ENG 425: *Shakespeare* (or ENG 170: *Shakespeare in London*, but not both)
e. ENG 429: *The Faerie Queene*
f. ENG 430: *Renaissance Literature*
g. ENG 435: *Renaissance Drama*
h. ENG 440: *Milton and the Seventeenth Century*
i. ENG 441: *John Donne and the Metaphysical Poets*
j. ENG 443: *New England Puritan Poetry*
k. ENG 445: *Restoration and Eighteenth-Century Comedy*
l. ENG 446: *Gender and the Enlightenment*
m. ENG 447: *Eighteenth-Century Terrors*
n. ENG 448: *Enlightenment Selves*
o. ENG 451: *The Revolutionary Eighteenth Century*
p. ENG 452: *Samuel Richardson's Clarissa*
q. ENG 527: *History of the Book*

3. One advanced course focusing on the nineteenth century:

a. ENG 402: *Topics in Literary Criticism*
b. ENG 455: *Romanticism*
c. ENG 460: *The Victorian Age*
d. ENG 465: *The English Novel*
e. ENG 474: *American Poets of the Nineteenth Century*
f. ENG 476: *Nineteenth-Century American Women Writers*
g. ENG 477: *Dickinson*
h. ENG 478: *Nineteenth-Century African-American Writers*

4. One advanced course focusing on the twentieth or twenty-first centuries:

a. ENG 403: *Topics in Literary Criticism*
b. ENG 481: *Joyce's* Ulysses
c. ENG 483: *American Autobiography*
d. ENG 500: *Contemporary American Fiction*
e. ENG 501: *The Graphic Novel*
f. ENG 503: *Contemporary American Poetry*
g. ENG 504: *Multiethnic American Literature*
h. ENG 506: *Contemporary African-American Women Poets*
i. ENG 510: *Literature of the Harlem Renaissance*
j. ENG 511: *Toni Morrison*
k. ENG 515: *Gender and Modernist British/American Literature*
l. ENG 516: *Literature and Human Rights*
m. ENG 517: *Topics in Human Rights*
n. ENG 518: *Narratives of Inequality*
o. ENG 521: *Narratives of International News*
p. ENG 522: *Literature and the Environment*
q. ENG 540: *Topics in English*

5. One additional course in English

## Required for the minor in Creative Writing

1. Three literature courses at any level (for English majors completing the creative writing minor, these can be courses from the major)
2. Three creative writing courses at any level, including work in at least two different literary genres. Courses in creative writing include:

    a. ENG 180: *Introduction to Creative Writing*
    b. ENG 350: *Creative Writing: Nonfiction*
    c. ENG 351: *Creative Writing: Hybrid Poetry-Nonfiction*
    d. ENG 360: *Creative Writing: Fiction*
    e. ENG 361: *Creative Writing: Science Fiction*
    f. ENG 370: *Creative Writing: Poetry*
    g. ENG 372: *Field Notes: Writing Ecology, Writing Place*
    h. THAR 427: *Playwrighting*
    i. ENG 550: *Advanced Creative Writing: Nonfiction*
    j. ENG 560: *Advanced Creative Writing: Fiction*
    k. ENG 561: *Topics in Creative Writing*
    l. ENG 562: *Advanced Creative Writing: Novel Writing*
    m. ENG 565: *Advanced Creative Writing: Poetry*
    n. ENG 572: *Field Notes: Writing Ecology, Writing Place*
    o. ENG 601: *Senior Seminar in Creative Writing*

## Teacher certification in English language arts (grades 4-12)

Students can seek certification to teach at the secondary level. To be certified in English language arts, students must take a course in adolescent literature (such as ENG 115), a writing course (e.g., ENG 150 / 151 / 152 or 180, or 350 / 351 / 360 / 370, or 401 / 402 / 403), and a course that focuses on the literature of ethnic/racial minority groups in the United States (e.g., ENG

260, 478, 504, 506, 510, 511). Students must also gain experience in journalism through a course or directed study, internship, or work on a student newspaper such as *The Lawrentian*. A course in the structures of English (LING 362) is recommended though not required. Students can add an endorsement for a second area (such as English as a second language) by completing the appropriate minor. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Teacher certification in English as a second language (K-12)

Students can seek certification to teach English as a second language at the elementary and secondary levels by completing the Teaching ESL minor in linguistics and other certification requirements. Interested students should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Advanced placement

All students who have earned a 4 or 5 in the Advanced Placement English Literature and Composition Exam will be given credit for one course at the 100 or 200 level.

Students who earn a 4 or 5 in the Advanced Placement English Language and Composition Exam will be given credit for one course at Lawrence, which will count toward graduation, but not toward the completion of the major.

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 (PDF).

## Departmental advisors

When students officially declare their major, they will choose or be assigned a departmental advisor who will be responsible for guiding them in planning and completing their major course of study. Questions about the advising of majors should be addressed to the department chair.

## Graduate school

Creative Writing majors interested in applying for graduate school (e.g., to M.A., M.F.A. and Ph.D. programs in creative writing) should consider taking additional English courses, in both creative writing and literature, beyond the minimum required for the major. Students should also consult with their advisors about whether, and when, to apply for graduate school, and which courses within the major will be most beneficial

Students considering graduate work in English (e.g., M.A. and Ph.D. programs) will want to do more coursework than the minimum required for the major, especially advanced courses.

For a master's degree, most graduate schools require demonstrated proficiency in at least one modern language besides English. For a doctorate, the usual requirement is demonstrated proficiency in two modern languages. ENG 525: *Contemporary Critical Theory* is an asset when preparing for graduate school.

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## Courses - English

### ENG 110: *Literature and War*

In this discussion-based course, we will grapple with language stretched to its absolute limit as we move through several centuries of writers attempting to describe war's indescribable violences, from the U.S. Civil War to the wars in Iraq and Afghanistan. Assignments will include discussion leading, journal-keeping. 2-3 short papers, and a final exam.

*Units: 6*

### ENG 111: *Literature and Music*

A discussion course focused on literary works about music and musicians. Readings will include stories and novels, memoirs, plays, and poetry. As they read and discuss these works, students will be encouraged to reflect on the place of music in their own lives. Assignments will include brief oral presentations, daily learning journals, and a few short papers.
*Units: 6*

### ENG 112: *Literature and the Truth: Unreliable Narrators*

All first-person narrators are unreliable; everyone's story is biased, incomplete, flawed by memory. Yet certain narrators are particularly suspicious, and this class explores stories told by manipulative, self-deceitful, and unstable voices. Working across multiple genres - including novels, short stories, and visual media - we will investigate what these works ask of readers and how they comment on truth-telling and reality. Assessments: class discussion, reader's journal, essay.
*Units: 6*

### ENG 114: *Literature, Psychology and Memory*

A discussion course focused on literary works that explore characters' and speakers' psychological complexities, especially in terms of memory. We will analyze texts from multiple genres, such as short stories, novels, poetry, and memoirs. Assessments: class discussion, reader's journal, and a few short papers.
*Units: 6*

### ENG 115: *Literature and Adolescence*

A discussion course focused on literary works about adolesence. Readings will include literary novels, youngadult novels, graphic novels / memoirs, and a film. As they read and discuss these works, students will be encouraged to reflect on their own experiences as teens / adolescents. Assignments will include short papers, a group presentation, and learning journals.
*Units: 6*

### ENG 150: *Reading Literature*

An introduction to the techniques of literary analysis through the detailed study of individual texts.
*Units: 6*

### ENG 151: *Reading Fiction*

An introduction to the pleasures and possibilities of fiction as a literary form. Through the close study of texts across a variety of narrative styles, this seminar will consider how novels, novellas, and short stories convey meaning and draw readers into imaginative worlds. Students will learn how to analyze fiction critically and creatively and write about it thoughtfully.
*Units: 6*

## ENG 152: *Reading Poetry*

An introduction to the techniques of poetic analysis through the detailed study of individual poems and poetic forms. In this course, we will consider how poems work, how to read them closely, and how to write about them thoughtfully
*Units: 6*

## ENG 153: *Reading Shakespeare*

An introductory course, open to anyone with an interest in Shakespeare. What makes him so great? What's the best way to approach him? What skills are needed to enjoy his writing? Course readings will include a few plays, some sonnets, and a bit of writing about Shakespeare. Assignments will include written responses, brief oral presentations, and recitation of at least one sonnet or speech.
*Units: 6*

*Also listed as Theatre Arts 153*

## ENG 155: *Domesticating Literature: London House Museums*

House museums exist in several temporalities: when they were constructed and occupied, when they were opened as museums, and whenever a visitor tours them. What happens when we think of these sites as texts to be read—as historical artifacts whose meaning might be multiple and complex? In this course, we'll tour and reflect on house museums with an eye to understanding the complex relationship between a writer's house and their literary legacy.
PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## ENG 156: *Black Britons*

Using David Olusoga's groundbreaking book Black and British (2016) as both its inspiration and guiding principle, this course seeks to listen to and learn from Black British voices across history and across empire. How do these voices change our understanding of British history-and perhaps British literary history specifically? How might they allow us to explore alternative cartographies-literary, historical, and spatial--for London as we experience it today?
PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as Ethnic Studies 156*

*Prerequisite: Must be attending the Lawrence London Centre.*

## 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. PREREQUISITES: Must be attending Lawrence London Centre
*Units: 6*

*Also listed as Theatre Arts 170*

*Prerequisite: Must be attending Lawrence London Centre*

## ENG 171: *Literature of the Irish Troubles*

The class includes poetry, short stories, novels, plays and film scripts which document the cultural and political conflict in Northern Ireland ("The Troubles"). Analysing literature from both sides of the conflict and from the Republic and Ulster, will allow for an in-depth understanding of the socio-historical context influencing these works, and the importance of literature as a personal and political voice. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as Theatre Arts 174*

*Prerequisite: Must be attending the Lawrence London Centre.*

## ENG 172: *Modern Irish Drama*

The class will read and discuss plays by contemporary Irish playwrights from Brendan Behan to Martin McDonagh. It will analyse personal and the political issues in modern day Ireland, the question of Irish identities and the gradual social changes since the beginning of the Troubles. Particular emphasis will be on the performance history of the plays, both in Ireland and abroad. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as Theatre Arts 172*

*Prerequisite: Must be attending the Lawrence London Centre.*

## ENG 180: *Introduction to Creative Writing*

A survey of prominent literary works through the lens of creative writing. Students will analyze works of fiction, nonfiction, and poetry and will have the opportunity to respond creatively to the assigned readings-- i.e., by composing original stories, creative essays, and poems. Assigned texts will seek to expose students to various writing styles, and provide examples of the successes and strategies of other writers. In addition to learning various aspects of reading and discussing texts as writers, students will learn how to respond to writing in different genres.
*Units: 6*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ENG 203: *Literary London*

This course studies literature created in and about London, from Medieval poetry, short stories, journals to newspaper sequels and contemporary novels. We will walk in the footsteps of London-born writers and those who made London their home to find out how their writings have capture social, political, and cultural changes. A variety of assignments will allow students to engage individually with London. Offered at the London Centre. PREREQUISITES: Must be

attending Lawrence London Centre
*Units: 6*

*Prerequisite: Must be attending Lawrence London Centre*

## ENG 211: *The Business of Literature*

This course is built around visits with alumni who make their living with books – authors, agents, editors, librarians, and audiobook narrators. The aim is to encourage career discernment and expand our sense of how books are produced and consumed. For three units, students contribute questions for guests and complete a career discernment exercise. For six units, students contribute questions, complete the career discernment exercise, discuss additional readings, and submit regular entries from a learning journal.
*Units: 3 OR 6*

*Also listed as Innovation & Entrepreneurship 211, Business and Entrepreneurship 211*

## ENG 230: *British Writers Before 1800*

This course considers the work of a small selection of British authors, exploring how their works both shaped and reflected their historical moments. By engaging in close reading, lively discussion, and analytical writing, we will deepen our understanding of their language, ideas, and literary innovations. Authors may include Geoffrey Chaucer, Margery Kempe, and Aphra Behn.
*Units: 6*

## ENG 231: *The Poetics of Heaven and Hell*

From Character's dream vision to Milton's Paradise Lost,, early English writers imagined the after life in dazzling and terrifying ways. In works by authors like Langland, Kempe, Julian of Norwich, Donne, we'll explore how these early representations of the infernal and the paradisal shaped ideas of justice, love, and the human soul. Students will practice close reading and analysis in both formal and informal writing assignments.
*Units: 6*

## ENG 240: *British Writers After 1800*

This course considers the work of a small selection of British authors, exploring how their works both shaped and reflected their historical moments. By engaging in close reading, lively discussion, and analytical writing, we will deepen our understanding of their language, ideas, and literary innovations. Authors may include William Blake, Charlotte Bronte, and Virginia Woolf.
*Units: 6*

## ENG 250: *American Writers*

Intensive study of major American authors from Emerson to Hughes. Emphasis on close reading and critical writing.
*Units: 6*

## ENG 260: *African American Writers*

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*

## ENG 263: *Greek and Roman Drama in Translation*

In this course we analyze ancient plays both as great works of literature and as artifacts of a particular artistic, cultural, and political context. Students will read excerpts and complete plays in English from a variety of ancient authors, including (from Classical Athens) Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, and (from late Republican and early Imperial Rome) Plautus, Terence, and Seneca. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Theatre Arts 363, Classics 363*

*Prerequisite: Sophomore standing or consent of instructor*

## ENG 265: *Greek and Roman Epic in Translation*

An examination of ancient epic literature through the study of Homer's Iliad and Odyssey and Virgil's Aeneid, all read in English translation. Emphasis on the important features and themes of the epic genre, ancient conceptions of the hero, and the literary, cultural, and political resonance of these texts in classical antiquity. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Classics 370*

*Prerequisite: Sophomore standing or consent of instructor*

## ENG 280: *Postcolonial Writers*

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 Global Studies 280, Ethnic Studies 280*

## ENG 290: *Topics in the Long Novel*

A comparative study of nineteenth century European realism, with readings taken from a variety of national traditions. Collaborative teaching of each text will expose participants to a wide range of critical and pedagogical methods. With instructor approval students may also register concurrently for an additional tutorial (3 units) in which we will read and discuss important theoretical works on the history of the novel form. May be repeated when topic is different.
*Units: 6*

## ENG 350: *Creative Writing: Non-Fiction*

Practice in the writing of non-fictional prose. PREREQUISITES: ENG 180. Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: ENG 180. Sophomore standing or consent of instructor*

### ENG 351: *Creative Writing: Hybrid Poetry-Nonfiction*

The is a seminar-style course, built around exploring, drafting, and workshopping hybrid poetry-nonfiction forms of creative writing. Such forms include prose poetry, lyrical essays, haibun, and personal criticism. Exploiting the thin line between nonfiction and poetry, this class will count as either a 300-level prose or 300-level poetry class for the Creative Writing major. PREREQUISITE: ENG 180, “Introduction to Creative Writing” PREREQUISITES: ENG 180, “Introduction to Creative Writing”
*Units: 6*

*Prerequisite: ENG 180, “Introduction to Creative Writing”*

### ENG 360: *Creative Writing: Fiction*

Practice in the writing of short fiction. PREREQUISITES: ENG 180. Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: ENG 180. Sophomore standing or consent of instructor*

### ENG 361: *Creative Writing: Science-Fiction*

Practice in the writing of science fiction from a literary perspective. We will read short works of science fiction by notable authors, specifically those with reputations as literary stylists, and will practice drafting, revising, and workshopping our pieces in class. This course is intended for non-English/Creative Writing majors, as well as English/Creative Writing majors and minors. PREREQUISITES: ENG 180, Sophomore Standing, OR instructor approval
*Units: 6*

*Prerequisite: ENG 180, Sophomore Standing, OR instructor approval*

### ENG 370: *Creative Writing: Poetry*

Practice in the writing of poetry. PREREQUISITES: ENG 180.
*Units: 6*

*Prerequisite: ENG 180.*

### ENG 372: *Field Notes: Writing Ecology, Writing Place*

This interdisciplinary course explores how environmental knowledge emerges through lived experience and imaginative practice. The course integrates environmental humanities and creative writing methods to investigate landscapes, communities, and ecosystems, with an emphasis on Indigenous perspectives. Assignments will include keeping a field journal and creating a piece of environmental creative writing in a genre of the student’s choice. Not open to students who have previously received or need to receive credit for ENG 572 OR ENST 572. PREREQUISITES: Sophomore standing, ENG 180, or instructor approval
*Units: 6*

*Also listed as Environmental Studies 372*

*Prerequisite: Sophomore standing, ENG 180, or instructor approval*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ENG 401: *Topics in Literary Criticism*

In this discussion-driven class, we will focus on a single early modern author or literary text in order to master the art of sophisticated literary criticism: crafting and organizing complex arguments, conducting scholarly research, and employing both primary and secondary sources effectively in literary analysis. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Two 100- or 200- level courses in ENG or sophomore standing*

## ENG 402: *Topics in Literary Criticism*

In this discussion-driven class, we will focus on a single nineteenth-century author or literary text in order to master the art of sophisticated literary criticism: crafting and organizing complex arguments, conducting scholarly research, and employing both primary and secondary sources effectively in literary analysis. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Two 100- or 200- level courses in ENG or sophomore standing*

## ENG 403: *Topics in Literary Criticism*

In this discussion-driven class, we will focus on a single author or literary text from the 20th or 21st century in order to master the art of sophisticated literary criticism: crafting and organizing complex arguments, conducting scholarly research, and employing both primary and secondary sources effectively in literary analysis. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Two 100- or 200- level courses in ENG or sophomore standing*

## ENG 404: *Topics in English*

This course will address an advanced topic in English. May be repeated when topic is different. TOPICS FOR Fall 2026: On Caring PREREQUISITES: Junior standing or instructor approval Lessons on caring from those who need care, those who give care, and everyone in between. Readings draw from literature and philosophy. Assignments may include short essays, presentations, and community-engaged work.
*Units: 6*

## 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. PREREQUISITES: One natural-science class or one English class.
*Units: 6*

*Also listed as Physics 215*

*Prerequisite: One natural-science class or one English class.*

## 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. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## ENG 424: *Historical Fiction: Wolf Hall*

This discussion/lecture course uses Hilary Mantel's 2009 historical novel, Wolf Hall, as an opportunity to explore the relationship between history and historical fiction. We will read her imaginative recreation of Henry VIII 's primary advisor in light of the historical evidence included in and alluded to by the novel, as well as considering other historical fictions of the period to which Mantel responds. PREREQUISITES: Junior standing or ENG 230, or consent of the instructor
*Units: 6*

*Also listed as History 424, History 364*

*Prerequisite: Junior standing or ENG 230, or consent of the instructor*

## ENG 425: *Shakespeare*

An introduction to Shakespeare's plays and their literary, historical, and theatrical context. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Also listed as Theatre Arts 432*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## ENG 429: *The Faerie Queene*

This seminar explores Edmund Spenser's The Faerie Queene, one of the longest poems in the English language at over 36,000 lines. In addition to reading the entire poem, discussions will focus on understanding Spenser's allegorical approach to poetry and developing interpretations of both individual incidents and of the larger super-structures governing the poem. PREREQUISITES: Junior standing or ENG 230, or consent of the instructor
*Units: 6*

*Prerequisite: Junior standing or ENG 230, or consent of the instructor*

## ENG 430: *Renaissance Literature*

A selected study of poetry and prose in Sixteenth Century England. Readings will include Spenser's Faerie, Queene, and lyric poetry from Wyatt to Sidney. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*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. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Also listed as Theatre Arts 436*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## 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. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## ENG 441: *John Donne and the Metaphysical Poets*

This lecture/discussion class will explore the rich historical, sexual, and religious tensions of 17th century British poet, courtier, and Anglican priest, John Donne. We will also explore the same tensions, manifested very differently, in the poetry of Donne's contemporary poet-priest, George Herbert. Students will write short weekly papers and a substantial final paper. In addition to Donne and Herbert, we will also read works by Sir Thomas Wyatt, Andrew Marvell, and

others. PREREQUISITES: ENG 250 or ENG 260, junior standing, or consent of instructor
*Units: 6*

*Prerequisite: ENG 250 or ENG 260, junior standing, or consent of instructor*

## ENG 443: *New England Puritan Poetry*

A study of New England Puritan poetry in the context of new world spiritual aspirations and anxieties. Readings will include sections of Martin Luther's writings and Perry Miller's and others' criticism, as well as the poems of Anne Bradstreet, Edward Taylor, Michael Wiggelsworth, and other minor and post-Puritan poets. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Religious Studies 343*

*Prerequisite: Sophomore standing*

## ENG 445: *Restoration and 18th-Century Comedy*

In this discussion-driven course, we will consider issues of gender, sexuality, class, and performance in English comedies from 1660-1800. Students will complete regular informal writings, a group research project, a proposal, and a researched term paper. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Also listed as Theatre Arts 434*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## ENG 446: *Gender and the Enlightenment*

This course will examine writings by both men and women that reflect on the changing social roles for women in eighteenth-century Britain. Focusing on women's labor, reproduction, reading, and writing, the course will consider to what extent women could participate in the project of the Enlightenment. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Also listed as Gender Studies 446*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## ENG 447: *Eighteenth-Century Terrors*

In this discussion course, we'll consider British poetry and prose of the eighteenth century specifically designed to frighten readers in order to uncover just what anxieties—cultural, racial, political—these texts are meant to awaken. Students will complete numerous short assignments, a group research project, and a researched term paper. Authors might include: Defoe, Walpole, Gray, Radcliffe, Austen. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## ENG 448: *Enlightenment Selves*

An interdisciplinary investigation of key concepts of identity and the emotions as understood during the Enlightenment. Students examine philosophical and literary texts to uncover how seventeenth and eighteenth century people conceived of their mental and emotional existence, and how these historical conceptions still influence contemporary theories of mind and self. PREREQUISITES: One course in either English or philosophy, or junior standing, or consent of instructor
*Units: 6*

*Also listed as Philosophy 448*

*Prerequisite: One course in either English or philosophy, or junior standing, or consent of instructor*

## ENG 451: *The Revolutionary Eighteenth Century*

Eighteenth-century Britain was bookended by revolutions of the political sort—the Glorious Revolution (1688) and the French Revolution (1789)—yet also rife with revolutions of the social sort: abolition, women's rights, libertinism, etc. We'll consider prose, poetry, and fiction from the period, paying particular attention to how they're imagining social and other forms of change. Regular short assignments, group research project, and researched term paper. May not be taken by students who have already earned credit for ENG 450. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## ENG 452: *Samuel Richardson's Clarissa: Gender, Coercion, and Resistance in the Eighteenth-Century Novel*

Clarissa (1748) is one of the longest novels in English, and we're going to read every single beautiful word of it. Its sheer density and complexity mean that, as author Amy Gentry puts it, Richardson's messy tale "breaks and renews itself over thousands of pages." Required: short writings, short research presentation, critical synthesis. PREREQUISITES: Junior standing or ENG 230, or consent of the instructor.
*Units: 6*

*Prerequisite: Junior standing or ENG 230, or consent of the instructor.*

## ENG 455: *Romanticism*

A study of the period from 1790 to 1830, focusing on the emergence and development of what we now call Romantic poetry. Reading the work of poets from Charlotte Smith and Anna Barbauld to Percy Shelley and Lord Byron, we'll see how poetry became, for so many people in this period, "the centre and circumference" of human knowledge. PREREQUISITES: Junior standing, ENG 240, or consent of instructor
*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 convulsive changes in social structures and literary values. Recent offerings of the course have explored the fiction of Elizabeth Gaskell, the autobiographical writings of Mary Seacole, and the poetry of Emily Brontë. PREREQUISITES: Junior standing, ENG 240, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 240, or consent of instructor*

## ENG 465: *The English Novel*

A study of English fiction, focusing on works from the nineteenth century. Recent offerings have featured works by Jane Austen, Charles Dickens, and George Eliot. PREREQUISITES: Junior standing, ENG 240, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 240, or consent of instructor*

## ENG 467: *Jane Austen*

Intensive study of Austen's development as a writer and thinker. Along with her six novels, readings will include many of her satirical “teenage writings.” Regular journal entries, brief oral reports, and a final examination. PREREQUISITES: Junior standing, ENG 240, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 240, or consent of 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. PREREQUISITES: Junior standing, an intermediate course in English, or consent of the instructor.
*Units: 6*

*Prerequisite: Junior standing, an intermediate course in English, or consent of the instructor.*

## ENG 476: *Nineteenth-Century American Women Writers*

An exploration of 19th century women writers, including Sigourney, Harper, Stowe, Jacobs, Dickinson, Harding Davis, Chopin, Lazarus, Johnson, Zitlaka-sa and/or others. PREREQUISITES: Junior standing, an intermediate course in English, or consent of instructor.
*Units: 6*

*Also listed as Gender Studies 476*

*Prerequisite: Junior standing, an intermediate course in English, or consent of instructor.*

## ENG 477: *Dickinson*

In this lecture/discussion course, we will grapple with the difficult poetry of Emily Dickinson, one of the greatest, and most mythologized, of American poets. Cutting through the myths of Dickinson, we will attempt to get to the truth of Dickinson by careful readings of her poetry and archival investigations of its historical and material contexts. Assignments will include short weekly papers, presentations, and a substantial final research project. PREREQUISITES: Junior standing or one course in English at the 200-level or above, or consent of instructor.
*Units: 6*

*Also listed as Gender Studies 477*

*Prerequisite: Junior standing or one course in English at the 200-level or above, or consent of instructor.*

## ENG 478: *19th C African-Amer Writers*

This lecture/discussion class will explore the rich literature African-American authors created, against great adversity, in nineteenth-century America. We will read works by Frederick Douglass, Frances Ellen Watkins Harper, Charlotte Forten Grimke, Paul Laurence Dunbar and others. Students will write short weekly papers and a substantial final research paper. PREREQUISITES: ENG 250, ENG 260, or junior standing; or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 478*

*Prerequisite: ENG 250, ENG 260, or junior standing; or consent of instructor*

## ENG 481: *Joyce's Ulysses*

An intensive study of Ulysses, covering the entire novel. Discussions will focus on Joyce's experiments with language and narration, his exploration of human psychology and sexuality, and (time permitting) his unique sense of humor. Seminar with short papers. PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Prerequisite: Junior standing or consent of instructor*

## ENG 483: *American Memoir*

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. PREREQUISITES: Junior standing, ENG 250, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 250, or consent of instructor*

## 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. PREREQUISITES: Junior standing, ENG 250, or consent of instructor
*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 though 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. PREREQUISITES: ENG 250, junior standing, or consent of instructor
*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. PREREQUISITES: Junior standing, ENG 250, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing, ENG 250, or consent of instructor*

## ENG 504: *Multiethnic American Literature*

A study of selected works reflecting the ethnic and cultural diversity of American literature, with primary attention to minority voices and experiences. Selected texts will center on a specific theme such as hybridity, migration, or belonging. Works are taught in their literary, historical, and cultural context, critical readings will also be incorporated. Students will complete several short writing assignments and a researched term paper. PREREQUISITES: ENG 150 or the equivalent
*Units: 6*

*Also listed as Ethnic Studies 504*

*Prerequisite: ENG 150 or the equivalent*

## ENG 506: *Contemporary African-American Women Poets*

In this lecture/discussion course, we'll look at the great stylistic variety of poetry that Black women have been writing during the past twenty years. Students will consider poetry through the lenses of critical race and gender criticism and will write weekly short papers and a substantial research paper. Poets may include Marilyn Nelson, Natasha Trethewey, Claudia Rankine, Tracy K. Smith, Nikky Finney and others. PREREQUISITES: ENG 250, ENG 260, or junior standing; or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 506, Gender Studies 506*

*Prerequisite: ENG 250, ENG 260, or junior standing; or consent of instructor*

## ENG 510: *Literature of the Harlem Renaissance*

A study of poetry, fiction, and essays by Black American writers who were part of the vibrant artistic movement known as the Harlem Renaissance (1919-1940). We will examine the ways that the literature speaks to the experiences of Black Americans in the early twentieth century. Authors include Langston Hughes, Zora Neale Hurston, Claude McKay, Nella Larsen, W.E.B. Du Bois, and others. PREREQUISITES: Junior standing, previous course in English or Ethnic Studies, or instructor approval
*Units: 6*

*Also listed as Ethnic Studies 561*

*Prerequisite: Junior standing, previous course in English or Ethnic Studies, or instructor approval*

## ENG 511: *Toni Morrison*

In this discussion course, we will engage with literary criticism and analyze various novels and works of non-fiction by Toni Morrison, who was described in late 20th Century U.S. as "the closest thing the country has to a national writer." Discussions will include analysis of Morrison's depictions of Black Americans' experiences and the traumas of racism.

Requires researched, analytical papers and an exam. PREREQUISITES: Junior standing, previous course in English or Ethnic Studies, or instructor approval.
*Units: 6*

*Also listed as Ethnic Studies 511*

*Prerequisite: Junior standing, previous course in English or Ethnic Studies, or instructor approval.*

## 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. PREREQUISITES: Junior standing, an intermediate course in English or gender studies, or consent of instructor
*Units: 6*

*Also listed as Gender Studies 445*

*Prerequisite: Junior standing, an intermediate course in English or gender studies, or consent of instructor*

## ENG 516: *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. PREREQUISITES: Junior standing, ENG 280, or consent of instructor
*Units: 6*

*Also listed as Global Studies 516, Ethnic Studies 516*

*Prerequisite: Junior standing, ENG 280, or consent of instructor*

## 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. TOPICS FOR Fall 2026: On Caring PREREQUISITES: Junior standing or consent of instructor Lessons on caring from those who need care, those who give care, and everyone in between. Readings draw from literature and philosophy. Assignments may include short essays, presentations, and community-engaged work.
*Units: 6*

*Prerequisite: Junior standing or consent of instructor*

## ENG 518: *Narratives of Inequality*

What can literature teach us about inequality and the efforts to address it? This course explores select works that represent wealth, health, and environmental inequalities at home and abroad. PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 518, Ethnic Studies 518*

*Prerequisite: Junior standing or consent of instructor*

## ENG 522: *Literature and the Environment*

An interdisciplinary investigation of the ways that literature shapes environmental values and practices as well as responds to environmental concerns. We will study novels, films, and essays on topics such as organic food and farming, air and water pollution, and environmental justice movements. PREREQUISITES: Junior standing
*Units: 6*

*Also listed as Environmental Studies 522*

*Prerequisite: Junior standing*

## 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. PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Prerequisite: Junior standing or consent of instructor*

## 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. PREREQUISITES: Junior standing or consent of the instructor.
*Units: 6*

*Also listed as History 385*

*Prerequisite: Junior standing or consent of the instructor.*

## ENG 540: *Topics in English*

This course will address an advanced topic in English. May be repeated when topic is different. PREREQUISITES: Junior Standing TOPICS FOR Fall 2026: On Caring Lessons on caring from those who need care, those who give care, and everyone in between. Readings draw from literature and philosophy. Assignments may include short essays, presentations, and community-engaged work.
*Units: 6*

*Prerequisite: Junior Standing*

## ENG 550: *Advanced Creative Writing: Nonfiction*

A writing workshop for students with previous creative writing experience. PREREQUISITES: ENG 350 or ENG 360
*Units: 6*

*Prerequisite: ENG 350 or ENG 360*

## ENG 560: *Advanced Creative Writing: Fiction*

A workshop for students with previous fiction writing experience. PREREQUISITES: ENG 360 or consent of instructor
*Units: 6*

*Prerequisite: ENG 360 or consent of instructor*

## ENG 561: *Topics in Creative Writing*

This topics course will allow students to delve into a focused genre, style, practice, or technique within creative writing (for example: nature writing; the novella; dialogue; humor; prosody; the sonnet; etc.). May be repeated when topic is different. PREREQUISITES: ENG 350, 351, 360, or 370 or consent of instructor
*Units: 6*

*Prerequisite: ENG 350, 351, 360, or 370 or consent of instructor*

## ENG 562: *Advanced Creative Writing: Novel Writing*

Course for students composing creative, book-length works of prose. PREREQUISITES: ENG 350 or ENG 360, and ENG 550 or ENG 560
*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. PREREQUISITES: ENG 370 or consent of instructor
*Units: 6*

*Prerequisite: ENG 370 or consent of instructor*

## ENG 572: *Field Notes: Writing Ecology, Writing Place*

This interdisciplinary course explores how environmental knowledge emerges through lived experience and imaginative practice. The course integrates environmental humanities and creative writing methods to investigate landscapes, communities, and ecosystems, with an emphasis on Indigenous perspectives. Assignments will include keeping a field journal and creating a piece of environmental creative writing in a genre of the student's choice. Students taking the 500-level course will pursue a more substantial creative writing project and will have the opportunity to take on leadership roles within the class. Not open to students who have previously received credit for ENG 372 or ENST 372. PREREQUISITES: Sophomore standing, one 300-level creative writing class, or instructor approval
*Units: 6*

*Also listed as Environmental Studies 572*

*Prerequisite: Sophomore standing, one 300-level creative writing class, or instructor approval*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Majors only; junior standing for spring term, otherwise, senior standing; at least two English courses numbered 400 or above
*Units: 6*

*Prerequisite: Majors only; junior standing for spring term, otherwise, senior standing; at least two English courses numbered 400 or above*

## ENG 601: *Senior Seminar in Creative Writing*

A seminar involving analysis of theoretical, critical, literary, and practical (i.e.,craft-related) readings at an advanced level in conjunction with students' writing of an original, substantial creative work, in either poetry or prose. Students working in different genres will have the opportunity to read one another's work and discuss, as a group, both the challenges and possibilities associated with composing lengthy creative projects. Each section of the seminar will focus on a theme that can accommodate variety in students' individual research projects. PREREQUISITES: Majors only; junior standing for spring term, otherwise, senior standing; at least two English courses numbered 400 or above, and two workshops numbered 500 or above.
*Units: 6*

*Prerequisite: Majors only; junior standing for spring term, otherwise, senior standing; at least two English courses numbered 400 or above, and two workshops numbered 500 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Environmental Science

| | |
|---|---|
| Professors | M. Bjornerud *(Geosciences, Walter Schober Professor of Environmental Studies) (on leave term(s) II)*, J. Clark *(Geosciences)*, A. Knudsen *(Geosciences)*, J. Sedlock *(Biology, Dennis and Charlot Nelson Singleton Professorship in Biological Sciences)* |
| Associate professors | J. Brozek *(Government, Stephen Edward Scarff Professor of International Affairs)*, D. Donohoue *(Chemistry)*, A. Hakes *(Biology)*, R. Ribbons *(Geosciences) (on leave term(s) I, II, III)* |

The Environmental Science major draws from the curricula of multiple departments to equip students with the tools to investigate complexly interconnected Earth systems. Environmental Science majors develop a sense for the intrinsic time scales of environmental processes, for the evolution of environmental systems in the past, and for how these systems are likely to change in the future, especially as a result of human activities. Environmental Science students also learn to communicate technical concepts effectively both to other scientists and to public audiences. The major includes a rigorous core of required courses but also leaves significant latitude for each student to shape an individualized academic plan. Environmental Science majors will be well prepared for graduate study or work in the corporate, government, or non-profit sectors.

## Required for the major in environmental science

1. Foundational Concepts and Quantitative Tools (30 units)
    a. ENST 150: *Introduction to Environmental Science*
    b. ENST 151: *Introduction to Environmental Policy*
    c. CHEM 116: *Principles of Chemistry*
    d. GEOS 220: *Remote Sensing and GIS*
    e. One of the following statistics courses: STAT 107 or 217, BIOL 280, ANTH 207, CHEM 211
2. Social and Cultural Perspectives on the Environment (6 units)
    a. Any one of the following courses: ENST 127, 251, 281, 338, 351, 404 or any ENST Cross-listed course in the arts, humanities, or social sciences
3. Scientific Perspectives on the Nature of Nature (18 units)
    a. One course in each of the following categories:
        i. Ecology: BIOL 135, 230, 330, 331, 335, 345, or GEOS 414
        ii. Environ Chemistry: CHEM 210, CHEM 212, GEOS 213, GEOS 240, GEOS 265, or GEOS 314
        iii. Natural Systems in Time: GEOS 210, 214, 240, or BIOL 235
4. Science Focus (24 units)

    24 units in the natural sciences from the following list, including two courses that are lab-based and three courses at the 200 level or above. Ideally, students will select courses that represent a coherent conceptual theme (see suggested themes below). Students may petition for approval of science courses not on the list. Prerequisites must be observed.

- Biology: BIOL 130, 135, 150, 200, 211, 221, 225, 226, 230, 245, 265, 330, 331, 335, 345, 360, 375, 380, 420, 434, 505
- Geoscience: GEOS 125, 210, 213, 214, 220, 240, 265, 314, 340, 360,414, 430, 550
- Chemistry: CHEM 210, 212, 225, 250, 320, 410, 420
- Physics: PHYS 112, 141, 151, 220, 225, 230, 320

5. Synthesis: Seminars and Research Experience (12 units)*

    a. ENST 300: *Symposium on Environmental Topics* (6 units)
    b. ENSC 580**: *Junior Seminar* (3 units)
    c. ENSC 620**: *Senior Capstone* (3 units)

    **Students double majoring in a natural science may petition the ENST program to fulfill the capstone in the other natural science major provided the topic has an environmental focus.

## Restrictions

- Courses can be counted for only one category.
- No more than 4 courses may count towards the ENSC major and an additional major.
- ENSC majors cannot double major with ENST or declare an ENST minor.

## Suggested Thematic Groupings of Courses

Below we describe groupings of courses organized around particular themes. These themes are common areas of student interest and common subfields within the environmental sciences. These are not prescriptive, rather they are intended to give students and advisors a list of courses taught at Lawrence that could be used to create a coherent course of study around a particular area of interest. Some of these courses fall outside the natural sciences and may or may not count towards the major. For example, the Sustainable Agriculture cluster includes courses in anthropology and philosophy. One of these could count towards the major under category II, but the other would not count. We list these to give a broad picture of course at Lawrence that may be thematically linked.

### Terrestrial and Aquatic Ecosystems

Courses in this cluster are appropriate for students interested in the biotic/abiotic interactions in terrestrial and aquatic ecosystems. Foci include animal and plant interactions with each other and their corresponding environments.

- BIOL 135: *Ecology, Evolution, and Society*
- BIOL 200: *Animal Behavior*
- BIOL 211: *Botany*
- BIOL 221: *Entomology*
- BIOL 230: *General Ecology*
- BIOL 245: *Conservation Biology*
- BIOL 330: *Aquatic Ecology*
- BIOL 335: *Plant Ecology*
- BIOL 345: *Terrestrial Field Ecology*
- GEOS 414: *Forest Ecology*
- BIOL 420: *The Geography of Life: Biodiversity in a Changing Planet*
- BIOL 434: *Ecological Energetics*

- BIOL 505: *Coral Reef Environments*

### Geochemistry

Courses in this cluster include:

- GEOS 213: *Geoenvironmental Health and Justice*
- GEOS 214: *Climate and Climate Change*
- GEOS 240: *The Material World: Geochemistry of Minerals, Rocks and Waters*
- GEOS 250: *Hot Rocks*
- GEOS 265: *Biogeochemistry*
- GEOS 314: *Soil Science*
- GEOS 340: *Advanced Geochemistry*
- CHEM 210: *Analytical Chemistry*
- CHEM 211: *Statistical Methods in Analytical Chemistry*
- CHEM 212: *Atmospheric & Environmental Chemistry*
- CHEM 370: *Physical Chemistry: Thermodynamics and Kinetics*
- CHEM 410: *Instrumental Analysis*

### Water resources

Courses in this cluster explore the physical and chemical properties of water as they pertain to surface and groundwater systems and the anthropogenic effects on these systems. This cluster is appropriate for students interested in water quality/ contamination/pollution, flooding, and water scarcity

- BIOL 330: *Aquatic Ecology*
- GEOL 213: *Geoenvironmental Health and Justice*
- GEOS 214: *Climate and Climate Change*
- GEOS 240: *The Material World: Geochemistry of Minerals, Rocks and Waters*
- GEOS 360: *Earth Surface Processes*
- GEOS 430: *Watershed Hydrology*
- CHEM 210: *Analytical Chemistry*
- CHEM 410: *Instrumental Analysis*

### Sustainable agriculture

Courses in this cluster expose students to the fundamental underpinnings the physical and chemical conditions necessary for robust plant growth and reproduction. In addition, supplemental courses that directly link agriculture to society through ideas around food and culture provide a well-rounded perspective.

- BIOL 103: *Biotechnology and Society*
- BIOL 211: *Botany*
- BIOL 221: *Entomology*
- BIOL 225/226: *Microbiology*
- BIOL 335: *Plant Ecology*
- GEOS 265: *Biogeochemistry*

- GEOS 314: *Soil Science*
- GEOS 360: *Earth Surface Processes*
- GEOS 430: *Watershed Hydrology*
- ANTH 344: *Nutritional Anthropology*
- ANTH 378: *Anthropology of Food*
- PHIL 115: *Food Ethics*

### Climate

Courses in this cluster will provide a broad background on the fundamentals of climate science, and specific in-depth knowledge on applications of climate science to understanding climate change and environmental feedback loops. This cluster will serve students who have an interest in understanding the science behind climate change, and global-scale environmental processes.

- GEOS 210/ENST 230: *History of the Earth and Life*
- GEOS 214/ENST 235: *Climate and Climate Change*
- CHEM 116: *Principles of Chemistry: Energetics and Dynamics,*
- CHEM 210/ENST 250: *Analytical Chemistry*
- CHEM 212/ENST 222: *Atmospheric & Environmental Chemistry*
- BIOL 420/ENST 420: *The Geography of Life: Biodiversity on a Changing Planet*

### Environmental data analysis

Courses in this cluster will provide students with exposure and familiarity to a series of tools and approaches used to analyze environmental data. Students with an interest in advancing their analytical skillsets, and applied research in environmental science would benefit from these courses.

- BIOL 280: *Integrative Biology: Experimental Design and Statistics*
- GEOL 220: *Environmental Remote Sensing and GIS Applications*
- CMSC/STAT 205: *Data-Scientific Programming*
- STAT 255: *Statistics for Data Science*
- ENST 237: *Environmental Remote Sensing And GIS Applications*
- CHEM 210/ENST 250: *Analytical Chemistry*
- CHEM 212/ENST 222: *Atmospheric & Environmental Chemistry*
- BIOL 375: *Biostatistics*

## Senior Experience in environmental science

The Environmental Science capstone experience is a sequence of two 3-unit courses that are taken in a student's junior and senior years. In ENSC 580: *Junior Seminar,* students reflect on their trajectory through the major and plot a course forward for their capstone project. The Junior seminar culminates in a literature review and research proposal. This is followed by ENSC 620 in a student's senior year, in which they complete the proposed research project.

## Teacher Certification in science (grades 4-12)

Environmental science majors can seek certification to teach science at the secondary level. To receive a science license, a student must complete a major in one of the sciences (biology, chemistry, environmental science, geosciences, or physics) and at least one course in each of the other sciences. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

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## Courses - Environmental Science

### ENSC 135: *Ecology, Evolution, and Society*

This course introduces the mechanisms of biological evolution that have resulted in earth's rich diversity of life. We will explore the ways in which populations change, species interact, communities are structured and ecosystems function through an evolutionary lens. Connections to global crises related to human-driven processes, such as climate change, land use change, and disease spread will make these basic concepts germane to our lives, and underscore the interdependence of human and environmental health. A weekly laboratory will provide opportunities to practice field ecology research and run evolutionary lab experiments.
*Units: 6*

*Also listed as Biology 135*

### ENSC 191: *Directed Study in Environmental 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: 1 TO 98*

### ENSC 213: *Standard Methods in Environmental Analysis*

This hands-on course develops essential analytical skills for environmental science through lab work and project-based learning. Students explore experimental design, method validation, pollutant quantification, and error characterization. The course culminates in a project where students select and implement a standard method (e.g., EPA Method 351.2, ASTM D2974), gaining practical experience in data collection and evaluating each method's strengths and limitations for diverse applications. PREREQUISITES: CHEM 116 and sophomore standing
*Units: 6*

*Also listed as Chemistry 213*

*Prerequisite: CHEM 116 and sophomore standing*

### ENSC 331: *Biology of Fishes*

Fishes are the most species-rich vertebrate group on Earth and provide an excellent lens for understanding evolutionary and ecological principles. In this course, students will explore the amazing diversity of fishes through the study of evolution , ecology , physiology, morphology , life histories, behavior, biogeography , management , and conservation. Through lectures, laboratory exercises, experiments , and field trips, students will engage firsthand in the

study of fish biology. PREREQUISITES: BIOL 150 and Sophomore Status
*Units: 6*

*Also listed as Biology 331*

*Prerequisite: BIOL 150 and Sophomore Status*

## ENSC 385: *Urban Ecology and Sustainability*

This course explores the ecology happening all around us in urban spaces. Students will work learn foundational ecological principles and observe how these impact natural resource management and sustainability in cities. Students will have multiple field-trips to observe ecology and sustainability initiatives in action around the Fox Cities. They will also work closely in reviewing sustainability planning and projects on campus and in the community. PREREQUISITES: BIOL135 or ENST 150
*Units: 6*

*Also listed as Biology 385*

*Prerequisite: BIOL135 or ENST 150*

## ENSC 413: *Standard Methods in Environmental Analysis*

This advanced hands-on course immerses students in Standard Environmental Analysis Methods, emphasizing implementation, evaluation, and skill development in troubleshooting and problem-solving with chemical instrumentation. Through a primary project, students independently select and conduct an analysis method (e.g., EPA Method 351.2, ASTM D2974), gaining practical experience in data collection and critically assessing each method's strengths and limitations. The course emphasizes growth as an independent researcher in diverse environmental contexts. PREREQUISITES: PREREQUISITES: CHEM 116, CHEM 210 or instructor approval
*Units: 6*

*Also listed as Chemistry 413*

*Prerequisite: PREREQUISITES: CHEM 116, CHEM 210 or instructor approval*

## ENSC 414: *Forest Ecology*

This course will dive into the fundamentals of Forest Ecology, building off foundational knowledge in Earth and Environmental sciences. We will begin the course with discussions and intensive readings mixed in with primary scientific literature and talking with experts in forest ecology, including practitioners in the Department of Natural Resources and the Northeast Wisconsin and Door County land trusts. Students will build advanced practical skills of nature resource management in forest environments, while honing their speaking and written communication skills. A Bjorklunden trip to assess and design a forest ecological management plan is an essential part of this course (mandatory), will be complemented by field trips to local State Parks, Forests, and Conservation Organizations. Each student will present their final component of a forest ecology management plan, as a final term project. PREREQUISITES: GEOS 110, 125, or 150 or BIOL135; and one 200-level natural science course, or permission of instructor
*Units: 6*

*Also listed as Geosciences 414, Biology 414*

*Prerequisite: GEOS 110, 125, or 150 or BIOL135; and one 200-level natural science course, or permission of instructor*

## ENSC 580: *Environmental Science Junior Seminar*

Students will build upon their understanding of the field of environmental science. A majority of the term will be devoted to exploring and discussing the scientific literature base, as students prepare for their senior capstone projects. By the end of the term students will have proposed a research topic, written a research proposal (including a literature review), and selected a research mentor for their senior projects. PREREQUISITES: Declared major in Environmental Science and junior standing.
*Units: 3*

*Prerequisite: Declared major in Environmental Science and junior standing.*

## ENSC 599: *Independent Study in Environmental Science*

*Units: 1*

## ENSC 620: *Environmental Science Senior Capstone*

Students will refine their understanding and appreciation for the filed of environmental science. A majority of the term will be devoted to discussion of literature relevant to student research interests and supporting students as they build on their junior seminar and subsequent work, ultimately producing a final paper and oral presentation. PREREQUISITES: Declared major in Environmental Science and senior standing.
*Units: 3*

*Prerequisite: Declared major in Environmental Science and senior standing.*

## ENSC 695: *Internship in Environmental Science*

An academic internship 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 is to 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.
*Units: 1 TO 98*

## ENSC 699: *Independent Study in Environmental Science*

*Units: 1 TO 6*

# Environmental Studies

| | |
|---|---|
| Professors | M. Bjornerud *(Geosciences, Walter Schober Professor of Environmental Studies) (on leave term(s) II)*, J. Clark *(Geosciences)*, A. Knudsen *(Geosciences, chair)*, M. Rico *(History, Robert S. French Professor of American Studies and Professor of History)*, J. Sedlock *(Biology, Dennis and Charlot Nelson Singleton Professorship in Biological Sciences)*, C. Skran *(Government, Edwin & Ruth West Professorship of Economics and Social Science)*, T. Troy *(Theatre Arts, J. Thomas and Julie E. Hurvis Professor of Theatre and Drama)* |
| Associate professors | J. Brozek *(Government, Stephen Edward Scarff Professor of International Affairs)*, S. Colon, D. Donohoue *(Chemistry)*, D. Gerard *(Economics, The John R. Kimberly Distinguished Professor of the American Economic System)*, A. Hakes *(Biology)*, W. Hixon *(Government, Gordon R. Clapp Chair of American Studies) (on leave term(s) III)*, S. Purkey *(Education, Bee Connell Mielke Professor of Education)*, R. Ribbons *(Geosciences) (on leave term(s) I, II, III)* |
| Assistant professors | G. Hitch, C. Kervin *(English)* |

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.

## Required for the major in environmental studies

**Requirements for the Environmental Studies major:**

**I. The Trunk (core courses)**

1. ENST 151: Intro to Environmental Policy
2. One of the following cross-listed introductory courses in the natural sciences:
    - ENST/GEOS 150: Intro to Environmental Science **OR**
    - ENST/CHEM 112: Energy, Technology, and the Environment **OR**
    - ENSC/BIOL 135: Ecology, Evolution and Society
3. ENST 251: Environmental Art & Humanities
4. ENST 300: Symposium
5. ENST 650: Senior Seminar
6. STAT 107: Principles of Statistics (or alternative course in statistics/quantitative analysis with advisor's

approval)

**II. The Branches (elective courses)**

7. One additional natural science course cross-listed in ENST or ENSC

8-11. Four additional courses listed or cross-listed in ENST (or other courses with advisor approval), at least one of which must be in the Arts & Humanities (ENST 127, 241, 281, 305, 313, 338, 351, 352, 355, 360, 370, 372, 387, 404, 478, 494, 513, 522, 572) and at least one of which must be in the Social Sciences (ENST 252, 260, 270, 280, 285, 311, 313, 319, 338, 460, 470, 513). Only one of these courses may be at the 100 level and at least one must be at the 300 level or higher.

12. Field Experience. Typically, about 50 hours of work outside the classroom, not necessarily for credit. Students may fulfill their field experience with a summer research position, an Environmental Studies-related internship, an environmentally focused study abroad or off-campus program, extended volunteering with an environmental nonprofit organization, or other opportunities in consultation with their Environmental Studies advisor. After finishing their field experience, students should complete the Field Experience reflection form and submit it to their Environmental Studies advisor and the program chair.

## Senior Experience in environmental studies

The *Environmental Studies Senior Seminar* (ENST 650) is the culmination of the Environmental Studies major and serves as the program's *Senior Experience*. This course is designed to help you develop your emerging perspective and position as environmental studies scholars and practitioners. Weekly meetings will guide you through the planning, research, writing, and presentation of a senior capstone project. Envisioned as a space of support, this seminar will provide structure to the potentially daunting task of completing a research paper and sharing your work with a wider public. Through a collaborative working environment, you will have opportunities to discuss research methods, explore source material, and sharpen your writing and editing skills. You will also have access to professional development resources that will help you envision and pursue your goals after graduation.

## Required for the minor in environmental studies

1. ENST 151: Intro to Environmental Policy
2. ENST 251: Environmental Art & Humanities
3. ENST 300: Symposium
4. One natural science course cross-listed in ENST or ENSC
5. Two courses from the following list:
    - A course listed directly in ENST
    - A social science course cross-listed in ENST (ENST 252, 260, 270, 280, 285, 311, 313, 319, 338, 460, 470, 513)
    - A humanities or arts course cross-listed in ENST (ENST 127, 241, 281, 305, 313, 338, 351, 352, 355, 360, 370, 372, 387, 404, 478, 494, 513, 522, 572)
6. Note: only two courses at the 100 level may count for the ENST minor

## Courses - Environmental Studies

### ENST 112: *Energy, Technology and the Environment*

Contemporary life is enriched by abundant energy, but the negative environmental impacts from its use demand new methods of generation, storage and efficiency. This course examines the fundamental chemistry and physics behind conventional and emerging energy technologies, with a laboratory component to further explore their design and function. The course stresses the intersection of technology with economics, policy, and other social factors affecting its use. Students cannot receive credit for this course if they have previously received credit for PHYS 112/ENST 115
*Units: 6*

*Also listed as Chemistry 112*

### 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. Students cannot receive credit for this course if they have previously received credit for CHEM 112/ENST 112
*Units: 6*

*Also listed as Physics 112*

### ENST 127: *Environmental Justice and Citizenship*

Environmental degradation impacts some individuals and communities more than others: the poor, people of color, and certain nonhuman species and landscapes bear the brunt of our collective actions. This seminar pairs literary texts (novels, short stories and poems) with nonfiction essays on topics ranging from food production to indigenous rights. We will discuss and write about how these texts impact our understanding of fairness, justice, rights and responsibility.
*Units: 6*

### 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. This course may not be taken on a Satisfactory/Unsatisfactory basis. PREREQUISITES: Freshman or sophomore standing; consent of instructor required for juniors and seniors
*Units: 6*

*Also listed as Geosciences 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### ENST 200: *Topics in Environmental Studies*

Study of a particular topic of current interest in environmental studies. Topics will vary with each offering of the course, and may include field research, community engagement, or other experiential learning opportunities. Course may be repeated when topic is different.
*Units: 1 TO 6*

### ENST 202: *Geoenvironmental Health and Justice*

A course investigating the links between geology and health, with a particular focus on environmental issues in urban areas and ties to the field of environmental justice. The course considers issues such as human lead exposure from soil and water, and the links between air pollution and asthma. This course includes a lab component in which students will be collecting and analyzing soil, air, and water samples. PREREQUISITES: GEOL 110, ENST 150, or CHEM 116
*Units: 6*

*Also listed as Health and Society 213, Geosciences 213*

*Prerequisite: GEOL 110, ENST 150, or CHEM 116*

## 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. PREREQUISITES: BIOL 150
*Units: 6*

*Also listed as Biology 200*

*Prerequisite: 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. Reading primary literature is emphasized. Two lectures and one discussion per week. PREREQUISITES: BIOL 130 or ANTH 141
*Units: 6*

*Also listed as Biology 235*

*Prerequisite: BIOL 130 or ANTH 141*

## ENST 220: *General Ecology*

An introduction to the interactions between organisms and the environment. Explores the role of physical, chemical and biotic processes--including human activities--in determining the structure and function of populations, communities, and ecosystems. Topics 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*

## 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. PREREQUISITES: CHEM 116
*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. PREREQUISITES: PREREQUISITES: GEOS 110, 125, or 150
*Units: 6*

*Also listed as Geosciences 210*

*Prerequisite: PREREQUISITES: GEOS 110, 125, or 150*

## ENST 235: *Climate and Climate Change*

In this class we will cover the fundamental scientific knowledge about climate, and the long-term patterns and variation in climates over Earth's history. Students will be able to evaluate and explain major climate drivers in the past, and how past and future human activities are altering climates at both local and global scales. PREREQUISITES: GEOS 110, 125, or 150; or CHEM 212
*Units: 6*

*Also listed as Geosciences 214*

*Prerequisite: GEOS 110, 125, or 150; or CHEM 212*

## 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. PREREQUISITES: GEOS 110, 125, or 150
*Units: 6*

*Also listed as Geosciences 220*

*Prerequisite: GEOS 110, 125, or 150*

## ENST 240: *The Material World: Geochemistry of Minerals, Rocks and Waters*

Low-temperature geochemical processes drive the formation, weathering, and alteration of rocks and minerals and govern the composition of waters at the Earth's surface. In studying these principles, we will investigate questions about the Earth's environment from both modern systems and deep geological time. Course includes a three-day field trip to northern Wisconsin in the middle of the term. One lab per week. PREREQUISITES: GEOS 110, 125, or 150
*Units: 6*

*Also listed as Geosciences 240*

*Prerequisite: GEOS 110, 125, or 150*

## ENST 241: *Ecocinema*

This course examines the growing genre of ecocinema through film screenings, literary, political, and theoretical works that delve into the intersections among aesthetics, political accountability, and environmental issues. We will consider the role of creative work in addressing environmental conditions and connecting struggles for social and environmental justice. Students will learn about video production and will have the opportunity to create their own short films.
*Units: 6*

*Also listed as Film Studies 241*

## ENST 245: *Conservation Biology*

This course explores scientific concepts related to the conservation and restoration of 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. PREREQUISITES: BIOL 150 and sophomore standing
*Units: 6*

*Also listed as Biology 245*

*Prerequisite: BIOL 150 and sophomore standing*

## ENST 250: *Analytical Chemistry*

A course in the quantitative 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 to modern chemistry. Students will have the opportunity to individually design projects. Three lectures and two laboratory periods per week. PREREQUISITES: CHEM 116, placement exam, or consent of instructor
*Units: 6*

*Also listed as Chemistry 210*

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

## ENST 251: *Environmental Humanities and Art*

How can we understand our place on this planet and envision a better future? Doing so requires not only scientific knowledge but humanistic insight into how humans conceptualize, value, and engage with more-than-human nature. Accordingly, this seminar draws on diverse lenses-which may include literature, history, film, art, philosophy, and Indigenous studies-to examine current environmental realities, how we got here, and possible paths forward.
*Units: 6*

## ENST 252: *Sustainable Cities*

How can cities be sustainable? The increasing urbanization of the world's population, shift to service-driven economies, and growing diversity of cities make this question pressing and complicated. This course introduces economic, environmental, and social dimensions of the urban sustainability problem and explores responses to it through a two-week December study trip to London and Amsterdam and winter term studies and poster presentations. Program fee is required. Students pay their own airfare. PREREQUISITES: An introductory course in GOVT, ECON, ENST or GLST, or consent of instructor
*Units: 3*

*Also listed as Government 252, Economics 252*

*Prerequisite: An introductory course in GOVT, ECON, ENST or GLST, or consent of instructor*

## ENST 260: *Research Methods in Archaeology*

Presents the research process in archaeology and offers an overview of essential data-collection and analysis techniques, including site survey, settlement pattern analysis, lithic analysis, ceramic analysis, and zooarchaeological analysis. Students will work with extant artifact collections. PREREQUISITES: ANTH 120

*Units: 6*

*Also listed as Anthropology 220*

*Prerequisite: ANTH 120*

## ENST 265: *Biogeochemistry*

This course explores fundamental cycles between earth's major reservoirs of nutrients such as nitrogen, phosphorus, carbon and water. Through lecture and group presentations, students will gain a solid understanding of the fundamentals of biogeochemical cycles and the mechanism underlying the biological transformations of those elements. Lecture and laboratory. PREREQUISITES: GEOS 110, 125, or 150; or BIOL 130
*Units: 6*

*Also listed as Biology 265, Geosciences 265*

*Prerequisite: GEOS 110, 125, or 150; or BIOL 130*

## 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. PREREQUISITES: Sophomore standing or ENST 150 or GOVT 110
*Units: 6*

*Also listed as Global Studies 271, 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. PREREQUISITES: ECON 100 or ENST 151
*Units: 6*

*Also listed as Economics 280*

*Prerequisite: ECON 100 or ENST 151*

## ENST 281: *Ecological (De)colonization*

This discussion based course investigates how historical and contemporary environmental injustices are entangled with settler colonialism and extractive capitalism. Through papers, discussions, and presentations, you will come to understand how Indigenous sovereignty and decolonization are fundamentally concerned with land, water, and ecosystems. You will receive an introduction to Indigenous environmental justice, develop a theoretical toolkit to approach topics concerning settler colonialism, and explore political and environmental solutions.
*Units: 6*

*Also listed as Ethnic Studies 281*

## ENST 285: *World Energy Markets*

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. PREREQUISITES: ECON 100; sophomore standing recommended
*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*

## ENST 305: *Medieval Ecologies: Art, Nature, and the Environment*

This class investigates intersections among people, arts, and the environment in European regions during the Middle Ages (c. 400-1400). Readings draw broadly from primary sources in translation, ecocritical studies, and environmental histories and dovetail with close examinations of images, objects, monuments, and sites across varied medieval landscapes. We question what constitutes medieval ecologies and consider their profound relevance for today's world.
*Units: 6*

*Also listed as Art History 305*

## 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. PREREQUISITES: BIOL 150 or BIOL 280 (or concurrent enrollment) or BIOL 230
*Units: 6*

*Also listed as Biology 330*

*Prerequisite: BIOL 150 or BIOL 280 (or concurrent enrollment) or BIOL 230*

## ENST 311: *Field Experience in Development*

Students engaged in this course will have the opportunity to do field research in a developing country. Each student

will develop and implement a project that concerns a political, economic, social, or environmental issues that is important in the country visited. Past Field Experiences have taken place in Sierra Leone, Ghana, Jamaica, and Morocco. Students will also have the opportunity to learn from both national and local leaders in the country of research, and to participate in community engaged learning through volunteer activities. Class members will actually travel during either winter or spring break. Students should register for ENST 311 in the term prior to the planned travel. They should also register in the subsequent term, when they will present their research to the wider Lawrence community. Planned Location for 2021-22: To be determined PREREQUISITES: GOVT 248, GOVT 500 or consent of instructor
*Units: 3*

*Also listed as Innovation & Entrepreneurship 401, Business and Entrepreneurship 401, Government 401, Global Studies 401, Economics 206*

*Prerequisite: GOVT 248, GOVT 500 or consent of instructor*

## ENST 313: *Just Space*

This course explores frameworks for creating spaces that embody social and ecological justice. We examine how architects, scholars, and activists map (in)justice considering global crises of state violence, ecological catastrophe, displacement and gentrification, and racial, gender, and economic disparity. Through texts and discussion, we explore intersections of race, class, gender, ability, nationality, and space investigating the possibilities and challenges of addressing systemic injustice through design. Not open to students who have previously received or need to receive credit for ENST 513 or ETST 513. PREREQUISITES: Sophomore standing or instructor approval
*Units: 6*

*Also listed as Ethnic Studies 313*

*Prerequisite: Sophomore standing or instructor approval*

## ENST 319: *The Anthropology of Sustainability*

The human species has a long history of interacting with the environment in both sustainable and unsustainable manners. Why? Why aren't we always choosing sustainability? It would be better for everyone. In this seminar course we will explore these and more questions around sustainability through an anthropological lens to suggest and identify potential solutions to contemporary global and local sustainability issues. Quiz, presentation, creative project. PREREQUISITES: One ANTH or ENST course or instructor approval
*Units: 6*

*Also listed as Anthropology 319*

*Prerequisite: One ANTH or ENST course or instructor approval*

## 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: 1 TO 98*

*Prerequisite: Sophomore standing 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. PREREQUISITES: GEOL 240 and CHEM 115, or consent of instructor; CHEM 116 recommended
*Units: 6*

*Also listed as Geosciences 340, Geology 340*

*Prerequisite: GEOL 240 and CHEM 115, or consent of instructor; CHEM 116 recommended*

## ENST 335: *Earth Surface Processes*

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. PREREQUISITES: GEOS 210 or GEOS 240 or consent of instructor
*Units: 6*

*Also listed as Geosciences 360*

*Prerequisite: GEOS 210 or GEOS 240 or consent of instructor*

## ENST 338: *Race and Urban Ecologies*

This course examines urban processes with special attention to race and the city. We will adopt a critical spatial perspective to analyzing urban space, ecology, racial inequality, class and labor politics, public policy, urban planning, climate crisis and sustainability, urban greening and gentrification, urban agriculture, and community wellbeing. We will explore multiple methods for mapping and collectively create interactive digital maps using open-source software.
*Units: 6*

*Also listed as Ethnic Studies 338*

## ENST 340: *Plant Ecology*

This course emphasizes core concepts in ecology and evolution from the unique perspective of plants. Students will explore the interactions between plants and their environment over a range of scales; from individuals to populations and communities. Lecture and laboratory. PREREQUISITES: BIOL 280
*Units: 6*

*Also listed as Biology 335*

*Prerequisite: BIOL 280*

## ENST 345: *Wildlife 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. PREREQUISITES: BIOL 150 or BIOL 170, and sophomore standing
*Units: 6*

*Also listed as Biology 345*

*Prerequisite: BIOL 150 or BIOL 170, and sophomore standing*

## ENST 351: *The Nature of Forests*

In this course, you will learn how forests are more than “natural resources” or “ecosystem services.” Rather, forests are complex and agentic assemblages of plants, animals, insects, fungi, and micro-ecosystems, with intrinsic value. And from a cultural lens they hold human lifeways, history, belonging, and meaning. Though papers, projects, and discussions, you will gain important skills, including analytical writing, persuasive speaking, and qualitive research methods. PREREQUISITES: PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: PREREQUISITES: Sophomore standing*

## ENST 352: *Power Trip: Energy in American Environmental History*

This course serves as a survey American environmental history course that explores the topic from the perspective of energy. In this combination lecture and discussion-based course, you will learn how the United States government, businesses, and individuals harnessed energy to fuel conquest, economic expansion, and technological innovations. You will gain important skills, including analytical writing, persuasive speaking, and historical research methods. (NA)
*Units: 6*

*Also listed as History 352*

## ENST 355: *History of the American Environment*

This course introduces students to the methods and approaches used in researching American environmental history via examination of significant case studies. Students will develop critical research skills while exploring how human beings and natural environments have shaped each other throughout American history. Students will learn to locate, evaluate, and analyze primary sources including government documents, scientific reports, oral histories, photographs, and maps. Emphasis is placed on understanding how environmental historians ask questions, frame arguments, and use interdisciplinary evidence to reconstruct past human-environment relationships and understand not only how environmental issues have evolved over time, but also how historical research can inform contemporary environmental challenges. (NA) PREREQUISITES: Sophomore standing
*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. PREREQUISITES: One course in economics or environmental studies or government or philosophy; or junior standing
*Units: 6*

*Also listed as Philosophy 360*

*Prerequisite: One course in economics or environmental studies or government or philosophy; or junior standing*

## ENST 370: *Religion and the Biosphere*

A look at how humans have made sense of existing in the biosphere. We will examine views on the nature of life in religious traditions like ancient Egypt and Jainism as well as early philosophical accounts. The second half will involve a close reading of Charles Darwin and reflection on resources offered by religious traditions to respond to the "sixth extinction." Lecture/discussion with written assignments and journaling on the coming of spring. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Religious Studies 205*

*Prerequisite: Sophomore standing*

## ENST 372: *Field Notes: Writing Ecology, Writing Place*

This interdisciplinary course explores how environmental knowledge emerges through lived experience and imaginative practice. The course integrates environmental humanities and creative writing methods to investigate landscapes, communities, and ecosystems, with an emphasis on Indigenous perspectives. Assignments will include keeping a field journal and creating a piece of environmental creative writing in a genre of the student's choice. Not open to students who have previously received or need to receive credit for ENG 572 OR ENST 572. PREREQUISITES: Sophomore standing, ENG 180, or instructor approval
*Units: 6*

*Also listed as English 372*

*Prerequisite: Sophomore standing, ENG 180, or instructor approval*

## ENST 380: *Ecological Modeling*

An integrated lecture and computer laboratory 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, biogeochemical cycling, and mass balance in ecosystems. PREREQUISITES: At least one of the following: BIOL 229, BIOL 230, BIOL 245, BIOL 330, BIOL 335 or BIOL 345
*Units: 6*

*Also listed as Biology 380*

*Prerequisite: At least one of the following: BIOL 229, BIOL 230, BIOL 245, BIOL 330, BIOL 335 or BIOL 345*

## ENST 387: *Let Us Arise: Ireland's Deep Time*

Taking a dramaturgical and geographical approach to explore a deep sense of place, we will use the lens of culture (drama, poetry, fiction, music, film, history and visual arts) to investigate the variegated quality of Ireland's land and its people. PREREQUISITES: SOPHOMORE STANDING, or ENST 150 or ENST 151 or ENST 251 (or) THAR 111 or THAR 327
*Units: 6*

*Also listed as Theatre Arts 387*

*Prerequisite: SOPHOMORE STANDING, or ENST 150 or ENST 151 or ENST 251 (or) THAR 111 or THAR 327*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### ENST 398: *Climate Justice: A Grounded Perspective*

This course explores climate change from a justice-centered framework. In this course, students will not only read about climate justice from an academic perspective, but also learn from experts in the field working both in the academic world as well as practitioners working in policy, adaptation, and mitigation. Additionally, students will learn about justice-centered solutions, while having the opportunity to effectuate change through final projects.
*Units: 6*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## ENST 404: *Indigenous Ecology: Ancestral Knowledges and Science in Action*

This service-learning course involves hands-on research and advocacy with Menominee community members concerning issues of sustainability, environmental justice, and community-based scholarship. You will work in groups on areas of concern to the Menominee community, and will produce knowledge that will assist in their efforts. Through course readings, presentations, field trips, and projects, you will gain a firm grounding in Indigenous knowledgeways, environmental ethics, and methodologies. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 505*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor
*Units: 6*

*Also listed as Biology 434*

*Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor*

## ENST 411: *Ecological Energetics (Lecture Only)*

Study of the transfer and transformation of energy or energy-containing materials between and within organisms and populations. Discussions will cover food web structure and function across marine, freshwater and terrestrial environments. Part of the Marine Biology Term. Lecture only. PREREQUISITES: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor
*Units: 6*

*Also listed as Biology 433*

*Prerequisite: BIOL 330, concurrent enrollment in BIOL 505 and 226 and consent of instructor*

## ENST 420: *The Geography of Life: Biodiversity in a Changing Planet*

Earth is a dynamic and changing planet, comprised of tightly linked ecosystems and organisms. In this course we explore relationships between the biotic and abiotic drivers that influence the distribution of global diversity. We use large-scale datasets to develop practical skills for monitoring the responses of biodiversity to environmental change. PREREQUISITES: BIOL 150 and BIOL 280; preferred but not required: and BIOL 235
*Units: 6*

*Also listed as Biology 420*

*Prerequisite: BIOL 150 and BIOL 280; preferred but not required: and BIOL 235*

## 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. PREREQUISITES: GEOL 110; PHYS 141 or 151 recommended
*Units: 6*

*Also listed as Geosciences 430, Geology 430*

*Prerequisite: GEOL 110; PHYS 141 or 151 recommended*

## ENST 460: *The Environment, Community, and Education*

The course will examine the relationship between community-mindedness and the development of ecological literacy. Cultural assumptions about the natural world and our place in it that are implicit within the K-12 and college curriculum, and the manner in which modern forms of education shape our understanding of what it means to “live well in a place we know well” will be explored. Examples of how schools can contribute to environmental and social sustainability (and justice) via community- and place-based education will be presented. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Education Studies 400*

*Prerequisite: Sophomore standing or consent of instructor*

## ENST 470: *Environmental Politics*

An examination of selected aspects of environmental policy in the United States. Topics include the historical development of US environmental policy, environmental justice, urban environmental issues, connections between food systems and the environment, and the application of economic reasoning to environmental policy making. PREREQUISITES: ENST 151 and junior standing, or consent of instructor
*Units: 6*

*Also listed as Government 465*

*Prerequisite: ENST 151 and junior standing, or consent of instructor*

## ENST 478: *Topics in Environmental History*

An in-depth examination of a particular topic in environmental history, suitable for majors in history and environmental studies. Students from other majors should consult the instructor before registering. May be repeated for credit when topic is different.
*Units: 6*

*Also listed as History 478*

*Prerequisite: HIST 355*

## ENST 494: *Music and the Environment*

In many societies around the world, people use music and specialized listening skills to connect with nature, specific places, and surrounding environments. This course will explore music performance practices that express or enact these connections. Course materials will draw on ethnographic case studies and the growing fields of ecomusicology, acoustic ecology, and zoomusicology. PREREQUISITES: MUCO 212 or MUCO 202 or ENST 127 or consent of

instructor
*Units: 6*

*Also listed as Musicology 494, Global Studies 494*

*Prerequisite: MUCO 212 or MUCO 202 or ENST 127 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. PREREQUISITES: BIOL 330 and concurrent enrollment in BIOL 226 and BIOL 434
*Units: 6*

*Also listed as Biology 505*

*Prerequisite: BIOL 330 and concurrent enrollment in BIOL 226 and BIOL 434*

## ENST 513: *Just Space*

This course explores frameworks for creating spaces that embody social and ecological justice. We examine how architects, scholars, and activists map (in)justice considering global crises of state violence, ecological catastrophe, displacement and gentrification, and racial, gender, and economic disparity. Through texts and discussion, we explore intersections of race, class, gender, ability, nationality, and space investigating the possibilities and challenges of addressing systemic injustice through design. Students interested in deepening their research and analytical skills through more rigorous writing requirements are encouraged to take the 500-level course. Not open to students who have previously received or need to receive credit for ENST 313 or ETST 313. PREREQUISITES: Sophomore standing or instructor approval
*Units: 6*

*Also listed as Ethnic Studies 513*

*Prerequisite: Sophomore standing or instructor approval*

## ENST 522: *Literature and the Environment*

An interdisciplinary investigation of the ways that literature shapes environmental values and practices as well as responds to environmental concerns. We will study novels, films, and essays on topics such as organic food and farming, air and water pollution, and environmental justice movements. PREREQUISITES: Junior standing
*Units: 6*

*Also listed as English 522*

*Prerequisite: Junior standing*

## ENST 572: *Field Notes: Writing Ecology, Writing Place*

This interdisciplinary course explores how environmental knowledge emerges through lived experience and imaginative practice. The course integrates environmental humanities and creative writing methods to investigate landscapes, communities, and ecosystems, with an emphasis on Indigenous perspectives. Assignments will include keeping a field journal and creating a piece of environmental creative writing in a genre of the student's choice. Students taking the 500-level course will pursue a more substantial creative writing project and will have the opportunity to take on leadership roles within the class. Not open to students who have previously received credit for

ENG 372 or ENST 372. PREREQUISITES: Sophomore standing, one 300-level creative writing class, or instructor approval
*Units: 6*

*Also listed as English 572*

*Prerequisite: Sophomore standing, one 300-level creative writing class, or instructor approval*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## ENST 650: *Environmental Studies Senior Seminar*

This course is designed to help you develop your emerging perspective and position as environmental studies scholars and practitioners. Our weekly meetings will guide you through the planning, research, writing, and presentation of a senior capstone project. Envisioned as a space of support, this seminar will provide structure to the potentially daunting task of completing a research paper and sharing your work with a wider public. Through a collaborative working environment, you will have opportunities to discuss research methods, explore source material, and sharpen your writing and editing skills. You will also have access to professional development resources that will help you envision and pursue your goals after graduation. PREREQUISITES: ENST 150, ENST 300, and senior standing; or consent of the instructor
*Units: 1 TO 98*

*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Ethnic Studies

| | |
|---|---|
| Professor | S. Downing *(Conservatory of Music)* |
| Associate professors | A. Balsekar *(Government)*, E. Carlson *(Art History)*, S. Colon *(Environmental Studies)*, C. Daughtry *(Anthropology)*, J. Encarnacion *(Conservatory of Music)*, K. Hoffmann *(English) (on leave term(s) I)*, L. Khor *(English)*, B. Miller *(Conservatory of Music)*, S. Purkey *(Education, Bee Connell Mielke Professor of Education)*, M. Range *(English)*, B. Schlabach *(History)*, J. Smith *(chair)*, B. Zinsli *(Dean of Faculty Office)* |
| Assistant professors | L. Estrella, O. Hills *(Mark Burstein Assistant Professor of Global and Public Health)*, E. Marin |

Ethnic Studies at Lawrence is the critical and interdisciplinary examination of race and ethnicity. Through a focus on the experiences and expressions of people of color in and beyond the U.S., students explore current and historical issues pertaining to race and ethnicity in both domestic and global contexts. Students learn how ethnic groups identify themselves on the basis of national origin, family heritage, shared historical experience, customs and traditions, and/or language. They critically examine how constructions of race and racism are still embedded in institutions and everyday life. Students gain skills enhancing their own ability to negotiate multi-ethnic and interracial relationships and to thrive in diverse communities and workplaces.

The Ethnic Studies major offers foundational courses that introduce students to central concepts and current approaches to Ethnic Studies theory and methods. In consultation with an Ethnic Studies faculty advisor, students will select a set of electives that reflect their individual interest in certain topics or current debates, specific ethno-racial communities, geographic areas, or historical time periods. In a community-based learning experience, students will bridge academic learning and “real-world” practice through service learning, internships, volunteer work, or student-teaching. Finally, for their *Senior Experience*, students may choose from three options designed to bring reflection and focus to their Ethnic Studies experience.

## Required for the major in ethnic studies

Students who major in ethnic studies will learn to critically review debates over definitions of race and ethnicity. They will learn to articulate a variety of disciplinary perspectives and will demonstrate familiarity with a range of theoretical approaches in discussions of race and ethnicity. And they will relate the impact of race and ethnicity on the lives of people in contemporary society.

The major in ethnic studies requires the following:

1. The following introductory courses:
    a. ETST 110: *Introduction to Ethnic Studies*
    b. ETST 210: *Expressions of Ethnicity*
2. The following theory and methods courses:
    a. ETST 302: *Research Methods in Ethnic Studies*
    b. ETST 402: *Theories of Race and Ethnicity [NOTE: ETST 301, taken during an academic year before 2022-23, meets this requirement]*
3. Five six-unit elective courses, representing coursework from at least two different departments and including at least two upper-division courses numbered in the 400s-500s other than ETST 402.

4. Required social justice or community-based learning experience in an off-campus site (local, domestic, or global) accompanied by a reflection

    a. A non-credit bearing requirement that students may fulfill through work-study, volunteering, interning, or service-learning in a community or organization. Students may fulfill this requirement for elective credit if completed as part of an internship or community-based learning. The Ethnic Studies Advisory Committee approves social justice or community-based learning proposals and evaluates written reflections upon completion. The deadline for completion is third week of winter term in a student's senior year (though students are encouraged to complete this requirement sooner).

## Senior Experience in ethnic studies

In consultation with an Ethnic Studies faculty advisor, students may choose one of three senior capstone options:

1. ETST 600: *Senior Seminar*
2. Off-campus program experience incorporating a major research project on social justice, race, or ethnicity.
3. Student teaching practicum teaching English to speakers of other languages OR Teaching in ethnically diverse K-12 classrooms or programs

## Required for the minor in ethnic studies

1. ETST 110: *Introduction to Ethnic Studies*
2. One of the following courses:

    a. ETST 210: *Expressions of Ethnicity*
    b. ETST 302: *Research Methods with Communities of Color*
    c. ETST 402: *Theories of Race and Ethnicity [NOTE: ETST 301, taken during an academic year before 2022-23, meets this requirement.]*

3. Three six-unit electives drawn from at least two departments and reflecting individual interest in certain topics or current debates, specific ethno-racial communities, geographic areas, or historical time periods.
4. One six-unit upper-division seminar (courses numbered in the 400s-500s)

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## Courses - Ethnic Studies

### ETST 110: *Introduction to Ethnic Studies*

This introductory course examines social relations and power dynamics across a range of time and places. Through discussion, reflection, and creative projects, we confront inequality in the U.S. and globally delving into how race, ethnicity, gender, colonization, criminalization, migration, and social activism function on individual, group, institutional, and global scales. Students develop and apply analytical skills to a museum exhibit final project.

*Units: 6*

## 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 145: *Introduction to Disability Studies*

This seminar introduces the interdisciplinary field of Disability Studies, which focuses on the ways medical, legal, and social discourses and practices construct non-normative bodies and minds as disabled. We will explore topics such as power and social control, lived experiences, biomedical approaches to disability, incarceration and decarceration, performance art, and crip solidarity; and engage disability justice movements that address race, class, gender, sexuality, and embodiment.
*Units: 6*

## ETST 156: *Black Britons*

Using David Olusoga's groundbreaking book Black and British (2016) as both its inspiration and guiding principle, this course seeks to listen to and learn from Black British voices across history and across empire. How do these voices change our understanding of British history-and perhaps British literary history specifically? How might they allow us to explore alternative cartographies-literary, historical, and spatial--for London as we experience it today?
PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as English 156*

*Prerequisite: Must be attending the Lawrence London Centre.*

## ETST 159: *Wēskōhsaeh: History of the Indigenous Nations of Wisconsin*

This course traces the history of Wisconsin's Indigenous Nations from before colonization to the present. You will learn in this discussion-based course how Native Americans have shaped their history and Wisconsin history more broadly. Moreover, you will come to understand how settler and Indigenous histories themselves are constructed narratives. You will also gain important skills, including analytical writing, persuasive speaking, and historical research methods. (NA)
*Units: 6*

*Also listed as History 211*

## ETST 160: *Introduction to Asian American Studies*

This course provides an introduction to the interdisciplinary field of Asian American Studies with particular attention to the experiences and histories that help define what it means to be "Asian American" and to study Asians in the U.S. We will consider who is included in the category "Asian American," who or what determines that identity, and how

conceptions of Asian America have changed over time. Drawing on a range of cultural texts, history, policy, race, gender and sexuality studies, we will address topics related to identity formation, community life, migration, immigration, citizenship, labor, empire, globalization, and popular culture. (G&C)
*Units: 6*

*Also listed as History 161*

## ETST 187: *Mental Health & Identity: Exploring Stress, Stigma*

Discover how culture, identity, and everyday stress shape mental-health experiences for Black, Indigenous, and People of Color (BIPOC). Drawing on public health and sociological perspectives, this introductory course explores how social factors such as racism, colonial history, and systemic barriers shape BIPOC mental health experiences and treatment. Through lectures, discussions, and written assignments, students will consider mental health from a prevention and wellness promotion perspective.
*Units: 6*

*Also listed as Psychology 187*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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 youth in ethnically diverse educational programs, 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## ETST 202: *Topics Ethnic Studies*

An explanation of a particular topic in ethnic studies. Topics may pertain to an issue or debate, a specific ethno-racial community, a geographic area, or a historical time period. The specific topic investigated changes each year or varies by term. May be repeated when topic is different.
*Units: 6*

## ETST 204: *The Black Athlete's Protest*

This course represents an opportunity to turn everyday conversations, debates, and discourse about sports into conversations informed by history. Too often, to quote the creators of the Kaepernick syllabus, "especially within the media and from those whose whiteness--their privilege--insulates, empowers, and protects, people speak without the requisite tools, without the requisite historic foundation, and without the necessary information." If we are going to follow NFL quarterback Colin Kaepernick's lead to work toward justice, we must do so with a historic foundation, with knowledge about the persistent realities of racial injustice and inequality, with insight into the longstanding struggles of the Black athlete. Through their own research, a variety of writing assignments, and by leading class discussions, students will study the activism of Harry Edwards, Serena Williams, Simone Biles, and so many others to comprehend the historic significance the Black athlete's protest. (NA)
*Units: 6*

*Also listed as History 204, Gender Studies 204*

## ETST 208: *African American History to Emancipation*

This course surveys African American History from 1607 to 1865. Students will analyze the African origins of this country, the Middle Passage, the different manifestations of enslavement, and the historical changes that shaped African-American life and culture thereafter—from the Revolution to Civil War. Topics will include the gendered experiences of enslavement; slave resistance; the black abolitionist movement in the United States; Civil War; Reconstruction. PREREQUISITES: Sophomore standing.
*Units: 6*

*Also listed as History 208*

*Prerequisite: Sophomore standing.*

## ETST 209: *African American History since Emancipation*

This course will explore African American History from 1865 to the present. We will examine the major themes, problems, events, structures, and personalities of African American History, paying particular attention to how African Americans themselves shaped their experiences. We will devote some portion of each week to the close examination of a variety of primary sources, including: autobiographies, fiction, film, speeches, music, and art. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as History 209*

*Prerequisite: Sophomore standing*

## 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 211: *Eating Globally: Migration, Recipes & Community*

This course looks at how immigrant communities form culinary traditions, networks, and memories across various global histories and geographies. We will explore physical and digital spaces like dining tables, restaurants, food trucks, blogs/vlogs, and more. Weekly topics will include: the genre of cookbooks, the gendered labor behind cooking, notions of authenticity, transnational markets, and memory preservation via recipes.
*Units: 6*

*Also listed as Global Studies 211*

## ETST 221: *Europe in Crisis, 1871-1990*

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. PREREQUISITES: Sophomore standing or consent of instructor
*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. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as History 330*

*Prerequisite: Sophomore standing*

## 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.
PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 295, 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 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Government 226*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 235: *History & Analysis of Rap Music*

This seminar course surveys the history of rap music from its origins until the present day and introduces new analytical frames, African American cultural and social topics are foregrounded, including signifyin(g), the "drug war" of the 1980's and issues of gender. Students will develop new systems of graphical transcription for rap songs and create a group presentation on a rapper of their choice. PREREQUISITES: MUCO 211 and MUTH 100, MUTH 151, or MUTH 200, or instructor approval
*Units: 6*

*Also listed as Musicology 235*

*Prerequisite: MUCO 211 and MUTH 100, MUTH 151, or MUTH 200, or instructor approval*

## ETST 272: *Social Psychology of Prejudice*

This course explores social psychology through the lens of research and theory on prejudice and discrimination. What are prejudice's causes, consequences, and cures? We will examine theories related to personality, emotion, cognition, and perception that help to explain generalized and specific prejudices (e.g., sexism/heterosexism, racism, ethnocentrism, anti-Semitism). Students will be assessed through exams and papers. Intended as an alternative to PSYC 270. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Psychology 272*

*Prerequisite: PSYC 100 or sophomore standing*

## 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 Global Studies 280, English 280*

## ETST 281: *Ecological (De)colonization*

This discussion based course investigates how historical and contemporary environmental injustices are entangled with settler colonialism and extractive capitalism. Through papers, discussions, and presentations, you will come to understand how Indigenous sovereignty and decolonization are fundamentally concerned with land, water, and

ecosystems. You will receive an introduction to Indigenous environmental justice, develop a theoretical toolkit to approach topics concerning settler colonialism, and explore political and environmental solutions.
*Units: 6*

*Also listed as Environmental Studies 281*

## ETST 284: *Border Crossings in Children's and Young Adult Literature*

This seminar uses the concept of crossing borders--im/emigrating, transgressing boundaries, occupying margins--as a focus for critical exploration of children's and young adult literature. What should books for young people be and do? Ho doe these texts participate in systems of power and developing social identities? Critical readings draw on literary, ethnic, gender, and disability studies. Discussion, short papers, and final paper/project. PREREQUISITES: Sophomore Standing
*Units: 6*

*Also listed as Education Studies 282*

*Prerequisite: Sophomore Standing*

## ETST 290: *African-American Art*

Beginning with the late eighteenth century and concluding with art today, this course examines African-American history through visual culture. We will examine how race relations in the United States were and are constructed through an examination of painting, sculpture, public monuments, photography, advertising, and performance. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Art History 272*

*Prerequisite: Sophomore standing*

## ETST 300: *Strong Nations: Perspectives of Contemporary Native American Women*

An interdisciplinary examination of issues facing Native American women today. This course explores the ways gender, race and ethnicity shape identity as well as narrative constructions of nation in regional contexts. Readings by contemporary indigenous women authors, with field trips to federally recognized tribal lands and discussion with Native American women leaders, activists, scholars, musicians, artists and business leaders from a variety of nations.
*Units: 6*

*Also listed as Gender Studies 320*

## ETST 301: *Theories of Race and Ethnicity*

This seminar examines and critiques prominent theories/theorists of race and ethnicity. We review the origins of the concept of race and discuss both the biological myth and social reality of race. We survey primordialist, constructivist, assimilationist, and conflict theories of race and ethnicity; structural, intersectional, culturalist and critical approaches; and the re-emergence of biological theories of race in the genomic age. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 302: *Research Methods in Ethnic Studies*

An introduction to a variety of methodological ways of investigating our social world. We focus on applied (or public) ways of conducting research that explicitly inform social policy, programs, and practice on issues related to race and ethnicity. We work in collaborative research environments, understanding how research can be conducted both for the sake of research and to improve the lives of people.
*Units: 6*

## ETST 303: *Race, Ethnicity and Health*

The aim of this course is to introduce students to important health issues that different racial and ethnic communities face. The course will explore in-depth a range of issues relating to racial and ethnic health disparities and it will analyze these issues via structural, systemic and cultural frameworks.
*Units: 6*

*Also listed as Health and Society 303*

## ETST 304: *Race and the Criminal Justice System*

This course will explore in-depth racial and ethnic differences in criminal involvment in the US.This will include examining police practices, policies, and laws and their impact on racial inequality in the criminal justice system. In this course we will analyze data, utilize different theoretical approaches to interpretting the data, and discuss current research regarding the ways race and ethnicity are intersected with the criminal justice system. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 305: *Race, Class, Gender, and Sexuality*

This course examines theories and experiences of race, class, gender, and sexuality that shape public and private lives. Themes include racialized sexualization; gendered participation in labor, politics, and social reform; the intersections of class, race, and gender; changing meanings of femininity, masculinity, sex, gender, and sexuality; trends in sexual expression, gender presentation, sex work, reproduction, and family formation; and feminist and other gender-equity movements. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Gender Studies 305*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 307: *History of Black Business*

This course focuses on the history of African-American entrepreneurship, the American Civil Rights movement, and legal history relevant to Black business development. The course begins with a discussion of the African origins of Black business, follows the trajectory of African American entrepreneurship in the United States to the Civil Rights movement, and closes with the emergence of the superstar Black athlete as an entrepreneur and the Hip Hop Superstar as an entrepreneur in late 20th century America. The course will conclude with a discussion of present-day laws and legal decisions impacting African-American entrepreneurship. (NA) PREREQUISITES: One college history course or AP credit in history or sophomore standing.
*Units: 6*

*Also listed as History 307, Business and Entrepreneurship 307*

*Prerequisite: One college history course or AP credit in history or sophomore standing.*

## ETST 308: *Families of Color*

The family is an integral feature of social life: We have all lived in families, managed family dynamics, and evaluated the role of family in our lives. This course will explore how the family, often characterized as an intimate component of our personal lives, is a social institution that is shaped by social, historical, cultural, legal, and economic structures. Through student-led discussions, written assignments, and their own research, students will be able to understand how their family lives are shaped by broader social systems.
*Units: 6*

*Also listed as Psychology 308*

## ETST 309: *Japanese Migration to the Americas and the Caribbean*

This seminar offers an overview of Japanese migration to the Americas and the Caribbean, including the United States, Canada, Mexico, Cuba, Peru, Brazil, Argentina, the Dominican Republic, and more. It draws on a wide range of readings, art, media, and cultural materials to understand the complex formation of Japanese communities across the Americas. Students will learn the historical context of 19th and 20th-century social and political developments in Japan and the Americas, and understand how these histories fit in larger global migration trends. Assignments will include leading one class presentation, one primary source analysis paper, and a final research project. (G&C)
PREREQUISITES: ETST 110 or instructor approval.
*Units: 6*

*Also listed as History 334, Global Studies 309*

*Prerequisite: ETST 110 or instructor approval.*

## ETST 310: *Topics in Ethnic Studies*

An explanation of a particular topic in ethnic studies. Topics may pertain to an issue or debate, a specific ethno-racial community, a geographic area, or a historical time period. The specific topic investigated changes each year or varies by term. May be repeated when topic is different.
*Units: 3*

*Prerequisite: Sophomore standing*

## ETST 312: *Empire & North American Borders*

This course explores the intersections of the histories of empires and North American border formation. It examines the contested spaces inhabited by indigenous peoples and occupied by empires across land and costal zones. We will apply relational race approaches that uncover the interracial and interethnic ties formed within and across border regions between marginalized groups, such as Indigenous, Black, Latine, and Asian communities.
*Units: 6*

## ETST 313: *Just Space*

This course explores frameworks for creating spaces that embody social and ecological justice. We examine how

architects, scholars, and activists map (in)justice considering global crises of state violence, ecological catastrophe, displacement and gentrification, and racial, gender, and economic disparity. Through texts and discussion, we explore intersections of race, class, gender, ability, nationality, and space investigating the possibilities and challenges of addressing systemic injustice through design. Not open to students who have previously received or need to receive credit for ETST 513 or ENST 513. PREREQUISITES: Sophomore standing or instructor approval
*Units: 6*

*Also listed as Environmental Studies 313*

*Prerequisite: Sophomore standing or instructor approval*

## ETST 315: *Introduction to the Art Museum: History, Issues, and Practices*

Introduction to art museums and exhibitions as objects of critical inquiry, and to issues and practices in the art museum field. Topics will include: history and evolution of collecting and display; museum exhibitions and knowledge formation; collection practices and ethics; exhibition theory and design; controversies, institutional critique, and the artist-as-curator. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Art History 315*

*Prerequisite: Sophomore standing*

## ETST 318: *Race and Religion*

This course examines how religious cultures and discourses contributed to the emergence of the concept of race, racial classification, and processes of 'racialization'; how biblical interpretation both justified and contested the transatlantic slave trade; and how anti-Black racism relates to anti-Semitism. The course examines the history of doctrines on indigenous peoples, race science, and exploitation, and the dynamics of race and ethnicity in Israel and Palestine. Lecture/discussion with final paper. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Religious Studies 381*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: Sophomore standing or consent of instructor; HIST 320 or 325 recommended
*Units: 6*

*Also listed as Global Studies 315, History 315*

*Prerequisite: Sophomore standing or consent of instructor; HIST 320 or 325 recommended*

## 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. (LA) PREREQUISITES: Sophomore standing; HIST 278 or HIST 279 recommended
*Units: 6*

*Also listed as History 378*

*Prerequisite: Sophomore standing; HIST 278 or HIST 279 recommended*

## 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. PREREQUISITES: ANTH 110 or consent of instructor
*Units: 6*

*Also listed as Anthropology 358*

*Prerequisite: ANTH 110 or consent of instructor*

## 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. PREREQUISITES: ANTH 110 or consent of instructor
*Units: 6*

*Also listed as Anthropology 360*

*Prerequisite: ANTH 110 or consent of instructor*

## ETST 336: *Decolonization, Activism and Hope: Changing the Way We See Native America*

This course explores the damaging effects of colonization and colonial patterns of representation on Native American people throughout history. It calls on students to produce creative interdisciplinary projects that engage with the community and offer more accurate, better-informed representations of Native American culture in the United States. Seminar/studio with readings by significant Native American authors and field trips to federally recognized tribal lands. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 337: *Indigeneity Unleashed: Perspectives of Institutional Decolonization Today*

This course centers Indigeneity by exploring how we may practice and enact decolonization at institutions through ethnographic analyses and studying talk and symbolic practice. We will equip students with the skills to identify and assess how colonialism currently affects them today in an effort to create innovation around systemic structural change. Using an interdisciplinary lens students will investigate the topic through music, art, literature, and ethnographic research. Field experiences and guest presenters from Indigenous communities will be an important component of this course. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Music Education and Pedagogy 337, Anthropology 337*

*Prerequisite: Sophomore standing*

## ETST 338: *Race and Urban Ecologies*

This course examines urban processes with special attention to race and the city. We will adopt a critical spatial perspective to analyzing urban space, ecology, racial inequality, class and labor politics, public policy, urban planning, climate crisis and sustainability, urban greening and gentrification, urban agriculture, and community wellbeing. We will explore multiple methods for mapping and collectively create interactive digital maps using open-source software.
*Units: 6*

*Also listed as Environmental Studies 338*

## 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.
PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Education Studies 440*

*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.
PREREQUISITES: ANTH 140, BIOL 110, or consent of instructor
*Units: 6*

*Also listed as Anthropology 341*

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

## ETST 342: *Workplace Diversity and Equity*

This course explores connections among businesses, entrepreneurship, community development, and diversity, equity, and belonging. Students will examine the importance of entrepreneurship to marginalized communities, organizational support for diverse groups, and how businesses shape economic and social life through case studies, interviews, and research. Working with the city and local business owners, students will produce a podcast highlighting local stories, challenges, and opportunities through community-engaged learning.
*Units: 6*

*Also listed as Business and Entrepreneurship 342*

## ETST 343: *Cinemas of Resistance: A Global History of Political Filmmaking*

This seminar surveys the history of global political filmmaking, using cinema to understand the political, and vice versa. Moving chronologically from the early 20th century to the current moment, the course will introduce students to the cinemas of the global south as well as queer, feminist, and Indigenous filmmaking. Written assignments work toward curating a program of six political films. PREREQUISITES: FIST 100 or FIST 114, or instructor approval
*Units: 6*

*Also listed as Film Studies 341*

*Prerequisite: FIST 100 or FIST 114, or instructor approval*

## ETST 346: *Indigenous Music & Art: Identity, Loss and Healing*

An interdisciplinary examination of contemporary music and art from varous Indigenous communities of North and South America. this course explores the ways the traditional arts help shape cultural identity and provide an outward expression for loss and healing. All course readings and performances are by contemporary indigenous authors, artists and musicians. Weekly written work, discussion and a multimedia project
*Units: 6*

## 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. A 20-hour practicum in a K-12 English Learners classroom or similar setting is required. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Education Studies 350*

*Prerequisite: Sophomore standing*

## ETST 360: *African American Writers*

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*

## ETST 365: *Black and Latin@ Sociology*

Through lecture and discussion, this course compares and contrasts the diverse experiences of Blacks and Latin@ in the United States. Some topics include historical background, racial and ethnic formation, systemic racism, discrimination immigration, racial/class/gender and sexuality intersections, language discrimination and group conflict and cooperation. Students will review critically important literature, do weekly assignments and submit a final project. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 370: *Sociology of the U.S./Mexican Border*

This lecture and discussion course introduces sociological understandings of the U.S./Mexico border. More than a geographical divide, the border has a power and a force that structures and patterns human behavior, identity, and belonging for people who live near it, cross it, locate it in their memory, and see its effects on their family and friends. Students test understandings through presentations, exams and final projects. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 378: *Black Europe: Resistance, Performance, & Self-Making (in English)*

This course dispels racial myths of the European continent, introduces the Black Diaspora beyond the African American context, pushes the boundaries of belonging and national identity in Europe, and presents black individuals/collectives as historical agents and transnational actors on and beyond the continent. Course materials may consist of literature, poetry, music videos, film, and art. Assessments include short reflection papers, research papers, and oral presentations. 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 Studies 378, Global Studies 378*

## 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. PREREQUISITES: GER 312 or consent of the instructor
*Units: 6*

*Also listed as German Studies 447, Film Studies 447*

*Prerequisite: GER 312 or consent of the instructor*

## ETST 390: *Tutorial in Ethnic Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## 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 youth in ethnically diverse educational programs, 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## ETST 396: *Intersectional Feminist, Decolonial, and Queer Activism in the Nonprofit Industrial Complex*

Nonprofit organizations have been spaces where radical social movements have found liberation and domestication. This course will explore the ways that intersectional, decolonial and queer activist negotiate, leverage, and collaborate with the nonprofit industrial complex to create social change in a system created to model oppressive structures rather than change them. Students will work with nonprofits to experience how activists create liberatory spaces in these organizations and enact social change. PREREQUISITES: GEST 300, 301 or 305. If students do not have prerequisite courses, they may obtain instructor's approval to enroll in the course.
*Units: 6*

*Also listed as Gender Studies 396*

*Prerequisite: GEST 300, 301 or 305. If students do not have prerequisite courses, they may obtain instructor's approval to enroll in the course.*

## ETST 399: *Independent Study in Ethnic Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ETST 400: *Sociology Of Latinx Americans*

The course provides students with a broad knowledge about Latina/os frequently omitted from the common curriculum, centered in the experiences of Latina/os. Topics include race/ethnicity, gender, politics, religion, education, labor, immigration, and major historical events like the Chicano and Puerto Rican civil rights movements and the social and demographic chracteristics of Latina/os. Reading quizzes, exam, and project. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## ETST 401: *Sociology of Black Americans*

This course examines sociological perspectives as they pertain to Black Americans. we will explore the nexus between historical and contemporary situations of African Americans in the United States in an attempt to unearth the various ways in which these strands of thought intersect at both individual and institutional levels. Readings, group projects, final exam and project. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## ETST 402: *Theories of Race, Racism, & Ethnicity*

This writing intensive seminar examines classical statements on race and ethnicity in sociological thought. Then, we survey more recent contributions, looking at primordialist, constructivist and assimilationist theories of ethnicity; and structural, intersectional, and critical approaches to race. Lastly, we review some new directions with critical race theory and settler colonialism. This course engages complex theoretical readings, requires a research paper, includes group discussion, and concludes with a conference where students present their research to the broader public.Students who have taken ETST 301 are not eligible to take ETST 402. PREREQUISITES: Sophomore standing or permission of intructor. Students are strongly encouraged to have taken an Ethnic Studies course previously. Those who have not done so should speak with the instructor before registering.
*Units: 6*

*Prerequisite: Sophomore standing or permission of intructor. Students are strongly encouraged to have taken an Ethnic Studies course previously. Those who have not done so should speak with the instructor before registering.*

## ETST 407: *Spanish in the U.S.*

A first approach to the study of Spanish in the United States through different lenses, including (but not limited to) the history of Spanish and its speakers in the U.S., a demographic overview of its varieties, sociopolitical factors surrounding its use, linguistic phenomena resulting from contact with English, and educational approaches to learning Spanish as a heritage language. Written assignments and exams. PREREQUISITES: 300-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Linguistics 407, Spanish 407*

*Prerequisite: 300-level course in Spanish or consent of instructor*

## ETST 410: *Advanced Topics in Ethnic Studies*

An in-depth investigation of a particular topic in Ethnic Studies. Topics may pertain to an issue or debate, a specific ethno-racial community, a geographic area, or a historical time period. The specific topic investigated changes each year or varies by term. May be repeated for credit when topic is different.
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## ETST 415: *Africa in the European Imagination*

This advanced seminar examines the conceptualization of Africa and Africans in modern European intellectual history. The course details how European thinkers explored issues of race and identity through their figurative and physical engagement with the African continent. Topics include travel narratives, the philosophy of slavery and abolition, and imperialism. Fulfills Seminar Requirement (G&C) PREREQUISITES: Sophomore standing

*Units: 6*

*Also listed as History 415*

*Prerequisite: Sophomore standing*

## 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. (NA) Fulfills seminar requirement. PREREQUISITES: Sophomore Standing
*Units: 6*

*Also listed as History 470*

*Prerequisite: Sophomore Standing*

## ETST 471: *Performing Arts of Bali*

This course explores the intersections of Balinese music, dance, drama, and ritural. 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. PREREQUISITES: MUCO 212 or consent of instructor.
*Units: 6*

*Prerequisite: MUCO 212 or consent of instructor.*

## ETST 478: *Nineteenth-Century African-American Writers*

This lecture/discussion class will explore the rich literature African-American authors created, against great adversity, in nineteenth-century America. We will read works by Frederick Douglass, Frances Ellen Watkins Harper, Charlotte Forten Grimke, Paul Laurence Dunbar and others. Students will write short weekly papers and a substantial final research paper. PREREQUISITES: ENG 250, ENG 260, or junior standing; or consent of instructor
*Units: 6*

*Also listed as English 478*

*Prerequisite: ENG 250, ENG 260, or junior standing; or consent of instructor*

## ETST 485: *Joys and Pains of Race in France*

This seminar examines the history and contemporary life of "race" in France, from 18th-century French essays on the "races" of man, to the removal of the word "race" in 2018 from Article 1 of the French Constitution. Alongside literary/film written and oral analysis, we will deepen our historical and socio-cultural knowledge of French and American concepts, e.g. universalism, laïcité, intersectionality, "color-blindness," minorités visibles. PREREQUISITES: One 300-level French course or consent of instructor.
*Units: 6*

*Also listed as French 485, Global Studies 485*

*Prerequisite: One 300-level French course or consent of instructor.*

## ETST 504: *Multiethnic American Literature*

A study of selected works reflecting the ethnic and cultural diversity of American literature, with primary attention to minority voices and experiences. Selected texts will center on a specific theme such as hybridity, migration, or belonging. Works are taught in their literary, historical, and cultural context, critical readings will also be incorporated. Students will complete several short writing assignments and a researched term paper. PREREQUISITES: ENG 150 or the equivalent
*Units: 6*

*Also listed as English 504*

*Prerequisite: ENG 150 or the equivalent*

## ETST 505: *Indigenous Ecology: Ancestral Knowledges and Science in Action*

This service-learning course involves hands-on research and advocacy with Menominee community members concerning issues of sustainability, environmental justice, and community-based scholarship. You will work in groups on areas of concern to the Menominee community, and will produce knowledge that will assist in their efforts. Through course readings, presentations, field trips, and projects, you will gain a firm grounding in Indigenous knowledgeways, environmental ethics, and methodologies. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Environmental Studies 404*

*Prerequisite: Sophomore standing*

## ETST 506: *Contemporary African-American Women Poets*

In this lecture/discussion course, we'll look at the great stylistic variety of poetry that Black women have been writing during the past twenty years. Students will consider poetry through the lenses of critical race and gender criticism and will write weekly short papers and a substantial research paper. Poets may include Marilyn Nelson, Natasha Trethewey, Claudia Rankine, Tracy K. Smith, Nikky Finney and others. PREREQUISITES: ENG 250, ENG 260, or junior standing; or consent of instructor
*Units: 6*

*Also listed as English 506, Gender Studies 506*

*Prerequisite: ENG 250, ENG 260, or junior standing; or consent of instructor*

## ETST 511: *Toni Morrison*

In this discussion course, we will engage with literary criticism and analyze various novels and works of non-fiction by Toni Morrison, who was described in late 20th Century U.S. as "the closest thing the country has to a national writer." Discussions will include analysis of Morrison's depictions of Black Americans' experiences and the traumas of racism. Requires researched, analytical papers and an exam. PREREQUISITES: Junior standing, previous course in English or Ethnic Studies, or instructor approval.
*Units: 6*

*Also listed as English 511*

*Prerequisite: Junior standing, previous course in English or Ethnic Studies, or instructor approval.*

## 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. PREREQUISITES: Junior or senior standing and at least two other courses in the social sciences
*Units: 6*

*Also listed as Anthropology 512*

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

## ETST 513: *Just Space*

This course explores frameworks for creating spaces that embody social and ecological justice. We examine how architects, scholars, and activists map (in)justice considering global crises of state violence, ecological catastrophe, displacement and gentrification, and racial, gender, and economic disparity. Through texts and discussion, we explore intersections of race, class, gender, ability, nationality, and space investigating the possibilities and challenges of addressing systemic injustice through design. Students interested in deepening their research and analytical skills through more rigorous writing requirements are encouraged to take the 500-level course. Not open to students who have previously received or need to receive credit for ENST 313 or ETST 313. PREREQUISITES: Sophomore standing or instructor approval
*Units: 6*

*Also listed as Environmental Studies 513*

*Prerequisite: Sophomore standing or instructor approval*

## ETST 514: *Reading the Border: Gender, Texts and Performance*

This course will focus on textual and cultural (re)presentations—including narratives, performance, film, photography and genre-defying texts—of the Central American-Mexio-U.S. borders, where spaces, race, violence and ethnicity become gendered. The course will cover the mid-1980s until contemporary times, a period tempered by the events of 9/11, as well as more recent political discourses focused on the border. Seminar with papers and a final project. PREREQUISITES: SPAN 300-level course or equivalent official placement
*Units: 6*

*Also listed as Spanish 514*

*Prerequisite: SPAN 300-level course or equivalent official placement*

## ETST 515: *Ruining the Imaginary of Paradise: Eco-Criticism in the Spanish-Speaking Caribbean*

This seminar examines the history and cultural expressions of the Spanish-speaking Caribbean--both the insular and the continental areas--from an eco-critical perspective. Parting from the so-called discovery, conquest and colonization and moving thorugh slavery, independence and postcolonial movements, the course provides an account of the exploitative processes of imperial powers that have imagined the Caribbean as a tropical paradise. Lecture/discussion with papers. PREREQUISITES: 400-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Spanish 515*

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

## ETST 516: *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. PREREQUISITES: Junior standing, ENG 280, or consent of instructor
*Units: 6*

*Also listed as Global Studies 516, English 516*

*Prerequisite: Junior standing, ENG 280, or consent of instructor*

## ETST 518: *Narratives of Inequality*

What can literature teach us about inequality and the efforts to address it? This course explores select works that represent wealth, health, and environmental inequalities at home and abroad. PREREQUISITES: PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 518, English 518*

*Prerequisite: PREREQUISITES: Junior standing or consent of instructor*

## ETST 561: *Literature of the Harlem Renaissance*

A study of poetry, fiction, and essays by Black American writers who were part of the vibrant artistic movement known as the Harlem Renaissance (1919-1940). We will examine the ways that the literature speaks to the experiences of Black Americans in the early twentieth century. Authors include Langston Hughes, Zora Neale Hurston, Claude McKay, Nella Larsen, W.E.B. Du Bois, and others. PREREQUISITES: Junior standing, previous course in English or Ethnic Studies, or instructor approval
*Units: 6*

*Also listed as English 510*

*Prerequisite: Junior standing, previous course in English or Ethnic Studies, or instructor approval*

## ETST 583: *Latinx Studies (in English)*

This course covers the main cultural issues in Latin@ communities. It concentrates on the Latin@s of the United States, the definitions of these communities, and their cultural expressions. Through theoretical materials as well as literature, film, historical documents, testimony, etc., this course addresses a variety of subjects related to Latin@ culture. Taught in English. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Spanish 466*

*Prerequisite: One 300-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, Cé’saire, Laye, Condé’, Chamoiseau, Contant, and Glissant. PREREQUISITES: One 400-level French

course or consent of instructor
*Units: 6*

*Also listed as Global Studies 588, French 588*

*Prerequisite: One 400-level French course or consent of instructor*

## ETST 590: *Tutorial in Ethnic Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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 youth in ethnically diverse educational programs, 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## ETST 599: *Independent Study in Ethnic Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## ETST 600: *Senior Seminar*

Seniors confer with the instructor during winter and spring term of their junior year to select specific topics related to a shared theme. At the start of the seminar, students read and discuss shared texts as they prusue individual projects on

race and ethncity that reflect their own topical, theoretical, and methodological interests. PREREQUISITES: ETST 110 and ETST 302
*Units: 6*

*Prerequisite: ETST 110 and ETST 302*

### ETST 690: *Tutorial in Ethnic Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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 youth in ethnically diverse educational programs, 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### ETST 699: *Independent Study in Ethnic Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Film Studies

| | |
|---|---|
| Professor | R. Tapia *(Spanish,Latin Amer & Latinx Studies)* |
| Associate professors | A. Guenther-Pal *(German Studies)*, A. Haydock *(chair)*, V. Kononova *(Russian Studies) (on leave term(s) I)*, J. Shimon *(Studio Art)* |
| Assistant professors | K. Rennebohm *(Jill Beck Assistant Professor of Film Studies)*, A. Vanden Elzen *(Library and Media Center)* |
| Instructor | K. Fyfe |

Film & Media at Lawrence combines the critical study of media culture with creative practice in film, video, and new media. Students explore history, theory, and production as deeply integrated facets of a larger project of media literacy and cultural engagement.

In our courses, students develop personal engagement with the art of media-making through hands-on, small-scale artisanal practice, in which each student participates in all key aspects of production. Students work in both analog film and digital media and can explore a wide range of emerging forms including handmade cinema, creative nonfiction, animation, installation, and new media. We encourage experimental and cross-media projects.

Our curriculum also introduces students to the unique properties and histories of cinema and related forms. They become skilled at analyzing the formal, technical, and aesthetic elements of moving images and can contextualize these within a variety of transnational and global contexts, drawing on interpretive frameworks including historiography, genre, film and media theory, political aesthetics, and critical identity studies.

Film & Media prizes interdisciplinary approaches and projects, and our curriculum includes courses held in Lawrence's language and culture departments– French, German, Russian, Spanish, and Chinese & Japanese– as well as in Art, Education, History, Environmental Studies, and the Conservatory of Music. Students can combine an interest in film and media with any discipline in the liberal arts.

Our faculty are committed to centering scholarly and creative works from historically marginalized groups as well as exposing students to global cinematic traditions. We believe in providing all students with radical access to the knowledge, resources, and supportive community required to participate fully as consumers, readers, and producers of media culture.

## Required for the film & media major

1. A minimum of 66 units to include:

    a. FIST 114: *Introduction to Film & Media Studies*
    b. FIST 116: *Introduction to Film & Video Production*
    c. One of the following film and media studies courses: FIST 210: *Cinema Takes Shape*, FIST 211: *Cinema Takes Over*, or FIST 232: *Contemporary Film & Media*
    d. One of the following film and video production courses: FIST 370: *Avant-Doc*, FIST 371: *Documentary Forms*, or FIST 372: *Animated Documentary*
    e. FIST 402: *Contemporary Issues in Film & Media Theory*
    f. FIST 592: *Methods in Film & Media Studies* or FIST 593: *Creative Producing*
    g. A six-unit senior seminar sequence: FIST 600: *Senior Research Seminar I* and FIST 601: *Senior Research Seminar II* or FIST 602: *Senior Production Seminar I* and FIST 603: *Senior Production*

*Seminar II*

h. 24 units of elective courses in film & media, no more than six of which may be a student-initiated course.

2. A Senior Experience that allows students to produce either a research project or creative work. Students must complete either the research or production seminar sequences (FIST 592/600/601 or FIST 593/602/603) as part of this requirement, submit a formal proposal, and present in the senior showcase held annually near the end of Term III.

## Senior Experience in film & media

Students majoring in film & media will complete an ambitious creative media or research project to present in the senior showcase held annually near the end of Term III. This *Senior Experience* will be at least three terms and include a formal proposal and enrollment in either the production or research seminar sequence. Film & media students, especially those planning to study abroad and double majors interested in designing an interdisciplinary project, are strongly encouraged to discuss their *Senior Experience* with their advisors as early as possible.

## Required for the film & media minor

1. A minimum of 42 units to include:

   a. FIST 114: *Introduction to Film & Media Studies*
   b. FIST 116: *Introduction to Film & Video Production*
   c. One of the following film and media studies courses: FIST 210: *Cinema Takes Shape*, FIST 211: *Cinema Takes Over*, or FIST 232: *Contemporary Film & Media*
   d. One of the following film and video production courses: FIST 370: *Avant-Doc*, FIST 371: *Documentary Forms*, or FIST 372: *Animated Documentary*
   e. FIST 402: *Contemporary Issues in Film & Media Theory*
   f. 12 units of elective courses in film & media, no more than six of which may be a student-initiated course.

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## Courses - Film Studies

### FIST 100: *Introduction to Film Studies*

An introduction to both cinema studies and film/video production, this course will provide an overview of historical, analytical, and theoretical approaches to cinema and introduce a broad range of basic production skills including the fundamentals of nonlinear editing. Through hands-on work and the study of a diverse selection of films rooted in different cultures, times, and ideologies, students will begin to develop the critical means for engaging with cinema and culture in discussion, writing, and creative work.
*Units: 6*

## FIST 107: *Exploratory Topics in Film and Media Studies*

Exploratory Topics in Film and Media Studies allows for an introductory examination of different aspects of film distribution, exhibition, and analysis. The course will emphasize experiential learning. May be repeated when topic is different. TOPICS FOR Fall 2026: Introduction to Visual Culture PREREQUISITES: None This seminar introduces students to the study of visual culture, looking each week at different visual objects and questions. Visual Culture (or sometime, Visual Studies) is a discipline that draws from Art History, Film Studies, Media Studies, and other fields in order to address questions that these fields themselves do not address. So, over the course of the term, we will tackle questions like: What is an image? What is the role of media and technology in visual culture? What differentiates “art” in the visual sphere? What is vision? Do the ways in which humans look at the world change over time? Students will complete regular readings, responses, and creative assignments with critical reflections in order to grapple with these questions.
*Units: 6*

## FIST 110: *Interdisciplinary Media*

A course designed to provide students an opportunity to study interdisciplinary approaches to art making and knowledge seeking. Topics will vary based on instructors' areas of expertise and interests. May be repeated for credit when topic is different.
*Units: 1 TO 98*

*Also listed as Studio Art 125*

## FIST 114: *Introduction to Film and Media Studies*

This course introduces students to historical, analytical, and theoretical approaches to cinema and media studies. Students will watch a diverse selection of films rooted in different cultures, times, and ideologies, analyzing these through lenses including gender and race, sound, aesthetics and form, media and technology, and spectatorship. Through quizzes and writing and revising short papers, students will learn to design arguments about film and media.
*Units: 6*

## FIST 116: *Introduction to Film & Video Production*

An introduction to the theory and practice of film and video production. Through hands-on workshops, readings, screenings, and critique, students will develop strong conceptual and technical foundations for future creative work and gain practical experience with editing, cinematography, and sound design. Students will create short projects in several modes (fiction, non-fiction, experimental and animation) and explore both professional video and analog film formats.
*Units: 6*

## FIST 130: *Animated Film In The Soviet Union And Russia (In English)*

This discussion-based course focuses on Russian and Soviet animation: its topics, artistic techniques, and cultural significance. Animators explored topics that were both deeply personal and rooted in important historical events. Animated films were sometimes a creative outlet not supported by the state, and sometimes used by the state as propaganda. We will discuss animation’s ability to serve various functions while appealing to different audiences.
*Units: 6*

*Also listed as Russian 130*

## FIST 191: *Directed Study in Film and Media*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## FIST 210: *Strange Illusions: Cinema Takes Shape*

This course will address various aspects of the pre-cinematic period and cinema's early decades, approaching this history of moving image media through the interrelated lenses of technology, society, and aesthetics. Learning this material, students will watch different films each week, discuss contextualizing readings, and learn how to think historically about media and their effects. Other assignments may include reading responses, quizzes, and a research project. PREREQUISITES: FIST 100, FIST 114 or instructor approval
*Units: 6*

*Prerequisite: FIST 100, FIST 114 or instructor approval*

## FIST 211: *World Domination: Cinema Takes Over*

Tracing cinema's history from the end of the second world war through the early 1990s, this course charts cinema's continuing global take-over as both spurred on but also threatened by changing media. Students will watch different films each week, discuss readings, and learn how to think historically about media and their socio-political effects. Other assignments may include reading responses, quizzes, and a research project. PREREQUISITES: FIST 100 or consent of instructor
*Units: 6*

*Prerequisite: FIST 100 or consent of instructor*

## FIST 222: *Sound Design*

An introduction to film sound studies paired with hands-on exploration of cinematic audio recording and editing techniques, with emphasis on sound/image relationships and the use of sound to create meaning. Students will engage in close readings of critical and theoretical texts, view and discuss film screenings, and produce a series of short audio and video exercises, culminating in a final video project showcasing the creative use of film sound. PREREQUISITES: FIST 100 or FIST 116, or instructor approval
*Units: 6*

*Also listed as Studio Art 224*

*Prerequisite: FIST 100 or FIST 116, or instructor approval*

## FIST 231: *Photography*

An introduction to traditional black-and-white darkroom photography within a fine art context. Medium-format and 35mm SLR camera operations are covered along with darkroom instruction on processing film and making gelatin silver prints. Historic and contemporary ideas about photography as a medium are examined through projects,

readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. PREREQUISITES: Any 100-level Studio Art course or Film & Media course
*Units: 6*

*Also listed as Studio Art 230*

*Prerequisite: Any 100-level Studio Art course or Film & Media course*

## FIST 232: *Global Transformations: Contemporary Film & Media*

This course focuses on the contemporary (post-1990s) landscape of film and moving image media production, distribution, exhibition around the world and current theoretical debates in Film Studies. Students will learn about debates in screen studies, platform and streaming studies, different cinematic modes from slow cinema through Nollywood and Wakaliwood, and Film Studies' increasing connection with Media Studies. Assignments include exams and short essays. PREREQUISITES: FIST 100, FIST 114 or instructor approval
*Units: 6*

*Prerequisite: FIST 100, FIST 114 or instructor approval*

## FIST 240: *New Media in Art*

An introduction to new media within a fine art context. Digital photography, experimental video, sound, photo book design, and blogging are covered as students use the Internet as a venue for presenting projects. The evolution of technology, new media theory, contemporary art discourse, and visual culture are examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. Mac-based. PREREQUISITES: Any 100-level Studio Art course or Film & Media course
*Units: 6*

*Also listed as Studio Art 240*

*Prerequisite: Any 100-level Studio Art course or Film & Media course*

## FIST 241: *Ecocinema*

This course examines the growing genre of ecocinema through film screenings, literary, political, and theoretical works that delve into the intersections among aesthetics, political accountability, and environmental issues. We will consider the role of creative work in addressing environmental conditions and connecting struggles for social and environmental justice. Students will learn about video production and will have the opportunity to create their own short films.
*Units: 6*

*Also listed as Environmental Studies 241*

## FIST 245: *InterArts: Installation*

In this course students make projects that engage with space. Lectures, discussions, readings, and critiques will investigate contemporary interdisciplinary practices that involve site-specific installation of works of art, everyday objects, performances, projections, etc. Interactive works and immersive virtual reality will also be considered. Students will create a self-designed installation project that will be planned and executed over the duration of the term. PREREQUISITES: Any 100-level Studio Art course or Film & Media course, or instructor approval
*Units: 6*

*Also listed as Studio Art 245*

*Prerequisite: Any 100-level Studio Art course or Film & Media course, or instructor approval*

## FIST 278: *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. Throughout this course, students will be introduced to the practice of reading German films using three structuring lenses: 1) cultural history and identity, 2) genre and style, and 3) analysis and interpretation. Topics include colonial film, Expressionism, early LGBTQ cinema, fascism, postwar film in East and West Germany, cinema and migration.
*Units: 6*

*Also listed as German Studies 278*

## FIST 287: *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. May be repeated when topic is different. TOPICS FOR Fall 2026: Love, Sex and Family in Late Soviet and Post-Soviet Film PREREQUISITES: RUSS 250 or consent of instructor In this course, we will discuss topics of love, sex, and family as they are shown in a few late Soviet and post-Soviet films (e.g., Moscow Does Not Believe in Tears, Autumn Marathon, How I Became a Russian, etc.). Topics for discussion include falling in love, searching for a partner, getting married, building a family, and various aspects of a relationship (love, sex, trust, adultery). These films will give us a glimpse into the late Soviet, post-Soviet, and contemporary Russian culture of relationships and family. Students will advance their listening, speaking, and writing skills and enrich their knowledge of vocabulary and grammar through regular writing assignments and in-class exercises and discussions.
*Units: 6*

*Also listed as Russian 387*

*Prerequisite: RUSS 250 or consent of instructor*

## FIST 290: *Introduction to Game Studies*

This course will provide students with an introduction to game studies through the close reading of scholarly literature and playing of games from a critical perspective. An emphasis will be placed on the ways video game reflect culture while exploring topics of diversity and representation. Students will participate in class discussion, conduct academic research, and apply knowledge by creating a game.
*Units: 6*

## 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. PREREQUISITES: Sophomore level or above

*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. PREREQUISITES: FREN 202 or consent of instructor
*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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 305*

*Prerequisite: Sophomore standing or consent of instructor*

### FIST 318: *Topics in Film & Video Production*

This hands-on course allows for an in-depth examination of various aspects of film and video production, with a dual focus on close reading/ viewing and practical exploration of advanced techniques, culminating in a final film or video project. May be repeated when topic is different
*Units: 6*

*Also listed as Studio Art 318*

*Prerequisite: FIST 100 or consent of instructor*

### FIST 319: *Principles of Editing*

A theoretical and practical introduction to connecting images and sound in a compelling way. The goal is to promote understanding of film, video, and new media as tools for creative expression and to help students think critically and make informed choices about editing. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Studio Art 319*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

### 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 330: *Introduction to Latin American and Spanish 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. PREREQUISITES: SPAN 202, its equivalent, or consent of instructor; not open to native speakers of Spanish.
*Units: 6*

*Also listed as Spanish 430*

*Prerequisite: SPAN 202, its equivalent, or consent of instructor; not open to native speakers of Spanish.*

### FIST 331: *Intermediate Photography*

A continuation of ART 230 with an introduction to pinhole and 4x5 view cameras along with expanded darkroom instruction on sheet film processing and the cyanotype print. The history of photography and contemporary art issues related to the medium are examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. PREREQUISITES: ART 230 or FIST 231 or instructor approval
*Units: 6*

*Also listed as Studio Art 330*

*Prerequisite: ART 230 or FIST 231 or instructor approval*

### FIST 333: *Critical Race Theory and Black Cinemas of North America*

This seminar will familiarize students with major topics within contemporary theories of Blackness and race, including the afterlives of slavery, afro-pessimism, prison abolitionism, and racial capitalism. These will be put in conversation with a sampling of contemporary Black film, asking how each speaks to or challenges the other. Students will write weekly assignments, compiling these into a final paper. PREREQUISITES: FIST 100, FIST 114 or instructor approval
*Units: 6*

*Prerequisite: FIST 100, FIST 114 or instructor approval*

### FIST 340: *Intermediate New Media in Art*

A continuation of Art 240 or 245 using new media within a contemporary art context. Digital photography, experimental video, social media, performance, and installation are covered while using the Internet and campus spaces as venues for projects. Contemporary art discourse is examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. Mac-based. PREREQUISITES: ART 240 or FIST 240 or ART 245 or FIST 245 or instructor approval
*Units: 6*

*Also listed as Studio Art 340*

*Prerequisite: ART 240 or FIST 240 or ART 245 or FIST 245 or instructor approval*

## FIST 341: *Cinemas of Resistance: A Global History of Political Filmmaking*

This seminar surveys the history of global political filmmaking, using cinema to understand the political, and vice versa. Moving chronologically from the early 20th century to the current moment, the course will introduce students to the cinemas of the global south as well as queer, feminist, and Indigenous filmmaking. Written assignments work toward curating a program of six political films. PREREQUISITES: FIST 100 or FIST 114, or instructor approval
*Units: 6*

*Also listed as Ethnic Studies 343*

*Prerequisite: FIST 100 or FIST 114, or instructor approval*

## FIST 345: *Screenwriting*

An exploration of the plot, character, and theme in the work of short films and scripts followed by the creation of one or more short screenplays. PREREQUISITES: FIST 100 or FIST 116, or instructor approval
*Units: 6*

*Prerequisite: FIST 100 or FIST 116, or instructor approval*

## 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. PREREQUISITES: Sophomore standing; EAST 150 recommended
*Units: 6*

*Also listed as Chinese and Japanese 350, East Asian Studies 350*

*Prerequisite: Sophomore standing; EAST 150 recommended*

## FIST 354: *History of Russian and Soviet Film*

This course will introduce the student to the rich and varied tradition of Russian and Soviet cinema from the Pre-Revolutionary period to the present. Works by major filmmakers will be viewed and discussed in the context of the culture, economy, society, and politics of the time. Taught in English. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Russian 354, History 354*

*Prerequisite: Sophomore standing*

## 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.

*Units: 6*

*Also listed as German Studies 357*

## 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. PREREQUISITES: Sophomore standing; EAST 150 or EAST 420 recommended
*Units: 6*

*Also listed as Chinese and Japanese 360, East Asian Studies 360*

*Prerequisite: Sophomore standing; EAST 150 or EAST 420 recommended*

## 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 monstrousness 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 Studies 361, Gender Studies 361*

## FIST 362: *Vampires, Monsters, and Man-Eaters*

This course examines the borders of the human through the figures of the vampire, monster, and femme fatale in literature, film, and the visual arts. Featured in the works of canonized authors as well as within popular culture, “monstrousness” can provide valuable insights into numerous aspects of German history and psychosexual relations. Possible texts include the early vampire film Nosferatu, Wedekind’s Lulu tragedies, Patrick Süskind’s Das Parfüm, and paintings by H.R. Giger. PREREQUISITES: GER 312
*Units: 6*

*Also listed as German Studies 462, Gender Studies 362*

*Prerequisite: GER 312*

## FIST 370: *Avant-Doc*

An exploration of personal, experimental, and emerging approaches to documentary through video projects, readings, screenings, lecture, discussion, and critique. This course examines both contemporary practice and historical intersections, with a focus on engaging with critical dialogues and diverse ways of articulating relationships between maker, subject, and audience. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Studio Art 372*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## FIST 371: *Documentary Forms*

This course presents a broad overview of contemporary and historical documentary practice through readings, screenings, discussion, and short video projects. Students will engage with critical dialogues and explore several distinct approaches to documentary production, including rhetorical, observational, participatory, and reflexive forms, culminating in a completed short documentary. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Studio Art 371*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## FIST 372: *Animated Documentary*

This course examines animated documentary as an emerging hybrid form that raises unique ethical considerations and interesting possibilities for representation and expression. Through readings, screenings, and creative exercises, students will learn several animation techniques and examine both contemporary practice and historical antecedents, with a focus on engaging with critical dialogues and diverse ways of articulating relationships between maker, subject, and audience. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Studio Art 373*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## FIST 380: *Artisanal Animation*

This course explores the history and contemporary practice of artisanal and experimental animation through hands-on workshops, film and video animation projects, readings, screenings, discussion, and critique. Topics include significant artists and movements, fundamental animation principles, direct animation on 16mm film, rotoscoping, sound design for animation, 2D computer animation, and several stop-motion techniques using animation stands and Dragonframe software. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## FIST 390: *Tutorial in Film & Media*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## FIST 391: *Directed Study in Film & Media*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## FIST 395: *Internship in Film & Media*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## FIST 399: *Independent Study in Film & Media*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Junior standing or above
*Units: 6*

*Also listed as History 400, Gender Studies 423*

*Prerequisite: Junior standing or above*

## FIST 402: *Contemporary Issues in Film & Media Theory*

How do film and media produce the spectator in terms of race, gender, sexuality, nationality, and ability? What is at stake in alternative cinemas and oppositional reading strategies? This course explores contemporary issues in film and media theory relevant to broader critical and intellectual debates. Topics include feminist and queer aesthetics; post-colonial, transnational, and oppositional cinemas; disability studies; apparatus theory and psychoanalysis; stardom, performance, and fandom; and genre criticism. PREREQUISITES: Sophomore standing. Previous Film & Media course recommended
*Units: 6*

*Prerequisite: Sophomore standing. Previous Film & Media course recommended*

## FIST 403: *Image Design*

This course will explore cinematic image design through hands-on workshops, film and video exercises, readings, screenings, discussion, and critique. Students will study foundational composition principles, learn new techniques in cinematography and lighting, and create short film and video projects that showcase the creative use of composition to create meaning. PREREQUISITES: FIST 100, FIST 116 or instructor approval
*Units: 6*

*Also listed as Studio Art 403*

*Prerequisite: FIST 100, FIST 116 or instructor approval*

## FIST 404: *Gender and Intersectional Identities in Video Games*

In this course, students will explore gender and intersectional identities in video games from an advanced and in-depth level. Students will analyze literature, multiple video games, and metacultural content while exploring the topics of gender and other forms of identity. Students will produce their own media content to share their findings with the gaming community. PREREQUISITES: FIST290, GEST100 or instructor approval
*Units: 6*

*Also listed as Gender Studies 404*

*Prerequisite: FIST290, GEST100 or instructor approval*

## FIST 418: *Topics in Film & Media Studies*

This course allows for an in-depth examination of topics in Film & Media Studies 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. May be repeated when topic is different. PREREQUISITES: FIST 100 or FIST 114, or instructor approval
*Units: 6*

*Prerequisite: FIST 100 or FIST 114, or instructor approval*

## 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 Chŏsun 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. PREREQUISITES: EAST 150 or consent of instructor
*Units: 6*

*Also listed as East Asian Studies 418*

*Prerequisite: EAST 150 or consent of instructor*

## FIST 420: *Topics in Genre*

This topics course allows for an in-depth examination of genre in various historical, national, theoretical, and aesthetic contexts. Course under this heading may focus on a single genre (for example, the musical) or be comparative. May be repeated when topic is different. PREREQUISITES: FIST 100 or FIST 114, or instructor approval
*Units: 6*

*Prerequisite: FIST 100 or FIST 114, or instructor approval*

## FIST 422: *Borrowed Music in the Movies*

In this course we will explore some of the complexities, ambiguities, and powers of film musickings. Focusing primarily on pre-existing musics in filmscapes, we will pursue the multiple ways that film musickings reveal, reinforce, cross, and break constructed boundaries of space, time, identity, and community. Engaging with elements of film, film sound, and film music studies, gender and queer theory, critical race theory, and disability theory, we will experience and examine

the spaces that film musickings can create and provide access to; the pleasures, violences, and possibilities of those spaces; as well as ambiguities and possibilities of interpretation. PREREQUISITES: MUCO 212
*Units: 6*

*Also listed as Musicology 422*

*Prerequisite: MUCO 212*

## FIST 423: *Topics in Film and Media Theory*

Topics in Film and Media Theory allows for in-depth examinations of topics in film theory, as well as cinema-focused, in-depth examinations of sound studies, visual studies, and media studies. May be repeated when topic is different. PREREQUISITES: FIST 100 or FIST 114, or instructor approval
*Units: 6*

*Prerequisite: FIST 100 or FIST 114, or instructor approval*

## FIST 435: *African Cinemas*

This seminar course provides students with a survey of African Cinemas and introduction to central questions around the politics of African self-representation, local and global social critique, and the conditions of spectatorship and circulation. Major assignments include shorter response papers, argument-driven analysis papers, and presentations. FREN students will complete assignments in French whenever possible and may meet outside of class to discuss in French.
*Units: 6*

*Also listed as French 435*

## FIST 440: *16mm Filmmaking*

Explore the artistic use of analog film in the digital age! In this hands-on course, students will learn the fundamentals of 16mm motion picture production and post-production, practicing both traditional and contemporary workflows with an emphasis on creative use of the medium. PREREQUISITES: FIST 100 or FIST 116, or instructor approval
*Units: 6*

*Also listed as Studio Art 440*

*Prerequisite: FIST 100 or FIST 116, or instructor approval*

## FIST 441: *Music and Video Games*

In this course we will explore the multiplicities, ambiguities, and potentialities of video game music. We will examine functions of music, ways of listening, and sites and processes of meaning making. Through multiple forms of interactive practice, we will pursue music's entanglements with the many interactivities and pleasures of video game play and the porous boundaries between realities, identities, feeling, embodiments, and imagination. We will explore issues of identity and representation with conscious awareness of ways of knowing related to analysis and experience, especially as connected to systems of power. We will also examine composition processes and components of video game music fandom. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Music 441*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: GER 312 or consent of the instructor
*Units: 6*

*Also listed as German Studies 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. PREREQUISITES: 300-level French course or consent of instructor
*Units: 6*

*Also listed as Global Studies 464, French 464*

*Prerequisite: 300-level French course or consent of instructor*

## FIST 480: *Spanish Cinema*

This course studies significant Spanish films from the 20th and 21st centuries as cultural and historical documents with the goal of discussing social and political change in Spain through the lens of cinema. Topics may include the genesis of Spanish film, representations of the Second Republic, the Civil War, and the Francoist dictatorship on the big screen, cinema of the transition to democracy, Spanish film from the 1990s to the 2000s, Latin American and European co-productions, and contemporary Spanish cinema in the era of streaming. This class is taught in Spanish. PREREQUISITES: SPAN 300-level class or instructor approval
*Units: 6*

*Also listed as Spanish 480*

*Prerequisite: SPAN 300-level class or instructor approval*

## FIST 500: *Advanced Research Projects I*

This course will allow students to develop a research project of their own interest while learning best research and writing practices, receiving feedback, and revising their work. Projects may include completing a paper, research for a film project, designing a reading syllabus for an area of film and media studies, designing and completing a viewing list for a collection of films, and more. May not be taken concurrently with FIST 600. PREREQUISITES: Instructor Approval, pending discussion of proposed project.
*Units: 3*

*Prerequisite: Instructor Approval, pending discussion of proposed project.*

## FIST 501: *Advanced Research Projects II*

This course will allow students to develop a research project of their own interest while learning best research and writing practices, receiving feedback, and revising their work. Projects may include completing a paper, research for a film project, designing a reading syllabus for an area of film and media studies, designing and completing a viewing list for a collection of films, and more. May not be taken concurrently with FIST 601. PREREQUISITES: Instructor Approval, pending discussion of proposed project.
*Units: 3*

*Prerequisite: Instructor Approval, pending discussion of proposed project.*

### FIST 518: *Advanced Topics in Film & Video Production*

This course allows for advanced practical work with various aspects of filmmaking. Topics may include specialized techniques or areas of practice, close focus on specific stages of preproduction, production, postproduction, or exhibition, or larger-scale creative projects. May be repeated when topic is different. PREREQUISITES: FIST 100 or FIST 116, or instructor approval
*Units: 3 TO 6*

*Prerequisite: FIST 100 or FIST 116, or instructor approval*

### FIST 531: *Advanced Photography*

A continuation of Art 330 with instruction in advanced analog photography practice within a contemporary art context. Project planning and implementation are emphasized as students work toward producing a self-designed project with a developed artist statement. The history of photography and contemporary art issues related to the medium are examined through readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. PREREQUISITES: ART 330 or FIST 330
*Units: 6*

*Also listed as Studio Art 530*

*Prerequisite: ART 330 or FIST 330*

### FIST 540: *Advanced New Media in Art*

A continuation of Art 340 using new media at an advanced level. Digital photography, experimental video, social media, performance, and installation are covered while using the Internet and campus spaces as venues for projects. Contemporary art discourse is examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. Mac-based. PREREQUISITES: ART 340 or FIST 340
*Units: 6*

*Also listed as Studio Art 540*

*Prerequisite: ART 340 or FIST 340*

### FIST 575: *Topics in French and Francophone Studies*

This course will examine an advanced topic in the field of French and Francophone Studies. Topics will vary from year to year and examine both primary and secondary texts. May be repeated when topic is different. TOPICS FOR Fall 2026: Experiments in Translation PREREQUISITES: At least one 400-level course or instructor approval This course investigates the art of translation from both theoretical and practical perspectives. Students will be introduced to major theories and practices of translation and examine contemporary applications translated from French to English. From

this foundation, students will develop their own translation project over the course of the term.
*Units: 6*

*Prerequisite: At least one 400-level course or instructor approval. (9:50-11:00 MWF) GAMALINDA*

### FIST 580: *Dis(re)membering the Nation: Contemporary Film & Fiction of Spain and Latin America*

*Units: 6*

*Also listed as Spanish 580*

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

### FIST 590: *Tutorial in Film & Media*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### FIST 591: *Directed Study in Film & Media*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### FIST 592: *Methods in Film and Media Studies*

This writing-intensive course, designed for FIST juniors but open to others as well, will familiarize students with methodologies used in the study of film and related media (archival work, close analysis, curation, historical and theoretical frameworks), as well as different related career paths. Students build professional skills in research and writing, ultimately designing a proposal for a larger research project at the course's end. PREREQUISITES: FIST 114 and Junior Standing, or Instructor Approval
*Units: 6*

*Prerequisite: FIST 114 and Junior Standing, or Instructor Approval*

### FIST 593: *Creative Producing*

This writing-intensive course is required for junior majors planning to pursue a creative capstone in Film & Media. Over the course of the term, students will develop, propose, and workshop a short film/video capstone project concept. Topics will include creative development, budgeting, scheduling, grant writing, pitching, preproduction, and distribution. Students will also explore career paths and create professional materials tailored to their individual goals.
*Units: 6*

### FIST 599: *Independent Study in Film & Media*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## FIST 600: *Senior Research Seminar I*

Intended to serve as a capstone experience for Film and Media majors with a research focus, this seminar provides guidance, structure, and feedback as students research and produce either an article-length essay or curated series of films with accompanying writing. The seminar will familiarize students with best practices in these areas as they also build skills in oral and audio-visual presentation of their work. May not be taken concurrently with FIST 500. PREREQUISITES: Instructor Approval, FIST 592 two of the following courses: FIST 210, FIST 211 or FIST 232, and approval of research proposal.
*Units: 3*

*Prerequisite: Instructor Approval, FIST 592 two of the following courses: FIST 210, FIST 211 or FIST 232, and approval of research proposal.*

## FIST 601: *Senior Research Seminar II*

A continuation of FIST 600, this seminar serves as a capstone experience for Film & Media majors with a research focus, providing guidance, structure, and feedback as students produce either an article-length essay or curated series of films with accompanying writing. The seminar will familiarize students with best practices in these areas as they build skills in oral and audio-visual presentation of their work. May not be taken concurrently with FIST 501. PREREQUISITES: FIST 600
*Units: 3*

*Prerequisite: FIST 600*

## FIST 602: *Senior Production Seminar I*

This seminar will serve as a critique group for senior creative capstones and explore practical issues pertinent to contemporary film & media practice. PREREQUISITES: Instructor approval, FIST 593, FIST 403, FIST 319 & FIST 222 and approval of capstone proposal
*Units: 3*

*Prerequisite: Instructor approval, FIST 593, FIST 403, FIST 319 & FIST 222 and approval of capstone proposal*

## FIST 603: *Senior Production Seminar II*

A continuation of FIST 602, this seminar will serve as a critique group for senior creative capstones and explore practical issues pertinent to contemporary film & media practice. PREREQUISITES: FIST 602, senior standing and declared major in film studies
*Units: 3*

*Prerequisite: FIST 602, senior standing and declared major in film studies*

## FIST 690: *Tutorial in Film Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## FIST 691: *Directed Study in Film & Media*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## FIST 699: *Independent Study in Film Studies*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# French and Francophone Studies

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|---|---|
| Professor | D. Chang *(Margaret Banta Humleker Professor of French Cultural Studies, chair) (on leave term(s) I)* |
| Assistant professors | S. Gamalinda, A. Ratnoff |
| Visiting Assistant Professor | A. Galambosh |

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.

## Required for the major in French and Francophone studies

Students who complete the major in French and Francophone Studies will demonstrate proficiency in all four language skills (listening, speaking, reading, and writing) at the intermediate-high to advanced-low level according to the American Council of Teachers of Foreign Languages (ACTFL) guidelines. Moreover, they will analyze critically primary texts in the French language and demonstrate knowledge of the diversity of the French-speaking world. By the culmination of the major, they will be able to apply one or more critical/theoretical approaches to original inquiry in the discipline of French and Francophone Studies and to explain the interconnectedness of various aspects of cultural production articulating French and Francophone identity.

Students complete the major by taking a minimum of 60 units beyond FREN 202, including:

1. 12 to 18 units at the 300 level,
2. at least 12 units at the 400 level,
3. at least 12 units at the 500 level, and
4. FREN 600: *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, normally during their senior year, 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.

### 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.). The essay much demonstrate understanding of the complicated relationship between France and its former colonies and former/current overseas territories.
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 video recording of an oral presentation in place of one essay.

## 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, or teacher 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.

## Required for the minor in French

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.

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 minors' 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.

## Teacher certification in French (K-12)

French majors can seek certification to teach French at the elementary and secondary levels. To be certified, students must spend a term in a French-speaking country studying the language and culture and must pass an oral and writing proficiency test. Students can add an endorsement in a second area (such as another language or English as a second language) by completing the appropriate minor. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Off-campus study

The department urges students to take advantage of the international study programs in France, Senegal, or Morocco.

## 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 placement exams 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 FREN 400 and above, however, students should consult a French instructor.

At whatever level students place, they should plan to begin their study of French in their first or second years.

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## Courses - French

### 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. Three 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. Three class meetings per week. PREREQUISITES: FREN 101
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## FREN 200: *Intermediate French I*

A continuation of French 102, structured to help students develop their skills in reading, writing, speaking, and listening. Three class meetings per week. PREREQUISITES: FREN 102 or placement by the department
*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. Three class meetings per week. PREREQUISITES: FREN 200 or placement by the department
*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. Three class meetings per week. PREREQUISITES: FREN 200 or 201 or a minimum of three years of high school French or the equivalent
*Units: 6*

*Prerequisite: FREN 200 or 201 or a minimum of three years of high school French or the equivalent*

## FREN 275: *Advanced Conversation and Composition: Les Mots et Les Images (Words and Images)*

In this course students advance their communicative competence and confidence through discussion and analysis of texts, films, and works of art. The course promotes intensive building of vocabulary, perfecting of grammar, and understanding of the subtleties of word and structure choices in context. Students will gain a deeper knowledge of lifestyles, history, and artistic achievement of the French-speaking world. Activities include discussions, presentations, role-plays, and written assignments. PREREQUISITES: FREN 202 or instructor approval.
*Units: 6*

*Prerequisite: FREN 202 or instructor approval.*

## 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. PREREQUISITES: FREN 202 or consent of instructor
*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. PREREQUISITES: FREN 202 or consent of instructor
*Units: 6*

*Also listed as Film Studies 302*

*Prerequisite: FREN 202 or consent of instructor*

## 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. PREREQUISITES: FREN 202 or consent of instructor
*Units: 6*

*Also listed as Global Studies 303*

*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. PREREQUISITES: FREN 202 or consent of instructor
*Units: 6*

*Prerequisite: FREN 202 or consent of instructor*

## FREN 305: *Avoir une belle plume: French Composition*

Avoir une belle plume = To have a fine writing style. This course aims to hone our written expression and composition skills as we play with writing in different genres of texts: poetry, short stories, essays, and"exercices de style." As a community of writers, we will share our work in peer-reviews and roundtables to build confidence and practice bringing others into the writing process. PREREQUISITES: FREN 202 or instructor consent
*Units: 6*

*Prerequisite: FREN 202 or instructor consent*

## FREN 310: *Professional Communication in the Francophone World*

This course introduces basic concepts, specialized vocabulary, best practices, cultural differences, and current issues in French-speaking professional environments. Primary sources (e.g, films, job postings, professional communiqués, newspaper/magazine articles, podcasts) promote understanding of cultural expectations and differences necessary for professional success. The course is taught entirely in French, so students work to improve written, spoken, reading, and listening proficiency. Students also research and present a specialized project on a professional topic of their disciplinary choosing. PREREQUISITES: FREN 202 or instructor approval
*Units: 6*

*Also listed as Business and Entrepreneurship 310*

*Prerequisite: FREN 202 or instructor approval*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 6*

*Also listed as Anthropology 450, Global Studies 402*

*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. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 6*

*Also listed as Global Studies 403*

*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. PREREQUISITES: Must be attending the LU Francophone Seminar
*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. PREREQUISITES: Must be attending the LU Francophone Seminar
*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. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 3*

*Also listed as Music Repertoire-Perf Study 405, Global Studies 404*

*Prerequisite: Must be attending the LU Francophone Seminar*

## 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. PREREQUISITES: At least one 300-level course in French or consent of instructor.
*Units: 6*

*Prerequisite: At least one 300-level course in French 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. PREREQUISITES: One 300-level French course or consent of instructor
*Units: 6*

*Also listed as Global Studies 421*

*Prerequisite: One 300-level French course or consent of instructor*

## FREN 425: *Nature and the New Novel*

This course prioritizes description of setting—the natural world and human-constructed environments—over plot and character. Reading for the background turns our attention to various non-human perspectives and subjectivities. How have experimental French-language writers addressed the changing climate conditions of our planet over the course of the 20th and 21st centuries? Assignments include daily reading responses, three 3-5 page essays, and a final presentation. PREREQUISITES: At least one 300-level FREN course or instructor approval.
*Units: 6*

*Prerequisite: At least one 300-level FREN course or instructor approval.*

## FREN 435: *African Cinemas*

This seminar course provides students with a survey of African Cinemas and introduction to central questions around the politics of African self-representation, local and global social critique, and the conditions of spectatorship and circulation. Major assignments include shorter response papers, argument-driven analysis papers, and presentations. FREN students will complete assignments in French whenever possible and may meet outside of class to discuss in French.
*Units: 6*

*Also listed as Film Studies 435*

## 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. PREREQUISITES: One 300-level course or consent of instructor
*Units: 6*

*Also listed as Global Studies 440*

*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. PREREQUISITES: One 300-level course or consent of instructor
*Units: 6*

*Also listed as Global Studies 445*

*Prerequisite: One 300-level course or consent of instructor*

## 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. PREREQUISITES: One 300-level course or consent of instructor
*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. PREREQUISITES: 300-level French course or consent of instructor
*Units: 6*

*Also listed as Global Studies 464, Film Studies 464*

*Prerequisite: 300-level French course or consent of instructor*

## FREN 475: *Is it Utopia? Feminist Francophone Fictions*

This seminar explores how French-language feminist writers sharpen visions of utopia in novels that confuse the fantastic and the mundane. From gender ambiguity to hidden lives, all-consuming passions to militant prophecies, course readings address intersections of identity (especially race, class and gender) with real-world systems of power. Assignments include daily reading reflections, presentation and discussion questions, peer-writing workshop, and creative final project. PREREQUISITES: At least one 300-level FREN course or instructor approval.
*Units: 6*

*Also listed as Gender Studies 475*

*Prerequisite: At least one 300-level FREN course or instructor approval.*

## 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." PREREQUISITES: One 300-level French course or consent of instructor
*Units: 6*

*Also listed as Global Studies 480*

*Prerequisite: One 300-level French course or consent of instructor*

## FREN 485: *Joys and Pains of Race in France*

This seminar examines the history and contemporary life of "race" in France, from 18th-century French essays on the "races" of man, to the removal of the word "race" in 2018 from Article 1 of the French Constitution. Alongside literary/film written and oral analysis, we will deepen our historical and socio-cultural knowledge of French and American concepts, e.g. universalism, laïcité, intersectionality, "color-blindness," minorités visibles. PREREQUISITES: One 300-level French course or consent of instructor.
*Units: 6*

*Also listed as Ethnic Studies 485, Global Studies 485*

*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. PREREQUISITES: One 400-level French course or consent of instructor
*Units: 6*

*Also listed as Global Studies 501*

*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, Djebar, Cixous, Bugul, Kristeva, Sebbar, Sand, Colette, and Hébert. PREREQUISITES: One 400-level French course or consent of instructor
*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. PREREQUISITES: One 400-level course in French or consent of instructor
*Units: 6*

*Also listed as Global Studies 504*

*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. PREREQUISITES: One 400-level course or consent of instructor
*Units: 6*

*Prerequisite: One 400-level course or consent of instructor*

## FREN 575: *Topics in French and Francophone Studies*

This course will examine an advanced topic in the field of French and Francophone Studies. Topics will vary from year to year and examine both primary and secondary texts. May be repeated when topic is different. TOPICS FOR Fall 2026: Structure and Subject: Intro to French Theory PREREQUISITES: At least one 400-level course or instructor approval This course offers an introductory survey of "French Theory" – an ensemble of mostly French modernist and

postmodernist thinkers who have shaped the critical canon since the twentieth century. Central to this body of thought is a sustained attention to the construction of meaning: how does language shape our engagement with the world, with ourselves and with each other? Through the works of Foucault, Derrida, Kristeva and Barthes, among others, we will consider questions of power and the status of the “subject”, or individual, in society. Assignments will include reading journals, a short paper, and one longer paper with revisions. Each student will have the opportunity to incorporate theoretical concepts encountered in the course into their own analytical writing. Relevant to students across the humanities and social sciences – no prior knowledge of French or theory required. Taught in English. Students seeking credit toward the FREN minor or major will complete all readings and written assignments in French. They will also meet for an additional hour each week outside of regular class time (day and time to be determined) to discuss course content in French.
*Units: 6*

*Prerequisite: At least one 400-level course or instructor approval.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# First Year Studies

*First-Year Studies* has been the cornerstone of the Lawrence curriculum for over 70 years. Originally designed by Lawrence President Nathan Pusey, it was first taught in 1945 and is still best understood as an introduction to liberal learning.

Students take *First-Year Studies* in their first term on campus. Each section of the course includes about fifteen people, allowing for close relationships between students and instructors. The small seminar-style sections are supplemented by community-wide events such as panel discussions, lectures, and performances by Lawrence faculty members or by visiting presenters throughout the term. Because each section addresses the same works at the same time, *First-Year Studies* also helps students join in the life of a larger intellectual community, one that now includes generations of Lawrentians.

The course has a central theme that changes every four years. For 2024-2027 the theme is “Water”. Works include ancient flood narratives of Gilgamesh and Noah, writings about the Great Lakes and sea-level rise, contemporary poetry, and music of the Delta Blues tradition. Through this cohesive but varied collection of works, students cultivate intellectual curiosity and develop fundamental skills: the ability to read actively, to appreciate multiple perspectives, to discuss challenging topics, and to hone writing. In all these ways, the course helps students to develop the skills needed for success in college and in later life.

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## Courses - First Year Studies

### FRST 110: *First-Year Studies*

Required of first-year students. In this course, we will study a cohesive but varied collection of work on a single topic to cultivate our intellectual curiosity and develop fundamental skills, including the ability to read actively, to understand multiple perspectives, to discuss challenging topics, and to hone writing. Taught as a seminar supplemented by events such as panel discussions, lectures, and performances. PREREQUISITES: Registration assigned by First-Year Studies Program Director
*Units: 6*

*Prerequisite: Registration assigned by First-Year Studies Program Director*

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# Gender Studies

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|---|---|
| Professors | P. Cohen *(History, Patricia Hamar Boldt Professor of Liberal Studies)*, J. McQuinn *(Conservatory of Music)*, M. Rico *(History, Robert S. French Professor of American Studies and Professor of History)*, B. Vance *(History)* |
| Associate professors | I. Albrecht *(Philosophy) (on leave term(s) I)*, C. Barnes *(English) (on leave term(s) I)*, E. Carlson *(Art History, chair)*, S. Colon *(Environmental Studies)*, C. Daughtry *(Anthropology)*, A. Guenther-Pal *(German Studies)*, V. Kononova *(Russian Studies) (on leave term(s) I)*, K. Privatt *(Theatre Arts, James G. and Elthel M. Barber Professor of Theatre and Drama)*, J. Smith *(Ethnic Studies)* |
| Assistant professors | M. Quiason, A. Vanden Elzen *(Library and Media Center)*, P. Watzke *(German Studies)* |
| Visiting Assistant Professor | L. Foote *(Religious Studies)* |

Gender Studies at Lawrence University transforms how you see yourself and the world around you.

Our courses facilitate inquiry into how power shapes everything from interpersonal relations to global economic structures. This inquiry occurs along the intersections of gender, race, class, sexuality, nationality, ability, religion, and age. Our multidisciplinary approach draws on methods across such fields as psychology, biology, history, anthropology, and art. Our courses engage with topics including the psychology of identity, human reproduction, gender roles in the family and society, productive and reproductive labor, and representations of gender and sexuality in literature, culture, music, and visual art. As a Gender Studies student at Lawrence, you will engage in critical thinking, activism, in-depth discussion, and research. The coursework in gender studies culminates in a substantial academic project that brings theory into practice, such as filmmaking, poetry, community organizing, exhibitions, and papers.

Gender Studies majors have pursued careers in such diverse fields as social and community service, law, education, healthcare, and museums. The interdisciplinary approach to gender studies at Lawrence will help you cultivate agility and prepare for various occupations in an ever-changing job market and political landscape.

## Required for the major in Gender Studies

Students who major in gender studies will be able to describe scholarly debates over definitions of gender and explain the culturally constructed nature of gender. They will articulate a variety of disciplinary perspectives on gender, demonstrate familiarity with a range of theoretical models and methods in gender studies, and apply one or more of these to an original scholarly inquiry, a community or activist initiative, or creative project.

The major in gender studies requires:

1. Two core courses:
    a. GEST 100 *Introduction to Gender Studies*
    b. GEST 240 *Methods in Gender Studies*
2. Either GEST 300 *Queer Theory* or GEST 301 *Intersectional Feminist Theories*
3. One course from ANTH/HIST category (GEST 110: *Gender and Feminism in Historical Perspective* or GEST 350: *Anthropology of Gender*)
4. One course from PSYC/BIOL category (GEST 180: *The Biology of Human Reproduction* or GEST 270: *The Psychology of Gender*)

5. Four additional 6-unit courses in (or cross-listed with) GEST or approved by Department Chair; at least one must be at level 400 or above.
6. GEST 600 OR large project in a comparable course as a *Senior Experience*

   No more than 6 units of independent study may be substituted for one course

## Senior Experience in Gender Studies

Students majoring in gender studies will enroll in GEST 600: Seminar in Gender Studies to complete their Senior *Experience* project, or they may enroll in a *Senior Experience* that is approved by the Gender Studies Advisory Committee.

The *Senior Experience* project should draw upon research, empirical data, or other work in Gender Studies that has been created or gathered by the student in a previous course (such as GEST 240), an independent study, field work, or an internship **prior to taking the capstone seminar course**. In spring of their junior year, students submit initial applications for their projects to receive feedback on their ideas and guidance for developing their projects. A proposal for *Senior Experience* based on that research, should be submitted to the Gender Studies faculty member who will be teaching the capstone seminar the term before the seminar begins. 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 Advisory Committee.

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.

## Required for the minor in gender studies

1. Two core courses:
   a. GEST 100 *Introduction to Gender Studies*
   b. GEST 240 *Methods in Gender Studies*
2. Either GEST 300 *Queer Theory* or GEST 301 *Intersectional Feminist Theories*
3. Three additional 6-unit courses in (or cross-listed with) GEST:
   a. At least two of the courses must be 200-level or above
   b. Six units of independent study may be substituted for one course

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.

## Courses - Gender Studies

### 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 101: *Global and Transnational Feminisms*

This course introduces students to global and transnational feminisms, including critiques of Global North feminist universalism and imperialism. The course examines feminist organizing and struggles across geographic, temporal, and cultural contexts. Students explore issues important to transnational and global feminists, such as development, gender-based violence, and human rights, and analyze feminist activism around these issues.
*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 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## GEST 204: *The Black Athlete's Protest*

This course represents an opportunity to turn everyday conversations, debates, and discourse about sports into conversations informed by history. Too often, to quote the creators of the Kaepernick syllabus, "especially within the media and from those whose whiteness--their privilege--insulates, empowers, and protects, people speak without the requisite tools, without the requisite historic foundation, and without the necessary information." If we are going to follow NFL quarterback Colin Kaepernick's lead to work toward justice, we must do so with a historic foundation, with knowledge about the persistent realities of racial injustice and inequality, with insight into the longstanding struggles of the Black athlete. Through their own research, a variety of writing assignments, and by leading class discussions, students will study the activism of Harry Edwards, Serena Williams, Simone Biles, and so many others to comprehend the historic significance the Black athlete's protest. (NA)
*Units: 6*

*Also listed as History 204, Ethnic Studies 204*

## GEST 205: *Diversity in Human Sexuality*

The general goal of this course is to examine the diversity of human sexuality in contemporary American society. Students will explore various social, cultural, clinical, and health perspectives of human sexuality. Topics may include gender and gender roles, love and intimacy, communication, sexual expression, contraception, pregnancy, childbirth, sexual coercion, challenges to sexual functioning, sexual transmitted infections and HIV/AIDS, and commercial sex.
*Units: 6*

*Also listed as Psychology 205*

## GEST 206: *The Politics of Sex Work: From Regulation to Resistance*

This course explores the politics of sexual labor. Drawing on feminist, queer, and ethnic studies scholarship, students will evaluate how historical and contemporary discourses regarding sex work have translated into policies regulating sexuality, technology, migration, and labor. Controversies over how power, consent, and coercion operate in sexual labor will also be considered. The course will conclude with a study of contemporary sex work activism.
*Units: 6*

## GEST 210: *Gender, Sports and Society*

This lecture/discussion course applies the interdisciplinary study of gender--the social creation and cultural representation of femininity and masculinity--to sport cultures. The course addresses how sports are shaped by gender, race, class and sexuality. Exams and projects engage topics including athletic bodies, soical stratification, media, fandom, nationality and citizenship, ability and disability, sport economics, fitness and body image.
*Units: 6*

## 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 335*

*Prerequisite: Sophomore standing or consent of instructor*

## GEST 240: *Methods in Gender Studies*

This course explores Gender Studies knowledge production, including devising research questions, data gathering, writing practices, and analytical approaches. We explore the origins and ideas behind feminist and queer approaches to historical research, literary analysis, ethnography and oral history, science studies, and cultural analysis, and how methodologies combine in interdisciplinary scholarship. Students will strengthen Gender Studies understanding while developing writing skills through a research paper. PREREQUISITES: GEST 100 or any two GEST courses
*Units: 6*

*Prerequisite: GEST 100 or any two GEST courses*

## 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. PREREQUISITES: GEST 100 or consent of instructor
*Units: 6*

*Prerequisite: GEST 100 or consent of instructor*

## GEST 261: *Feminism and Philosophy*

Feminist philosophers share a commitment to critiquing gender oppression using the tools of philosophy. This course investigates a range of topics relevant to gender oppression, which may include: adaptive preferences, gender identity, misogyny, sexual violence, gaslighting, gender and sports, and abortion rights. PREREQUISITES: One course in philosophy, sophomore standing, or consent of instructor
*Units: 6*

*Also listed as Philosophy 260*

*Prerequisite: One course in philosophy, sophomore standing, or consent of instructor*

## GEST 270: *The Psychology of Gender*

An examination of the theoretical underpinnings of the psychology of gender and feminist psychology. Topics include gender identity development, gender roles and stereotypes, and the intersection of gender with other aspects of identity (e.g., race, sexual orientation) and life experiences (e.g., relationships, family-building, work).
PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Psychology 310*

*Prerequisite: Sophomore standing*

## 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.
*Units: 6*

*Prerequisite: GEST 100, or another GEST class and consent of instructor*

## GEST 283: *Beyond "Who lives? Who dies? Who tells your story?":Gender in Adolescent & Young Adult Literature*

This seminar engages students in critically reading literature for and about adolescents that focuses on depictions and constructions of gender and sexuality. Readings may include novels/graphic novels, poetry, and memoir, as well as scholarship on young adult literature with approaches drawn from gender, literacy, literary, ethnic, and disability studies. Discussion, short papers, and final project. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Education Studies 283*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: GEST 100, or another GEST class and consent of instructor
*Units: 6*

*Prerequisite: GEST 100, or another GEST class and consent of instructor*

## GEST 301: *Intersectional Feminist Theories*

What is feminism? What are its central tenets, and how have they changed? How do they affect me now? These questions and more animate our exploration of feminist theory and practice, culminating in a final independent paper. The course includes core texts in feminist theory, with particular attention to standpoint theory, essentialism and constructionism, women-of-color feminisms, intersectionality, and work in Western and non-Western feminisms.

PREREQUISITES: GEST 100 and either GEST 240 or two GEST courses numbered 100-299, or consent of instructor.
*Units: 6*

*Prerequisite: GEST 100 and either GEST 240 or two GEST courses numbered 100-299, or consent of instructor.*

## GEST 305: *Race, Class, Gender, and Sexuality*

This course examines theories and experiences of race, class, gender, and sexuality that shape public and private lives. Themes include racialized sexualization; gendered participation in labor, politics, and social reform; the intersections of class, race, and gender; changing meanings of femininity, masculinity, sex, gender, and sexuality; trends in sexual expression, gender presentation, sex work, reproduction, and family formation; and feminist and other gender-equity movements. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 305*

*Prerequisite: Sophomore standing or consent of instructor*

## GEST 308: *Half the Sky: Chinese Women's History*

This course examines important questions about gender in the last thousand years of Chinese history. Through an exploration of primary sources in translation, classic works of fiction, film, memoirs, and oral histories, we will address theoretical questions fundamental to both gender studies and Chinese history. (EA) Units: 6. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 308, East Asian Studies 308, History 308*

*Prerequisite: Sophomore standing or consent of instructor*

## GEST 312: *Queer and Trans Studies in Religion*

This course examines queer and trans approaches in religious studies. Discussions examine concepts of (homo)sexuality and (trans)gender in various global and historical contexts, ranging from ancient and medieval sources to contemporary communities. Readings include works in queer and trans religious studies (e.g., Gloria Anzaldua, Michel Foucault, Hsiao-Lan Hu, Afsaneh Najmabadi, Jasbir K. Puar, Max K. Strassfeld, Roberto Strongman, Melissa M. Wilcox). Discussion, presentation, final paper. Not open to students who have previously received or need to receive credit for RLST 512 or GEST 512.
*Units: 6*

*Also listed as Religious Studies 312*

## GEST 315: *Gender in 20th-Century Africa*

An examination of the changing roles of African men and women in the 20th century. The course will focus on the rapid social transformations of the 20th century — colonialism, abolition of slavery, the spread of Christianity and Islam, urbanization, the birth of new nations — and their challenges to traditional understandings of what it meant to be a man or woman. PREREQUISITES: Junior standing or some gender studies background
*Units: 6*

*Also listed as History 220*

*Prerequisite: Junior standing or some gender studies background*

## GEST 320: *Strong Nations: Perspectives of Contemporary Native American Women*

An interdisciplinary examination of issues facing Native American women today. This course explores the ways gender, race and ethnicity shape identity as well as narrative constructions of nation in regional contexts. Readings by contemporary indigenous women authors, with field trips to federally recognized tribal lands and discussion with Native American women leaders, activists, scholars, musicians, artists and business leaders from a variety of nations.
*Units: 6*

*Also listed as Ethnic Studies 300*

## 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. PREREQUISITES: Sophomore level or above
*Units: 6*

*Also listed as History 300, Film Studies 300*

*Prerequisite: Sophomore level or above*

## GEST 345: *Theorizing the Female Body in East Asian Art*

This course explores how the female body and the gendering of space has been addressed in murals, paintings, performance, film, and popular culture during the course of East Asian art history. We will discuss how social and political issues were defined through images of bodies in Japan, Korea, and China in the context of national identity formation, historical reconstruction, subjectivity, and sexuality. Students will also work to develop and refine the quality of their communication skills by presenting and debating their ideas throughout the course. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Art History 345, East Asian Studies 345*

*Prerequisite: Sophomore standing*

## GEST 350: *Anthropology of Gender*

An anthropological approach to the study of gender and a/sexuality, and how they intersect with other dimensions of social difference such as race, class, and ethnicity. Topical, ethnographic approach to examining these intersections. Focus on issues such as sexual behavior, reproduction, parenting, trans* identity, work, communication, and violence. PREREQUISITES: ANTH 110 or GEST 100
*Units: 6*

*Also listed as Anthropology 306*

*Prerequisite: ANTH 110 or GEST 100*

## GEST 353: *Buddhism and Gender*

This discussion-based course investigates the ways in which women and gender minorities participate in Buddhist culture around the world. By reading texts by and about Buddhist women, this course will explore the extent to which gender affects social status, leadership roles, and access to education in Buddhist communities in South Asia, East Asia, and the United States.
*Units: 6*

*Also listed as Religious Studies 353*

## 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 monstrousness 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 Studies 361, Film Studies 361*

## GEST 362: *Vampires, Monsters, and Man-Eaters*

This course examines the borders of the human through the figures of the vampire, monster, and femme fatale in literature, film, and the visual arts. Featured in the works of canonized authors as well as within popular culture, “monstrousness” can provide valuable insights into numerous aspects of German history and psychosexual relations. Possible texts include the early vampire film Nosferatu, Wedekind’s Lulu tragedies, Patrick Süskind’s Das Parfüm, and paintings by H.R. Giger. PREREQUISITES: GER 312
*Units: 6*

*Also listed as German Studies 462, Film Studies 362*

*Prerequisite: GER 312*

## GEST 370: *Gender and Sexuality in Modern and Contemporary Art*

This discussion-based course examines the role gender has played in the development of Western art from the modern and post-modern periods. The student should expect to achieve an understanding of the following topics: how artists have represented, theorized, and politicized gender in their work, the gendering of the art historical canon and its marginalized artists, and how the act of looking in art reception is informed by gender and sexuality. PREREQUISITES: ARHI 101 or GEST 100 or approval of instructor
*Units: 6*

*Also listed as Art History 370*

*Prerequisite: ARHI 101 or GEST 100 or approval of instructor*

## GEST 390: *Tutorial Studies in Gender Studies*

Advanced study, arranged and carried out under the direction of an advisor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## GEST 396: *Intersectional Feminist, Decolonial, and Queer Activism in the Nonprofit Industrial Complex*

Nonprofit organizations have been spaces where radical social movements have found liberation and domestication. This course will explore the ways that intersectional, decolonial and queer activist negotiate, leverage, and collaborate with the nonprofit industrial complex to create social change in a system created to model oppressive structures rather than change them. Students will work with nonprofits to experience how activists create liberatory spaces in these organizations and enact social change. PREREQUISITES: GEST 300, 301 or 305. If students do not have prerequisite courses, they may obtain instructor's approval to enroll in the course.
*Units: 6*

*Also listed as Ethnic Studies 396*

*Prerequisite: GEST 300, 301 or 305. If students do not have prerequisite courses, they may obtain instructor's approval to enroll in the course.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEST 404: *Gender and Intersectional Identities in Video Games*

In this course, students will explore gender and intersectional identities in video games from an advanced and in-depth level. Students will analyze literature, multiple video games, and metacultural content while exploring the topics of gender and other forms of identity. Students will produce their own media content to share their findings with the gaming community. PREREQUISITES: FIST290, GEST100 or instructor approval
*Units: 6*

*Also listed as Film Studies 404*

*Prerequisite: FIST290, GEST100 or instructor approval*

## GEST 405: *The Politics of Physical Appearance: Representation, Norms, and Power*

This course evaluates the politics of physical appearance and how standards of beauty and ugliness regulate bodies, shape social norms, and contribute to discriminatory politics. Using intersectional feminist theory and disability studies perspectives, this course examines how racism, sexism, ableism and coloniality influence standards of appearance. Students will analyze how norms of physical appearance are represented in media and culture in national and global contexts. PREREQUISITES: GEST 100 or Instructor Approval
*Units: 6*

*Prerequisite: GEST 100 or Instructor Approval*

## 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. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*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 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. PREREQUISITES: SPAN 202, 250, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Spanish 316*

*Prerequisite: SPAN 202, 250, 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. PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Also listed as History 430*

*Prerequisite: Junior standing or consent of instructor*

## GEST 421: *Music and Gender*

In this course we will explore some of the relationships between western musickings and gender identities in specific contexts. We will consider musickings' functions as reflections of, reactions to, and active participants in gender construction, experience, and expression. We will examine musicking as a normative force and as a space for being and making in defiance of or complex interaction with hegemonic control. We will explore ambiguities and possibilities of queer musicology, virtualities, and intersectionalities. PREREQUISITES: MUCO 212 or MUCO 202
*Units: 6*

*Also listed as Musicology 421*

*Prerequisite: MUCO 212 or MUCO 202*

## 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. PREREQUISITES: Junior standing or above
*Units: 6*

*Also listed as History 400, Film Studies 400*

*Prerequisite: Junior standing or above*

## GEST 430: *Love, Sex and Globalization*

This course critically examines how conceptions of love and sex encounter, confront, and negotiate capitalism’s market logic, postcolonial geopolitics, and the ethics of pleasure in building a modern nation-state. This interdisciplinary course will utilize literature from political science, sociology, and anthropology to explore these issues. PREREQUISITES: GEST 300, 301, or 305 or instructor approval
*Units: 6*

*Prerequisite: GEST 300, 301, or 305 or instructor approval*

## 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. PREREQUISITES: Junior standing, an intermediate course in English or gender

studies, or consent of instructor
*Units: 6*

*Also listed as English 515*

*Prerequisite: Junior standing, an intermediate course in English or gender studies, or consent of instructor*

## GEST 446: *Gender and the Enlightenment*

This course will examine writings by both men and women that reflect on the changing social roles for women in eighteenth-century Britain. Focusing on women's labor, reproduction, reading, and writing, the course will consider to what extent women could participate in the project of the Enlightenment. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Also listed as English 446*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## GEST 475: *Is it Utopia? Feminist Francophone Fictions*

This seminar explores how French-language feminist writers sharpen visions of utopia in novels that confuse the fantastic and the mundane. From gender ambiguity to hidden lives, all-consuming passions to militant prophecies, course readings address intersections of identity (especially race, class and gender) with real-world systems of power. Assignments include daily reading reflections, presentation and discussion questions, peer-writing workshop, and creative final project. PREREQUISITES: At least one 300-level FREN course or instructor approval.
*Units: 6*

*Also listed as French 475*

*Prerequisite: At least one 300-level FREN course or instructor approval.*

## GEST 476: *Nineteenth Century American Women Writers*

An exploration of 19th century women writers, including Sigourney, Harper, Stowe, Jacobs, Dickinson, Harding Davis, Chopin, Lazarus, Johnson, Zitlaka-sa and/or others. PREREQUISITES: Junior standing, an intermediate course in English, or consent of instructor.
*Units: 6*

*Also listed as English 476*

*Prerequisite: Junior standing, an intermediate course in English, or consent of instructor.*

## GEST 477: *Dickinson*

In this lecture/discussion course, we will grapple with the difficult poetry of Emily Dickinson, one of the greatest, and most mythologized, of American poets. Cutting through the myths of Dickinson, we will attempt to get to the truth of Dickinson by careful readings of her poetry and archival investigations of its historical and material contexts. Assignments will include short weekly papers, presentations, and a substantial final research project. PREREQUISITES: Junior standing or one course in English at the 200-level or above, or consent of instructor.
*Units: 6*

*Also listed as English 477*

*Prerequisite: Junior standing or one course in English at the 200-level or above, or consent of instructor.*

## GEST 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. PREREQUISITES: MUCO 212 or GEST 100 or GLST 100 or consent of instructor.
*Units: 6*

*Also listed as Musicology 493*

*Prerequisite: MUCO 212 or GEST 100 or GLST 100 or consent of instructor.*

## 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, Djebar, Cixous, Bugul, Kristeva, Sebbar, Sand, Colette, and Hébert. PREREQUISITES: One 400-level French course or consent of instructor
*Units: 6*

*Also listed as French 503*

*Prerequisite: One 400-level French course or consent of instructor*

## GEST 506: *Contemporary African-American Women Poets*

In this lecture/discussion course, we'll look at the great stylistic variety of poetry that Black women have been writing during the past twenty years. Students will consider poetry through the lenses of critical race and gender criticism and will write weekly short papers and a substantial research paper. Poets may include Marilyn Nelson, Natasha Trethewey, Claudia Rankine, Tracy K. Smith, Nikky Finney and others. PREREQUISITES: ENG 250, ENG 260, or junior standing; or consent of instructor
*Units: 6*

*Also listed as English 506, Ethnic Studies 506*

*Prerequisite: ENG 250, ENG 260, or junior standing; or consent of instructor*

## GEST 512: *Queer and Trans Studies in Religion*

Students are expected to complete the same assignments as students taking 312, along with additional readings (e.g., in studying Christianity, in addition to reading about Jesus in the Gospels, advanced students would also read about Paul's letters) and a longer paper. Not open to students who have previously received credit for RLST 312 or GEST 312.
*Units: 6*

*Also listed as Religious Studies 512*

## GEST 551: *Foucault & the History of Religions*

This seminar is an intensive study of Michel Foucault, focusing on his analyses of religion. This course also examines how scholars in religious studies have engaged Foucault from various theoretical vantage points (e.g., postcolonialism, feminism, Black studies, queer theory). Supplementary works may include Niki Kasumi Clements, Lynne Huffer, Mark Jordan, Saba Mahmood, Gayatri Spivak, Susan Stryker, Sylvia Wynter. Discussion, presentation, final paper.
*Units: 6*

*Also listed as Religious Studies 551*

## GEST 560: *Topics in Gender and Social Development*

This course examines social development with a particular focus on gender issues. Topics include gender identity in intersection with other types of identity development (e.g., ethnicity), sex education, gender role socialization, sexual orientation development, and parenting.
*Units: 6*

*Also listed as Psychology 560*

*Prerequisite: PSYC 260 or 265, or PSYC 310, or consent of instructor*

## GEST 590: *Tutorial Studies in Gender Studies*

Advanced study, arranged and carried out under the direction of an advisor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEST 600: *Seminar in Gender Studies*

A debate and discussion of particular topics, methods, issues or research of current interest in gender studies or feminist theory. May be used to meet the Senior Experience requirement. PREREQUISITES: GEST 100 and 240
*Units: 6*

*Prerequisite: GEST 100 and 240*

## GEST 690: *Tutorial Studies in Gender Studies*

Advanced study, arranged and carried out under the direction of an advisor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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.

PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Geosciences

| | |
|---|---|
| | A. Zietlow |
| Professors | M. Bjornerud *(Walter Schober Professor of Environmental Studies) (on leave term(s) II)*, J. Clark *(chair)*, A. Knudsen |
| Associate professor | R. Ribbons *(on leave term(s) I, II, III)* |

If “geosciences” makes you think of dusty collections of rocks, minerals and old bones, visit the Lawrence geosciences department. You will discover a thriving group of faculty members and students who consider the geosciences to be a way of seeing the Earth, a lens through which the planet’s past and present come simultaneously into focus.

Lawrence geosciences 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 mapping the roots of an ancient mountain belt in Michigan’s Upper Peninsula, acquiring thermal drone imagery over landslides, examining microscopic rock structures with image-analysis software, and conducting geochemical and crystallographic studies. All geosciences 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 geosciences program. Recent destinations for departmental field trips include the Driftless area, Wyoming, Ontario, 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, soil health, and effects of climate change also provide the basis for student field projects.

Students will examine also the essential role of environmental justice in geosciences. All planetary inhabitants need access to fresh air, water, and food resources. Historically many anthropogenic systems and structures have restricted access to these essential resources for specific groups of people. The lack of equitable access to natural resources is increasingly recognized as a critical issue to address for social and environmental justice. This is especially timely in a world striving towards providing clean water resources, working towards climate action, and protecting biodiversity, as outlined by the United Nations Sustainable Development Goals.

In many ways, a major in geosciences is ideal for a liberal arts degree. The discipline draws not only upon one’s observational and analytical abilities but also upon one’s aesthetic and creative instincts.

## Required for the major in geosciences

Students who major in geosciences will learn to visualize earth processes over large temporal and spatial scales, conduct research from hypothesis ideation to data analysis and interpretation, and communicate scientific information proficiently in both written and spoken form.

The major in geosciences requires the following:

1. Required foundational courses

a. One of the following introductory geosciences courses*:

   i. GEOS 110 *Introduction to the Geosciences*
   ii. GEOS 125 *Natural Hazards*
   iii. GEOS 150 *Introduction to Environmental Science*

b. GEOS 210 *History of Earth and Life*
c. GEOS 240 *The Material World: Geochemistry of Minerals, Rocks, and Water*
d. One of the following:

   i. GEOS 360 *Earth Surface Processes*
   ii. GEOS 370 *Tectonophysics*

2. Twenty-four additional units in the geosciences. This may include one additional course at the 100 level with the remainder in courses numbered 200 or higher. The following courses may also be used to meet this requirement: CHEM 212 *Atmospheric and Environmental Chemistry*, ANTH 220 *Research Methods in Archaeology*, or BIOL 235 *Evolutionary Biology*. No more than 6 units of student-initiated courses may be applied to satisfy this requirement.

3. Courses in other sciences and mathematics

   a. Introductory lab courses from two of the other natural sciences:

      i. CHEM 115 or 116
      ii. PHYS 141 or 151
      iii. BIOL 130 or 135 or 150

   b. One course from mathematics or focused on statistics:

      i. MATH 103 or STAT 107 or MATH 140 or BIOL 280

4. Courses for the *Senior Experience*:

   a. GEOS 580 *Junior Seminar* (3 units)
   b. GEOS 620 *Senior Capstone* (3 units)

**A score of 4 or 5 on the AP Environmental Science course can substitute for an introductory course.*

## Required for the interdisciplinary major in natural sciences in geosciences and a secondary discipline

Geosciences students who have strong secondary interests in physics, chemistry, or biology may construct a major involving geosciences and one of these sciences using the interdisciplinary major in the natural sciences.

The requirements for the interdisciplinary major with geosciences as the primary field are:

1. One of the following introductory geosciences courses:

   a. GEOS 110: *Introduction to the Geosciences*,

   b. GEOS 125: *Natural Hazards*, or
   c. GEOS 150: *Introduction to Environmental Science*

2. GEOS 210: *History of Earth and Life*
3. PHYS 141: *Principles of Classical, Relativistic, and Quantum Mechanics* and 151: *Principles of Classical Physics*
4. Either of the following:

   a. BIOL 130: *Integrative Biology: Cells to Organisms*, 150: *Integrative Biology: Organisms to Ecosystems*, and 280: *Experimental Design and Statistics*
   b. CHEM 115: *Principles of Chemistry: Structure and Reactivity* and 116: *Principles of Chemistry: Energetics and Dynamics*

5. At least 10 additional six-unit courses in the sciences (biology, chemistry, geosciences, and physics) numbered 200 or above, with at least five in the geosciences and at least three in the secondary discipline
6. Courses for the *Senior Experience*:

   a. GEOS 580 *Junior Seminar* (3 units)
   b. GEOS 620 *Senior Capstone* (3 units)

## Senior Experience in geosciences

The *Senior Experience* in geosciences comprises two 3-unit courses (GEOS 580 and 620), typically offered in the spring term of the junior year and the winter term of the senior year respectively.

The Junior Seminar engages students in the scientific process. With the guidance of a faculty mentor, each student identifies a topic to investigate in depth. Students read papers, prepare literature reviews and action plans 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 (GEOS 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.

In the senior capstone (GEOS 620), students work with faculty mentors to carry out these projects, sometimes building upon work that they conducted during summer research on campus, in the field, or through programs at other universities as well as independent study work. By the end of GEOS 620, each student presents their results and analyses to the department as a whole. Some students opt to continue their capstone project throughout their senior year as an honors project.

## Required for the minor in geosciences

1. One of the following introductory geosciences courses:

   a. GEOS 110: *Introduction to the Geosciences*
   b. GEOS 125: *Natural Hazards*
   c. GEOS 150: *Introduction to Environmental Science*

2. GEOS 210: *History of Earth and Life*
3. Any two of the following:

    a. GEOS 214: *Climate and Climate Change*
    b. GEOS 240: *The Material World: Geochemistry of Minerals, Rocks, and Water*
    c. GEOS 250*: Hot Rocks: Magmatism and Metamorphism*
    d. GEOS 265: *Biogeochemistry*
    e. GEOS 314: *Soil Science*
    f. GEOS 340: *Advanced Geochemistry*
    g. GEOS 360: *Earth Surface Processes*
    h. GEOS 370: *Tectonophysics*
    i. GEOS 430: *Watershed Hydrology*

4. An additional twelve units in geosciences courses numbered 200 or higher

## Teacher certification in science (grades 4-12)

Geosciences majors can seek certification to teach science at the secondary level. To receive a science license, a student must complete a major in one of the sciences (biology, chemistry, environmental science, geosciences, or physics) and at least one course in each of the other sciences. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

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## Courses - Geosciences

### GEOS 110: *Introduction to the Geosciences*

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*

### GEOS 125: *Natural Hazards*

Natural disasters are commonplace and are becoming increasingly costly in terms of economic impact and loss of human life. Through readings, lectures, and interactive labs we examine the root causes of natural hazards such as landslides, flooding, earthquakes, and tsunamis. We consider also the role humans have in elevating common hazards into humanitarian disasters, including the potential impact of global climate change on future events.
*Units: 6*

*Also listed as Health and Society 125*

## GEOS 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. This course may not be taken on a Satisfactory/Unsatisfactory basis. PREREQUISITES: Freshman or sophomore standing; consent of instructor required for juniors and seniors
*Units: 6*

*Also listed as Environmental Studies 150*

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

## GEOS 191: *Directed Study in Geosciences*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEOS 195: *Internship in Geosciences*

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 geoscience 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEOS 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. PREREQUISITES: PREREQUISITES: GEOS 110, 125, or 150
*Units: 6*

*Also listed as Environmental Studies 230*

*Prerequisite: PREREQUISITES: GEOS 110, 125, or 150*

## GEOS 213: *Geoenvironmental Health and Justice*

A course investigating the links between geology and health, with a particular focus on issues of environmental justice.

The course considers topics such as human lead exposure from soil and water, the links between air pollution and asthma, and environmental health concerns presented by a changing climate. PREREQUISITES: GEOS 110, 125, or 150; or CHEM116
*Units: 6*

*Also listed as Health and Society 213, Environmental Studies 202*

*Prerequisite: GEOS 110, 125, or 150; or CHEM116*

## GEOS 214: *Climate and Climate Change*

In this class we will cover the fundamental scientific knowledge about climate, and the long-term patterns and variation in climates over Earth's history. Students will be able to evaluate and explain major climate drivers in the past, and how past and future human activities are altering climates at both local and global scales. PREREQUISITES: GEOS 110, 125, or 150; or CHEM 212
*Units: 6*

*Also listed as Environmental Studies 235*

*Prerequisite: GEOS 110, 125, or 150; or CHEM 212*

## GEOS 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. PREREQUISITES: GEOS 110, 125, or 150
*Units: 6*

*Also listed as Environmental Studies 237*

*Prerequisite: GEOS 110, 125, or 150*

## GEOS 240: *The Material World: Geochemistry of Minerals, Rocks and Waters*

Low-temperature geochemical processes drive the formation, weathering, and alteration of rocks and minerals and govern the composition of waters at the Earth's surface. In studying these principles, we will investigate questions about the Earth's environment from both modern systems and deep geological time. Course includes a three-day field trip to northern Wisconsin in the middle of the term. One lab per week. PREREQUISITES: GEOS 110, 125, or 150
*Units: 6*

*Also listed as Environmental Studies 240*

*Prerequisite: GEOS 110, 125, or 150*

## GEOS 250: *Hot Rocks*

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. PREREQUISITES: CHEM 116 and GEOS 240
*Units: 6*

*Prerequisite: CHEM 116 and GEOS 240*

## GEOS 265: *Biogeochemistry*

This course explores fundamental cycles between earth's major reservoirs of nutrients such as nitrogen, phosphorus, carbon and water. Through lecture and group presentations, students will gain a solid understanding of the fundamentals of biogeochemical cycles and the mechanism underlying the biological transformations of those elements. Lecture and laboratory PREREQUISITES: GEOS 110, 125, or 150; or BIOL 130
*Units: 6*

*Also listed as Biology 265, Environmental Studies 265*

*Prerequisite: GEOS 110, 125, or 150; or BIOL 130*

## GEOS 314: *Soil Science*

Taking a deeper look at the world beneath our feet, this class focuses on soil formation and development over time and the interactions between soils and other components of the Earth system. We explore the linkages between above-ground and below-ground biotic communities and how they biotic and physical worlds interact with geology to provide the fruitful resource of soil. Exams and laboratory providing hands-on experience with soils. PREREQUISITES: GEOS 110, 125, or 150; or consent of instructor
*Units: 6*

*Prerequisite: GEOS 110, 125, or 150; or consent of instructor*

## GEOS 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. PREREQUISITES: GEOS 240 and CHEM 115; CHEM 116 recommended
*Units: 6*

*Also listed as Geology 340, Environmental Studies 330*

*Prerequisite: GEOS 240 and CHEM 115; CHEM 116 recommended*

## GEOS 360: *Earth Surface Processes*

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. PREREQUISITES: GEOS 210 or GEOS 240 or consent of instructor
*Units: 6*

*Also listed as Environmental Studies 335*

*Prerequisite: GEOS 210 or GEOS 240 or consent of instructor*

## GEOS 370: *Tectonophysics*

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. PREREQUISITES: GEOL/GEOS 240 or consent of instructor
*Units: 6*

*Prerequisite: GEOL/GEOS 240 or consent of instructor*

## GEOS 390: *Tutorial in Geoscience*

Advanced work, arranged and carried out in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEOS 391: *Directed Study in Geosciences*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEOS 395: *Internship in Geosciences*

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 geoscience 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEOS 399: *Independent Study in Geoscience*

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GEOS 414: *Forest Ecology*

This course will dive into the fundamentals of Forest Ecology, building off foundational knowledge in Earth and Environmental sciences. We will begin the course with discussions and intensive readings mixed in with primary scientific literature and talking with experts in forest ecology, including practitioners in the Department of Natural Resources and the Northeast Wisconsin and Door County land trusts. Students will build advanced practical skills of nature resource management in forest environments, while honing their speaking and written communication skills. A Bjorklunden trip to assess and design a forest ecological management plan is an essential part of this course (mandatory), will be complemented by field trips to local State Parks, Forests, and Conservation Organizations. Each student will present their final component of a forest ecology management plan, as a final term project. PREREQUISITES: GEOS 110, 125, or 150 or BIOL135; and one 200-level natural science course, or permission of instructor
*Units: 6*

*Also listed as Biology 414, Environmental Science 414*

*Prerequisite: GEOS 110, 125, or 150 or BIOL135; and one 200-level natural science course, or permission of instructor*

## GEOS 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. PREREQUISITES: GEOS 210 or GEOS 240 or consent of instructor
*Units: 6*

*Also listed as Environmental Studies 430, Geology 430*

*Prerequisite: GEOS 210 or GEOS 240 or consent of instructor*

## GEOS 520: *Seminar in Selected Topics in Geoscience*

An opportunity for students to read and analyze primary literature on significant topics in geology.
*Units: 1 TO 98*

*Prerequisite: GEOS 110, GEOS 125, or GEOS 150, declared natural science major, or consent of instructor*

## GEOS 550: *Seminar in Field Geoscience*

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, the Rocky Mountains, the Lake Superior Region, Hawaii, or Puerto Rico. May be repeated for credit when topic is different.
*Units: 3*

*Prerequisite: GEOL/GEOS 110, or GEOL/GEOS 125, or GEOL/GEOS 150, and consent of instructor*

## GEOS 580: *Junior Seminar in Geoscience*

The Junior Seminar engages students in the scientific process. With the guidance of a faculty mentor, each student identifies a topic to investigate in depth. Students read papers, prepare literature reviews and action plans 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 (GEOS 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. PREREQUISITES: Declared geology or geosciences major or

minor and junior standing, or instructor approval.
*Units: 3*

*Prerequisite: Declared geology or geosciences major or minor and junior standing, or instructor approval.*

### GEOS 590: *Tutorial in Geoscience*

Advanced work, arranged and carried out in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### GEOS 591: *Directed Study in Geosciences*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### GEOS 595: *Internship in Geosciences*

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 geoscience 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### GEOS 599: *Independent Study in Geoscience*

*Units: 1 TO 98*

### GEOS 620: *Senior Capstone in Geoscience*

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. PREREQUISITES: GEOS 580, declared geology major or minor and senior standing, or instructor approval.
*Units: 3*

*Prerequisite: GEOS 580, declared geology major or minor and senior standing, or instructor approval.*

### GEOS 690: *Tutorial in Geoscience*

Advanced work, arranged and carried out in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### GEOS 691: *Directed Study in Geosciences*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### GEOS 695: *Internship in Geoscience*

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 geoscience 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### GEOS 699: *Independent Study in Geoscience*

Advanced research, arranged in consultation with the department. Students considering an honors project should register for this course, for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# German Studies

| | |
|---|---|
| Associate professor | A. Guenther-Pal *(chair)* |
| Assistant professor | P. Watzke |
| Visiting Assistant Professor | M. Carone |

***Did you know:***

- *German is the official language or co-language of 9 countries and that it is a minority language throughout the globe including in Poland, Namibia, Brazil, and Romania?* ***It is the most spoken native language in the European Union.***
- *The U.S. poet Audre Lorde taught at the Free University in Berlin in the 1980s and 1990s, helping spur the Black German movement?*
- *In 2024, the Swiss-German performer Nemo was the first non-binary person to win the Eurovision Song Contest?*
- *Liechtenstein and Austria have the highest proportion of land dedicated to organic farming and other sustainability practices globally?*
- *Between 23% and 38% of the populations of Austria, Germany, and Switzerland have a migrant background?*
- *The world's first LGBTQ rights movement began in Berlin at the end of the 19th century?*
- *Germany is home to the largest Turkish population outside of Turkey?*

***Why study German?*** A relevant field for the 21st century, German Studies at Lawrence emphasizes the diversity and multiculturalism of the German-speaking world. German is an important language—not just in Germany, Austria, Liechtenstein, and the German-speaking cantons of Switzerland—but also globally. It has long been an important language of the arts, philosophy, and the social and natural sciences. The Germanophone world has produced some of the most interesting literature, music, art, film, and other forms of cultural expression. The German-speaking countries have played a significant role in world history, while united Germany is one of the driving forces behind European integration and economic development.

***German Studies at Lawrence.*** Our innovative and engaging courses combine language learning with the exploration of the German-speaking cultures at all levels of the curriculum. In our classes, you learn the German language, of course, but you also engage with literature, film, television, history, comics, music, art and visual culture, politics, social media, fashion, and much more. Our department embraces cultural studies which means we view all of culture as "readable." Certainly, you can read a book or a poem, but you can also read a music video or a piece of furniture. Lawrence's German Studies courses approach language as part of a larger context, so even our beginning classes are also courses in cultural studies.

As a German Studies student, you flex your critical thinking skills. Our courses draw on many intellectual traditions, including, literary studies, film studies, queer and trans studies, gender studies, history, critical ethnic and race studies, disability studies, and postcolonialism. This exciting mix provides you with access to the cultures and histories of a dynamic, diverse, and interdependent international community, a global community in which German continues to be important. You will find that German Studies can be a vital part of a liberal arts education and offers transformative learning experiences relevant to your life at Lawrence and beyond.

***Off-Campus Study.*** Take advantage of our affordable study abroad opportunities by participating in one of our

affiliated programs in Berlin, Freiburg, or Vienna, or work with us to find a program that meets your specific needs. Most courses taken abroad meet major and minor requirements. On campus, maintain a connection to the German language and its cultures at our conversation tables and at departmental events.

***Life after Lawrence.*** With a major or minor in German Studies from Lawrence, you are prepared for a variety of careers. Many of our students combine German Studies with another minor or major. Our graduates have pursued successful careers in education, the music industry, foreign service, the law, museum administration, healthcare, the business sector, non-profits, STEM fields, and many more. Our department consistently has at least one or two graduates teaching or conducting research in Austria or Germany on the prestigious Fulbright Program.

## Required for the major in German Studies

The German Studies major requirements are structured to offer you the flexibility to select courses based on your interests. Attain proficiency in the language after completing the sequence GER101⇒GER102⇒GER201⇒GER202⇒GER285. If you have had previous experience in German, take the placement assessment. The only required courses are GER312: *Reading Texts and Contexts* and a senior experience course (either GER600: *Advanced Projects in German Studies* or an equivalent independent study). Completion of GER202 and GER285 count towards the major.

In completing the major in German Studies, you can expect to achieve the following:

- At least intermediate-high to advanced-low level proficiency in the four language skills (listening, speaking, reading, and writing);
- The ability to engage critically and analytically with a variety of literary and cultural texts (e.g., poetry, film, drama, material culture, visual art, historical documents, novels, popular music) by situating them in their aesthetic, historical, political, social, and (inter-)cultural contexts;
- Knowledge of Germanophone cultures as diverse, dynamic, multilingual, and global;
- The ability carry out an independent research or creative project in German Studies.

The major in German Studies requires:

1. 60 units beyond GER 201, including GER 312: *Reading Texts and Contexts*. At least 36 of these units must be taken at Lawrence. Up to twelve units taught in English may count toward the major.
2. A capstone project completed in *Advanced Projects in German Studies* (GER600) or equivalent. See *Senior Experience* below.
3. A portfolio submitted by the second week of your final term. Details about the portfolio will be provided at the completion of the senior capstone and will generally consist of the following materials:

    a. a reflection statement
    b. a list of courses taken for the major
    c. sample short writing assignments
    d. sample papers
    e. the capstone project.

4. Courses taken in conjunction with a study abroad program in a German-speaking country will generally count toward major requirements unless their focus is primarily language instruction. IES courses automatically appear on your transcripts; unaffiliated programs are reviewed on a case-by-case basis.

Before planning to study abroad, it is advised that you meet both with your major advisor and the chair of German Studies.

## Senior Experience in German Studies

The German Studies *Senior Experience* consists of an independent research or creative project that explores a question of your own choosing germane to the discipline. You hone your research and writing skills in *Advanced Projects in German Studies* (GER600) or an equivalent independent study. Typically, you will develop and explore a research question during Fall Term and complete the writing of the project during Winter Term of your senior year. Beyond the completion of a capstone project, other important components of the Senior Experience are advanced instruction in academic research and writing, evaluation of primary and secondary resources, peer and instructor feedback, utilization of various theoretical perspectives, and extensive revision.

If you are undertaking a capstone in another discipline, consult with your faculty advisor in both departments/programs to explore the feasibility of an interdisciplinary capstone.

## Required for the minor in German Studies

1. Thirty-six units beyond GER 202, including GER 312: *Reading Texts and Contexts*. At least 24 of these units must be taken at Lawrence. Up to six units taught in English may count toward the minor.
2. Courses taken in conjunction with a study abroad program in a German-speaking country will generally count toward minor requirements unless their focus is primarily language instruction. IES courses automatically appear on your transcripts; unaffiliated programs are reviewed on a case-by-case basis. Before planning study abroad, it is advised that you meet with the chair of German Studies.

## Teacher certification in German (K-12)

German Studies majors can seek certification to teach German at the elementary and secondary levels. To be certified, you must spend at least one term studying in a German-speaking country. You must also pass an oral and writing proficiency test. You can add an endorsement in a second area (such as another language or English as a second language) by completing the appropriate minor. If you are planning to seek teacher certification, review the requirements in the Education Studies section of the catalog and meet with the director of teacher education, preferably before the end of your sophomore year.

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## Courses - German Studies

### GER 101: *Beginning German 1*

The first course of a two-term sequence that introduces students to the basics of German. Students practice the four skills of speaking, writing, reading, and listening all within a German cultural studies context.

*Units: 6*

## GER 102: *Beginning German 2*

A continuation of German 101. Students build on their language proficiency with continued practice in the four skills of speaking, writing, reading, and listening all within a German cultural studies context. PREREQUISITES: GER 101 or the equivalent
*Units: 6*

*Prerequisite: GER 101 or the equivalent*

## GER 118: *Topics in Introductory German Cultural Studies (in English)*

This course examines a variety of special topics in German cultural studies. It is designed for first-and second-year students and those who have limited knowledge of German Cultural Studies and/or German language proficiency. When the course is paired, German Studies majors and minors must register for GER 418. This course is taught in English. May be repeated with topic is different.
*Units: 6*

## GER 119: *Cold War Kids: Youth and Rebellion in East Germany*

What does rebellion look like in a socialist society, where people's lives are planned for them, "from cradle to grave" and where the state employs spy networks to control its citizens? This course examines representations of rebellious youth in films, texts, photography, and music from East Germany in the context of the country's history and its afterlife in united Germany. The course taught in English.
*Units: 6*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: GER 102 or the equivalent
*Units: 6*

*Prerequisite: GER 102 or the equivalent*

## GER 202: *Intermediate German II*

This course is a cultural history of the Germanophone realm from the mid-19th century to the present. The discussion-based seminar allows students to acquire deeper knowledge of the language, histories, and cultures of the German-speaking countries. Students improve and refine writing, speaking, and cultural analysis skills through the study of a variety of written texts, films, and visual art. Additionally, students continue working on grammar review and building their vocabulary. Students prepare grammar exercises, essays, presentations, and other assignments that expand students' engagement with German cultural studies. Prerequisite: GER 201 or consent of instructor PREREQUISITES: GER 201 or consent of instructor
*Units: 6*

*Prerequisite: GER 201 or consent of instructor*

## GER 248: *Business and Society in Germany (In English)*

The course offers an overview of important areas of business in Germany in a critical context that recognizes the diversity of the country. It prompts students to critically examine how business and business practices are impacted by social values, global events, national standards, and the relationships between diverse social and socioeconomic communities all within Germany's system of social market economy. Course is taught in English. Not open to students who have previously received or need to receive credit for GER 448 or BUEN 448.
*Units: 6*

*Also listed as Business and Entrepreneurship 248*

## 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 works from broader continental contexts (Africa, Asia, Europe) and modern adaptations. Students will be introduced to various interpretative approaches (e.g. feminist, Marxist, psychoanalytic, postcolonial, structuralist) that will enable them to analyze tale types, themes, and motives across cultures. Taught in English. Course will count toward the humanities general education requirement for BA and BA/BMus students.
*Units: 6*

## GER 278: *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. Throughout this course, students will be introduced to the practice of reading German films using three structuring lenses: 1) cultural history and identity, 2) genre and style, and 3) analysis and interpretation. Topics include colonial film, Expressionism, early LGBTQ cinema, fascism, postwar film in East and West Germany, cinema and migration.
*Units: 6*

*Also listed as Film Studies 278*

## GER 285: *Advanced Composition and Conversation*

This course follows GER 202. The study of literature requires imagination and creativity as much as analysis and interpretation. This course is a writing-intensive seminar, in which students create their own literary texts based on prominent literary models. The focus is to analyze German literature, learn the characteristics of the three major literary genres (prose, drama, poetry) and demonstrate knowledge of the characteristics by writing short texts in these genres independently and effectively. Additionally, students continue working on grammar review and building their vocabulary. Prerequisite: GER 202 or consent of instructor PREREQUISITES: GER 202 or consent of instructor
*Units: 6*

*Prerequisite: GER 202 or consent of instructor*

## GER 290: *Berlin: Experiencing a Great City (in English)*

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. Taught in English. Not open to students who have previously received or need to receive credit for GER 389.
*Units: 2 OR 4*

*Also listed as Global Studies 290*

## GER 312: *Reading Texts and Contexts*

This course serves as an introduction to German cultural studies and prepares students for upper-level course work in the major and minor. Students encounter the objects, methods, and theories of the interdisciplinary field German Studies, from film and literature to material culture; genre analysis to the close reading of poetry; and New Historicism to critical whiteness studies. The course is conducted primarily as a discussion seminar. PREREQUISITES: GER 285 or consent of instructor
*Units: 6*

*Prerequisite: GER 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 355*

*Prerequisite: Sophomore standing or consent of instructor*

## 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. May be repeated when topic is different.
*Units: 6*

*Also listed as Film Studies 357*

## 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 monstrousness 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 Film Studies 361, Gender Studies 361*

## 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.
PREREQUISITES: GER 312
*Units: 6*

*Prerequisite: GER 312*

## GER 378: *Black Europe Resistance, Performance, & Self-Making (in English)*

This course dispels racial myths of the European continent, introduces the Black Diaspora beyond the African American context, pushes the boundaries of belonging and national identity in Europe, and presents black individuals/collectives as historical agents and transnational actors on and beyond the continent. Course materials may consist of literature, poetry, music videos, film, and art. Assessments include short reflection papers, research papers, and oral presentations. 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 Ethnic Studies 378, Global Studies 378*

## GER 388: *German Drama*

Study of German dramatic literature that may or may not culminate in a workshop performance of a play or portions of plays. Students will situate German plays in their literary, historical and cultural context and also perform short dramatic readings. Assignments may also include short essays and oral presentations. PREREQUISITES: GER 312
*Units: 6*

*Prerequisite: GER 312*

### GER 389: *Berlin: Experiencing a Great City*

An introduction to one of the world's great cities. Classwork includes the history, culture and literature of Berlin and preparations for day-long walking tours that students will lead. Students will do some readings and discussions in German and write their comparative paper in German Students must completed both the classroom portion of the course and the Berlin trip to receive credit. Taught in English. Not open to students who have previously received credit for GER 290. PREREQUISITES: GER 312
*Units: 2 OR 6*

*Also listed as Global Studies 389*

*Prerequisite: GER 312*

### GER 390: *Tutorial Studies in German*

Individual study arranged and carried out in close consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the

Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GER 412: *Literature and Social Problems*

Few would question literature's status as art, but literary texts are often also locations where authors explore imaginary solutions to real social problems. Unlike political pamphlets or non-fiction accounts, literature lets readers experience various problems and issues as they impact the lives of individual characters caught in difficult situations, e.g., class, ethnic, and gender conflicts, ecological disasters. PREREQUISITES: GER 312
*Units: 6*

*Prerequisite: GER 312*

## GER 414: *Fin de Siècle Vienna and Us*

The course explores depictions of fin de siècle Vienna in literature, film, and material culture. By focusing on representations of Empress Elisabeth of Austria (Sisi) and the continued fascination with her life and tragic death, the course critically engages with topics such as gender and control, collecting and collections, and the function(s) of celebrity culture. Requirements include essays, creative projects, and presentations. PREREQUISITES: GER 312 or instructor approval
*Units: 6*

*Prerequisite: GER 312 or instructor approval*

## GER 415: *From Caligari to Cabaret: The Culture of the Weimar Republic (1918-1933)*

This course explores the aesthetic and cultural trends of the Weimar Republic (1918-1933), one of the most vibrant periods of German history. With particular emphasis on gender, race, and sexuality in modernity, we examine film, visual art, literary works, magazines, music and cultural phenomena such as the "new woman," the body beautiful, and the "Third Sex." Taught in German as a discussion seminar. PREREQUISITES: GER312 or equivalent
*Units: 6*

*Prerequisite: GER312 or equivalent*

## 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. PREREQUISITES: GER 312 or consent of instructor
*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. PREREQUISITES: GER 312
*Units: 6*

*Prerequisite: GER 312*

## 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. May be repeated when topic is different.
*Units: 6*

*Prerequisite: GER 312*

## GER 419: *Cold War Kids: Youth and Rebellion in East Germany*

What does rebellion look like in a socialist society, where the state employs spy networks to control its citizens? This course examines representations of rebellious youth in films, texts, etc. from East Germany in the context of the country's history and its afterlife in the united Germany. The course is taught in English but all assignments outside of class will be completed in German. PREREQUISITES: GER 312 or instructor approval
*Units: 6*

*Prerequisite: GER 312 or instructor approval*

## GER 421: *Grim(m) Stories*

This course focuses on tales collected by the Brothers Grimm, but it will also include works from broader continental contexts (Africa, Asia, Europe) and modern adaptations. Students will be introduced to various interpretative approaches (e.g. feminist, Marxist, psychoanalytic, postcolonial, structuralist) that will enable them to analyze tale types, themes, and motives across cultures. Taught in German. PREREQUISITES: GER 312 or consent of instructor
*Units: 6*

*Prerequisite: GER 312 or consent of instructor*

## GER 422: *Der deutsche Krimi: Narratives of Crime and Detection*

In this course we will examine the development of crime and detective fiction in the German-speaking countries through close reading of several different media--novels, short stories, film, radio drama, television, and essays. PREREQUISITES: GER 312 or instructor approval
*Units: 6*

*Prerequisite: GER 312 or instructor approval*

## GER 425: *Terrorism and Safety in the German World*

This course examines the historical, social, and cultural impact of domestic terrorism in Germany from the1970s to the present. In doing so, the course traces how acts of left-wing and right-wing terrorism have shaped and continue to shape notions of safety and security in the German context and encourages students to examine how such notions impact diverse groups in society. Course taught in German. PREREQUISITES: GER 312
*Units: 6*

*Prerequisite: GER 312*

## GER 431: *Topics in German-Jewish Studies*

Study of German-Jewish authors, intellectual figures, and topics from the Enlightenment to the present. This course will examine the role of dual identities, issues of assimilation/acculturation, Jewish identification and the notion of Jewish self-hatred. Representative writers include Mendelssohn, Heine, Kafka, Freud, Benjamin, Celan, Becker, Hilsenrath, and Honigmann. May be repeated when topic is different.
*Units: 6*

*Prerequisite: GER 312*

## 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. PREREQUISITES: GER 312 or consent of the instructor
*Units: 6*

*Also listed as Ethnic Studies 382, Film Studies 447*

*Prerequisite: GER 312 or consent of the instructor*

## GER 448: *Business and Society in Germany*

The course offers a critical engagement with important areas of business in German in a transnational context that recognizes the country's diversity. Students examine how business practices are impacted by social values, global events, national standards, and the relationships between diverse social and socioeconomic communities all within Germany's system of social market economy. This course level is intended for students with proficiency in the German language. Students without German language proficiency should enroll in GER 248. Course language is in English, but all assignments are submitted in German. Not open to students who have previously received credit for BUEN 248 or GER 248. PREREQUISITES: GER 312
*Units: 6*

*Also listed as Business and Entrepreneurship 448*

*Prerequisite: GER 312*

## GER 462: *Vampires, Monsters, and Man-Eaters*

This course examines the borders of the human through the figures of the vampire, monster, and femme fatale in literature, film, and the visual arts. Featured in the works of canonized authors as well as within popular culture, “monstrousness” can provide valuable insights into numerous aspects of German history and psychosexual relations. Possible texts include the early vampire film Nosferatu, Wedekind’s Lulu tragedies, Patrick Süskind’s Das Parfüm, and paintings by H.R. Giger. PREREQUISITES: GER 312
*Units: 6*

*Also listed as Gender Studies 362, Film Studies 362*

*Prerequisite: GER 312*

## GER 465: *Topics in Contemporary German Culture*

This course explores recent developments in German culture: recent literature, visual culture, music and other arts, as well as topics from politics and society. May be repeated when topic is different.
*Units: 6*

*Prerequisite: GER 312*

## GER 590: *Tutorial Studies in German*

Individual study arranged and carried out in close consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GER 600: *Advanced Projects in German Studies*

This two-term course is for majors or minors wishing to undertake an advanced project in German Studies. It also serves as the Senior Experience for German Studies majors. Students explore potential topics, develop the scope of their project, conduct research, write and revise, and review each other's work. By the end of the course, they will produce an independently researched scholarly or creative project demonstrating their knowledge of the discipline. The course is conducted primarily as a workshop. Prerequisite: Declared major or minor in German Studies
PREREQUISITES: Declared major or minor in German Studies
*Units: 2 TO 4*

*Prerequisite: Declared major or minor in German Studies*

## GER 690: *Tutorial Studies in German*

Individual study arranged and carried out in close consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 2 OR 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Global Studies

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| Professors | D. Chang *(French and Francophone Studies, Margaret Banta Humleker Professor of French Cultural Studies) (on leave term(s) I)*, S. Downing *(Conservatory of Music)*, C. Skran *(Government, Edwin & Ruth West Professorship of Economics and Social Science)*, R. Tapia *(Spanish,Latin Amer & Latinx Studies)*, B. Vance *(History)* |
| Associate professors | A. Balsekar *(Government, chair)*, P. Blitstein *(Dean of Faculty Office)*, J. Brozek *(Government, Stephen Edward Scarff Professor of International Affairs)*, H. Caruthers *(Economics) (on leave term(s) I)*, T. Jimenez-Anglada *(Spanish,Latin Amer & Latinx Studies)*, L. Khor *(English)*, N. Lin *(Art History)*, M. Smith *(Religious Studies) (on leave term(s) II)* |
| Assistant professor | L. Estrella *(Ethnic Studies)* |

Global studies is an interdisciplinary major that investigates the broad range of cultural, political, social and economic forces at play historically and today. Global studies majors will understand the global influences on the lives of individuals and will be sensitive to different identities, practices, thought systems, institutions and structures, particularly their roots, scope and linkages. They will recognize their place in the global community, including their impact—for good or ill—on cultural, political, economic and environmental issues. Global studies majors will possess the foundation necessary to lead responsible, meaningful, engaged lives in a connected, diverse and ever-changing world.

The global studies curriculum is designed to give students a structure in which to explore a range of interests. An introductory course introduces students to the diverse perspectives on globalization and models of interdisciplinary investigation. Global studies majors will choose a set of electives from one of three thematic groupings, all of which include approaches from multiple disciplines. In order to maintain a dynamic, up-to-date listing, electives that will count toward each of the tracks in the global studies major will be listed on the departmental website. This structure balances the breadth and depth of students' academic training and ensures that global studies majors will develop the ability to ask interconnected, interdisciplinary questions. Students may, in close consultation with their academic advisor, self-design a thematic track.

## Required for the major in global studies

1. GLST 100: Introduction to Global Studies (6 units).
2. Language requirement: completion of GER plus two additional courses in the same language taught at Lawrence. Students may establish the GER-level starting point through completion of the GER sequence, placement, prior coursework, or appropriate departmental evaluation. Regardless of how they establish the GER-level starting point, all students must complete two courses beyond GER in that same language. At least one of the two post-GER courses must be completed through Lawrence coursework; one may be completed through approved transfer credit or an approved off-campus language-immersion program, with GLST advisor approval.

For purposes of this requirement, demonstrated proficiency alone, including native or heritage proficiency, may establish placement but does not substitute for the two required post-GER courses. The requirement is curricular as well as linguistic: students must complete coursework in a Lawrence-taught language that engages cultural, historical, and global-studies-relevant content.

- A student who begins language study before GER completes the GER sequence and then completes two additional courses in the same language.
- A student who places at or beyond the GER level, whether through placement, prior coursework, or

departmental evaluation, still completes two courses beyond GER in that same language.
- A native or heritage speaker of a language taught at Lawrence may be placed into appropriate advanced coursework and still completes two courses beyond GER; native or heritage proficiency alone does not satisfy the GLST language requirement.
- One of the two post-GER courses may be completed through approved transfer credit or an approved off-campus language-immersion program in the same language, with GLST advisor approval. At least one post-GER course must be completed through Lawrence coursework.

3. In consultation with a Global Studies faculty advisor, students must choose a set of eight six-unit thematically connected electives that meet the goals of one track listed below. Students and advisors should consult the departmental website carefully when selecting courses that count toward their track in the Global Studies major. All electives must satisfy the following requirements:

- Three six-unit courses from the arts, humanities, or musicology at the introductory or intermediate level (course numbers 100-300 or above).
- Three six-unit courses from the social sciences at the introductory or intermediate level (course numbers 100-300 or above).
- Two six-unit courses at the advanced level (course number 400+). One course must be from the social sciences; the other comes from the fields of arts, humanities, or musicology.
- No more than two 100-level courses may count toward the elective requirements, and no more than two upper-level language department courses may be double-counted for the track and the language requirement.
- The core courses normally count within this portion of the requirements.

4. Required global experience at an off-campus site (local, domestic, or abroad). Global Studies students are required to participate in a globally engaged off-campus experience. Most students will fulfill this requirement through an approved Lawrence study abroad program. However, we recognize study abroad is not feasible for all students. Therefore, the off-campus global experience may also include local projects with global connections. Examples include working with the Fox Valley Refugee Resettlement Agency, the Hispanic Chamber of Commerce, the Hmong-American Partnership of the Fox Cities, the Northeast Wisconsin Chinese Association, or the City of Appleton's Office of Diversity & Inclusion. These projects must include 10 weeks of engagement, be connected to either the Global Studies primary language or track, and be pre-approved by a Global Studies advisor.

5. Completion of the Senior Experience in Global Studies: the Global Studies Portfolio, a 1-unit independent study completed in the student's final term with an appropriate GLST faculty member.

## Senior Experience in global studies

The Global Studies major culminates in a portfolio completed after the student has completed all coursework toward the major as a 1-unit independent study with an appropriate faculty member in consultation with their GLST major advisor. The portfolio is designed to synthesize the student's academic, linguistic, cultural, and experiential learning in the major.

The portfolio includes the following components:

- **Critical Reflection Essay:** a 5-page essay analyzing the student's intellectual, cultural, and linguistic

development; articulating the coherence of the portfolio; and linking the student's academic trajectory to life goals and potential career interests.
- **Course List:** courses that fulfill the GLST major requirements.
- **Research Essay:** one research essay written for an advanced course (400-500 level) in the student's GLST major course list.

Each component is assessed using portfolio-specific rubrics aligned with its purpose. The portfolio is also evaluated holistically by GLST faculty with emphasis on coherence and achievement of program-level learning outcomes.

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## Courses - Global Studies

### GLST 100: *Introduction to Global Studies*

What does it mean to think globally? This discussion-based course invites students to explore how networks and flows of people, wealth, goods, ideas and information across vast distances have shaped human experience. Course materials draw on insights from a range of disciplines, enabling students to apply global perspectives to the study of issues such as identity, war, migration, commerce, artistic expression and communication. PREREQUISITES: Freshman or sophomore standing only; consent of instructor required for juniors and seniors
*Units: 6*

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

### GLST 105: *Cross-Cultural Interactions Along the Silk Road, 200 BCE - 1400 CE*

The so-called "Silk Road" was the world's first superhighway, linking East Asia to the Mediterranean. The peoples along the way not only traded luxury goods, but also ideas, technology, and more. This course offers a thematic examination of the dynamic, cross-cultural interactions along the ancient and medieval Silk Road. (G & C)
*Units: 6*

*Also listed as History 105, East Asian Studies 105*

### GLST 108: *Consuming East Asia in the 21st Century*

This interdisciplinary course explores 21st century East Asia through language, music, and food culture. Students will explore how these aspects shape identity, resistance, and globalizations. Topics include Chinese languages as tools of identity-making, the transregional nature of Chinese popular music, and the global influence of Chinese and Taiwanese cuisine. Students will engage with theoretical readings discussions, and hands-on projects, with assessments including papers, presentations, and final projects.
*Units: 6*

*Also listed as East Asian Studies 108*

### GLST 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*

*Also listed as History 110*

## GLST 130: *Art of Islamic Cultures*

This course introduces students to the rich artistic traditions generated by Islamic cultures from the 7th century onward. While considering the Umayyad, Abbasid, Ilkhanid, and Mughal dynasties, among others, we examine architecture, illuminated manuscripts, metalwork, ceramics, and more. A broad selection of readings and activities supplements class discussions on themes that include the role of art in Islam, relationships between art and power, and the importance of cross-cultural exchange.
*Units: 6*

*Also listed as Art History 130*

## GLST 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*

*Also listed as Government 140*

## GLST 191: *Directed Study in Global 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: 1 TO 98*

## GLST 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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 205*

*Prerequisite: Sophomore standing or consent of instructor*

## GLST 206: *Perchance to Dream: A Comparative History of Dreams from Antiquity to Present*

For centuries, dream interpretation has been integrated into philosophical discourse, used as a political tool, and touted as proof of otherworldly activities. This seminar will examine dream theories as products of socio-cultural development in different historical contexts.

*Units: 6*

*Also listed as History 206*

## GLST 207: *Introduction to International Economics*

This course aims to develop an understanding of international economic issues and policies in open economies. The course will provide a general body of knowledge on topics such as gains from trade; patterns of trade; effect of trade on welfare; exchange rate policy regimes; international organizations; financial crises; and the effect of government policies on trade and the exchange rate. You will get exposed to economic modeling and learn analytical tools that can be applied to understand the changing world economy and analyze problems in international economic policy. You are encouraged to explore the potential and limitations of international economics in dealing with real-world problems. This course will assist you in improving your economic writing skills as well as your ability to read critically and understand discussions on international economic issues in the press. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Economics 205*

*Prerequisite: ECON 100*

## GLST 208: *The Atlantic World*

What if we think of an ocean as a meeting place and not a barrier? Between 1400 and 1800 the peoples living in west Africa, western Europe, and the Atlantic coast of the Americas encountered each other with transformative, often devastating consequences. This course investigates the creation of this ""Atlantic World"" and the identities formed as a result, uncovering how wars, piracy, enslavement, and resistance unfolded on ships and at sea. (G&C)
PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as History 207*

*Prerequisite: Sophomore standing or consent of instructor*

## GLST 211: *Eating Globally: Migration, Recipes & Community*

This course looks at how immigrant communities form culinary traditions, networks, and memories across various global histories and geographies. We will explore physical and digital spaces like dining tables, restaurants, food trucks, blogs/vlogs, and more. Weekly topics will include: the genre of cookbooks, the gendered labor behind cooking, notions of authenticity, transnational markets, and memory preservation via recipes.
*Units: 6*

*Also listed as Ethnic Studies 211*

## GLST 212: *East Asia in the Premodern World*

An introductory survey of premodern East Asia. Focus on multi-disciplinary approaches to understanding the diverse cultures in the region and the historical processes that bound those cultures together. (EA)
*Units: 6*

*Also listed as History 212, East Asian Studies 212*

## GLST 213: *East Asia in the Modern World*

An introductory survey of modern East Asia. Focus on the ways in which East Asian cultures overlapped and interconnected with distinct experiences of modernity, empire, colonization, and semi-colonization. (EA)
*Units: 6*

*Also listed as History 213, East Asian Studies 213*

## GLST 220: *Topics in Global Studies*

An intermediate course with a rotating topic determined by faculty in the Global Studies program. Topics will be wide-ranging, but will include a global perspective and contribute to one of the four global studies thematic tracks (human security, global cities, nations and identities, or arts and exchange). May be repeated when topic is different.
*Units: 6*

## GLST 222: *Coffee, Liquid Modernity*

This course provides a world history through the medium of a single commodity: coffee. Readings examine the biology of the coffee shrub, coffee's psychoactive effects, its cultivation for markets , and its significance as an export for "Global South" nations. We investigate emerging forms of sociality around the production and consumption of coffee, from diverse labor forms to the stimulating milieus of Enlightenment salons and Starbucks. (G&C)
*Units: 6*

*Also listed as History 222*

## GLST 245: *Apple, Google, Facebook*

The rhetoric surrounding technology invokes revolution and newness, but the products and services fit with the individualism of American (and global) views of self and society. We will examine both the positive visions offered by tech thinkers like Steward Brand and Ray Kurzweil, as well as the destructive results that occur as corporations “move fast and break things.” Students will complete a video critique of a digital platform. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Innovation & Entrepreneurship 260, Business and Entrepreneurship 260, Religious Studies 245*

*Prerequisite: Sophomore standing*

## GLST 246: *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. PREREQUISITES: Sophomore standing and one of GOVT 110 or GOVT 140
*Units: 6*

*Also listed as Government 245*

*Prerequisite: Sophomore standing and one of GOVT 110 or GOVT 140*

## GLST 248: *Social Entrepreneurship*

Social entrepreneurs all over the world adopt and implement innovative ideas in order to address some of the world's most pressing problems. In this course, students will study the many dimensions of social entrepreneurship, especially those ventures that address problems of human security. Students will work with a team to propose an entrepreneurial solution to one such problem. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Innovation & Entrepreneurship 245, Government 248*

*Prerequisite: Sophomore standing or consent of instructor*

## GLST 255: *Introduction to Economic History*

This course provides an overview of the history of economics on a global scale. We focus on the explosive world economic growth of the past five centuries through mercantilism, liberalism, and twentieth century alternatives. We also look at different explanatory models, like Dependency and World Systems theories. The term culminates with the global rise of financialization, automation, and overwork phenomena like karoshi. (G&C)
*Units: 6*

*Also listed as History 255, Economics 155*

## GLST 270: *Theories of the Global*

We live in an interconnected world of culture, goods, services and decisions exceeding national borders, but how do we understand what is happening and why? This seminar will complement economics and politics by considering postcolonialism, Marxism, feminism, critical theory and cultural studies in understanding global trends. Students will engage with critical paradigms and cultural artifacts in reading responses, written papers and a culminating project.
*Units: 6*

## GLST 271: *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. PREREQUISITES: Sophomore standing or ENST 150 or GOVT 110
*Units: 6*

*Also listed as Government 270, Environmental Studies 270*

*Prerequisite: Sophomore standing or ENST 150 or GOVT 110*

## GLST 273: *London, A City Shaped by Migration*

This class studies the lasting effects of migration on London as a global city. We will analyze historic and current influxes of people and how they have changed the structure, identity, and culture of London. Students will explore London neighborhoods and meet people who have found a new home here. Assignments and experiential learning will allow students to fully engage with London in a meaningful way. Offered at the London Centre. (E) PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as History 273*

*Prerequisite: Must be attending the Lawrence London Centre.*

## GLST 280: *Postcolonial Writers*

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, Ethnic Studies 280*

## GLST 284: *The Spectacle of Edo Japan*

This course will focus on the diverse artistic production and consumption practices within Edo-period Japan (1603-1868). Topics include the revival of classical Heian narratives like The Tale of Genji, the rise of an urban bourgeois culture, the prints and paintings depicting kabuki actors, courtesans, and ghosts, the reification of the tea ceremony and encounters with the West through trade. PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Art History 284, East Asian Studies 284*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## GLST 285: *The Transformation of the Modern City: Tokyo, Seoul and Shanghai (1860-1945)*

This course explores the transformation of the cityscape in Tokyo, Seoul, and Shanghai. Topics include the emergence of the modern artist, the search for an “avant-garde” of the East, the modernization of public and private spaces, the introduction of film and photography and the rise of the “modern girl.” PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Art History 285, East Asian Studies 285*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## GLST 286: *The Politics of Power in Modern and Contemporary Chinese Art*

Over the past century, China has witnessed the arrival of Western Imperialism, mass rebellion, revolution, and radical reconstruction under the Communist regime. This class will trace how artists attempted to intervene in social life to change its course of development and how art continues to affect radical social change. PREREQUISITES: ARHI 101 or 175 or sophomore standing
*Units: 6*

*Also listed as Art History 286, East Asian Studies 286*

*Prerequisite: ARHI 101 or 175 or sophomore standing*

## GLST 290: *Berlin: Experiencing a Great City (in English)*

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. Taught in English. Not open to students who have previously received or need to receive credit for GER 389.
*Units: 2 OR 6*

*Also listed as German Studies 290*

## GLST 291: *Fld Experience Global Studies*

This topics course will allow students to experience sites that highlight global issues (political, religous, environmental, or cultural) through a one- or two-week field experience accompanied by at least one professor. Students should register for this course in the term prior to the planned travel. Some field experiences will require registration in the term following the field experience in order to complete a research project. Topic for 2024-25: Afro-Brazilian Culture in Rio and Salvador This class prepares students for a spring break trip to the cities of Rio and Salvador in Brazil. Much of our time will be spent in the UNESCO world heritage city of Salvador de Bahia, where we will explore the legacy of the slave trade and the plantation system and experience the unique Afro-Brazilian culture of this region. We will learn about syncretistic forms of religion in Brazil such as Candomblé. Students will develop a research topic in winter term and present on that topic in spring term. Travel cost: $3750. To secure your seat a $500 deposit is due November 14, 2024. E-mail professor to request approval to register.
*Units: 3*

## GLST 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)
PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 223, History 295*

*Prerequisite: Sophomore standing or consent of instructor*

## GLST 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.
PREREQUISITES: FREN 202 or consent of instructor
*Units: 6*

*Also listed as French 303*

*Prerequisite: FREN 202 or consent of instructor*

## GLST 308: *Half the Sky: Chinese Women's History*

This course examines important questions about gender in the last thousand years of Chinese history. Through an exploration of primary sources in translation, classic works of fiction, film, memoirs, and oral histories, we will address

theoretical questions fundamental to both gender studies and Chinese history. (EA) Units: 6. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Gender Studies 308, East Asian Studies 308, History 308*

*Prerequisite: Sophomore standing or consent of instructor*

## GLST 309: *Japanese Migration to the Americas and the Caribbean*

This seminar offers an overview of Japanese migration to the Americas and the Caribbean, including the United States, Canada, Mexico, Cuba, Peru, Brazil, Argentina, the Dominican Republic, and more. It draws on a wide range of readings, art, media, and cultural materials to understand the complex formation of Japanese communities across the Americas. Students will learn the historical context of 19th and 20th-century social and political developments in Japan and the Americas, and understand how these histories fit in larger global migration trends. Assignments will include leading one class presentation, one primary source analysis paper, and a final research project. (G&C) PREREQUISITES: ETST 110 or instructor approval.
*Units: 6*

*Also listed as History 334, Ethnic Studies 309*

*Prerequisite: ETST 110 or instructor approval.*

## GLST 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) PREREQUISITES: Sophomore standing or consent of instructor; HIST 320 or 325 recommended
*Units: 6*

*Also listed as History 315, Ethnic Studies 320*

*Prerequisite: Sophomore standing or consent of instructor; HIST 320 or 325 recommended*

## GLST 330: *Introduction to Film*

An introduction to the critical analysis of Latin American and Spanish film. Students will study a series of films and pertinent readings through class discussions, different types of assignments, and presentations. The course is organized around the central topic of the relationship between audiovisual representation and power. Students will explore different ways in which Latin American and Spanish cinema has portrayed hegemonic and non-hegemonic identities along lines of race, ethnicity, gender, sexuality, and socioeconomic status. Class taught in Spanish. Units: 6. PREREQUISITES: SPAN 202, its equivalent, or official placement and consent of instructor. Students who successfully completed SPAN 430 cannot register for GLST 330.
*Units: 6*

*Also listed as Spanish 330*

*Prerequisite: SPAN 202, its equivalent, or official placement and consent of instructor. Students who successfully completed SPAN 430 cannot register for GLST 330.*

## GLST 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. PREREQUISITES: GOVT 110 or 140 or sophomore standing
*Units: 6*

*Also listed as Government 340*

*Prerequisite: GOVT 110 or 140 or sophomore standing*

## GLST 352: *Colonialism and Global Structures*

This course focuses on the ideologies of European colonialism in the 19th and 20th centuries. It investigates the myths and realities of colonialism and compares the experiences of people in Africa, the Caribbean, Indonesia, and India. We pay attention to the way religious traditions are shaped and deformed in this process. Analysis is informed by essays written by anticolonial theorists such as Gandhi and Fanon, and by novels and films. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Religious Studies 352*

*Prerequisite: Sophomore standing*

## GLST 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as German Studies 355*

*Prerequisite: Sophomore standing or consent of instructor*

## GLST 361: *Western Encounters with China: Perceptions and Misperceptions*

This course examines Western encounters with China. Students will analyze and assess Western perceptions and misperceptions of China through a variety of primary sources in translation and relevant secondary studies. (G & C or EA) PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as History 361, East Asian Studies 361*

*Prerequisite: Sophomore standing*

## GLST 365: *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. PREREQUISITES: GOVT 110 or GOVT 140 or sophomore standing
*Units: 6*

*Also listed as Government 365*

*Prerequisite: GOVT 110 or GOVT 140 or sophomore standing*

### GLST 378: *Black Europe: Resistance, Performance, & Self-Making (in English)*

This course dispels racial myths of the European continent, introduces the Black Diaspora beyond the African American context, pushes the boundaries of belonging and national identity in Europe, and presents black individuals/collectives as historical agents and transnational actors on and beyond the continent. Course materials may consist of literature, poetry, music videos, film, and art. Assessments include short reflection papers, research papers, and oral presentations. 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 Studies 378, Ethnic Studies 378*

### GLST 389: *Berlin: Experiencing a Great City*

An introduction to one of the world's great cities. Classwork includes the history, culture and literature of Berlin and preparations for day-long walking tours that students will lead. Students will do some readings and discussions in German and write their comparative paper in German Students must completed both the classroom portion of the course and the Berlin trip to receive credit. Taught in English. Not open to students who have previously received credit for GER 290. PREREQUISITES: GER 312
*Units: 2 OR 6*

*Also listed as German Studies 389*

*Prerequisite: GER 312*

### GLST 390: *Tutorial in Global Studies*

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.
*Units: 1 TO 98*

### GLST 391: *Directed Study in Global 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: 1 TO 98*

### GLST 399: *Independent Study in Global Studies*

Independent study is an opportunity to go beyond the established curriculum and undertake 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.
*Units: 1 TO 98*

## GLST 401: *Field Experience in Development*

PREREQUISITES: Course requires permission of instructor. Contact Prof. Skran for more information about the application process.
*Units: 3*

*Also listed as Innovation & Entrepreneurship 401, Business and Entrepreneurship 401, Government 401, Economics 206, Environmental Studies 311*

*Prerequisite: Course requires permission of instructor. Contact Prof. Skran for more information about the application process.*

## GLST 402: *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. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 6*

*Also listed as French 400, Anthropology 450*

*Prerequisite: Must be attending the LU Francophone Seminar*

## GLST 403: *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. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 6*

*Also listed as French 401*

*Prerequisite: Must be attending the LU Francophone Seminar*

## GLST 404: *Senegalese Music*

This course is part of the Lawrence Francophone Seminar in which students study in French-speaking West Africa for ten weeks. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 3*

*Also listed as French 404, Music Repertoire-Perf Study 405*

*Prerequisite: Must be attending the LU Francophone Seminar*

## GLST 420: *Advanced Topics in Global Studies*

An advanced discussion-focused course with a rotating topic determined by faculty in the global studies program. Topics will be wide-ranging, but will include a global perspective and contribute to one of the four global studies thematic tracks (human security, global cities, nations and identities, or arts and exchange). May be repeated when topic is different.
*Units: 6*

## GLST 421: *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. PREREQUISITES: One 300-level French course or consent of instructor
*Units: 6*

*Also listed as French 420*

*Prerequisite: One 300-level French course or consent of instructor*

## GLST 425: *Topics in International Security*

TOPICS FOR Fall 2026: Sovereignty and Intervention PREREQUISITES: GOVT 140 or GOVT 340 or consent of instructor What does sovereignty mean in an age of intervention? Does anything justify political, economic, humanitarian, or military intervention? Using case studies, different types of interventions will be explored. Students will write a paper in the causes and consequences of an intervention.
*Units: 6*

*Also listed as Government 425*

*Prerequisite: GOVT 140 or GOVT 340 or consent of instructor*

## GLST 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. PREREQUISITES: One 300-level course or consent of instructor
*Units: 6*

*Also listed as French 440*

*Prerequisite: One 300-level course or consent of instructor*

## GLST 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. PREREQUISITES: One 300-level course or consent of instructor
*Units: 6*

*Also listed as French 445*

*Prerequisite: One 300-level course or consent of instructor*

## GLST 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.
*Units: 6*

*Also listed as Government 446*

*Prerequisite: GOVT 215, or GOVT 245, or consent of instructor.*

## GLST 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. PREREQUISITES: 300-level French course or consent of instructor
*Units: 6*

*Also listed as French 464, Film Studies 464*

*Prerequisite: 300-level French course or consent of instructor*

## GLST 470: *Topics in Ethnomusicology - Regions*

An examination of music of a particular geographic region or diasporic group. Topics and prerequisites may vary from year to year. May be repeated when topic is different. PREREQUISITES: MUCO 212 or consent of instructor
*Units: 6*

*Also listed as Musicology 470*

*Prerequisite: MUCO 212 or consent of instructor*

## GLST 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." PREREQUISITES: One 300-level French course or consent of
*Units: 6*

*Also listed as French 480*

*Prerequisite: One 300-level French course or consent of*

## GLST 483: *History of New Orleans*

This course explores the history of New Orleans from the colonial era to the present. Students will investigate the multiple racial and ethnic histories of identity construction that make New Orleans so significant to American culture today. Tracing identity constructions across the course of three centuries will allow us to understand some of the stakes in contested racialized categories and linguistic policies and practices today. The course explores the dominant tropes in New Orleans history: race, sex, carnival, jazz, prostitution, slavery, free people of color, and the environment. We will map the social, cultural, and political changes that occurred in New Orleans from colonial times to the aftermath of Hurricane Katrina. PREREQUISITES: HIST 130, 131, or 132
*Units: 6*

*Also listed as History 483*

*Prerequisite: HIST 130, 131, or 132*

## GLST 485: *Joys and Pains of Race in France*

This seminar examines the history and contemporary life of “race” in France, from 18th-century French essays on the “races” of man, to the removal of the word “race” in 2018 from Article 1 of the French Constitution. Alongside literary/film written and oral analysis, we will deepen our historical and socio-cultural knowledge of French and American concepts, e.g. universalism, laïcité, intersectionality, “color-blindness,” minorités visibles. PREREQUISITES: One 300-level French course or consent of instructor.
*Units: 6*

*Also listed as French 485, Ethnic Studies 485*

*Prerequisite: One 300-level French course or consent of instructor.*

## GLST 492: *Music and Globalization*

How do forces of globalization affect musicians and music-making? How do people use music to make sense of their transnational and cross-border lives and identities? What happens to the meanings in music when it travels across borders and boundaries, is performed by new musicians in different contexts, and is heard by new listeners? What happens to local or ritual meanings when it becomes commodified and commercialized? Do international copyright laws adequately protect composers and musicians when their music travels, and what about when such laws are at odds with local notions of creation and ownership? This course explores answers to these questions through case studies on a variety of musical genres and places around the world. PREREQUISITES: MUCO 212 or GLST 100
*Units: 6*

*Also listed as Musicology 492*

*Prerequisite: MUCO 212 or GLST 100*

## GLST 494: *Music and the Environment*

In many societies around the world, people use music and specialized listening skills to connect with nature, specific places, and surrounding environments. This course will explore music performance practices that express or enact these connections. Course materials will draw on ethnographic case studies and the growing fields of ecomusicology, acoustic ecology, and zoomusicology. PREREQUISITES: MUCO 212 or MUCO 202 or ENST 127 or consent of instructor
*Units: 6*

*Also listed as Musicology 494, Environmental Studies 494*

*Prerequisite: MUCO 212 or MUCO 202 or ENST 127 or consent of instructor*

## GLST 496: *Fascism, Nazism, Neofascism*

Over 75 years from its demise in Europe, 'fascism ' remains an operative term in political discourse. To understand this phenomenon, we examine the global history of fascism : from Italy to Germany, from Brazil to Japan, including neo-fascism today. We explore basic concepts and topics that include political and intellectual origins, expansionist violence, and the Holocaust. We also consider fascist art, propaganda, and film. (G&C)
*Units: 6*

*Also listed as History 496, Government 496*

## GLST 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. PREREQUISITES: One 400-level French course or consent of instructor
*Units: 6*

*Also listed as French 501*

*Prerequisite: One 400-level French course or consent of instructor*

## GLST 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. PREREQUISITES: One 400-level course in French or consent of instructor
*Units: 6*

*Also listed as French 504*

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

## GLST 514: *Reading the Border: Gender, Texts and Performance*

This course will focus on textual and cultural (re)presentations—including narratives, performance, film, photography and genre-defying texts—of the Central American-Mexio-U.S. borders, where spaces, race, violence and ethnicity become gendered. The course will cover the mid-1980s until contemporary times, a period tempered by the events of 9/11, as well as more recent political discourses focused on the border. Seminar with papers and a final project. PREREQUISITES: SPAN 300-level course or equivalent official placement
*Units: 6*

*Prerequisite: SPAN 300-level course or equivalent official placement*

## GLST 516: *Literature & 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. PREREQUISITES: Junior standing, ENG 280, or consent of instructor
*Units: 6*

*Also listed as English 516, Ethnic Studies 516*

*Prerequisite: Junior standing, ENG 280, or consent of instructor*

## GLST 518: *Narratives of Inequality*

What can literature teach us about inequality and the efforts to address it? This course explores select works that represent wealth, health, and environmental inequalities at home and abroad. PREREQUISITES: PREREQUISITES:

Junior standing or consent of instructor
*Units: 6*

*Also listed as English 518, Ethnic Studies 518*

*Prerequisite: PREREQUISITES: Junior standing or consent of instructor*

## GLST 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, Cé’saire, Laye, Condé’, Chamoiseau, Contant, and Glissant. PREREQUISITES: One 400-level French course or consent of instructor
*Units: 6*

*Also listed as French 588, Ethnic Studies 584*

*Prerequisite: One 400-level French course or consent of instructor*

## GLST 590: *Tutorial in Global Studies*

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.
*Units: 1 TO 98*

## GLST 591: *Directed Study in Global 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: 1 TO 98*

## GLST 599: *Independent Study in Global Studies*

Independent study is an opportunity to go beyond the established curriculum and undertake 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.
*Units: 1 TO 98*

## GLST 600: *Global Studies Capstone Seminar*

The culminating experience for the Global Studies major is a senior capstone in which students will produce a three-part portfolio: a reflection on their experience in the major, a revision of a paper or project from another course, and a presentation of the reflection or revision.
*Units: 3*

## GLST 690: *Tutorial in Global Studies*

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.
*Units: 1 TO 98*

### GLST 691: *Directed Study in Global 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: 1 TO 98*

### GLST 699: *Independent Study in Global Studies*

Independent study is an opportunity to go beyond the established curriculum and undertake 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.
*Units: 1 TO 98*

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# Government

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| | N. Aschbrenner *(Stephen Edward Scarff Memorial Visiting Professor)* |
| Professors | A. Shober, C. Skran *(Edwin & Ruth West Professorship of Economics and Social Science)* |
| Associate professors | A. Balsekar, J. Brozek *(Stephen Edward Scarff Professor of International Affairs, chair)*, W. Hixon *(Gordon R. Clapp Chair of American Studies) (on leave term(s) III)*, S. Wulf *(on leave term(s) III)* |

The two majors offered by the Government department - Government and International Relations (IR) - use the lens of political science to engage with our intensely political age and its intellectual challenges. Our main objective is to help students learn how to explain, interpret, and evaluate political institutions, conflicts, policies, behaviors, and beliefs. Students who major in Government or IR will learn how to employ a variety of methods to analyze political phenomena, as well as how to defend their analyses with rigorous, evidence-based argument.

The Government major includes all subfields of political science – American government, international relations, comparative politics, political theory, and public policy – and allows students to specialize in the area of their choice in upper-level courses. The International Relations major focuses on issues of conflict, cooperation, and change among international actors, as well as topics from comparative politics. IR is distinct from Global Studies because it is a social scientific field with distinct questions and methodologies, not an interdisciplinary approach that balances social science with cultural studies, humanities, art, and language.

Our introductory courses, GOVT 110 for the Government major and GOVT 140 for the IR major, provide entry points to understand central questions, theories and analytic tools of political science. Students proceeding further in either major will deepen their theoretical and methodological skills and apply those skills to substantive issues in American politics, comparative politics, international relations, and political theory.

A major in Government or International Relations prepares students for success in a wide variety of careers including public office, law, diplomacy, business, policy analysis, political consulting, foreign service, education, non-profit work, global public health, and social work. Department alumni have also pursued advanced degrees in political science, business, law, international relations, public policy, history, medicine, education, urban planning, development studies, and many other fields.

## Required for the major in government

Students who major in Government will learn how to explain, interpret, and evaluate political institutions, policies, behaviors and beliefs. They will do so by using discipline-appropriate methods to answer questions in all four subfields of political science: American politics, comparative politics, international relations, and political theory, and they will complete the major by undertaking a *Senior Experience* project in which they ask and answer a significant original research question concerning government, politics, law, or policy, in a subfield of their choice. Note: Students majoring in Government may not also major in International Relations.

1. GOVT 110: *Introduction to Political Science*
2. GOVT 271: *Research Methods in Political Science*
3. One of the following courses in American politics:

- GOVT 211: *Flexibility and Freedom: American Federalism in Transition*
- GOVT 220: *American Elections, Candidates, and Political Parties*
- GOVT 351: *Broadsides to Blogs: Mass Media in American Politics*
- GOVT 360: *The American Presidency*
- GOVT 370: *Congressional Politics*
- GOVT 380: *Introduction to Public Policy*

4. One of the following courses in comparative politics:
    - GOVT 215: *Democracy in Comparative Perspective*
    - GOVT 245: *Comparative Politics of Developing Countries*
5. One of the following courses in international politics:
    - GOVT 140: *Introduction to International Relations*
    - GOVT 340: *Theory of International Relations*
6. One of the following courses in political theory:
    - GOVT 200: *Politics and Human Nature*
    - GOVT 315: *Founding the Just Regime*
    - GOVT 322: *Liberty and Constitutional Democracy*
    - GOVT 405: *Individuality and Community*
7. One six-unit course or two three-unit courses numbered GOVT 400 or above
8. *Senior Experience*: one six-unit course numbered GOVT 500 or above. Students may satisfy this requirement by completing a seminar, independent study, tutorial, directed study, or internship.
9. Three or more electives: Majors must complete 66 GOVT units (equivalent to eleven six-unit courses), including 54 GOVT units (equivalent to nine six-unit courses) at the 200-level or above. This typically comprises three six-unit elective courses plus those used to satisfy requirements 1-8 above. However, majors who complete two of those requirements with one course, complete more than twelve 100-level units, or complete three-unit courses will need additional elective courses to satisfy the 66 GOVT unit requirement.

## Required for the major in international relations

Students who major in International Relations will learn how to explain, interpret, and evaluate international conflict, cooperation, institutions, and behavior. Coursework will focus on the field of IR, with supplementary electives in comparative politics, American politics, and political theory. Students complete the major by undertaking a Senior Experience project in which they ask and answer a significant original research question concerning international politics, institutions, or theory. Note: Students majoring in International Relations may not also major in Government.

1. GOVT 140: *Introduction to International Relations*
2. GOVT 340: *Theory of International Relations*
3. GOVT 271: *Research Methods in Political Science*
4. One of the following courses in comparative politics:
    - GOVT 215: *Democracy in Comparative Perspective*
    - GOVT 245: *Comparative Politics of Developing Countries*
5. One of the following courses in political theory:
    - GOVT 200: *Politics and Human Nature*
    - GOVT 315: *Founding the Just Regime*
6. One of the following courses in American politics:

- GOVT 110: *Introduction to Political Science*
- GOVT 211: *Flexibility and Freedom: American Federalism in Transition*
- GOVT 220: *American Elections, Candidates, and Political Parties*
- GOVT 351: *Broadsides to Blogs: Mass Media in American Politics*
- GOVT 360: *The American Presidency*
- GOVT 370: *Congressional Politics*
- GOVT 380: *Introduction to Public Policy*

7. GOVT 440: Practice of International Relations (3 units)
8. One additional methods or experiential course of at least 3 units to complement the intended *Senior Experience* project and/or career. Acceptable courses include GOVT 475: Games & Strategy, GOVT 401: Field Experience, GOVT 446:  Topics: Analyzing Political Rhetoric, a study abroad experience, a traveling classroom course with associated travel component, a credit-bearing internship related to international relations, or additional research design courses that will be developed in the future. With advisor approval, students may substitute appropriate courses in statistics, economics, history, certain upper-level language courses, or other relevant methods courses from other departments.
9. Three additional 6-unit electives, two of which must be in International Relations or Comparative Politics and one of which must be at the 400-level or higher.
10. *Senior Experience*: GOVT 500: Senior Seminar in International Relations & Comparative Politics. Students may also satisfy this requirement by completing a 500 or higher-level seminar, independent study, tutorial, or directed study.

## Senior Experience in government or international relations

The *Senior Experience* in both the government and international relations majors is to ask and answer an original research question using appropriate political science methodology, or other culminating work chosen in consultation with a student's faculty advisor and the department chair. 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.

## Required for the minor in government

1. GOVT 110: *Introduction to Political Science*
2. The following courses, three of which must be numbered 200 or above:

    a. One six-unit course in American politics
    b. One six-unit course in political theory
    c. Two six-unit courses from the fields of comparative politics and international relations

3. One six-unit course in government at the advanced level (numbered 400 or above), excluding tutorials and independent studies
4. A minimum of six six-unit courses in government.

## Teacher certification in social studies (grades 4-12)

Government majors can seek certification to teach social studies at the secondary level. Along with the major, students

must take one course in each of history, economics, psychology, and anthropology or ethnic studies, and a second course in two of these fields. Students are urged to take courses in both U.S. history and global history. A course in environmental studies (such as ENST 151) is also required. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Off-campus study

Government and international relations majors have a wide range of study abroad options with many courses that will fulfill electives, and interested students should consult with their advisor and the Off-Campus Programs office. Government students with a focus on US politics are encouraged to consider the Washington Semester in the Off-Campus Programs section of the catalog.

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## Courses - Government

### 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*

*Also listed as Global Studies 140*

### 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 190: *Tutorial Studies in Government*

Advanced study, arranged and carried out under the direction of an instructor. PREREQUISITES: To register student

must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GOVT 195: *Internship in Governenment*

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. 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. PREREQUISITES: At least one government course at 200-level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: At least one government course at 200-level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: sophomore standing
*Units: 6*

*Prerequisite: sophomore standing*

## GOVT 203: *Latin American Economic Development*

This course combines economic theory, policy and historical accounts to understand the forces shaping Latin American economic development. Students will gain an understanding of major theories and trends in Latin American development while analyzing specific development issues, including equitable growth, agriculture, migration, gender equity, education, and health. Students will complete thoughtful critiques of readings, problem sets analyzing real data, and in-depth evaluations of specific issues. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Economics 203*

*Prerequisite: ECON 100*

## 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. TOPICS FOR Fall 2026: Reading Afghanistan PREREQUISITES: None This discussion-based course offers a non-major-friendly introduction to the politics and political history of Afghanistan, from the 19th century to the present. What legacies have repeated foreign interventions left on the country's society, economy, and politics? How have ordinary Afghans negotiated life and politics in the midst of prolonged war and unstable detente? How have drugs and warlords intersected with national politics? How and why did the country's nascent post-war political institutions fall apart so rapidly in 2021? Although readings will be drawn from a range of genres, students will become acquainted with some core concepts and theories in comparative political science along the way. Assignments will include regular response papers and basic research tasks designed to complement assigned readings.
*Units: 1 TO 99*

## GOVT 211: *Flexibility and Freedom: American Federalism in Transition*

Federalism is a compromise between freedom and equality. How much authority should member states have over elections? Education? The environment? Immigration? Observers characterize federalism both as a bulwark against tyranny and a perpetrator of inequality. This course considers federalism's development in the United States and Europe, its contradictions, and its survival in a global society. PREREQUISITES: GOVT 110 or consent of instructor
*Units: 6*

*Prerequisite: GOVT 110 or consent of instructor*

## GOVT 215: *Democracy in Comparative Perspective*

This course examines variations in the institutional design and practice of democracy drawing on a range of national and historical cases. Course materials will address the following questions: Are there social, cultural, or economic prerequisites for democratic stability? How and why does the design of democratic institutions vary across national borders? Why does democracy sometimes produce undesirable social, political, and economic outcomes? And why and how do democracies collapse?
*Units: 6*

## 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. PREREQUISITES: GOVT 110 or consent of instructor
*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 government and non-government actors dealt with the aftermath of ethnic violence, and with what consequences? Students will read about cases of ethnic politics and violence drawn from several countries around the world, with particular focus on South Asia and the former Yugoslavia. Cases from other parts of the world will be used

primarily for comparative and theoretical perspective. PREREQUISITES: Sophomore standing and either GOVT 110 or GOVT 140
*Units: 6*

*Also listed as Ethnic Studies 226*

*Prerequisite: Sophomore standing and either GOVT 110 or GOVT 140*

## 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## 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. PREREQUISITES: Sophomore standing and one of GOVT 110 or GOVT 140
*Units: 6*

*Also listed as Global Studies 246*

*Prerequisite: Sophomore standing and one of GOVT 110 or GOVT 140*

## GOVT 248: *Social Entrepreneurship*

Social entrepreneurs all over the world adopt and implement innovative ideas in order to address some of the world's most pressing problems. In this course, students will study the many dimensions of social entrepreneurship, especially those ventures that address problems of human security. Students will work with a team to propose an entrepreneurial solution to one such problem. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 248, Innovation & Entrepreneurship 245*

*Prerequisite: Sophomore standing or consent of instructor*

## GOVT 252: *Sustainable Cities*

How can cities be sustainable? The increasing urbanization of the world's population, shift to service-driven economies, and growing diversity of cities make this question pressing and complicated. This course introduces economic, environmental, and social dimensions of the urban sustainability problem and explores responses to it through a two-week December study trip to London and Amsterdam and winter term studies and poster presentations. Program fee is required. Students pay their own airfare. PREREQUISITES: An introductory course in GOVT, ECON, ENST or GLST, or consent of instructor
*Units: 3*

*Also listed as Environmental Studies 252, Economics 252*

*Prerequisite: An introductory course in GOVT, ECON, ENST or GLST, or consent of instructor*

## 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. PREREQUISITES: GOVT 110 or sophomore standing
*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. PREREQUISITES: Sophomore standing or ENST 150 or GOVT 110
*Units: 6*

*Also listed as Global Studies 271, 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. Students should take this course in their sophomore or junior year. PREREQUISITES: GOVT 110 or consent of instructor; seniors must obtain consent of instructor
*Units: 6*

*Prerequisite: GOVT 110 or consent of instructor; seniors must obtain 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. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Economics 271*

*Prerequisite: ECON 100*

## GOVT 275: *Global Economic Relations*

This course covers the major concepts utilized in the field of international political economy. Major issues covered include debates about globalization, trade policy and free-trade agreements, monetary policy and currency regulation, aid and development, immigration policy and labor migration, global corporations, and international institutions such as the World Bank, IMF, and WTO. PREREQUISITES: Sophomore standing and ECON 100. GOVT 140 or GOVT 340 recommended.
*Units: 6*

*Also listed as Economics 202*

*Prerequisite: Sophomore standing and ECON 100. GOVT 140 or GOVT 340 recommended.*

## 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. PREREQUISITES: ECON 100
*Units: 6*

*Also listed as Economics 200*

*Prerequisite: ECON 100*

## 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. PREREQUISITES: GOVT 110 recommended
*Units: 6*

*Prerequisite: GOVT 110 recommended*

## GOVT 289: *Natural Resource Governance*

This course explores the theory and practice of natural resource governance across five interconnected focus areas: the pivotal role of governance in the clean energy transition, the influence of politics, power, and state capture, the critical role of investors and investment, the potential repression of civil society, and the interplay between international and local actors. Special attention is given to corporate social responsibility and how it shapes the prioritization of stakeholder interests. The course will be based on a lecture/discussion model and include a group project. PREREQUISITES: ECON 100 AND sophomore standing OR Consent of Instructor
*Units: 6*

*Also listed as Business and Entrepreneurship 370, Economics 289*

*Prerequisite: ECON 100 AND sophomore standing OR Consent of Instructor*

## 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. PREREQUISITES: Sophomore standing

*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 and commerce clauses; the separation of powers; and federalism. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: GOVT 110 or sophomore standing
*Units: 6*

*Prerequisite: GOVT 110 or sophomore standing*

## GOVT 322: *Liberty and Constitutional Democracy*

This course addresses philosophical and legal questions about liberty and constitutional democracy. To what extent should people be free to live, speak, interact, and employ property as they please? Should the scope of individual rights be defined by legal experts, majority rule, or something else? To what extent does American constitutional law guarantee such rights? Discussions with written assignments and/or exams and evaluations of class participation. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## GOVT 323: *Business Law*

The legal system is the framework that enables business to operate and also provides the boundaries and guardrails for business. An understanding of the law is not only essential in business, but it is also the context in which important ethical questions about the place of business in society are raised and resolved. This course will introduce students to the basic principles underlying the legal system and to areas of law that are particularly relevant in a business environment. Building on these foundations, students will engage with the normative, ethical questions that arise in law. The course will be taught through a combination of lecture and case discussions. There will be special focus on the development of skills of analytical reasoning, argumentation, negotiation, and persuasion. PREREQUISITES: BUEN 100 OR GOVT 110 AND sophomore standing
*Units: 6*

*Also listed as Business and Entrepreneurship 270*

*Prerequisite: BUEN 100 OR GOVT 110 AND sophomore standing*

## GOVT 340: *Theory of International Relations*

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. PREREQUISITES: GOVT 110 or 140 or sophomore standing
*Units: 6*

*Also listed as Global Studies 340*

*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? PREREQUISITES: GOVT 110
*Units: 6*

*Prerequisite: GOVT 110*

## GOVT 355: *Models of Strategy & Leadership*

An analysis of leadership in a variety of organizations, with examples drawn from politics and business. The course develops a theoretical view of leadership as a response to group dilemmas inherent in coordinating actions, eliciting effort, and developing information within organizations. Students will apply and evaluate course ideas through readings, encounters with guest speakers, and participation in case-study simulations. PREREQUISITES: BUEN 100 OR any social science course AND sophomore standing
*Units: 6*

*Also listed as Business and Entrepreneurship 355*

*Prerequisite: BUEN 100 OR any social science course AND sophomore standing*

## 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. PREREQUISITES: GOVT 110 and GOVT 271, or consent of instructor
*Units: 6*

*Prerequisite: GOVT 110 and GOVT 271, or consent of instructor*

## GOVT 365: *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. PREREQUISITES: GOVT 110 or GOVT 140 or sophomore standing

*Units: 6*

*Also listed as Global Studies 365*

*Prerequisite: GOVT 110 or GOVT 140 or sophomore standing*

## 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. PREREQUISITES: GOVT 110 or consent of instructor
*Units: 6*

*Prerequisite: GOVT 110 or consent of instructor*

## GOVT 380: *Introduction to Public Policy*

The course explores the balance between democratic participation and expert analysis in the design and implementation of public policy. Special attention is paid to problem definition, institutional design, and evaluation of outcomes. The course also considers the ethics and role of AI tools in policy analysis. Each time the course is offered, it highlights a different policy area, such as transportation, health care, or immigration. PREREQUISITES: GOVT 271 or MATH 107 or instructor approval
*Units: 6*

*Prerequisite: GOVT 271 or MATH 107 or instructor approval*

## 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. PREREQUISITES: Must be attending the Lawrence 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: At least one government course at 200-level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: At least one government course at 200-level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GOVT 401: *Field Experience in Development*

PREREQUISITES: Instructor Permission Required
*Units: 3*

*Also listed as Innovation & Entrepreneurship 401, Business and Entrepreneurship 401, Global Studies 401, Economics 206, Environmental Studies 311*

*Prerequisite: Instructor Permission Required*

## GOVT 405: *Individuality and Community*

This course studies how political theorists responded to the emergence of open societies in the West. It focuses on the scope of personal autonomy, the consequences of commerce and luxury, the best political and economic arrangements, and other topics explored by writers from the Renaissance to the Twentieth Century. PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Also listed as Economics 415*

*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. TOPICS FOR Fall 2026: Sovereignty and Intervention PREREQUISITES: GOVT 140 or GOVT 340 or consent of instructor What does sovereignty mean in an age of intervention? Does anything justify political, economic, humanitarian, or military intervention? Using case studies, different types of interventions will be explored. Students will write a paper in the causes and consequences of an intervention.
*Units: 6*

*Also listed as Global Studies 425*

*Prerequisite: GOVT 140 or GOVT 340 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. PREREQUISITES: GOVT 220, 360, 370, or 380
*Units: 6*

*Prerequisite: GOVT 220, 360, 370, or 380*

### GOVT 440: *Practice of International Relations*

This course is designed for juniors and seniors who are completing the International Relations major. It is a career-focused course that examines the ways in which international relations is practiced on a local, national, and global scale. Activities include discussions with alumni, building connections with campus resources in graduate programs and fellowships, and the completion of a professional portfolio. PREREQUISITES: Junior standing, GOVT 340, and one additional course in IR/Comparative Politics (or consent of instructor)
*Units: 3*

*Prerequisite: Junior standing, GOVT 340, and one additional course in IR/Comparative Politics (or consent of instructor)*

### GOVT 444: *Political Economy of Regulation*

The term political economy classically refers to the interface between the private and public sectors, including the regulation of market activity. This course focuses specifically on the once and future of United States antitrust regulation of Big Business, from the heyday of the Chicago meat packers to the current issues surrounding big tech, and hence is colloquially known as the “Big Seminar.” PREREQUISITES: ECON 300 and ECON 380 recommended
*Units: 6*

*Also listed as Business and Entrepreneurship 444, Economics 444, Innovation & Entrepreneurship 444*

*Prerequisite: ECON 300 and ECON 380 recommended*

### 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.
*Units: 6*

*Also listed as Global Studies 446*

*Prerequisite: GOVT 215, or GOVT 245, or consent of instructor.*

## GOVT 465: *Environmental Politics*

An examination of selected aspects of environmental policy in the United States. Topics include the historical development of US environmental policy, environmental justice, urban environmental issues, connections between food systems and the environment, and the application of economic reasoning to environmental policy making. PREREQUISITES: ENST 151 and junior standing, or consent of instructor
*Units: 6*

*Also listed as Environmental Studies 470*

*Prerequisite: ENST 151 and junior standing, 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, PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Prerequisite: Junior standing or consent of instructor*

## 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. PREREQUISITES: GOVT 140, GOVT 340, or consent of instructor
*Units: 3 TO 6*

*Prerequisite: GOVT 140, GOVT 340, or consent of instructor*

## GOVT 496: *Fascism, Nazism, Neofascism*

Over 75 years from its demise in Europe, 'fascism ' remains an operative term in political discourse. To understand this phenomenon, we examine the global history of fascism : from Italy to Germany, from Brazil to Japan, including neo-fascism today. We explore basic concepts and topics that include political and intellectual origins, expansionist violence, and the Holocaust. We also consider fascist art, propaganda, and film. (G&C)
*Units: 6*

*Also listed as History 496, Global Studies 496*

## GOVT 500: *Senior Seminar in Government*

Specific topics will be listed when scheduled.
*Units: 6*

## GOVT 538: *Outside the Margin of Error: Polling and Quantitative Prediction in Modern Politics*

Politicians and prognosticators have increasingly turned to “Big Data”, futures markets, and poll aggregation to predict political outcomes. The course will explore the theory and accuracy of these quantitative predictions, discuss contemporary issues of data quality, and suggest whether quantitative analysis of politics is more than entertainment for political junkies. PREREQUISITES: Junior standing and completion of the quantitative general education requirement, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing and completion of the quantitative general education requirement, or consent of instructor*

## GOVT 590: *Tutorial Studies in Government*

Advanced study, arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: At least one government course at the 200 level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: At least one government course at the 200 level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## GOVT 690: *Tutorial Studies in Government*

Advanced study, arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: At least one government course at the 200 level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: At least one government course at the 200 level or above and consent of instructor; To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Health and Society

| | |
|---|---|
| Professors | E. De Stasio *(Biology, The Raymond H. Herzog Professor of Science)*, S. Debbert *(Chemistry, chair)*, M. Jenike *(Anthropology)* |
| Associate professors | I. Albrecht *(Philosophy) (on leave term(s) I)*, M. Ansfield *(Psychology)*, B. Jenike *(Anthropology, Edward F. Mielke Professor of Medicine, Health and Society)*, J. Smith *(Ethnic Studies)* |

As students build expertise in the social sciences, humanities, and natural sciences, the interdisciplinary minor in Health and Society will allow them to explore how social, cultural, biological, and environmental factors contribute to the complexities of individual and population health. Students will learn to recognize the complicating factors that affect the application of biomedicine to human health and will gain an understanding of the intersection of human health and social inequalities in both local and global contexts.

The Health and Society minor is designed to augment pre-professional course work for any career in health care, including nursing, medicine, health care administration, public health, physical or occupational therapy, and genetic counseling. In addition to gaining facility with multiple disciplinary frameworks related to wellness, disability, and illness, students will be asked to explore and assess their own values, experiences, and skills relative to possible career paths within health care or public health. The courses in this minor will prepare students for meaningful lives of service with a broad liberal arts approach, which includes an understanding of the intersection of society, environment, and human health.

## Required for the minor in health and society

The minor in health and society requires 6 1/3 courses or, alternatively, 5 1/3 courses plus 100 hours of engaged learning.  Courses from three different departments are required to complete the minor. Prerequisites for elective courses are indicated in parentheses.

Requirements for the Health and Society minor:

1. One course that places medical practice in a global or community setting:

    a. ANTH 342: *Medical Anthropology* (ANTH 110, 140, or 141)
    b. ETST 303: *Race, Ethnicity, and Health* (sophomore standing)
    c. HESO 202: *Foundations of Global Health* (sophomore standing)
    d. HESO 330: *Public Health in Action* (HESO 189 or HESO 202 or ANTH 342, 542, OR instructor approval)
    e. PHIL 120: *Biomedical Ethics*

2. Two of the following courses covering cultural and psychosocial aspects of health and illness or disability:

    a. ANTH 377: *Culture and Aging* (ANTH 110 or sophomore standing)
    b. ANTH 542: *Anthropology and Public Health* (junior standing and ANTH 342 or 340 or PHIL 120)
    c. ANTH 551: *Anthropology of Biomedicine* (junior standing and ANTH 342 or 200 or PHIL 120)

d. ANTH 552: *Disability and Culture* (junior standing and ANTH 110 or 342 or PHIL 120)
e. ENST 127: *Environmental Justice and Citizenship*
f. ETST 145: *Introduction to Disability Studies*
g. ETST 187: *Mental Health and Identity*
h. HESO 301: *Digital Media and Communication for Public Health* (junior standing)
i. PHIL 370: *Advanced Studies in Bioethics* (PHIL 120)
j. PSYC 245: *Health Psychology* (sophomore standing; not to be taken by students taking PSYC 270)
k. PSYC 250: *Psychopathology* (PSYC 100 or sophomore standing)
l. PSYC 260: *Developmental Psychology* (PSYC 100 or sophomore standing)
m. PSYC 262: *Adult Development* (PSYC 100 or sophomore standing)
n. PSYC 290: *Developmental Psychopathology* (PSYC 100 or sophomore standing)
o. PSYC 335: *Clinical Psychology* (PSYC 281 and 250 or 290)
p. PSYC 350: *Psychopharmacology & Behavior* (sophomore standing; one biology course recommended)
q. PSYC 355: *Child Clinical Psychology* (PSYC 250 or 290)
r. Additional core course(s) from the previous section

3. Two courses in the biological, biochemical, or environmental basis of human health:

a. ANTH 340: *Human Biology, Evolution, and Health* (ANTH 140, ANTH 141, ANTH 142, BIOL 135, BIOL 150, or consent of instructor)
b. ANTH 344: *Nutritional Anthropology* (ANTH 140 or 141 or 142 or consent of instructor)
c. BIOL 100: *The Biology of Human Reproduction* OR BIOL 103: *Biotechnology & Society*
d. BIOL 222: *Parasitology* (BIOL 130 and 150)
e. BIOL 226: *Microbiology* (BIOL 130 and 150)
f. BIOL 260: *Genetics* (BIOL 130 or ANTH 140 or 141)
g. BIOL 370: *Human Physiology* (BIOL 130 and 150)
h. BIOL 470: *Exercise Physiology* (BIOL 370)
i. BIOL 430/431: *Immunology* (430: BIOL 130 and 150 and junior standing; 431: junior standing only)
j. CHEM 340: *Biochemistry I* (CHEM 250)
k. CHEM 440: *Biochemistry II* (CHEM 340)
l. GEOS 125: *Natural Hazards*
m. GEOS 213: *Geoenvironmental Health and Justice* – (GEOS 110, ENST 150, or CHEM 116)
n. HESO 140: *Human Nutrition*
o. HESO 189: *Introduction of Public Health and Epidemiology* (First Year Studies)
p. HESO 343: *Understanding Diabetes: Causes, Consequences, Strategies* (sophomore standing & one course in biology)
q. PSYC 365: *Brain and Behavior (with laboratory)* (NESC 200 or PSYC 348 AND PSYC 284 OR BIOL 280 or instructor approval)

4. HESO 380: *Health Career Exploration and Self-Reflection*

5. One additional elective from the lists above  OR Engaged Learning: a minimum of 100 hours of internship, paid employment, or volunteer work in the area of health care delivery, policy, or other work

with vulnerable populations. This work need not be credit-bearing, but must be registered through The Career Center.

Students may wish to emphasize certain aspects of health and society.  For example, students with interests in gender and health would be well served to include one or more of the following courses: ANTH 342, PSYC 245, BIOL 260, and GEST 100. Those interested in global health issues should consider HESO 189, HESO 202, ETST 303, BIOL 222, GEOS 125 and GEOS 213.

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## Courses - Health and Society

### BIOL 100: *The Biology of Human Reproduction*

An introductory 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*

### HESO 102: *Invisible Worlds, Visible Impacts: Microbes, History, Human Health, and Disease Modeling*

This three-week pre-college immersion travel-study program (Appleton, Door County, and London) explores how microbes shape and have shaped health, environments , and societies. Through labs, fieldwork , site visits, and historical reenactments , students integrate biology, history, and statistics to study disease, data, and social change. Requirements include laboratory projects, short papers, and presentations. This course is for the pre-college program only.
*Units: 6*

### HESO 108: *MEDICAL TERMINOLOGY*

In this course, students will develop the necessary medical vocabulary and word building skills required of work in health care. Students will analyze and interpret root words, prefixes and suffixes with emphasis on pronunciation and use in context. In this work, students will also be exposed to principles of basic anatomy, physiology, pathology of disease, and clinical procedure.
*Units: 3*

### HESO 120: *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. Recommended for first-years and sophomores.
PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Also listed as Philosophy 120, Biomedical Ethics 120*

*Prerequisite: Recommended for freshmen and sophomores*

## PHIL 120: *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. Recommended for first-years and sophomores.
PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Also listed as Health and Society 120, Biomedical Ethics 120*

*Prerequisite: Recommended for freshmen and sophomores*

## GEOS 125: *Natural Hazards*

Natural disasters are commonplace and are becoming increasingly costly in terms of economic impact and loss of human life. Through readings, lectures, and interactive labs we examine the root causes of natural hazards such as landslides, flooding, earthquakes, and tsunamis. We consider also the role humans have in elevating common hazards into humanitarian disasters, including the potential impact of global climate change on future events.
*Units: 6*

*Also listed as Health and Society 125*

## HESO 125: *Natural Hazards*

Natural disasters are commonplace and are becoming increasingly costly in terms of economic impact and loss of human life. Through readings, lectures, and interactive labs we examine the root causes of natural hazards such as landslides, flooding, earthquakes, and tsunamis. We consider also the role humans have in elevating common hazards into humanitarian disasters, including the potential impact of global climate change on future events.
*Units: 6*

*Also listed as Geosciences 125*

## ENST 127: *Environmental Justice and Citizenship*

Environmental degradation impacts some individuals and communities more than others: the poor, people of color, and certain nonhuman species and landscapes bear the brunt of our collective actions. This seminar pairs literary texts (novels, short stories and poems) with nonfiction essays on topics ranging from food production to indigenous rights. We will discuss and write about how these texts impact our understanding of fairness, justice, rights and responsibility.
*Units: 6*

## HESO 140: *Human Nutrition*

This course explores the scientific principles of human nutrition. Topics include nutrient sources and functions, physical activity, energy balance and body composition, life-cycle nutrition, nutrition in health and disease prevention, and social science perspectives on nutrition. This course is preparation for additional study in health sciences and food/nutrition policy, as well as for personal health management. Lecture and discussion; exams, presentations, on-line

assignments.
*Units: 6*

## HESO 189: *Introduction to Public Health and Epidemiology*

An introduction to the growing field of public health and core concepts in epidemiology. Students will discuss historical and current issues affecting the public's health, including individuals in disadvantaged communities, and examine innovative solutions that cross diverse disciplines, such as the health sciences, computer science, government, music and theatre. Through hands-on activities, students will observe and experience public health and epidemiology in action. Lecture/discussion format. PREREQUISITES: First Year Studies
*Units: 6*

*Also listed as University Courses 189*

*Prerequisite: First Year Studies*

## HESO 202: *Foundations of Global Health*

This course will introduce students to global health concepts, including the ways in which culture, values, and differing worldviews impact the socio-ecological determinants of health, globally and locally. Through the use of case studies, students will examine various international health systems, progress toward global health priorities and discover the importance of multi-sector partnerships to address the world's pressing problems. Discussion/lecture format; writing, exams, and presentations. PREREQUISITE: Sophomore standing PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as University Courses 202*

*Prerequisite: Sophomore standing*

## GEOS 213: *Geoenvironmental Health and Justice*

A course investigating the links between geology and health, with a particular focus on issues of environmental justice. The course considers topics such as human lead exposure from soil and water, the links between air pollution and asthma, and environmental health concerns presented by a changing climate. PREREQUISITES: GEOS 110, 125, or 150; or CHEM116
*Units: 6*

*Also listed as Health and Society 213, Environmental Studies 202*

*Prerequisite: GEOS 110, 125, or 150; or CHEM116*

## HESO 213: *Geoenvironmental Health and Justice*

A course investigating the links between geology and health, with a particular focus on issues of environmental justice. The course considers topics such as human lead exposure from soil and water, the links between air pollution and asthma, and environmental health concerns presented by a changing climate. PREREQUISITES: GEOS 110, 125, or 150; or CHEM116
*Units: 6*

*Also listed as Geosciences 213, Environmental Studies 202*

*Prerequisite: GEOS 110, 125, or 150; or CHEM116*

## 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. PREREQUISITES: BIOL 130 and BIOL 150, CHEM 116 recommended
*Units: 6*

*Also listed as Health and Society 226*

*Prerequisite: BIOL 130 and BIOL 150, CHEM 116 recommended*

## HESO 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. PREREQUISITES: BIOL 130 and BIOL 150, CHEM 116 recommended
*Units: 6*

*Also listed as Biology 226*

*Prerequisite: BIOL 130 and BIOL 150, CHEM 116 recommended*

## HESO 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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Psychology 245, Biomedical Ethics 245*

*Prerequisite: PSYC 100 or sophomore standing*

## 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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Biomedical Ethics 245, Health and Society 245*

*Prerequisite: PSYC 100 or sophomore standing*

## HESO 250: *Psychopathology*

A study of the major mental disorders. Theory and research into the origins of each disorder are examined from a variety of perspectives (psychoanalytic, biological, cognitive, behavioral, and humanistic). PREREQUISITES: PSYC 100 or sophomore standing

*Units: 6*

*Also listed as Psychology 250*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 250: *Psychopathology*

A study of psychological disorders including causes, symptoms, treatment, and prevention. Building diagnostic skills through clinical vignettes is emphasized. Sociocultural considerations and contemporary issues in mental health (e.g., misinformation) are interwoven throughout the course. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 250*

*Prerequisite: PSYC 100 or sophomore standing*

## BIOL 260: *Genetics*

A lecture and laboratory study of the principles of inheritance, gene expression, introductory genomics, sex determination, and the concepts of historical and modern eugenics and genetic engineering. PREREQUISITES: Sophomore standing and BIOL 130 or ANTH 141
*Units: 6*

*Also listed as Health and Society 261*

*Prerequisite: Sophomore standing and BIOL 130 or ANTH 141*

## HESO 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, social and cognitive development. A variety of theoretical perspectives are covered. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Psychology 260*

*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, social and cognitive development. A variety of theoretical perspectives are covered. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 260*

*Prerequisite: PSYC 100 or sophomore standing*

## HESO 261: *Genetics*

A lecture and laboratory study of the principles of inheritance, gene expression, introductory genomics, sex determination, and the concepts of historical and modern eugenics and genetic engineering. PREREQUISITES:

Sophomore standing and BIOL 130 or ANTH 141
*Units: 6*

*Also listed as Biology 260*

*Prerequisite: Sophomore standing and BIOL 130 or ANTH 141*

## HESO 262: *Adult Development*

Study of the development of behavior and mental processes from emerging adulthood through late adulthood, covered from a variety of theoretical perspectives. Topics of psychosocial and cognitive development include sex and fertility, identity, intimacy, healthy aging, generativity, neurocognitive disorders, and caring for the elderly. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Psychology 262*

*Prerequisite: PSYC 100 or sophomore standing*

## HESO 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, eating disorders, depression, and self-harm. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Psychology 290*

*Prerequisite: PSYC 100 or sophomore standing*

## HESO 301: *Digital Media and Communication for Public Health*

This course will focus on the role of communication theory in public health and examine the impact of digital media (apps, social media, VR) on health and health behavior change. Students will also learn techniques for applying communication strategies and marketing concepts to public health practice and apply those to create communication outputs that will support the work of a local organization. Discussion/Lecture format. PREREQUISITES: Junior Standing
*Units: 6*

*Also listed as University Courses 301*

*Prerequisite: Junior Standing*

## ETST 303: *Race, Ethnicity and Health*

The aim of this course is to introduce students to important health issues that different racial and ethnic communities face. The course will explore in-depth a range of issues relating to racial and ethnic health disparities and it will analyze these issues via structural, systemic and cultural frameworks.
*Units: 6*

*Also listed as Health and Society 303*

## HESO 303: *Race, Ethnicity and Health*

The aim of this course is to introduce students to important health issues that different racial and ethnic communities face. The course will explore in-depth a range of issues relating to racial and ethnic health disparities and it will analyze these issues via structural, systemic and cultural frameworks.
*Units: 6*

*Also listed as Ethnic Studies 303*

## HESO 330: *Public Health in Action*

Discover how everyday issues—from clean air to food security—are tackled by local public health professionals. This hands-on course will teach you to identify community health challenges, partner with local organizations, and gather real-world data. In small teams you'll design, implement, or evaluate a short-term public health intervention. All majors welcomed, no prior field experience needed—just curiosity, creativity, and a willingness to make local impact.
PREREQUISITES: UNIC 189 or UNIC 202 or ANTH 342, 542, OR instructor approval
*Units: 6*

*Also listed as University Courses 330*

*Prerequisite: UNIC 189 or UNIC 202 or ANTH 342, 542, OR instructor approval*

## HESO 335: *Clinical Psychology*

A highly experiential course emphasizing counseling and facilitative interpersonal skills. Students will also learn about theoretical orientations and their role in guiding clinical mental health work. Individual and cultural differences, as well as self-reflection, are emphasized throughout the course. PREREQUISITES: PSYC 250 or 290
*Units: 6*

*Also listed as Psychology 335*

*Prerequisite: PSYC 250 or 290*

## PSYC 335: *Clinical Psychology*

A highly experiential course emphasizing counseling and facilitative interpersonal skills. Students will also learn about theoretical orientations and their role in guiding clinical mental health work. Individual and cultural differences, as well as self-reflection, are emphasized throughout the course. PREREQUISITES: PSYC 250 or 290
*Units: 6*

*Also listed as Health and Society 335*

*Prerequisite: PSYC 250 or 290*

## 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.
PREREQUISITES: ANTH 140,ANTH 141, BIOL 135, BIOL 150, or instructor approval
*Units: 6*

*Also listed as Health and Society 340*

*Prerequisite: ANTH 140,ANTH 141, BIOL 135, BIOL 150, or instructor approval*

## HESO 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. PREREQUISITES: ANTH 140,ANTH 141, BIOL 135, BIOL 150, or instructor approval
*Units: 6*

*Also listed as Anthropology 340*

*Prerequisite: ANTH 140,ANTH 141, BIOL 135, BIOL 150, or instructor approval*

## ANTH 342: *Medical Anthropology*

An introduction to the comparative, cross-cultural study of health, healing, and beliefs about the body and illness. Topics covered include: (1) biocultural approaches to understanding health; (2) social determinants of health (how social inequalities become embodied); (3) medical systems, including biomedicine, as cultural systems of knowledge and practice; (4) the social construction of illness and health; and (5) an introduction to global health. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Health and Society 342*

*Prerequisite: Sophomore standing*

## HESO 342: *Medical Anthropology*

An introduction to the comparative, cross-cultural study of health, healing, and beliefs about the body and illness. Topics covered include: (1) biocultural approaches to understanding health; (2) social determinants of health (how social inequalities become embodied); (3) medical systems, including biomedicine, as cultural systems of knowledge and practice; (4) the social construction of illness and health; and (5) an introduction to global health. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Anthropology 342*

*Prerequisite: Sophomore standing*

## HESO 343: *Understanding Diabetes: Causes, Consequences, Strategies*

Investigation of diabetes types in their genetic, evolutionary, pathophysiological, cultural, social, and public health dimensions serves as a model for holistic study of human health. Research-based group projects flow from students' interests with an emphasis on achieving interdisciplinary understandings of diabetes. Skill development in information literacy, collaborative inquiry, and effective communication. Weekly assessments, research-based group projects, individual final project; brief lectures, discussion, small group work. PREREQUISITES: Sophomore standing, one course in Biology
*Units: 6*

*Also listed as Anthropology 343*

*Prerequisite: Sophomore standing, one course in Biology*

## 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. PREREQUISITES: ANTH 140, 141 or 142 or consent of instructor
*Units: 6*

*Also listed as Health and Society 344*

*Prerequisite: ANTH 140, 141 or 142 or consent of instructor*

## HESO 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. PREREQUISITES: ANTH 140, 141 or 142 or consent of instructor
*Units: 6*

*Also listed as Anthropology 344*

*Prerequisite: ANTH 140, 141 or 142 or consent of instructor*

## HESO 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. PREREQUISITES: Sophomore standing; at least one prior biology course recommended
*Units: 6*

*Also listed as Psychology 350*

*Prerequisite: Sophomore standing; at least one prior biology course recommended*

## 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. PREREQUISITES: Sophomore standing; at least one prior biology course recommended
*Units: 6*

*Also listed as Health and Society 350*

*Prerequisite: Sophomore standing; at least one prior biology course recommended*

## HESO 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. PREREQUISITES: PSYC 250 or PSYC 290 and sophomore standing, or consent of instructor
*Units: 6*

*Also listed as Psychology 355*

*Prerequisite: PSYC 250 or PSYC 290 and sophomore standing, or consent of instructor*

### HESO 365: *Brain and Behavior (with laboratory)*

A lecture course with a laboratory that explores the neurobiological mechanisms associated with complex behaviors. Topics range from hormonal regulation of behavior to learning and memory, motivation, and emotion, sleep, appetitive behaviors, and various psychological disorders. Assessments include exams, presentations, laboratory reports, and participation. Not open to students who took PSYC 360 or PSYC 525. PREREQUISITES: NESC 200 or PSYC 348 AND PSYC 284 OR BIOL 280 or instructor approval
*Units: 6*

*Also listed as Psychology 365*

*Prerequisite: NESC 200 or PSYC 348 AND PSYC 284 OR BIOL 280 or instructor approval*

### BIOL 370: *Human Physiology*

An examination of how the body maintains homeostasis. The various physiological systems (e.g., respiratory and cardiovascular) will be studied at multiple levels of organization, from molecular and cellular to the macroscopic. This course is primarily aimed at students entering the health sciences. The course will have both lectures and a laboratory component. PREREQUISITES: BIOL 150
*Units: 6*

*Also listed as Health and Society 370*

*Prerequisite: BIOL 150*

### HESO 370: *Human Physiology*

An examination of how the body maintains homeostasis. The various physiological systems (e.g., respiratory and cardiovascular) will be studied at multiple levels of organization, from molecular and cellular to the macroscopic. This course is primarily aimed at students entering the health sciences. The course will have both lectures and a laboratory component. PREREQUISITES: BIOL 150
*Units: 6*

*Also listed as Biology 370*

*Prerequisite: BIOL 150*

### PHIL 370: *Advanced Studies in Bioethics*

A seminar examining one particular issue or set of issues in bioethics. PREREQUISITES: PHIL 120 or two courses in philosophy
*Units: 6*

*Also listed as Health and Society 371, Biomedical Ethics 370*

*Prerequisite: PHIL 120 or two courses in philosophy*

### HESO 371: *Advanced Studies in Bioethics*

A seminar examining one particular issue or set of issues in bioethics. PREREQUISITES: PHIL 120 or two courses in philosophy
*Units: 6*

*Also listed as Philosophy 370, Biomedical Ethics 370*

*Prerequisite: PHIL 120 or two courses in philosophy*

### ANTH 377: *Culture and Aging*

This course uses ethnographic studies from a range of societies to understand how the experience of aging throughout the life course not only differs cross-culturally, but also within the same society over time in response to increased longevity and biomedical advances. Of particular concern will be cultural constructions of health, well-being, disability, and dependency, including in-depth analysis of aging in Asia. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Also listed as Health and Society 377*

*Prerequisite: ANTH 110 or sophomore standing*

### HESO 377: *Culture and Aging*

This course uses ethnographic studies from a range of societies to understand how the experience of aging throughout the life course not only differs cross-culturally, but also within the same society over time in response to increased longevity and biomedical advances. Of particular concern will be cultural constructions of health, well-being, disability, and dependency, including in-depth analysis of aging in Asia. PREREQUISITES: ANTH 110 or sophomore standing
*Units: 6*

*Also listed as Anthropology 377*

*Prerequisite: ANTH 110 or sophomore standing*

### HESO 380: *Health Career Exploration and Self-Reflection*

This course will use discussion, alumni visits, and self-reflection through which students will engage in a process of exploration of careers in health care, broadly defined (ranging from medicine, physical therapy, other allied health careers, public health, and health-care related fields such as health care administration). Students will learn self-reflection and discernment based on their values and personal strengths. PREREQUISITES: sophomore standing
*Units: 2*

*Prerequisite: sophomore standing*

### HESO 410: *Exercise Physiology*

This laboratory class will illuminate physiological mechanisms in response to acute and chronic exercise. Chronic adaptations and training and acute responses of the muscular, circulatory, respiratory, and endocrine systems will be covered. Health benefits of physical activity, the relationship between exercise and weight, aerobic and muscular

strength, and the role of nutrition, age, gender and environmental factors will be discussed. PREREQUISITES: BIOL 370
*Units: 6*

*Also listed as Biology 410*

*Prerequisite: BIOL 370*

## BIOL 430: *Immunology*

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and function, 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. The weekly laboratory will examine the basic questions, experimental subjects, and procedures of the field. PREREQUISITES: BIOL 130, BIOL 150, and junior standing; or consent of instructor
*Units: 6*

*Also listed as Health and Society 430*

*Prerequisite: BIOL 130, BIOL 150, and junior standing; or consent of instructor*

## HESO 430: *Immunology*

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and function, 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. The weekly laboratory will examine the basic questions, experimental subjects, and procedures of the field. PREREQUISITES: BIOL 130, BIOL 150, and junior standing; or consent of instructor
*Units: 6*

*Also listed as Biology 430*

*Prerequisite: BIOL 130, BIOL 150, and junior standing; or consent of instructor*

## BIOL 431: *Immunology (lecture only)*

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and function, 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. Lecture only. PREREQUISITES: BIOL 130, BIOL 150, and junior standing; or consent of instructor
*Units: 6*

*Also listed as Health and Society 431*

*Prerequisite: BIOL 130, BIOL 150, and junior standing; or consent of instructor*

## HESO 431: *Immunology (lecture only)*

This course will cover the basic concepts of immunology, including differentiation of immune cells, antibody structure and function, 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. Lecture only. PREREQUISITES: BIOL 130, BIOL 150, and junior standing; or consent of instructor
*Units: 6*

*Also listed as Biology 431*

*Prerequisite: BIOL 130, BIOL 150, and junior standing; or consent of instructor*

### ANTH 542: *Anthropology and Public Health*

This advanced discussion seminar considers applied critical medical anthropology's contributions, in terms of theory, research, and practice, to addressing community and global health concerns. With a political-economic framework, we will focus on the social determinants of health and how both macrostructural forces and local conditions have to be considered for effective health development. Reading response papers, final research paper and presentation. PREREQUISITES: ANTH 342 or ANTH 340 or BIET 120; and junior or senior standing
*Units: 6*

*Also listed as Health and Society 542*

*Prerequisite: ANTH 342 or ANTH 340 or BIET 120; and junior or senior standing*

### HESO 542: *Anthropology and Public Health*

This advanced discussion seminar considers applied critical medical anthropology's contributions, in terms of theory, research, and practice, to addressing community and global health concerns. With a political-economic framework, we will focus on the social determinants of health and how both macrostructural forces and local conditions have to be considered for effective health development. Reading response papers, final research paper and presentation. PREREQUISITES: ANTH 342 or ANTH 340 or BIET 120; and junior or senior standing
*Units: 6*

*Also listed as Anthropology 542*

*Prerequisite: ANTH 342 or ANTH 340 or BIET 120; and junior or senior standing*

### ANTH 551: *Anthropology of Biomedicine*

This advanced seminar, for students who have already had an introduction to medical anthropology or to poststructural anthropological theory, draws from critical theory and ethnographic research to study biomedicine as a system of knowledge and social practice, including discussion of the radical societal changes and ethical debates arising from the global application of biomedical technologies. Response papers, final research paper and presentation. PREREQUISITES: ANTH 342, 200 or BIET 120,and junior or senior standing
*Units: 6*

*Also listed as Health and Society 551*

*Prerequisite: ANTH 342, 200 or BIET 120,and junior or senior standing*

### HESO 551: *Anthropology of Biomedicine*

This advanced seminar, for students who have already had an introduction to medical anthropology or to poststructural anthropological theory, draws from critical theory and ethnographic research to study biomedicine as a system of knowledge and social practice, including discussion of the radical societal changes and ethical debates arising from

the global application of biomedical technologies. Response papers, final research paper and presentation. PREREQUISITES: ANTH 342, 200 or BIET 120,and junior or senior standing
*Units: 6*

*Also listed as Anthropology 551*

*Prerequisite: ANTH 342, 200 or BIET 120,and junior or senior standing*

### ANTH 552: *Disability and Culture*

Disability is a social and lived category fundamental to human experience. This advanced discussion seminar draws from experiential, reflexive, phenomenological, and critical approaches in cultural and medical anthropology to cross-culturally explore the subjectivities of perceived disabilities in both local and global worlds. Topics may include: autism, learning disabilities, bipolar disorder, schizophrenia, chronic pain, d/Deaf culture, and other categories of social impairment. Papers, research paper and presentation. PREREQUISITES: ANTH 110 or ANTH 342 or ETST 145 or BIET 120, and sophomore standing
*Units: 6*

*Also listed as Health and Society 552*

*Prerequisite: ANTH 110 or ANTH 342 or ETST 145 or BIET 120, and sophomore standing*

### HESO 552: *Disability and Culture*

Disability is a social and lived category fundamental to human experience. This advanced discussion seminar draws from experiential, reflexive, phenomenological, and critical approaches in cultural and medical anthropology to cross-culturally explore the subjectivities of perceived disabilities in both local and global worlds. Topics may include: autism, learning disabilities, bipolar disorder, schizophrenia, chronic pain, d/Deaf culture, and other categories of social impairment. Papers, research paper and presentation. PREREQUISITES: ANTH 110 or ANTH 342 or ETST 145 or BIET 120, and sophomore standing
*Units: 6*

*Also listed as Anthropology 552*

*Prerequisite: ANTH 110 or ANTH 342 or ETST 145 or BIET 120, and sophomore standing*

### HESO 596: *Career Exploration and Development*

This course will help students build a bridge between their education and their career through networking events with health care professionals, participating in events centered on health and wellness, shadowing health care or public health professionals, and guided self-reflection. Events and discussions will typically take place at the Fox Commons Pre-Health Commons. May be repeated for a maximum of 6 units.
*Units: 1*

# History

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|---|---|
| Professors | P. Cohen *(Patricia Hamar Boldt Professor of Liberal Studies)*, J. Frederick *(Jean Lampert Woy and J. Richard Woy Professorship in History)*, M. Rico *(Robert S. French Professor of American Studies and Professor of History)*, B. Vance |
| Associate professors | P. Blitstein *(Dean of Faculty Office)*, B. Schlabach *(chair term I)* |
| Visiting Assistant Professor | G. Milano |

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.

## Required for the major in history

Students who major in history will learn to analyze historical evidence, synthesize sources into an argument, explain historiographical debates, and appreciate diverse cultures and perspectives.

*Required for the history major:*

1. HIST 110: *The Emergence of the Modern World* or HIST 115: *The Modern World*. Students should take this class in their first or second year.
    a. Students with a 4 or better on any AP History examination may submit their AP credit in fulfillment of this requirement.
    b. Transfer credit may fulfill this requirement.
2. HIST 203: *Introduction to Historical Methods*. Students should take this course in their first or second year.
3. HIST 620: *Historiography*. Students should ideally take this course in their junior year, but no later than the fall of their senior year.
4. HIST 650: *The Practice of History* (senior experience)
5. Four six-unit electives (24 units), at least three of which must be at the 200 level or above.
    a. No more than one student-initiated course (SIC) such as a tutorial, directed study, internship or independent study may be used in fulfillment of this requirement.
    b. AP credit may be substituted for one elective at the 100 level.
6. Two six-unit seminars (12 units) at the 400 level
    a. No more than one student-initiated course (SIC) such as a tutorial, directed study, internship or independent study may be used in fulfillment of this requirement.
    b. AP credit may not be submitted in fulfillment of this requirement.
7. Breadth requirements:
    a. Students must take at least one six-unit elective or seminar in three of the following areas: Asia,

Europe, Global and Comparative, Latin America, Middle East and Africa, North America.
b. This requirement may not be fulfilled with HIST 110, HIST 115, or AP credit, but other 100-level courses may be counted towards this requirement.
c. Students must take at least one six-unit course covering material pre-1750.

## Senior Experience in history

The *Senior Experience* in the history department consists of a collaborative one-term seminar, *The Practice of History*, culminating in an original and substantial piece of historical research. *The Practice of History* represents the culmination of a course sequence that includes *Introduction to Historical Methods* and *Historiography*. It is open to history majors who have successfully completed both HIST 203 and HIST 620. Students should also have completed an advanced seminar, tutorial, or independent study and have outlined a research topic that they are prepared to pursue intensively.

## Required for the minor in history

1. One gateway course (either HIST 105, 110, 115, or 140) (6 units);

2. HIST 203 *Introduction to Historical Methods* (6 units);

3. Four additional six-unit courses (24 units)

    a. No more than one may be an introductory course (100-199)

    b. At least one must be an advanced seminar, independent study, directed study, or tutorial (400-599);

** AP credit may be substituted for one 100-level course.

## Teacher certification in social studies (grades 4-12)

History majors can seek certification to teach social studies at the secondary level. Along with the major, students must take one course in each of economics, government, psychology, and anthropology or ethnic studies, and a second course in two of these fields. Students are urged to take courses in both U.S. history and global history. A course in environmental studies (such as ENST 151) is also required. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## 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 as a substitute for HIST 110 or HIST 115, or as one elective. We strongly encourage students to consult with any member of the department about appropriate placement in courses above the introductory level. *Students may submit only one AP course towards fulfillment of the major.*

## 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 consortial arrangements. The Lawrence London Centre has 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) languages in addition to English and should work closely with their advisors to plan their schedules accordingly.

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## Courses - History

### HIST 105: *Cross-Cultural Interactions Along the Silk Road, 200 BCE - 1400 CE*

The so-called "Silk Road" was the world's first superhighway, linking East Asia to the Mediterranean. The peoples along the way not only traded luxury goods, but also ideas, technology, and more. This course offers a thematic examination of the dynamic, cross-cultural interactions along the ancient and medieval Silk Road. (G & C)
*Units: 6*

*Also listed as Global Studies 105, East Asian Studies 105*

### 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*

*Also listed as Global Studies 110*

## 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 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: *Early America and the United States to 1865*

This survey course explores the development of American society from the late 1400s through the Civil War. Students will examine Indigenous sovereignty in the face of Spanish, French, Dutch, and British imperialism, the growth of political institutions and the revolutionary break with Britain, and the effort to create and sustain a new nation. Key themes include the expansion of slavery and its role in the economy, economic and demographic transformation, the tension between national and sectional identities, and the Civil War.
*Units: 6*

## HIST 132: *United States History, 1865 to the 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 legacies of Reconstruction, reforms of the Progressive-Great Depression eras, the Civil Rights Movement, the conservative backlash of the 1980s, ending with the War on Terror and January 6 Capitol Attack.
*Units: 6*

## 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*

## HIST 150: *Turbulence and Transformation: Stuart England, 1603-1714*

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. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

### HIST 161: *Introduction to Asian American Studies*

This course provides an introduction to the interdisciplinary field of Asian American Studies with particular attention to the experiences and histories that help define what it means to be "Asian American" and to study Asians in the U.S. We will consider who is included in the category "Asian American," who or what determines that identity, and how conceptions of Asian America have changed over time. Drawing on a range of cultural texts, history, policy, race, gender and sexuality studies, we will address topics related to identity formation, community life, migration, immigration, citizenship, labor, empire, globalization, and popular culture. (G&C)
*Units: 6*

*Also listed as Ethnic Studies 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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*

### HIST 202: *History in Public: Communities, Stories, and Memory*

Introduction to the broad variety of activities and locations developed by historians to reach the general public, such as museums, libraries, and archives, historic preservation, documentary filmmaking, oral history, podcasting, historical editing, and community activism. This course examines public historians' theoretical and ethical concerns in addition to developing relevant skills. Emphasis on experiential learning via field trips, interviews with practitioners, and individual and group projects.
*Units: 6*

### HIST 203: *Introduction to Historical Methods*

A course teaching the practical skills of doing history. Emphasis is on acquiring techniques historians use for research, source interpretation, and presentation. 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 204: *The Black Athlete's Protest*

This course represents an opportunity to turn everyday conversations, debates, and discourse about sports into conversations informed by history. Too often, to quote the creators of the Kaepernick syllabus, "especially within the media and from those whose whiteness--their privilege--insulates, empowers, and protects, people speak without the requisite tools, without the requisite historic foundation, and without the necessary information." If we are going to follow NFL quarterback Colin Kaepernick's lead to work toward justice, we must do so with a historic foundation, with knowledge about the persistent realities of racial injustice and inequality, with insight into the longstanding struggles of the Black athlete. Through their own research, a variety of writing assignments, and by leading class discussions, students will study the activism of Harry Edwards, Serena Williams, Simone Biles, and so many others to comprehend the historic significance the Black athlete's protest. (NA)
*Units: 6*

*Also listed as Ethnic Studies 204, Gender Studies 204*

### 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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 205*

*Prerequisite: Sophomore standing or consent of instructor*

### HIST 206: *Perchance to Dream: A Comparative History of Dreams from Antiquity to Present*

For centuries, dream interpretation has been integrated into philosophical discourse, used as a political tool, and touted as proof of otherworldly activities. This seminar will examine dream theories as products of socio-cultural development in different historical contexts. (G&C)
*Units: 6*

*Also listed as Global Studies 206*

## HIST 207: *The Atlantic World*

What if we think of an ocean as a meeting place and not a barrier? Between 1400 and 1800 the peoples living in west Africa, western Europe, and the Atlantic coast of the Americas encountered each other with transformative, often devastating consequences. This course investigates the creation of this ""Atlantic World"" and the identities formed as a result, uncovering how wars, piracy, enslavement, and resistance unfolded on ships and at sea. (G&C) (NA) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 208*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 208: *African American History to Emancipation*

This course surveys African American History from 1607 to 1865. Students will analyze the African origins of this country, the Middle Passage, the different manifestations of enslavement, and the historical changes that shaped African-American life and culture thereafter—from the Revolution to Civil War. Topics will include the gendered experiences of enslavement; slave resistance; the black abolitionist movement in the United States; Civil War; Reconstruction. (NA) PREREQUISITES: Sophomore standing.
*Units: 6*

*Also listed as Ethnic Studies 208*

*Prerequisite: Sophomore standing.*

## HIST 209: *African American History since Emancipation*

This course will explore African American History from 1865 to the present. We will examine the major themes, problems, events, structures, and personalities of African American History, paying particular attention to how African Americans themselves shaped their experiences. We will devote some portion of each week to the close examination of a variety of primary sources, including: autobiographies, fiction, film, speeches, music, and art. (NA) PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 209*

*Prerequisite: Sophomore standing*

## HIST 211: *Wēskōhsaeh: History of the Indigenous Nations of Wisconsin*

This course traces the history of Wisconsin's Indigenous Nations from before colonization to the present. You will learn in this discussion-based course how Native Americans have shaped their history and Wisconsin history more broadly. Moreover, you will come to understand how settler and Indigenous histories themselves are constructed narratives. You will also gain important skills, including analytical writing, persuasive speaking, and historical research methods. (NA)
*Units: 6*

*Also listed as Ethnic Studies 159*

## HIST 212: *East Asia in the Premodern World*

An introductory survey of premodern East Asia. Focus on multi-disciplinary approaches to understanding the diverse cultures in the region and the historical processes that bound those cultures together. Students who have taken HIST 160 may not enroll in HIST 212 for credit. (EA)
*Units: 6*

*Also listed as East Asian Studies 212, Global Studies 212*

## HIST 213: *East Asia in the Modern World*

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. (EA)
*Units: 6*

*Also listed as East Asian Studies 213, Global Studies 213*

## HIST 222: *Coffee, Liquid Modernity*

This course provides a world history through the medium of a single commodity: coffee. Readings examine the biology of the coffee shrub, coffee's psychoactive effects, its cultivation for markets , and its significance as an export for "Global South" nations. We investigate emerging forms of sociality around the production and consumption of coffee, from diverse labor forms to the stimulating milieus of Enlightenment salons and Starbucks. (G&C)
*Units: 6*

*Also listed as Global Studies 222*

## HIST 231: *Survey of Greek History*

A study of ancient Greek history from the Bronze Age to 146 B.C.E. 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. All texts in English. (E)
*Units: 6*

*Also listed as Classics 240*

## HIST 232: *Survey of Roman History*

A study of the history of Rome from its origins through the Republic and Empire to the reign of Constantine. Emphasis on political and cultural developments and the acquisition and maintenance of empire. Readings may include Livy, Tacitus, Suetonius, and the Historia Augusta. All texts in English. (E)
*Units: 6*

*Also listed as Classics 245*

## 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.E.). 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. All texts in English. (E) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Classics 300*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 236: *Native American History from Deep Time to 1830*

This course serves as an introductory survey to the history of Native America from deep time to the era of removal. In this course, you will learn about the development of Native American governance, economics, and lifeways prior to European colonialism. Additionally, you will come to understand how these diverse societies contended with, resisted, and adapted to settler colonialism. (NA)
*Units: 6*

## HIST 237: *Native American History from 1830 to Present*

This course serves as an introductory survey to the history of Native American from 1830 to the present. In this course, you will learn how Native American nations resisted, persevered, and adapted to United States colonialism, all the while contributing to US culture and economics, and in time, rebuilding their nations to produce a contemporary resurgence. (NA)
*Units: 6*

## 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. All texts in English. (E) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Classics 310*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 241: *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. All texts in English. (E)
*Units: 6*

*Also listed as Classics 280*

## HIST 242: *The Fall of the Roman Republic*

A study of the final decades of the Roman Republic from the sixth consulship of Marius to the assassination of Caesar (100 to 44 B.C.E.), focusing on political, social, and cultural changes during this tumultuous period. Topics include: Roman politics, social class and identity, and Republican art, literature, and thought. All texts in English. (E)

PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Classics 305*

*Prerequisite: Sophomore standing or consent of instructor*

## 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: imperialism, the development of parliamentary democracy, and the growth of modern industrial capitalism. Recommended for students planning to study at the London Centre. (E)
PREREQUISITES: Sophomore standing
*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) PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## HIST 251: *Turbulence and Transformation: Stuart England, 1603-1714*

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. Offered at the London Centre. (E) PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## HIST 252: *History of American Consumerism*

This class explores how consumer culture in the twentieth century shaped Americans' sense of nationalism, security, and self-worth. Students will examine how mass production, suburbia's rise, and the advent of nationally-televised advertising campaigns created new notions of Americanness. Students enrolled in this class will engage in a critical examination of both celebrations and critiques of mass consumption and abundance, to understand how we've been sold the "American dream" while exploring how Americans have sought alternatives. (NA) PREREQUISITES: Sophomore Standing
*Units: 6*

*Also listed as Business and Entrepreneurship 252*

*Prerequisite: Sophomore Standing*

## HIST 255: *Introduction to Economic History*

This course provides an overview of the history of economics on a global scale. We focus on the explosive world economic growth of the past five centuries through mercantilism, liberalism, and twentieth century alternatives. We also look at different explanatory models, like Dependency and World Systems theories. The term culminates with the global rise of financialization, automation, and overwork phenomena like karoshi. (G&C)
*Units: 6*

*Also listed as Global Studies 255, Economics 155*

## 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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## 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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 266: *Topics in History*

The specific topic investigated changes each year. Student responsibilities may include engagement with secondary historical writings, primary source evaluation, research and essay writing. TOPICS FOR Fall 2026: Hop Hop Revolution, 1973- PREREQUISITES: None This course examines hip-hop from its Bronx origins in 1973, its "Golden Era," its subgenres like "conscious" and "gangsta" rap, graffiti art, and the movement of sound and culture from New York City to the world, and back again. To appreciate this complex art form and its diverse roots, students analyze hip-hop through close listening exercises, film, and readings. (N/A)
*Units: 6*

## HIST 270: *Revolutionary Europe*

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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 272: *The Empire in Britain: Politics, Culture and Resistance after 1914*

This course explores how the British Empire impacted on its metropolitan centre from the First World War onwards. Taking broadly chronological approach, it is also organized thematically, exploring how imperialism impacted on diverse aspects of British society, such as the culture of memorialization, foreign policy, theatre, music, education policy and protest movements. This course will involve critical engagement with this history through a wide range of different media, including written texts, artifacts, audio and the London's built environment. It will include trips to museums and galleries and the opportunities to hear from expert guest lecturers. This course begins where Impact of Empire on Great Britain: 1815-1914 concludes, but that course is not a prerequisite for taking Impact II. (E)
*Units: 6*

## HIST 273: *London, A City Shaped by Migration*

This class studies the lasting effects of migration on London as a global city. We will analyze historic and current influxes of people and how they have changed the structure, identity, and culture of London. Students will explore London neighborhoods and meet people who have found a new home here. Assignments and experiential learning will allow students to fully engage with London in a meaningful way. Offered at the London Centre. (E) PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as Global Studies 273*

*Prerequisite: Must be attending the Lawrence London Centre.*

## HIST 275: *Europe in Crisis, 1871-1990*

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) PREREQUISITES: Sophomore standing or consent of instructor
*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) PREREQUISITES: Sophomore standing or consent of instructor. HIST 132 or 325 recommended
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor. HIST 132 or 325 recommended*

### HIST 278: *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 American peoples. Students who have taken HIST 178 may not enroll in HIST 278 for credit. (LA)
*Units: 6*

### HIST 279: *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. Students who have taken HIST 179 may not enroll in HIST 279 for credit. (LA)
*Units: 6*

### 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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

### 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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 291: *Theories of Social Domination*

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) PREREQUISITES: Sophomore standing or consent of instructor
*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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 295, Ethnic Studies 223*

*Prerequisite: Sophomore standing or consent of instructor*

## 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) PREREQUISITES: Sophomore level or above
*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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Film Studies 305*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 307: *History of Black Business*

This course focuses on the history of African-American entrepreneurship, the American Civil Rights movement, and legal history relevant to Black business development. The course begins with a discussion of the African origins of

Black business, follows the trajectory of African American entrepreneurship in the United States to the Civil Rights movement, and closes with the emergence of the superstar Black athlete as an entrepreneur and the Hip Hop Superstar as an entrepreneur in late 20th century America. The course will conclude with a discussion of present-day laws and legal decisions impacting African-American entrepreneurship. (NA) PREREQUISITES: One college history course or AP credit in history or sophomore standing.
*Units: 6*

*Also listed as Ethnic Studies 307, Business and Entrepreneurship 307*

*Prerequisite: One college history course or AP credit in history or sophomore standing.*

### HIST 308: *Half the Sky: Chinese Women's History*

This course examines important questions about gender in the last thousand years of Chinese history. Through an exploration of primary sources in translation, classic works of fiction, film, memoirs, and oral histories, we will address theoretical questions fundamental to both gender studies and Chinese history. (EA) Units: 6. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Gender Studies 308, Global Studies 308, East Asian Studies 308*

*Prerequisite: Sophomore standing or consent of instructor*

### 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) PREREQUISITES: Sophomore standing or consent of instructor; HIST 320 or 325 recommended
*Units: 6*

*Also listed as Global Studies 315, 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) PREREQUISITES: Sophomore standing or consent of instructor
*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) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 326: *The Soviet Union and the Second World War*

The Soviet Union emerged as one of the key victors in the Second World War (known as the Great Patriotic War in Russia). Yet the war was devastating for the country and its people and victory came at a tremendous price. This course reexamines the impact of the war on the Soviet Uion, what kind of war effort took place on the Eastern Front and in the rear of the Soviet Union, and what kind of victory was achieved. To help address the themes of the course we will read a variety of works and documents including official government documents, personal diaries, letters, and memoirs many of which until recently were either unknown or unpublished in the West. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## HIST 334: *Japanese Migration to the Americas and the Caribbean*

This seminar offers an overview of Japanese migration to the Americas and the Caribbean, including the United States, Canada, Mexico, Cuba, Peru, Brazil, Argentina, the Dominican Republic, and more. It draws on a wide range of readings, art, media, and cultural materials to understand the complex formation of Japanese communities across the Americas. Students will learn the historical context of 19th and 20th-century social and political developments in Japan and the Americas, and understand how these histories fit in larger global migration trends. Assignments will include leading one class presentation, one primary source analysis paper, and a final research project. (G&C) PREREQUISITES: ETST 110 or instructor approval.
*Units: 6*

*Also listed as Ethnic Studies 309, Global Studies 309*

*Prerequisite: ETST 110 or instructor approval.*

## HIST 335: *Women in Early America, 1607-1860*

An examination of the experiences of women in early America. We will uncover the hidden histories of women's lives through an intersectional approach using race, class, and gender analysis. (NA) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Gender Studies 220*

*Prerequisite: Sophomore standing or consent of instructor*

## 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) PREREQUISITES: Sophomore standing and HIST 132
*Units: 6*

*Prerequisite: Sophomore standing and HIST 132*

## HIST 352: *Power Trip: Energy in American Environmental History*

This course serves as a survey American environmental history course that explores the topic from the perspective of energy. In this combination lecture and discussion-based course, you will learn how the United States government, businesses, and individuals harnessed energy to fuel conquest, economic expansion, and technological innovations. You will gain important skills, including analytical writing, persuasive speaking, and historical research methods. (NA)
*Units: 6*

*Also listed as Environmental Studies 352*

## HIST 354: *History of Russian and Soviet Film*

This course will introduce the student to the rich and varied tradition of Russian and Soviet cinema from the Pre-Revolutionary period to the present. Works by major filmmakers will be viewed and discussed in the context of the culture, economy, society, and politics of the time. Taught in English. (G&C) PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Russian 354, Film Studies 354*

*Prerequisite: Sophomore standing*

## HIST 355: *History of the American Environment*

This course introduces students to the methods and approaches used in researching American environmental history via examination of significant case studies. Students will develop critical research skills while exploring how human beings and natural environments have shaped each other throughout American history. Students will learn to locate, evaluate, and analyze primary sources including government documents, scientific reports, oral histories, photographs, and maps. Emphasis is placed on understanding how environmental historians ask questions, frame arguments, and use interdisciplinary evidence to reconstruct past human-environment relationships and understand not only how environmental issues have evolved over time, but also how historical research can inform contemporary environmental challenges. (NA) PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Environmental Studies 355*

*Prerequisite: Sophomore standing*

## HIST 360: *Contemporary China, 1949-2000*

A course on selected issues in the history of contemporary China. Major themes include the formation of the modern

state, national identity, political (dis)unity, population constraints, environmental sustainability, international relations, and global outreach. A variety of primary and secondary sources will be examined and analyzed. (EA) PREREQUISITES: Sophomore standing or consent of instructor;
*Units: 6*

*Also listed as Business and Entrepreneurship 358, Innovation & Entrepreneurship 358, East Asian Studies 420*

*Prerequisite: Sophomore standing or consent of instructor;*

### HIST 361: *Western Encounters with China: Perceptions and Misperceptions*

This course examines Western encounters with China. Students will analyze and assess Western perceptions and misperceptions of China through a variety of primary sources in translation and relevant secondary studies. (G & C or EA) PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Global Studies 361, East Asian Studies 361*

*Prerequisite: Sophomore standing*

### HIST 364: *Historical Fiction: Wolf Hall*

This discussion/lecture course uses Hilary Mantel's 2009 historical novel, Wolf Hall, as an opportunity to explore the relationship between history and historical fiction. We will read her imaginative recreation of Henry VIII 's primary advisor in light of the historical evidence included in and alluded to by the novel, as well as considering other historical fictions of the period to which Mantel responds. PREREQUISITES: Junior standing or ENG 230, or consent of the instructor
*Units: 6*

*Also listed as English 424, History 424*

*Prerequisite: Junior standing or ENG 230, or consent of the instructor*

### HIST 366: *Topics in British History*

An examination of a particular topic in British History. The specific topic investigated changes each year. Student responsibilities may include engagement with secondary historical writings, primary source evaluation, research and essay writing.
*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) PREREQUISITES: Sophomore standing
*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. This course is held concurrently with SPAN 470. Lectures, discussion, and reading and writing assignments are in English. Students interested in work in the Spanish language who have met the prerequisites should register for SPAN 470.(G&C) PREREQUISITES: Sophomore standing
*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. (LA) PREREQUISITES: Sophomore standing; HIST 278 or HIST 279 recommended
*Units: 6*

*Also listed as Ethnic Studies 325*

*Prerequisite: Sophomore standing; HIST 278 or HIST 279 recommended*

## HIST 385: *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. PREREQUISITES: Junior standing or consent of the instructor.
*Units: 6*

*Also listed as English 527*

*Prerequisite: Junior standing or consent of the instructor.*

## HIST 388: *Early Modern Japan*

This discussion course offers an overview of the early modern history of Japan. Through an analysis of literature, woodblock prints, documents, and secondary historical studies we will explore selected issues in the social and cultural history of the Tokugawa. (G&C or EA) PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as East Asian Studies 388*

*Prerequisite: Sophomore standing or consent of 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Junior standing or above
*Units: 6*

*Also listed as Film Studies 400, Gender Studies 423*

*Prerequisite: Junior standing or above*

## HIST 415: *Africa in the European Imagination*

This advanced seminar examines the conceptualization of Africa and Africans in modern European intellectual history. The course details how European thinkers explored issues of race and identity through their figurative and physical engagement with the African continent. Topics include travel narratives, the philosophy of slavery and abolition, and imperialism. Fulfills Seminar Requirement (G&C) PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 415*

*Prerequisite: Sophomore standing*

## HIST 424: *Historical Fiction: Wolf Hall*

This discussion/lecture course uses Hilary Mantel's 2009 historical novel, Wolf Hall, as an opportunity to explore the relationship between history and historical fiction. We will read her imaginative recreation of Henry VIII 's primary advisor in light of the historical evidence included in and alluded to by the novel, as well as considering other historical fictions of the period to which Mantel responds. PREREQUISITES: Junior standing or ENG 230, or consent of the instructor
*Units: 6*

*Also listed as English 424, History 364*

*Prerequisite: Junior standing or ENG 230, or consent of the instructor*

## 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. PREREQUISITES: Junior standing or consent of instructor
*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. PREREQUISITES: Junior standing or consent of instructor
*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. PREREQUISITES: Junior standing and HIST 115 or 325, or consent of

instructor
*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. PREREQUISITES: Junior standing and HIST 115 or consent of instructor
*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? Fulfills seminar requirement. (NA) PREREQUISITES: Sophomore Standing
*Units: 6*

*Prerequisite: Sophomore Standing*

## 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. PREREQUISITES: Sophomore Standing
*Units: 6*

*Also listed as Ethnic Studies 420*

*Prerequisite: Sophomore Standing*

## HIST 473: *Disasters That Made The Americas*

This course explores major disasters, such as epidemic diseases, earthquakes, and fires, and their effects on the Americas to understand how these incidents both shaped, and were shaped by, society. We will consider how disasters and state responses affected governance and social relations. We also consider how these responses might inform decision making in the twenty-first century. Our focus will be outside the United States. Fulfills seminar requirement. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## HIST 476: *Topics in the History of the Americas*

This seminar explores the history of the Americas (primarily outside the United States). May be repeated when topic is different. Fulfills seminar requirement.
*Units: 6*

*Prerequisite: Junior Standing*

## HIST 478: *Topics in Environmental History*

An in-depth examination of a particular topic in environmental history, suitable for majors in history and environmental studies. Students from other majors should consult the instructor before registering. May be repeated for credit when topic is different.
*Units: 6*

*Also listed as Environmental Studies 478*

## 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## HIST 480: *Reconsidering the 1960s*

A seminar examining the major themes and issues of the decade. Topics include the Vietnam War, Great Society Programs, the Civil Rights Movement, the American Indian Movement, and feminism. Fiction, oral narrative, and the developing historiographical literature will be employed as aids in addressing the period. (NA) Fulfills seminar requirement. PREREQUISITES: Junior standing and HIST 132
*Units: 6*

*Prerequisite: Junior standing and HIST 132*

## HIST 482: *Global City: The History of New York*

This seminar will examine the rise of New York City to global preeminence over the past four centuries as an entrepot and incubator of commerce, culture and people. It will emphasize the challenges of building unity and community in a city marked by racial, class, ethnic, religious and gender difference. Students will produce a substantial research paper on an aspect of the city's history. Fulfills seminar requirement. (NA) PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## HIST 483: *History of New Orleans*

This course explores the history of New Orleans from the colonial era to the present. Students will investigate the multiple racial and ethnic histories of identity construction that make New Orleans so significant to American culture today. Tracing identity constructions across the course of three centuries will allow us to understand some of the stakes in contested racialized categories and linguistic policies and practices today. The course explores the dominant tropes in New Orleans history: race, sex, carnival, jazz, prostitution, slavery, free people of color, and the environment. We will map the social, cultural, and political changes that occurred in New Orleans from colonial times to the aftermath of Hurricane Katrina. Fulfills seminar requirement. (NA) PREREQUISITES: HIST 130, 131, or 132

*Units: 6*

*Also listed as Global Studies 483*

*Prerequisite: HIST 130, 131, or 132*

### HIST 485: *Topics in International and Comparative History*

An advanced seminar in modern international and/or comparative history. The course combines review of key theoretical and historiographical issues with research and analysis of primary sources. Possible topics include: Secret Intelligence in the Twentieth and Twenty-First Centuries; the History of the Cold War; and the International History of the Second World War. (G&C) Fulfills seminar requirement. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Junior standing or consent of instructor*

### HIST 492: *The Art of Healing: A History of Chinese Medicine*

This course offers an interdisciplinary exploration of the history of Chinese medicine. Students will study the canonical literature of the discipline, and analyze the ways in which those texts and ideas have been reshaped in modern and contemporary practice. Topics include: forensic medicine, gender, religion, and public health. (G&C). Fulfills seminar requirement. PREREQUISITES: Junior standing
*Units: 6*

*Also listed as East Asian Studies 492*

*Prerequisite: Junior standing*

### HIST 496: *Fascism, Nazism, Neofascism*

Over 75 years from its demise in Europe, 'fascism ' remains an operative term in political discourse. To understand this phenomenon, we examine the global history of fascism : from Italy to Germany, from Brazil to Japan, including neo-fascism today. We explore basic concepts and topics that include political and intellectual origins, expansionist violence, and the Holocaust. We also consider fascist art, propaganda, and film. (G&C)
*Units: 6*

*Also listed as Government 496, Global Studies 496*

### HIST 498: *Advanced Topics in History*

A seminar that provides in-depth study of a specific topic in history. May be repeated when topic changes. Fulfills seminar requirement.
*Units: 6*

*Prerequisite: Sophomore Standing*

### 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. (NA) Fulfills seminar requirement. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Junior standing and successful completion of HIST 203
*Units: 6*

*Prerequisite: Junior standing and successful completion of HIST 203*

### HIST 650: *Senior Experience: The Practice of History*

A seminar culminating in an original and substantial piece of historical research. Students will be guided through 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. (W) PREREQUISITES: Senior standing and successful completion of both HIST 203 and HIST 620
*Units: 6*

*Prerequisite: Senior standing and successful completion of both HIST 203 and HIST 620*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Innovation & Entrepreneurship

| | |
|---|---|
| Professors | A. Galambos *(Economics, Dwight and Marjorie Peterson Professor of Innovation)*, C. Skran *(Government, Edwin & Ruth West Professorship of Economics and Social Science, chair)*, T. Troy *(Theatre Arts, J. Thomas and Julie E. Hurvis Professor of Theatre and Drama)* |
| Instructor | M. Clayville *(Conservatory of Music)* |

## Program description

The IA in Innovation & Entrepreneurship allows students to create and pursue innovative and entrepreneurial ventures in courses and co-curricular activities. It is important to note that we use the word “innovative” in a particular sense, referring to creative, original thinking that leads to new ideas, products, or services that create value for society. Similarly, we use “entrepreneurial” in a specific way, referring to taking initiative and generating positive change in the world. Our use of the word “venture” includes both for-profit businesses and non-profit enterprises, and includes any initiative to deliver a product or service in a sustainable way, including those conducted within an existing organization.

The Interdisciplinary Area in Innovation & Entrepreneurship is a vital offering of the Business & Entrepreneurship program [see BUEN major section for additional information.] Taken in conjunction with a disciplinary major, it allows students to augment their core with the skills, methods, and a mind-set that promotes innovative and entrepreneurial thinking.

Innovation, entrepreneurship, and business fit naturally into a liberal education. The cultivation of innovative, entrepreneurial thought and action requires one to approach problems from multiple perspectives, to think creatively beyond the status quo, to create and deliver coherent, persuasive arguments. An understanding of the role, possibilities, and limitations of business in our society further requires study and consideration from multiple perspectives. These are essential skills that a liberal education aims to impart to its recipients. The IA in I&E program is one place among many where Lawrence’s curriculum attempts to develop the ability to create what did not exist before. Graduates who embrace innovative and entrepreneurial attitudes and methods will be better equipped to create fulfilling lives for themselves—lives that extend beyond their liberal arts experience in college.

Students engaged in the IA in Innovation & Entrepreneurship may want to join in the activities of the Business & Entrepreneurship Center at Fox Commons, which sponsors entrepreneurial activities and speakers, including the Launch LU pitch contest.

## Required for the interdisciplinary area in Innovation & Entrepreneurship

1. Three core courses:
    a. I-E 200: *In Pursuit of Innovation*
    b. I-E 120/BUEN 120: *Fundamentals of Accounting*
    c. I-E 300: *Entrepreneurial Ventures*
2. At least one elective from:

- I-E 280/MUSI 280: *The Entrepreneurial Musician*
- I-E 245/GOVT 248: *Social Entrepreneurship*
- I-E 220/BUEN 220: *Foundations of Financial Management*
- I-E 295: *Topics in Innovation and Entrepreneurship*
- I-E/BUEN 440*: Business of You*
- I-E 495*: Topics in Innovation and Entrepreneurship*
- BIOL 103*: Biotechnology & Society*
- ECON 223*: Quantitative Decision-Making*
- ECON 405: *Economics of Innovation and Entrepreneurship*

3. A second course from 2. above OR any I-E course OR any I-E cross-listed course OR approved course on Innovation list. A course may be considered for approval on the Innovation List at the request of a student or faculty member to the B & E director. At this time the Innovation List includes the following courses:
   - ART 245: *Interarts: New Media Projects*
   - ART 320: *Intermediate Printmaking* or Art 520: *Advanced Printmaking*
   - ART 600: *Studio Art Senior Seminar*
   - CHEM 112*: Energy, Technology, and the Environment*
   - ECON 400: *Industrial Organization*
   - ECON 430: *Economic Growth & Poverty Traps*
   - I-E 250/BUEN 250*: Intro to Marketing*
   - I-E 260/BUEN 260/RLST 245: *Apple, Google, Facebook*
   - I-E/BUEN/GOVT 401/ENST 311: *Field Experience*
   - I-E 444/ECON 444: *Political Economy of Regulation*
   - I-E 450/ECON 450: *Organizational Economics*
   - PHYS 340: *Optics*
   - 4.

   a. Practicum: A 3-unit or 6-unit course, including Start-up Theatre (I-E 255/THAR 255), KidsGive, Internship in Studio Art (ART 395, 595, or 695), BUEN 396, BUEN 597, a 400-level (or higher) IS to continue a project started in a course. Students seeking to count an internship or other non-credit bearing experience equivalent should consult with their advisor and the Director of the B&E program.

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## Courses - Innovation & Entrepreneurship

### I-E 110: *Financial Literacy*

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. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## I-E 120: *Fundamentals of Accounting*

This course will introduce students to the fundaments of financial accounting and managerial accounting. The course will introduce balance sheets, income statements and cashflow statements and how to communicate financial information to external audiences, as well as ratio analysis and internal financial reporting frameworks for organizational decision making. Through the course, students will learn the ethical principles that should guide accounting practices, including those use by the US Generally Accepted Accounting Principles.
*Units: 6*

*Also listed as Business and Entrepreneurship 120*

## I-E 191: *Directed Study in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## I-E 195: *Practicum in Innovation & Entrepreneurship*

An opportunity for students to gain practical experience with innovation and entrepreneurship in the context of a for-profit or not-for-profit organization, an ongoing student venture (e.g., Rabbit Gallery, Greyfell Theatre, Paper Fox Printmaking Workshop, or KidsGive), or a startup venture. The academic component of the internship includes readings related to the substance of the internship, discussions with the faculty supervisor, and may include a written report appropriate to the discipline. Course grades are based on this academic work and participation in a group project. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## I-E 200: *In Pursuit of Innovation*

This course acquaints students with various aspects of innovation and entrepreneurship, broadly understood. Topics cover methodologies, theories, and history of innovation. The course focuses largely on projects pursued by teams which conceive and conduct ventures that illuminate innovation and entrepreneurship. Class activities include lectures, discussions, student presentations. Experienced guest experts will offer advice and guidance to student teams. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## I-E 205: *Collaboration and Communication for Business*

This course introduces methods for interacting and speaking confidently with co-workers and clients in for- profit and not-for-profit environments. Emphasizing effective performance skills, the class will offer practice, and assess each student's ability to lead team-building activities, encourage productive group discussion, and create and execute a "pitch". Students will demonstrate their ability to structure and present persuasive speaking for addressing boards, collaborators, and potential customers. PREREQUISITES: Sophomore standing

*Units: 6*

*Also listed as Business and Entrepreneurship 205*

*Prerequisite: Sophomore standing*

## I-E 211: *The Business of Literature*

This course is built around visits with alumni who make their living with books – authors, agents, editors, librarians, and audiobook narrators. The aim is to encourage career discernment and expand our sense of how books are produced and consumed. For three units, students contribute questions for guests and complete a career discernment exercise. For six units, students contribute questions, complete the career discernment exercise, discuss additional readings, and submit regular entries from a learning journal.
*Units: 3 OR 6*

*Also listed as English 211, Business and Entrepreneurship 211*

## I-E 212: *Corporate Finance*

This course studies the function of finance and the flow of funds within the corporation. Topics include financial analysis, decision making, capital acquisition and use, and strategic planning. Three comptetencies will be emphasized: numeracy through financial analysis, decision-making based on financial information, and communication skills through conveying analyses and decisions to the end user (the board, shareholders, other stake holders). Lecture with case studies assignments, and exams. PREREQUISITES: I-E 110
*Units: 6*

*Prerequisite: I-E 110*

## I-E 220: *Foundations of Financial Management*

This course will build on Fundamentals of Accounting and introduce students to further topics in managerial accounting and to financial management. Students will learn commonly used frameworks that allow people to identify, measure, analyze and interpret accounting and financial information for the purposes of internal decision-making. The course will cover key concepts that are used to provide greater understanding of the operations of an organization, including margin analysis, constraint analysis, and capital budgeting, as well as trend analysis. Students will also be exposed to ethical considerations that relate to accounting practices. PREREQUISITES: Fundamentals of Accounting (BUEN 120)
*Units: 6*

*Also listed as Business and Entrepreneurship 220*

*Prerequisite: Fundamentals of Accounting (BUEN 120)*

## I-E 245: *Social Entrepreneurship*

Social entrepreneurs all over the world adopt and implement innovative ideas in order to address some of the world's most pressing problems. In this course, students will study the many dimensions of social entrepreneurship, especially those ventures that address problems of human security. Students will work with a team to propose an entrepreneurial solution to one such problem. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Global Studies 248, Government 248*

*Prerequisite: Sophomore standing or consent of instructor*

## I-E 250: *Introduction to Marketing*

Students will receive a broad introduction to marketing and marketing concepts such as marketing orientations and frameworks; branding; how to price, promote, and distribute goods and services; and market research and analysis. The course emphasizes critical thinking through the debate and discussion of broader moral, sociocultural, and political aspects of the marketing process and the study of marketing from the perspective of the consumers and other stakeholders rather than strictly from the perspective of the firm. Students will gain exposure to the theoretical basis for the increasingly widespread application of technology. Throughout the course, social and emotional judgment and independent thinking are stressed. PREREQUISITES: BUEN 100 and sophomore standing OR approval of instructor
*Units: 6*

*Also listed as Business and Entrepreneurship 250*

*Prerequisite: BUEN 100 and sophomore standing OR approval of instructor*

## I-E 255: *Start-Up Theatre*

Open to students from theatre, economics, and other students interested in entrepreneurship in the performing arts. Topics change each year. May be repeated when topic is different up to 6 total units. PREREQUISITES: Sophomore standing
*Units: 3 OR 6*

*Also listed as Theatre Arts 255, Economics 255*

*Prerequisite: Sophomore standing*

## I-E 260: *Apple, Google, Facebook*

The rhetoric surrounding technology invokes revolution and newness, but the products and services fit with the individualism of American (and global) views of self and society. We will examine both the positive visions offered by tech thinkers like Steward Brand and Ray Kurzweil, as well as the destructive results that occur as corporations “move fast and break things.” Students will complete a video critique of a digital platform. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Global Studies 245, Business and Entrepreneurship 260, Religious Studies 245*

*Prerequisite: Sophomore standing*

## I-E 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*

*Also listed as Music 280*

## I-E 285: *The Eloquent Musician*

Course explores and promotes the art of speaking elegantly and knowledgeably about music in the context of live musical performance, and writing engagingly about music for a general audience. Course designed for music majors and other students with strong musical background and interest in interactive concerts and other public programs. PREREQUISITES: Major in music or consent of instructor
*Units: 6*

*Also listed as Music Repertoire-Perf Study 285*

*Prerequisite: Major in music or consent of instructor*

## I-E 295: *Topics in Innovation and Entrepreneurship*

Topics will vary from year-to-year. May be repeated when topic is different.
*Units: 6*

## I-E 300: *Entrepreneurial Ventures*

This course provides a thorough introduction to business models and business plans as relevant for both non-profit and for-profit ventures. 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. PREREQUISITES: I-E 110 and one of: I-E 100, I-E 280, or I-E 245
*Units: 6*

*Prerequisite: I-E 110 and one of: I-E 100, I-E 280, or I-E 245*

## I-E 315: *Introduction to Spanish for Business*

This course is designed as an introduction to the Spanish-speaking business world. Students will acquire a solid foundation in the vocabulary and modes of communication needed to successfully interact with different types of businesses. Students will also explore the cultural and geographic aspects of the Spanish-speaking business worlds in Latin America, Spain, and in the Latinx communities in the United States. The course will be conducted as a seminar, with oral and written activities, exams, and projects. PREREQUISITES: Spanish 202 OR Spanish 204 OR equivalent OR Consent of instructor
*Units: 6*

*Also listed as Spanish 360, Business and Entrepreneurship 315*

*Prerequisite: Spanish 202 OR Spanish 204 OR equivalent OR Consent of instructor*

## I-E 358: *Contemporary China, 1949-2000*

A course on selected issues in the history of contemporary China. Major themes include the formation of the modern state, national identity, political (dis)unity, population constraints, environmental sustainability, international relations, and global outreach. A variety of primary and secondary sources will be examined and analyzed. (EA) PREREQUISITES: Sophomore standing or consent of instructor;
*Units: 6*

*Also listed as Business and Entrepreneurship 358, History 360, East Asian Studies 420*

*Prerequisite: Sophomore standing or consent of instructor;*

### I-E 360: *Management & Leadership*

The course is designed to integrate theory with real world applications to help students learn to effectively lead and manage a diverse, inclusive, and entrepreneurial organization. The course requires a term-long team-based problem-solving real-world project using the STEPS process. Topics for discussion include: Entrepreneurial Leaders/Managers; Leading Teams; Strategic Management; Creative Problem-Solving & Decision Making; Ethics & Social Responsibility; Developing Workplace Culture & Managing Change; Communications Across the Organization; Human Resource Management; Conflict Resolution, and Emotional Intelligence. PREREQUISITES: ECON 100 AND I & E 110 OR BUEN 120/I & E 120 OR Consent of Instructor
*Units: 6*

*Also listed as Business and Entrepreneurship 360*

*Prerequisite: ECON 100 AND I & E 110 OR BUEN 120/I & E 120 OR Consent of Instructor*

### I-E 390: *Tutorial in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 391: *Directed Study in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 395: *Practicum in Innovation & Entrepreneurshp*

An opportunity for students to gain practical experience with innovation and entrepreneurship in the context of a for-profit or not-for-profit organization, an ongoing student venture (e.g., Rabbit Gallery, Greyfell Theatre, Paper Fox Printmaking Workshop, or KidsGive), or a startup venture. The academic component of the internship includes readings related to the substance of the internship, discussions with the faculty supervisor, and may include a written report appropriate to the discipline. Course grades are based on this academic work and participation in a group project. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 399: *Independent Study in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## I-E 401: *Field Experience in Development*

PREREQUISITES: Sophomore standing and at least one of: I&E 100 or I&E 145/GOVT 248
*Units: 3*

*Also listed as Business and Entrepreneurship 401, Government 401, Global Studies 401, Economics 206, Environmental Studies 311*

*Prerequisite: Sophomore standing and at least one of: I&E 100 or I&E 145/GOVT 248*

## I-E 440: *The Business of You*

In this course students are challenged to view themselves as a constantly evolving business, each day looking to do more and grow more. Students will learn to create flexible, incremental plans, develop supportive networks, and learn about topics such as marketing basics, performance psychology, and managing risk. Exercises and guest speakers will focus on skills such as interviewing, creating and refining resumes and CVS, and networking. May not be taken for credit if already have credit for UNIC 295. PREREQUISITES: I & E 200 OR BUEN 100 OR at least one course in the BUEN Entrepreneurship focus area
*Units: 6*

*Also listed as Business and Entrepreneurship 440*

*Prerequisite: I & E 200 OR BUEN 100 OR at least one course in the BUEN Entrepreneurship focus area*

## I-E 444: *Political Economy of Regulation*

The term political economy classically refers to the interface between the private and public sectors, including the regulation of market activity. This course focuses specifically on the once and future of United States antitrust regulation of Big Business, from the heyday of the Chicago meat packers to the current issues surrounding big tech, and hence is colloquially known as the “Big Seminar.” PREREQUISITES: ECON 300 and ECON 380 recommended
*Units: 6*

*Also listed as Business and Entrepreneurship 444, Economics 444, Government 444*

*Prerequisite: ECON 300 and ECON 380 recommended*

## I-E 450: *Organizational Economics*

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 there 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. PREREQUISITES: ECON 300 or GOVT 271
*Units: 6*

*Also listed as Economics 450, Business and Entrepreneurship 450*

*Prerequisite: ECON 300 or GOVT 271*

## I-E 451: *Marketing Promotions & Advertising*

This course explores how businesses craft and manage brand messages through advertising, public relations, sales promotions and digital media. Students will analyze strategic and ethical implications, develop skills for evaluating campaigns, and apply psychological and communication theories. Emphasizing critical thinking and collaboration, the course prepares students to integrate promotional tools effectively and build long-term brand equity.
PREREQUISITES: BUEN 250
*Units: 6*

*Also listed as Business and Entrepreneurship 451*

*Prerequisite: BUEN 250*

### I-E 495: *Advanced Topics in Innovation and Entrepreneurship*

This course will offer opportunities to explore special topics in Innovation and Entrepreneurship. Topics will be taught at an advanced level, so the course will build on previous work in Innovation and Entrepreneurship. May be repeated when topic is different.
*Units: 6*

*Prerequisite: I-E 300 or permission of instructor*

### I-E 590: *Tutorial in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 591: *Directed Study in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 595: *Practicum in Innovation & Entrepreneurship*

An opportunity for students to gain practical experience with innovation and entrepreneurship in the context of a for-profit or not-for-profit organization, an ongoing student venture (e.g., Rabbit Gallery, Greyfell Theatre, Paper Fox Printmaking Workshop, or KidsGive), or a startup venture. The academic component of the internship includes readings related to the substance of the internship, discussions with the faculty supervisor, and may include a written report appropriate to the discipline. Course grades are based on this academic work and participation in a group project. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 599: *Independent Study in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 690: *Tutorial in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 691: *Directed Study in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 695: *Practicum in Innovation & Entrepreneurship*

An opportunity for students to gain practical experience with innovation and entrepreneurship in the context of a for-profit or not-for-profit organization, an ongoing student venture (e.g., Rabbit Gallery, Greyfell Theatre, Paper Fox Printmaking Workshop, or KidsGive), or a startup venture. The academic component of the internship includes readings related to the substance of the internship, discussions with the faculty supervisor, and may include a written report appropriate to the discipline. Course grades are based on this academic work and participation in a group project. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### I-E 699: *Independent Study in Innovation & Entrepreneurship*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

# Latin American Studies

| | |
|---|---|
| Professors | G. Fares *(Spanish,Latin Amer & Latinx Studies, chair)*, J. Frederick *(History, Jean Lampert Woy and J. Richard Woy Professorship in History)*, R. Tapia *(Spanish,Latin Amer & Latinx Studies)*, T. Troy *(Theatre Arts, J. Thomas and Julie E. Hurvis Professor of Theatre and Drama)* |
| Associate professors | J. Encarnacion *(Conservatory of Music)*, D. Fitz *(Economics)* |

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.

## Required for the minor in Latin American studies

Students must take six courses (at least 36 units), including:

1. Core requirements: 2 courses (normally 12 units), from the following list:
   - ECON 203: *Latin American Economic Development*
   - HIST 178: *Colonial Latin American History*
   - HIST 179: *Modern Latin American History 1821-Present*
   - HIST 371: *The Rise and Fall of American Empires*
   - HIST 374/SPAN 570: *Visions of the Conquest*
   - HIST 378/ETST 325: *Ethnicity in Latin America*
   - HIST 422: *Revolt and Revolution in Latin America*
   - HIST 476: *Top: Disasters That Made The Americas*
   - SPAN 320: *Introduction to Literary Texts*
   - SPAN 425, 426/ARHI 270, 271: *Latin American Visual Art*
   - SPAN 430: *Introduction to Film*
   - SPAN 466: *Latinx Studies*
   - SPAN 485: *Latin American Urban Cultures-Buenos Aires*
   - SPAN 577: *Space as Text*
   - SPAN 580: *Dis(re)membering the Nation: Contemporary Film & Fiction of Spain and Latin America*
2. Electives: 4 courses (normally 24 units). 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 term to term; 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. Courses not included on this list may be used as electives provided they meet the above requirements.
   - Conservatory courses with consent of the instructor and of one of the Program co-chairs.
   - Up to one internship.
3. Limitations:

- Only up to six units can be from an independent study or tutorial (550 level).
- Only up to a maximum of 18 units can be from any single discipline (including cross-listed courses).
- Only up to a maximum of 18 units can be from the student's major/minor.
- Only up to two courses can be from under the 200 level.
- At least 60 percent of the units must be taken on the Appleton campus.

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## Courses - Latin American Studies

### 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. PREREQUISITES: SPAN 202, 250, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: SPAN 202, 250, its equivalent, or consent of instructor*

### 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. (LA) PREREQUISITES: Sophomore standing; HIST 278 or HIST 279 recommended
*Units: 6*

*Also listed as History 378*

*Prerequisite: Sophomore standing; HIST 278 or HIST 279 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) PREREQUISITES: Sophomore standing
*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. This course is held concurrently with SPAN 470. Lectures, discussion, and reading and writing assignments are in English. Students interested in work in the Spanish language who have met the prerequisites should register for SPAN 470.(G&C) PREREQUISITES: Sophomore standing
*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. (LA) PREREQUISITES: Sophomore standing; HIST 278 or HIST 279 recommended
*Units: 6*

*Also listed as Ethnic Studies 325*

*Prerequisite: Sophomore standing; HIST 278 or HIST 279 recommended*

### 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. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Gender Studies 410*

*Prerequisite: One 300-level Spanish course, 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.Taught in Spanish. PREREQUISITES: One 300-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Art History 275*

*Prerequisite: One 300-level course in Spanish or consent of instructor*

### SPAN 466: *Latinx Studies (in English)*

This course covers the main cultural issues in Latin@ communities. It concentrates on the Latin@s of the United States, the definitions of these communities, and their cultural expressions. Through theoretical materials as well as literature, film, historical documents, testimony, etc., this course addresses a variety of subjects related to Latin@ culture. Taught in English. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 583*

*Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor*

## SPAN 577: *Space as Text*

A geocritical 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. Seminar with exams, presentations, and papers. In Spanish. PREREQUISITES: One 400-level course in Spanish or consent of instructor
*Units: 6*

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

## SPAN 580: *Dis(re)membering the Nation: Contemporary Film & Fiction of Spain and Latin America*

*Units: 6*

*Also listed as Film Studies 580*

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

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# Linguistics

| | |
|---|---|
| Professors | M. Phelan *(Philosophy)*, K. Sung *(Interdisciplinary Asian Studies, Wendy and K.K. Tse Professor of East Asian Studies) (on leave term(s) III)*, B. Williams *(Education, chair)* |
| Associate professor | S. Dixon *(Philosophy)* |
| Assistant professor | V. Garre Leon *(Spanish,Latin Amer & Latinx Studies)* |
| Visiting Assistant Professors | A. Adler *(Interdisciplinary Asian Studies)*, A. Galambosh *(French and Francophone Studies)* |
| Instructor | C. Despres-Berry *(Center for Academic Success)* |

What is language, and how does it work? Linguistics is the field of study that explores the nature and structure of language, how it develops and changes, and how it is used to express and evoke meaning. At Lawrence, linguistics is an interdisciplinary program taught by faculty members from multiple departments, affording students the opportunity to examine language-related questions from varied perspectives.

Core areas of linguistics are the study of sound patterns in language (phonology), the formation of words (morphology), and the structure of phrases and sentences (syntax), and how these relate to language meaning (semantics) and use (pragmatics). Beyond the core are applied fields that examine language types and variations, how people acquire their first and second languages, how people use language to perform acts in the world, how computers analyze or use language (as in the large language models that underlie generative AI), and much more. These are represented by electives that give students the opportunity to explore topics of interest.

In addition to the core and applied areas, the major in linguistics requires language study beyond the general education requirements, which many students complete in a study abroad program. The major culminates in a capstone seminar, in which seniors apply their linguistics knowledge and skills to a research project of their own choosing and present their work to students and faculty in the program.

For students seeking to teach English as a second language, whether in the U.S. or abroad, the program offers a separate minor in Teaching ESL, which may be done on its own or together with the linguistics major or minor.

## Required for the major in linguistics

A student who completes the major in linguistics will be able to describe the structures of language using appropriate linguistic terms and concepts, to articulate relations between language structure and meaning or use, and to contrast how their native language and another language accomplish similar functions.

The student will also be able to discuss how linguistic concepts relate to language acquisition, language use within communities, or applications in related fields.

In the *Senior Experience*, students will refine and demonstrate their ability to conduct original inquiry and present work using the theories, methods, and conventions of linguistics as a field of study.

The major in linguistics requires the following:

1. One of the following introductory courses:
    - LING 150: *Introduction to Linguistics*

LING 175: *The Art and Craft of Conlanging*

2. At least two of the following core courses in language structures. It is recommended that students take courses in all three areas (syntax, phonology, and morphology/lexical semantics) if they intend to pursue graduate study in linguistics.
    - LING 340: *Syntax*
    - LING 350: *Phonology*
    - Either LING 380: *Morphology* or LING 335: *Lexical Semantics*
3. One of the following courses that emphasizes language meaning or use:
    - LING 400: *Philosophy of Language*
    - LING 405: *How to Do Things With Words*
    - LING 470: *Cognitive Linguistics*
    - LING 525: *Spanish Pragmatics*
4. One of the following courses in applied linguistics:
    - LING 360: *Second Language Acquisition*
    - LING 362: *The Structures of English*
    - LING 407: *Spanish in the U.S.*
    - LING 445: *Linguistics and the Spanish Learner*
    - LING 542: *Bilingualism in the Spanish-Speaking World*
5. Three elective courses in linguistics, which could include additional courses from #2, 3 or 4 above.
6. One of the following language studies:
    - Study of two languages other than English, each for three terms (the equivalent of first-year level)
    - Completion of the fifth term of one language other than English (the equivalent of second-year level)
    - Study of one language other than English for four terms and completion of an off-campus language program
7. LING 650: *Senior Seminar*

## Senior Experience in linguistics

Students satisfy the *Senior Experience* requirement by participating in LING 650: *Senior Seminar*, a speaking-intensive course in which they gain hands-on experience in conducting and presenting their research in linguistics. Students identify a research question on a topic of interest, critically review relevant literature, engage with linguistic data, and develop a well-conceived research proposal. A focus of the course is classroom discussion of work in progress (peer-to-peer learning) and student presentations. Following the end of the seminar, students present their work to other students and faculty in the linguistics program.

## Required for the minor in linguistics

1. One of the following introductory courses:
    - LING 150: *Introduction to Linguistics*
    - LING 175: *The Art and Craft of Conlanging*
2. Two of the following core courses in language structures:
    - LING 340: *Syntax*
    - LING 350: *Phonology*

- Either LING 380: *Morphology* or LING 335: *Lexical Semantics*

3. One of the following courses in language meaning (semantics) or use (pragmatics):
   - LING 400: *Philosophy of Language*
   - LING 405: *How to Do Things with Words*
   - LING 470: *Cognitive Linguistics*
   - LING 525: *Spanish Pragmatics*
4. Two elective courses in linguistics, which could include additional courses from #2 or 3.

### Required for the minor in teaching English as a second language

1. One of the following introductory courses:
   - LING 150: *Introduction to Linguistics*
   - LING 175: *The Art and Craft of Conlanging*
2. Two courses in applied linguistics:

   a. LING 360: *Second Language Acquisition*
   b. LING 362: *The Structures of English*

3. Two courses in education studies and teaching methods:

   a. EDST 350: *Ethnicity, Cultural Diversity, and Education*
   b. EDUC 565: *Methods in Teaching English Learners*

Students pursuing teacher certification in English as a second language should consult the Education section of the catalog for additional certification requirements.

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## Courses - Linguistics

### LING 150: *Introduction to Linguistics*

Introduction to theory and methods for analyzing the structures of human language, including sounds (phonetics & phonology), words (morphology), phrases & sentences (syntax), and meaning (semantics). Either LING 150 or LING 175 will satisfy the prerequisite for further courses in linguistics.
*Units: 6*

### LING 160: *Symbolic Logic*

What makes an argument a good argument for some claim? This course undertakes a formal study of the properties of good arguments, such as validity and consistency. It introduces students to the languages of sentential logic and quantified logic, and to the semantics and proof systems for these languages. Recommended for first-years and sophomores. PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Also listed as Philosophy 150*

*Prerequisite: Recommended for freshmen and sophomores*

### LING 175: *The Art and Craft of Conlanging*

This course introduces students to language construction (ConLanging) as a gateway to exploring linguistics. Through surveying selected constructed languages and typologically different languages of the world, students learn about the make-up of language systems (phonology, morphology, writing, syntax, semantics) and reflect on socio-cultural underpinnings of language creation and use. Through group work, discussion, and presentations, students will apply what they are learning to create and describe their own language. Either LING 150 or LING 175 will satisfy the prerequisite for further courses in linguistics.
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### LING 200: *Intercultural Communication*

This course explores intercultural communication from a linguistic perspective and focuses on the ways that language is used differently across and within cultures. We will examine the components of intercultural communicative competence, how norms for communication styles vary between speech communities, and how language relates to culture and identity. We will become better intercultural communicators through conversations, group work, and interviews with peers and community members.
*Units: 6*

### LING 208: *Statistical Machine Learning*

An overview of techniques used to discover structural patterns and make predictions using complex datasets that are prevalent in today's world. The central machine learning tasks of classification, clustering, and regression will be explored, along with methods for training models and evaluating predictions. This course will be taught in a workshop format. Assignments will involve the use of statistical software. PREREQUISITES: CMSC 150, or CMSC 205, or CMSC 210, or consent of instructor
*Units: 6*

*Also listed as Computer Science 208, Statistics 208*

*Prerequisite: CMSC 150, or CMSC 205, or CMSC 210, or consent of instructor*

### LING 255: *Introduction to Chinese Language and Culture*

A survey of the Chinese language family, its linguistic structure, dialectal variations, writing system, speech registers, interaction with other languages and the internet world, and its role in reflecting cultural and societal aspects such as social class, familial hierarchy, age and gender, and Confucianism. Taught in English. PREREQUISITES: CHJA 101 or

consent of instructor
*Units: 6*

*Also listed as Chinese and Japanese 255*

*Prerequisite: CHJA 101 or consent of instructor*

### LING 265: *Introduction to Japanese Language and Culture*

This course explores perspectives of the rich history and societal norms of Japanese society and fosters a more complete understanding of Japanese cultural heritage and contemporary society. It also enriches the appreciation of cultural aspects through unique Japanese expressions such as onomatopoeia, four-character idioms, proverbs, and expressions of politeness. PREREQUISITES: CHJA 112 recommended
*Units: 6*

*Also listed as Chinese and Japanese 265, East Asian Studies 265*

*Prerequisite: CHJA 112 recommended*

### LING 300: *Topics in Linguistics*

In-depth exploration of a topic in linguistics. May be repeated when topic is different.
*Units: 6*

### LING 310: *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. PREREQUISITES: LING 150 and sophomore standing
*Units: 6*

*Also listed as Chinese and Japanese 310, East Asian Studies 310*

*Prerequisite: LING 150 and sophomore standing*

### LING 325: *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. PREREQUISITES: LING 150 or 175 or ANTH 110
*Units: 6*

*Also listed as Anthropology 331*

*Prerequisite: LING 150 or 175 or ANTH 110*

### LING 330: *Language and Culture*

An introduction to the core concepts of linguistic anthropology, definitions of language, basic methods of linguistic anthropology (observation, transcription, analysis, ethnography), power and language, language discrimination, and language ideology theory. Lectures, discussions, and labs. PREREQUISITES: ANTH 110 or LING 150 or 175 or

instructor approval
*Units: 6*

*Also listed as Anthropology 330*

*Prerequisite: ANTH 110 or LING 150 or 175 or instructor approval*

## LING 335: *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. PREREQUISITES: LING 150 or 175
*Units: 6*

*Prerequisite: LING 150 or 175*

## LING 340: *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. PREREQUISITES: LING 150 or 175
*Units: 6*

*Prerequisite: LING 150 or 175*

## LING 350: *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. PREREQUISITES: LING 150 or 175
*Units: 6*

*Prerequisite: LING 150 or 175*

## 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. PREREQUISITES: LING 150 or 175 or instructor approval
*Units: 6*

*Prerequisite: LING 150 or 175 or instructor approval*

## LING 362: *The Structures of English*

An introduction to the structures of both spoken and written English with an emphasis on analyzing and describing relationships between the form, meaning, and use of specific structures in English. We will compare how speakers and writers of a variety of Englishes, including academic English, construct meaning in context through the grammatical resources of English. PREREQUISITES: LING 150 or 175 or instructor approval

*Units: 6*

*Prerequisite: LING 150 or 175 or instructor approval*

## LING 365: *History of the Japanese Language (in English)*

This course explores the history of the Japanese language, including theories of its origin, the importation of the Chinese characters, Kanji, the invention of the Japanese syllabaries, Kana, the development of the writing system, lexical influence of loan words, and the evolution of both written and spoken forms in modern Japanese. The course also investigates two other lanuages in Japan, the Ainu and the Ryukyu languages. PREREQUISITES: Sophomore standing; one year of Japanese recommended
*Units: 6*

*Also listed as East Asian Studies 377, Chinese and Japanese 365*

*Prerequisite: Sophomore standing; one year of Japanese recommended*

## 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. PREREQUISITES: LING 150 or 175 or PSYC 340, or instructor approval
*Units: 6*

*Also listed as Psychology 375*

*Prerequisite: LING 150 or 175 or PSYC 340, or instructor approval*

## 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. PREREQUISITES: SPAN 202, 250, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Spanish 345*

*Prerequisite: SPAN 202, 250, its equivalent, or consent of instructor*

## LING 377: *Introduction to Spanish Linguistics*

This course offers an introduction to linguistics based on data from Spanish. We study the sound system of Spanish, the structure of its words, and how its sentences are formed and interpreted. We also consider how Spanish has changed over time and how it differs depending on where it is spoken. Written assignments and exams. PREREQUISITES: SPAN 202, 250, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Spanish 350*

*Prerequisite: SPAN 202, 250, its equivalent, or consent of instructor*

## LING 380: *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. PREREQUISITES: LING 150 or 175
*Units: 6*

*Prerequisite: LING 150 or 175*

## LING 390: *Tutorial Studies in Linguistics*

Available to advanced students of linguistics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## LING 399: *Independent Study in Linguistics*

Available to advanced students of linguistics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended
*Units: 6*

*Also listed as Philosophy 400*

*Prerequisite: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended*

## LING 405: *How to Do Things With Words*

An examination of major and cutting edge topics in the philosophy of language and linguistics. Where do word meanings come from? How can one word mean different things in different contexts? How do we promise or make commitments? Why do slurs hurt and jokes amuse? What is the nature of metaphor? Where does the border between what words mean and what speakers mean with words lie? These and other questions will be considered. Appropriate for students with an interest in philosophy, linguistics, or cognitive science. PREREQUISITES: One course in philosophy, junior standing, or consent of the instructor
*Units: 6*

*Also listed as Philosophy 405*

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

## LING 407: *Spanish in the U.S.*

A first approach to the study of Spanish in the United States through different lenses, including (but not limited to) the history of Spanish and its speakers in the U.S., a demographic overview of its varieties, sociopolitical factors surrounding its use, linguistic phenomena resulting from contact with English, and educational approaches to learning Spanish as a heritage language. Written assignments and exams. PREREQUISITES: 300-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 407, Spanish 407*

*Prerequisite: 300-level course in Spanish 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 445: *Linguistics and the Spanish Learner*

This course examines the acquisition of Spanish as a second language (L2) in adults, covering L2 acquisition theories, learner difficulties, beliefs about L2 learning, motivations, and heritage language learning. Topics include grammatical and morphological challenges for English speakers learning Spanish and sociolinguistic and pragmatic aspects influencing the learning of L2 Spanish. Assignments: exams, papers , presentations, and projects. In Spanish. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor.
*Units: 6*

*Also listed as Spanish 445*

*Prerequisite: One 300-level Spanish course, its equivalent, 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*

## 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. PREREQUISITES: LING 150 or 175 or instructor approval
*Units: 6*

*Prerequisite: LING 150 or 175 or instructor approval*

## LING 525: *Spanish Pragmatics*

This course explores fundamental topics in Spanish pragmatics with a focus on context, use, and variation. Topics include deixis, speech acts, inferential communication, discourse analysis, politeness, pragmatic variation in the Hispanophone world, and data collection methods. Assignments include exams, critical article summaries, presentations, and a final research project. In Spanish. Readings in Spanish/English. PREREQUISITES: One 400-level Spanish class or SPAN 350/345 or LING 150 and advanced Spanish ability
*Units: 6*

*Also listed as Spanish 525*

*Prerequisite: One 400-level Spanish class or SPAN 350/345 or LING 150 and advanced Spanish ability*

## LING 537: *Hispanic Linguistics*

Topics for special study in Hispanic Linguistics. 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. Readings in English and Spanish, assignments in Spanish/English.
*Units: 6*

*Also listed as Spanish 537*

*Prerequisite: One 400-level Spanish class or SPAN 350/345 or LING 150 and advanced Spanish ability*

## LING 542: *Bilingualism in the Spanish-Speaking World*

This course serves as an overview of bilingualism and the acquisition of Spanish in contact with other languages. It covers early and late acquisition of bilingual speech, Spanish in contact with other languages, and the sociopolitical dynamics of diglossia across the Spanish-speaking world. The course combines lectures with critical readings of empirical articles, research projects, and class discussions. Readings in English, assignments in Spanish/English. PREREQUISITES: One 300- or 400-level Spanish class, or LING 150 and advanced Spanish ability.
*Units: 6*

*Also listed as Spanish 542*

*Prerequisite: One 300- or 400-level Spanish class, or LING 150 and advanced Spanish ability.*

## 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. PREREQUISITES: One 200-level course in linguistics or psychology, or consent of the instructor
*Units: 6*

*Also listed as Cognitive Science 545, Psychology 545*

*Prerequisite: One 200-level course in linguistics or psychology, or consent of the instructor*

## LING 590: *Tutorial Studies in Linguistics*

Available to advanced students of linguistics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## LING 599: *Independent Study in Linguistics*

Available to advanced students of linguistics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## LING 650: *Senior Seminar*

In this course students gain hands-on experience in conducting and presenting their research in linguistics. Students identify a research question on a topic of interest, critically review relevant literature, engage with linguistic data, and develop a well-conceived research proposal. A focus of the course is classroom discussion of the work in progress (peer-to-peer learning) and student presentations of their projects. PREREQUISITES: Senior standing or consent of the instructor
*Units: 6*

*Prerequisite: Senior standing or consent of the instructor*

## LING 690: *Tutorial Studies in Linguistics*

Available to advanced students of linguistics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## LING 699: *Independent Study in Linguistics*

Available to advanced students of linguistics. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Mathematics

| | |
|---|---|
| Professors | S. Corry *(chair)*, K. Krebsbach *(on leave term(s) III)* |
| Associate professors | A. Chakraborty, J. Gregg *(on leave term(s) II)*, J. Rana *(on leave term(s) I)*, A. Sage *(on leave term(s) III)*, E. Sattler |
| Assistant professors | A. Ackles, A. Heaton |
| Visiting Assistant Professor | K. Diederich |
| Instructor | W. Kusner |

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 provides the language for science. In the past 100 years, many disciplines have been virtually transformed by the infusion of mathematics, so that alongside the traditional field of mathematical physics, one now finds new disciplines such as mathematical biology, mathematical ecology, mathematical economics, mathematical linguistics and mathematical psychology.

But mathematics is so much more than its applications. As the study of formal structures, mathematics offers a supreme beauty, an abstract forest of pattern and form, at once deep, intricate, logical, and surprising, a forest holding wonders both known and unknown. The search for these wonders is no game, for mathematics bears on eternal truth: Primes—such as 2, 3, 5, 7, 11, 13, ...—cannot be written as the product of two smaller integers. How many primes are there? Infinitely many. This is a well-known wonder proved by Euclid. Twin primes—such as 3 and 5, 5 and 7, 11 and 13, 17 and 19, ...—are “consecutive” primes. How many twin primes are there? No one knows. Mathematicians have unleashed their most sophisticated tools on this problem, but the question remains unanswered. It is an unknown wonder. Will you be the first to find the answer? Whatever the answer, it is an eternal and universal truth: true for all time, in all places, to every intellect.

To reflect the diversity of modern mathematics and its applications, the department offers a mathematics major and, in conjunction with the economics department, an interdisciplinary major in mathematics-economics. The department's computer science major is described separately under Computer Science. In addition to a minor in mathematics, the department supports an interdisciplinary major and minor in Statistics and Data Science.

The first two years of our program provides an introduction to the areas of calculus, analysis, discrete mathematics, and linear algebra. These courses pave the way for exploration of diverse elective offerings at the junior and senior level. We offer courses in many areas of pure and applied mathematics, elementary and advanced statistics, and computer science. Majors engage in a one-term independent study during their senior year, working on a topic of their choice under the guidance of a faculty member. This transforming experience demonstrates a student’s ability to learn mathematics independently and to clearly and cogently express this knowledge both verbally and in writing.

The department offers a number of elementary- and intermediate-level courses designed to support other majors and meet the needs of students wishing to continue their study of mathematics, statistics, or computer science.

Lawrentians majoring in mathematics or mathematics-economics prepare themselves for a wide variety of interesting careers, but wherever life takes them, they have one thing in common—the logical and precise, yet intuitive and creative, habit of mind instilled by the serious study of mathematics and statistics together with their powerful applications.

## Required for the major in mathematics

Students who major in mathematics will develop the ability to learn mathematics and statistics independently, to express their knowledge clearly and cogently, and to understand, critique, and construct mathematical and statistical arguments. They will apply the principles of careful argumentation—agree on meaning before debating truth, expose all (especially hidden) assumptions, abstract from examples, seek the underlying structure, apply logic pristinely—to critique arguments in other fields.

The requirements for mathematics refer to the following categories of elective courses:

A) **Algebra & Combinatorics**: MATH 505, 525, 545, 555, 565, 570

B) **Analysis & Topology**: MATH 510, 530, 535, 550, 560

C) **Applied Mathematics**: MATH 340, 350, 355, 400, 420, 435

D) **Statistics and Data Science**: STAT 255, 445, 450, 455, DASC 420, 440

The major in mathematics requires the following:

1. MATH 140: *Calculus*, MATH 155: *Multivariable Calculus*
2. MATH 200: *Complex Sequences & Series*, MATH 230: *Discrete Mathematics*, Math 250: *Linear Algebra*.
3. Five 6-unit courses chosen from categories A-D; at most two of these courses may come from category D, and at least 3 of the categories A-D must be represented.
4. One 6-unit course with a strong programming / computational focus chosen from the following: Any six-unit CMSC course numbered 140 or above (one of CMSC 140, 150, 205, 208, or 210 is recommended); DASC 110: *Data Science I;* DASC 210: *Data Science II;* PHYS 225: *Computational Mechanics*; MATH 355: *Advanced Linear Algebra for Data Science;* MATH 420: *Numerical Analysis*; STAT 450: *Bayesian Statistics.*
5. Senior Experience: completion of a 6-unit independent study project in at least one term of the senior year.
6. Stipulation: A course satisfying the programming / computational requirement (4) may not also be used to satisfy the upper-level elective requirement (3). That is, no course may double-count toward the 11-course+ senior experience total for the major.

## Required for the interdisciplinary major in mathematics-economics

Students who complete the major in mathematics-economics will pursue the outcomes described for the economics and mathematics majors with an explicit focus on economics in constructing and critiquing mathematical arguments. Students pursuing the major must have an advisor in each department.

The major in mathematics-economics requires the following:

1. MATH 140: *Calculus*, MATH 155: *Multivariable Calculus*.
2. MATH 200: *Complex Sequences & Series*, MATH 230: *Discrete Mathematics*, Math 250: *Linear Algebra*.
3. STAT 255: *Statistics Modeling*, MATH 340: *Probability.*

4. One of the following courses: STAT 445: *Mathematical Statistics*, STAT 450: *Bayesian Statistics*, MATH 510: *Real Analysis.*
5. ECON 100: *Introductory Economics.*
6. ECON 300: *Microeconomics*, ECON 320: *Macroeconomics*, ECON 380: *Econometrics.*
7. One 6-unit ECON course numbered between 400 and 580.
8. Senior Experience: either the completion of three units of ECON 602 alongside three units of STAT 698 or STAT 699 or MATH 699, or a 6-unit independent study project that has been approved by both departments.

## Senior Experience in mathematics or mathematics-economics

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.

For mathematics majors, the project must be approved and supervised by a faculty member in the mathematics department. The standard option for mathematics-economics majors is to complete three units of ECON 602 alongside three units of STAT 698 or STAT 699 or MATH 699. Alternatively, mathematics-economics major may undertake a 6-unit project 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*.

## Required for the minor in mathematics

1. MATH 140: *Calculus*, MATH 155: *Multivariable Calculus*.
2. MATH 200: *Complex Sequences & Series*, MATH 230: *Discrete Mathematics*, Math 250: *Linear Algebra*.
3. Two additional 6-unit courses chosen from categories A-D.

## Required for the minor in data science and statistics

1.

## Teacher certification in mathematics (grades 4-12)

Mathematics majors can seek certification to teach math at the secondary level. Students can add an endorsement in a second area by completing an appropriate minor. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## First-year courses

The calculus sequence at Lawrence consists of three courses: MATH 140, 155, 200 (*Calculus, Multivariable Calculus, Complex Sequences & Series*). Students intending to major in computer science or chemistry must complete *Calculus* and *Multivariable Calculus*. Students intending to major in mathematics or physics must take all three courses: *Calculus, Multivariable Calculus,* and *Complex Sequences & Series*. Sufficiently prepared students should enter the calculus sequence during their first year. Sufficient preparation means strong high school mathematics, including a pre-calculus or elementary functions course. Students who lack this preparation yet need the calculus sequence should consider enrolling in either MATH 102: *Foundations in Math* or MATH 103: *Preparation for Calculus*. Students intending to enroll directly in MATH 140, 155, or 200 must take the ALEKS online diagnostic exam covering topics in pre-calculus, and a score of at least 75 is required for enrollment.

For students interested in statistics:

- Students *without* prior study of statistics or calculus should enroll in STAT 107: *Principles of Statistics;*
- Students *with* prior study of statistics (e.g. AP statistics or BIOL 280) or credit for MATH 140 (or equivalent) should enroll in STAT 255: *Statistics Modeling*

## Advanced placement

Advanced placement in the calculus sequence and 6 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. Students with these scores should generally enroll in MATH 155: *Multivariable Calculus* after passing the ALEKS online diagnostic exam.

Six Lawrence units (for MATH 103: *Preparation for Calculus*) may be obtained by scoring 4 or 5 on the College Board precalculus exam.

Six Lawrence units (for STAT 107: *Principles of Statistics*) may be obtained by scoring 4 or 5 on the College Board statistics exam. Students with these scores wishing to study statistics should enroll in STAT 255: *Statistics for Data Science.*

## 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 or directed studies are given for courses routinely offered, and the department does not normally permit a tutorial to be used to satisfy any major or minor requirement.

## 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 receive a stipend and 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.

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## Courses - Mathematics

### MATH 102: *Foundations in Math*

This course will cover properties of real numbers, linear equations and inequalities, systems of linear equations, factoring, polynomials, rational and radical expressions, exponentials and logarithms. Students will complete regular reading and writing assignments as well as in-class assessments. PREREQUISITES: Must take ALEKS diagnostic exam, no minimum score required
*Units: 6*

*Prerequisite: Must take ALEKS diagnostic exam, no minimum score required*

### MATH 103: *Preparation for Calculus*

An exploration of functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is designed to prepare students for the study of calculus at Lawrence. PREREQUISITES: Score of 45 on proctored ALEKS assessment OR C- or higher in MATH 102 taken at Lawrence. Students with mathematics transfer work must still have a minimum ALEKS score of 45 (or complete MATH 102) in order to begin MATH 103.
*Units: 6*

*Prerequisite: Score of 45 on proctored ALEKS assessment OR C- or higher in MATH 102 taken at Lawrence. Students with mathematics transfer work must still have a minimum ALEKS score of 45 (or complete MATH 102) in order to begin MATH 103.*

### STAT 107: *Principles of 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. Topics include basic data analysis, one-variable regression, experimental and sampling design, random variables, sampling distributions, and inference (confidence intervals and significance testing). This course may not be taken on a Satisfactory/Unsatisfactory basis. Students with credit for MATH 140 or equivalent, or BIOL 170, or AP Statistics should not take this course and should instead consider STAT 255.
*Units: 6*

### MATH 109: *Gödel, Escher, Bach: Strange Loops and Consciousness*

Based on Gödel, Escher, Bach, this course explores "strange loops" as a potential source of consciousness. We connect Gödel's math, Escher's art, and Bach's music to diverse topics like AI, Zen Buddhism, and higher dimensional space . A central focus is Gödel's Incompleteness Theorem-that some truths are unprovable-and its relevance outside

mathematics . This course is for the pre-college program only.
*Units: 6*

## MATH 140: *Calculus*

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. PREREQUISITES: Score of 75 on proctored ALEKS assessment OR C- or higher in MATH 103 taken at Lawrence. Students with AP credit or mathematics transfer coursework must still have a minimum ALEKS score of 75 (or complete MATH 103) in order to begin MATH 140.
*Units: 6*

*Prerequisite: Score of 75 on proctored ALEKS assessment OR C- or higher in MATH 103 taken at Lawrence. Students with AP credit or mathematics transfer coursework must still have a minimum ALEKS score of 75 (or complete MATH 103) in order to begin MATH 140.*

## MATH 155: *Multivariable Calculus*

Techniques of integration, vector algebra in the plane and space, matrix algebra, functions of several variables, partial derivatives, double and triple integration, optimization. PREREQUISITES: MATH 140 or suitable AP or IB score and minimum score on ALEKS online diagnostic exam as set by department
*Units: 6*

*Prerequisite: MATH 140 or suitable AP or IB score and minimum score on ALEKS online diagnostic exam as set by department*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MATH 200: *Complex Sequences and Series*

Complex numbers, sequences, convergence, series, power series, additional topics chosen from analysis, geometry, differential equations, and applied mathematics PREREQUISITES: MATH 155
*Units: 6*

*Prerequisite: MATH 155*

## MATH 205: *Applied Linear Algebra*

An introduction to linear algebra focusing on applications to data science and related subjects. Topics will include linear systems of equations, vectors, matrices, linear independence, eigenvectors, determinants, orthogonality, and optimization via gradient descent. These tools will be applied to data scientific problems including linear regression,

principal component analysis, and the study of combinatorial graphs. Lecture/discussion course with homework and exams. PREREQUISITES: MATH 140. Students with AP credit or mathematics transfer coursework equivalent to MATH 140 must still have a minimum ALEKS score of 75 (or complete MATH 103) in order to begin MATH 205.
*Units: 6*

*Prerequisite: MATH 140. Students with AP credit or mathematics transfer coursework equivalent to MATH 140 must still have a minimum ALEKS score of 75 (or complete MATH 103) in order to begin MATH 205.*

### STAT 205: *Data-Scientific Programming*

An introduction to programming with emphasis on learning from data in order to gain useful insights. Topics focus on elementary programming concepts in the R language and the necessary tools to handle, analyze and interpret data. This course will be taught in a workshop format, and students will complete regular assignments and a final project that provide hands-on programming/analysis experiences. PREREQUISITES: Sophomore standing AND one prior MATH, CMSC, or STAT course, or BIOL 280.
*Units: 6*

*Also listed as Computer Science 205*

*Prerequisite: Sophomore standing AND one prior MATH, CMSC, or STAT course, or BIOL 280.*

### STAT 208: *Statistical Machine Learning*

An overview of techniques used to discover structural patterns and make predictions using complex datasets that are prevalent in today's world. The central machine learning tasks of classification, clustering, and regression will be explored, along with methods for training models and evaluating predictions. This course will be taught in a workshop format. Assignments will involve the use of statistical software. PREREQUISITES: One of: CMSC 140, CMSC 150, CMSC 205, DASC 110, or consent of instructor
*Units: 6*

*Also listed as Linguistics 208, Computer Science 208*

*Prerequisite: One of: CMSC 140, CMSC 150, CMSC 205, DASC 110, or consent of instructor*

### MATH 223: *Quantitative Decision-Making*

Students will learn ways to aid decision-making by applying a scientific approach to decision problems involving quantitative factors: defining the problem, gathering data, formulating a model of the problem, developing computer-based procedures for evaluating solutions, testing and refining the model, analyzing the model’s alternatives, and communicating the results. Many assignments and exams will be completed using Excel, so students will also gain advanced Excel skills. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Economics 223*

*Prerequisite: Sophomore standing*

### MATH 224: *Quantitative Decision-Making 2*

QDM2 picks up where QDM leaves off, asking students to create solutions more autonomously and examining more complex decision problems. For example, we may examine nonlinear optimization with multiple decision variables and more complex decision-making under uncertainty, including the use of simulation models, probability distributions, and

Bayes Rule. Many assignments and exams will be completed using Excel, building on the Excel skills developed in QDM. PREREQUISITES: Econ 223 and STAT 255, or Econ 223 and instructor approval
*Units: 6*

*Also listed as Economics 224, Business and Entrepreneurship 424*

*Prerequisite: Econ 223 and STAT 255, or Econ 223 and instructor approval*

### MATH 230: *Discrete Mathematics*

An introduction to mathematical reasoning and proof in the context of discrete structures relevant to the study of computer science. Topics include induction, sets, relations and functions, graph theory, combinatorics, and probability. PREREQUISITES: MATH 155
*Units: 6*

*Prerequisite: MATH 155*

### MATH 250: *Linear Algebra*

The study of vector spaces, linear transformations, matrices, and applications. Topics include linear independence, dimension, rank-nullity, change of basis, eigenvectors and eigenvalues, determinants, and inner products. PREREQUISITES: MATH 200 or MATH 230
*Units: 6*

*Prerequisite: MATH 200 or MATH 230*

### STAT 255: *Statistical Modeling*

This course introduces modern statistical techniques in the context of predictive inference and modeling. Topics will include data analysis techniques such as linear and logistic regression, ANOVA, nonparametric methods, and computational approaches such as cross-validation and bootstrapping. Statistical software will be used frequently. This class will involve regular in-class and out-of-class assignments as well as exams and quizzes. PREREQUISITES: STAT 107, BIOL 170, BIOL 280, or MATH 140, or instructor permission
*Units: 6*

*Prerequisite: STAT 107, BIOL 170, BIOL 280, or MATH 140, or instructor permission*

### MATH 340: *Probability*

An introduction to probability and its applications. Topics will include combinatorial and axiomatic probability, conditional probability and Bayes' Theorem, random variables, expectation and variance, discrete and continuous probability distributions, joint and conditional distributions, and limit laws. PREREQUISITES: MATH 200 and MATH 230
*Units: 6*

*Also listed as Statistics 340*

*Prerequisite: MATH 200 and MATH 230*

### STAT 340: *Probability*

An introduction to probability and its applications. Topics will include combinatorial and axiomatic probability,

conditional probability and Bayes' Theorem, random variables, expectation and variance, discrete and continuous probability distributions, joint and conditional distributions, and limit laws. PREREQUISITES: MATH 200 and MATH 230
*Units: 6*

*Also listed as Mathematics 340*

*Prerequisite: MATH 200 and MATH 230*

## MATH 350: *Ordinary Differential Equations*

A study of ordinary differential equations and applications. Topics include standard techniques for special types of equations, linear and non-linear systems, existence and uniqueness, and qualitative behavior. PREREQUISITES: MATH 200
*Units: 6*

*Prerequisite: MATH 200*

## MATH 355: *Advanced Linear Algebra for Data Science*

Covers advanced topics in linear algebra, with applications to data science. Possible topics include matrix factorizations LU, QR, SVD, and CMR, applications to PCA (principal component analysis), dimensionality reduction, weighted least squares and other forms of interpolation, the DFT and FFT, spectral graph drawing and spectral clustering from the Laplacian and modularity matrices, Kalman filters, covariance matrices, multivariate Gaussians, Markov chains, and matrix completion. The choice of topics depends on the instructor. Will use both exams and project-based assessment. Students will apply linear algebra to concrete data sets for their projects. PREREQUISITES: Math 250
*Units: 6*

*Prerequisite: Math 250*

## MATH 390: *Tutorial Studies in Mathematics*

Advanced work in mathematics on topics not covered in regular offerings. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 390: *Tutorial Studies in Statistics*

Advanced work in statistics on topics not covered in regular offerings. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 391: *Directed Study in Statistics*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MATH 395: *Internship In Mathematics*

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.
*Units: 1 TO 98*

## STAT 395: *Internship in Statistics*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 399: *Independent Study in Statistics*

Guided independent study of an advanced topic in undergraduate statistics or supervised work on an undergraduate research project, generally culminating in a final presentation and/or paper. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: MATH 250
*Units: 6*

*Prerequisite: MATH 250*

### STAT 405: *Advanced Data Computing*

This course builds on CMSC/STAT 205, providing a deeper exploration of statistical computing in R. Topics might include efficient programming techniques, parallelization, statistical algorithms, advanced data visualization, and creation of R packages. Statistical software will be used extensively in this course. The class will be taught in an interactive lab-based format. There will be regular assignments and a project. PREREQUISITES: CMSC 205
*Units: 6*

*Also listed as Computer Science 405*

*Prerequisite: CMSC 205*

### 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. PREREQUISITES: MATH 250, one CMSC (computer science) course recommended
*Units: 6*

*Prerequisite: MATH 250, one CMSC (computer science) course recommended*

### 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. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

### MATH 445: *Mathematical Statistics*

Development of the mathematical theory of statistics and its application to the real world. The course will focus on the principles of estimation and testing from both the frequentist and Bayesian perspectives. Resampling methods (permutation tests and bootstrap intervals) will also be explored. PREREQUISITES: MATH/STAT 340
*Units: 6*

*Prerequisite: MATH/STAT 340*

## STAT 445: *Mathematical Statistics*

Development of the mathematical theory of statistics and its application to the real world. The course will focus on the principles of estimation and testing from both the frequentist and Bayesian perspectives. Resampling methods (permutation tests and bootstrap intervals) will also be explored. PREREQUISITES: MATH/STAT 340
*Units: 6*

*Prerequisite: MATH/STAT 340*

## STAT 450: *Bayesian Statistics*

A study of the Bayesian statistical philosophy, contrasting it with the traditional frequentist approach taught in other statistics courses. Topics include Bayes' Theorem, prior and posterior probability distributions, hierarchical models, and Markov Chain Monte Carlo methods. The course will involve a mixture of lecture, discussion, and use of statistical software. Requirements include exams, a project, and assignments involving the use of statistical software. PREREQUISITES: MATH/STAT 340
*Units: 6*

*Prerequisite: MATH/STAT 340*

## STAT 455: *Advanced Statistical Modeling*

This course expands on STAT 255, and introduces more sophisticated models, meant to capture complicated correlation structure in data. Topics might include generalized linear models, mixed-effects models, hierarchical models, spatial models, and time series. The course will involve the use of statistical software. There will be regular assignments, exams, and possibly projects. PREREQUISITES: STAT 255 or instructor permission
*Units: 6*

*Prerequisite: STAT 255 or instructor permission*

## MATH 505: *Group Theory*

The study of groups, group actions, and important examples of finite and matrix groups. Specific topics will include group homomorphisms, quotient groups, isomorphism theorems, Lagrange's Theorem, the Orbit- Stabilizer Theorem, and the Sylow Theorems. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## MATH 510: *Real Analysis*

A study of concepts in mathematical analysis, including convergence of sequences and series, continuity, differentiation, integration, and metric spaces. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## 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. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## 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. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## 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. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## 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. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## MATH 555: *Topics in Algebra and Combinatorics*

A study of interconnections between abstract algebra and combinatorics. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## 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. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## 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. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## MATH 570: *Modern Mathematicians*

We study ideas developed by mathematicians whose work has historically been undervalued in mathematics, including Black and Indigenous mathematicians, and mathematicians of color. The first half of the course will focus on understanding the mathematics underlying current research of a prominent modern mathematician. For the other half of the course, students will explore and present research of mathematicians of interest to them. PREREQUISITES: MATH 200 and MATH 230 and MATH 250
*Units: 6*

*Prerequisite: MATH 200 and MATH 230 and MATH 250*

## MATH 590: *Tutorial Studies in Mathematics*

Advanced work in mathematics on topics not covered in regular offerings. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 590: *Tutorial Studies in Statistics*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 591: *Directed Study in Statistics*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 599: *Independent Study in Statistics*

Guided independent study of an advanced topic in undergraduate statistics or supervised work on an undergraduate research project, generally culminating in a final presentation and/or paper. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MATH 690: *Tutorial Studies in Mathematics*

Advanced work in mathematics on topics not covered in regular offerings. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 698: *Statistics Senior Seminar*

Intended for students majoring in MATH or MAEC, who wish to complete a senior experience project in statistics. Students will work on a research project, applying skills learned throughout the statistics curriculum. Requirements include a written report and periodic oral presentations. A student must submit a written proposal, and have it approved by the instructor(s) prior to the start of the course. PREREQUISITES: For MATH majors: Senior standing and a project proposal approved by instructor(s) through one-unit indepenent study, and STAT 255, and MATH 340, and one 400-level STAT class, and one of CMSC 205, or CMSC 208. Either MATH 340 or the 400-level STAT class may be taken concurrently with STAT 698 . For MAEC majors: Senior standing and a project proposal approved by the instructor(s) through one-unit independent study, and STAT 255, and MATH 340, and ECON 380. MATH 340 may be taken concurrently with STAT 698.
*Units: 3 TO 6*

*Prerequisite: For MATH majors: Senior standing and a project proposal approved by instructor(s) through one-unit indepenent study, and STAT 255, and MATH 340, and one 400-level STAT class, and one of CMSC 205, or CMSC 208. Either MATH 340 or the 400-level STAT class may be taken concurrently with STAT 698 . For MAEC majors: Senior standing and a project proposal approved by the instructor(s) through one-unit independent study, and STAT 255, and MATH 340, and ECON 380. MATH 340 may be taken concurrently with STAT 698.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## STAT 699: *Independent Study in Statistics*

Guided independent study of an advanced topic in undergraduate statistics or supervised work on an undergraduate research project, generally culminating in a final presentation and/or paper. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Museum Studies

As centers of research and education, and as repositories for cultural heritage, museums play an important role in our society. The museum studies interdisciplinary area provides students with a structure through which to learn about museums as a complement to both their major and the liberal arts as a whole. In addition, museums and related institutions provide career opportunities that take full advantage of a liberal arts degree. Museum professionals must be able to gain expertise in diverse areas, they must enjoy both independent research and interaction with the public, they must be both creative and analytical, and they must be able to operate within complex and diverse organizations.

The museum studies interdisciplinary area is designed to introduce students to the historical and theoretical foundations of museums and other preservation and research institutions, as well as to provide them with the practical skills and knowledge needed to work in such institutions. It is intended to be a supplement to a major in any area. This IA will have a clear use for students in such fields as anthropology, art, art history, natural sciences, and history, but students across the divisions will find the interdisciplinary area useful if they have an interest in pursuing a career in the museum field.

## Required for the interdisciplinary area in museum studies

1. One Core Course: ARHI 315: *Introduction to the Art Museum* (offered every other year)
2. Museum Studies Electives: four additional six-unit courses (24 units total) with significant museum studies content, selected in consultation with museum studies faculty. See the list of advisor approved elective courses for suggestions that will fulfill this requirement.
3. Museum Studies Field Work: at least one of the following:
    - Six units of ANTH 422: *Archaeological Collections Management*
    - Six units of internship in the Wriston Art Galleries or the University Archives
    - Six units of internship at a museum, historic site, or similar institution, from an appropriate academic department (course numbers *195* or *395* or *595* or *695*)

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## Courses - Museum Studies

### 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*

### 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*

### 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*

### 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. Students cannot receive credit for this course if they have previously received credit for CHEM 112/ENST 112
*Units: 6*

*Also listed as Environmental Studies 115*

### DECM 135: *Archival Discovery*

An in-depth exploration of archives and archival research. The course will address the theory and practice of locating, contextualizing, interpreting, and using archival primary sources. Students will work directly with collections in the University Archives and produce a digital project based on their research.
*Units: 3*

### EDST 180: *The Science of Learning*

An introduction to the science of learning and how it applies to educational contexts. Topics include brain structure and development; types of memory and learning processes; approaches to building knowledge, skills, and understanding; and factors that drive more powerful and successful learning. Each student will arrange their own practicum of three hours per week in a school class or similar learning environment.
*Units: 6*

### HIST 202: *History in Public: Communities, Stories, and Memory*

Introduction to the broad variety of activities and locations developed by historians to reach the general public, such as museums, libraries, and archives, historic preservation, documentary filmmaking, oral history, podcasting, historical editing, and community activism. This course examines public historians' theoretical and ethical concerns in addition to developing relevant skills. Emphasis on experiential learning via field trips, interviews with practitioners, and individual and group projects.
*Units: 6*

### CHEM 210: *Analytical Chemistry*

A course in the quantitative 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 to modern chemistry. Students will have the opportunity to individually design projects. Three lectures and two laboratory periods per week. PREREQUISITES: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 211 required
*Units: 6*

*Also listed as Environmental Studies 250*

*Prerequisite: CHEM 116, placement exam, or consent of instructor; concurrent enrollment in CHEM 211 required*

## ANTH 220: *Research Methods in Archaeology*

Presents the research process in archaeology and offers an overview of essential data-collection and analysis techniques, including site survey, settlement pattern analysis, lithic analysis, ceramic analysis, and zooarchaeological analysis. Students will work with extant artifact collections. PREREQUISITES: ANTH 120
*Units: 6*

*Also listed as Environmental Studies 260*

*Prerequisite: ANTH 120*

## 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*

## ART 222: *Artist Books*

Artist books are explored in a variety of forms including accordions, exposed and non-adhesive bindings, pop-ups, box making and alternative structures. Letterpress along with other forms of printmaking and surface treatments will be used. Techniques of cutting, folding, sewing, gluing, printing and working in dimension are examined in detail. Unique content is expected for each project. PREREQUISITES: Any 100-level Studio Art course
*Units: 6*

*Prerequisite: Any 100-level Studio Art course*

## DECM 223: *Adobe Creative Suite*

This workshop is an introduction to the Adobe Creative Suite programs including Photoshop, InDesign, and Illustrator. The class is project centered, allowing each student to explore the multi-faceted and contemporary nature of each program. Methods in image construction, graphic design, typography, application, and output will be explored in detail.
*Units: 3*

## BIOL 230: *General Ecology*

An introduction to the interactions between organisms and the environment. Explores the role of physical, chemical and biotic processes--including human activities--in determining the structure and function of populations, communities, and ecosystems. Topics 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*

## ARHI 240: *From Romanticism to Post-Impressionism: Art of the 19th Century*

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 how political instability, industrialization, imperialism, and the growth of popular culture influenced production, style, and presentation of painting and sculpture. PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ART 240: *New Media in Art*

An introduction to new media within a fine art context. Digital photography, experimental video, sound, photo book design, and blogging are covered as students use the Internet as a venue for presenting projects. The evolution of technology, new media theory, contemporary art discourse, and visual culture are examined through projects, readings, lectures, demonstrations, discussions, critiques, and visiting artist presentations. Mac-based.
PREREQUISITES: Any 100-level Studio Art course or Film & Media course
*Units: 6*

*Also listed as Film Studies 240*

*Prerequisite: Any 100-level Studio Art course or Film & Media course*

## ARHI 244: *Representing Identity in 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.
PREREQUISITES: ARHI 101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## ART 245: *InterArts: Installation*

In this course students make projects that engage with space. Lectures, discussions, readings, and critiques will investigate contemporary interdisciplinary practices that involve site-specific installation of works of art, everyday objects, performances, projections, etc. Interactive works and immersive virtual reality will also be considered. Students will create a self-designed installation project that will be planned and executed over the duration of the term.
PREREQUISITES: Any 100-level Studio Art course or Film Studies course, or consent of instructor
*Units: 6*

*Also listed as Film Studies 245*

*Prerequisite: Any 100-level Studio Art course or Film Studies course, or consent of instructor*

## 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. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## 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.Taught in Spanish. PREREQUISITES: One 300-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Spanish 425*

*Prerequisite: One 300-level course in Spanish or consent of instructor*

## 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*

## ARHI 315: *Introduction to the Art Museum: History, Issues, and Practices*

Introduction to art museums and exhibitions as objects of critical inquiry, and to issues and practices in the art museum field. Topics will include: history and evolution of collecting and display; museum exhibitions and knowledge formation; collection practices and ethics; exhibition theory and design; controversies, institutional critique, and the artist-as-curator. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 315*

*Prerequisite: Sophomore standing*

## ARHI 320: *Contemporary Art: Critical Questions in Art Today*

A study of art since 1960. Students will examine a diverse range of art works and the theories and strategies that have informed their production and exhibition. Students will learn about how artists today respond to such issues as gender, racial and ethnic identity, globalization, market capitalism, and new media and technology. PREREQUISITES: ARHI

101 or sophomore standing
*Units: 6*

*Prerequisite: ARHI 101 or sophomore standing*

## 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. PREREQUISITES: ANTH 120
*Units: 6*

*Prerequisite: ANTH 120*

## ART 322: *Intermediate Artist Books*

A continuation of ART 222, exploring historical and contemporary bindings, and letterpress printing with an emphasis on conceptual ties between structure, process, and function. Additional surface treatments and printing techniques are used in conjunction with altered, collaborative, dimensional, movable books, and historical binding. More advanced techniques of binding, printing, and working in dimension are examined in detail to enhance the conceptual and visual narrative inherent to this sequential medium. PREREQUISITES: ART 222 or ART 226
*Units: 6*

*Prerequisite: ART 222 or ART 226*

## ANTH 326: *Bizarrchaeology*

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. PREREQUISITES: ANTH 120
*Units: 6*

*Prerequisite: ANTH 120*

## ANTH 328: *Public Archaeology*

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. PREREQUISITES: Sophomore standing and ANTH 120, an ARHI course (preferably ancient to Renaissance), or consent of instructor
*Units: 6*

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

## HIST 385: *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. PREREQUISITES: Junior standing or consent of the instructor.
*Units: 6*

*Also listed as English 527*

*Prerequisite: Junior standing or consent of the instructor.*

## 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 when the topic is different. Not open to students who have previously received or need to receive credit for ARHI 301 with the same topic.
*Units: 6*

*Also listed as Classics 540*

*Prerequisite: One 200- or 300-level course in art history, 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 when the topic is different. Students are expected to carry out an independent research project that will serve as preparation for ARHI 680.
*Units: 6*

*Prerequisite: One 200- or 300-level course in art history, or consent of the instructor*

## 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, culminating in a research paper. The topic will change periodically. Course may be repeated when topic is different. Not open to students who have previous received credit for ARHI 341.
*Units: 6*

*Prerequisite: One 200-level course in art history or consent of instructor*

## ECON 450: *Organizational Economics*

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 there 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. PREREQUISITES: ECON 300 or GOVT 271
*Units: 6*

*Also listed as Innovation & Entrepreneurship 450, Business and Entrepreneurship 450*

*Prerequisite: ECON 300 or GOVT 271*

## EDST 450: *Topics in Education Studies*

This seminar explores issues in contemporary education. Topics vary by term and focus on controversies or innovations in educational systems, practices, and policy or in the relations between school and society. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Sophomore standing and one course in education studies or instructor approval*

### ARHI 480: *Topics in Art History*

An examination of a particular topic in art history that does not fit the chronological format of the other 400-level topics seminars in art history. Course may be repeated when topic is different. Not open to students who have previously received credit or need to receive credit for ARHI 381.
*Units: 6*

*Prerequisite: One 200- or 300-level course in art history or consent of instructor*

### 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.
*Units: 6*

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

### ART 522: *Advanced Artist Books*

A continuation of ART 322, exploring advanced research into combining book making techniques, with exploration of formal, theoretical and technical issues related to artist books 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. PREREQUISITES: ART 322
*Units: 6*

*Prerequisite: ART 322*

### 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. PREREQUISITES: Senior standing and declared major in Studio Art or consent of the instructor
*Units: 6*

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

### 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 projects and papers. Successful completion of BIOL 650 includes participation in BioFest, a symposium of biology senior experience projects during spring term. PREREQUISITES: Major in biology or biochemistry, or in neuroscience with departmental approval; and senior class

standing or departmental approval
*Units: 5*

*Prerequisite: Major in biology or biochemistry, or in neuroscience with departmental approval; and senior class standing or departmental approval*

## ARHI 660: *Critical Theories in Visual and Material Culture*

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. PREREQUISITES: Junior standing
*Units: 6*

*Prerequisite: Junior standing*

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# Music

| | |
|---|---|
| Professors | S. Downing *(chair)*, S. George *(chair)*, C. Kautsky *(George and Marjorie Olsen Chandler Professor of Music)*, K. Leigh-Post, E. Lesser, N. Lewis, J. McQuinn *(Conservatory of Music)*, M. Mizrahi *(Frank C. Shattuck Professor of Music, chair) (on leave term(s) I)*, A. Padilla, P. Swan |
| Associate professors | T. Albright, M. Arau *(on leave term(s) II)*, I. Bates *(chair)*, K. Cahn-Lipman, S. Ceballos *(on leave term(s) I)*, M. Dupere *(chair)*, A. Ellsworth, J. Encarnacion *(Conservatory of Music, chair)*, E. Gomez *(on leave term(s) I)*, W. Gu, A. Hudson *(chair)*, J. Metcalf, B. Miller *(Conservatory of Music, chair)*, R. Perry, S. Spears *(chair)*, A. Srinivasan *(chair)*, M. Urness, C. Woodruff |
| Assistant professors | S. Gravelle, J. Kozoroz, N. Noordhuis, K. Roach, J. Ureña Gonzalez *(chair)* |
| Visiting Assistant Professors | M. Ambrosio, J. Gates, M. Paek *(chair)*, E. Scheinberg, J. Sommer |
| Instructors | R. Cannizzo, M. Clayville *(Conservatory of Music)*, J. Connor, P. Darling, J. Johnson, B. Pacher, B. Pratte, M. Turner |
| Lecturers | I. Adnyana, N. Agbeli, N. Buchman *(Lawrence Community Music School)*, B. Carrothers, L. Dempster, P. Dietrich, E. Dupere, B. Hauer, J. Jensen, R. Korb, J. Kottman Hittner *(Lawrence Community Music School)*, S. Peplin, J. Planet, A. Reiser, G. Riss, C. Rosche, D. Schwandt, J. Snedeker, C. Walby *(Lawrence Community Music School)*, N. Wysock D. Duesing |

Situated within the liberal arts foundation of the Bachelor of Arts degree, the BA music major welcomes students with diverse backgrounds, abilities, values, passions, and curiosities. The flexibility built into this major creates a space in which students can explore their unique voices and interests, and develop their own transformative creativities.

All students will gain experience with basic elements of music—such as time, rhythm, structure, pitch, tuning, and timbre—in specific contexts across different cultures and traditions. Students will experience and participate in different ways of making music. They will also explore musical styles, practices, notations, functions, meanings, and values in cross-cultural and transhistorical contexts. Students will engage critically and creatively with questions, ideas, and sources related to music. And they will explore music's world-making power, including its connections to issues of social justice.

Students will work closely with their advisors to build a curriculum in alignment with their creative, intellectual, and vocational goals and aspirations. Students are encouraged to consider possible synergies between their music major work and other elements of their degree work. Students will reflect on their full experience in their major as part of the Senior Seminar.

## Required for the major in music

The major requires a minimum of 64-66 units in music (depending on which theory option is chosen), to include:

1. MUSI 100 *Experiencing Music* (6 units)
2. MUCO 211 *Introduction to Musicologies I* (6 units)
3. 1 course chosen from the following:
    a. MUTH 200: Studies in Music Theory (6 units)
    b. MUTH 201: Music Theory & Analysis 1 (4 units)
    c. MUJI 150: Applied Musicianship (6 units)
4. 6 units selected from any courses in MUEN (Music Ensemble Performance Studies) and/or MUIN (Applied Music Individual Instruction)

5. 27 units from at least two of the following groups:
    a. MUCA (Music Composition and Arranging)
    b. MUCO (Musicology)
    c. MUDA (Dance)
    d. MUEP (Music Education and Pedagogy)
    e. MUJI (Jazz and Improvisational Music)
    f. MURP (Music Repertoire Study), **except** MURP 361 *Acting for Singers*
    g. MUSI (Music)
    h. MUTH (Music Theory)
6. 18 units of elective courses in music (any MU** course)
7. MUSI 400: *BAM Senior Seminar* (3 units)
8. Completion of a designated *Senior Experience* project

## Senior Experience in music

The senior experience for the major is a cumulative project that reflects each student's specific passions and the wide range of activities in the Conservatory. Students must complete MUSI 400 *BAM Senior Seminar* as part of this requirement. They will submit a proposal for their senior experience to the BA Music Committee. Those interested in pursuing an interdisciplinary project that integrates their interests in music with another major are strongly encouraged to consult with their advisors and relevant faculty to plan and negotiate their overall Senior Experience as early as possible.

## Required for the minor in music

The minor requires a minimum of 36 units in music, to include:

1. MUSI 100 *Experiencing Music* (6 units)
2. MUCO 211 *Introduction to Musicologies I* (6 units)
3. 3 units selected from any courses in MUEN (Music Ensemble Performance Studies) and/or MUIN (Applied Music Individual Instruction)
4. 12 units from at least two of the following groups:
    a. MUCA (Music Composition and Arranging)
    b. MUCO (Musicology)
    c. MUDA (Dance)
    d. MUEP (Music Education and Pedagogy)
    e. MUJI (Jazz and Improvisational Music)
    f. MURP (Music Repertoire Study), **except** MURP 361 *Acting for Singers*
    g. MUSI (Music)
    h. MUTH (Music Theory)

5. 9 units of elective courses in music (any MU** course)

## Other opportunities

# Natural Sciences (Interdisciplinary Major)

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, geosciences, 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. Interdisciplinary combinations of biology and chemistry have been replaced by the biochemistry major.

## Required for the interdisciplinary major in natural sciences in a primary discipline and secondary discipline

1. Introductory requirement: An introductory sequence in physics and two additional introductory sequences chosen from those in biology, chemistry, and geosciences so that sequences in both the primary and the secondary disciplines are included. The introductory sequences are:

Biology:

- BIOL 130: *Integrative Biology: Cells to Organisms*
- BIOL 135: *Ecology, Evolution and Society*
- BIOL 150: *Integrative Biology: Organisms to Ecosystems*

Chemistry:

- CHEM 115: *Principles of Chemistry: Structure and Reactivity*
- CHEM 116: *Principles of Chemistry: Energetics and Dynamics*

Geosciences:

- GEOS 110: *Introductory Geology*
- GEOS 210: *History of the Earth and Life*

Physics:

- PHYS 141: *Introduction to Physics I*
- PHYS 151: *Introduction to Physics II*

1. Intermediate/advanced requirement: At least ten six-unit courses in the sciences (biology, chemistry, geosciences, 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.

2. Participation in a *Senior Experience* as defined by the department of the primary discipline.

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*a*

*a*

*b*

*c*

*d*

# Neuroscience

| | |
|---|---|
| Professor | J. Humphries *(Biology) (on leave term(s) I)* |
| Associate professors | E. Becker, B. Piasecki *(Biology)*, N. Wall *(Biology, chair) (on leave term(s) II)* |
| Assistant professor | C. Teng *(Dennis and Charlot Singleton Assistant Professor in Cognitive Neuroscience)* |

## Neuroscience

The field of neuroscience uses an interdisciplinary approach to study the brain and nervous system. Humans and other animals rely on the nervous system in order to process environmental stimuli, integrate this information and produce an adaptive response (motor, hormonal, behavioral). A response may be as straightforward as a knee reflex or as complicated as understanding Plato.

The fields of biology, chemistry, and psychology provide much of the core knowledge needed to pursue study in neuroscience, and the major will prepare students for graduate study in neuroscience or allied health areas. However, knowledge from neuroscience may inform creative and scholarly endeavors in many areas including literature, music, and art. Therefore, it is an advantage for a neuroscience major to be in a liberal arts setting that can provide exposure to a wide spectrum of interests.

## Required for the major in neuroscience

Students who complete the major in neuroscience will be able to explain the connection between nervous system structure/organization and sensory and motor pathway functions. They will relate molecular/cellular processes to electrophysiological activity and describe how behavior is a result of combined activity of neural networks. By the culmination of the major, they will integrate research literature on a specific topic into a meaningful analysis.

The major in neuroscience requires the following:

1. The following foundation courses: (5 courses)
    a. BIOL 130: *Cellular Form and Function* [a]
    b. BIOL 150: *Organismal Form and Function* [a]
    c. CHEM 115: *Principles in Chemistry: Structure and Reactivity* [b]
    d. CHEM 116: *Principles of Chemistry: Energetics and Dynamics*
    e. STAT 107: *Principles of Statistics or* STAT 255: *Statistics for Data Science* [c]
2. The following core courses: (3 courses)
    a. NESC 200: *Foundations of Neuroscience* [d]
    b. NESC 284: *Research Methods in Neuroscience*
    c. NESC 580: *Topics in Neuroscience* [e]
3. One course from the cellular/molecular lab course group: (1 course)
    a. BIOL 325: *Cell Biology*
    b. BIOL 354: *Molecular Biology*

c. BIOL 444 or CHEM 340: *Biochemistry I*
d. BIOL 453: *Developmental Biology*

4. One course from the systems lab course group: (1 course)

    a. BIOL 242: *Comparative Physiology* [f]
    b. PSYC 343*: Cognitive Neuroscience*
    c. PSYC 365: *Brain and Behavior*

5. One course from the neuroscience elective group: (1 course)

    a. NESC 383: *Memory Systems*
    b. PSYC 347*: Hormones, Brain and Behavior*
    c. PSYC 350: *Psycopharmacology & Behavior*

6. Completion of NESC 600*: Neuroscience Senior Capstone* [g]

## Senior Experience in neuroscience

In the Neuroscience Program senior capstone (NESC600), students meet collectively in one or more small seminar sections supervised by a faculty mentor. Sessions are dedicated to collaborative engagement, where students convene to delve into shared readings, offer valuable feedback on each other's projects, and showcase ongoing works. Through vibrant discussions, written assignments, and oral presentations, students will sharpen their capacity to conceptualize significant inquiries within the field, devise effective approaches to address them, and articulate their thoughts coherently both verbally and in writing.

Throughout the term, students immerse themselves in their projects, ultimately leading to the completion of a comprehensive senior thesis. Section meetings include interactive workshops, discussions, and presentations, all geared towards aiding students in developing an original empirical research proposal after first establishing a critical review of existing research and theory. Students will publicly present their work in classroom presentations and receive regular feedback from their faculty mentor throughout the term.

## Required for the minor in neuroscience

1. The following core courses: (6 courses)

    a. BIOL 130: *Cellular Form and Function* [a]
    b. BIOL 150: *Organismal Form and Function* [a]
    c. CHEM 115: *Principles in Chemistry: Structure and Reactivity* [b]
    d. CHEM 116: *Principles of Chemistry: Energetics and Dynamics*
    e. NESC 200: *Foundations of Neuroscience* [d]
    f. NESC 580: *Topics in Neuroscience* [f]

2. One of the following neuroscience courses: (1 course)

    a. PSYC 343*: Cognitive Neuroscience*
    b. PSYC 347*: Hormones, Brain and Behavior*
    c. PSYC 365: *Brain and Behavior* (with lab)

d. PSYC 420: *Clinical and Affective Neuroscience*

[a] Students who have earned AP or IB credit in biology are exempt from BIOL 130, but not the other introductory courses. Students also can take a departmental exemption exam for either BIOL 130 and/or BIOL 150 if they feel well qualified based on previous coursework.

[b] Students who test into CHEM116: *Principles of Chemistry: Energetics and Dynamics* are exempt from CHEM115: *Principles in Chemistry: Structure and Reactivity*

[c] Students with a double major or minor requiring a statistics requirement should confirm with their advisor to have one or more of their quantitative requirements substitute for STAT 107: *Principles of Statistics or* STAT 255: *Statistics for Data Science.*

[d] Students who have already taken PSYC 348: *Biological Psychology* should not take NESC 200: *Foundations of Neuroscience* but will be required to take PSYC 365: *Brain and Behavior* as their *Lab Systems* course elective.

[e] Prerequisite for NESC 580: *Topics in Neuroscience* is CHEM 116: *Principles of Chemistry: Energetics and Dynamics*, BIOL 150: *Organismal Form and Function*, and either NESC 200: *Foundations of Neuroscience*, PSYC 348: *Biological Psychology*, or consent of instructor.

[f] Students taking BIOL 370: *Human Physiology* as a prerequisite for an allied health program e.g., nursing, can replace BIOL 242: *Comparative Physiology* with BIOL 370: *Human Physiology*.

[g] Students double majoring in either Biology, Psychology, or Biochemistry may submit a request to the Neuroscience director (chair) to count their senior experience in one of these majors as their Neuroscience senior experience. Requests must be submitted by the end of second week of spring term and there must be a substantive Neuroscience component to their project. Students wishing to apply a neuroscience senior experience towards the senior experience requirements of another major are encouraged to look at the degree requirements or consult with the department chair or program director of the respective other major.

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## Courses - Neuroscience

### 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. PREREQUISITES: Placement examination
*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 for students who have not completed CHEM 115. See the chemistry department's web page for placement examination information. PREREQUISITES: CHEM 115 or placement examination
*Units: 6*

*Prerequisite: CHEM 115 or placement examination*

## BIOL 130: *Cellular Form and Function*

An exploration of fundamental cellular processes in an evolutionary context including homeostasis, cell cycle, gene expression, energy transformation, inheritance, and multi-cellular development. Experimental approaches will be emphasized. Lecture and laboratory. BIOL 130 is primarily offered to serve students exploring majors in Biology, Biochemistry, Neuroscience, and Environmental Science. A student looking for a laboratory course in the natural sciences in order to fulfil a general education requirement, might be better served taking courses such as BIOL 103 or BIOL 100. PREREQUISITES: First-year or second-year standing: consent of instructor required for juniors and seniors.
*Units: 6*

*Prerequisite: First-year or second-year standing: consent of instructor required for juniors and seniors.*

## BIOL 150: *Organismal Form and Function*

Development, morphology, physiology, and ecology of plants, animals, fungi and unicellular organisms will be compared in evolutionary context. Phylogenic relationships, ecological interactions, and ecosystem processes will be explored. Lecture and laboratory. PREREQUISITES: BIOL 130 or departmental examination
*Units: 6*

*Prerequisite: BIOL 130 or departmental examination*

## PSYC 170: *Statistics in Psychology*

This course introduces statistical methods applied in psychological research. It will cover topics such as hypothesis testing, analysis of variance, and sampling distributions, and provide basic training in the computer package SPSS. The course aims to enable students to design and test research questions in psychology and to improve students' understanding of published research. Quizzes, exams, and a group report. Intended for psychology majors. PREREQUISITES: PSYC 100 or equivalent
*Units: 6*

*Prerequisite: PSYC 100 or equivalent*

## NESC 191: *Directed Study in Neuroscience*

Directed Study in Neuroscience
*Units: 1 TO 98*

## 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. PREREQUISITES: BIOL 150
*Units: 6*

*Also listed as Environmental Studies 210*

*Prerequisite: BIOL 150*

## NESC 200: *Foundations of Neuroscience*

This lecture- and discussion-based course provides an introduction to the structure and function of the nervous system. Basic principles of neurobiology from the anatomical to cellular level are discussed to develop an understanding of how these biological factors are associated with human behaviors. Includes group projects and exams. Not open to students who took PSYC 360. PREREQUISITES: BIOL 130
*Units: 6*

*Prerequisite: BIOL 130*

## 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. PREREQUISITES: BIOL 150
*Units: 6*

*Prerequisite: 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. PREREQUISITES: BIOL 150, CHEM 116 recommended
*Units: 6*

*Prerequisite: BIOL 150, CHEM 116 recommended*

## 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. PREREQUISITES: CHEM 116 or instructor approval
*Units: 6*

*Prerequisite: CHEM 116 or instructor approval*

## 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. PREREQUISITES: CHEM 250
*Units: 6*

*Prerequisite: CHEM 250*

### NESC 284: *Research Methods in Neuroscience*

This course covers a range of methodologies used to design, implement, and write about neuroscience research. The goal is to understand how information processing in the brain and nervous system can be studied using data obtained from a variety of brain-imaging, electrophysiological, and brain-modulating techniques. Course evaluation will emphasize understanding the strengths and weaknesses of various methods, data analytics, and individual study development. PREREQUISITES: STAT 107, STAT 255, or consent of instructor
*Units: 6*

*Prerequisite: STAT 107, STAT 255, or consent of instructor*

### 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, eating disorders, depression, and self-harm. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 290*

*Prerequisite: PSYC 100 or sophomore standing*

### 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. PREREQUISITES: BIOL 130 and BIOL 150, BIOL 280 recommended
*Units: 6*

*Prerequisite: BIOL 130 and BIOL 150, BIOL 280 recommended*

### BIOL 340: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Psychology 580, Neuroscience 580*

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

## CHEM 340: *Biochemistry I*

An introduction to the study of biological processes at the molecular level with emphases on protein struction and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. PREREQUISITES: CHEM 250 or instructor approval
*Units: 6*

*Also listed as Biology 444*

*Prerequisite: CHEM 250 or instructor approval*

## 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. PREREQUISITES: Sophomore standing; at least one prior biology course recommended
*Units: 6*

*Also listed as Health and Society 350*

*Prerequisite: Sophomore standing; at least one prior biology course recommended*

## 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. PREREQUISITES: BIOL 130 and CHEM 115 plus one of the following: BIOL 211, BIOL 226, BIOL 235 or BIOL 260.
*Units: 6*

*Prerequisite: BIOL 130 and CHEM 115 plus one of the following: BIOL 211, BIOL 226, BIOL 235 or BIOL 260.*

## PSYC 365: *Brain and Behavior (with laboratory)*

A lecture course with a laboratory that explores the neurobiological mechanisms associated with complex behaviors. Topics range from hormonal regulation of behavior to learning and memory, motivation, and emotion, sleep, appetitive behaviors, and various psychological disorders. Assessments include exams, presentations, laboratory reports, and participation. Not open to students who took PSYC 360 or PSYC 525. PREREQUISITES: NESC 200 or PSYC 348 AND PSYC 284 OR BIOL 280 or instructor approval
*Units: 6*

*Also listed as Health and Society 365*

*Prerequisite: NESC 200 or PSYC 348 AND PSYC 284 OR BIOL 280 or instructor approval*

## 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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or sophomore standing*

### NESC 380: *From Lab to Life After Lawrence*

In this course which bridges undergraduate scientific training with post-graduation success, students will gain essential skills for the job market and graduate school admissions. Through self-reflection, practical exercises, and expert interactions, students will explore diverse career paths, master interview techniques, and develop tailored application materials. Activities include resume writing and mock interviews, preparing students for various professional and academic opportunities.
*Units: 3*

### NESC 383: *Memory Systems*

Memory is not a single process, but a set of interacting systems in the mind and brain. Memory Systems explores how different types of memory are organized, represented, and studied at both the cognitive and neural levels. Through lectures and guided discussions, students examine behavioral foundations, neural mechanisms, and experimental approaches used to study memory systems. Requirements include exams, quizzes, structured discussion of research articles, and a final synthesis paper. PREREQUISITES: NESC 200, or PSYC 100, or COSC 105, or instructor approval
*Units: 6*

*Prerequisite: NESC 200, or PSYC 100, or COSC 105, or instructor approval*

### NESC 390: *Tutorial Studies in Neuroscience*

Advanced work, arranged and carried out in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### NESC 391: *Directed Study in Neuroscience*

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. PREREQUISITES: SIC form required
*Units: 1 TO 98*

*Prerequisite: SIC form required*

### NESC 399: *Independent Study in Neuroscience*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### PSYC 420: *Clinical and Affective Neuroscience*

This course focuses on advanced topics in neuroscience involving emotion. We will explore emerging knowledge of

the brain's involvement in emotional behaviors, including physiological and psychological states. Course topics include: neural plasticity, human neuroscience methods, emotions, and pathophysiology of affective disorders. PREREQUISITES: NESC 200, PSYC 348, or PSYC 365
*Units: 6*

*Prerequisite: NESC 200, PSYC 348, or PSYC 365*

## BIOL 444: *Biochemistry I*

An introduction to the study of biological processes at the molecular level with emphases on protein struction and function, enzyme mechanism and kinetics, fundamentals of physical biochemistry, and the chemistry of biological molecules, including carbohydrates, lipids, and nucleic acids. PREREQUISITES: CHEM 250 or instructor approval
*Units: 6*

*Also listed as Chemistry 340*

*Prerequisite: CHEM 250 or instructor approval*

## BIOL 453: *Developmental Biology*

An experimental approach to animal development with laboratory and lecture emphasis on molecular and cellular processes of embryogenesis. Includes discussions of pattern formation, differentiation, cell interactions, gametogenesis and fertilization. Lecture and laboratory. PREREQUISITES: BIOL 150; and one of the following (or concurrent enrollment): BIOL 354, BIOL 444/CHEM 340, BIOL 260, or BIOL 325
*Units: 6*

*Prerequisite: BIOL 150; and one of the following (or concurrent enrollment): BIOL 354, BIOL 444/CHEM 340, BIOL 260, or BIOL 325*

## NESC 580: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Biology 340, Psychology 580*

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

## PSYC 580: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Biology 340, Neuroscience 580*

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

## NESC 590: *Tutorial in NESC*

Tutorial in NESC PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## NESC 591: *Directed Study in Neuroscience*

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. PREREQUISITES: SIC form required
*Units: 1 TO 98*

*Prerequisite: SIC form required*

## NESC 599: *Independent Study in Neuroscience*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## NESC 600: *Neuroscience Senior Capstone*

Designed to satisfy the Neuroscience Senior Experience requirement. Students will complete a substantial written senior thesis through the formulation of an original empirical research proposal developed after first establishing a critical review of existing research and theory. Section meetings include interactive workshops, discussions, and presentations, all geared towards aiding students in developing their project proposals. Students will publicly present their work in senior presentations. PREREQUISITES: NESC200 Foundations of Neuroscience, NESC580 Topics in Neuroscience or equivalent, & NESC284 Research Methods in Neuroscience or consent of instructor
*Units: 6*

*Prerequisite: NESC200 Foundations of Neuroscience, NESC580 Topics in Neuroscience or equivalent, & NESC284 Research Methods in Neuroscience or consent of instructor*

## NESC 699: *Independent Study in Neuroscience*

Advanced research, arranged in consultation with a faculty member in the program. Students considering an honors project should register for this course. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

# Philosophy

| | |
|---|---|
| Professor | M. Phelan |
| Associate professors | I. Albrecht *(on leave term(s) I)*, S. Dixon *(chair)* |
| | B. Chan |

Courses in philosophy develop skills in reading analytically, thinking critically, and arguing cogently. In addition, they provide students with valuable insights into many of the significant issues confronting us in a rapidly changing world.

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 education, academia, business, government, law, medicine, and the non-profit sector, among others.

Non-majors tend to find that taking two or three philosophy courses significantly enhances the quality of their work in their own fields. We urge students to discuss the relationship between philosophy and other disciplines with any member of the philosophy department and with their own major advisors.

Note that, with the consent of the instructor, students may take an intermediate or advanced course in philosophy without having taken an introductory course (numbered 100-199). Intermediate courses are numbered 200 through 440. Courses numbered above 440 are considered advanced.

### 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 important philosophers. Students may continue their study through a variety of courses in the history of philosophy, in the systematic study of 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 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.

## Required for the major in philosophy

Students who major in philosophy will learn to appreciate the formal features of arguments. They will acquire a clear sense of the development of philosophy. They will critically engage issues in metaphysics and epistemology and in ethics and value theory. And, they will learn to relate philosophy to other areas of study.

The major in philosophy requires the following:

1. PHIL 150 *Symbolic Logic* or 420 *Topics in Logic*; majors are strongly encouraged to satisfy this requirement early
2. At least two core courses in the history of philosophy:

a. PHIL 200: *Ancient Philosophy*
b. PHIL 210: *Early Modern Philosophy*
c. PHIL 230: *Early Analytic Philosophy*
d. PHIL 240: *The American Pragmatists*
e. PHIL 275: *Existentialism*

3. One course in epistemology:

    a. PHIL 300: *Epistemology*
    b. PHIL 305: *Experimental Philosophy*
    c. PHIL 330: *Philosophy of Science*
    d. PHIL 405: *How to Do Things With Words*

4. One course in metaphysics:

    a. PHIL 310: *Metaphysics*
    b. PHIL 333: *God and the Afterlife*
    c. PHIL 340: *Philosophy of Art*
    d. PHIL 400: *Philosophy of Language*
    e. PHIL 410: *Philosophy of Mind*

5. One course in ethics:

    a. PHIL 280: *Women and Friendship*
    b. PHIL 320: *Ethics*
    c. PHIL 325: *Metaethics*
    d. PHIL 350: *Political Philosophy*
    e. PHIL 360: *Environmental Ethics*
    f. PHIL 370: *Advanced Studies in Bioethics*
    g. PHIL 375: *Philosophy of Sex and Love*
    h. PHIL 380: *Ethics of Technology*
    i. PHIL 385: *Value Theory*
    j. PHIL 430: *Philosophy of Law*

6. Four additional six-unit courses in philosophy or a second major and two additional six-unit courses in philosophy:

    a. Two of these additional courses may be numbered 149 or below.
    b. Philosophy majors who do not prefer a second major may, in consultation with their advisor and subject to the approval of the department of philosophy, substitute selected courses not offered by the department for no more than two of the four additional courses.

7. One dimensions of diversity (D) course offered in the philosophy department, which may also satisfy one of the above requirements.
8. PHIL 600: *Studies in Philosophy* as a *Senior Experience*

(PHIL 345: *Topics* courses may be substituted for courses required by 2-5 above, if the topic fits the relevant distribution area, subject to the approval of the department.)

## Senior Experience in philosophy

In this Capstone course for the Philosophy major, students write a research paper using an article or book chapter from a previous philosophy course as their primary source. The research paper will not only explain and analyze the arguments in that primary source, but also engage the secondary literature from other philosophers on the relevant issues and defend an original thesis. This course emphasizes the skills involved in developing an independent research project, including the effective use of print and electronic sources and the giving and receiving of feedback.

## Required for the minor in philosophy

1. Six 6-unit courses in philosophy, including:
    a. At least two courses in the history of philosophy, from among:
        i. PHIL 200: *Ancient Philosophy*
        ii. PHIL 210: *Early Modern Philosophy*
        iii. PHIL 230: *Early Analytic Philosophy*
        iv. PHIL 240: *The American Pragmatists*
        v. PHIL 275: *Existentialism*
    b. Four additional Philosophy courses (three of them outside the history of philosophy and numbered 250 or above)
2. C average in the minor

Students pursuing a minor in philosophy are encouraged to choose a member of the philosophy department as an informal advisor.

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## Courses - Philosophy

### PHIL 100: *Introduction to Philosophy*

An introduction to philosophical analysis and intensive study of selected philosophical classics. Topics may include the existence of God, the relationship between mind and body, skepticism, free will, personal identity, and moral obligation. Recommended for first-years and sophomores. PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Prerequisite: Recommended for freshmen and sophomores*

### PHIL 101: *The Good Life*

From Plato to existentialists to contemporary thinkers, this course explores the biggest question of all: What makes life

worth living? Students will engage deeply with ethical theories and apply them to modem issues like technology, relationships , and social justice.
*Units: 6*

## PHIL 102: *Introduction to Ethics*

What makes actions right or wrong? This course explores the ways in which prominent ethical theories answer that question. The course also provides opportunity to apply the basic principles of different ethical theories to a variety of historical and contemporary issues. This si a lecture- and discussion-based course. Requirements may include homework assignments, projects, papers, and exams.
*Units: 6*

## PHIL 103: *Philosophy in the 21st Century*

A three-credit introduction to some contemporary topics in philosophy related to life in the 21st Century. Topics may include questions related to social media, technology, politics and power, and the use of force in policing and warfare. Learning is assessed using short written work and exams.
*Units: 3*

## PHIL 105: *Introduction to Cognitive Science*

An introduction to the interdisciplinary study of how the mind works. Topics include the decomposition of cognitive processes; heuristics and biases; the importance of ancestral environments to contemporary psychology; the role of situational constraints and dispositional traits to behavior; ways in which our brains can exploit cognitive artifacts; and how and the extent to which we can acquire knowledge of our own minds. We will discuss tools, theories, and assumptions from philosophy, psychology, computer science, linguistics, anthropology, behavioral economics, and neuroscience.
*Units: 6*

*Also listed as Cognitive Science 105*

## PHIL 111: *Computation and Cognition*

This course is a blend of philosophy, cognitive science, and hands-on AI experimentation. The main goal of the course is to compare human cognition with whatever computational generative AI systems (specifically, language models) do, exploring both their similarities and differences. We'll first turn our attention to some salient aspects of human cognition. Then we'll spend time directly engaging with Chat GPT, using systematic prompting experiments to probe how LLMs generate, structure, and respond to language. We'll conclude with an extended philosophical comparison of human minds and generative AI. Discussion based, written work and exams.
*Units: 6*

*Also listed as Cognitive Science 111*

## PHIL 115: *Food Ethics*

Eating has become a complicated activity. We will examine some of the hard ethical questions facing policymakers and individuals: How should government regulate our food choices? When, if ever, is it ethical to eat animals? Are there any moral reasons to favor local food producers? Is gluttony a moral fault? Not open to students who have previously received credit for Philosophy 316.

*Units: 6*

## PHIL 120: *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. Recommended for first-years and sophomores. PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Also listed as Health and Society 120, Biomedical Ethics 120*

*Prerequisite: Recommended for freshmen and sophomores*

## PHIL 125: *Critical Reasoning*

An introduction to methods and principles to help you think critically. This course aims to impart skill in identifying fallacies in reasoning and in using informal and elementary formal techniques to analyze natural language arguments. An especially good fit for students interested in law or policy, students who want a conceptual leg up before further study of logic, and anyone who wants to sharpen their ability to evaluate arguments and avoid being misled.
*Units: 6*

## PHIL 150: *Symbolic Logic*

What makes an argument a good argument for some claim? This course undertakes a formal study of the properties of good arguments, such as validity and consistency. It introduces students to the languages of sentential logic and quantified logic, and to the semantics and proof systems for these languages. Recommended for first-years and sophomores. PREREQUISITES: Recommended for freshmen and sophomores
*Units: 6*

*Also listed as Linguistics 160*

*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## PHIL 200: *Ancient Philosophy*

A survey of ancient philosophical theories primarily through works of Plato and Aristotle. Includes an introduction to foundational historical perspectives and concepts in philosophy. PREREQUISITES: One course in philosophy, sophomore standing, or consent of instructor

*Units: 6*

*Prerequisite: One course in philosophy, sophomore standing, or consent of instructor*

### PHIL 210: *Early Modern Philosophy*

A survey of philosophical theories from the age of enlightenment. Primary voices may include Rene Descartes, John Locke, and David Hume. Includes an introduction to foundational historical perspectives and concepts in philosophy. PREREQUISITES: One course in philosophy, sophomore standing, or consent of instructor
*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. PREREQUISITES: One course in philosophy, sophomore standing, or consent of the instructor.
*Units: 6*

*Prerequisite: One course in philosophy, sophomore standing, or consent of the instructor.*

### PHIL 230: *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. PREREQUISITES: One course in philosophy, sophomore standing, or consent of instructor
*Units: 6*

*Prerequisite: One course in philosophy, sophomore standing, or consent of instructor*

### PHIL 240: *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. PREREQUISITES: One course in philosophy, sophomore standing, or consent of instructor
*Units: 6*

*Prerequisite: One course in philosophy, sophomore standing, or consent of instructor*

### PHIL 260: *Feminism and Philosophy*

Feminist philosophers share a commitment to critiquing gender oppression using the tools of philosophy. This course investigates a range of topics relevant to gender oppression, which may include: adaptive preferences, gender identity, misogyny, sexual violence, gaslighting, gender and sports, and abortion rights. PREREQUISITES: One course in philosophy, sophomore standing, or consent of instructor
*Units: 6*

*Also listed as Gender Studies 261*

*Prerequisite: One course in philosophy, sophomore standing, or consent of instructor*

## PHIL 275: *Existentialism*

An introduction to existentialist philosophy, with emphasis on its development throughout the 19th and 20th centuries in the Continental tradition of philosophy. This course pays special attention to such existentialist themes as the possibility of meaninglessness, the necessity of first-personal experience, and authenticity. PREREQUISITES: Sophomore standing, one previous course in philosophy, or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing, one previous course in philosophy, or consent of instructor*

## PHIL 280: *Women and Friendship*

An introduction to philosophical theories of friendship, with emphasis on feminist responses. This course examines historical and contemporary accounts of the value of friends and the role they play in our self-development, as well as moral accounts of the special obligations friendships involve. This course can be counted as the equivalent of GEST 280. PREREQUISITES: Sophomore standing, one previous course in philosophy, or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing, one previous course in philosophy, or consent of instructor*

## PHIL 282: *Philosophy of Sports and Games*

This course is based on the premise that talking about the nature and purpose of sports and games is one of the best things about them. We ask such questions as: Does winning really matter? Can a game rise to the level of art? Should sports be apolitical? Where do "unwritten" rules come from? What makes a sport or game worth playing?
*Units: 6*

## 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. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*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? PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*Units: 6*

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

## PHIL 315: *Science Fiction and Philosophy*

What can alternative science fiction worlds and speculative futures reveal about the nature of reality and our own condition? In answering this question we will engage philosophical puzzles inspired by science fiction in various forms: short stories, novels, television series and movies. Topics may include time travel, robot intelligence and consciousness, scientific knowledge, morality, political power, free will and personal identity. Lecture/discussion.

PREREQUISITES: One course in philosophy or junior standing, or consent of instructor
*Units: 6*

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

## PHIL 316: *Food Ethics*

We will examine some of the hard ethical questions facing policymakers and individuals with respect to food production and distribution: How should government regulate our food choices? When, if ever, is it ethical to eat animals? Are there any moral reasons to favor local food producers? Is gluttony a moral fault? This course is designed for Philosophy and Environmental Studies majors to pursue research projects. Not open to students who have previously received credit for Philosophy 115.
*Units: 6*

## 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.
PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*Units: 6*

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

## PHIL 330: *Science vs. Pseudoscience*

We'll begin with an initial discussion of issues related to justified belief, before turning to examine some purported examples of pseudoscience. Next, we'll pivot to consider several answers to the question of what makes something a science or a scientific theory. We'll then investigate the phenomena of explanation and laws of nature, both closely related to the scientific project. Ultimately, we'll apply these previous considerations in discussions of some potential borderline cases, including Biology, Economics, and Computer Science. We will conclude with some reflections on how to address pseudoscience in the public square and in our own minds. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*Units: 6*

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

## PHIL 332: *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? PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Religious Studies 330*

*Prerequisite: Sophomore standing*

## PHIL 333: *God and the Afterlife*

This course will focus on the nature of God and the afterlife from the perspective of the Abrahamic and Indian Hindu and Buddhist traditions, including arguments for and against the existence of God and the afterlife. Does God or the

afterlife exist? Does either provide us with reason to be good? Students will be evaluated on the basis of expository and critical essays and presentations.
*Units: 6*

*Also listed as Religious Studies 333*

## 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. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*Units: 6*

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

## PHIL 342: *Philosophy of Music*

A philosophical investigation into music and its nature. Questions may include ‘Can music be defined? If so, how?', ‘What is the relationship between a musical composition and a performance of it?' (for composed music), ‘What is it for music to express an emotion?’, ‘Does music admit of multiple interpretations?’, and ‘Is music valuable in itself, or merely as a means to an end?’. PREREQUISITES: Student has taken at least one course in philosophy or has consent of instructor.
*Units: 6*

*Prerequisite: Student has taken at least one course in philosophy or has consent of instructor.*

## PHIL 345: *Topics in Philosophy*

The specific topic investigated changes with each term. Student responsibilities may include evaluation of primary and secondary sources, short assignments, class activities, research, and essay writing.
*Units: 6*

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

## PHIL 350: *Political Philosophy*

Philosophers from classical to contemporary times have offered responses to the question of what makes a society just. This course examines a selection of those responses, with attention to general issues such as what a just distribution of resources requires and what makes a state’s authority legitimate. Specific topics under discussion might include poverty relief, access to education and other social goods, health care, punishment, freedom of speech, gun control, war, immigration, and international relations. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*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. PREREQUISITES: One course in economics or environmental studies or government or philosophy; or junior standing

*Units: 6*

*Also listed as Environmental Studies 360*

*Prerequisite: One course in economics or environmental studies or government or philosophy; or junior standing*

## PHIL 370: *Advanced Studies in Bioethics*

A seminar examining one particular issue or set of issues in bioethics. PREREQUISITES: PHIL 120 or two courses in philosophy
*Units: 6*

*Also listed as Health and Society 371, Biomedical Ethics 370*

*Prerequisite: PHIL 120 or two courses in philosophy*

## PHIL 375: *Philosophy of Sex and Love*

This course uses feminist theories to explore philosophical questions concerning sex and love. How do gender norms affect our sexual desires and the power dynamics in loving relationships? How responsible are we for our sexual preferences and loving attitudes? How do we relate ethically to lovers and those we love? PREREQUISITES: One course in philosophy, sophomore standing, or consent of instructor
*Units: 6*

*Prerequisite: One course in philosophy, sophomore standing, or consent of instructor*

## 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. PREREQUISITES: One course in philosophy, junior standing, or consent of the instructor
*Units: 6*

*Also listed as Biomedical Ethics 380*

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

## PHIL 390: *Tutorial Studies in Philosophy*

Senior majors undertaking honors projects should elect one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## PHIL 395: *Internship In Philosophy*

An opportunity for students to apply philosophy skills and experiences in industry, government, and non-profit sectors. Internships, either summer activities or full- or part-time work experiences during the academic year, are arranged by students in consultation with a Lawrence philosophy professor. The academic internship is supplemented with readings, discussions, and assignments. The course grade will be based on submitted work evaluated by the supervising faculty member. PREREQUISITES: Sophomore standing, instructor approval
*Units: 1 TO 98*

*Prerequisite: Sophomore standing, instructor approval*

## PHIL 399: *Independent Study in Philosophy*

Advanced students of philosophy may elect one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising 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. PREREQUISITES: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended
*Units: 6*

*Also listed as Linguistics 400*

*Prerequisite: One course in philosophy, junior standing, or consent of instructor; PHIL 150 recommended*

## PHIL 405: *How to Do Things With Words*

An examination of major and cutting edge topics in the philosophy of language and linguistics. Where do word meanings come from? How can one word mean different things in different contexts? How do we promise or make commitments? Why do slurs hurt and jokes amuse? What is the nature of metaphor? Where does the border between what words mean and what speakers mean with words lie? These and other questions will be considered. Appropriate for students with an interest in philosophy, linguistics, or cognitive science. PREREQUISITES: One course in philosophy, junior standing, or consent of the instructor
*Units: 6*

*Also listed as Linguistics 405*

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

## PHIL 410: *Philosophy of Mind*

What is the relationship between the mind and the body? What is the nature of conscious experience? How do mental states represent states of the world? Is our common sense conception of mental states and processes compatible with the methods and assumptions of cognitive science? These and other questions in the philosophy of mind will be considered. PREREQUISITES: One course in philosophy, PSYC 340, junior standing, or consent of instructor
*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 425: *Philosophy of Mathematics*

This course will focus on issues relating to the nature of and our knowledge of mathematical truths, such as 2 + 2 = 4, and to the existence of mathematical entities like numbers and sets. How do we know that mathematical truths are true? Do numbers exist? If so, what are they like? Students will be evaluated on the basis of expository and critical essays and presentations.
*Units: 6*

## 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? PREREQUISITES: One course in philosophy, junior standing, or consent of instructor
*Units: 6*

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

## PHIL 448: *Enlightenment Selves*

An interdisciplinary investigation of key concepts of identity and the emotions as understood during the Enlightenment. Students examine philosophical and literary texts to uncover how seventeenth and eighteenth century people conceived of their mental and emotional existence, and how these historical conceptions still influence contemporary theories of mind and self. PREREQUISITES: One course in either English or philosophy, or junior standing, or consent of instructor
*Units: 6*

*Also listed as English 448*

*Prerequisite: One course in either English or philosophy, or junior standing, or consent of instructor*

## PHIL 590: *Tutorial Studies in Philosophy*

Senior majors undertaking honors projects should elect one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### PHIL 599: *Independent Study in Philosophy*

Advanced students of philosophy may elect one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### PHIL 600: *Studies in Philosophy*

In this Capstone course for the Philosophy major, students write a research paper using an article or book chapter from a previous philosophy course as their primary source. The research paper will not only explain and analyze the arguments in that primary source, but also engage the secondary literature from other philosophers on the relevant issues and defend an original thesis. This course emphasizes the skills involved in developing an independent research project, including the effective use of print and electronic sources and the giving and receiving of feedback. PREREQUISITES: Majors only, with junior or senior standing
*Units: 6*

*Prerequisite: Majors only, with junior or senior standing*

### PHIL 690: *Tutorial Studies in Philosophy*

Senior majors undertaking honors projects should elect one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## PHIL 699: *Independent Study in Philosophy*

Advanced students of philosophy may elect one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Physics

| | |
|---|---|
| Professors | D. Martin *(on leave term(s) I, II, III)*, M. Stoneking *(Alice G. Chapman Professor of Physics, chair)* |
| Associate professors | M. Koker, M. Pickett |

Physics is the study of what makes up the universe and how things work at a fundamental level. What gives stars their color? How do we weigh the earth? How can lunar eclipses and meteor showers be predicted? What is a quantum computer and how can we build one? What is the difference between fluorescent and LED light bulbs? How is an MRI created? What *is* light? Or maybe you are a practical thinker, looking for solutions to problems around you. How can we better implement clean energy solutions? How do we make better batteries? If you question the way things are, or wonder about how we know something, **you are asking questions about physics**! *Physics represents an inquiry, both theoretical and experimental, into the nature of the physical universe.*

Several tracks through the physics major exist. Students interested in education may pursue a Physics Teaching Track. Engineering-focused students will benefit from a dual degree in physics and the engineering area of their choosing by jointly enrolling in a engineering partner 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 natural sciences, such as biophysics or physical chemistry. A minor in physics offers an opportunity for those who wish to supplement a major in another discipline with a significant exposure to physics.

## Required for the major in physics

Students who major in physics will master the concepts in the fundamental subject areas of classical mechanics, electromagnetism, quantum mechanics, and statistical mechanics. They will apply analytical, computational, and experimental methods to solve physics problems and will complete a scientific investigation and effectively communicate findings in oral and written form.

The major in physics requires:

1. The following courses:
    a. PHYS 141: *Introduction to Physics I*
    b. PHYS 151: *Introduction to Physics II*
    c. PHYS 220: *Intermediate Laboratory: Electronics*
    d. PHYS 225: *Computational Mechanics*
    e. PHYS 230: *Electricity and Magnetism*
    f. PHYS 260: *Modern Physics*
    g. PHYS 310: *Quantum Mechanics*
    h. PHYS 320: *Thermal Physics*
    i. PHYS 330: *Advanced Laboratory*
2. One additional six-unit courses chosen from PHYS 340 and above, excluding directed study, tutorial, and independent study courses
3. *Senior Experience* in physics: PHYS 699 and 650
4. The following math courses: MATH 140, 155, 200, and 250

The **Second Year Entry Track** allows a physics outreach class for non-majors to count in place of an introductory class or upper-level elective.

- First Year:  PHYS 107 or PHYS 110; MATH 102, 103, 140
- Second Year:  PHYS 141, 151, 220; MATH 155, MATH 200
- Third Year: PHYS 225, 230, 260; MATH 250
- Fourth Year: PHYS 310, 320, 330, *Senior Experience*

The **Dual Degree Engineering Track** adds chemistry and computer science, as required by our partner schools, in place of some third-pass classes, and allows students to transfer back upper-level engineering courses for the upper-level physics electives.

- First Year:  PHYS 141, 151, 220; MATH 140, 155, 200
- Second Year:  PHYS 225, 230, 260; CHEM 115 or 116; MATH 250
- Third Year: PHYS 320, *Senior Experience*; CSMC 140 or 150; MATH 350
- Fourth Year: *Transfer Classes*

The **Physics Teaching Track** includes more requirements from other sciences to enable students to receive the broad-science certification and highlight connections between sciences at the high school level. The five education classes for the teaching certification are in addition to the physics requirement; this path can be completed in 12 terms if started in the first year, or in 13 terms if started later.  The courses for this track include:

- PHYS 110, 141, 151, 220, 225, 230, 260, 330, and *Senior Experience*
- CHEM 115, 116
- GEOS 110
- MATH 140, 155, 200, 250
- EDST 180, 350, 440
- EDUC 430, 560

## Required for the interdisciplinary major in natural sciences in physics and a secondary discipline

Physics students who have strong secondary interests in biology, chemistry, or geosciences may construct a major involving physics and one of these sciences using the interdisciplinary major in the natural sciences.

The requirements for the interdisciplinary major with physics as the primary discipline are:

1. PHYS 141: *Introduction to Physics I* and PHYS 151: *Introduction to Physics II*
2. Any two of the following, chosen to include the secondary discipline:
    - BIOL 130: *Cellular Form and Function*, BIOL 135: *Ecology, Evolution and Society,* and BIOL 150: *Organismal Form and Function*
    - CHEM 115: *Principles of Chemistry: Structure and Reactivity* and CHEM 116: *Principles of Chemistry: Energetics and Dynamics*, or equivalent
    - GEOS 110: *Introduction to the Geosciences* and GEOS 210: *History of the Earth and Life*
3. At least 10 six-unit courses in the sciences (biology, chemistry, geosciences, 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 the following:

a. PHYS 220: *Intermediate Laboratory: Electronics*
b. PHYS 225: *Computational Mechanics*,
c. PHYS 230: *Electricity and Magnetism*,
d. PHYS 260: *Modern Physics*, and
e. PHYS 310: *Quantum Mechanics*

4. *Senior Experience* in physics

## 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 PHYS 699, a six-unit independent study course under faculty supervision and culminating in a capstone thesis paper.

All fourth year students (and dual degree engineering students in their third year) will participate in a two-unit senior seminar, PHYS 650, 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.

## Required for the minor in physics

1. PHYS 141: *Introduction to Physics I* and PHYS 151: *Introduction to Physics II*
2. PHYS 220: *Intermediate Laboratory: Electronics*
3. PHYS 225: *Computational Mechanics*
4. PHYS 260: *Modern Physics*
5. Two additional six-unit courses in physics, at least one 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 107–115 and PHYS 215
6. MATH 140, 155, and 200

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.

## Teacher certification in science (grades 4-12)

Physics majors can seek certification to teach science at the secondary level. To receive a science license, a student must complete a major in one of the sciences (biology, chemistry, environmental science, geosciences, or physics) and at least one course in each of the other sciences. See courses for the **Physics Teaching Track** above. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## Advanced placement

Students with strong backgrounds should seek advanced placement and credit, normally by submitting scores of 4 or 5 on the Physics Advanced Placement Examinations.  The following exams with a score of 4 or 5 have the listed placement recommendations.

AP PHYSICS 1: place into PHYS 141

AP PHYSICS 2: place into PHYS 151

AP PHYSICS C: Mechanics: place into PHYS 151

AP PHYSICS C: Electricity and Magnetism: place into PHYS 220

## Off-campus study

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 third year or the Fall Term of the fourth year.

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## Courses - Physics

### PHYS 102: *Stardust Memories: A Beginner's Guide to the Universe*

An interdisciplinary introduction to how humans have imagined and investigated the Universe from the Middle Ages to the modern era. Through physics, literature, and art, students explore ideas about the structure and origins of the cosmos, our place within it, and how conceptions of the universe have changed. Includes interactive lectures, discussions, labs, and reflective/creative activities. This course is for the pre-college program only.
*Units: 6*

### 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: *Introduction to 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. Weekly laboratory.
*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. Students cannot receive credit for this course if they have previously received credit for CHEM 112/ENST 112
*Units: 6*

*Also listed as Environmental Studies 115*

## PHYS 114: *Topics in Physics with Lab*

Treats topics selected for the non-scientist who wants one term of physics. For example, the class may cover topics like the nature of space or the nature of time, special and general relativity, and light. Physics 114 is not intended to serve as a general introduction to physics as are PHYS 141 or PHYS 151, and does not supply an adequate background for intermediate or advanced topics. Unlike PHYS 115, PHYS 114 DOES include a lab and will meet the lab science GER. TOPIC FOR FALL PREREQUISITES: None
*Units: 6*

## PHYS 115: *Topics in Physics Without Lab*

Treats topics selected for the non-scientist who wants one term of physics. In recent years, the course has sometimes focused on the nature of time and relativity. Physics 115 is not intended to serve as a general introduction to physics, as are Physics 141 and 151, and does not supply an adequate background for intermediate or advanced courses. TOPICS FOR FALL PREREQUISITES: None
*Units: 6*

## PHYS 116: *Introductory Laboratory: Research Skills*

A laboratory course to introduce first year students to physics research in order to build technical and communication skills. This inquiry-driven course will cover STEM research skill focused pedagogy by supporting students in identifying and addressing research challenges, using observations to conduct studies, disseminating research results, and introducing inclusivity and ethics standards.
*Units: 3*

## PHYS 132: *Introduction to Engineering and Design*

An introduction to the application of science and engineering in everyday life by thinking about problems and their solutions and incorporating modern engineering design practices. Students will work on strengthening their creative problem-solving techniques, developing teamwork strategies, evaluating ethical decisions, and analyzing fundamental engineering problems applicable across various disciplines such as mechanical, electrical, and environmental. The course is targeted for students interested in 3-2 Engineering. PREREQUISITES: Instructor Approval
*Units: 3*

*Prerequisite: Instructor Approval*

## PHYS 141: *Introduction to Physics I*

A calculus-based introduction to fundamental concepts in mechanics, energy, momentum, fluids, thermodynamics, quantum mechanics, nuclear, particle physics, and cosmology. Laboratory activities emphasize asking scientific questions and designing experiments to test those questions. Explicit instruction in calculus will be provided. PREREQUISITES: ALEKS score of 45, or successful completion of MATH 103 (with grade of C- or better)
*Units: 6*

*Prerequisite: ALEKS score of 45, or successful completion of MATH 103 (with grade of C- or better)*

## PHYS 151: *Introduction to Physics II*

A continuation of Physics 141. Physics 151 offers a brief review of mechanics, and covers electricity, magnetism, circuits, waves, optics and special relativity. Laboratory activities emphasize the acquisition, reduction, and interpretation of experimental data. PREREQUISITES: PHYS 141 OR the combination of an ALEKS score of 75 and one year of high school physics.
*Units: 6*

*Prerequisite: PHYS 141 OR the combination of an ALEKS score of 75 and one year of high school physics.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: One natural-science class or one English class.
*Units: 6*

*Also listed as English 410*

*Prerequisite: One natural-science class or one English class.*

## PHYS 220: *Intermediate Lab: Electronics*

A laboratory course focusing on construction and behavior analysis (including prediction) of analog and digital circuits used in present-day experimental research while maintaining research-style laboratory notebooks and preparing a scientific report. Students explore linear (resistors, capacitors, inductors) and nonlinear elements (diodes, transistors) and integrated circuit chips (operation amplifiers, logic gates). Culminating group project requires the construction of a multi-component circuit of their own design. PREREQUISITES: PHYS 151 and MATH 140
*Units: 6*

*Prerequisite: PHYS 151 and MATH 140*

## 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. PREREQUISITES: PHYS 151 and MATH 155
*Units: 6*

*Prerequisite: PHYS 151 and MATH 155*

## 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. PREREQUISITES: PHYS 225
*Units: 6*

*Prerequisite: PHYS 225*

## PHYS 250: *Biomechanics*

Biomechanics emphasizes the investigation and application of mechanical principles to the study of human motion. This course is a lecture and investigation into the nature of human motor development, motor control, and motor learning. Topics will be approached from a constraints perspective, focusing on the interaction among the individual, the environment, and the task.
*Units: 6*

## PHYS 260: *Modern Physics*

Treats foundational ideas of quantum physics: quantized aspects of nature, wave-particle duality, elementary wave mechanics, atomic and nuclear structure, fundamental particles, cosmology. Weekly laboratory. PREREQUISITES: PHYS 230 and MATH 200 as pre- or co-requisite or CHEM 470
*Units: 6*

*Prerequisite: PHYS 230 and MATH 200 as pre- or co-requisite or CHEM 470*

## PHYS 275: *Introduction to Biophysics*

Biophysics explores processes at the interface between biology and physics. This course uses physical principles to build mathematical and computational models of living systems. Students will learn to create models, compare models with experimental data, and refine their understanding of the living systems using these physics-based models. PREREQUISITES: Physics 151 or BIOL 280
*Units: 6*

*Also listed as Biology 275*

*Prerequisite: Physics 151 or BIOL 280*

## 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. PREREQUISITES: PHYS 260 or CHEM 470 and MATH 250
*Units: 6*

*Prerequisite: PHYS 260 or CHEM 470 and MATH 250*

## PHYS 320: *Thermal Physics*

Treats elementary statistical mechanics, Bose-Einstein and Fermi-Dirac statistics, kinetic theory, and classical thermodynamics. PREREQUISITES: PHYS 260
*Units: 6*

*Prerequisite: PHYS 260*

## 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. PREREQUISITES: PHYS 220 and 260; PHYS 310 recommended
*Units: 6*

*Prerequisite: PHYS 220 and 260; PHYS 310 recommended*

## PHYS 340: *Optics*

A laboratory course which treats geometrical optics, interference, diffraction, polarization, and various other topics in classical and contemporary optics. Students will be exposed to the techniques of a modern atomic molecular optics (AMO) laboratory. PREREQUISITES: PHYS 260
*Units: 6*

*Prerequisite: PHYS 260*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### PHYS 395: *Internship In Physics*

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.
*Units: 1 TO 98*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### PHYS 425: *Advanced Mechanics & Computational Physics*

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. In addition to analytic approaches, computational methods to solving problems are emphasized, such as finite difference and finite element methods for solving partial differential equations as well as graphical visualization techniques. PREREQUISITES: PHYS 225
*Units: 6*

*Prerequisite: PHYS 225*

### 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. PREREQUISITES: PHYS 230 and MATH 250
*Units: 6*

*Prerequisite: PHYS 230 and MATH 250*

### 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. PREREQUISITES: PHYS 260 and MATH 250 or permission of instructor
*Units: 6*

*Prerequisite: PHYS 260 and MATH 250 or permission of instructor*

## PHYS 450: *Junior Seminar in Physics*

This course is a weekly seminar during which physics majors in their penultimate year work on developing a project idea, literature review, and discuss applicable science writing skills to prepare for their senior experience projects the following fall. PREREQUISITES: Limited to physics majors in their penultimate year: those who plan to conduct a senior experience independent study project the following fall.
*Units: 2*

*Prerequisite: Limited to physics majors in their penultimate year: those who plan to conduct a senior experience independent study project the following fall.*

## PHYS 460: *Advanced Modern Physics*

Treats various topics from atomic, nuclear, and particle physics. The content in this course varies, but may include advanced quantum mechanical treatments of atomic and nuclear structure, relativistic quantum mechanics (quantum electrodynamics), quantum information and quantum computing, weak and strong interactions, among others PREREQUISITES: PHYS 310
*Units: 6*

*Prerequisite: PHYS 310*

## 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*

*Prerequisite: PHYS 260, MATH 250*

## PHYS 560: *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. Topic for Spring 2024: Topics in Astrophysics PREREQUISITES: PHYS 230
*Units: 6*

*Prerequisite: PHYS 230*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: PHYS 450
*Units: 2*

*Prerequisite: PHYS 450*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## PHYS 695: *Internship In Physics*

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.
*Units: 1 TO 98*

## PHYS 699: *Independent Study in Physics*

Theoretical, experimental and/or computational independent study. Projects undertaken in satisfaction of the senior experience requirement in physics use this designation. A written proposal must be submitted to the department at least one term before enrolling. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Psychology

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|---|---|
| Professors | P. Glick *(Henry Merritt Wriston Professor of the Social Sciences)*, T. Gottfried *(Emeritus Professor of Psychology)*, L. Hilt *(Milwaukee-Downer College & College Endowment Assoc. Prof. of Liberal Studies) (on leave term(s) III)* |
| Associate professors | M. Ansfield *(chair term III)*, C. Picardi *(Thomas Hurvis Professor of Organizational Psychology and Collaboration)* |
| Assistant professors | R. Dyer, H. Miller-Goldwater, K. Pagel-Martinez |
| Visiting Assistant Professor | W. Dai |

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/counseling, cognitive, developmental, health, biological, industrial/organizational, and social psychology) and provide opportunity for the in-depth study of specific topics (e.g., learning, group processes, psychopathology and psychotherapy, child and adult development, prejudice, emotion). Research, through which psychological theories are developed and tested, is emphasized throughout the curriculum.

## Required for the major in psychology

Psychology students will learn foundational theories and scientific methods from the field of psychology and its major sub-disciplines and apply that knowledge to ask and answer various questions regarding behavior. They will develop skills in critical thinking, qualitative and quantitative reasoning, scientific literacy, oral and written communication, and ethical and social responsibility that will allow them to contribute meaningfully to a diverse world, self-reflect, and communicate across different perspectives.

The major in psychology requires the following:

1. PSYC 100: *Principles of Psychology*

2. STAT 107: *Principles of Statistics*†

3. PSYC 280/281: *Research Methods I and II*

4. One course from each of the following groups, plus one additional course from any group:

a. Group A: 270: *Social Psychology*, 273: *Industrial-Organizational Psychology,* 285: *Cross-Cultural Psychology,* 310: *Psychology of Gender,* PSYC 205: *Diversity in Human Sexuality*

b. Group B: 245: *Health Psychology*, 250: *Psychopathology*, 290: *Developmental Psychopathology*, 260: *Developmental Psychology*, 262: *Adult Development*

c. Group C: 340 or 342: *Cognitive Psychology (with or w/o laboratory)***,** 343: *Cognitive Neuroscience (with laboratory)*, 348: *Biological Psychology,* 350: *Psychopharmacology and Behavior*, 370: *Perception,* NESC 383: *Memory Systems*

5. PSYC 500**:** *Topical Seminar in Psychology*

6. 6 units of lab work (i.e., either a 6-unit course with lab viz., PSYC 335, 340, 343, 355, 373 or a total of 6 units from Topics in Psychology Research 386/387/388 that should be taken in the same academic year with the same instructor).

7. One of the following diversity-focused courses:

187: Mental Health and Identity, 205: *Diversity in Human Sexuality*, 285: *Cross-Cultural Psychology,* 300: *Diverse Groups and Teams*, 305: *Women and Girls in Science*, 308: *Families of Color,* 310: *Psychology of Gender.*

8. 6-units of elective coursework in psychology (may include any class in psychology as well as independent studies, tutorials, or internships).

9. PSYC 610: *Senior Capstone*

†Enrollment in STAT 107 *prior to* Research Methods (280/281). STAT 255 may also fulfill this requirement. For students also majoring in anthropology, ANTH 207 may fulfill the statistics requirement. For students also majoring in biology or neuroscience, BIOL 280 may fulfill the statistics requirement.

## 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, or teacher 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. Additionally, students interested in pursuing an original empirical study project will need to meet with a faculty mentor well in advance of enrollment in PSYC 610.

## 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 first 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 *Principles of Statistics* (STAT 107) and *Research Methods in Psychology* (PSYC 280 and 281 taken simultaneously) in the**

**sophomore year** and certainly no later than the junior year. The methods course 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 (PSYC 500) 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 developed throughout the core courses are brought together in *Senior Capstone* (PSYC 610), in which each student chooses their 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 key skills related to general learning outcomes: analyzing and critiquing scientific literature, including qualitative and quantitative reasoning, appropriate to producing and consuming psychological science, employing ethical standards with interpersonal and intercultural responsiveness to psychological science and its applications, and demonstrating effective science communication skills across diverse academic, professional, and public spheres using appropriate technology.

To ensure that majors are exposed to the breadth of psychological science and can meet the learning outcome of describing foundational theories and scientific methods within psychology and its major subdisciplines, they also complete four courses across the psychology curricular areas (in Groups A, B, and C).

In addition, the laboratory requirement assures that students take at least 6 additional units with hands-on experience in research and/or applied skills, and the diversity-focused course emphasizes diverse perspectives in psychology.

## Research opportunities

Majors complete empirical research projects in *Research Methods*, but are also encouraged to do so in laboratory courses, and in close collaboration with faculty members in independent study. Students have access to the department’s extensive laboratory facilities for research in child and adult development, cognitive, clinical/counseling, social, health, and industrial/organizational psychology. **We highly recommend that students who wish to pursue honors projects or empirical projects for PSYC 610 begin them in their junior year.** Students who wish to pursue graduate study may want to apply for summer research experiences on or off campus. Applications for these programs are typically due in February.

## Applied opportunities

Several opportunities to receive course credit for work within applied settings (e.g., working with an organization in the community) are regularly available through laboratory courses, internships, and practica. This includes various opportunities for placement at non-profit human services programs in the local community. For information on such practica, contact the Center for Career, Life and Community Engagement (920-832-6561) or any psychology faculty member.

## Required for the minor in psychology

Required for the Minor in Psychology

1. PSYC 100: *Principles of Psychology*

2. STAT 107: *Principles of Statistics*†

3. One course from two of the following groups:

a. Group A: 270: *Social Psychology*, 273: *Industrial-Organizational Psychology,* 285: *Cross-Cultural Psychology,* 310: *Psychology of Gender,* PSYC 205: *Diversity in Human Sexuality*

b. Group B: 245: *Health Psychology*, 250: *Psychopathology*, 290: *Developmental Psychopathology*, 260: *Developmental Psychology*, 262: *Adult Development*

c. Group C: 340 or 342: *Cognitive Psychology (with or w/o laboratory)*, 343: *Cognitive Neuroscience (with laboratory)*, 348: *Biological Psychology,* 350: *Psychopharmacology and Behavior*, 370: *Perception,* NESC 383: *Memory Systems*

4. 12 additional units in psychology.

5. 6 units of lab work (i.e., either a 6-unit course with lab viz. PSYC 335, 340, 343, 355, 373 or a total of 6 units from Topics in Psychology Research 386/387/388 that should be taken in the same academic year with the same instructor).

† STAT 255 may also count for this requirement. For students majoring in anthropology, ANTH 207 may fulfill the stats requirement; for students majoring in biology or neuroscience, BIOL 280 may fulfill this requirement.

††Must complete both terms of PSYC 280/281 to meet this lab requirement.

## Teacher certification in social studies (grades 4-12) or elementary/middle school (grades K-9)

Psychology majors can seek certification to teach social studies at the secondary level or to teach elementary/middle school (K-9). For certification in social studies, along with the psychology major students must take one course in each of history, economics, government, and anthropology or ethnic studies, and a second course in two of these fields. Students are urged to take courses in both U.S. history and global history. A course in environmental studies (such as ENST 151) is also required. For certification in elementary/middle school, students should review the requirements in the Education section of the catalog. Interested students are encouraged to meet with the director of teacher education, preferably before the end of the sophomore year.

## Preparation for graduate school

Many of our psychology majors attend graduate school. The major program prepares students well for graduate study in psychology or related fields. Students interested in graduate study should consider experiential learning (e.g., conducting research, internships, etc.) and fully utilize the Career Center and alumni who have gone to graduate school. Names and contact information for alumni can be obtained through the office of alumni. The psychology department typically holds a graduate school panel each year to provide students with information about various

graduate programs.

## Off-campus study

The London Centre, Netherlands, and Vienna programs have provided excellent opportunities for psychology majors (see Off-Campus Programs). The major is flexible enough to allow for a variety of off-campus study opportunities.

## 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 PSYC 100 are advised to take one or two courses in Groups A, B, or C during their first year.. A score of 4 or better in AP Statistics can substitute for the Statistics (STAT 107) requirement.

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## Courses - Psychology

### PSYC 100: *Principles of Psychology*

An introduction to the science of mind and psychological processes 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 with careful consideration of how these topical areas contribute to an overall understanding of psychological processes.
*Units: 6*

### PSYC 170: *Statistics in Psychology*

This course introduces statistical methods applied in psychological research. It will cover topics such as hypothesis testing, analysis of variance, and sampling distributions, and provide basic training in the computer package SPSS. The course aims to enable students to design and test research questions in psychology and to improve students' understanding of published research. Quizzes, exams, and a group report. Intended for psychology majors.
PREREQUISITES: PSYC 100 or equivalent
*Units: 6*

*Prerequisite: PSYC 100 or equivalent*

### PSYC 187: *Mental Health & Identity: Exploring Stress, Stigma*

Discover how culture, identity, and everyday stress shape mental-health experiences for Black, Indigenous, and People of Color (BIPOC). Drawing on public health and sociological perspectives, this introductory course explores how social factors such as racism, colonial history, and systemic barriers shape BIPOC mental health experiences and treatment. Through lectures, discussions, and written assignments, students will consider mental health from a

prevention and wellness promotion perspective.
*Units: 6*

*Also listed as Ethnic Studies 187*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## PSYC 205: *Diversity in Human Sexuality*

The general goal of this course is to examine the diversity of human sexuality in contemporary American society. Students will explore various social, cultural, clinical, and health perspectives of human sexuality. Topics may include gender and gender roles, love and intimacy, communication, sexual expression, contraception, pregnancy, childbirth, sexual coercion, challenges to sexual functioning, sexual transmitted infections and HIV/AIDS, and commercial sex.
*Units: 6*

*Also listed as Gender Studies 205*

## 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. PREREQUISITES: Sophomore standing
*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. PREREQUISITES: PSYC 100 or sophomore standing; 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 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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Biomedical Ethics 245, Health and Society 245*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 250: *Psychopathology*

A study of psychological disorders including causes, symptoms, treatment, and prevention. Building diagnostic skills through clinical vignettes is emphasized. Sociocultural considerations and contemporary issues in mental health (e.g., misinformation) are interwoven throughout the course. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 250*

*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: 1 TO 98*

*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, social and cognitive development. A variety of theoretical perspectives are covered. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 260*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 262: *Adult Development*

Study of the development of behavior and mental processes from emerging adulthood through late adulthood, covered from a variety of theoretical perspectives. Topics of psychosocial and cognitive development include sex and fertility, identity, intimacy, healthy aging, generativity, neurocognitive disorders, and caring for the elderly. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 262*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 265: *Developmental Psychology (with laboratory)*

Identical in content to Psychology 260, but requiring a weekly three-hour laboratory that involves systematic work with infants and children to learn assessment techniques and experimental methodologies for the study of development. PREREQUISITES: PSYC 100 or sophomore standing
*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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 272: *Social Psychology of Prejudice*

This course explores social psychology through the lens of research and theory on prejudice and discrimination. What are prejudice's causes, consequences, and cures? We will examine theories related to personality, emotion, cognition, and perception that help to explain generalized and specific prejudices (e.g., sexism/heterosexism, racism, ethnocentrism, anti-Semitism). Students will be assessed through exams and papers. Intended as an alternative to PSYC 270. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 272*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 273: *Industrial Organizational Psychology*

### *Industrial Organizational Psychology*

This course focuses on topics related to understanding the nature of work and behavioral phenomena in organizations. Students will learn theories, concepts, and practices essential to job analysis and design, legal and ethical workplace needs, recruitment and selection, job performance, employee development, and occupational health and safety/well-being. Student work may be assessed though a combination of class activities, research, written work, projects, and case analysis. PREREQUISITES: PSYC 100, sophomore standing, or instructor approval

*Units: 6*

*Prerequisite: PSYC 100, sophomore standing, or instructor approval*

## PSYC 280: *Research Methods I*

This course will introduce psychology majors to the principles of research methods, research design, and statistical analyses. Students will also learn about philosophy of science, ethical considerations in research, and the role of theory in generating sound, testable hypotheses. PSYC 280 is required of all psychology majors and ideally should be taken by the end of sophomore year. Simultaneous enrollment in PSYC 281 is required. PREREQUISITES: Sophomore standing and previous enrollment in one of STAT 107, STAT 255, ANTH 207, BIOL 280, PSYC 170. Simultaneous enrollment in PSYC 280 and PSYC 281 required.
*Units: 6*

*Prerequisite: Sophomore standing and previous enrollment in one of STAT 107, STAT 255, ANTH 207, BIOL 280, PSYC 170. Simultaneous enrollment in PSYC 280 and PSYC 281 required.*

## PSYC 281: *Research Methods II*

This course focuses on data analysis, inferential and correlational statistics, interpretation of results, and research writing. Students design and execute several psychology studies, collect data to test preconceived, theoretically-founded hypotheses, analyze and interpret data, and disseminate findings in both verbal and written form. PSYC 281 is required of psychology majors and ideally taken by end of sophomore year. Simultaneous enrollment in PSYC 280 is required. PREREQUISITES: Sophomore standing and previous enrollment in one of STAT 107, STAT 255, ANTH 207, BIOL 280, PSYC 170. Simultaneous enrollment in PSYC 280 and PSYC 281 required.
*Units: 6*

*Prerequisite: Sophomore standing and previous enrollment in one of STAT 107, STAT 255, ANTH 207, BIOL 280, PSYC 170. Simultaneous enrollment in PSYC 280 and PSYC 281 required.*

## PSYC 283: *Neuroscience Research Techniques*

An interactive lecture course that explores basic neuroscience research techniques, experimental design, data analysis, scientific writing, laboratory safety, and ethical practices in animal research. During some lectures students perform mini-experiments in techniques ranging from behavioral assays to microscopy. Student work is assessed through exams, writing assignments, a short oral presentation, and participation. PREREQUISITES: One course in psychology or biology.
*Units: 6*

*Prerequisite: One course in psychology or biology.*

## PSYC 284: *Research Methods in Psychology*

The course introduces psychology majors to the principles of research design, data collection, data analysis, and research report writing. This course focuses on philosophy of science, the span of methodologies available to psychological scientists, ethical considerations in research, correlational and inferential statistical analysis, and interpretation of results. This course should be taken sophomore year after having taken the introductory statistics course. PREREQUISITES: STAT 107 or STAT 255; For students also majoring in anthropology,ANTH 207 can fulfill the statistics requirement For students also majoring in biology or neuroscience, BIOL 170 can fulfill the statistics requirement.

*Units: 6*

*Prerequisite: STAT 107 or STAT 255; For students also majoring in anthropology,ANTH 207 can fulfill the statistics requirement For students also majoring in biology or neuroscience, BIOL 170 can fulfill the statistics requirement.*

## 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. PREREQUISITES: PSYC 100 or sophomore standing
*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, eating disorders, depression, and self-harm. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Also listed as Health and Society 290*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 300: *Diverse Groups & Teams*

This course explores the principles of group and team dynamics in diverse contexts. Students will examine concepts including team developmental stages, communication, conflict resolution, team leadership, and decision making. Through collaborative activities, students will gain an understanding of diverse perspectives and how to co-create inclusive environments that drive teamwork and performance. Students will demonstrate their knowledge through independent research, writing, discussions, exams, and case analysis. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 305: *Women and Girls in Science*

This interdisciplinary seminar will evaluate the interactions among biological, psychological, and sociocultural forces that shapes women's talent for and participation in science. Diverse topics will range from explanations for attrition as women progress through their education and careers to evidence for benefits of gender diversity in the STEAM and social sciences. Students will engage in class discussions, write short papers, and present a group presentation. PREREQUISITES: PSYC 284 or 280/281 OR Instructor consent
*Units: 6*

*Prerequisite: PSYC 284 or 280/281 OR Instructor consent*

## PSYC 308: *Families of Color*

The family is an integral feature of social life: We have all lived in families, managed family dynamics, and evaluated the role of family in our lives. This course will explore how the family, often characterized as an intimate component of our personal lives, is a social institution that is shaped by social, historical, cultural, legal, and economic structures. Through student-led discussions, written assignments, and their own research, students will be able to understand how their family lives are shaped by broader social systems
*Units: 6*

*Also listed as Ethnic Studies 308*

## PSYC 310: *Psychology of Gender*

An examination of the theoretical underpinnings of the psychology of gender and feminist psychology. Topics include gender identity development, gender roles and stereotypes, and the intersection of gender with other aspects of identity (e.g., race, sexual orientation) and life experiences (e.g., relationships, family-building, work). PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Gender Studies 270*

*Prerequisite: Sophomore standing*

## PSYC 322: *Memory and Learning*

What is learning and how does it look in the brain? What is memory and why do I sometimes forget? Are people born as blank slates or do they have some intuition about the world? How do people gather data to form an understanding about which items are causally connected? How do people update prior beliefs given new evidence? Are there computer models related to learning and memory? These questions will be engaged in this course. PREREQUISITES: PSYC 100
*Units: 6*

*Prerequisite: PSYC 100*

## PSYC 335: *Clinical Psychology*

A highly experiential course emphasizing counseling and facilitative interpersonal skills. Students will also learn about theoretical orientations and their role in guiding clinical mental health work. Individual and cultural differences, as well as self-reflection, are emphasized throughout the course. PREREQUISITES: PSYC 250 or 290
*Units: 6*

*Also listed as Health and Society 335*

*Prerequisite: PSYC 250 or 290*

## PSYC 340: *Cognitive Psychology (with laboratory)*

This course investigates the mental processes involved in the acquisition, organization, and use of knowledge. Topics surveyed include attention, memory, imagery, and problem solving. One laboratory per week involving demonstrations, experiments, and other hands-on learning opportunities. PREREQUISITES: PSYC 100 or COSC 105
*Units: 6*

*Prerequisite: PSYC 100 or COSC 105*

## PSYC 342: *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. Lecture, discussion and class demonstrations. Students will write short papers and take exams. PREREQUISITES: PSYC 100 or COSC 105 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or COSC 105 or sophomore standing*

## PSYC 343: *Cognitive Neuroscience with Laboratory*

Cognitive neuroscience is an emerging field that studies the biological processes that underlie cognition. This course will focus on understanding how the human brain gives rise to perception, attention, memory, language, executive function, and social cognition. Particular emphasis will be placed on learning cognitive neuroscience methods through hands on activities and designing your own studies. PREREQUISITES: PSYC 100, COSC 105, or NESC 200 (and sophomore standing)
*Units: 6*

*Prerequisite: PSYC 100, COSC 105, or NESC 200 (and sophomore standing)*

## PSYC 345: *Distributed Cognition and the Extended Mind*

The new science of the mind treats cognition as a distributed process involving the brain, body, and world. This seminar explores the role of material settings and tools, bodily engagement, social interaction, and cultural processes in human reasoning, problem solving, and learning. Students will write short papers examining aspects of cognitive activity in real-world settings. PREREQUISITES: PHIL 105 recommended
*Units: 6*

*Also listed as Education Studies 345, Anthropology 345, Cognitive Science 345*

*Prerequisite: PHIL 105 recommended*

## PSYC 347: *Hormones, Brain & Behavior*

Behavior and their underlying neural substrates have evolved in response to specific environmental conditions, resulting in vast species diversity in behavior and neuroendocrine mechanisms. This course is designed as an introduction to the field of behavioral neuroendocrinology and an exploration of the primary literature on the neuroendocrine underpinning of animal behavior spanning from learning to sex differences in complex social behaviors. Students will engage in discussion, grant preparation, debates, quizzes and presentations. PREREQUISITES: PSYC 348, NESC 200, OR Instructor Approval
*Units: 6*

*Prerequisite: PSYC 348, NESC 200, OR Instructor Approval*

## PSYC 348: *Biological Psychology*

This is a lecture course designed to offer students an opportunity to explore the structure and function of the nervous system. In the first two-thirds of the course, we will examine what are considered to be the foundations of biological psychology; historical origins and methodologies, neuroanatomy and physiology, and cellular anatomy and physiology.

In the final part of the course, we will take a systems level approach to understanding the way in which we know our world (sensation). Students learning will be assessed through written assignments, quizzes, exams, discussions, presentations and participation in in-class labs. Students should not take this course if they have already taken NESC 200. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or sophomore standing*

## 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. PREREQUISITES: Sophomore standing; at least one prior biology course recommended
*Units: 6*

*Also listed as Health and Society 350*

*Prerequisite: Sophomore standing; at least one prior biology course recommended*

## 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. PREREQUISITES: PSYC 250 or PSYC 290 and sophomore standing, or consent of instructor
*Units: 6*

*Also listed as Health and Society 355*

*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. PREREQUISITES: Sophomore standing; at least one biology course recommended
*Units: 6*

*Prerequisite: Sophomore standing; at least one biology course recommended*

## PSYC 365: *Brain and Behavior (with laboratory)*

A lecture course with a laboratory that explores the neurobiological mechanisms associated with complex behaviors. Topics range from hormonal regulation of behavior to learning and memory, motivation, and emotion, sleep, appetitive behaviors, and various psychological disorders. Assessments include exams, presentations, laboratory reports, and participation. Not open to students who took PSYC 360 or PSYC 525. PREREQUISITES: NESC 200 or PSYC 348 AND PSYC 284 OR BIOL 280 or instructor approval
*Units: 6*

*Also listed as Health and Society 365*

*Prerequisite: NESC 200 or PSYC 348 AND PSYC 284 OR BIOL 280 or instructor approval*

## 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. PREREQUISITES: PSYC 100 or sophomore standing
*Units: 6*

*Prerequisite: PSYC 100 or sophomore standing*

## PSYC 373: *Organizational Development (with laboratory)*

This course enables students to examine the needs driving organizational development and change management interventions in various contexts. Students explore the history, research, and theoretical models of systems and change, as well as trends, ethical considerations, and best practices. A focus is placed on the integration of assessment methodology, strategic planning, and program deployment that facilitate organizational change, resulting in agility, effectiveness, and sustainable processes. PREREQUISITES: PSYC 100, BUEN 100 or instructor approval
*Units: 6*

*Also listed as Business and Entrepreneurship 373*

*Prerequisite: PSYC 100, BUEN 100 or instructor approval*

## 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. PREREQUISITES: PSYC 100 and sophomore standing, or consent of instructor; PSYC 280 and 281 recommended
*Units: 6*

*Prerequisite: PSYC 100 and sophomore standing, or consent of instructor; PSYC 280 and 281 recommended*

## PSYC 381: *Learning and Conditioning*

This course is identical in content to PSYC 380, but it has no laboratory. An investigation of the basic principles of learning, including classical conditioning, operant conditioning, punishment, biological constraints on learning, and behavior modification. PREREQUISITES: PSYC 100 and sophomore standing, or consent of instructor
*Units: 6*

*Prerequisite: PSYC 100 and sophomore standing, or consent of instructor*

## PSYC 386: *Topics in Psychology Research I*

This course will introduce students to laboratory research. Students will work closely with a faculty member in psychology to learn about research methodology and career discernment. Assessments may include study proposals, ethics board applications, and/or literature reviews. May be repeated when topic is different. PREREQUISITES: PSYC 100 and Instructor Approval
*Units: 2 TO 6*

*Prerequisite: PSYC 100 and Instructor Approval*

## PSYC 387: *Topics in Psychology Research II*

This course is a continuation of PSYC 386, which introduces students to laboratory research. Students will work closely with a faculty member in psychology to learn about research methodology and career discernment, with data collection and analysis emphasized. Assessments may include literature reviews, revised study protocols, writing data analytic code, and reflections on the research process. May be repeated when topic is different. PREREQUISITES: PSYC 100 and Instructor Approval
*Units: 2 TO 6*

*Prerequisite: PSYC 100 and Instructor Approval*

## PSYC 388: *Topics in Psychology Research III*

This course is a continuation of PSYC 386 and 387, which introduce students to laboratory research. Students will work closely with a faculty member in psychology to learn about research methodology and career discernment, with science communication emphasized. Assessments may include reflections on the research process, poster presentations, oral presentations, and papers. May be repeated when topic is different. PREREQUISITES: PSYC 100 and Instructor Approval
*Units: 2 TO 6*

*Prerequisite: PSYC 100 and Instructor Approval*

## PSYC 390: *Tutorial Studies in Psychology*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### PSYC 420: *Clinical and Affective Neuroscience*

This course focuses on advanced topics in neuroscience involving emotion. We will explore emerging knowledge of the brain's involvement in emotional behaviors, including physiological and psychological states. Course topics include: neural plasticity, human neuroscience methods, emotions, and pathophysiology of affective disorders.
PREREQUISITES: NESC 200, PSYC 348, or PSYC 365
*Units: 6*

*Prerequisite: NESC 200, PSYC 348, or PSYC 365*

### PSYC 451: *Field Experience in Clinical Psychology*

Practical experience working in clinical settings in the local community. Students spend 10 hours per week at assigned settings, attend regular class, and complete complementary readings. Applications must be submitted by the end of the fifth week the term that immediately precedes the term in which the course is taught. PREREQUISITES: Junior standing as a psychology major, PSYC 250 or PSYC 290, PSYC 335 or PSYC 355, and consent of instructor
*Units: 6*

*Prerequisite: Junior standing as a psychology major, PSYC 250 or PSYC 290, PSYC 335 or PSYC 355, and consent of instructor*

### PSYC 460: *Adolescent Psychology*

An examination 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. PREREQUISITES: PSYC 260 or 265
*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. PREREQUISITES: Junior standing and at least one course in psychology, or consent of instructor
*Units: 6*

*Prerequisite: Junior standing and at least one course in psychology, or consent of instructor*

### PSYC 500: *Topical Seminar in Psychology*

Students will read theoretical and empirical articles in a selected topic in psychology, which will be discussed in class sessions. Students will write a final literature review or research proposal. May be repeated when topic is different TOPICS FOR Fall 2026: Consumer Behavior PREREQUISITES: PSYC 280, or PSYC 284 or consent of instructor This course will discuss an assortment of topics related to consumer behavior and decision making, such as consumer memory, reasoning, the role of affect, social and cultural influence, and more.
*Units: 6*

*Prerequisite: PSYC 280, or PSYC 284 or consent of instructor*

### PSYC 525: *Brain and Behavior II (no lab)*

This course is identical in content to PSYC 530, but it has no laboratory. An examination of the interrelationships between the brain and behavior. Topics include sleep, language, motivation, emotions, learning, and mental disorders. PREREQUISITES: PSYC 360
*Units: 6*

*Prerequisite: PSYC 360*

### 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*

### 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. PREREQUISITES: One 200-level course in linguistics or psychology, or consent of the instructor
*Units: 6*

*Also listed as Cognitive Science 545, Linguistics 545*

*Prerequisite: One 200-level course in linguistics or psychology, or consent of the instructor*

### PSYC 560: *Topics in Gender and Social Development*

This course examines social development with a particular focus on gender issues. Topics include gender identity in

intersection with other types of identity development (e.g., ethnicity), sex education, gender role socialization, sexual orientation development, and parenting.
*Units: 6*

*Also listed as Gender Studies 560*

*Prerequisite: PSYC 260 or 265, or PSYC 310, or consent of instructor*

### 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 and 281, or consent of instructor*

### PSYC 580: *Topics in Neuroscience*

A study of the nervous system from the perspectives of psychology and biology. 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 when topic is different.
*Units: 6*

*Also listed as Biology 340, Neuroscience 580*

*Prerequisite: CHEM 116, 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### PSYC 610: *Senior Capstone*

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. PREREQUISITES: PSYC 280/281 or PSYC 284
*Units: 6*

*Prerequisite: PSYC 280/281 or PSYC 284*

### PSYC 690: *Tutorial Studies in Psychology*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Religious Studies

| | |
|---|---|
| Professor | K. Carr *(McNaughton Rosebush Professor of Liberal Studies) (on leave term(s) I)* |
| Associate professor | M. Smith *(chair) (on leave term(s) II)* |
| Visiting Assistant Professor | L. Foote |

Religion is deeply intertwined with many aspects of human culture, connecting to morality and ethics, laws and politics, science, art, and music. Our department offers courses in religious traditions including Christianity, Buddhism, and Islam, as well as interdisciplinary courses that explore the broader implications of religious traditions throughout history and around the world.

Students of any religious affiliation (or none), with any declared major (or none), can benefit from the academic study of religion. Our 100-level courses and most of our 200-level courses have no prerequisites. Upper-level courses consider specific traditions, texts, theories, and/or topics in greater detail. All of our courses encourage students to think critically, while fostering understandings of diverse viewpoints and ways of being in the world.

## Required for the major in religious studies

Required for the Major in RLST: Ten six-unit courses, to include

RLST 100: *Understanding Religion*

One additional 100 level course on a religious tradition (ensuring discussion of the historical dimensions of at least one tradition)

Four 200- or 300-level courses (ensuring the development of analytical skills for studying religion and religious phenomena)

One 400- or 500-level seminar (covering a tradition, text, theory, or topic in detail)

Two electives in RLST

RLST 610 (Senior Projects)

Independent Studies/tutorials may be used to fulfill only the elective requirements.

Majors must complete a senior capstone project which includes taking the Senior Projects course and presenting at the religious studies symposium at the end of spring term of their senior year.

## Senior Experience in religious studies

The *Senior Experience* in religious studies consists of a one-term seminar (RLST 610, taught in the winter term) that gives students the opportunity to complete a project (usually a paper, but other formats are possible) that builds upon

the previous course work and academic experiences of the student. The class also offers students an introduction to several theoretical perspectives that will enable them to see their project from a broadly comparative perspective. Additionally, students are required to participate in a departmental symposium, in which student work is presented and discussed by majors, minors, and faculty. Students pursuing double majors, double degrees, or teacher certification are strongly encouraged to consult with their advisors and relevant departments to plan and negotiate their overall *Senior Experience* as early as possible.

## Required for the minor in religious studies

The minor in religious studies is intended to enable students to concentrate on a particular religious tradition or set of issues connected to the academic study of religion.  It requires a minimum of five courses (30 units), which include:

One 100-level course

Two 200- or 300-level courses

A 400- or 500-level seminar

One additional six-unit course

RLST 100 is not required for the minor but may count for the 100-level requirement.

## 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.

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## Courses - Religious Studies

### RLST 100: *Understanding Religion*

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*

This course will examine high points of the Hebrew Bible, beginning with the Torah but moving on to the history, poetry, wisdom, and prophetic voices that have made it a major work of world literature. We will start by thinking about how these works fit into a particular historical context, but move forward to sample how these texts have shaped Judaism and influenced other religious traditions and how its language and themes have been repurposed by literary writers and social activists.
*Units: 6*

## RLST 155: *Hinduism*

A survey of the religious elements that constitute the broad system of beliefs known as Hinduism. Emphasis is placed on lived religious experience, but intellectual history and dominant patterns of ritual are also covered. Readings include primary texts, comic books, videos and other multimedia content.
*Units: 6*

## RLST 156: *Buddhism*

An introductory survey of the history, development, beliefs, and practices of Buddhism. The course is modeled on a traditional Buddhist framework of teaching known as "hearing, contemplating, and meditating." In addition to reading primary and secondary sources, students will also be required to engage in some basic meditation practices as part of this course. Other assignments may include: exams, papers, and projects.
*Units: 6*

## RLST 160: *Christianity*

An introductory survey of primarily western Christianity. Our focus will be on selected "classic" works written by Christians over the last two thousand years. Discussion with occasional lectures. Assignments include short papers (3-5 pages) and in-class tests.
*Units: 6*

## RLST 165: *Islam*

An introduction to Islam. Students begin with the Quran and gain familiarity with its themes and style. The second part is an examination of the mysticism of the Sufis. We see Islam rooted in a great medieval city like Cairo. Finally, we examine trends in contemporary Islam, ranging from fundamentalism to moderate versions of Islam in Senegal, Indonesia, and the US.
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### RLST 199: *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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### RLST 201: *Religion and Politics in the United States*

An examination of the relationship between religion and politics in the United States. Topics will include: the place of religion in the public sphere (both historically and constitutionally); First Amendment protections and restrictions; Christianity and social justice movements (abolition, civil rights, abortion); the notion of "civil religion"; the rise of "Christian nationalism" in the 21st century.
*Units: 6*

### RLST 203: *Paranormal Religion*

Ghosts, angels, spirits, UFOs and reincarnation: cultures around the world feature reports (and everyday practices) involving a variety of extraordinary phenomena, supernatural powers, and more-than-human entities. This course draws on scholarship in anthropological, ethnographic, historical, and religious studies to examine how scholars have studied apparently paranormal phenomena, and the often significant effects that reports of such phenomena have in culture and society.
*Units: 6*

### RLST 205: *Religion and the Biosphere*

A look at how humans have made sense of existing in the biosphere. We will examine views on the nature of life in religious traditions like ancient Egypt and Jainism as well as early philosophical accounts. The second half will involve a close reading of Charles Darwin and reflection on resources offered by religious traditions to respond to the "sixth extinction." Lecture/discussion with written assignments and journaling on the coming of spring. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Environmental Studies 370*

*Prerequisite: Sophomore standing*

### RLST 210: *Hinduism*

A survey of the religious elements that constitute the broad system of beliefs known as Hinduism. Emphasis is placed on lived religious experience, but intellectual history and dominant patterns of ritual are also covered. Readings include primary texts, comic books, videos and other multimedia content.
*Units: 6*

## RLST 214: *Buddhism in North America*

This course will explore the complex dimensions of Buddhism in North America, covering the history and development of Buddhist traditions beginning in the 19th century, and the practices, beliefs, and traditions that have formed as a result. In studying contemporary developments within North American Buddhism, we will focus primarily on the writings and teachings of Asian-American and Black Buddhists in the United States. PREREQUISITES: Previous course in Buddhist Studies, or sophomore standing
*Units: 6*

*Prerequisite: Previous course in Buddhist Studies, or sophomore standing*

## RLST 222: *The Theology of St. Augustine: From Heretic to Saint*

An introduction to the thought of Augustine of Hippo. This late 4th/early 5th century "father" of classical Christianity is one of the most important and influential Christian thinkers in the west. We will concentrate on two of his works: Confesssions (his spiritual autobiography, describing his evolution from lusty adolescent, through the perils of heresy, to his conversion to Christianity) and City of God (his magnum opus that details the superiority of all things Christian over Roman life and culture, as well as providing a history of the world from Creation to Judgment Day). Course will be taught by discussion and will have both papers and a take- home exam.
*Units: 6*

## RLST 236: *The Arabic Novel and the Taboo*

An introduction to contemporary novels from the Middle East and North Africa that explores how Arab writers deal with religious, social, political and sexual taboos in their artistic works as well as issues of censorship and confiscation of literary productions. Lecture with group presentations, class discussions and a final analytical paper.
*Units: 6*

## RLST 237: *Cairo: the Changing City*

An examination of the representation of Cairene urban and social spaces in the fictions of contemporary Egyptian writers such as Naguib Mahfouz, Ahdaf Soueif and others. Literary analysis will lead the students to investigate how representations of urban changes become a means for the novelist to reflect on the social and political changes of postcolonial Egypt. Lectures, class discussion and a final paper.
*Units: 6*

## RLST 243: *The Medium is the Miracle: AI & God*

This course will compare the origin story of AI with that of the internet, asking how they differ as mediums. How does Marshall McLuhan’s “The Medium Is the Message” dictum apply to AI? We will explore how AI is reshaping religious institutions and traditional authority through its expanding capacities. Finally, we will consider how popular AI chat interactions are transforming assumptions about the Self and fulfilling the ancient hope of getting God to talk back. Assignments include critical writing, hands-on prompt experimentation.
*Units: 6*

## RLST 245: *Apple, Google, Facebook*

The rhetoric surrounding technology invokes revolution and newness, but the products and services fit with the

individualism of American (and global) views of self and society. We will examine both the positive visions offered by tech thinkers like Steward Brand and Ray Kurzweil, as well as the destructive results that occur as corporations “move fast and break things.” Students will complete a video critique of a digital platform. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Global Studies 245, Innovation & Entrepreneurship 260, Business and Entrepreneurship 260*

*Prerequisite: Sophomore standing*

## RLST 261: *Buddhist Wisdom Texts: The Heart Sutra*

This course examines the Heart Sutra, a short work that conveys the essence of Buddhist philosophy. Student learn to read the text in Tibetan (developing skills in pronunciation, basic grammar, and vocabulary). Students also engage English-language readings that explore philosophy, history, geography and gender in the Heart Sutra. Vocabulary and reading quizzes, short translations, short paper.
*Units: 6*

*Also listed as East Asian Studies 261*

## RLST 265: *Arabian Nights*

The Arabian Nights, or 1,001 Nights, offers a unique glimpse into medieval Islam. Our readings from these tales will be supplemented with travel narratives and Sufi texts building on this storytelling tradition. The course provides an expansive view of the Islamic tradition and a chance to think critically about later perceptions of the Middle East. Students will complete an interpretive paper or digital mapping project.
*Units: 6*

## RLST 281: *Topics in Religious Studies*

This course represents an exploration of a topic in religious studies. Topics will emphasize contemporary questions and experiential learning. Assignments will emphasize experiential learning and discussion. May be repeated when topic is different. TOPICS FOR Fall 2026: DANTE'S INFERNO PREREQUISITES: None This class devotes the term to reading through a modern English translation of the fourteenth-century Italian classic, Dante's "Inferno." We will discuss this exciting journey into the underworld from a variety of perspectives relating to its historical, artistic, theological, and linguistic contexts.
*Units: 3 OR 6*

## 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

## RLST 291: *Field Experience in Religious Studies*

This course provides the opportunity to experience a major religious tradition through a one- or two-week field

experience accompanied by a professor. Class members will visit significant historical and contemporary sites and meet with practitioners during a break between terms. Students must register for the course in the term prior to travel and in the subsequent term, when they will complete a project. Travel program fee plus airfare.
*Units: 3*

### RLST 305: *Atheism, Agnosticism, and Nihilism*

This course is an examination of three contemporary positions which typically claim to be anti- or non-religious in orientation. We will explore the historical origins of each view (or, more precisely, each cluster of views) as well as analyzing its coherence and intelligibility. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

### RLST 312: *Queer and Trans Studies in Religion*

This course examines queer and trans approaches in religious studies. Discussions examine concepts of (homo)sexuality and (trans)gender in various global and historical contexts, ranging from ancient and medieval sources to contemporary communities. Readings include works in queer and trans religious studies (e.g., Gloria Anzaldua, Michel Foucault, Hsiao-Lan Hu, Afsaneh Najmabadi, Jasbir K. Puar, Max K. Strassfeld, Roberto Strongman, Melissa M. Wilcox). Discussion, presentation, final paper. Not open to students who have previously received or need to receive credit for RLST 512 or GEST 512.
*Units: 6*

*Also listed as Gender Studies 312*

### RLST 326: *Nietzsche and 19th-Century Critiques of Religion*

An examination of the thought of Friedrich Nietzsche, focusing on his critique of Christianity and his general theory of religion, as well as what Paul Ricouer calls his "hermeneutics of suspicion." Some discussion of other 19th-century critiques of religion (e.g., Feuerbach, Marx) will be included to provide historical context and contrast. Seminar with short papers and in-class presentations. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

### 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? PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Philosophy 332*

*Prerequisite: Sophomore standing*

### RLST 333: *God and the Afterlife*

This course will focus on the nature of God and the afterlife from the perspective of the Abrahamic and Indian Hindu and Buddhist traditions, including arguments for and against the existence of God and the afterlife. Does God or the

afterlife exist? Does either provide us with reason to be good? Students will be evaluated on the basis of expository and critical essays and presentations.
*Units: 6*

*Also listed as Philosophy 333*

### RLST 352: *Colonialism and Global Structures*

This course focuses on the ideologies of European colonialism in the 19th and 20th centuries. It investigates the myths and realities of colonialism and compares the experiences of people in Africa, the Caribbean, Indonesia, and India. We pay attention to the way religious traditions are shaped and deformed in this process. Analysis is informed by essays written by anticolonial theorists such as Gandhi and Fanon, and by novels and films. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Global Studies 352*

*Prerequisite: Sophomore standing*

### RLST 353: *Buddhism and Gender*

This discussion-based course investigates the ways in which women and gender minorities participate in Buddhist culture around the world. By reading texts by and about Buddhist women, this course will explore the extent to which gender affects social status, leadership roles, and access to education in Buddhist communities in South Asia, East Asia, and the United States.
*Units: 6*

*Also listed as Gender Studies 353*

### 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. PREREQUISITES: RLST 240
*Units: 6*

*Prerequisite: RLST 240*

### RLST 390: *Tutorial Studies in Religious Studies*

Advanced research, arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## RLST 398: *The Problem of Evil*

An examination of the problem of evil from three points of view: the philosophical (which treats evil as a logical and/or evidential problem for the existence of an omni-God); the theological (which regards evil as an existential and/or soteriological problem); the secular (which seeks to develop a vocabulary for speaking about evil in a non-religious, “post-metaphysical” context.) Taught by discussion; requirements include papers (5-7 pages in length), discussion forum posts, and bluebook tests. PREREQUISITES: One course in RLST recommended
*Units: 6*

*Prerequisite: One course in RLST recommended*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## RLST 450: *Classic Texts in Religious Studies*

This course will focus on reading a classic text related to the field of religious studies. The work chosen could be related to the philosophy or sociology of religion or have theological or historical importance within a specific religious tradition. May be repeated when topic is different. TOPICS FOR Fall 2026: Dante's Inferno PREREQUISITES: sophomore standing This class devotes the term to reading through a modern English translation of the fourteenth-century Italian classic, Dante's Inferno from the Divine Comedy. We will discuss this journey into the underworld from a variety of perspectives relating to its historical, artistic, theological, and linguistic contexts.
*Units: 3*

*Prerequisite: 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. PREREQUISITES: Junior standing or consent of the instructor.
*Units: 6*

*Prerequisite: Junior standing or consent of the instructor.*

### RLST 512: *Queer and Trans Studies in Religion*

Students are expected to complete the same assignments as students taking 312, along with additional readings (e.g., in studying Christianity, in addition to reading about Jesus in the Gospels, advanced students would also read about Paul's letters) and a longer paper. Not open to students who have previously received credit for RLST 312 or GEST 312.
*Units: 6*

*Also listed as Gender Studies 512*

### RLST 545: *Advanced Topics in Religious Studies*

This topics course offers advanced students a seminar in a topic related to a foundations/gateway course offered in the same term. Students engage with more challenging readings and pursue their own scholarship, presenting their research in the companion gateway course as the opportunity arises. Students may have previously taken the companion gateway course but may not enroll concurrently in that course. May be repeated when topic is different.
*Units: 6*

*Prerequisite: Instructor approval required*

### RLST 551: *Foucault & the History of Religions*

This seminar is an intensive study of Michel Foucault, focusing on his analyses of religion. This course also examines how scholars in religious studies have engaged Foucault from various theoretical vantage points (e.g., postcolonialism, feminism, Black studies, queer theory). Supplementary works may include Niki Kasumi Clements, Lynne Huffer, Mark Jordan, Saba Mahmood, Gayatri Spivak, Susan Stryker, Sylvia Wynter. Discussion, presentation, final paper.
*Units: 6*

*Also listed as Gender Studies 551*

### RLST 575: *Ritual and Worldmaking*

Through comparative study, this course explores how communities sacralize space and time through ritual and narrative. Case studies will include the Hajj to Mecca, Japanese Shinto shrines, the Roman Catholic Mass, and Mormon settlement of Utah. Readings introduce theories of ritual and the sacred. When feasible, we will conduct site visits. Students design an individual project focused on a chosen tradition or anticipated travel. Seminar paper required.
*Units: 6*

### RLST 580: *Seminar: Islam and Globalization*

This course will examine the transformations of Islam that have accompanied globalization. Our focus will be roughly split between the theoretical perspective on globalization offered by Olivier Roy and the work of Laila Ahmed on

gender in contemporary Islam. Students will develop and write a major research paper. PREREQUISITES: RLST 240
*Units: 6*

*Prerequisite: RLST 240*

## RLST 590: *Tutorial Studies in Religious Studies*

Advanced research, arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## RLST 610: *Senior Projects*

The goal of this class is to give advanced RLST students (juniors or seniors) space to write a paper or finish a senior capstone. We will discuss the challenges of research and the use of sources. Reading will consist of contemporary academic articles designed to highlight styles of argument. PREREQUISITES: Junior standing
*Units: 6*

*Prerequisite: Junior standing*

## RLST 690: *Tutorial Studies in Religious Studies*

Advanced research, arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Russian Studies

| | |
|---|---|
| Associate professors | V. Kononova *(chair) (on leave term(s) I)*, P. Thomas |
| Instructor | I. Potapova |

Lawrence offers a major in Russian studies 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 education, business, government service, international relations, cybersecurity, medical professions, and many others. Moreover, Russian is officially designated as a "critical need language" by the U.S. government due to its strategic importance and shortage of Americans with proficiency in Russian. Due to this critical status, there are fully-funded programs and scholarships available to Americans studying Russian.

Students taking Russian at the beginning and intermediate levels concentrate on acquiring skills in speaking, listening comprehension, reading, and writing. Majors and minors are strongly encouraged to spend a term studying in a Russian-speaking country. Back on campus, upper-level courses and tutorials enable students to improve their critical and analytical skills, learn more about Russia's rich 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, cultural events, and language-immersion weekends in Bjorklunden.

Russian folklore, music, art, literature, and history are extraordinarily rich. While these traditions may be best appreciated by those who know the language, students with no knowledge of Russian can also find much value and interest in the study of Russian culture. 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 variety of general education requirements.

## Required for the major in Russian studies

Students who complete the major in Russian studies will demonstrate competence in the four language skills (listening, speaking, reading, and writing) at the intermediate-mid to intermediate-high level according to the American Council of Teachers of Foreign Languages (ACTFL) guidelines. They will situate major figures, events, and institutions from Russian culture within their cultural and historical contexts and deal independently and critically with complex fictional, nonfictional, and filmic texts in Russian. The Russian Studies major requires:

1. First-year language courses: RUSS 101, 102, 201 (or the equivalent).
2. Second-year language courses: RUSS 211, 212, 250 (or the equivalent).
3. 12 units of Russian language beyond RUSS 250, which can be done in RUSS 380, RUSS 381, or RUSS 387. These topics courses may be repeated for credit when the topic is different. RUSS 340 may not be used to satisfy this requirement.
4. Three 300-level courses in Russian literature and culture in translation.  Students are encouraged to take additional 300-level courses in translation. Courses focused on Russian topics being taught in other

departments may count toward this requirement, but only with prior departmental approval.
5. RUSS 650: Senior Seminar, in which students complete the capstone project and compile the portfolio. For the capstone, students expand a paper written for a 300-level class in translation, making use of Russian language sources. Students may write on a new topic but must receive prior approval from program faculty. Students may, in consultation with program faculty, develop a substantial research paper in the seminar and use it as an honors project.
6. A portfolio, submitted to the Russian department by the seventh week of a student's final term at Lawrence. The portfolio will consist of the following materials:

    a. List of all courses taken in the major, including courses taken in off-campus programs;
    b. A reflection on student's intellectual and personal development as a Russian Studies major, which should discuss both coursework and co-curricular experiences;
    c. Two papers (in English) from Russian courses in translation;
    d. Examples of written work (essays) in Russian from first year, second year, and higher-level courses; this packet needs to include two essays from higher-level language courses; one of which may be from a course taken abroad;
    e. Capstone project.

7. An exit conversation with the Russian department faculty, which will include a discussion of the portfolio (in English) and a conversation about a student's academic and professional interests and career plans (in Russian).

In addition to the requirements listed above, majors are encouraged to further strengthen their Russian-language skills by taking RUSS 340, a conversation-based current-events tutorial; taking additional 300-level Russian language courses; studying in a Russian-speaking country; attending an intensive summer language program offered in the U.S.; and attending weekly meetings of the Russian Table.

Courses taken off-campus (summer language courses in the US or study abroad in a Russian-speaking country) may be used to satisfy some major requirements, but only with prior departmental approval.

Students with prior background in Russian should contact the department chair to complete a placement test and a proficiency interview. Students who test into second-year Russian or higher must complete additional language study beyond RUSS 250 to complete the major.

## Senior Experience in Russian

The Russian department's *Senior Experience* consists of three parts: the capstone paper, which involves students expanding a paper written for a 300-level class in translation, making use of Russian language sources; a portfolio, which includes representative coursework from the major and reflections on that work; and an exit interview, conducted in English and in Russian. Students complete their capstone projects, assemble their portfolios, and prepare for the exit interview in RUSS 650, the senior seminar.

## Required for the minor in Russian

1. First-year language courses: RUSS 101, 102, 201 (or the equivalent)

2. Second-year language courses: RUSS 211, 212, 250 (or the equivalent)
3. Two courses in Russian literature, culture, or history, 300-level or above

## Teacher certification in Russian (K-12)

Russian majors may seek certification to teach Russian at the elementary and secondary levels. To be certified, students must spend a term in a Russian-speaking country studying the language and culture and must pass an oral and writing proficiency test. Students can add an endorsement in a second area (such as another language or English as a second language) by completing the appropriate minor. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

## International and off-campus study

After two years of language study on campus, majors and minors are strongly encouraged to spend a term studying in a Russian-speaking country. Study abroad provides an unparalleled opportunity to make gains in language proficiency and to become familiar with life and culture in the Russian-speaking world. Most Russian majors and minors who choose to study abroad do so through a Lawrence affiliated exchange.

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 a Russian-speaking country.

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## Courses - Russian

### 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. PREREQUISITES: RUSS 101 or consent of instructor
*Units: 6*

*Prerequisite: RUSS 101 or consent of instructor*

### RUSS 130: *Animated Film In The Soviet Union And Russia (In English)*

This discussion-based course focuses on Russian and Soviet animation: its topics, artistic techniques, and cultural

significance. Animators explored topics that were both deeply personal and rooted in important historical events. Animated films were sometimes a creative outlet not supported by the state, and sometimes used by the state as propaganda. We will discuss animation's ability to serve various functions while appealing to different audiences.
*Units: 6*

*Also listed as Film Studies 130*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: RUSS 102 or consent of instructor
*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. PREREQUISITES: RUSS 201 or consent of instructor
*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. PREREQUISITES: RUSS 211 or consent of

instructor
*Units: 6*

*Prerequisite: RUSS 211 or consent of instructor*

### RUSS 250: *Advanced Intermediate Russian*

A continuation of Russian 212. More intensive reading, writing, and conversational practice to provide a transition to study abroad. PREREQUISITES: RUSS 212
*Units: 6*

*Prerequisite: RUSS 212*

### RUSS 300: *Russia's Golden Age: 19th-Century Literature (In English)*

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 304: *Slavic Science Fiction (In English)*

This course examines science fiction works from the Slavic world, with concentration on Russia and the Soviet Union. We will explore how Slavic authors reflected on technological progress, humankind's place in the universe, social and political experiments, etc. Lecture/seminar. Taught in English translation. Russian majors and minors may participate in a two-unit turorial in which discussions and some course readings will be in Russian.
*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 306: *Russia on Stage: Three Centuries of Russian Theater (In English)*

This course introduces students to the rich theatrical tradition of Russia. The readings for the course span over two centuries, starting from the social comedies of the late eighteenth century to the contemporary "New Drama" and documentary theater. The plays are situated within the larger historical and political context of Imperial, Soviet and post-Soviet Russia. Lecture/discussion. Taught in English.
*Units: 6*

*Also listed as Theatre Arts 306*

### RUSS 310: *Russia's Erotic Utopia (In English)*

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*

## RUSS 314: *Chekhov (in English)*

The course focusses 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 315: *Topics in Dostoevsky and Tolstoy (in English)*

This course explores the works, thought, and impact of Fyodor Dostoevsky and Leo Tolstoy. Possible topics include: Crimes and Punishments, Spirituality and Religion, History and Narrative, 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. May be repeated when topic is different.
*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 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 History 323*

*Prerequisite: Sophomore standing and one course in Russian language, literature, or history*

## RUSS 325: *Russian Folktale: Maidens, Witches, and Spirits of the Russian Folk Tradition (in English)*

This course introduces students to the magical world of Russian folktales and mythology. A wide selection of folktales will be interpreted through a range of critical approaches (e.g., structuralism, psychoanalysis, and feminism). Folktale adaptations in literature, film, music, and the arts will provide students with an appreciation of the continuing cultural significance of folk belief and folktales in Russia. Lecture/seminar. Taught in English translation.
*Units: 6*

## RUSS 330: *Russian Culture through Music (in English)*

This course explores important issues and episodes in Russian cultural history through various musical genres and styles, including 19th -and 20th-century orchestral music, opera and ballet, and late 20th-and 21st-century rock, punk, and rap music. Topics include: Russia's search for musical self-identity; music and propaganda; interactions between music production and systems of political oppression. Lecture/discussion. Taught in English translation.
*Units: 6*

*Also listed as Musicology 330*

## RUSS 335: *Through the Eyes of Women: Women and Gender in Russian Culture (in English)*

An interdisciplinary survey course that examines femininity, womanhood and identity in Imperial, Soviet and Post-Soviet Russia. Materials include works of fiction, non-fiction, and film. No knowledge of Russian required.
*Units: 6*

## RUSS 340: *Russian TV Talk*

Students watch popular Soviet and Russian animated films and practice their listening and comprehension skills; practice their reading skills by working on the scripts; and practice their speaking skills by answering questions and conversing with classmates. May be repeated for credit. PREREQUISITES: RUSS 201 or instructor approval
*Units: 2*

*Prerequisite: RUSS 201 or instructor approval*

## RUSS 354: *History of Russian and Soviet Film*

This course will introduce the student to the rich and varied tradition of Russian and Soviet cinema from the Pre-Revolutionary period to the present. Works by major filmmakers will be viewed and discussed in the context of the culture, economy, society, and politics of the time. Taught in English. (G&C) PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as History 354, Film Studies 354*

*Prerequisite: Sophomore standing*

## RUSS 380: *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. PREREQUISITES: RUSS 250 or consent of instructor
*Units: 6*

*Prerequisite: RUSS 250 or consent of instructor*

## RUSS 381: *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*

*Prerequisite: RUSS 250 or consent of instructor*

## RUSS 387: *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. May be repeated when topic is different. TOPICS FOR Fall 2026: Love, Sex and Family in Late Soviet and Post-Soviet Film PREREQUISITES: RUSS 250 or consent of instructor In this course, we will discuss topics of love, sex, and family as they are shown in a few late Soviet and post-Soviet films (e.g., Moscow Does Not Believe in Tears, Autumn Marathon, How I Became a Russian, etc.). Topics for discussion include falling in love, searching for a partner, getting married, building a family, and various aspects of a relationship (love, sex, trust, adultery). These films will give us a glimpse into the late Soviet, post-Soviet, and contemporary Russian culture of relationships and family. Students will advance their listening, speaking, and writing skills and enrich their knowledge of vocabulary and grammar through regular writing assignments and in-class exercises and discussions.
*Units: 6*

*Also listed as Film Studies 287*

*Prerequisite: RUSS 250 or consent of instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.

*Units: 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## RUSS 650: *Senior Seminar*

This seminar is for advanced students to finish a senior capstone. Seniors meet with the instructor early in Fall Term to discuss individual projects and plan a research agenda. In the Winter Term seminar, students read and discuss contemporary academic articles to highlight styles of argument. The rest of the seminar involves writing workshops, presentations of individual research and discussions of specific scholarly methods. PREREQUISITES: Declared majors with senior standing
*Units: 6*

*Prerequisite: Declared majors with senior standing*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 3*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

# Spanish, Latin American, and Latinx Studies

| | |
|---|---|
| Professors | G. Fares, R. Tapia |
| Associate professors | M. Allan, T. Jimenez-Anglada *(chair)* |
| Assistant professor | V. Garre Leon |
| Instructor | C. Herrera |

Spanish is spoken by more than 600 million people worldwide, including more than 60 million in the U.S., where it is a vital language for culture and communication. The Spanish program at Lawrence University equips students with advanced to superior linguistic, cultural, and academic knowledge in this area. Majors gain expertise in intercultural communication through specialized study, interdisciplinary exploration, and international experience, often alongside another major or minor.

Faculty hailing from Argentina, Chile, Puerto Rico, Spain, and the U.S. offer a broad range of courses about Spanish-speaking cultures around the globe. On-campus classes are complemented by attractive study abroad options. The curriculum includes literature, film and media, art history, border and migration studies, narrative journalism, linguistics, translation, and business. The main goal is to foster advanced bilingual communication, critical thinking, and ethical reasoning, preparing students to explore lives of purpose and achievement beyond Lawrence.

## Learning outcomes

The program's goals focus on the national standards for 21st century skills and the 5 Cs in World-Readiness Standards for Learning Languages: communication, cultures, connections, comparisons, and communities. Students who graduate with a major or minor in Spanish acquire the following skills and knowledge:

- Advanced ability to communicate effectively in Spanish for academic work and in social and professional interactions.
- Deep understanding of the cultural products, practices, and perspectives of global and domestic Spanish-speaking communities.
- The capability to critically reflect on their own identities, cultural heritage, and traditions through the study of Spanish.
- The ability to locate, evaluate, and incorporate trustworthy sources of knowledge to analyze and interpret primary texts and/or pertinent linguistic phenomena.
- The capacity to articulate scholarly arguments that engage diverse cultures and disciplines in Spanish.

## Placement

New students should take the online placement exam immediately unless they have transfer credit in Spanish.

Students should take Spanish classes in their first term or year at Lawrence, as some SPAN 100-200 courses are only offered once a year. Waiting longer may result in losing language ability or missing out on opportunities like adding a

minor or studying abroad.

### Meeting the language competency general education requirement

Options with academic credit that only satisfy the general requirement:

- Passing SPAN 201 (or equivalent transfer credit) for B.A. students.
- Passing SPAN 102 or 150 (or equivalent transfer credit) for B.M.A. and B.Mus. students.
- A score of 63 and above on the CLEP exam with writing for B.A. students.
- A score of 52-62 on the CLEP exam with writing for B.M.A. and B.Mus. students.

### Options with academic credit that also satisfy requirements for the major, minor, or off-campus study:

- Passing a SPAN 202, 250, or higher-level class.
- Transferring credit equivalent to SPAN 202/250/320 classes via coursework or examination:
- An approved class at another institution.
- A score of 4+ on the AP Spanish Language and Culture exam. Credit equivalent to SPAN 202/250 fulfills one requirement toward the Spanish major or minor.
- A score of 6+ on the IB Spanish exam at the advanced level. Credit equivalent to SPAN 202/250 fulfills one requirement toward the Spanish major or minor.
- A score of 4+ on the AP Spanish Literature and Culture exam. Credit equivalent to SPAN 320 fulfills one requirement toward the Spanish major or minor.

Options without academic credit:

- Providing documentation (e.g., high school diploma) that Spanish was a primary language of instruction at the student's secondary school.
- Requesting and passing a comprehensive written and oral competency examination in Spanish. Contact the Spanish department to schedule the exam.

More information about meeting the language competency requirement can be found under Academic Procedures & Regulations.

## Required for the major in Spanish, Latin American, and Latinx Studies

The major in Spanish requires completion of at least 60 units, or ten 6-unit courses, and a Senior Experience, distributed as follows*:

1. One of the following options, depending on placement or credit transfer:
    a. Spanish 202 or 250.
    b. Transfer credit equivalent to SPAN 202/250/320 via coursework or required examination score (AP or IB).
2. Two Spanish courses (12 units) numbered at the 300 level.
3. Two Spanish courses (12 units) numbered at the 400 level.
4. Two Spanish courses (12 units) numbered at the 500 level and offered on campus.
5. Three electives (18 units) numbered at the 400 level or above. (One elective can be substituted with an internship or a pertinent course from another program, with prior advisor approval.)
6. Senior Experience: completion of 1-unit Independent Study SPAN 699 Spanish Multimedia Portfolio with the SPAN advisor or designated instructor.

Also required:

- At least eight courses (or 48 units) for the major must have Spanish as the primary language of instruction.
- At least five courses (or 30 units) for the major must be completed on campus. These include the two required Spanish courses (or 12 units) at the 500-level.

*Any course can be replaced by a course at a higher level (e.g., a 400-level course can substitute for a 300-level course). See "Off-campus Study" section for equivalence of off-campus courses.

## Senior Experience in Spanish, Latin American, and Latinx Studies

The Senior Experience consists of a multimedia portfolio that provides measurable evidence of the advanced academic, cultural, and communicative competence required of Spanish majors. The project is due by the end of the sixth week of a student's final term at Lawrence.

Graduating seniors must register to take the Independent Study SPAN 699 Spanish Multimedia Portfolio (1 unit, S/U) with their advisor or assigned faculty evaluator in their final term at Lawrence.

## Required for the minor in Spanish, Latin American, and Latinx Studies

The minor in Spanish requires completion of at least 36 units, or six 6-unit courses, distributed as follows*:

1. One of the following options, depending on placement:
    a. Spanish 202 or 250.
    b. Transfer credit equivalent to SPAN 202/250/320 via coursework or required examination score (AP or IB).

2. Two Spanish courses (12 units) numbered at the 300 level.
3. One Spanish course (6 units) numbered at the 400 level.
4. One Spanish course numbered at the 500 level and offered on campus.
5. One elective (6 units) numbered at the 400 level or above. (It can be substituted with an internship or a pertinent course from another program, with prior advisor approval.)

Also required:

- At least five courses (or 30 units) for the minor must have Spanish as the primary language of instruction.
- At least three courses (or 18 units) for the major must be completed on campus. These include the required Spanish course (or 6 units) at the 500-level.

*Any course can be replaced by a course at a higher level (e.g., a 400-level course can substitute for a 300-level course). See "Off-campus Study" section for equivalence of off-campus courses.

## Teacher certification in Spanish (K-12)

Students pursuing teacher certification in Spanish at the elementary and secondary levels should consult the Education section of the catalog for requirements.

## Course numbering

Spanish courses at the 100 and 200 levels are proficiency-oriented language and culture classes designed to help students develop the appropriate communicative and intercultural competence by national educational standards:

- SPAN 101 is only for novice second-language learners who did not grow up hearing Spanish at home and have never studied Spanish before. This class is followed by SPAN 102 and SPAN 201. Students will take the placement test to select the right class.
- SPAN 150 is only for novice heritage-language learners who grew up hearing Spanish at home. This class is followed by SPAN 250.
- Courses numbered SPAN 202 and above satisfy requirements for a major, minor, and off-campus study:
- SPAN 202 is an intermediate-high course for second-language learners, that is, students who learned Spanish in school and did not grow up hearing the language at home.
- SPAN 250 is an intermediate-high course for heritage speakers of Spanish, that is, students who grew up hearing Spanish at home, whether they also studied the language in school or not.

Spanish courses at the 300, 400, and 500 levels are topic-based classes in cultural studies, linguistics, and translation studies. They are designed for second-language, heritage, and native speakers of Spanish with appropriate placement:

- Courses numbered in the 300s offer introductory study of specific areas of knowledge (e.g., literature, film, news media, linguistics, business, etc.).
- 400-level courses provide a more advanced exploration of socio-political, artistic, filmic, literary, and linguistic topics connected to each faculty's areas of expertise.

- Courses at the 500 level are advanced seminars for majors and minors.

Tutorials, direct studies and independent studies are only available at the 300-500 level and are subject to individual faculty availability. Independent study options are meant to delve intentionally into prior study topics, so students should not rely on them to satisfy urgent requirements. Internships for Spanish credit must be approved by the academic advisor or department chair.

The Senior Experience requires registration for a one-unit independent study with the advisor or assigned evaluator: SPAN 699 Spanish Multimedia Portfolio, graded S/U.

## Off-campus study

All Spanish students are strongly encouraged to participate in sponsored academic programs in Latin America or Spain, although off-campus study is not required to complete the major or minor.

Students must always consult with and obtain the approval of their SPAN advisor to apply off-campus credit to the completion of requirements for the major or minor.

### Conversion of semester credits to Lawrence units:

- 3 credit hours = 5 units
- 4 credit hours = 7 units

For purposes of SPAN major/minor requirement completion, 5-unit off-campus classes are considered equivalent to 6-unit classes on campus.

### Credit transfer for SPAN major/minor completion:

- Off-campus intermediate-high language courses are equivalent to Spanish 202/250, which all students must complete before studying abroad in a Spanish-language location. Units will transfer but cannot count twice toward a major or minor.
- Advanced Grammar courses are considered equivalent to SPAN 345 with approval from the SPAN advisor.
- Introductory Spanish for Business courses can be considered equivalent to SPAN 360 with approval from the SPAN advisor.
- Humanities, linguistics, translation, social sciences, art history, theater, or interdisciplinary university-level courses taught in Spanish satisfy requirements for the SPAN major or minor at the 400-level with approval from the SPAN advisor.
- Internships abroad can satisfy one elective requirement with approval from the SPAN advisor.
- There are no off-campus courses equivalent to Spanish classes at the 500 level. These must be completed on campus.

IMPORTANT: Other types of off-campus classes and activities (e.g., pre-professional training, music lessons, other languages, recreational activities, etc.) might transfer credit but may not fulfill major or minor requirements in Spanish.

## Courses - Spanish

### 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. PREREQUISITES: SPAN 101, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: SPAN 101, its equivalent, or consent of instructor*

### SPAN 150: *Introductory Spanish for Heritage Students*

This introductory course builds on the linguistic competence students have in order to expand their language skills. It develops language registers in all language skills, with emphasis on reading and writing, in a dynamic cultural context centered on Latinxs in the US. This course is designed for students who were exposed to Spanish-speaking environments at an early age. PREREQUISITES: Spanish Language Placement Exam and/or Instructor Approval
*Units: 6*

*Prerequisite: Spanish Language Placement Exam and/or Instructor Approval*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### SPAN 195: *Internship In Spanish*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with

consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: A $500 non-refundable deposit is required for registration and will be deducted from tuition ($9,435 for 2019). Students interested in living on campus should contact the Campus Life office. Session dates for Summer 2019: June 20-July 31
*Units: 18*

*Prerequisite: A $500 non-refundable deposit is required for registration and will be deducted from tuition ($9,435 for 2019). Students interested in living on campus should contact the Campus Life office. Session dates for Summer 2019: June 20-July 31*

## 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. PREREQUISITES: SPAN 102, its equivalent, or consent of instructor
*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. PREREQUISITES: SPAN 201, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: SPAN 201, its equivalent, or consent of instructor*

## SPAN 250: *Intermediate Spanish for Heritage Speakers*

A continuation of Spanish 150. This course provides comprehensive practice of all language skills with emphasis on expanding the linguistic repertoire and academic skills. It develops academic language, with emphasis on reading and writing, in a dynamic cultural context centered on Latinxs in the US. This course is designed for students who were exposed to Spanish-speaking environments at an early age. PREREQUISITES: SPAN 150, Spanish Language

Placement Exam, and/or Instructor approval
*Units: 6*

*Prerequisite: SPAN 150, Spanish Language Placement Exam, and/or Instructor approval*

## SPAN 302: *Cantigas de Santa Maria*

The Cantigas de Santa Maria, a thirteenth century songbook from Spain, contains hundreds of songs and dozens of miniatures. In this class, we analyze the poetry, music, and artwork of the Cantigas in regular class meetings for the first five weeks of the term. Students submit short analytic papers in tenth week, but no classes are held after week five.
*Units: 3*

*Also listed as Art History 160, Musicology 111*

## SPAN 316: *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. PREREQUISITES: SPAN 202, 250 or its equivalent, or consent of instructor
*Units: 6*

*Also listed as Gender Studies 412*

*Prerequisite: SPAN 202, 250 or 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. PREREQUISITES: SPAN 202, 250, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: SPAN 202, 250, its equivalent, or consent of instructor*

## SPAN 326: *Introduction to Non-Fiction*

A course on writing in Spanish focused on narrative non-fiction, especially journalism and memoir. The course will be organized in a workshop-style, where students will share and critically engage with their peers' writing. Readings will include contemporary journalism from Latin American and Spain. The course will build toward a final project in which students will write their own work of narrative journalism or memoir. PREREQUISITES: SPAN 202
*Units: 6*

*Prerequisite: SPAN 202*

## SPAN 330: *Introduction to Film*

An introduction to the critical analysis of Latin American and Spanish film. Students will study a series of films and pertinent readings through class discussions, different types of assignments, and presentations. The course is organized around the central topic of the relationship between audiovisual representation and power. Students will

explore different ways in which Latin American and Spanish cinema has portrayed hegemonic and non-hegemonic identities along lines of race, ethnicity, gender, sexuality, and socioeconomic status. Class taught in Spanish. Units: 6. PREREQUISITES: SPAN 202, its equivalent, or official placement and consent of instructor. Students who successfully completed SPAN 430 cannot register for SPAN 330.
*Units: 6*

*Also listed as Global Studies 330*

*Prerequisite: SPAN 202, its equivalent, or official placement and consent of instructor. Students who successfully completed SPAN 430 cannot register for SPAN 330.*

## 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. PREREQUISITES: SPAN 202, 250, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Linguistics 374*

*Prerequisite: SPAN 202, 250, its equivalent, or consent of instructor*

## SPAN 350: *Introduction to Spanish Linguistics*

This course offers an introduction to linguistics based on data from Spanish. We study the sound system of Spanish, the structure of its words, and how its sentences are formed and interpreted. We also consider how Spanish has changed over time and how it differs depending on where it is spoken. Written assignments and exams. PREREQUISITES: SPAN 202, 250, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Linguistics 377*

*Prerequisite: SPAN 202, 250, its equivalent, or consent of instructor*

## SPAN 360: *Introduction to Spanish for Business*

This course is designed as an introduction to the Spanish-speaking business world. Students will acquire a solid foundation in the vocabulary and modes of communication needed to successfully interact with different types of businesses. Students will also explore the cultural and geographic aspects of the Spanish-speaking business worlds in Latin America, Spain, and in the Latinx communities in the United States. The course will be conducted as a seminar, with oral and written activities, exams, and projects. PREREQUISITES: Spanish 202 OR Spanish 204 OR equivalent OR Consent of instructor
*Units: 6*

*Also listed as Business and Entrepreneurship 315, Innovation & Entrepreneurship 315*

*Prerequisite: Spanish 202 OR Spanish 204 OR equivalent OR Consent of 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.

PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## SPAN 395: *Internship In Spanish*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## SPAN 406: *Cultures of the Caribbean*

An introduction to the literature and art of the Hispanophone Caribbean. Reading works ranging from the nineteenth century to the present, we will study how the culture of the Caribbean has chronicled and been shaped by the forces of slavery, capitalism and imperialism. PREREQUISITES: One 300-level Spanish course or consent of the instructor
*Units: 6*

*Prerequisite: One 300-level Spanish course or consent of the instructor*

## SPAN 407: *Spanish in the U.S.*

A first approach to the study of Spanish in the United States through different lenses, including (but not limited to) the history of Spanish and its speakers in the U.S., a demographic overview of its varieties, sociopolitical factors surrounding its use, linguistic phenomena resulting from contact with English, and educational approaches to learning Spanish as a heritage language. Written assignments and exams. PREREQUISITES: 300-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Linguistics 407, Ethnic Studies 407*

*Prerequisite: 300-level course in Spanish 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. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Gender Studies 410*

*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. PREREQUISITES: One 300-level course in Spanish, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Theatre Arts 442*

*Prerequisite: One 300-level course in Spanish, its equivalent, or consent of instructor*

## SPAN 421: *Translation Workshop*

Over the course of five weeks, students collaborate on a single literary or theatrical translation. Students research relevant material and draft translations between meetings. In class, they work together to produce and refine a single, dynamic translation. Class meets regularly for five weeks; although the final translation is submitted in tenth week, no classes are held in the latter half of the term. May be repeated. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of
*Units: 3*

*Prerequisite: One 300-level Spanish course, its equivalent, or consent of*

## 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.Taught in Spanish.
PREREQUISITES: One 300-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Art History 275*

*Prerequisite: One 300-level course in Spanish or consent of instructor*

## SPAN 440: *Friendship in Al Andalus*

From 711 to 1492, the Iberian Peninsula was home to Muslim, Christian, and Jewish communities. The period was marked by conflict and persecution, but also by extraordinary collaboration and cultural flourishing. In this class, we study the architecture, music, literature, and philosophy produced by vibrant multiconfessional communities, paying particular attention to the role of friendship in creation. Class is taught as a writing intensive seminar.
PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor*

## SPAN 445: *Linguistics and the Spanish Learner*

This course examines the acquisition of Spanish as a second language (L2) in adults, covering L2 acquisition theories, learner difficulties, beliefs about L2 learning, motivations, and heritage language learning. Topics include grammatical and morphological challenges for English speakers learning Spanish and sociolinguistic and pragmatic aspects influencing the learning of L2 Spanish. Assignments: exams, papers , presentations, and projects. In Spanish.
PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor.
*Units: 6*

*Also listed as Linguistics 445*

*Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor.*

## SPAN 466: *Latinx Studies (in English)*

This course covers the main cultural issues in Latin@ communities. It concentrates on the Latin@s of the United States, the definitions of these communities, and their cultural expressions. Through theoretical materials as well as literature, film, historical documents, testimony, etc., this course addresses a variety of subjects related to Latin@ culture. Taught in English. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 583*

*Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor*

## SPAN 470: *Visions of Conquest*

This course explores the diverse accounts of the Spanish conquest of Latin America presented in contemporary historical writings and European and indigenous cultural artifacts. This course is held concurently with HIST 274. Lectures and discussions are in English, but reading and writing assignments are in Spanish. Students who wish to

work only in English should register for HIST 374. PREREQUISITES: One 300-level Spanish course or consent of instructor
*Units: 6*

*Prerequisite: One 300-level Spanish course or consent of instructor*

## SPAN 473: *Pilgrimage*

In this class, we study pilgrimage as a spiritual and social practice. We consider both the concept of pilgrimage and particular pilgrimages from throughout the Spanish speaking world from anthropological, religious, artistic, and historical perspectives. Throughout the term, we simulate a pilgrimage to Santiago de Compostela, acquainting ourselves with the art and architecture along the way, to gain practical insights into the material we study. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor*

## SPAN 480: *Spanish Cinema*

This course studies significant Spanish films from the 20th and 21st centuries as cultural and historical documents with the goal of discussing social and political change in Spain through the lens of cinema. Topics may include the genesis of Spanish film, representations of the Second Republic, the Civil War, and the Francoist dictatorship on the big screen, cinema of the transition to democracy, Spanish film from the 1990s to the 2000s, Latin American and European co-productions, and contemporary Spanish cinema in the era of streaming. This class is taught in Spanish. PREREQUISITES: SPAN 300-level class or instructor approval
*Units: 6*

*Also listed as Film Studies 480*

*Prerequisite: SPAN 300-level class or instructor approval*

## SPAN 485: *Latin American Urban Cultures - Buenos Aires*

Urban cultures express the transformations of a globalized world. Taking the Buenos Aires case as its focus, the course analyzes the cultural production from, of, and about the city, from multiple perspectives, in order to achieve an understanding of the issues facing Latin American urban spaces in the 21st century. PREREQUISITES: One 300-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: One 300-level Spanish course, its equivalent, or consent of instructor*

## SPAN 512: *The (En)Gendering of Modern Spain: Gender and National Narratives from Romanticsm to the Avant-garde*

A thematic analysis of Spanish literature and selected visual art from the Romantic period to the 1936 civil war. The course focuses on the connection between various artistic representations of gender and their (re)production or defiance of national narratives. Readings include works by renowned authors like Emilia Pardo Bazan and Federico Garcia Lorca, as well as avant-garde films and paintings by Luis Buñuel, Salvador Dali and Pablo Picasso. PREREQUISITES: One course in Spanish at the 400-level
*Units: 6*

*Prerequisite: One course in Spanish at the 400-level*

## SPAN 513: *Translation in Context: the Theory, History, and Practice of Spanish Translation*

This course surveys the theory, history and practice of Spanish translation. In it, students acquire the knowledge and basic skills required for translation between Spanish and English while becoming acquainted with the history of translation. Course readings introduce relevant philosophical and political debates. PREREQUISITES: One 500-level or two 400-level courses or consent of instructor
*Units: 6*

*Prerequisite: One 500-level or two 400-level courses or consent of instructor*

## SPAN 514: *Reading the Border: Gender, Texts and Performance*

This course will focus on textual and cultural (re)presentations—including narratives, performance, film, photography and genre-defying texts—of the Central American-Mexio-U.S. borders, where spaces, race, violence and ethnicity become gendered. The course will cover the mid-1980s until contemporary times, a period tempered by the events of 9/11, as well as more recent political discourses focused on the border. Seminar with papers and a final project. PREREQUISITES: SPAN 300-level course or equivalent official placement
*Units: 6*

*Also listed as Ethnic Studies 514*

*Prerequisite: SPAN 300-level course or equivalent official placement*

## SPAN 515: *Ruining the Imaginary of Paradise: Eco-Criticism in the Spanish-Speaking Caribbean*

This seminar examines the history and cultural expressions of the Spanish-speaking Caribbean--both the insular and the continental areas--from an eco-critical perspective. Parting from the so-called discovery, conquest and colonization and moving thorugh slavery, independence and postcolonial movements, the course provides an account of the exploitative processes of imperial powers that have imagined the Caribbean as a tropical paradise. Lecture/discussion with papers. PREREQUISITES: 400-level course in Spanish or consent of instructor
*Units: 6*

*Also listed as Ethnic Studies 515*

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

## SPAN 525: *Spanish Pragmatics*

This course explores fundamental topics in Spanish pragmatics with a focus on context, use, and variation. Topics include deixis, speech acts, inferential communication, discourse analysis, politeness, pragmatic variation in the Hispanophone world, and data collection methods. Assignments include exams, critical article summaries, presentations, and a final research project. In Spanish. Readings in Spanish/English. PREREQUISITES: One 400-level Spanish class or SPAN 350/345 or LING 150 and advanced Spanish ability
*Units: 6*

*Also listed as Linguistics 525*

*Prerequisite: One 400-level Spanish class or SPAN 350/345 or LING 150 and advanced Spanish ability*

## 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*

*Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor*

## SPAN 537: *Topics in Hispanic Linguistics*

Topics for special study in Hispanic Linguistics. 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. Readings in English and Spanish, assignments in Spanish/English.
*Units: 6*

*Also listed as Linguistics 537*

*Prerequisite: One 400-level Spanish class or SPAN 350/345 or LING 150 and advanced Spanish ability*

## SPAN 542: *Bilingualism in the Spanish-Speaking World*

This course serves as an overview of bilingualism and the acquisition of Spanish in contact with other languages. It covers early and late acquisition of bilingual speech, Spanish in contact with other languages, and the sociopolitical dynamics of diglossia across the Spanish-speaking world. The course combines lectures with critical readings of empirical articles, research projects, and class discussions. Readings in English, assignments in Spanish/English. PREREQUISITES: One 300- or 400-level Spanish class, or LING 150 and advanced Spanish ability.
*Units: 6*

*Also listed as Linguistics 542*

*Prerequisite: One 300- or 400-level Spanish class, or LING 150 and advanced Spanish ability.*

## 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. PREREQUISITES: One 400-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor*

## SPAN 554: *Law and Literature*

The course examines the relationships between law and literature. To do so, students will study a variety of literary texts with legal themes, as well as literary and legal theories. By the end of the course, students will be able to analyze legal themes in literary texts. The course will be conducted as a seminar. Assessment will be based on participation, a presentation, examinations, and a final project. PREREQUISITES: 400-level course in Spanish or consent of instructor
*Units: 6*

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

## SPAN 561: *Jorge Luis Borges*

A seminar course on Borges' literary works in historical and cultural context. The course will explore Borges' short stories, and examine their multidisciplinary resonances from film and visual arts to physics and linguistics, among others. Seminar with exams, presentations, and papers. In Spanish. PREREQUISITES: One 400-level Spanish course, its equivalent, or consent of instructor
*Units: 6*

*Prerequisite: One 400-level Spanish course, its equivalent, or consent of instructor*

### SPAN 577: *Space as Text*

A geocritical 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. Seminar with exams, presentations, and papers. In Spanish. PREREQUISITES: One 400-level course in Spanish or consent of instructor
*Units: 6*

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

### SPAN 580: *Dis(re)membering the Nation: Contemporary Film & Fiction of Spain and Latin America*

*Units: 6*

*Also listed as Film Studies 580*

*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### SPAN 595: *Internship In Spanish*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### SPAN 695: *Internship In Spanish*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# Theatre Arts

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| s | P. DeSilva, K. Gagner, K. Ross-Clausen |
| Professor | T. Troy *(J. Thomas and Julie E. Hurvis Professor of Theatre and Drama, chair)* |
| Associate professor | K. Privatt *(James G. and Elthel M. Barber Professor of Theatre and Drama)* |
| Visiting Assistant Professor | M. Donegan Kraker |
| Instructor | K. Kopischke |
| Lecturers | A. Rose, J. Troy |

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. A broad knowledge of theater history and its literary heritage combines with the mastery of skills in performance, design, and production, leading to clear and nuanced expression from our stages. 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.

The core curriculum in our major mirrors our general belief that all young theatre-makers must encounter the complementary disciplines of performance, production practice, and dramatic literature and theatre history. We invite students to 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.

Students are strongly encouraged to participate in  off-campus programs, such as the Lawrence London Centre or the Gaiety School of Acting in Dublin, to deepen their understanding of the various areas of concentration prior to designing their senior projects.

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 they hope 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, resumés, or portfolio presentations are appropriately prepared.

## Required for the major in theatre arts

Students who major in Theatre Arts will develop fluency in the following areas:

- *Literature and history:* a) recognize major dramatic forms and understand the historical context from which they arose; b) interrogate a text (question closely, in a formal manner); and c) integrate systematic

research to support creative choices.
- *Design and technical theatre:* a) design a performance environment; and b) synthesize cultural history.
- *Performance:* a) skillfully prepare a live theatrical performance; and b) execute and then evaluate a live performance.

The major in theatre arts requires the following:

1. THAR 187: *Acting I*
2. THAR 135: *Stagecraft* or THAR 137: *Costume Crafts and Technology*
3. THAR 212: *Theatre Traditions I: Greeks through the 18th Century*
4. THAR 224: *Theatre Traditions II: Romanticism through the Present*
5. THAR 231: *Design and Production*
6. THAR 327: *Playscript Analysis*
7. Seven 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.
8. Three additional courses (18 units) in a focus area or courses across focus areas or continue a generalist approach. No more than six units of tutorials may be counted in the theatre arts major.
9. Senior project including enrollment in THAR 687 (1 unit)

## Focus on performance

Additional courses in performance include *Acting II: Premodern*, *Acting III* or *Play Directing*, and 12 additional units in performance-related courses, including voice, dance/movement, and make-up. Students may also wish to consider the minor in Dance.

## Focus on design and technical theatre

Additional production-related courses include *Set & Costume Design, Lighting and Sound design Stage Management, Make-up, Production Systems, Props (*3-units each), *Advanced Design Studio*.

## Focus on 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 language department. We urge students who intend to pursue graduate studies in this area to continue their language studies to the level of advanced proficiency.

## Senior Experience in theatre arts

The required Senior Experience 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 at the middle of Spring Term junior year. A wide variety of options are available as valid senior experiences. They include:

- Creating a significant acting role and documenting your efforts
- Directing a one-act play (up to 70 minutes, department pays for license and scripts)
- Set, lighting, costume, or sound design for a main-stage or senior project production
- Technical direction or stage management for a production
- Creating and teaching curriculum for primary or secondary students in cooperation with Appleton area schools
- Writing a play and producing an initial reading of it for a Lawrence community audience. Preparation for an initial reading consists of 2–3 rehearsals. In performance, stage directions are read and actors present from music stands.
- Scholarly activities such as writing on an aspect of theatre history for presentation or publication.
- Presenting a staged reading of a play. Preparation for staged readings usually consists of 4–6 rehearsals. In performance, actors should be at music stands and occasionally use key props and/or costume accessories to clarify action. Lighting is general. We encourage the use of sounds elements to establish setting, set mood, and clarify action.

### 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 course and production work and internship experiences that have 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 teaching certification.

## Required for the minor in theatre arts

1. THAR 111: *Introduction to the Theatre*
2. THAR 135: *Stagecraft* or THAR 137: *Costume Crafts and Technology*
3. THAR 187: *Acting I*
4. THAR 212 or 224: *Theatre Traditions*
5. THAR 327: *Playscript Analysis*
6. THAR 347: *Acting II: Premodern* or THAR 231: *Design and Production*
7. An additional course in performance, design, or theatre history/literature
8. THAR 355 or 357: *Theatre Production Laboratory* (3 terms of participation, normally granted at one unit per term of participation)

## Teacher certification in theatre (K-12)

Theatre arts majors can seek certification to teach theatre in grades K-12. Students can add an endorsement in a second area (such as English as a second language) by completing the appropriate minor. Students who plan to seek teacher certification should review the requirements in the Education section of the catalog and meet with the director of teacher education, preferably before the end of the sophomore year.

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## Courses - Theatre Arts

### THAR 110: *Dance Appreciation*

How do you define dance? Where is dance found? How does dance affect you? As we explore this line of inquiry, we will touch on topics such as dance history, theory, culture and documentation. Drawing from a variety of somatic practices and our collaborative experience, we will physically sample approaches to dance and practice noticing dance in our lives.
*Units: 3*

*Also listed as Dance 110*

### THAR 111: *Creative Collaboration, an Introduction to Theatre Arts*

This project-based course encourages students to explore the variety of artistic, ensemble, and analytical skills required to create theatre collaboratively. Operating as both a means to inspire a deeper appreciation of the art form and to provide a foundation for theatre making at Lawrence, students in this class will explore a general field textbook and a variety of short-format plays. Through meeting with guest artists and experimenting with acting, playwrighting and design, students will understand how a play text serves as a blueprint for performance and often illuminates larger social and cultural issues.
*Units: 6*

### THAR 132: *Ensemble Thinking*

Ensemble Thinking (ET) is a system of physical, improvisational, group scores that provides organizing lenses through which we observe and participate in movement and performance. ET is a flexible form that refines the individual's ability to perceive, initiate, and support collective action. The scores are physical, group parameters that are playfully and rigorously practiced in order to build shared language, illuminate power dynamics, extend relational compositional possibilities, and attune as a community. ET's conceptual nature allows for access adaptability and applications in other fields of practice, such as business, athletics, and other performance. Alongside in-studio dance explorations, students will investigate applications of Ensemble Thinking to other fields of study.
*Units: 6*

*Also listed as Dance 132*

### THAR 134: *Contact Improvisation*

Contact Improvisation is a partnering dance form that explores movement possibilities created when two or more

individual bodies are touching and/or sharing weight, balance or support. The practice of Contact Improvisation encourages the development of self-responsibility, awareness, clear physical communication and a strong, versatile body. This is a rigorous dance lab in which we will experiment with action, physics and listening.
*Units: 3*

*Also listed as Dance 134*

### 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. In addition to regular class meeting times, there is a lab component that gives students hands-on application of technical and theatre design.
*Units: 6*

### THAR 136: *Embodied Creative Practice*

This is a course designed to build your creative muscle. In the supportive community of this class, we will access your individual story, writing, drawing, movement and voice to create and perform for each other every class meeting. Employing diverse performance techniques and referencing various readings, we will discover and craft our unique inspirations, directions, and experience.
*Units: 3*

*Also listed as Dance 136*

### 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. Practicum in the costume shop in support of current productions is required. In addition to regular class meeting times, there is a lab component that gives students hands-on application of technical and theatre design.
*Units: 6*

### THAR 138: *Articulating the Solo Body*

Based in ReWire/Dancing States and other contemporary techniques, this course will build a movement foundation for the solo dancing body. In the studio, we will work with clarity, speed, and precision to develop a versatile and conscious dancer. We will also explore topics such as performance, intention, and habits while dancing.
*Units: 3*

*Also listed as Dance 138*

### THAR 143: *Fundamentals of Movement: Practices of Care for the Performing Artist, Athlete*

Fundamentals of Movement introduces the performing artist, the performing athlete to tactics of care, injury prevention, performance enhancement, and wellness. Through experiential anatomy, fascial training, restorative and preventative somatic practices students actively engage with experiential tools that will enhance and add longevity to their performative careers, whatever performative situation comes next. The course will have reading, viewing, discussion, written and verbal critique, and experiential components. Recommended for students who wish to participate in theatre, opera, musical and collaborative productions as well as competitive sport and athletics.
*Units: 3*

*Also listed as Dance 143*

## THAR 147: *Physical Practice: Modern Dance I*

This studio-based introductory course examines the historical development and current physical practice of American Modern dance. The course focuses on experiencing the basic elements of modern dance: coordination, alignment, rhythm, weight, directionality and presence. These elements are practiced through the lens of four modern dance training techniques: Horton, Taylor, Limon, and Klein Technique. Through viewing film, reading, and physical practice, students gain an embodied sense of the technical dance training as well as the socio-political-historical context for the formation of each technique.
*Units: 3*

*Also listed as Dance 147*

## THAR 149: *Physical Practice: Broadway Styles*

Physical Practice introduces students to dance as an embodied practice, academic study and a process of investigating and making. This class section explores the basic elements of contemporary Broadway dance: coordination, alignment, time, space, speed, rhythm, weight, and solo/ensemble practice. Emphasis is placed on moving and dancing a lot, getting sweaty in order to build strength and stamina in the body and mind. The course will have viewing, discussion, written and verbal critique, composition, and experiential components. Recommended for students who wish to participate in theatre, opera, musical and collaborative productions. This course can be repeated (and can be taken by students who previously took THAR 149 under the old title.) Only 6 units of Physical Practice (any type) can count toward the theatre arts major.
*Units: 3*

*Also listed as Dance 149*

## THAR 153: *Reading Shakespeare*

An introductory course, open to anyone with an interest in Shakespeare. What makes him so great? What's the best way to approach him? What skills are needed to enjoy his writing? Course readings will include a few plays, some sonnets, and a bit of writing about Shakespeare. Assignments will include written responses, brief oral presentations, and recitation of at least one sonnet or speech.
*Units: 6*

*Also listed as English 153*

## 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. Practicum in stage makeup in support of current productions is required. In addition to regular class meeting times, there is a lab component that gives students hands-on application of technical and theatre design.
*Units: 3*

## THAR 164: *Production Systems*

Lighting, Sound, and video systems are increasingly common in a wide variety of applications. These range from

simple personal set ups to large venue systems. Setting up and programming these systems is more complex and integrated than ever before. This class will cover lighting systems, sound systems, projections, DMX, Qlab, ETC Consoles, and Sound boards. The theatre, film, and sound production spaces across campus use these systems, as do larger venues like the Fox Cities Performing Arts Center.
*Units: 3*

### THAR 165: *Scenic Painting*

Scenic painting turns lumber, plywood, and canvas into any material a design demands. It allows us to build quickly and lightly, while still achieving the look requested by the designer. This class will introduce you to these painting techniques useful in large scale painting. These methods are not new but can be used in any number of ways to create the desired effect. The course will give you resources to successfully plan and execute designs with efficiency.
*Units: 3*

### 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. PREREQUISITES: Must be attending Lawrence London Centre
*Units: 6*

*Also listed as English 170*

*Prerequisite: Must be attending Lawrence London Centre*

### THAR 172: *Modern Irish Drama*

The class will read and discuss plays by contemporary Irish playwrights from Brendan Behan to Martin McDonagh. It will analyse personal and the political issues in modern day Ireland, the question of Irish identities and the gradual social changes since the beginning of the Troubles. Particular emphasis will be on the performance history of the plays, both in Ireland and abroad. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as English 172*

*Prerequisite: Must be attending the Lawrence London Centre.*

### THAR 174: *Literature of the Irish Troubles*

The class includes poetry, short stories, novels, plays and film scripts which document the cultural and political conflict in Northern Ireland ("The Troubles"). Analysing literature from both sides of the conflict and from the Republic and Ulster, will allow for an in-depth understanding of the socio-historical context influencing these works, and the importance of literature as a personal and political voice. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Also listed as English 171*

*Prerequisite: Must be attending the Lawrence London Centre.*

## THAR 176: *Post War British Musical Theatre*

This course aims to examine the global success of the British musical by situating its developments within a post Second World War historical context. This course will explore the changes and developments of post- war British society and culture, and how they shaped the emergence of musical theatre as an instigator, reflection and commentary on social and political changes.
*Units: 6*

## THAR 185: *Movement and Text*

This studio-based introductory course examines the interplay of physical movement with verbal and written texts. Using choreographic approaches and improvisational structures, students will investigate how to mine a theatrical text for its range of expression, embodiment, and compositional qualities, and to examine the kinesthetic body as a text. This class is recommended prior to enrolling in THAR 347: Acting II.
*Units: 6*

*Also listed as Dance 185*

## THAR 186: *Foundations: Voice and Movement*

This studio-based introductory course examines the foundational interplay of voice and movement. Vocal practice takes a kinesthetic approach to healthy and sustainable vocal production and clear diction in the tradition of Arthur Lessac. Movement practice utilizes Laban efforts to mine physicality and gesture for its range of expression, embodiment, and compositional qualities. We encourage any student who seeks to develop their public speaking skills.
*Units: 6*

## 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 Michael Shurtleff (LU'46). PREREQUISITES: Freshman or sophomore standing or consent of instructor
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

### THAR 220: *Topics in Movement/Performance*

Topics in this series vary from year to year. May be repeated when topic is different.
*Units: 3*

*Also listed as Dance 220*

### THAR 221: *Dance Studies: Global Perspectives*

This course introduces major concepts, approaches and issues in the study of dance as a cultural, historical and artistic practice. By examining key texts in dance studies, viewing dance films and engaging in the practice of dancing, students will investigate how moving bodies shaped history while considering dance as a form of cultural identity and political power.
*Units: 6*

*Also listed as Dance 221*

### 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Prerequisite: Sophomore standing or consent of instructor*

### THAR 230: *Musicians In Movement*

In this studio course, we will experiment with various ways movement interacts with music. Topics will be explored form a movement perspective and include-composing music for dance, using space to enhance or alter music performance, dancing while musiking, and attending to the motion of making music. Each student will create music and dances every day. PREREQUISITE: Some music improvisation/composition ability. PREREQUISITES: Some music improvisation/composition ability.
*Units: 3*

*Also listed as Dance 230*

*Prerequisite: Some music improvisation/composition ability.*

### THAR 231: *Design and Production*

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. In addition to regular class meeting times, there is a lab component that gives students hands-on application of technical and theatre design.
*Units: 6*

### THAR 235: *Advanced Stagecraft*

This studio course covers complex aspects of stagecraft, including CAD drafting. Students will have access to CAD software for both Mac and PC through Theatre department software licenses as well as free CAD software. Topics include rigging, tools, construction techniques, materials, and project management. Projects will be both practical and prospective based on current and future production needs for department performances. PREREQUISITES: THAR 135 Stagecraft or THAR 137 Costume Crafts
*Units: 6*

*Prerequisite: THAR 135 Stagecraft or THAR 137 Costume Crafts*

### THAR 237: *Reconstructing Costume History: A Hands-On Costume History Survey*

A survey of the evolution of clothing in Western Civilization as it reflects historical events and social culture from Ancient Greece to the Elizabethan England. Hands-on patterning and draping provides an immersive experience as we explore period silhouettes and techniques unique to each period. We will also explore representative plays and theatrical conventions from each period. Practicum in the costume shop in support of current productions is required. PREREQUISITES: THAR 137
*Units: 6*

*Prerequisite: THAR 137*

### THAR 253: *Theatre Techniques for Educators*

Whether preparing to work as a classroom teacher or in an arts organization, students will explore the power of theatre as a means to teach core content. Taught largely through the guided execution of theatre activities, students will participate in and create interactive curriculum. We will explore how theatre engages a variety of learners and research its history of efficacy with English Learners, underserved communities and students with special needs.
*Units: 6*

*Also listed as Education 253*

### THAR 255: *Start-Up Theatre*

Open to students from theatre, economics, and other students interested in entrepreneurship in the performing arts. Topics change each year. May be repeated when topic is different up to 6 total units. PREREQUISITES: Sophomore standing
*Units: 3 OR 6*

*Also listed as Innovation & Entrepreneurship 255, Economics 255*

*Prerequisite: Sophomore standing*

### THAR 257: *Diversity on the London Stage*

This seminar discusses how London theatre is addressing diversity with regard to race, ethnic background, gender, sexuality, religion, disability, and mental health. We will see theatre productions at different London theatres, analyze both performances and play texts, and talk with theatre practitioners about their work. In reviews, presentations, projects, and a paper, students will demonstrate their individual engagement with London. Offered at the London Centre. PREREQUISITES: Open to students attending the London Centre only
*Units: 6*

*Prerequisite: Open to students attending the London Centre only*

### THAR 261: *Stage Management*

Proper Stage Management is essential to facilitate the creative process of theatre making. This course covers the proper theory and practice of stage management from pre-production through performances. These skills are useful for all manner of creative and collaborative endeavors: PREREQUISITES: THAR 135 or consent of instructor
*Units: 3*

*Prerequisite: THAR 135 or consent of instructor*

### THAR 263: *Stage Properties*

Stage properties serve as the way an actor interacts with the dramatic world. properties cross into other areas of design and direction, making them a unique challenge. This class will explore ingenuity, resourcefulness, meticulousness, and creativity. Fabrication techniques from THAR 135 will be expanded to include more material and technologies. PREREQUISITES: THAR 135
*Units: 3*

*Prerequisite: THAR 135*

### THAR 264: *Theatrical Scenic Painting*

Scenic painting turns our lumber and plywood into any material a design might need. It allows theatres to build quickly and lightly while still achieving the look requested by the designer. These methods are not new but can be used in many combinations to create diverse effects. This class will build on the painting skills covered in THAR 135 and give students the resources to organize and execute designs successfully with efficiency and speed. PREREQUISITE: THAR 135 or instructor approval PREREQUISITES: THAR 135 or instructor approval
*Units: 3*

*Prerequisite: THAR 135 or instructor approval*

### THAR 265: *Production Systems*

Lighting, Sound, and video are all evolving with the advancement of technology. Setting up and programming these systems is more complex and integrated than ever before. This class will cover lighting systems, sound systems, projections, DMX, Qlab, ETC Consoles, and Sound boards PREREQUISITES: THAR 135
*Units: 3*

*Prerequisite: THAR 135*

## THAR 275: *Topics in Dramatic Literature-American Drama in Drama*

As we pass the 250th anniversary of the U.S., how and when are American history stories put on the stage? We'll examine the "drama" inside the work and in the world around it's performance, and consider how we receive that now. We'll analyze those discoveries in discussions, reflective writing, and projects to share with a wider audience. May be repeated when topic is different. PREREQUISITES: Sophomore standing or instructor approval
*Units: 6*

*Prerequisite: Sophomore standing or instructor approval*

## 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. PREREQUISITES: Sophomore standing Must be attending Lawrence London Centre
*Units: 6*

*Prerequisite: Sophomore standing Must be attending Lawrence London Centre*

## THAR 283: *Physical Practice: Modern Dance II*

This studio-based intermediate level course builds upon the foundations covered in Physical Practice: Modern Dance I. The course dives deeper into the practice of historical and contemporary dance training techniques and performance concepts. American Modern Dance techniques covered and referenced: Horton, Taylor, Limon, Klein Technique. Learning will be assessed through discussion, written and verbal critique, and experiential components. The course culminates with an informal performance. PREREQUISITES: MUDA/THAR 147 or instructor approval
*Units: 3*

*Also listed as Dance 283*

*Prerequisite: MUDA/THAR 147 or instructor approval*

## THAR 306: *Russia on Stage: Three Centuries of Russian Theater*

This course introduces students to the rich theatrical tradition of Russia. The readings for the course span over two centuries, starting from the social comedies of the late eighteenth century to the contemporary "New Drama" and documentary theater. The plays are situated within the larger historical and political context of Imperial, Soviet and post-Soviet Russia. Lecture/discussion. Taught in English.
*Units: 6*

*Also listed as Russian 306*

## 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. PREREQUISITES: 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.
*Units: 3*

*Also listed as Music 310*

*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. PREREQUISITES: Sophomore standing Recommended sophomore or junior year Recommended to be taken before THAR 527
*Units: 6*

*Prerequisite: Sophomore standing Recommended sophomore or junior year Recommended to be taken before THAR 527*

### THAR 340: *Musical Theatre Production Overview*

This course is designed to equip future educators with a basic understanding of the various details and responsibilities involved in mounting a musical theatre production. Topics include: choosing a musical, rehearsal schedules, finances, stage direction/blocking, lighting, sound, choreography, and pit orchestra. Offered even years. PREREQUISITES: Sophomore standing
*Units: 3*

*Also listed as Music Education and Pedagogy 340*

*Prerequisite: Sophomore standing*

### THAR 341: *Construction Sites: Tools for Embodied Research*

What constitutes performance and how is performance a site of possibility, discourse, dissension, and connection? Through the lens of dance as a foundation, we grapple with embodying our research and creating action in our campus communities and beyond. This upper-level course is meant to prepare students for their senior capstone and for any students who want to dive into deep research.
*Units: 6*

*Also listed as Dance 341*

### THAR 344: *Greek Tragedy*

In this course we will read excerpts from one tragedian (e.g. Aeschylus, Sophocles, Euripides) in ancient Greek. Our discussion will be supplemented with additional tragic material in English translation and secondary scholarship. Meets concurrently with THAR 444/CLAS 423. Not open to students who have received credit for THAR 444/CLAS 423 or who need to receive credit for THAR 444/CLAS 423. PREREQUISITES: CLAS 225 or three years of high school Greek
*Units: 6*

*Also listed as Classics 323*

*Prerequisite: CLAS 225 or three years of high school Greek*

## THAR 347: *Acting II: Premodern*

We will continue to explore core concepts from Acting I including an exploration of the literary conventions, theatrical practices, and performance demands required of plays from the Greeks, through Shakespeare, and the French Neo-Classists. Students should expect to work closely with scene partners throughout the term. Attendance is strictly enforced. Recommended, but not required prior to enrolling in this class: THAR 185. PREREQUISITES: THAR 187 or consent of instructor
*Units: 6*

*Prerequisite: THAR 187 or consent of instructor*

## 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*

## THAR 362: *Acting for Singers 1*

An opera/song performance course that develops the fundamental tools to create on stage. This term concentrates on basic acting techniques beginning with spoken word and then transferring those skills to intoned speech (song). These building blocks include understanding and breaking down a script, navigating the stage and movement on it, creating and motivating character choices, response to your fellow performers, honesty on-stage, concentration, imagination and commitment to the script, the environment and your character.
*Units: 3*

*Also listed as Music Repertoire-Perf Study 361*

## THAR 363: *Greek and Roman Drama in Translation*

In this course we analyze ancient plays both as great works of literature and as artifacts of a particular artistic, cultural, and political context. Students will read excerpts and complete plays in English from a variety of ancient authors, including (from Classical Athens) Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, and (from late Republican and early Imperial Rome) Plautus, Terence, and Seneca. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Classics 363, English 263*

*Prerequisite: Sophomore standing or consent of instructor*

## THAR 364: *Acting for Singers 2*

An opera/song performance course that develops the fundamental tools to create on stage. This term concentrates on expanding the techniques from the previous term and on developing a stronger sense of ensemble work. Viewpoints and Theatrical Composition will be the main thrust of the exploration, using the current song and aria repertoire of the individual student. PREREQUISITES: MURP 361 or equivalent
*Units: 3*

*Also listed as Music Repertoire-Perf Study 362*

*Prerequisite: MURP 361 or equivalent*

### THAR 370: *Sound Design for the Theatre*

A study of the the theatrical sound design process for live performance. Students will create and modify sounds and music for plays and musicals. We focus on research, supporting the text, and creating an immersive sonic environment. Laboratory responsibility is required as part of course. THAR 231 required. PREREQUISITES: THAR 231
*Units: 6*

*Prerequisite: THAR 231*

### THAR 373: *Scenic and Costume Design for Theatre*

This course will focus on script analysis, visual research, concept development, and design communication. Students will create design projects including renderings, models, and costume plates, and present work through critiques and presentations. Emphasis will be placed on collaboration, process, and the practical constraints of production.
PREREQUISITES: THAR 231
*Units: 6*

*Prerequisite: THAR 231*

### THAR 375: *Live Sound and Lighting Design*

This workshop course will cover Sound and Lighting design for live performance (plays, dance, concerts). Both design elements are closely linked to the temporal aspects of communicating dramatic narrative and effective theatricality. Both rely on digitally based control systems to build cueing elements and to execute them for performance. Projects will cover lighting and sound separately, then combine both systems to build and showcase a project.
PREREQUISITES: THAR 231 Design and Production
*Units: 6*

*Prerequisite: THAR 231 Design and Production*

### THAR 377: *Play Directing*

Examination of and practice in fundamental directing methods, techniques, and historical development. In this course we focus on the directing traditions of Alexander Dean, Dean's contemporaries, and collaborative devising.
PREREQUISITES: THAR 187 & two units of THAR 355 or THAR 357. THAR 355 is recommended.
*Units: 6*

*Prerequisite: THAR 187 & two units of THAR 355 or THAR 357. THAR 355 is recommended.*

### THAR 387: *Let Us Arise: Ireland's Deep Time*

Taking a dramaturgical and geographical approach to explore a deep sense of place, we will use the lens of culture (drama, poetry, fiction, music, film, history and visual arts) to investigate the variegated quality of Ireland's land and its people. PREREQUISITES: SOHPOMORE STANDING, or ENST 150, ENST 151, or ENST 251 (or) THAR 111 or THAR 327
*Units: 6*

*Also listed as Environmental Studies 387*

*Prerequisite: SOHPOMORE STANDING, or ENST 150, ENST 151, or ENST 251 (or) THAR 111 or THAR 327*

### THAR 390: *Tutorial Studies in Theatre Arts*

Advanced work, arranged and carried out in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### THAR 399: *Independent Study in Theatre Arts*

Advanced work in directing, design, performance, or criticism, arranged in consultation with department. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Musicology 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. PREREQUISITES: THAR 327
*Units: 6*

*Prerequisite: THAR 327*

## THAR 430: *Alexander Technique II: For Performers*

This studio-style class applies Alexander Movement Technique (AMT) to performance broadly defined as an activity completed for an audience. Students will work on performance and rehearsal/practice techniques with hands-on guidance from the teacher and will also serve as trained observers for their colleagues. May be taken for 3 or 6 units. PREREQUISITES: THAR 310
*Units: 3 OR 6*

*Also listed as Music 410, Music Repertoire-Perf Study 430*

*Prerequisite: THAR 310*

## THAR 432: *Shakespeare*

An introduction to Shakespeare's plays and their literary, historical, and theatrical context. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*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. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Also listed as English 445*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## 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. PREREQUISITES: Junior standing, ENG 230, or consent of instructor
*Units: 6*

*Also listed as English 435*

*Prerequisite: Junior standing, ENG 230, or consent of instructor*

## THAR 442: *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. PREREQUISITES: One 300-level course in Spanish, its equivalent, or consent of instructor
*Units: 6*

*Also listed as Spanish 420*

*Prerequisite: One 300-level course in Spanish, its equivalent, or consent of instructor*

## THAR 477: *Acting III*

We will begin by re-engaging our exploration of Shurtleff's Guideposts from Acting I and Acting II, then explore approaches from Keith Johnstone and Marina Caldarone in both pre-modern and modern realist plays. We will also explore initial concepts in the Lessac tradition of voice and diction training and safe stage combat. Students should expect to work closely with scene partners throughout the term. 100 per cent attendance and an active-wear neutral dress code will be expected throughout the course. PREREQUISITES: THAR 187 and THAR 347 Acting II
*Units: 6*

*Prerequisite: THAR 187 and THAR 347 Acting II*

## 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. PREREQUISITES: THAR 231 or consent of instructor
*Units: 6*

*Prerequisite: 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. PREREQUISITES: THAR 231 or consent of instructor
*Units: 6*

*Prerequisite: 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. PREREQUISITES: THAR 231 or consent of instructor
*Units: 6*

*Prerequisite: THAR 231 or consent of instructor*

### THAR 581: *Advanced Design Studio*

Advanced Design Studio provides emerging designers and intensive learning environment where they explore their unique voice as theatrical designers and gain practical design knowledge through individual mentoring. PREREQUISITES: One of the following: THAR 551, 553, 555, or 557
*Units: 6*

*Prerequisite: One of the following: THAR 551, 553, 555, or 557*

### THAR 590: *Tutorial Studies in Theatre Arts*

Advanced work, arranged and carried out in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### THAR 599: *Independent Study in Theatre Arts*

Advanced work in directing, design, performance, or criticism, arranged in consultation with department.

PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### THAR 687: *Senior Experience*

Students enroll in this course during the term they complete their Senior Experience and self-assessment. Projects are discussed with the academic advisor and proposed using the senior theatre projects Moodle page. PREREQUISITES: Senior standing
*Units: 1*

*Prerequisite: Senior standing*

### THAR 690: *Tutorial Studies in Theatre Arts*

Advanced work, arranged and carried out in consultation with an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### THAR 699: *Independent Study in Theatre Arts*

Advanced work in directing, design, performance, or criticism, arranged in consultation with department. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of

supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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# University Courses

University courses (listed with the prefix UNIC) deal with subjects of interest and importance that are outside the purview of any given department. These include courses in languages, academic skills, or personal development, as well as interdisciplinary courses on contemporary concerns that cross traditional academic boundaries. Students from all disciplines may enroll in university courses.

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## Courses - 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. PREREQUISITES: UNIC 101 or consent of instructor
*Units: 6*

*Prerequisite: UNIC 101 or consent of instructor*

### UNIC 103: *Introduction to Liberal Learning for International Students*

This course provides an introduction to learning in the liberal arts tradition at Lawrence University, with a special focus on the challenges faced by international, non-native speakers of English. The specific works and topics may vary each year, but will be representative of the courses typically encountered by first-year students. In addition, the course will focus on the aspects of academic language and culture that often present hurdles for international students. PREREQUISITES: Student must be a participant in the Summer Institute
*Units: 3*

*Prerequisite: Student must be a participant in the Summer Institute*

### UNIC 104: *Foundations for First Year Studies*

This seminar course is an academic exploration of learning in the liberal arts tradition as it occurs at Lawrence. This course emphasizes close reading, classroom discussion, reflection on learning, and thesis-based, revision-driven, academic writing. The specific works and topics may vary each year, but the content will be representative of the First

Year Studies course. PREREQUESITES: Student must be a participant in Lawrence Launch PREREQUISITES: Student must be a participant in Lawrence Launch
*Units: 3*

*Prerequisite: Student must be a participant in Lawrence Launch*

## UNIC 105: *First Year Seminar for Students with Global Backgrounds*

This course is designed for first year students with global backgrounds to become familiar with higher education in the U.S. context. The course is designed to support students through their initial transition to college in the academic, co-curricular, and cultural contexts, as well as by engaging with campus-based resources. Scholarly readings from the fields of International Education and Intercultural Communication will allow students to apply relevant theory to their cross-cultural collegiate experience. This course will include lecture, discussion, written reflection, experiential learning, and a final project.
*Units: 3*

## UNIC 107: *Starting STEM Savvy*

STEM career paths require quantitative reasoning, critical thinking, and problem-solving skills. This course helps potential STEM majors cultivate skills to better prepare for success in STEM courses, while exposing students to broad STEM topics. Required activities include engagement with course readings, group discussions from popular science articles, and reflective activities to help students foster learning new and helpful study skills. PREREQUISITES: Student must be a participant in the Summer Institute.
*Units: 3*

*Prerequisite: Student must be a participant in the Summer Institute.*

## UNIC 108: *Topics in Psychology (Summer Institute)*

This lecture-based course is part of Lawrence's Summer Institute program for incoming first-year students, designed to help students learn to engage in larger lecture courses. By exploring several topics in psychology such as neuroscience and psychopathology, students practice note-taking skills, do close reading of textbook chapters, engage in discussion in larger group settings, and prepare for examinations. Requirements: Attendance and two exams. PREREQUISITES: Student must be a participant in the Summer Institute.
*Units: 3*

*Prerequisite: Student must be a participant in the Summer Institute*

## UNIC 109: *Collaborative Practice: Dance + Place*

This studio course introduces students to dance as an embodies practice, academic study and process of investigating and making. Through viewing, physically moving, discussion, written and verbal conversation, we investigate the knowledge that is grounded in the body and discovered through movement. Topics in this class include: exploring the basic elements of contemporary dance and choreography, strengthening our own artistic voice and deepening our collaborative skills through solo/ensemble practice. Emphasis is placed on moving and dancing a lot, getting sweaty in order to build strength and stamina in the body/mind. Dances will be made in and around campus as a method of orienting incoming students to the geography of place, the geography of the body. Recommended for students who wish to participate in theatre, opera, musical and collaborative productions. Requirements: attendance, in-class reflection assignments, and a meshing of submitted academic writing, choreographic and artistic expressions in movement/image/word. PREREQUISITES: Student must be a participant in the Summer Institute.

*Units: 3*

*Prerequisite: Student must be a participant in the Summer Institute.*

### UNIC 110: *ESL: Learning in the Liberal Arts*

An introduction to learning in the liberal arts tradition. Through the study of works representing multiple disciplines, including selections from current First Year Studies texts, this course prepares students with limited English proficiency to fully engage in learning in the liberal arts. (This course can be taken prior to FRST 100 and does not count toward the First Year Studies requirement.) PREREQUISITES: Open only to visiting exchange students and students in the pathway program.
*Units: 6*

*Prerequisite: Open only to visiting exchange students and students in the pathway program.*

### UNIC 112: *Road Trips and American Culture*

In this three week seminar course, students will examine novels, poetry, memoirs, and films about the American obsession with car travel. As much as this course will focus on the following topics—the history of automobiles, road trips, roadside architecture, gender, family, sexual orientation, and race in the United States—this course also aims to provide students with the necessary Humanities tools they will employ throughout their experience at Lawrence University. Requirements for this course will be participation in discussion, in-class reflection assignments, and a submitted digital humanities project.
*Units: 3*

### UNIC 113: *Physical Practice: Movement for Wellness*

Physical Practice: Movement for Wellness is a laboratory course that is all about physical practice. Together, we explore tactics for growing compassion, endurance and resiliency in our physical bodies as we travel through our Lawrence undergraduate career. Each class, we will explore movement and wellness through a specific lens: yin and hatha yoga, meditation, labyrinth and river walking, gentle resistance training, fascial care and stretching sequences as well as writing/drawing practices. We will strengthen our posture, alignment, and range of motion necessary for all students participating in athletics, the Conservatory, Theatre Arts, and Dance departments, necessary for being a performative human in our greater campus community. There's no experience with movement, physical activity or dance needed for this class, rather a desire to explore how to practice our chosen fields of study and care for ourselves along the way. PREREQUISITES: Must be attending the Summer Institute
*Units: 3*

*Prerequisite: Must be attending the Summer Institute*

### 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 II*

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 117: *Academic Well-Being: Success Theories in Practice*

This course is designed to introduce students to cognitive and affective theories that can positively impact success in a university environment. Integration of current theory and evidence-based research allows students to study and apply effective strategies applicable to their own academic lives.
*Units: 3*

## UNIC 118: *How to Hack Your Music Major*

This three-week music seminar prepares students for university-level musical studies by strengthening foundational knowledge and skills. Students are expected to engage in experiential learning activities, contribute to community discussions, and complete assigned coursework. Sample topics include the following: music theory, practice principles, wellness, conservatory resources, listening, collaboration, and lesson preparation. Students majoring in Music (BMus, BMA, or BA) are encouraged to choose this elective.
*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. Not open to students who have completed UNIC 123.
*Units: 6*

## 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. Not open to students who have completed UNIC 123 or UNIC 223.
PREREQUISITES: UNIC 121
*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: 3*

## UNIC 131: *VOYAGE I: SETTING SAIL*

This course supports first-year students as they transition to college and build a sense of belonging at Lawrence. Students develop academic and personal success strategies, explore identity and goals, and connect with campus resources. Through reflection and interactive learning, students build skills, relationships, and self-awareness to thrive at Lawrence and beyond. required for the 1847 Scholars Program.
*Units: 1*

## UNIC 132: *VOYAGE II: CHARTING YOUR COURSE*

In this course, students build on their first-term experience by exploring academic interests, strengths, and values to inform major and course selection. Students examine self, community, and the liberal arts while engaging in a structured academic exploration process. Through reflection, advising, and connection to campus resources, students develop the knowledge, confidence , and tools to navigate academic choices and shape a purposeful academic path. Required for the 1847 Scholars Program.
*Units: 1*

## UNIC 133: *VOYAGE III: NAVIGATING YOUR FUTURE*

In this course, students connect their academic experiences to future career and life pathways. Through reflection and engagement with career resources, students explore how experiential learning opportunities can deepen their goals and inform their choices. They learn to design a college experience aligned with their goals, articulate strengths, build professional connections, and identify next steps for life after Lawrence. Required for the 1847 Scholars Program.
*Units: 1*

## UNIC 135: *Doing Nothing*

The act of purposefully slowing down and doing less has been proven to boost creativity, prevent burnout, and promote the ability to cope with stress. This participatory course, taught by members of the Lawrence community, helps students develop the skills to intentionally do nothing in order to promote deep thinking, an essential skill for learning in a liberal arts environment. Requirements: attendance and collaborative projects.
*Units: 1*

## 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 3*

*Prerequisite: Sophomore standing or consent of instructor*

## UNIC 141: *Make It Stick: The Science of Successful Learning*

This three-unit course explores contemporary research on learning and memory and how to apply it to become a more successful learner. The class includes daily quizzes, chapter discussions, practice activities, and reflective writing, as well as a small learning project and exam—all aimed at helping you study more efficiently and effectively. Students cannot take both DECM 141 and UNIC 141. PREREQUISITES: Student must be a participant in Lawrence Launch.
*Units: 3*

*Prerequisite: Student must be a participant in Lawrence Launch.*

## UNIC 153: *Designing Your Life After Lawrence*

This course introduces students to life design principles and the use of design thinking to explore purpose, direction, and postgraduation planning. Students practice reframing challenges, exploring possibilities, building connections, and experimenting to inform decisions. Through reflective writing, collaboration, and design exercises, they create three distinct life paths and develop a practical toolkit for imagining multiple futures and taking purposeful steps beyond Lawrence.
*Units: 3*

## UNIC 155: *Introduction to Science and Technology Studies*

Through a variety of texts, in-class discussions, and written and oral assignments, students will develop a critical appreciation of science and technology not simply as objective endeavors governed by rationality, truth and efficiency, but rather as contested and politically embedded endeavors whose trajectory depends upon the influence of multiple users, competing ideologies, and unique historical and social circumstances.
*Units: 6*

## UNIC 161: *Intro to Community Based Learning*

This course introduces theoretical and practical aspects of ethical and responsible community engagement. Core themes include cultural humility, intersectionality, asset-based community development, collective impact theory, systems thinking, and impact assessment. Through discussion, written reflection, guest speakers, and observational trips, students explore their own motivations for community engagement while gaining transferrable skills for Community-Based Learning designated courses and other forms of community engagement at Lawrence.
*Units: 3*

## UNIC 165: *Mathematics and Community*

This course explores relationships between mathematics, mathematicians, and community. Students will build classroom community through in-class enrichment activities. Readings and discussion will focus on ways mathematicians of various identities build and maintain professional communities. In the second half of the term, students will connect with the Appleton community by leading an outreach activity in a local school. This course welcomes students of all mathematical backgrounds.
*Units: 2*

## UNIC 166: *Social Capital and Careers in Business*

This course introduces students to the concept of "social capital" and its component parts (e.g., bonds, bridges, and linkages). It provides students with an understanding of how social capital informs network access in careers in business and how personalized networking strategies lead individuals to make more meaningful connections in work and, more broadly, in life. Additionally, It provides access to a diverse and rotating group of Lawrence alumni as mentors in competitive business fields.
*Units: 2*

## UNIC 175: *Topics in Precalculus*

This course provides an opportunity for students to learn/review necessary topics from precalculus in preparation for

the study of calculus at Lawrence. Units: 6
*Units: 6*

### UNIC 185: *New Digital Tools of the Liberal Arts*

Introduction to digital medial used in the humanities, STEM, and social sciences. Lectures, studio, and hands-on experience will develop familiarity with open-source tools for data visualization, text analysis, GIS mapping and metadata, as well as introduce the structure of information and the cultural impact of digital media. Assignments include digital projects, presentations, and a final portfolio.
*Units: 3*

### UNIC 189: *Introduction to Public Health and Epidemiology*

An introduction to the growing field of public health and core concepts in epidemiology. Students will discuss historical and current issues affecting the public's health, including individuals in disadvantaged communities, and examine innovative solutions that cross diverse disciplines, such as the health sciences, computer science, government, music and theatre. Through hands-on activities, students will observe and experience public health and epidemiology in action. Lecture/discussion format. PREREQUISITES: First Year Studies
*Units: 6*

*Also listed as Health and Society 189*

*Prerequisite: First Year Studies*

### UNIC 191: *Introduction to Communication Skills*

This course helps you build strong communication skills for everyday life and future careers. You'll learn how to communicate effectively in interpersonal, group, public, and digital settings while exploring topics like relationships, listening, conflict, and persuasion. Through hands-on practice and presentations, you'll gain confidence, improve self-awareness, and develop ethical, strategic communication skills for diverse personal and professional contexts.
*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. PREREQUISITES: UNIC 102 or consent of instructor
*Units: 6*

*Prerequisite: UNIC 102 or consent of instructor*

### UNIC 202: *Foundations of Global Health*

This course will introduce students to global health concepts, including the ways in which culture, values, and differing worldviews impact the socio-ecological determinants of health, globally and locally. Through the use of case studies, students will examine various international health systems, progress toward global health priorities and discover the importance of multi-sector partnerships to address the world's pressing problems. Discussion/lecture format; writing, exams, and presentations. PREREQUISITE: Sophomore standing PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Health and Society 202*

*Prerequisite: Sophomore standing*

## 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 pre sent. 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. PREREQUISITES: Must be attending the Lawrence London Centre. Sophomore standing
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre. Sophomore standing*

## UNIC 206: *ESL: English in the American University (Waseda)*

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.
*Units: 6*

## UNIC 207: *ESL: Speaking and Listening*

This course focuses on developing speaking and listening skills in English. May be taken for 3 or 6 units.
*Units: 3 OR 6*

## UNIC 208: *ESL: 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.
*Units: 6*

## UNIC 209: *ESL: Experiential Language Learning (Waseda)*

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. The course may be repeated if based on the exploration of a different and progressively more challenging language-learning environment. Enrollment limited to students in the Waseda Visiting Student program. PREREQUISITES: Open only to students in the Waseda Visiting Student program
*Units: 6*

*Prerequisite: Open only to students in the Waseda Visiting Student program*

## UNIC 211: *Introduction to American Society I (Waseda)*

An introduction to life in the United States and to academic life at a US university for students with global backgrounds.

Students will explore cultural values, attitudes, and patterns of behavior through formal study, observation, and interviews, and through the analysis of their everyday life at Lawrence. PREREQUISITES: Open only to students in the Waseda Visiting Student program
*Units: 3*

*Prerequisite: Open only to students in the Waseda Visiting Student program*

## UNIC 212: *Introduction to American Society II (Waseda)*

An introduction to life in the United States and to academic life at a US university for students with global backgrounds. Students will explore cultural values, attitudes, and patterns of behavior through formal study, observation, and interviews, and through the analysis of their everyday life at Lawrence. The class meets five times during the term (every other week). PREREQUISITES: Open only 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 (Waseda)*

An introduction to life in the United States and to academic life at a US university for students with global backgrounds. Students will explore cultural values, attitudes, and patterns of behavior through formal study, observation, and interviews, and through the analysis of their everyday life at Lawrence. The class meets five times during the term (every other week). PREREQUISITES: Open only 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 (Waseda)*

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 215: *ESL Through World Literature (Waseda)*

Waseda students will develop reading comprehension and conversational skills through the discussion of stories, poems, and novels.
*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. Not open to students who have completed UNIC 223. PREREQUISITES: UNIC 122
*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. PREREQUISITES: Must be attending the Lawrence London Center
*Units: 2*

*Prerequisite: Must be attending the Lawrence London Center*

## 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. PREREQUISITES: Must be attending the Lawrence 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. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## UNIC 271: *Practicing Leadership*

This course provides an opportunity for purposeful leadership development, connecting the liberal arts, performing arts, and athletics. Students will cultivate introspection and a growth mindset through study and practice of leadership, develop effective communication skills, and articulate a personal philosophy of leadership informed by relevant scholarship. Seminar course: guest speakers, discussion, reflective and analytical writing, and a term-length project focused on a real-world leadership challenge. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## UNIC 301: *Digital Media and Communication for Public Health*

This course will focus on the role of communication theory in public health and examine the impact of digital media (apps, social media, VR) on health and health behavior change. Students will also learn techniques for applying communication strategies and marketing concepts to public health practice and apply those to create communication outputs that will support the work of a local organization. Discussion/Lecture format. PREREQUISITES: Junior Standing
*Units: 6*

*Also listed as Health and Society 301*

*Prerequisite: Junior Standing*

## UNIC 320: *English for Specific Purposes*

A project-based course focusing on learning the conventions and practices of English used for a specific purpose, such as within an academic discipline or professional speech community. Students choose the area of focus based on academic or professional goals, for instance business communication within a specific industry, preparation for graduate school study in a specific discipline or the language of graduate school entrance examinations. Students collaborate with the instructor to plan the final project, set individual learning outcomes, find resources, and create a workflow for the term. Learning outcomes will include comprehension and production of English at the vocabulary, sentence, and discourse levels within the specific English language speech community. Students may repeat the course to focus on different projects.
*Units: 3 OR 6*

## UNIC 330: *Public Health in Action*

Discover how everyday issues—from clean air to food security—are tackled by local public health professionals. This hands-on course will teach you to identify community health challenges, partner with local organizations, and gather real-world data. In small teams you'll design, implement, or evaluate a short-term public health intervention. All majors welcomed, no prior field experience needed—just curiosity, creativity, and a willingness to make local impact. PREREQUISITES: UNIC 189 or UNIC 202 or ANTH 342, 542, OR instructor approval
*Units: 6*

*Also listed as Health and Society 330*

*Prerequisite: UNIC 189 or UNIC 202 or ANTH 342, 542, OR instructor approval*

## UNIC 361: *British Life and Culture II*

This class is the core class for students who spend a second term at the London Centre. It allows students to explore topics regarding life and culture in modern Britain in a mix of weekly classes and independent research, leading to a final paper which showcases their deeper involvement with the chosen topics. PREREQUISITES: Student must be in their second term at the London Centre. They must prepared to work independently and willing to actively contribute to the classes with the instructor.
*Units: 2*

*Prerequisite: Student must be in their second term at the London Centre. They must prepared to work independently and willing to actively contribute to the classes with the instructor.*

## UNIC 370: *Academic Research and Academic Culture*

This course will help students who are involved in a research project, developing a senior experience, or pursuing an

honors project, to locate, understand, and evaluate published academic resources in relevant fields, and expand their familiarity with the work of the academy beyond the classroom. PREREQUISITES: Sophomore standing
*Units: 1 OR 2*

*Prerequisite: Sophomore standing*

### UNIC 385: *Writing for Fellowships & Grants*

This seminar is for those interested in applying for fellowship or grant opportunities; participants will learn and practice strategies for writing effective personal statements and project proposals . Topics include how to make compelling claims about oneself, how to develop personal voice, how to tailor writing based on audience, and more. Participants will complete writing exercises and draft application essays for the grant of their choice. PREREQUISITES: Sophomore standing
*Units: 2*

*Prerequisite: Sophomore standing*

### UNIC 401: *Compassion: Theory, Practice, Politics*

What are the paths and obstacles to living a compassionate life? Can attempts to act compassionately in public life succeed? How can we cultivate an ethic of compassion towrds ourselves and others? In this seminar we will discuss readings from a range of disciplines, genres, and spiritual traditions. Requirements include short papers, experiments with strategies for more compassionate living, and a final project. PREREQUISITES: Junior standing or consent of instructor
*Units: 6*

*Prerequisite: Junior standing or consent of instructor*

### UNIC 409: *The Meaning of Life*

Seminar course featuring focused readings paired with conversations with members of the Lawrence and Fox Valley communities concerning life's big questions: How do such activities as work, service, community, political engagement, spiritual faith and family make life meaningful? Which pursuits in life warrant more time and energy than others? How do we know we're choosing the right paths? Student discussion with short papers. PREREQUISITES: Junior standing
*Units: 6*

*Prerequisite: Junior standing*

| | |
|---|---|
| Professors | S. Downing *(chair)*, S. George *(chair)*, C. Kautsky *(George and Marjorie Olsen Chandler Professor of Music)*, K. Leigh-Post, E. Lesser, N. Lewis, J. McQuinn, M. Mizrahi *(Frank C. Shattuck Professor of Music, chair) (on leave term(s) I)*, A. Padilla, P. Swan |
| Associate professors | T. Albright, M. Arau *(on leave term(s) II)*, I. Bates *(chair)*, K. Cahn-Lipman, S. Ceballos *(on leave term(s) I)*, M. Dupere *(chair)*, A. Ellsworth, J. Encarnacion *(chair)*, E. Gomez *(on leave term(s) I)*, W. Gu, A. Hudson *(chair)*, J. Metcalf, B. Miller *(chair)*, R. Perry, S. Spears *(chair)*, A. Srinivasan *(chair)*, M. Urness, C. Woodruff |
| Assistant professors | S. Gravelle, J. Kozoroz, N. Noordhuis, K. Roach, J. Ureña Gonzalez *(chair)* |
| Visiting Assistant Professors | M. Ambrosio, J. Gates, M. Paek *(chair)*, E. Scheinberg, J. Sommer |
| Instructors | R. Cannizzo, M. Clayville, J. Connor, P. Darling, J. Johnson, B. Pacher, B. Pratte, M. Turner |
| Lecturers | I. Adnyana, N. Agbeli, N. Buchman *(Lawrence Community Music School)*, B. Carrothers, L. Dempster, P. Dietrich, E. Dupere, B. Hauer, J. Jensen, R. Korb, J. Kottman Hittner *(Lawrence Community Music School)*, S. Peplin, J. Planet, A. Reiser, G. Riss, C. Rosche, D. Schwandt, J. Snedeker, C. Walby *(Lawrence Community Music School)*, N. Wysock D. Duesing |

## Conservatory of Music

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 in the conservatory. The conservatory is an accredited institutional member of the National Association of Schools of Music.

Four separate courses of study lead to a degree in music: the Bachelor of Musical Arts degree; the Bachelor of Music degree with majors in performance, music education, music composition, or music theory; the five-year double 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 (see the Bachelor of Arts degree requirements and the major and minor in music). The Bachelor of Music degree and Bachelor of Arts degree 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 which contain important information about recitals, departmental examinations, and other rules governing student academic life within the conservatory.

Students who wish to pursue two music majors in the Bachelor of Music degree should consult advisors in both areas and the Associate Dean of the Conservatory.

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.

## Bachelor of Musical Arts Degree

The Bachelor of Musical Arts is a professional degree. Courses in music represent approximately one-half of the curriculum while the other half is devoted to *First Year Studies*, general education requirements, and a secondary field of study (cognate).

## Requirements for the Bachelor of Musical Arts Degree

1. Completion of a minimum of 216 units.
2. Of the 216 units required to complete the degree, a student must present:
    a. a minimum of 108 units in music
    b. a minimum of 108 units in courses other than music, consisting of two discrete groups of courses:
        i. a minimum of 30 units primarily in courses other than music in a secondary field of study (cognate), developed according to procedures described below
        ii. an additional 78 units in courses other than music
    c. a minimum of 30 units in a secondary field of study (cognate), developed according to procedures described below.
    d. no more than 18 units in ESL courses
    e. no more than 12 units from academic internships
3. Completion of 6 units of *First-Year Studies*, taken during the fall term of the first year
4. Completion of the general education requirements:
    a. 6 units selected from courses designated as writing-intensive
    b. International diversity. One of the following: Note: While some music courses may satisfy general education requirements, a minimum of 78 units in courses other than music is required for the degree.
        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 language other than English. The language competency requirement may be satisfied in other ways described under Academic Procedures and Regulations
        iii. Participation for one term in a Lawrence or affiliated off-campus study program held outside the United States
5. Completion of music requirements:
    a. Applied Musicianship I, II, and III: MUJI 150, 250, and 350
    b. Theory and improvisation: 3 units selected from MUJI 410 or 420
    c. Keyboard skills

i. MURP 201, 202, 203 or MURP 301, 302
ii. MURP 320

d. Musicology

i. MUCO 211 and 212
ii. 6 units selected from courses in musicology numbered 400 or above

e. Applied music individual instruction: a minimum of 36 units and 12 terms of study
f. Ensemble study

i. a minimum of 9 units selected from major ensembles
ii. a minimum of 3 units selected from MUEN 245 or 248
iii. students are required to participate in an ensemble every term in which they are attending classes on the Appleton campus.

g. Composition and Arranging

i. MUCA 230 Small Group Jazz Composition and Arranging - 3 units
ii. 6 units from the following courses:
MUCA 330 Large Ensemble Composition and Arranging
MUCA 530 Advanced Jazz Writing Skills
MUCA 100 Introduction to Composition
MUSI 110 Songwriting I
MUSI 210 Songwriting II
MUSI 315 Topics in Songwriting
MUSI 111 Collaborative Songwriting I
MUSI 211 Collaborative Songwriting II or applied study.
iii. MUEP 305 Jazz Pedagogy
iv. MUEP 120 Basic Audio Recording
v. MUJI 130 Contemporary Orchestration for Digital Workstations

6. Presentation of a half recital during junior year and a full recital during senior year
7. Downbeat Magazine - In senior year candidates are required to submit an application and CD recording for the Jazz Soloist/Composer category in the annual DownBeat Magazine Student Music Awards. See advisor for further information on this requirement.
8. Senior Experience Self-Promotional CD or website - A media project documenting the student's jazz performances, compositions, arrangements, and/or teaching/pedagogical demonstrations will be assembled as an audio CD, audio/visual DVD, or personal website containing a minimum of 30 minutes of recorded work by the candidate.
9. A 2.000 grade-point average in all Lawrence courses
10. Completion of required terms and units in residence as specified by the residence requirements

## Senior Experience

The required senior recital is considered the standard *Senior Experience* for students in the Bachelor of Musical Arts degree program. 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.

### Stipulations pertaining to the general education requirements

A single course may be used to satisfy both requirement a. (writing intensive) and b. (international diversity) above. Credits granted pursuant to university policy for advanced placement or for transfer work may be used to fulfill general education requirements with the exception that coursework from other institutions may not be used to fulfill requirement a. (writing intensive).

### Stipulations pertaining to the secondary field of study (cognate)

Depending upon each student's academic objectives, the secondary field can consist of courses from a single academic department, courses from a single existing Lawrence interdisciplinary program, or courses from multiple departments and/or programs that can be combined to constitute a coherent interdisciplinary/multi-disciplinary secondary field not represented by one of Lawrence's already established interdisciplinary programs.

The procedure for establishing the courses to be taken for the secondary field is as follows:

1. With both the academic advisor and a faculty member from the secondary field, the student develops a statement on the planned secondary field. The statement indicates (a) the proposed secondary field of study; (b) how the secondary field will serve the student's academic objectives; and (c) the specific courses to be taken as part of the secondary field.
2. The student submits the statement of the proposed secondary course of study, endorsed by the faculty advisor and faculty member from the secondary field, to the associate dean of the conservatory for review before the end of Term I of the student's sophomore year.
3. The associate dean takes action on the proposal and communicates its action to the student, the faculty academic advisor, and the faculty member from the secondary field.

Students interested in an additional minor or IA must receive approval from their BMA advisor, an advisor from the minor or IA, and the Associate Dean of the Conservatory. Courses counting towards the minor or IA cannot also count towards the cognate.

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## 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 *First Year Studies* and general education requirements.

## Admission to the Bachelor of Music degree

An entrance audition is required of all applicants for admission to the Bachelor of Music degree. Bachelor of Arts or Bachelor of Musical Arts students who wish to become Bachelor of Music students must petition the Conservatory Advisory Committee (through the Associate Dean of the Conservatory.) 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.

## 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 18 units in ESL courses
    d. no more than 12 units from academic internships

    The additional 12 units may be selected from any department.
3. Completion of 6 units of *First-Year Studies*, normally taken during the fall of the first year
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 language other than English. The language competency requirement may be satisfied in other ways described under Academic Procedures and Regulations.
        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.

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. Musicology

        i. MUCO 211 and 212

ii. 12 units selected from courses in musicology 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.
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.

Completion of a minor or interdisciplinary area is optional. If a minor is declared, a 2.000 grade-point average in the minor (all courses taken in the minor department, program, or area and any other courses required for the minor) is required to complete the minor and have it recorded on the academic record.

#### Stipulations pertaining to the general education requirements

A single course may be used to satisfy both requirement a. (writing intensive) and b. (international diversity) above. Credits granted pursuant to university policy for advanced placement or for transfer work may be used to fulfill general education requirements with the exception that coursework from other institutions may not be used to fulfill requirement a. (writing intensive).

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## Performance Major

### 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 MUEN 245: *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: 17 units
    a. MURP 391: Directed Study *Organ Pedagogy* (3 units)
    b. MURP 391: Directed Study *Organ Design and Literature* (6 units)
    c. Keyboard skills: MURP 301, 302: *Functional Skills for Keyboard Majors* (2 units)
    d. MUEP 380: *Conducting Principles* (6 units)
3. Ensemble: 12 units
    a. 3 units in major ensemble
    b. 3 units in MUEN 245: *Chamber Music*
    c. 6 units in major ensemble, chamber music, or supervised accompanying

## 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: 22 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)
    e. MURP 361: *Acting for Singers 1* (3 units)
3. Ensemble: 18 units
    a. 6 units in MUEN 272: *Concert Choir* or 275: *Cantala*
    b. 6 additional units in a major choral ensemble
    c. 2 units in opera theatre
4. General education:
    a. 12 units each of courses taught in two of the following languages (or placement at the intermediate level): French, German, Italian, Spanish, Russian, or other language as approved by petition to the

voice faculty. Must be taken for a grade.
b. 1 unit selected from: THAR 355: *Theatre Production*, THAR 357: *Musical Theatre Production,* MUEN 278: *Opera Production*

## 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 201, 245, 252, or 333 (1–3 units)
3. Conducting: MUEP 380: *Conducting Principles* (6 units)
4. MUCA/MUCO/MUTH: 6 units from courses numbered 300 or above beyond degree requirements
5. Ensemble: 18 units
    a. 12 units in MUEN 290: *Symphony Orchestra*
    b. 6 units in MUEN 245: *Chamber Music*, 3 units of which must be completed after the student has passed the qualifying examination for the major

## 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. MUCA/MUCO/MUTH: 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 MUEN 245: *Chamber Music*
    c. 6 units in major ensemble or chamber music

## Brass and Woodwinds: flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, euphonium, tuba

1. Brass/Woodwind 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 201, 245, 259, 260, 261 or 262 (1-3 units)
3. Conducting: MUEP 380: *Conducting Principles* (6 units)
4. MUCA/MUCO/MUTH: 6 units from courses numbered 300 or above beyond degree requirements
5. Ensemble: 15 units

    a. 6 units in MUEN 285: *Wind Ensemble* or MUEN 287: *Symphonic Band*
    b. 6 units in a major instrumental ensemble
    c. 3 units in MUEN 245: *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,* MUEP 270: Percussion Pedagogy, or MUEP 201: *Intro to Music Education* (3 units)
3. Conducting: MUEP 380: *Conducting Principles* (6 units)
4. MUCA/MUCO/MUTH: 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 MUEN 285: *Wind Ensemble*
        ii. 3 units in MUEN 290: *Symphony Orchestra* (a minimum of 3 units in MUEN 285 or MUEN 290 must be completed after the student has passed the qualifying examination for the major)

    b. 4 units of MUEN 230: *Percussion Ensemble* (one term each year for four years)

## 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 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.

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.

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
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 230: *Small Group Jazz Composition and Arranging* (3 units)
    d. MUCA 330: *Large Ensemble Jazz Composition and Arranging* (3 units)
    e. MUCA 530: *Advance Jazz Writing Skills* (3 units)
    f. MUIN 329: *Jazz Studies* - one term of applied individual study in jazz piano (3 units)
    g. MUEP 305: *Jazz Pedagogy* (1 unit)
    h. 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 of wind ensemble, symphonic band, IGLU or symphony orchestra; 3 terms of chamber music
        - Strings: 9 terms symphony orchestra or IGLU; 3 terms chamber music
        - Piano: 3 terms symphony orchestra, wind ensemble, symphonic band, concert choir, women's choir, chorale or IGLU; 3 terms supervised accompanying
        - Guitar: 3 terms symphony orchestra, wind ensemble, symphonic band, concert choir, women's choir, chorale, IGLU or chamber music
5. Required projects:
    a. *DownBeat* Magazine Student Music Awards Application: In the senior year, all candidates are required to submit an application and compact-disc recording for the Jazz Soloist/Composer category in the annual *DownBeat* Magazine Student Music Awards. See advisor for further information on this requirement.
    b. Jazz Small Group Project: Candidates will direct or co-direct a jazz small group for a minimum of one term (one 60-minute rehearsal per week). Candidates must submit a repertoire list and rehearsal plan for the term. See advisor for further information on this requirement.

c. Jazz Big Band Conducting: Conduct designated rehearsals and sectionals of Jazz Band or Jazz Workshop after admission to the emphasis in jazz studies.
d. Senior Experience in Jazz Emphasis; Self-promotional CD and/or website: Over the two years in the jazz emphasis, a media project documenting the student's jazz performances, compositions, arrangements, and/or teaching/pedagogical demonstrations will be assembled as an audio CD, audio/visual DVD, or personal website containing a minimum of 30 minutes of recorded work by the candidate.

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.

## Senior Experience in music - jazz emphasis

The senior recital and media project are designated as the official *Senior Experiences* for jazz emphasis candidates in both performance and composition and 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 as 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.

## 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: 10 units
    a. MURP 420: *Collaborative Piano: Vocal* (3 units)
    b. MURP 425: *Collaborative Piano: Instrumental* (3 units)
    c. MURP 599: *Independent Study-Collaborative Piano* (1 unit)
    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: General education language requirement below (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.

## Minor in pedagogy

### Keyboard

1. MUEP 301, 302, 303: *Piano Pedagogy I, II, III* (9 units)
2. Two of the following (6 units total):
    - MUEP 502: *Early Advanced Piano Pedagogy*
    - MUEP 503: *Group Piano Pedagogy*
    - MUEP 505: *Internship in Piano Pedagogy*
3. MUEP 581, 582: *Student Teaching in Piano I, II* (6 units)
4. MURP 451, 452: *Literature of the Piano I, II* (12 units)
5. Completion of the general education requirement must include one of the following (6 units):
    - PSYC 180: *Psychology of Learning*
    - PSYC 260: *Developmental Psychology*
    - PSYC 340: *Cognitive Psychology*
6. Presentation of a half recital.
7. Students must participate in individual performance study in each term in which they are in residence on the Appleton campus.

### Voice

1. MUEP 371, 372: *Voice Science and Pedagogy I, II* (4 units)
2. MUEP 373: *The Brain, Music, and Optimal Performance* (3 units)
3. MUEP 395: *Internship in Music Pedagogy* (3 units; 1 unit per term for 3 terms)
4. MUEP 399: Additional independent study in historic pedagogy, acoustics, and/or body/mind research (3 units)
5. MURP 223: *Educators' Keyboard Skills* (1 unit)
6. Completion of the general education requirement must include one of the following (6 units):
    - PSYC 180: *Psychology of Learning*
    - PSYC 260: *Developmental Psychology*
    - PSYC 340: *Cognitive Psychology*
7. Students must participate in individual performance study in each term in which they are in residence on the Appleton campus.

### Strings

1. MUEP 245: *Instrumental Pedagogy* (3 units)
2. MUEP 345: *Applied Instrumental Pedagogy* (3 units)
3. MUEP 331, 332: *String Techniques I, II* (6 units)
4. MUEP 395: *Internship in Music Pedagogy* (3 units)
5. Completion of the general education requirements must include one of the following (6 units):
    - EDST 180: *Psychology of Learning*

- PSYC 260: *Developmental Psychology*
- PSYC 340: *Cognitive Psychology*
- EDST 350: *Ethnicity, Cultural Diversity, and Education*
- EDST 440: *Sociology of Education*

6. Students must participate in individual performance study in each term in which they are in residence on the Appleton campus.

### Brass

1. MUEP 245: *Instrumental Pedagogy* (3 units)
2. MUEP 345: *Applied Instrumental Pedagogy* (3 units)
3. MUEP 310: *Brass Techniques* (3 units)
4. MUEP 259: *Brass Pedagogy* (1 unit)
5. MUEP 395: *Internship in Music Pedagogy* (3 units)
6. Completion of the general education requirements must include one of the following (6 units):
    - EDST 180: *Psychology of Learning*
    - PSYC 260: *Developmental Psychology*
    - PSYC 340: *Cognitive Psychology*
    - EDST 350: *Ethnicity, Cultural Diversity, and Education*
    - EDST 440: *Sociology of Education*
7. Students must participate in individual performance study in each term in which they are in residence on the Appleton campus.

### Percussion

1. MUEP 245: *Instrumental Pedagogy* (3 units)
2. MUEP 345: *Applied Instrumental Pedagogy* (3 units)
3. MUEP 315: *Percussion Techniques* (3 units)
4. MUEP 270: *Percussion Pedagogy* (1 unit)
5. MUEP 395: *Internship in Music Pedagogy* (3 units)
6. Completion of the general education requirements must include one of the following (6 units):
    - EDST 180: *Psychology of Learning*
    - PSYC 260: *Developmental Psychology*
    - PSYC 340: *Cognitive Psychology*
    - EDST 350: *Ethnicity, Cultural Diversity, and Education*
    - EDST 440: *Sociology of Education*
7. Students must participate in individual performance study in each term in which they are in residence on the Appleton campus.

### Woodwinds

1. MUEP 245: *Instrumental Pedagogy* (3 units)
2. MUEP 345: *Applied Instrumental Pedagogy* (3 units)
3. MUEP 321, 322: *Woodwind Techniques I, II* (6 units)
4. MUEP 395: *Internship in Music Pedagogy* (3 units)
5. Completion of the general education requirements must include one of the following (6 units):

EDST 180: *Psychology of Learning*
- PSYC 260: *Developmental Psychology*
- PSYC 340: *Cognitive Psychology*
- EDST 350: *Ethnicity, Cultural Diversity, and Education*
- EDST 440: *Sociology of Education*

6. Students must participate in individual performance study in each term in which they are in residence on the Appleton campus.

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## Music Education

A cumulative GPA of 2.75 is required for admission to the music education major and for certification to teach music, and students must demonstrate content knowledge through either a 3.00 major GPA or a passing score on the *Praxis II: Music Content Knowledge* test before they may student teach. Students seeking licensure should consult the Music Education 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 (see Tuition, Fees, and Financial Assistance). Students must have completed all graduation requirements except student teaching, and 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 350: *Ethnicity, Cultural Diversity, and Education* (6 units)
    c. EDST 440: *Sociology of Education* (6 units)
    d. EDUC 431/MUEP 431: *Educating All Learners - Music* (3 units)
2. Music education: 9 units
    a. MUEP XXX: *Foundations of Music Education* (6 units)
    b. MUEP 380: *Conducting Principles* (6 units)
    c. MUEP 307: *Orchestration for the Music Educator* (1 unit)
    d. MUEP 403: *Large Ensemble Rehearsal Techniques* (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. Students are reminded that at least 60 units outside music are required for the degree.
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.

## 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 15-18 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 certification and licensure in Wisconsin and other states. 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. A culminating product of the student teaching experience is a final teaching portfolio that includes a reflective essay and final student teaching evaluations, which together provide evidence that the student has met Lawrence's teacher education standards.

## 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 11-15 units
    a. Either
        i. Students whose principal performance instrument is not voice must complete MUEP 230: *Voice for Instrumental Educators* (1 unit), or

ii. Students whose principal performance instrument is voice must complete MUEP 371, 372: *Voice Science & Pedagogy I, II* (4 units)

b. MUEP 350: *General Music Methods* (6 units)
c. MUEP 336: *Guitar for the Music Educator* (1 unit)
d. MUEP 340/THAR 340: *Musical Theatre Production Overview* (3 units)

2. Keyboard skills: MURP 223: *Educators' Keyboard Skills* (1 unit) 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
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
iii. 3 units in any major ensemble.

c. Strings:

i. 6 units in Symphony Orchestra
ii. 3 units in any major choral ensemble
iii. 3 units in any major ensemble

Note: B.Mus. students earning this major should expect to attend Lawrence for four and one-half years; double degree students earning this major should expect to attend Lawrence for five and one-half years.

## 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: 20 units

a. MUEP 371, 372: *Voice Science & Pedagogy I, II* (4 units)
b. MUEP 350: *General Music Methods* (6 units)
c. MUEP 336: *Guitar for the Music Educator* (1 unit)
d. MUEP 340/THAR 340: *Musical Theatre Production Overview* (3 units)
e. MUEP 452: *Choral Techniques* (6 units)

2. Keyboard skills: MURP 223: *Educators' Keyboard Skills* (1 unit) 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: B.Mus. students earning this major should expect to attend Lawrence for four and one-half years; double degree students earning this major should expect to attend Lawrence for five and one-half years.

## 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: 26 units

    a. MUEP 230: *Voice for Instrumental Music Educators* (1 units)
    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 451: *Instrumental Methods and Rehearsal Techniques* (6 units)
    d. MUEP 310: *Brass Techniques* (3 units)
    e. MUEP 315: *Percussion Techniques* (3 units)
    f. MUEP 321, 322: *Woodwind Techniques I, II* (6 units)
    g. MUEP 331, 332: *String Techniques I, II* (6 units)

2. Ensemble: 12 units

    a. Winds and percussion:

        i. 9 units in MUEN 285: *Wind Ensemble* or MUEN 287: *Symphonic Band*
        ii. an additional 3 units in any major ensemble

    b. Strings:

        i. 9 units in MUEN 290: *Symphony Orchestra*
        ii. 3 additional units in any major ensemble

Note: B.Mus. students earning this major should expect to attend Lawrence for four and one-half years; double degree students earning this major should expect to attend Lawrence for five and one-half years.

## 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: 33 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 230: *Voice for Instrumental Music Educators* (1 unit)
    c. MUEP 350: *General Music Methods* (6 units)
    d. MUEP 336: *Guitar for the Music Educator* (1 unit)
    e. MUEP 451: *Instrumental Methods and Rehearsal Techniques* (6 units)
    f. MUEP 310: *Brass Techniques* (3 units)
    g. MUEP 315: *Percussion Techniques* (3 units)
    h. MUEP 321, 322: *Woodwind Techniques* (6 units)
    i. MUEP 331, 332: *String Techniques* (6 units)
2. Keyboard skills:
    a. MURP 223: *Educators' Keyboard Skills* (1 unit) 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 choral ensemble
        iii. 3 additional units in any major ensemble
    b. Strings:
        i. 6 units in Symphony Orchestra
        ii. 3 units in any major choral ensemble
        iii. 3 units in any major ensemble

Note: B.Mus. students earning this major should expect to attend Lawrence for four and one-half years; double degree students earning this major should expect to attend Lawrence for five and one-half years.

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## Music Composition

### Required for the major in composition

1. Music composition: 45 units
    a. MUCA 100: *Fundamentals of Composition* (6 units)
    b. MUCA 345: *Composition* (27 units; 9 terms, 3 units per term)
    c. MUCA 300: *Techniques of the Contemporary Composer* (6 units)
    d. MUCA 400: *Topics in Electronic Music* (6 units)

2. Music theory in addition to the core courses required for the B.Mus. degree: 12 units

    a. One course in counterpoint (6 units), either:
        - MUTH 400: *Renaissance Counterpoint* (6 units) or
        - MUTH 401: *Counterpoint in the Style of J.S. Bach I* (6 units)
    b. One course in analysis (6 units) selected from the following:
        - MUTH 421: *Theory and Analysis of Music Since 1900* (6 units)
        - MUTH 550: *Topics in Music Theory and Analysis* (6 units); topic must concern music composed since 1900

3. Orchestration: MUCA 411, 412: *Orchestration I, II* (12 units)
4. Conducting: MUEP 380: *Conducting Principles* (6 units)
5. Performance: A minimum of 18 units in applied individual instruction
6. Ensemble: 12 units; participation in an ensemble is required every term in residence on the Appleton campus, as specified by the following requirements:

    a. 6 units selected from wind ensemble, symphonic band, symphony orchestra, or a major choral ensemble
    b. 6 additional units selected in consultation with the composition faculty

## The qualifying examination in composition

The qualifying examination in composition comprises a portfolio of compositions that is submitted to and adjudicated by a committee of composition faculty members. The examination must be completed no later than the end of the first term of the sophomore year.

## Senior Experience in composition

For students majoring in 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 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.

## Required for the emphasis in jazz and improvisational music

Admission to the Bachelor of Music in 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. Note: The qualifying examination in composition comprises a portfolio of compositions that is submitted to and required for the emphasis in jazz and improvisational music.
Specific courses required for the emphasis are as follows:

1. Music theory in addition to the core courses required for the B.Mus. degree (6 units):
    - MUTH 421: *Theory and Analysis of Music Since 1900* (6 units)
2. Music composition and arranging

    a. MUCA 230: *Small Group Jazz Composition and Arranging* (3 units)
    b. MUCA 330: *Large Ensemble Jazz Composition and Arranging* (3 units)
    c. MUCA 411: *Orchestration I* (6 units)
    d. MUCA 530: *Advanced Jazz Writing Skills* (12 units)
    e. MUCA 300: *Techniques of the Contemporary Composer* (6 units)
    f. 6 units from MUCA 345: *Composition*

3. Supporting courses for the emphasis:

    a. MUCA 220, 221: *Jazz Improvisation I, II* (6 units)
    b. MUTH 240: *Jazz Theory and Aural Training* (3 units)
    c. MUIN 329: *Jazz Studies* - one term of applied individual study in jazz piano (3 units)
    d. MUEP 305: *Jazz Pedagogy* (1 unit)
    e. 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

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. Required projects:

        i. *DownBeat* Magazine Student Music Awards Application: In the senior year, all candidates are required to submit an application and compact-disc recording for the Jazz Soloist/Composer category in the annual *DownBeat* Magazine Student Music Awards. See advisor for further information on this requirement.
        ii. Jazz Small Group Project: Candidates will direct or co-direct a jazz small group for a minimum of one term (one 60-minute rehearsal per week). Candidates must submit a repertoire list and rehearsal plan for the term. See advisor for further information on this requirement.

iii. Jazz Big Band Conducting: Conduct designated rehearsals and sectionals of Jazz Band or Jazz Workshop after admission to the emphasis in jazz studies.
iv. Senior Experience in Jazz Emphasis; Self-promotional CD and/or website: Over the two years in the jazz emphasis, a media project documenting the student's jazz performances, compositions, arrangements, and/or teaching/pedagogical demonstrations will be assembled as an audio CD, audio/visual DVD, or personal website containing a minimum of 30 minutes of recorded work by the candidate.

Note: Before admission to the jazz emphasis, students 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.

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## Music Theory

### Required for the major in music theory

1. Music theory in addition to the core courses required for the B.Mus. degree (36 units):
    a. MUTH 401: *Counterpoint in the Style of J.S. Bach* (6 units)
    b. MUTH 421: *Theory and Analysis of Music since 1900* (6 units)
    c. MUTH 501: *Global Music Theory & Analysis* (6 units)
    d. Two iterations of MUTH 350 or 550: *Topics in Music Theory and Analysis* (12 units)
    e. MUTH 599: Independent Study in Music Theory or one additional iteration of MUTH 550 (6 units)
2. Music composition and arranging (9 units):
    a. MUCA 100: *Fundamentals of Composition* (6 units)
    b. One term of MUCA 345: *Composition* (3 units)
3. Any one of the following courses: (6 units)
    - ANTH 531/LING 531: *Semiotics*
    - EDST 545/LING 545/PSYC 545: *Gesture Studies*
    - ENG 401, 402, or 403: Topics in Literary Criticism
    - FIST 100: *Introduction to Film Studies* or FIST 120: *Image and Sound I*
    - GEST 100: *Introduction to Gender Studies* or GEST 222: *Music and Gender*
    - LING 470: *Cognitive Linguistics*
    - MUCO 411: *Aesthetics of Music*
    - PHYS 107: *Physics of Music*
    - PSYC 230: *Psychology of Music*
    - Other cognate-area course approved by the music theory department
4. Performance: A minimum of 24 units in applied individual instruction
5. Ensemble: 12 units; participation in an ensemble is required every term in residence on the Appleton campus, as specified by the following requirements:

a. 6 units selected from wind ensemble, symphonic band, symphony orchestra, or a major choral ensemble
b. 6 additional units in any ensemble

6. Language: 6 units in languages other than English taken from courses numbered 200 or above

## Required for the minor in music theory

Four upper-level MUTH courses (24 units):

1. MUTH 401: *Counterpoint in the Style of J.S. Bach* (6 units)
2. MUTH 421: *Theory and Analysis of Music since 1900* (6 units)
3. MUTH 501: *Global Music Theory & Analysis* (6 units)
4. One iteration of MUTH 350 or 550: *Topics in Music Theory and Analysis* (6 units)

## Senior Experience in music theory

The topic of the *Senior Experience* in music theory will arise from the student's encounter, in organized and/or independent study upper-level courses, with advanced theoretical and analytical concepts, methods, and techniques. Topics may take one of the following forms, subject to approval by the music theory faculty:

1. an original essay, of substantive length and publishable quality, on a theoretical or analytic topic
2. a critical exegesis of a monograph by a contemporary or historical music theorist or of a series of interrelated essays
3. a lecture-recital
4. a software application for music theory pedagogy or analysis

## Ensemble performance study

Major ensembles are:

- MUEN 203 Balinese Gamelan Music
- MUEN 212 Hybrid Vocal Ensemble
- MUEN 230 Percussion Ensemble
- MUEN 231 Kinkiviwo
- MUEN 232 Tambo Toké
- MUEN 233 Sambistas
- MUEN 235 Improvisation Group
- MUEN 270 Viking Chorale
- MUEN 272 Cantala Women's Choir
- MUEN 275 Concert Choir
- MUEN 282/283/284 Opera
- MUEN 285 Wind Ensemble

MUEN 287 Symphonic Band
- MUEN 290 Symphony Orchestra
- MUEN 293 Jazz Band
- MUEN 295 Jazz Ensemble

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## Bachelor of Arts/Bachelor of Music Degree

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, theory, or 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 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 and the director of teacher education.

## 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. December Term does not count as a term toward this requirement. 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. no more than 18 units in ESL courses
    e. a minimum of 72 units from courses numbered 200 and above
    f. no more than 90 units from a single subject outside of music
    g. no more than 12 units from academic internships

2. Completion of 6 units of *First-Year Studies*, normally taken in the fall of the first year.
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 language other than English 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

    See divisions within the university under Structure of the Curriculum.

    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 language other than English taken from courses numbered 200 or above and taught primarily in a language other than English. The language competency requirement may be satisfied in other ways described under Academic Procedures and Regulations.

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 and encouraged to declare a major by spring term of the sophomore year, when they advance register for junior-year courses.
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. Musicology

    i. MUCO 211 and 212
    ii. 12 units selected from courses in musicology 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.
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 college major (all courses in the major department or program and any other courses required for the major)
    c. 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.

Completion of a minor or interdisciplinary area is optional. If a minor is declared, a 2.000 grade-point average in the minor (all courses taken in the minor department, program, or area and any other courses required for the minor) is required to complete the minor and have it recorded on the academic record.

### Stipulations pertaining to the general education requirements

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 (Advanced Placement [AP], International Baccalaureate [IB], or A-levels) may be used as appropriate to fulfill diversity or competency requirements; such credit may not be used to fulfill distribution requirements. Coursework from other institutions may not be used to fulfill the writing or speaking competency requirement.

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## Courses - Music Composition & Arranging

### MUCA 100: *Fundamentals of Composition*

An introduction to the craft of contemporary classical composition. Intended for composition majors, theory majors, and other students interested in music composition. Weekly compositions are supplemented by listening, analysis, and writing assignments. PREREQUISITES: MUTH 201 or MUTH 100
*Units: 6*

*Prerequisite: MUTH 201 or MUTH 100*

### MUCA 101: *A Composer's Toolbox*

Composing music involves certain core concepts regardless of style, such as formal design, melodic and harmonic development, rhythm and meter strategies, textural motion, and idiomatic writing. This course takes a cross-media approach to explore the elements of compositional technique and craft. Weekly composition assignments are supplemented by listening and analysis discussions.
*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 150: *The Living Composer*

“The Living Composer” is a seminar course for students who intend to pursue a career in music composition. Topics include networking, CV writing, copyright, commissioning contracts, consortiums, website creation, self-publishing, income streams, accounting basics, and freelancing. Weekly assignments and a final project will be supplemented by reading and discussion.
*Units: 1*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of

supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUCA 210: *Improvisation*

This course introduces improvisational concepts and ideas in popular, jazz and experimental styles. Musicians with classical backgrounds will expand their skill sets and marketability; songwriters and pop musicians will expand their spontaneous arranging abilities. This is an experiential course, practicing the art of solos, fills, backgrounds, and how to create music with others.
*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. PREREQUISITES: MUTH 240
*Units: 3*

*Prerequisite: MUTH 240*

### MUCA 221: *Jazz Improvisation II*

Continued exploration of jazz repertoire using more complex forms and progressions, intermediate linear concepts, and solo transcription/analysis. PREREQUISITES: MUCA 220
*Units: 3*

*Prerequisite: MUCA 220*

### MUCA 230: *Small Group Jazz Composition and Arranging*

Fundamentals of notation, orchestration, rhythmic embellishment, melodic development, jazz harmony, vertical sonorities, basic forms, and 2-5 part densities for jazz small groups. PREREQUISITES: MUJI 350 or MUTH 301
*Units: 3*

*Prerequisite: MUJI 350 or MUTH 301*

### 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. PREREQUISITES: Two terms of MUCA 345 or consent of instructor
*Units: 6*

*Prerequisite: Two terms of MUCA 345 or consent of instructor*

### MUCA 330: *Large Ensemble Jazz Composition and Arranging*

Scoring techniques for the jazz big band and expanded chamber jazz ensembles. Focus upon melodic, harmonic, rhythmic, textual, and formal variation in the large jazz ensemble format. PREREQUISITES: MUCA 230 or consent of

instructor
*Units: 3*

*Prerequisite: MUCA 230 or consent of instructor*

### MUCA 345: *Composition*

Private instruction in music composition. PREREQUISITES: MUCA 100 and MUTH 251 or consent of instructor
*Units: 3*

*Prerequisite: MUCA 100 and MUTH 251 or consent of instructor*

### MUCA 390: *Tutorial Studies in Music Composition and Arranging*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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: 1 TO 98*

## MUCA 400: *Topics in Music Composition*

Selected topics in contemporary music, intended for composition majors and other students interested in music composition.
*Units: 6*

*Prerequisite: MUTH 301 or consent of instructor*

## MUCA 411: *Orchestration I*

Capabilities and uses of strings, woodwinds and horn; notational practices; scoring for chamber orchestra. PREREQUISITES: MUTH 301 and two terms of MUCA 345 or consent of instructor
*Units: 6*

*Prerequisite: MUTH 301 and two terms of MUCA 345 or consent of instructor*

## MUCA 412: *Orchestration II*

Capabilities and uses of brass, percussion and harp; advanced orchestration techniques; scoring for wind ensemble and full symphony orchestra. PREREQUISITES: MUCA 411
*Units: 6*

*Prerequisite: MUCA 411*

## MUCA 530: *Advanced Jazz Writing Skills*

A continuation of MUCA 230 and MUCA 330 that focuses upon special recital, concert, recording, and honors projects in jazz composition. May be repeated for credit. PREREQUISITES: MUCA 330 and admission to the emphasis in jazz, or consent of instructor
*Units: 3*

*Prerequisite: MUCA 330 and admission to the emphasis in jazz, or consent of instructor*

## MUCA 590: *Tutorial Studies in Music Composition and Arranging*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCA 599: *Independent Study in Music Composition and Arranging*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MUCA 690: *Tutorial Studies in Music Composition and Arranging*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUCA 699: *Independent Study in Music Composition and Arranging*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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## Courses - Dance

### MUDA 132: *Ensemble Thinking*

Ensemble Thinking (ET) is a system of physical, improvisational, group scores that provides organizing lenses through which we observe and participate in movement and performance. ET is a flexible form that refines the individual's ability to perceive, initiate, and support collective action. The scores are physical, group parameters that are playfully and rigorously practiced in order to build shared language, illuminate power dynamics, extend relational compositional possibilities, and attune as a community. ET's conceptual nature allows for access adaptability and applications in other fields of practice, such as business, athletics, and other performance. Alongside in-studio dance explorations, students will investigate applications of Ensemble Thinking to other fields of study.
*Units: 6*

*Also listed as Theatre Arts 132*

### MUDA 134: *Contact Improvisation*

Contact Improvisation is a partnering dance form that explores movement possibilites created when two or more individual bodies are touching and/or sharing weight, balance or support. The practice of Contact Improvisation encourages the development of self-responsibility, awareness, clear physical communication and a strong, versitile body. This is a rigorous dance lab in which we will experiment with action, physics and listening.
*Units: 3*

*Also listed as Theatre Arts 134*

### MUDA 136: *Embodied Creative Practice*

This is a course designed to build your creative muscle. In the supportive community of this class, we will access your individual story, writing, drawing, movement and voice to create and perform for each other every class meeting. Employing diverse performance techniques and referencing various readings, we will discover and craft our unique inspirations, directions, and experience.
*Units: 3*

*Also listed as Theatre Arts 136*

## MUDA 138: *Articulating the Solo Body*

Based in ReWire/Dancing States and other contemporary techniques, this course will build a movement foundation for the solo dancing body. In the studio, we will work with clarity, speed, and precision to develop a versatile and conscious dancer. We will also explore topics such as performance, intention, and habits while dancing.
*Units: 3*

*Also listed as Theatre Arts 138*

## MUDA 143: *Fundamentals of Movement: Practices of Care for the Performing Artist, Athlete*

Fundamentals of Movement introduces the performing artist, the performing athlete to tactics of care, injury prevention, performance enhancement, and wellness. Through experiential anatomy, fascial training, restorative and preventative somatic practices students actively engage with experiential tools that will enhance and add longevity to their performative careers, whatever performative situation comes next. The course will have reading, viewing, discussion, written and verbal critique, and experiential components. Recommended for students who wish to participate in theatre, opera, musical and collaborative productions as well as competitive sport and athletics.
*Units: 3*

*Also listed as Theatre Arts 143*

## MUDA 147: *Physical Practice: Modern Dance I*

This studio-based introductory course examines the historical development and current physical practice of American Modern dance. The course focuses on experiencing the basic elements of modern dance: coordination, alignment, rhythm, weight, directionality and presence. These elements are practiced through the lens of four modern dance training techniques: Horton, Taylor, Limon, and Klein Technique. Through viewing film, reading, and physical practice, students gain an embodied sense of the technical dance training as well as the socio-political-historical context for the formation of each technique.
*Units: 3*

*Also listed as Theatre Arts 147*

## MUDA 149: *Physical Practice: Broadway Styles*

Physical Practice introduces students to dance as an embodied practice, academic study and a process of investigating and making. This class section explores the basic elements of contemporary Broadway dance: coordination, alignment, time, space, speed, rhythm, weight, and solo/ensemble practice. Emphasis is placed on moving and dancing a lot, getting sweaty in order to build strength and stamina in the body and mind. The course will have viewing, discussion, written and verbal critique, composition, and experiential components. Recommended for students who wish to participate in theatre, opera, musical and collaborative productions. This course can be repeated (and can be taken by students who previously took THAR 149 under the old title.) Only 6 units of Physical Practice (any type) can count toward the theatre arts major.
*Units: 3*

*Also listed as Theatre Arts 149*

## MUDA 185: *Movement and Text*

This studio-based introductory course examines the interplay of physical movement with verbal and written texts. Using choreographic approaches and improvisational structures, students will investigate how to mine a theatrical text for its range of expression, embodiment, and compositional qualities, and to examine the kinesthetic body as a text.
*Units: 6*

*Also listed as Theatre Arts 185*

## MUDA 191: *Directed Study in Dance*

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: 1 TO 98*

## MUDA 220: *Topics in Movement/Performance*

Topics in this series vary from year to year. May be repeated when topic is different.
*Units: 3*

*Also listed as Theatre Arts 220*

## MUDA 221: *Dance Studies: Global Perspectives*

This course introduces major concepts, approaches and issues in the study of dance as a cultural, historical and artistic practice. By examining key texts in dance studies, viewing dance films and engaging in the practice of dancing, students will investigate how moving bodies shaped history while considering dance as a form of cultural identity and political power.
*Units: 6*

*Also listed as Theatre Arts 221*

## MUDA 230: *Musicians In Movement*

In this studio course, we will experiment with various ways movement interacts with music. Topics will be explored form a movement perspective and include-composing music for dance, using space to enhance or alter music performance, dancing while musiking, and attending to the motion of making music. Each student will create music and dances every day. PREREQUISITE: Some music improvisation/composition ability. PREREQUISITES: Some music improvisation/composition ability.
*Units: 3*

*Also listed as Theatre Arts 230*

*Prerequisite: Some music improvisation/composition ability.*

## MUDA 283: *Physical Practice: Modern Dance II*

This studio-based intermediate level course builds upon the foundations covered in Physical Practice: Modern Dance I. The course dives deeper into the practice of historical and contemporary dance training techniques and performance concepts. American Modern Dance techniques covered and referenced: Horton, Taylor, Limon, Klein Technique.

Learning will be assessed through discussion, written and verbal critique, and experiential components. The course culminates with an informal performance. PREREQUISITES: MUDA/THAR 147 or instructor approval
*Units: 3*

*Also listed as Theatre Arts 283*

*Prerequisite: MUDA/THAR 147 or instructor approval*

## MUDA 341: *Construction Sites: Tools for Embodied Research*

What constitutes performance and how is performance a site of possibility, discourse, dissension, and connection? Through the lens of dance as a foundation, we grapple with embodying our research and creating action in our campus communities and beyond. This upper-level course is meant to prepare students for their senior capstone and for any students who want to dive into deep research.
*Units: 6*

*Also listed as Theatre Arts 341*

## MUDA 390: *Tutorial in Dance*

A tutorial is a student-driven course of study undertaken by an individual student or a small group of students in collaboration with one or more faculty members from the department. The primary goal of a tutorial is the expansion, refinement, and synthesis of knowledge through in-depth exploration of a specific topic. A tutorial may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

## MUDA 391: *Directed Study in Dance*

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: 1 TO 98*

## MUDA 399: *Independent Study in Dance*

An independent study is largely student-directed work in scholarship or creative activity supervised by a member of an academic department. An independent study may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

## MUDA 590: *Tutorial in Dance*

A tutorial is a student-driven course of study undertaken by an individual student or a small group of students in collaboration with one or more faculty members from the department. The primary goal of a tutorial is the expansion, refinement, and synthesis of knowledge through in-depth exploration of a specific topic. A tutorial may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

### MUDA 591: *Directed Study in Dance*

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: 1 TO 98*

### MUDA 599: *Independent Study in Dance*

An independent study is largely student-directed work in scholarship or creative activity supervised by a member of an academic department. An independent study may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

### MUDA 690: *Tutorial in Dance*

A tutorial is a student-driven course of study undertaken by an individual student or a small group of students in collaboration with one or more faculty members from the department. The primary goal of a tutorial is the expansion, refinement, and synthesis of knowledge through in-depth exploration of a specific topic. A tutorial may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

### MUDA 691: *Directed Study in Dance*

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: 1 TO 98*

### MUDA 699: *Independent Study in Dance*

An independent study is largely student-directed work in scholarship or creative activity supervised by a member of an academic department. An independent study may be arranged with an instructor in accordance with the guidelines contained in the course catalog and any departmental requirements.
*Units: 1 TO 98*

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## Courses - Music Education and Pedagogy

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUEP 201: *Introduction to Music Education*

An introduction to the philosphy of music education and the principles of learning theory and pedagogy, and improvisation as applied to the private lesson, instrumental and choral ensembles, and the general music classroom. In addition, the course includes observation of experienced teachers, in-class teaching, and improvisation.
*Units: 3*

## MUEP 230: *Voice for Instrumental Music Educators*

An introduction to singing technique, voice use, and health. PREREQUISITES: Sophomore standing
*Units: 1*

*Prerequisite: Sophomore standing*

## MUEP 240: *General Music Methods I*

An examination of various approaches to designing music instruction for general music environments. The course provides future teachers with strategies and learning theories for improving large group teaching and motivating all learners to succeed. Instructional skills and evaluation techniques needed for classroom application in diverse school settings will be addressed. PREREQUISITES: MUEP 336, and MURP 223, or consent of instructor
*Units: 6*

*Prerequisite: MUEP 336, and MURP 223, 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. PREREQUISITES: Sophomore standing and consent of instructor
*Units: 3*

*Prerequisite: Sophomore standing and consent of instructor*

## MUEP 246: *The Empowered Educator: Building Your Foundation in Music Education*

Students will analyze the foundational role of music education in schools and society, develop a personal teaching philosophy, and examine diverse pedagogical approaches, curriculum design, and assessment strategies. Through critical reflection, students will be empowered to foster inclusive, engaging, and meaningful music experiences, preparing them to lead with confidence in modern, diverse learning environments.
*Units: 6*

## 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 brass instrument technique, pedagogy, and lesson planning.
*Units: 1*

## 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. PREREQUISITES: Sophomore standing
*Units: 3*

*Prerequisite: Sophomore standing*

## MUEP 262: *Clarinet Pedagogy*

An intensive study and direct application of pedagogical principles related to clarinet instruction at all levels. Students will consider and discuss traditions and trajectories of global clarinet instruction, develop materials necessary for a career in applied education, establish a pedagogy authentic to their own lived experience, and use their skills in evaluated hands-on teaching experiences and to generate materials for usage moving forward.
*Units: 1*

## MUEP 270: *Percussion Pedagogy*

Students will explore the world of percussion literature through listening, performing, and visual learning. By listening to recordings of seminal pieces and watching master performers, students will gain insights into various styles, techniques, and performance practices. Each class will delve into the historical context, compositional techniques, and traditions of percussion music, enriching students' appreciation and understanding of the art form. PREREQUISITES: Instructor Approval
*Units: 1*

*Prerequisite: Instructor Approval*

## MUEP 271: *Auxiliary Percussion Playing*

Students will study the pedagogical and performing principles of instruments such as the tambourine, triangle, bass drum, cymbals, shaker, and more. Through the study of ensemble repertoire, students will develop understanding of common practices essential for the successful performance of these instruments. The skills learned in this class benefit students' performance in large ensembles, auditions and professional endeavors. This course may be repeated. PREREQUISITES: Instructor Approval
*Units: 1*

*Prerequisite: Instructor Approval*

## MUEP 272: *Percussion Repertoire Class*

Students will explore the world of percussion literature through listening, performing, and visual learning. By listening to recordings of seminal pieces and watching master performers, students will gain insights into various styles, techniques, and performance practices. Each class will delve into the historical context, compositional techniques, and traditions of percussion music, enriching students' appreciation and understanding of the art form. PREREQUISITES: Instructor Approval
*Units: 1*

*Prerequisite: Instructor Approval*

## 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. PREREQUISITES: Sophomore standing or consent of instructor
*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. PREREQUISITES: MUEP 301
*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. PREREQUISITES: MUEP 302
*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. PREREQUISITES: Sophomore standing
*Units: 1*

*Prerequisite: Sophomore standing*

## 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. PREREQUISITES: Junior standing or consent of instructor
*Units: 1*

*Prerequisite: Junior standing or consent of instructor*

## MUEP 306: *Pre-Student Teaching Practicum in Music*

Through this optional course, candidates for teacher certification in music (K-12) can earn 1 unit of credit for 15-30 hours of observing and assisting in school music classes prior to student teaching. Pre-approval from the music education chair is required. Students will complete a 3-4 page reflection to receive credit for the practicum. May be repeated. S/U only.
*Units: 1*

## 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. PREREQUISITES: MUTH 301
*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. PREREQUISITES: Sophomore standing
*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. PREREQUISITES: Sophomore standing
*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. PREREQUISITES: Sophomore standing
*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. PREREQUISITES: MUEP 321 or consent of instructor.
*Units: 3*

*Prerequisite: MUEP 321 or consent of instructor.*

## 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. PREREQUISITES: Sophomore standing; recommended that string majors take this course during the sophomore year
*Units: 3*

*Prerequisite: Sophomore standing; recommended that string majors take this course during the sophomore year*

## 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. PREREQUISITES: MUEP 331 or consent of instructor.
*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 336: *Guitar Techniques for the Music Educator*

Beginning guitar and recorder instruction providing practical application of basic performance techniques to the elementary music classroom for the purpose of teaching. Simultaneous registration with MUEP 350, General Music Methods, is strongly recommended.
*Units: 1*

## MUEP 337: *Indigeneity Unleashed: Perspectives of Institutional Decolonization Today*

This course centers Indigeneity by exploring how we may practice and enact decolonization at institutions through ethnographic analyses and studying talk and symbolic practice. We will equip students with the skills to identify and assess how colonialism currently affects them today in an effort to create innovation around systemic structural change. Using an interdisciplinary lens students will investigate the topic through music, art, literature, and ethnographic research. Field experiences and guest presenters from Indigenous communities will be an important component of this course. PREREQUISITES: Sophomore standing
*Units: 6*

*Also listed as Ethnic Studies 337, Anthropology 337*

*Prerequisite: Sophomore standing*

## MUEP 340: *Musical Theatre Production Overview*

This course is designed to equip future educators with a basic understanding of the various details and responsibilities involved in mounting a musical theatre production. Topics include: choosing a musical, rehearsal schedules, finances, stage direction/blocking, lighting, sound, choreography, and pit orchestra. Offered even years. PREREQUISITES: Sophomore standing
*Units: 3*

*Also listed as Theatre Arts 340*

*Prerequisite: Sophomore standing*

## MUEP 345: *Applied Instrumental Pedagogy*

Application of teaching strategies, learning theory, and lesson planning to private lesson instruction. Directed teaching and discussion of journal articles and texts addressing issues relevant to studio teaching. Students enrolled in the course are assigned a student from outside the university and teach an observed private lesson each week. May be repeated for credit. PREREQUISITES: MUEP 201 or MUEP 245
*Units: 3*

*Prerequisite: MUEP 201 or MUEP 245*

## MUEP 350: *General Music Methods*

This course will explore diverse pedagogical approaches—including Orff, Kodály, and Dalcroze—through active music-making, emphasizing singing, movement, improvisation, and the use of classroom instruments. Students will examine culturally responsive teaching practices, world music traditions, musical literacy, and creative expression to foster lifelong engagement for all learners in the modern general music classroom. Clinical observation components allow for the practical application of theories to real-world classroom scenarios. PREREQUISITE: MUEP 246
PREREQUISITES: MUEP 246
*Units: 6*

*Prerequisite: MUEP 246*

## 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 practicum hours required prior to student teaching. PREREQUISITES: MUEP 232, MUEP 335, MUEP 350, and MURP 212; or consent of instructor
*Units: 3*

*Prerequisite: MUEP 232, MUEP 335, MUEP 350, and MURP 212; 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. PREREQUISITES: Junior standing or consent of instructor; credit 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. PREREQUISITES: MUEP 371
*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. PREREQUISITES: Sophomore standing, MUTH 301 and BKS
*Units: 6*

*Prerequisite: Sophomore standing, MUTH 301 and BKS*

### MUEP 390: *Tutorial in Music Pedagogy*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUEP 399: *Independent Study in Music Pedagogy*

Students considering an honors project should register for independent study for one or more terms.
*Units: 1 TO 98*

## MUEP 403: *Large Ensemble Rehearsal Techniques*

Concepts and techniques appropriate to effective leadership of musical ensembles in the 6th-12th grade band, choir, or orchestra setting. Topics include programming and repertoire, rehearsal planning, assessment, community leadership, strategies for working with wind, brass, string, percussion instruments and vocalists, adaptive strategies, and curriculum design with incorporation of national standards for learning. PREREQUISITES: Junior Standing, MUEP 380
*Units: 6*

*Prerequisite: Junior Standing, MUEP 380*

## MUEP 431: *Educating All Learners - Music*

This course for students seeking certification to teach music (choral, general, and/or instrumental) focuses on adapting music instruction to learners with disabilities. Practicum of 10 hours required in a music class that includes learners with special needs. PREREQUISITES: EDST 180, junior standing, and declared major in music education
*Units: 3*

*Also listed as Education 431*

*Prerequisite: EDST 180, junior standing, and declared major in music education*

## MUEP 451: *Instrumental Methods and Rehearsal Techniques*

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. PREREQUISITES: MUEP 403
*Units: 6*

*Prerequisite: MUEP 403*

## MUEP 452: *Choral Techniques, Rehearsal Procedures and Repertoire*

Students will transfer ensemble techniques from MUEP 403 to the choral setting. 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. PREREQUISITES: MUEP 403 Corequisite: MUEP 307
*Units: 6*

*Prerequisite: MUEP 403 Corequisite: MUEP 307*

## 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. PREREQUISITES: MUEP 303
*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. PREREQUISITES: MUEP 303
*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. PREREQUISITES: MUEP 303
*Units: 3*

*Prerequisite: MUEP 303*

## MUEP 581: *Student Teaching in Piano I*

Supervised teaching in the Lawrence Community Music School. Includes weekly conferences with the pedagogy instructor. PREREQUISITES: MUEP 303
*Units: 3*

*Prerequisite: MUEP 303*

## MUEP 582: *Student Teaching in Piano II*

Supervised teaching in the Lawrence Community Music School. Includes weekly conferences with the pedagogy instructor. PREREQUISITES: MUEP 303
*Units: 3*

*Prerequisite: MUEP 303*

## MUEP 590: *Tutorial in Music Pedagogy*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUEP 599: *Independent Study in Music Pedagogy*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MUEP 660: *Advanced Methods in Teaching Music*

The seminar will engage students in critical reflection upon their 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. PREREQUISITES: Concurrent enrollment in MUEP 680 or consent of the instructor
*Units: 3*

*Prerequisite: Concurrent enrollment in MUEP 680 or consent of the instructor*

## MUEP 680: *Student Teaching*

Student teaching is a full-day, full-semester (16-week) experience combining observation with practice teaching in K-12 schools. Concurrent registration in MUEP 660 Advanced Methods in Teaching Music is required. PREREQUISITES: Senior standing and admission to student teaching program; contact department chair about specific prerequisites and co-requisites
*Units: 1 TO 18*

*Prerequisite: Senior standing and admission to student teaching program; contact department chair about specific prerequisites and co-requisites*

## 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. PREREQUISITES: Senior standing and admission to student teaching program; contact the music education department chair about specific prerequisites, co-requisites, admission and fee requirements
*Units: 9*

*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*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUEP 699: *Independent Study in Music Pedagogy*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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## Courses - Music Ensemble Performance

### MUEN 191: *Directed Study in Music Ensemble Performance*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUEN 199: *Independent Study Music Ensemble Performance*

*Units: 1 TO 98*

*Prerequisite: Student initiated course form required for registration.*

### MUEN 203: *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*

## MUEN 204: *Didjeridu Lab*

This is a course which teaches the fundamentals of didjeridu playing, covers the history and cultural significance of the instrument, and explores composition and collaborative improvisation. Instruments are provided. No previous experience needed. Course is scheduled at the following times: 1:50 - 3:00 PM F
*Units: 1*

## MUEN 205: *Dance Collective Ensemble*

This dance performance ensemble is collectively driven and uses dance as an art form to change spaces, shift perspectives, and challenge boundaries. Sparked by experience with Articulating the Solo Body, Contact Improvisation, Ensemble Thinking and/or other Lawrence post-modern dance classes, Dance Collective Ensemble works together using movement and improvisation as foundation for weekly studio practice, building community, and creating performances across campus. May be repeated for credit. PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 211: *Viola da Gamba Ensemble*

An ensemble class for all students with previous experience playing the viola da gamba. (Instruments will be provided.) The ensemble will focus on viol consort music and it will perform at least once during the term. An audition may be required. Not appropriate for beginning viol players, who should instead register for MUIN 154. May be repeated for credit. PREREQUISITES: Audition Required
*Units: 1*

*Prerequisite: Audition Required*

## 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. Course is scheduled at the following times: 3:10 - 4:20 PM TR PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 213: *Flute Ensemble*

Open to all students by audition. May be repeated for credit. PREREQUISITES: Students may not register for ensemble study using Voyager; registration will be handled by ensemble directors at the beginning of each term.
*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 217: *Bassoon Ensemble*

Open to all students by audition. May be repeated for credit. PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

### MUEN 218: *Clarinet Ensemble*

Open to all students by audition. May be repeated for credit. Course is scheduled at the following times: 12:30 - 1:40 PM M PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

### MUEN 219: *Saxophone Ensemble*

Study and performance of music for saxophone ensemble, including original contemporary works, transcriptions, and works incorporating non-traditional notation and improvisation. Minimum of one performance (on or off-campus) per term. Course is scheduled at the following times: 6:30 - 7:30 PM T PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

### MUEN 220: *Brass Ensemble*

Open to all students by audition. May be repeated for credit. Course is scheduled at the following times: 4:30 - 5:30 PM T PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

### MUEN 223: *Trumpet Ensemble*

Study and performance of music for trumpet ensemble including works by contemporary composers from diverse backgrounds, Lawrence composition majors, works incorporating non-traditional notation,and improvisation. Minimum of one performance (on or off-campus) per term.
*Units: 1*

### MUEN 224: *Horn Ensemble*

Open to all students by audition. May be repeated for credit. PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

### MUEN 225: *Trombone Ensemble*

Open to all students by audition. May be repeated for credit. Course is scheduled at the following times: 12:30 - 1:40 PM W PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## 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. Course is scheduled at the following times: 7:00 - 9:00 PM T 12:30 PM - 1:40 PM W PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 231: *Ghanaian Dancing and Drumming (Kinkaviwo)*

Open to all students by audition. African drum and dance ensemble performing music from the Ewe people of Ghana. May be repeated for credit. Course is scheduled at the following times: 4:30 - 5:50 PM W PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 232: *Tambo Toké*

Open to all students by audition. Drum and song ensemble dedicated to performing Afro-Cuban music. May be repeated for credit. Course is scheduled at the following times: 12:30 - 1:40 PM M PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 233: *Sambistas Ensemble*

Open to all students by audition. Brazilian drum ensemble. May be repeated for credit. Course is scheduled at the following times: 12:30 - 1:40 PM M PREREQUISITES: An audition may be required
*Units: 1*

*Prerequisite: An audition may be required*

## MUEN 235: *Improvisation Group*

Solo and group improvisation without stylistic boundaries. Membership determined by audition. May be repeated for credit. Course is scheduled at the following times: 7:15 - 9:15 PM M PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 236: *LuNuMU (Lawrence University New Music Ensemble)*

A flexible ensemble that changes instrumentation for each concert to perform exciting modern repertoire. Students collaborate with faculty to engage with music that challenges both ears and technique while fostering creativity. Projects include performances on and off campus, collaborations with visiting artists, and exploration of diverse contemporary styles. Membership based on faculty recommendation. PREREQUISITES: Instructor Approval
*Units: 1*

*Prerequisite: Instructor Approval*

## 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. PREREQUISITES: An audition my be required.
*Units: 1*

*Prerequisite: An audition my be required.*

## 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. PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## 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. PREREQUISITES: Consent of instructor and students applied teacher. Supervised Accompanying Permission Form is required to register. To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1*

*Prerequisite: Consent of instructor and students applied teacher. Supervised Accompanying Permission Form is required to register. To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MUEN 270: *Viking Chorale*

Introductory choral experience open to all students of the university. May be repeated for credit. Course is scheduled at the following times: 5:45 - 6:45 PM TR PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## 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. Course is scheduled at the following times: 3:15 - 4:15 PM MW 4:35 - 5:35 PM TR PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## 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. Course is scheduled at the following times: 3:15 - 4:15 PM MW 4:35 - 5:35 PM TR PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 278: *Opera Production*

Practicum in Opera Production. May be repeated for credit. PREREQUISITES: Registration occurs through the ensemble request process in Voyager.
*Units: 1 TO 6*

*Prerequisite: Registration occurs through the ensemble request process in Voyager.*

## 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. PREREQUISITES: An audition may be required.
*Units: 1 TO 6*

*Prerequisite: An audition may be required.*

## MUEN 283: *Mainstage Opera Performance*

Final preparation and performance of an operatic or music theatre production. May be repeated for credit. PREREQUISITES: An audition may be required.
*Units: 1 TO 6*

*Prerequisite: An audition may be required.*

## 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. Course is scheduled at the following times: 7:00 - 10:00 PM MR PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 285: *Wind Ensemble*

A select group chosen by audition. Emphasis on wind repertoire with one player per part. May be repeated for credit. Course is scheduled at the following times: 4:40 - 5:50 PM T 6:30 - 7:50 PM W 3:30 - 5:00 PM F PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## 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. Course is scheduled at the following times: 4:50 - 6:40 PM M 4:40 - 6:00 PM W PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 290: *Symphony Orchestra*

Membership determined by audition. May be repeated for credit. Course is scheduled at the following times: 4:50 - 6:20 PM M 6:10 - 8:00 PM T 6:10 - 7:50 PM R PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 293: *Jazz Band*

Membership determined by audition. May be repeated for credit. Course is scheduled at the following times: 3:10 - 4:20 PM TR PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 295: *Jazz Ensemble*

Membership determined by audition. May be repeated for credit. Course is scheduled at the following times: 3:10 - 4:20 PM MW 4:40 - 5:50 PM R PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 297: *Jazz Workshop*

Membership determined by audition. May be repeated for credit. Course is scheduled at the following times: 3:10 - 4:20 PM MW PREREQUISITES: An audition may be required.
*Units: 1*

*Prerequisite: An audition may be required.*

## MUEN 391: *Directed Study in Music Ensemble Performance*

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. PREREQUISITES: Student Initiated Course Form Required for Registration.
*Units: 1 TO 98*

*Prerequisite: Student Initiated Course Form Required for Registration.*

### MUEN 395: *Academic Internship Ensemble*

Academic Internship follows a syllabus set primarily by the instructor to meet the needs or interests of an individual student or small group of students. PREREQUISITES: Student Initiated Course Form Required for Registration.
*Units: 1 TO 98*

*Prerequisite: Student Initiated Course Form Required for Registration.*

### MUEN 399: *Independent Study in Music Ensemble Performance*

Independent study for music ensemble. PREREQUISITES: Student initiated course form required for registration.
*Units: 1 TO 98*

*Prerequisite: Student initiated course form required for registration.*

### 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. PREREQUISITES: Consent of instructor and students applied teacher Registration occurs through the ensemble request process in Voyager. An audition may be required.
*Units: 1*

*Prerequisite: Consent of instructor and students applied teacher Registration occurs through the ensemble request process in Voyager. An audition may be required.*

### MUEN 440: *Advanced Chamber Music Studies*

Year-long study and performance of advanced chamber music repertoire for an ensemble chosen by audition. May be repeated for credit. PREREQUISITES: Registration occurs through the ensemble request process in Voyager. An audition may be required.
*Units: 1*

*Prerequisite: Registration occurs through the ensemble request process in Voyager. An audition may be required.*

### MUEN 599: *Independent Study in Music Ensemble Performance*

Independent study for music ensemble. PREREQUISITES: Student initiated course form required for registration
*Units: 1 TO 98*

*Prerequisite: Student initiated course form required for registration*

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## Courses - Musicology

### MUCO 110: *Topics in Musicology 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 when topic is different. Does not satisfy course requirements for any music major.
*Units: 6*

## MUCO 111: *Cantigas de Santa Maria*

The Cantigas de Santa Maria, a thirteenth century songbook from Spain, contains hundreds of songs and dozens of miniatures. In this class, we analyze the poetry, music, and artwork of the Cantigas in regular class meetings for the first five weeks of the term. Students submit short analytic papers in tenth week, but no classes are held after week five.
*Units: 3*

*Also listed as Art History 160, Spanish 302*

## MUCO 115: *Big Works, Big Questions*

In this course we will explore big questions raised by big works in various genres of Western classical and popular music, including opera, ballet, symphony, and concept album. Daily assignments will ask students to respond in writing to recordings/videos. The course format will alternate between formal lecture and participatory discussion. Each student will create a short video on a concept album of their choice.
*Units: 6*

## MUCO 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*

## MUCO 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 recieved, or need to receive credit for MUCO 431.Offered at the London Centre. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre.*

## MUCO 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 encoursaged 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 MUCO 433. PREREQUISITES: Must be attending the Lawrence London Centre

*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre*

## MUCO 150: *Introduction to Popular Music*

Lectures will focus on the history of popular music in the United States, emphasizing the music of Black, Latinx, and LGBTQ artists and communities past and present, and addressing topics including: genre and song form, convention and innovation, listening practices and interpretation, the music industry and record production, authenticity and artifice, identity and community. Requirements will include listening assignments, lecture attendance, in-class writing and quizzes.
*Units: 6*

## MUCO 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. PREREQUISITES: Sophomore standing or consent of instructor
*Units: 6*

*Also listed as Theatre Arts 425*

*Prerequisite: Sophomore standing or consent of instructor*

## MUCO 180: *Introduction to World Music & Culture*

This course offers the opportunity to explore music and music cultures in a variety of ways and to increase your understanding of and appreciation for musics from around the world. We will discuss what music means to different people, how this relates to issues of ethnic, national, and gender identity, and how music traditions are changing due to forces of globalization. We will also discuss current ethnomusicological and anthropological theories that can help explain and analyze different contexts and understandings of music and why music is so important in human life. Students will apply these ideas in conducting their own musical ethnographic projects.
*Units: 6*

## MUCO 191: *Directed Study in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 195: *Internship in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 210: *Topics in Musicology for the Non-Major*

This course will enable non-music majors to engage with the discipline of musicology. May be repeated when topic is different. Does not satisfy course requirements for any music major.
*Units: 6*

*Prerequisite: Sophomore standing*

## MUCO 211: *Introduction to Musicologies I*

This course is the first in a two-term sequence that takes an interdisciplinary approach to the study of music, drawing upon fields such as ethnomusicology, music history, popular music studies, sound studies, cultural studies, music hermeneutics, gender studies, critical race theory, post-colonial studies, historiography and performance studies. We will explore musical styles, practices, functions, meanings and values in cross-cultural and transhistorical contexts. We will develop--and think critically about--the power of engaging actively, intensively and creatively with questions, ideas and sources. PREREQUISITES: Sophomore standing
*Units: 6*

*Prerequisite: Sophomore standing*

## MUCO 212: *Introduction to Musicologies II*

This course is the second in a two-term sequence that takes an interdisciplinary approach to the study of music, drawing upon fields such as ethnomusicology, music history, popular music studies, sound studies, cultural studies, music hermeneutics, gender studies, critical race theory, post-colonial studies, historiography and performance studies. We will explore musical styles, practices, functions, meanings and values in cross-cultural and transhistorical contexts. We will develop--and think critically about--the power of engaging actively, intensively and creatively with questions, ideas and sources. PREREQUISITES: MUCO 211
*Units: 6*

*Prerequisite: MUCO 211*

## MUCO 225: *Music in the Monastery*

This course examines intersections of music and art in pre- and early-modern monasteries. Students will gain facility analyzing visual and musical traditions as we explore themes such as the cosmos and community, gender, and the Christian body politic. Students will learn about varied disciplinary approaches to chant and polyphony, architecture and sculpture, the politics of enclosure, and practices of faith and spirituality, among other topics. PREREQUISITES: Sophomore Standing
*Units: 6*

*Also listed as Art History 225*

*Prerequisite: Sophomore Standing*

## MUCO 232: *Signifying Identity: The Semiotics of Embodying Musical Genre Affiliations*

The exploration of how people embody and display their identities as they relate to musical genres. From Doc Martens to zoot suits, body mod to makeup, we will learn about the semiotics of musical genre affiliations, paying attention to how embodied expressions of affiliation intersect with different aspects of identities such as ethnicity, queerness, or race. Class includes discussions, projects, and speakers. PREREQUISITES: Sophomore Standing
*Units: 6*

*Also listed as Linguistics 232, Anthropology 332*

*Prerequisite: Sophomore Standing*

## MUCO 235: *History & Analysis of Rap Music*

This seminar course surveys the history of rap music from its origins until the present day and introduces new analytical frames, African American cultural and social topics are foregrounded, including signifyin(g), the "drug war" of the 1980's and issues of gender. Students will develop new systems of graphical transcription for rap songs and create a group presentation on a rapper of their choice. PREREQUISITES: MUCO 211 and MUTH 100, MUTH 151, or MUTH 200, or instructor approval
*Units: 6*

*Also listed as Ethnic Studies 235*

*Prerequisite: MUCO 211 and MUTH 100, MUTH 151, or MUTH 200, or instructor approval*

## MUCO 330: *Russian Culture through Music (in English)*

This course explores important issues and episodes in Russian cultural history through various musical genres and styles, including 19th -and 20th-century orchestral music, opera and ballet, and late 20th-and 21st-century rock, punk, and rap music. Topics include: Russia's search for musical self-identity; music and propaganda; interactions between music production and systems of political oppression. Lecture/discussion. Taught in English translation.
*Units: 6*

*Also listed as Russian 330*

## MUCO 390: *Tutorial in Studies Musicology*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 391: *Directed Study in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising*

*instructor*

## MUCO 395: *Internship in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 399: *Independent Study in Musicology*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 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, and that it is a universal language. This study will also assess the extent that music is a social activity informed by cultural context and will consider music from a broad variety of styles and cultures. PREREQUISITES: MUCO 212 or consent of instructor
*Units: 6*

*Prerequisite: MUCO 212 or consent of instructor*

## MUCO 421: *Music and Gender*

In this course we will explore some of the relationships between western musickings and gender identities in specific contexts. We will consider musickings' functions as reflections of, reactions to, and active participants in gender construction, experience, and expression. We will examine musicking as a normative force and as a space for being and making in defiance of or complex interaction with hegemonic control. We will explore ambiguities and possibilities of queer musicology, virtualities, and intersectionalities. PREREQUISITES: MUCO 212 or permission of the instructor
*Units: 6*

*Also listed as Gender Studies 421*

*Prerequisite: MUCO 212 or permission of the instructor*

## MUCO 422: *Borrowed Music in the Movies*

In this course we will explore some of the complexities, ambiguities, and powers of film musickings. Focusing primarily on pre-existing musics in filmscapes, we will pursue the multiple ways that film musickings reveal, reinforce, cross, and break constructed boundaries of space, time, identity, and community. Engaging with elements of film, film sound, and film music studies, gender and queer theory, critical race theory, and disability theory, we will experience and examine the spaces that film musickings can create and provide access to; the pleasures, violences, and possibilities of those spaces; as well as ambiguities and possibilities of interpretation. PREREQUISITES: MUCO 212
*Units: 6*

*Also listed as Film Studies 422*

*Prerequisite: MUCO 212*

## MUCO 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 MUCO 131. Offered at the London Centre. PREREQUISITES: Must be attending the Lawrence London Centre. MUCO 212
*Units: 6*

*Prerequisite: Must be attending the Lawrence London Centre. MUCO 212*

## MUCO 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 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 encoursaged 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 MUCO 133. PREREQUISITES: MUCO 202; must be attending the Lawrence London Centre
*Units: 6*

*Prerequisite: MUCO 202; must be attending the Lawrence London Centre*

## MUCO 435: *The British Musical Renaissance: Elgar, Vaughn 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 MUCO 135. Offered at the London Centre. PREREQUISITES: MUCO 202
*Units: 6*

*Prerequisite: MUCO 202*

## MUCO 440: *Topics in Musicology: 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 when topic is different. PREREQUISITES: MUCO 212
*Units: 6*

*Prerequisite: MUCO 212*

## MUCO 441: *Debussy: Contextual Perspectives*

In this course we will explore the music, attitudes, and life of Claude Debussy in interaction with multiple cultural forces. We will explore the interpretive potential of resonances between Debussy's music and the political, social, and artistic world of Paris at the turn of the twentieth century; conceptions and constructions of cultural identities; questions, challenges, and possibilities related to biography and primary source materials; possibilities related to practices of listening, analysis, and performance; and the power of writing. We will consider some of the ways that the value and meaning of Debussy's music have been categorized and theorized during his life and after, as well as some of the ways that these discourses might affect conceptions of and relationships with this music, blocking and revealing possibilities. PREREQUISITES: MUCO 212
*Units: 6*

*Prerequisite: MUCO 212*

## MUCO 450: *Topics in Musicology: 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 when topic is different. TOPICS FOR Fall 2026: Music and Disability PREREQUISITES: MUCO 212 In this course we will pursue the multifaceted relationship between music and conceptions, constructions, and experiences of disability. Grounded in the field of Disability Studies, our exploration will involve performers, composers, and hearers; multiple musical genres, traditions, and practices; and issues of meaning, value, and difference. We will consider music's power to reflect and configure bodies, attitudes, and ideas—to limit, but also to provide access to extraordinary possibilities.
*Units: 6*

*Prerequisite: MUCO 212*

## MUCO 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. PREREQUISITES: MUCO 212
*Units: 6*

*Prerequisite: MUCO 212*

## MUCO 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. PREREQUISITES: MUCO 212
*Units: 6*

*Prerequisite: MUCO 212*

## MUCO 455: *Jazz History*

Jazz, an African-American art form, is unusual in that almost the entire evolution of the genre is available on audio recordings. This provides an incredible wealth of primary sources to study. In MUCO 455 we will listen intensively to 75 selected recordings from the history of jazz. The evolution of Jazz provides a rich environment to study and discuss the impact of race and gender on the creation and proliferation of musical culture in America. Additional topics important to the development of Jazz are: recorded vs. live performances, recording technology, popular vs. art music, authenticity in musical performance, cultural appropriation, and the civil rights movement in 20th century America. In addition to the primary recordings, we will learn about the lives of the artists, study transcriptions, films, and historical readings. PREREQUISITES: MUCO 212
*Units: 6*

*Prerequisite: MUCO 212*

## MUCO 460: *Topics in Musicology: 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: 6*

*Prerequisite: MUCO 212*

## MUCO 470: *Topics in Ethnomusicology - Regions*

An examination of music of a particular geographic region or diasporic group. Topics and prerequisites may vary from year to year. May be repeated when topic is different. PREREQUISITES: MUCO 212 or consent of instructor
*Units: 6*

*Also listed as Global Studies 470*

*Prerequisite: MUCO 212 or consent of instructor*

## MUCO 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 performers' lives. Students will have hands-on experience learning to play Balinese gamelan instruments in order to gain a deeper understanding of structures in Balinese music. PREREQUISITES: MUCO 212 or consent of instructor.
*Units: 6*

*Prerequisite: MUCO 212 or consent of instructor.*

## MUCO 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: MUCO 212 or consent of instructor.*

## MUCO 492: *Music and Globalization*

How do forces of globalization affect musicians and music-making? How do people use music to make sense of their transnational and cross-border lives and identities? What happens to the meanings in music when it travels across borders and boundaries, is performed by new musicians in different contexts, and is heard by new listeners? What happens to local or ritual meanings when it becomes commodified and commercialized? Do international copyright laws adequately protect composers and musicians when their music travels, and what about when such laws are at odds with local notions of creation and ownership? This course explores answers to these questions through case studies on a variety of musical genres and places around the world. PREREQUISITES: MUCO 212 or GLST 100
*Units: 6*

*Also listed as Global Studies 492*

*Prerequisite: MUCO 212 or GLST 100*

## MUCO 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. PREREQUISITES: MUCO 212 or GEST 100 or GLST 100 or consent of instructor.
*Units: 6*

*Also listed as Gender Studies 493*

*Prerequisite: MUCO 212 or GEST 100 or GLST 100 or consent of instructor.*

## MUCO 494: *Music and the Environment*

In many societies around the world, people use music and specialized listening skills to connect with nature, specific places, and surrounding environments. This course will explore music performance practices that express or enact these connections. Course materials will draw on ethnographic case studies and the growing fields of ecomusicology, acoustic ecology, and zoomusicology. PREREQUISITES: MUCO 212 or ENST 127 or consent of instructor
*Units: 6*

*Also listed as Environmental Studies 494, Global Studies 494*

*Prerequisite: MUCO 212 or ENST 127 or consent of instructor*

## MUCO 495: *Methods, Theories, and Debates in 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. PREREQUISITES: MUCO 212 or ANTH 110 or consent of instructor
*Units: 6*

*Prerequisite: MUCO 212 or ANTH 110 or consent of instructor*

## MUCO 590: *Tutorial in Studies Musicology*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 591: *Directed Study in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 595: *Internship in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 599: *Independent Study in Musicology*

Advanced study culminating in an independent project, to be completed in consultation with a member of the musicology faculty. Students must have fulfilled all required musicology coursework for the degree and major before undertaking an independent study. Students considering an independent study should consult in advance (preferably during spring registration) with the member of the department with whom they wish to work. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor and Completion of required musicology coursework
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor and Completion of required musicology coursework*

## MUCO 690: *Tutorial in Studies Musicology*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUCO 691: *Directed Study in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUCO 695: *Internship in Musicology*

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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUCO 699: *Independent Study in Musicology*

Advanced study culminating in an independent project, to be completed in consultation with a member of the musicology faculty. Students must have fulfilled all required musicology coursework for the degree and major before undertaking an independent study. Students considering an independent study should consult in advance (preferably during spring registration) with the member of the department with whom they wish to work. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor and completion of required musicology coursework
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor and completion of required musicology coursework*

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## Courses - Applied Music Indiv Instruct

### MUIN 108: *Introductory Individual Instruction - Guitar*

Individual, year-long instruction for beginning students. 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. PREREQUISITES: Credit awarded upon completion of three terms of study
*Units: 2*

*Prerequisite: Credit awarded upon completion of three terms of study*

### MUIN 109: *Elementary Individual Instruction - Flute*

Individual, year-long 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. PREREQUISITES: Credit awarded upon completion of three terms of study
*Units: 2*

*Prerequisite: Credit awarded upon completion of three terms of study*

## MUIN 151: *Introductory Group Piano I*

Previously Elementary Piano. A beginning course intended for students with little or no experience at the piano. The purpose of this class is to provide a broad experience with the instrument. Students will improvise, read music notation, and play by ear at the piano. Students will be introduced to a variety of musical styles, music theory, harmonization, and piano technique. 2 units per term, awarded only upon completion of three terms of study starting in the fall. PREREQUISITES: Credit awarded upon completion of three terms of study
*Units: 2*

*Prerequisite: Credit awarded upon completion of three terms of study*

## MUIN 152: *Introductory Group Guitar*

A beginning course intended for students with little or no experience with the guitar. The purpose of this class is to provide a broad experience with the instrument. Students will learn to read music notation, use a variety of techniques and become familiar with several different styles of guitar music (Classical, Blues, Flamenco and Rock). Guitars will be provided if needed. 2 units per term, awarded only upon completion of three terms of study starting in the fall. May be repeated for credit.
*Units: 2*

## MUIN 153: *Introductory Group Voice*

A beginning voice course for students without formal vocal study and those returning to vocal study after an extended absence. Study of body alignment, breath, onset, phonation, diction, and song interpretation. May be repeated for credit. PREREQUISITES: Instructor Approval
*Units: 1*

*Prerequisite: Instructor Approval*

## MUIN 154: *Introductory Group Viola da Gamba*

A beginning course for students who have never studied the viola da gamba. Students will learn to play treble, tenor, and bass viols. (Instruments and bows will be provided.) Students will develop the skills to read in all relevant clefs and tablature, and will gain rudimentary historical knowledge of the instrument and its repertoire.
*Units: 1*

## MUIN 160: *Topics in Introductory Guitar*

Topics in Introductory Guitar. This class will introduce students to the guitar while focusing on a particular style or mode of playing. May be repeated when topic is different.

*Units: 3*

## MUIN 161: *Introductory Group Piano II*

This class is a continuation of MUIN 151 Introductory Group Piano I. Students will improvise, read music notation, and play by ear at the piano. Students will be introduced to a variety of musical styles, music theory, harmonization, and piano technique. 2 units per term. PREREQUISITES: MUIN 151, Introductory Group Piano I or instructor approval.
*Units: 2*

*Prerequisite: MUIN 151, Introductory Group Piano I or instructor approval.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUIN 195: *Internship In Indiv Perf Instr*

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.
*Units: 1 TO 98*

## MUIN 251: *Continuing Piano*

This course is intended for students with previous piano experience who would like to continue learning at the piano. Students may, for example, register for this course to continue skills learned in MUIN 151, BKS, or EKS, to continue playing for pleasure, or as part of their music study. Students receive 30 minutes of private instruction weekly and attend a studio class once per week.3 units per term, may be repeated for credit. This course replaces Intermediate Group Piano. PREREQUISITES: MUIN 151 or previous piano experience. Please contact instructor for placement.
*Units: 2 OR 3*

*Prerequisite: MUIN 151 or previous piano experience. Please contact instructor for placement.*

## 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*

## 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: 3 TO 6*

## 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*

## 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*

*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*

## 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: *Harpsichord*

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 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 321: *Harp*

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 327: *Bass Guitar*

Individual instruction in bass guitar. PREREQUISITES: Instructor approval required
*Units: 3 OR 6*

*Prerequisite: Instructor approval required*

## 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 354: *Taubman Approach - Piano*

Instruction in the Taubman Approach
*Units: 1*

## MUIN 355: *London Studio Instruction*

Individual instruction in music at the London Centre. PREREQUISITES: Must be attending the Lawrence London Centre.
*Units: 3*

*Prerequisite: Must be attending the Lawrence London Centre.*

## MUIN 390: *Tutorial in Individual Performance Instruction*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUIN 399: *Independent Study in Individual Performance Instruction*

*Units: 1 TO 98*

### MUIN 590: *Tutorial in Individual Performance Instruction*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUIN 599: *Independent Study in Individual Performance Instruction*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### MUIN 690: *Tutorial in Individual Performance Instruction*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MUIN 699: *Independent Study in Individual Performance Instruction*

*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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## Courses - Music Repertoire-Perf Study

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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 223: *Educators' Keyboard Skills*

An upper-level keyboard proficiency course for students enrolling in any music education emphasis that includes general music. Students will develop a comfort level at the piano so it can be used as a teaching tool in the classroom. Main topics include vocal warm-ups, improvisation, creating and transposing accompaniments, reading three-part scores and teaching from the keyboard. PREREQUISITES: MURP 203 or equivalent
*Units: 1*

*Prerequisite: MURP 203 or equivalent*

## MURP 230: *Taubman Approach to Piano Playing*

The Taubman Approach is a method of movement and study of piano technique that prevents and resolves playing-related injury and offers technical freedom and efficiency at the piano. This approach is an opportunity to cultivate awareness around current habits of movement and construct new habits of movement that support wellness both at and away from the piano.
*Units: 2 OR 3*

## MURP 271: *Introduction to Vocal Studies*

An orientation class with flexible content that includes strategies and resources for the college student beginning the study of voice. PREREQUISITES: Concurrent registration in voice lessons

*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. PREREQUISITES: Concurrent registration in voice lessons
*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. PREREQUISITES: MURP 272 English diction or permission of instructor.
*Units: 1*

*Prerequisite: MURP 272 English diction or permission of instructor.*

## MURP 274: *German Singing Diction*

An introduction to the pronunciation of written German for the singer. PREREQUISITES: MURP 272 English diction or permission of instructor.
*Units: 1*

*Prerequisite: MURP 272 English diction or permission of instructor.*

## 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. PREREQUISITES: MURP 272 English diction or permission of instructor
*Units: 1*

*Prerequisite: MURP 272 English diction or permission of instructor*

## 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. PREREQUISITES: Concurrent registration in voice lessons
*Units: 1*

*Prerequisite: Concurrent registration in voice lessons*

## MURP 285: *The Eloquent Musician*

Course explores and promotes the art of speaking elegantly and knowledgeably about music in the context of live

musical performance, and writing engagingly about music for a general audience. Course designed for music majors and other students with strong musical background and interest in interactive concerts and other public programs. PREREQUISITES: Major in music or consent of instructor
*Units: 6*

*Also listed as Innovation & Entrepreneurship 285*

*Prerequisite: Major in music or consent of instructor*

## 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. PREREQUISITES: Sophomore standing
*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. PREREQUISITES: Sophomore standing
*Units: 1*

*Prerequisite: Sophomore standing*

## MURP 320: *Functional Jazz Piano*

An introduction to jazz piano voicings, basic piano comping techniques, and the role of the keyboard in the jazz rhythm section. Designed to accommodate upperclass students who have been admitted to the Bachelor of Music degree program with an emphasis in jazz studies, sophomore Bachelor of Music students planning to apply for the emphasis in jazz studies, and experienced student jazz performers with consent of instructor. PREREQUISITES: MUJI 350 or MUTH 301; MURP 203 or MURP 302
*Units: 3*

*Prerequisite: MUJI 350 or MUTH 301; MURP 203 or MURP 302*

## MURP 361: *Acting for Singers 1*

An opera/song performance course that develops the fundamental tools to create on stage. This term concentrates on basic acting techniques beginning with spoken word and then transferring those skills to intoned speech (song). These building blocks include understanding and breaking down a script, navigating the stage and movement on it, creating and motivating character choices, response to your fellow performers, honesty on-stage, concentration, imagination and commitment to the script, the environment and your character. PREREQUISITES: Two terms of MUIN 303 and instructor approval
*Units: 3*

*Also listed as Theatre Arts 362*

*Prerequisite: Two terms of MUIN 303 and instructor approval*

## MURP 362: *Acting for Singers 2*

An opera/song performance course that develops the fundamental tools to create on stage. This term concentrates on expanding the techniques from the previous term and on developing a stronger sense of ensemble work. Viewpoints and Theatrical Composition will be the main thrust of the exploration, using the current song and aria repertoire of the individual student. PREREQUISITES: MURP 361 or equivalent
*Units: 3*

*Also listed as Theatre Arts 364*

*Prerequisite: MURP 361 or equivalent*

## MURP 390: *Tutorial Studies in Music Repertoire and Performance*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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: 1 TO 98*

### 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. PREREQUISITES: Must be attending the LU Francophone Seminar
*Units: 3*

*Also listed as French 404, Global Studies 404*

*Prerequisite: Must be attending the LU Francophone Seminar*

### MURP 415: *Intermediate Conducting*

This course builds on knowledge and skills gained in Conducting Principles. Students will research, prepare, and conduct scores while deepening their understanding through class discussion. Intermediate gesture techniques (including baton) will be utilized. Lab required. PREREQUISITES: MUEP 380 Conducting Principles
*Units: 6*

*Prerequisite: MUEP 380 Conducting Principles*

### MURP 420: *Collaborative Piano: Vocal*

Vocal accompanying for the advanced pianist, including art song, opera recitative, and aria. Performances required of all participants.
*Units: 3*

### MURP 425: *Collaborative Piano: Instrumental*

Instrumental accompanying for the advanced pianist, including duo sonatas and concerto orchestral reductions. Performances required of all participants.
*Units: 3*

### MURP 430: *Alexander Technique II: For Performers*

This studio-style class applies Alexander Movement Technique (AMT) to performance broadly defined as an activity completed for an audience. Students will work on performance and rehearsal/practice techniques with hands-on guidance from the teacher and will also serve as trained observers for their colleagues. May be taken for 3 or 6 units. PREREQUISITES: THAR 310

*Units: 3 OR 6*

*Also listed as Music 410, Theatre Arts 430*

*Prerequisite: THAR 310*

## 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. PREREQUISITES: Consent of instructor
*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. PREREQUISITES: MUPR 451
*Units: 6*

*Prerequisite: MUPR 451*

## MURP 453: *Aspects of Keyboard Technique*

An exploration of various piano techniques and topics related to expanding one's comfort and ability at the piano. Course is repeatable for credit. PREREQUISITES: MUIN 301 and instructor approval.
*Units: 1*

*Prerequisite: MUIN 301 and instructor approval.*

## MURP 455: *Vocal Literature*

An introductory survey of the history and literature of the solo singer from antiquity to the present. PREREQUISITES: Junior standing or consent of instructor
*Units: 3*

*Prerequisite: Junior standing or consent of instructor*

## MURP 456: *Advanced Bass Clarinet*

An intensive study and direct application of pedagogical principles related to the bass clarinet and its performance and instruction at all levels. Students will consider and discuss traditions and trajectories of the bass clarinet, develop necessary skills to teach and perform on the instrument for a career in performance or applied education, establish a robust bass clarinet pedagogy that is scalable to players from beginners to professionals, and use their skills in performances together of orchestral, chamber, and traditional music. Students will also compile repertoire lists and discuss prominent figures from and study the history of the instrument. PREREQUISITE: Instructor Approval Required PREREQUISITES: Instructor Approval Required
*Units: 1*

*Prerequisite: Instructor Approval Required*

## MURP 457: *Clarinet Orchestral Excerpts*

An intensive study of clarinet orchestral excerpts for the purpose of preparing students to engage with professional auditions, professional ensemble performance, and to teach the orchestral and military band repertoire in educational spaces. Mock auditions will also be conducted. May be repeated. PREREQUISITE: Instructor Approval Required PREREQUISITES: Instructor Approval Required
*Units: 1*

*Prerequisite: Instructor Approval Required*

## MURP 458: *Vocal Music and the Third Reich*

A survey and brief history of vocal music during the Third Reich, starting around 1919 CE and ending post-WW II. Particular focus will be Entartete-Musik or “degenerate music” as determined by the Nazi regime. Works of Strauss, Orff, Weill, Korngold, Berg among many others will be explored. Lectures, readings, listening, performance, and written assignments. PREREQUISITES: Instructor Approval
*Units: 3*

*Prerequisite: Instructor Approval*

## MURP 462: *Percussion Orchestral Excerpts*

An intensive study of percussion orchestral excerpts designed to prepare students for professional auditions and ensemble performances, as well as to equip them with the knowledge to teach orchestral and band repertoire in educational settings. The course will include mock auditions to simulate real-world scenarios and provide practical experience. This course may be repeated for further refinement and mastery. PREREQUISITES: Instructor Approval
*Units: 1*

*Prerequisite: Instructor Approval*

## MURP 465: *Woodwind Chamber Music Literature*

A general survey of woodwind chamber music ensembles and music from the classical period to the current day, concentrating on the wind quintet, but also including other ensembles that feature at least one woodwind instrument. PREREQUISITES: Junior standing
*Units: 1*

*Prerequisite: Junior standing*

## MURP 590: *Tutorial Studies in Music Repertoire and Performance*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MURP 599: *Independent Study in Music Repertoire and Performance*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MURP 690: *Tutorial Studies in Music Repertoire and Performance*

Advanced study arranged and carried out under the direction of an instructor. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

### MURP 699: *Independent Study in Music Repertoire and Performance*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

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## Courses - Music Theory

### MUTH 100: *Fundamentals of Music Theory*

An introduction to the structural components of music from a variety of musical cultures and traditions. Students will explore a range of musical practices to discover how musical elements such as rhythm, timbre, pitch, and harmony participate in the creation, notation, performance, and experience of music. N.B.: course does not apply toward the B.Mus degree program.
*Units: 6*

### MUTH 152: *Music Fundamentals, Theory, and Analysis 2*

An expanded version of MUTH 202, this course provides a comprehensive introduction to tonal harmony, counterpoint, and associated formal procedures in conjunction with a thorough grounding in music fundamentals. Corequisites: MUTH 162, 172. PREREQUISITES: MUTH 151 Corequisites: MUTH 162, 172
*Units: 6*

*Prerequisite: MUTH 151 Corequisites: MUTH 162, 172*

### MUTH 162: *Aural Skills Fundamentals 2*

Ear training commensurate with MUTH 152. Melodic, harmonic, and contrapuntal dictation, error detection, and aural perception of basic formal procedures. Credit does not count toward the B.Mus. degree. Corequisites: MUTH 152, 172. PREREQUISITES: MUTH 161 Corequisites: MUTH 152, 172 Credit does not count toward the B.Mus degree

*Units: 1*

*Prerequisite: MUTH 161 Corequisites: MUTH 152, 172 Credit does not count toward the B.Mus degree*

## MUTH 172: *Sight Singing Fundamentals 2*

Sight singing commensurate with MUTH 152. Solo and ensemble singing using solfège; treble and bass clefs only. One- and two-part rhythmic exercises. Improvisation. Credit does not count toward the B. Mus. degree. Corequisites: MUTH 152, 162. PREREQUISITES: MUTH 171 Corequisites: MUTH 152, 162 Credit does not count toward the B. Mus. degree
*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor*

## MUTH 200: *Studies in Music Theory*

In this course, students will practice applying and generating music-theoretical concepts through multiple musical and communicative modalities. Working with a variety of musical practices and traditions, students will study structural parameters of music (i.e. rhythm, groove, meter, form, texture, timbre, pitch, harmony, etc.) and consider how such inquiry informs and participates in the creation, listening, narration, notation, performance, and experience of music.
*Units: 6*

## MUTH 201: *Music Theory and Analysis 1*

A comprehensive introduction to the structural principles and compositional techniques of tonal music. Emphasis on diatonic harmony and elementary counterpoint through written exercises, model composition, and analysis.

Introduction to associated formal procedures. Section assignment determined by the Music Theory Placement Exam. Corequisites: MUTH 211 and 221. PREREQUISITES: Placement Corequisites: MUTH 211, 221
*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 tonal music. Emphasis on diatonic harmony and elementary counterpoint through written exercises, model composition, and analysis. Introduction to associated formal procedures. Corequisites: MUTH 212 and 222. PREREQUISITES: MUTH 201 Corequisites: MUTH 212, 222
*Units: 4*

*Prerequisite: MUTH 201 Corequisites: MUTH 212, 222*

## 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. Section assignment determined by the Music Theory Placement Exam. Corequisites: MUTH 201, 221. PREREQUISITES: Placement Corequisites: MUTH 201, 221
*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. Corequisites: MUTH 202, 222. PREREQUISITES: MUTH 211 Corequisites: MUTH 202, 222
*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. Placement determined by corequisite course placement. Corequisites: MUTH 201, 211. PREREQUISITES: Placement Corequisites: MUTH 201, 211
*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. Corequisites: MUTH 202, 212. PREREQUISITES: MUTH 221 Corequisites: MUTH 202, 212
*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 binary, ternary, rondo, and variation forms. Corequisites: MUTH 261, 271. PREREQUISITES: MUTH 152 or MUTH 202 Corequisites: MUTH 261, 271
*Units: 4*

*Prerequisite: MUTH 152 or MUTH 202 Corequisites: MUTH 261, 271*

## 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. More complex binary, ternary, and rondo forms. Sonata form and fugue. Corequisites: MUTH 262, 272. PREREQUISITES: MUTH 251 Corequisites: MUTH 262, 272
*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 small-scale forms of tonal music. Corequisites: MUTH 251, 271. PREREQUISITES: MUTH 162 or MUTH 212 Corerequisites: MUTH 251, 271
*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 large-scale forms of tonal music. Corequisites: MUTH 252, 272. PREREQUISITES: MUTH 261 Corerequisites: MUTH 252, 272
*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. Corequisites: MUTH 251, 261. PREREQUISITES: MUTH 172 or MUTH 222 Corequisites: MUTH 251, 261
*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. Corequisites: MUTH 252, 262. PREREQUISITES: MUTH 271 Corerequisites: MUTH 252, 262
*Units: 1*

*Prerequisite: MUTH 271 Corerequisites: MUTH 252, 262*

## MUTH 301: *Music Theory and Analysis 5*

An introduction to the structural principles and formal procedures of music from the early 20th century to the present. Corequisites: MUTH 311, 321. PREREQUISITES: MUTH 252 Corequisites: MUTH 311, 321
*Units: 4*

*Prerequisite: MUTH 252 Corequisites: MUTH 311, 321*

## MUTH 311: *Aural Skills 5*

Ear training commensurate with MUTH 301. Corequisites: MUTH 301, 321. PREREQUISITES: MUTH 262 Corequisites: MUTH 301, 321
*Units: 1*

*Prerequisite: MUTH 262 Corequisites: MUTH 301, 321*

## MUTH 321: *Sight Singing 5*

Sight singing commensurate with MUTH 301. Corequisites: MUTH 301, 311. PREREQUISITES: MUTH 272 Corequisites: MUTH 301, 311
*Units: 1*

*Prerequisite: MUTH 272 Corequisites: MUTH 301, 311*

## MUTH 345: *Post-Core Sight Singing*

An elective course in sight singing for students who have completed the core sequence. Repertoire includes various styles of part music from the Renaissance to the present day. Improvisation. May be repeated for credit. PREREQUISITES: MUTH 321
*Units: 1*

*Prerequisite: MUTH 321*

## MUTH 350: *Topics in Music Analysis*

Intermediate studies in music theory and analysis, focusing on a particular theoretical model, analytical approach, or corpus of works. Topics vary from year to year. Course may be repeated when the topic is different.
*Units: 6*

*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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MUTH 399: *Independent Study in Music Theory*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MUTH 401: *Counterpoint in the Style of J.S. Bach*

A survey of the techniques of 18th-century counterpoint. Imitative and non-imitative counterpoint in two and three voices, leading to the composition of dance suite movements, canons, and three-voice fugues. Complementary work in analysis. PREREQUISITES: MUTH 301 or consent of instructor
*Units: 6*

*Prerequisite: MUTH 301 or consent of instructor*

## MUTH 402: *Counterpoint in the Style of J.S. Bach 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. PREREQUISITES: MUTH 401
*Units: 6*

*Prerequisite: MUTH 401*

## MUTH 421: *Theory & Analysis of Music Since 1900*

Study of a range of advanced analytical approaches to selected works composed between ca. 1900 and the present. PREREQUISITES: MUTH 301
*Units: 6*

*Prerequisite: MUTH 301*

## MUTH 501: *Global Music Theory & Analysis*

An exploration of systems of music theory and analysis from musical cultures around the globe. Students will apply a variety of theoretical and analytical approaches to questions of melody, rhythm/meter, and structure from such genres as Hindustani classical music, Arabic maqam, Balkan folk dance, and Afrobeat. PREREQUISITES: MUTH 251, MUTH 261
*Units: 6*

*Prerequisite: MUTH 251, MUTH 261*

## 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: 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MUTH 599: *Independent Study in Music Theory*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form

with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## 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. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## MUTH 699: *Independent Study in Music Theory*

Students considering an honors project should register for independent study for one or more terms. PREREQUISITES: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.
*Units: 1 TO 98*

*Prerequisite: To register student must complete the Student Initiated Course Form with consultation of supervising instructor.*

## December Term

December Term (D-Term) is an optional two-week session of academic enrichment during the break between fall and winter terms.

In the first two weeks of December, Lawrence offers brief, intensive courses that can be taken for 3 units of credit toward a Lawrence degree. These are enrichment courses that are not offered during the academic year and are not required of any student. On-campus courses include workshops, fieldwork, or travel to sites or activities within a day's drive of Lawrence. Travel courses take students to locations around the world for hands-on learning in an immersive setting. All offer focused, experiential learning in a small class of interested students led by a Lawrence faculty member.

D-Term courses have separate tuition plus room and board if the course is on campus. On-campus courses may also charge a small course fee for supplies or travel expenses. Travel courses charge a program fee for lodging, ground transportation, museums/tours, travel insurance, and most meals; students are typically responsible for their own airfare to and from the course site.

D-Term courses are listed in the course schedule with a DECM prefix, and registration is through the Voyager system in the late spring or early fall. Students may register for one D-Term course. Any course that does not have five students will be canceled, and students will be given the opportunity to enroll in another course. Registration for D-Term courses closes at fall midterm reading period.

Academic performance in December Term will not change a student's academic standing, though the December term course grade will be included in a student's grade point average, which could affect academic standing in subsequent terms. December Term does not count as a term of residency in meeting degree requirements.

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## Courses - December Term

### DECM 118: *Philosophy and Literature*

Explores interesting overlaps between literature and philosophy. Examines philosophical accounts of literature, and literary texts that invoke philosophical problems or theories. How are the aims of literature and philosophy similar? How can literature shape one's moral sense? Can literature provide insight to abstract philosophical debates? Should philosophy matter to authors?
*Units: 3*

### DECM 120: *The Shakespeare Intensive*

As we closely examine the First Folio texts, we will build a common vocabulary of performance practice, historical

context, and literary exploration. Our showcase performance will feature scenes, songs and sonnets, dramaturgical posters, and at least one example of performance in the mode of the "Original Shakespeare Project." You don't need to be an actor to thrive in this course, just curious and a bit brave.
*Units: 3*

### DECM 122: *Food Politics and Culture*

This course examines political and cultural forces that shape what we eat as well as implications for public health and the environment. Course material includes academic writing, food writing, and popular commentary, and students will undertake cooking projects based on course themes.
*Units: 3*

### DECM 124: *300 Galleries in 3 Days: Art Basel—Miami Beach*

This mode of exhibition is the new center of power in the art world and this course will examine the phenomenon through readings, discussions, research, and experiential learning by visiting ART BASEL—MIAMI with over 300 galleries from across the globe showing works of contemporary art of the highest quality. This class includes a trip to Miami on December 4-6. An additional fee will be charged to cover the cost of the trip.
*Units: 3*

### DECM 127: *Scientific Visualization*

Constructing figures, diagrams, and infographics for use in publications, websites, and presentations relies heavily on the use of digital technologies. This course will focus on approaches and techniques used to distill scientific information into effective visual representations using a variety of computer software packages, including Adobe Photoshop and Illustrator®.
*Units: 3*

### DECM 128: *Urban Cultures - Buenos Aires*

An introduction to Buenos Aires urban culture, this travel course will provide students with an experiential learning opportunity through a series of itineraries related to the city’s historical, political, literary, artistic, and musical scenes. The course will emphasize cultural exchange, engagement with the space, and personal transformation. Knowledge of Spanish helpful but not required. Travel cost: $3500. To secure your seat a $500 deposit by is due August 1, 2024. E-mail professor to request approval to register. PREREQUISITES: Instructor's approval
*Units: 3*

*Prerequisite: Instructor's approval*

### DECM 129: *The History of Video Games: 1977-1996*

This course will explore the history of video games, with an emphasis on games and gaming systems from 1977 to 1996. Games will be explored as technology, entertainment and a product of culture. Students will play games on the original consoles and write about developments in visual design, evolution of sound and music, representations of gender and race and other topics.
*Units: 3*

### DECM 131: *Children's Stories in Communities: Going Beyond "And they lived happily ever after"*

This service-learning course will consider how fairy tales, myths and folktales reflect and inflect cultural and community practices. Drawing on pedagogical and literary approaches, the course will examine how ideas of childhood, gender, race, ethnicity and class are constructed and sustained through children's stories. Participants will work with non-profit organizations in the Fox Valley community doing creative projects with children's stories. Additional fees will apply: estimated $50 for performance attendance.
*Units: 3*

### DECM 132: *Serious Gaming and Learning*

This course will explore learning, motivation and self-regulation involved in serious digital game play. Participants will explore current educational games being developed to capitalize on the popularity of gaming by playing and analyzing the game structure and components. Special attention will be paid to skill and content knowledge development through game play and the transfer of this knowledge outside of games.
*Units: 3*

### DECM 133: *Shakespeare in Performance*

Students will study the text and production history of a specific Shakespeare play in detail, then apply that knowledge to a major production of the play, usually in Chicago, Milwaukee or Madison. The major assignment will be an analysis of that production. In 2016, the course will study Georges Bigot's Macbeth at Theater Y in Chicago. Additional fees will apply: tickets for the performance ($30-$60), specific performance-oriented edition of play ($20-$50), and travel.
*Units: 3*

### DECM 134: *Witchcraft in Art*

Engage the art of Europe's fascination with witchcraft and the supernatural from 1100 to 1800 using materials from the university's rare book and art collections. We will examine depictions of magicians, sorcerers, and witches, along with their rituals and politico-religious prosecution. Methods include historical contextualization, chronological comparison, slow looking, and analysis of the iconography and semiotics of witchcraft. Students will complete short, detail-oriented projects.
*Units: 3*

### DECM 135: *Archival Discovery*

An in-depth exploration of archives and archival research. The course will address the theory and practice of locating, contextualizing, interpreting, and using archival primary sources. Students will work directly with collections in the University Archives and produce a digital project based on their research.
*Units: 3*

### DECM 136: *Contemporary Apocalypse Narratives*

Pandemics, environmental disasters, zombie invasions: stories about catastrophes are more popular than ever. We will consider several examples of the genre in literature and film and ask: What cultural and political anxieties do these works explore? How do representations of apocalypse draw on science and religion? Can these stories spur change, or do they falsely reassure us? Students will also complete short creative projects.
*Units: 3*

## DECM 137: *Writing Your Life*

An intensive writing seminar for those seeking to write memoir, creative non-fiction, or other self-reflective prose. We will be writing, reading, and editing shorter daily pieces while developing a major theme or idea.
*Units: 3*

## DECM 138: *Loving Literature: Fiction, Fan Fiction, and Fans of Fiction*

This course explores the hows and whys of literary affection: what do we mean when we say we "love" a book or writer? Why are authors like Jane Austen still beloved centuries after their deaths? We'll focus on a couple of historical examples of literary love, and students also will investigate their own affections as part of a final project on a writer or book of their choice.
*Units: 3*

## DECM 139: *Color, Lighting, and Illusion*

This course explores the human perception of color and light with practical projects using flat paper, painting, simple sculptures, lighting, and our daily environment. In the studio we will make three colors look like four, four colors look like three, and flat objects look plastic. New skills and understanding will culminate in creating visual art pieces. The final class will be a showing and discussion of the work with the public.
*Units: 3*

## DECM 140: *Happiness: Meditation and Science*

What is happiness and how is it achieved? This course will examine some core ideas of Buddhist philosophy of mind and investigate the ways in which they are being studied and employed by psychologists, neuroscientists, and cognitive scientists. In addition to course readings, students will be instructed in basic meditation practices and expected to keep a meditation practice for the duration of the course.
*Units: 3*

## DECM 141: *Make it Stick! The Science of Successful Learning*

This course explores contemporary research on learning and memory and how to apply it to become a more successful learner. The class includes daily quizzes, chapter discussions, practice activities, and reflective writing, as well as a small learning project and final exam—all aimed at helping you study more efficiently and effectively. PREREQUISITE: Not open to students who took UNIC 141. PREREQUISITES: Not open to students who took UNIC 141
*Units: 3*

*Prerequisite: Not open to students who took UNIC 141*

## DECM 142: *Presidential Power in Trump's America*

The course focuses on U.S. public policy, specifically presidential control (or lack thereof) of administrative agencies such as the EPA, FDA, and others that some consider to be the "deep state." Readings and class discussion will provide an overview of the basic workings of relevant U.S. political institutions, followed by focus on policy making (and unmaking) within the Trump Administration. Content quizzes and a regulation project based on policy formation in a student's area of interest.
*Units: 3*

## DECM 143: *War on Cars*

This interdisciplinary course brings together the study of transportation policy, sustainable urban planning, and climate change. Using case studies and connecting with experts from Appleton and around the world (New York, Madrid, Hong Kong, Medellin, Paris, and more). Students will engage in hands-on analysis of how sustainable transportation decisions aren't just individual choices about whether to buy an electric car or ride a bike.
*Units: 3*

## DECM 144: *The Science of Super Heroes*

A seminar course that examines the good, the bad, and the indifferent approaches to science in popular super hero films (particularly the Marvel and DC Universes). No science background or prerequisites required.
*Units: 3*

## DECM 145: *Visual Utopias in Latin American Art*

The seminar examines the art of Latin America from the 20th century to the present, emphasizing utopian ideas embodied in its images. The seminar will also discuss texts related to the art works, such as biographies, manifestos, and scholarly articles. Assessment will be based on class participation and a final written project. A visit to the Wriston Art Galleries will be included.
*Units: 3*

## DECM 146: *The Art and Science of Metals*

Metals are an amazing material! Come learn about metals through the lenses of art and science. In this course, we will study metals with hands-on activities from artistic (casting, forming, finishing) and scientific (structurally, crystallinity, phases) viewpoints. A metal-working project using both basic and advanced forming and analysis methods will be the basis for drawing connections between the beauty and structure of metals.
*Units: 3*

## DECM 147: *Dubai and the 2020 World Expo*

Through its architecture and projects Dubai has announced itself as a global city. This coming year Dubai will host the 2020 World Expo (delayed a year), taking its place as the latest world city to host this event. We will spend D-Term exploring both the Expo and the city of Dubai itself. This course will touch on themes relevant to each of the four GLST tracks (Cities, Nations & Identity, Arts & Exchange, Human Security). Additional fees for this course: program fee of $2200 plus airfare. PREREQUISITES: Instructor Approval
*Units: 3*

*Prerequisite: Instructor Approval*

## DECM 148: *Introduction to Tropes and Stereotypes in Theatre Film and Media: The Good, the Bad, and the Ugly*

Tropes and character types have come down through the advent of western theatre and media to the present day. These characters have represented, and often embarrassed, those they portray from the earliest theatrical performances through international blockbuster films worldwide. Exploring their use and evolution of the good, the bad,

and the ugly of various stereotypes will enlighten their perpetuation or suppression in future media.
*Units: 3*

## DECM 149: *What to Listen for in Rock*

An introduction for students of any musical experience level to the analysis of rock and roll. In this seminar, students will learn to recognize the basics of harmony, timbre, instrumentation, and rhythm/meter that give a song its unique sonic profile. Through regular readings, listening assignments, and work on a final presentation, students will learn to approach individual songs with appropriate stylistic and cultural sensitivity.
*Units: 3*

## DECM 150: *World Energy Markets*

Amidst the dual threats of war in western Europe and the prospects of catastrophic climate change, energy systems are at the fore of world attention. This course surveys world energy systems and markets, particularly the U.S. electricity system. The focus will be on a quantitative characterization of world energy sources and uses, along with theoretical and qualitative treatments of the economics and politics of world energy integration. Pending availability, classes will feature guests from business, government, and the academy.
*Units: 3*

## DECM 151: *Theatre of the Mind*

Exploring both audio plays and tabletop role-playing games in this workshop course, students will learn how both forms function through immersion. They are called Theatre of the Mind because the audiences' imagination is an active participant in creating the work. No previous experience in audio drama or role-playing games necessary. Curiosity required.
*Units: 3*

## DECM 152: *Early Literacy in Our Community*

In this course participants will practice reading, writing, and speaking strategies that support early childhood literacy foundations by working with beginning readers (ages 2-6) at community locations in the Fox Valley. Participants will talk to local educators and learn about early literacy theory. Short reflective essays, travel, and discussion required. PREREQUISITES: Students must be able to pass a local background check.
*Units: 3*

*Prerequisite: Students must be able to pass a local background check.*

## DECM 153: *Exploring Radio Drama, old and (very) new*

In our workshop, we will listen to and review scripts from the Golden Age of radio drama (1940s-1960s) and continuing into the vibrant era of BBC productions (1970s-1980s). We will then sample from popular podcast-based dramas. Our experience culminates in writing and producing a short, original radio play created by each student; using each other as actors and collaborators.
*Units: 3*

## DECM 155: *Dramatic Worldbuilding*

In this workshop course, we will explore how worlds and settings are created for audiences in a variety of media, including theatre, games, art, movies, and novels. Dramatic Worlds are exciting homes for some of our favorite stories. To succeed, they need to be both evocative and understandable. Students will study worlds they love and create their own. No experience necessary; curiosity is required.
*Units: 3*

## DECM 156: *Exploring Museums in Washington, DC*

This course offers an introduction to the way s in which museums in Washington, DC collect, preserve, and exhibit U.S. cultural heritage and history. Taught by Professor of Practice Timothy Anne Burnside, Curator at the Smithsonian's NMAAHC, the course will connect readings in museum histories and practices, visits to a variety of institutions to examine exhibitions and get behind-the-scenes tours, and meetings with museum professionals. Additional travel cost $1700. A $300 deposit is due June 12, 2025. The course will need a minimum enrollment of 5. Maximum enrollment is 7. PREREQUISITES: Instructor and Off Campus Programs Approval
*Units: 3*

*Prerequisite: Instructor and Off Campus Programs Approval*

## DECM 157: *Critical Thinking in Artificial Intelligence*

Artificial Intelligence (AI) is reshaping how we think, create, and connect, but at what gains and losses for humanity? This discussion-based seminar course blends AI literacy and exploration with human insight, emphasizing ethical use, critical thinking, and real-world problem-solving. Students will collaborate and experiment in self-defined projects. We will challenge AI's limits while honing uniquely human skills that keep people - not technology - as the priority.
*Units: 3*

## DECM 158: *Mathematics of Investing*

This workshop-style course demystifies personal finance through simple math. Topics include the power of compound interest, the concepts of risk and diversification, and the impact of inflation and fees. Students will use spreadsheets to model wealth accumulation scenarios. Requirements include daily modeling exercises, reading and reflections, and a final "Financial Independence" project modeling the impact of various savings and investment rates under different market scenarios. No math prerequisite knowledge is required.
*Units: 3*

## DECM 219: *Start-Up Theatre*

Open to students from theatre, economics, and other students interested in entrepreneurship in the performing arts. May be repeated when the topic is different. Additional fees may be charged to cover materials. PREREQUISITES: Sophomore standing
*Units: 3*

*Prerequisite: Sophomore standing*

## DECM 221: *Greece Then, Greece Now*

In this course we will visit prehistoric Mycenae, Classical sanctuaries at Epidauros, Olympia and Delphi, Byzantine monasteries at Meteora, and the major archaeological sites and museums of Athens. Students will learn how to read an archaeological site, do first-hand visual analysis of works of art, contextualize ancient literature and history, and at

the same time begin to understand the complexities of modern Greece, including its economy fueled by tourism but also beset by EU-imposed austerity. Additional fees apply to this course: approximately $1,400-$1,800 plus airfare. Registration deadline is June 3. Participants will need to make a 35% non-refundable deposit in early June.
PREREQUISITES: Sophomore standing
*Units: 3*

*Prerequisite: Sophomore standing*

## DECM 222: *Technical Drawing*

Technical Drawing will build skills in using both traditional hand drafting and CAD. These skills can be applied to architectural drawings, theatrical drafting and prototyping. Projects will include scale drawings, gound plans and isometric views, and can be tailored to the interests and needs of the student. Topics will cover proper tools, techniques and design fundamentals. Additonal fees for materials will apply for those students who choose the option to use the Makerspace 3D printers. Will vary by student.
*Units: 3*

## DECM 223: *Adobe Creative Suite*

This workshop is an introduction to the Adobe Creative Suite programs including Photoshop, InDesign, and Illustrator. The class is project centered, allowing each student to explore the multi-faceted and contemporary nature of each program. Methods in image construction, graphic design, typography, application, and output will be explored in detail.
*Units: 3*

## DECM 224: *Introduction to R*

Careful data analysis has become central to decision-making in areas from politics to sports to medicine. This introduction to collecting, cleaning, and manipulating messy, real-world data with R will emphasize reproducible, documented analysis. The course will also introduce graphing and programming concepts that pertain to data analysis. Familiarity with basic statistics is a plus but not required.
*Units: 3*

## DECM 225: *A Good Life*

What is a good life? How do I live it? This is an opportunity to engage with these questions by exploring how others have tried to answer them. We will read about different ways of living, experiment with some of those practices ourselves, and reflect on them in writing. We will also talk with invited guests about how they try to answer these questions.
*Units: 3*

## DECM 226: *Ancient Coin Publication Project*

Students will research and publish ancient Greek and Roman coins from the University's collection. The current online version of the catalogue of the collection has been viewed by more than 4.2 million visitors; the goal of the project is to make the rest of the collection available to the public.
*Units: 3*

## DECM 227: *Hong Kong: Sustainability, Livability, and Urban Design*

This combined discussion-and-travel course examines sustainable, livable urban design through the lens of contemporary Hong Kong. We will spend one week on campus reading and preparing, followed by five days in Hong Kong for on-the-ground study, including meetings with local NGOs, government officials, and business leaders. Travel expenses (including international flights, lodging, and meals) are covered by a grant from the Henry Luce Foundation. Registration deadline: June 1.
*Units: 3*

### DECM 228: *Plague, War, and Fire: Disasters and the Making of London*

Between 1642 and 1666 London experienced war, plague, and fire. This travel study course examines these catastrophes, and explores how the city's responses shaped the future of not merely London, but other cities across the globe. We will visit numerous museums and historical sites, and consider how London responded to crisis, commemorated it, and confronted it again when German bombs fell during the twentieth century. Estimated additional fees beyond tuition are $2,500.
*Units: 3*

### DECM 229: *Bebop Language and Innovation*

This course will explore how to improvise using bebop language. Study of solo transcriptions of Charlie Parker, Dizzy Gillespie, and Clifford Brown, and analysis of a variety of bebop chord progressions. Applicaton of improvisational concepts such as bebop scales, broken chords, approach notes and resolutions, linear and chromatic connections, accents, rhythmic variations, and phrasing. Learning assessed through active participation, performance assignments, and a final project. All instruments welcome. PREREQUISITES: Ability to play over major, minor blues, and II-V-I chord progressions. Good ear, intermediate technique, and basic knowledge of modes of major harmony.
*Units: 3*

*Prerequisite: Ability to play over major, minor blues, and II-V-I chord progressions. Good ear, intermediate technique, and basic knowledge of modes of major harmony.*

### DECM 230: *The Blues: Analysis and Application*

A study of Blues styles and their evolution. Historical study of the Blues as a complete and complex form, examining basic harmonic movement, chord progression reharmonizations, and rhythmic and melodic construction. Analysis of solo transcriptions from Robert Johnson, Miles Davis, and John Coltrane, and application of improvisational concepts growing out of early blues tradition. Learning assessed through active participation, performing assignments, and a final project. For instrumentalists only. PREREQUISITES: Ability to play over major, minor, dominant 7th, and II-V-I chord progressions. Good ear, intermediate technique, and basic knowledge of modes of major harmony.
*Units: 3*

*Prerequisite: Ability to play over major, minor, dominant 7th, and II-V-I chord progressions. Good ear, intermediate technique, and basic knowledge of modes of major harmony.*

### DECM 231: *Performing from the Inside Out*

Musicians in this performance-based workshop explore the mind-body connection through improvisation exercises, activing techniques, strategies from performance psychology, discussion of assigned readings, and in-class performances. Engaged participation will lead to heightened expression, mental focus, musical communication, spontaneity, and self-confidence in solo and group performance. Emphasis will be placed on overcoming barriers to success in performance such as anxiety and muscle tension. PREREQUISITES: Enrolled students must have one

short solo piece, etude, or song prepared to present in the first class meeting and be capable of preparing and performing an additional short work late in the course.
*Units: 3*

*Prerequisite: Enrolled students must have one short solo piece, etude, or song prepared to present in the first class meeting and be capable of preparing and performing an additional short work late in the course.*

## DECM 232: *Entrepreneurship in London: From the Mayflower to Brexit*

An introduction to entrepreneurship in London. Students will have the opportunity to visit a number of entrepreneurial ventures, both financial and social. Starting with the 'merchant adventurers' who helped to finance the launch of the Mayflower in 1620 and continuing to contemporary financial and social entrepreneurs active in London today, the course will show the political and economic dimensions of entrepreneurial ventures over time. PREREQUISITES: Instructor approval.
*Units: 3*

*Prerequisite: Instructor approval.*

## DECM 233: *Suicide Risk Assessment and Prevention*

This discussion-based seminar will include critical evaluation of the literature exploring risk and prevention factors for suicide as well as evidence-based approaches to addressing suicide risk in clinical psychology (e.g., Dialectical Behavior Therapy). There will be an applied element to the course, including engaging in role-plays of suicide risk assessment and prevention planning. PREREQUISITES: PSYC 100
*Units: 3*

*Prerequisite: PSYC 100*

## DECM 234: *Medieval Toledo and the 13th-cen. Cantigas de Santa Maria*

The Cantigas de Santa Maria, a 13th-cen. songbook with hundreds of songs and miniatures, was created in Toledo, Spain. This class will travel to Toledo, Spain. As we analyze relationships depicted in the manuscript among Christians, Muslims and Jews, we will visit surviving churches, mosques, synagogues, and museums to deepen our understanding of the complexities of life and culture in medieval Spain. PREREQUISITES: Instructor approval - likely with short meetings in advance
*Units: 3*

*Prerequisite: Instructor approval - likely with short meetings in advance*

## DECM 235: *Hip Hop Revolution, 1973-*

Commemorating the 50th anniversary of hip hop's creation in the Bronx in 1973, students in this seminar analyze the history of hip hop through readings, film, and close listening exercises. This course begins in Appleton and concludes with a sojourn in New York City, where students will immerse themselves in the sites and sounds that have influenced world music and culture over the past half-century.
*Units: 3*

## DECM 236: *The Newberry Library, Chicago*

The Newberry is an independent research library in Chicago with rich humanities collections ranging from the 15th

century to the present. This seminar-style class will explore an interdisciplinary humanities topic in-person using the Newberry's collections, local cultural and historical sites and institutions, and/or other resources in the city of Chicago. The course topic and required projects will vary depending on the instructor(s). Additional cost $1800. To secure your seat a $300 deposit is due by June 12, 2025. E-mail professor to request approval to register. PREREQUISITES: Previous course in the humanities
*Units: 3*

*Prerequisite: Previous course in the humanities*

## DECM 237: *Defiant City: A Natural and Social History of New Orleans*

This course is an interdisciplinary and immersive exploration of New Orleans. It examines core themes in New Orleans' social history, including the city's French foundings, Spanish constructions of racial identity, antebellum enslavement, 20th century migration and immigration trends, and the aftermath of Hurricane Katrina. It also examines core themes in New Orleans' natural history, including the unique ecosystems surrounding the city and the environmental challenges of climate change, wetland loss, and flooding. Students will spend ten days fully immersed in the city of New Orleans visiting sites of environmental and historical importance. Students will leave having achieved a greater understanding of New Orleans unique challenges, what has made it America's most unique and defiant city. The course will be conducted on site in and around New Orleans. Additional fee of $2000 applies to this course. To secure your seat a $300 deposit is due by August 1, 2024. PREREQUISITES: Instructor approval; Sophomore standing.
*Units: 3*

*Prerequisite: Instructor approval; Sophomore standing.*

## DECM 238: *AI Winter*

In the 1960s and again in the 1990s, AI research reached a fever pitch, and then abruptly collapsed in a so-called "AI winter". In this course, we will discuss the AI climate that let to winters of the past, examine the "AI Spring" of the present, and ask ourselves: is another winter around the corner? Discussion-based seminar. No prior experience in computer science required.
*Units: 3*

## DECM 239: *Museums in London: Empire of Plants, Botany, Gardens, and History*

London is home to hundreds of museums, archives, libraries, and historic sites. This course will examine how these varied institutions collect, preserve, and share national and global treasures, educate diverse visitors, and articulate their priorities. Structured around an interdisciplinary topic, there will be opportunities to see exhibitions, examine cultural, historical, and art objects, and meet with museum and cultural heritage professionals to learn about their careers. How did plants make the British empire? The class explores the intersection of botanical science, colonial history, and horticultural practice through London's renowned museums. We'll view unique botanical illustrations, natural history specimens, and—weather permitting—visit some of the world's most historic gardens. You will learn how plants functioned as commodities, scientific objects, and symbols of power while gaining appreciation for contemporary conservation efforts and museum practices. Estimated additional cost $2950. To secure your seat a $500 deposit is due by June 12, 2025. E-mail professor to request approval to register. PREREQUISITES: Instructor and Off Campus Programs Approval
*Units: 3*

*Prerequisite: Instructor and Off Campus Programs Approval*

## DECM 240: *Hip Hop History*

This course examines hip-hop from its Bronx origins in 1973, its "Golden Era," its subgenres like "conscious" and "gangsta" rap, and the movement of sound and culture from New York City to the world, and back again. To appreciate this complex art form and its diverse roots, students analyze hip-hop through readings, film, and close listening exercises.
*Units: 3*

## DECM 241: *Business & Entrepreneurship Abroad: Sweden and Finland*

Students will learn about international environments for business & entrepreneurship by travelling to a particular country/countries or city/cities. Using methods of experiential learning, students will visit local businesses, encounter entrepreneurs and innovation hubs, and learn about the business and entrepreneurial culture and ecosystem of the site. Students will conduct a project and will be assessed on a presentation about their work. This course includes travel and the additional program fee will vary depending on the location. PREREQUISITES: Sophomore standing and instructor approval
*Units: 3*

*Prerequisite: Sophomore standing and instructor approval*

## DECM 242: *Cinema & Culture: New York*

In this travel study course, students will spend one week on campus learning about New York's cinema culture, key film institutions, and history as a cinephile hub. The second week students will travel to New York to visit those institutions, see films projected, and meet programmers and archivists. Students will complete reading and watching journals and one in-class presentation.
*Units: 3*

## DECM 301: *Exploring biotechnology: a collaborative project*

This laboratory-based course provides students with hands-on experience in research while offering insight into the biotechnology industry. Students participate in an intensive, collaborative research project focused on product development or application. The course culminates in a formal presentation of findings to a panel of scientists. In most years, students also visit regional biotechnology companies to explore career pathways and gain exposure to industry practices. PREREQUISITES: BIOL 130
*Units: 3*

*Prerequisite: BIOL 130*

## DECM 401: *Collaborative Performance Intensive*

Students will learn and perform a musical-theatrical work, such as a chamber opera or staged song cycle. Specific casting/instrumentation/crew/interarts needs will vary year-to-year based upon the chosen piece. Please contact the instructor for more information.
*Units: 3*

## DECM 402: *Practice into Performance*

This studio course journeys through the process of making a dance from practice to performance. Students will engage

with tools for crafting, learning, and executing set choreography. Emphasis is placed on building strength and stamina in the body and mind, as well as experiencing dance warmup, rehearsal, and performance etiquette. The course culminates with a formal performance of the created work. PREREQUISITES: Instructor Approval
*Units: 3*

*Prerequisite: Instructor Approval*

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# Individualized Learning

## Student-initiated courses

Students may pursue in-depth learning in areas of interest through tutorials, independent study, or academic internships. Students may also pursue directed study under the direction of a Lawrence faculty member. Non-music majors may request private music lessons by audition or interview and with an additional fee.

### Tutorial (390-foundation/gateway, 590-advanced, 690-capstone)

A tutorial is a primarily student-driven course of study undertaken by an individual student or small group 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 focus on presentation and critique of student work. 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.

### Independent study (399-foundation/gateway, 599-advanced, 699-capstone)

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. Students who continue an independent study into the next term may be assigned a temporary grade of In Progress (IP), which will be replaced by the final grade assigned at the end of the independent study period.

### Academic internship (395-foundation/gateway, 595-advanced, 695-capstone)

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. Students in academic internships engage in unpaid or paid work or service experiences with intentional learning objectives that relate to their academic interests and promote reflection throughout the experience. The academic component includes readings related to the substance of the internship, discussions with the faculty supervisor, and a written report appropriate to the discipline. For departments that do not offer an academic internship (course number 395, 595, or 695), a student may apply for an academic internship to the Instruction Committee by midterm reading period of the term before the start of the internship. Students may take a maximum of 12 units of academic internship in fulfillment of their degree requirements, and it is recommended that internships not integral to the major be graded S/U only. Application forms for student-designed academic internships may be obtained from the Registrar’s Office.

### Directed study (191-introductory, 391-foundation/gateway, 591-advanced, 691-capstone)

Directed study follows a syllabus set by the instructor and may be used to deliver content from an existing course (whether because there are too few students enrolled or because the course is not currently being offered), to develop a possible new course offering, or to direct a student in a defined course of study. The main goal is knowledge or skill acquisition, not research or creative work. Students may meet frequently with the instructor 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.

### Music lessons

Private instruction for non-music majors is available by permission of the instructor based on audition or interview and faculty schedules. Group piano lessons are also available. Information is available in the Conservatory of Music office.

## Student-designed major

A student-designed major provides the opportunity for a student to develop an area of concentration outside established programs for interdisciplinary or department 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 integration of disparate yet related areas that fall within the proposed major. A student-designed major must align with the liberal arts mission of the university and be based on areas of faculty expertise and regularly offered courses.

A student-designed major should not be proposed in areas better served by existing majors and minors, and usually a maximum of 18 units in any other major, minor, or IA the student is completing may be included in a student-designed major. A student-designed major should not rely heavily on tutorials, independent studies, or a single faculty member, so usually no more than 18 units in student-initiated courses may be included in the major, including the *Senior Experience*. A reduced version of an existing major will not be approved.

The procedure for establishing a student-designed major is relatively simple:

1. The student elects a topic area and identifies a member of the faculty who is willing to act as advisor.
2. With help from the advisor, the student prepares an Application for a Student-Designed Major identifying a title for the major, listing required courses and electives, and proposing a *Senior Experience*. The student also prepares a statement on how the proposed major forms a coherent field of study, how it addresses the student's educational goals, and why these goals cannot be accomplished with existing majors, minors, or interdisciplinary areas. Proposed coursework should include 10 to 12 courses with a *Senior Experience*, and courses should be reasonably distributed across the introductory, intermediate, and advanced levels. The student should confirm with department chairs that proposed courses will be offered in the terms indicated in the student's tentative plan.
3. The advisor and the student invite two other members of the faculty who support the proposed major to serve as the advisory panel for the major. The panel oversees the program and approves minor changes in course selections or topics for the *Senior Experience*. One member of the panel should be designated as an alternate advisor in case the principal advisor goes on leave or is abroad. If the *Senior Experience* will be done as an independent study, the student also needs the commitment of a faculty member for

that independent study.

4. The student submits the Application for a Student-Designed Major, endorsed by the faculty advisor and panel, to the Instruction Committee (for the Bachelor of Arts degree) or the Conservatory Administration Committee (for the Bachelor of Music degree) before the end of Term I of the student's junior year. Students seeking an extension to this deadline should contact the chair of the relevant committee. Faculty members who endorse the statement accept responsibility for supervising the major if it receives committee approval.
5. The Instruction Committee or Conservatory Administration Committee reviews the application and the student's academic history, takes action on the proposed major, and communicates its action to the registrar, the student, the faculty advisor, and members of the panel.
6. Once the major has been approved, the student submits a Declaration of Major, Minor, or Interdisciplinary Area form to the registrar's office, checking the box for "student-designed major" along with any other boxes that are applicable (such as for a minor or interdisciplinary area).
7. After the major has been approved and declared, small changes such as a course substitution or change in the Senior Experience topic or advisor can be approved by the three-person faculty panel, whereupon an updated list of major requirements should be provided to the registrar. More significant restructuring of the major or changes in its requirements must be approved by the Instruction Committee.

## Honors projects

Honors projects are coherent programs of independent work carried out by students, usually in their senior year, on subjects or problems of more than ordinary difficulty in areas they have studied in considerable depth, usually in their majors or closely related areas. An honors project may also be a work of creative, visual or performing art. *Senior Experience* projects may be submitted as honors projects if they fulfill all of the requirements for honors. It is up to each individual department to decide whether an honors project will be accepted as satisfying the *Senior Experience* requirement for the major.

Successful honors projects receive Honors in Independent Study at graduation in three levels: *cum laude* (with distinction), *magna cum laude* (with great distinction), and *summa cum laude* (with highest distinction). These levels are awarded by vote of the faculty acting on the recommendation of the university Honors Committee. Honors are indicated on official transcripts.

## Planning for an honors project

Since honors projects frequently complement students' work in their majors, students 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 an honors project as they plan their programs, especially in the junior year, or earlier if they will be off campus at that time. If it is agreeable to both the student and advisor, an honors project may be undertaken while a student or advisor is off campus. Students do not have to take an independent study course in order to submit an honors project.

Projects 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 must obtain the consent of their faculty advisor(s) and the Honors Committee well in advance of such endeavors.

## The faculty advisor

Students' project advisors are responsible for providing guidance in regard to format and the conventions of scholarly documentation pertinent to their disciplines. Advisors are also expected to periodically review the progress of their students' research or creative activity.

All voting members of Lawrence University's faculty may serve as advisors of honors projects. If the honors project advisor is a non-voting member of the faculty, the advisor must 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. A voting member of the faculty is a full-time faculty member with academic rank (instructor, assistant professor, professor, etc.) Emeriti professors are considered voting members of the faculty during those terms in which they are teaching. Fellows may

act as honors project advisors. Visiting faculty may act as honors project advisors at the discretion of the Honors Committee.

## Statement of intent

To apply for Honors in Independent Study, a student must send to the Honors Committee a statement of intent to submit a thesis in candidacy for honors. This statement includes the student's contact information, title of the project, department, and both the student's and faculty advisor's signatures. The final date for receipt of such statements of intent is the Friday of the first week of the term in which the student intends to defend. That date is posted on the honors projects Canvas site. Statements do not obligate students to submit projects, but no project will be considered for honors unless the committee has received a statement of intent.

## The honors thesis

The thesis need not be of any special form or length, provided that its form and length are appropriate to the discipline. Nevertheless, since digital copies of all accepted theses are permanently archived in *Lux*, Lawrence University's institutional repository, the form of honors projects is subject to a few standardized regulations suggested by the librarians and endorsed by the Honors Committee. The chair of the committee may be consulted about these regulations.

Upon completion of the project, all components of the thesis are to be loaded into Canvas by a date and hour designated each term. Students who find themselves unable to meet this deadline may petition the Honors Committee for an extension, 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. These extensions are extremely rare.

Even though the Honors Committee permits candidates to correct minor 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 prior to the oral examination. 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. Candidates are therefore encouraged to work with their advisors and/or tutors from the Center for Academic Success to ensure the quality of their work: clear, well-organized writing; consistent bibliographic citations appropriate to the discipline, and the absence of grammatical or typographical flaws.

## Projects involving testing of hypotheses

One important purpose of honors projects is to provide opportunities 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 a 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.

## Projects in the arts

Students interested in submitting an exhibition, a performance, or a 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. Although the Honors Committee does not give a formula by which to weigh each part of the project, works of art typically are viewed as the primary component of the project. Nevertheless, for projects in the arts, the written portion *must* meet all of the Criteria for Honors. Here is a list of supplementary guidelines for honors projects in the arts:

- A project in the arts may be undertaken in any discipline (e.g., biology, physics, history, etc.), keeping in mind that Honors in Independent Study are university awards.
- If a project in the arts consists of a performance, audio-visual documentation, along with a performance program, must be included with the final project for archiving. These archived copies may be digital. If the project is an art exhibition, visual documentation and an exhibition catalog in digital format must also be included. If the project is web-based, arrangements must be made to create an archival copy. Materials will be archived in *Lux*, the Lawrence University digital repository.
- The supplementary essay should be six to 10 or more pages in length. A bibliography and appropriate documentation may or may not be necessary, depending on the content of the paper.
- The project will be evaluated on its artistic merits, for which the accompanying essay provides context, and on the subsequent oral examination. The essay must fulfill the criteria for Honors in Independent Study and be clearly organized, well written, and free of error, and its content must display a high quality of thought and presentation and be accurate, meaningful, and appropriate to the project.

## The examining committee

The 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 the work and oral defense in relation to the criteria for Honors in Independent Study.

The project advisor, in consultation with the student and with the assent of the Honors Committee, appoints an examining committee consisting of at least three voting faculty members, one of whom must be from outside the project's department. Faculty within the conservatory may serve as outside members for examination of honors projects in other conservatory departments (for example, a faculty member in the voice department may serve as an outside member on an exam in jazz and improvisation). The project 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, and 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. Fellows may not act as voting members of examining committees. At the discretion of the advisor, after consultation with the student, an additional 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.

The Honors Committee assigns its own representative to act as the non-voting moderator during the oral examination. Sitting members of the Honors Committee and other members of the Lawrence University community may be asked to serve as Honors Committee representatives. The Honors Committee representative reports the results of the examination to the Honors Committee prior to its last meeting. The Honors Committee reviews the recommendations of each examining committee and submits its recommendations for Honors in Independent Study to the faculty for final approval.

The examining committee recommends honors on the basis of the criteria below, not on the criteria a professional journal would use to determine whether to publish a thesis in a given area of research based on the review of professionals in that field. 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 projects submitted for Honors in Independent Study:

### *Cum laude*—honors with distinction

To achieve honors, the project must fulfill all of the following criteria:

1. Theoretical understanding: The work demonstrates a substantial knowledge of, and facility with, previous work, underlying principles, and central concepts or theories in areas relevant to the project.
2. Originality: The work clearly shows 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.
3. Quality: The work itself is of very high quality and is clear, well-organized, and stylistically sound. The paper appropriately frames the original material in the project within the context of established work or relevant traditions in the discipline.
4. Format: The work provides documentation (e.g., bibliographic citations, tables and figures, illustrations) appropriate to the discipline. The paper may have sporadic grammatical or typographical flaws, but they do not rise to the level of distracting from the content.
5. Research/Creative Process: The project has been carried out competently, diligently, independently, and in a manner that fulfills the basic standards of the discipline.
6. Oral Exam: The oral examination reaffirms the student's facility with relevant principles, concepts, and background material; the originality of the contribution; and the high quality of the work.

### *Magna cum laude*—honors with great distinction

In addition to fulfilling the criteria described above, the project must fulfill all of the following criteria:

1. Theoretical Understanding: The work 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.
2. Originality: 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.
3. Quality: The work itself is of outstanding quality and is particularly well-written, lucid, and compelling. 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.
4. Format: The paper contains few and minor grammatical or typographical flaws.
5. Research/Creative Process: The project has been carried out with a degree of technical competence, diligence, and independence of which few undergraduates are capable.
6. Oral Exam: 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 components of the project demonstrate a superlative level of excellence. In addition to fulfilling the criteria described above, the project must fulfill all of the following criteria:

1. Theoretical Understanding: The work 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.
2. Originality: 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.
3. Quality: The work itself exceeds all expectations and is exceedingly well-written, compelling, and engaging. 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.
4. Format: The paper is nearly flawless, with very few grammatical or typographical errors present.
5. Research/Creative Process: The project has been carried out with a superlative level of technical competence, sophistication, diligence, and independence.
6. Oral Exam: 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.

## Projects in the arts

The above criteria are used in evaluating all Honors in Independent Study projects, including the brief essay written for a project in the arts. The paper for a project in the arts must fulfill all of the criteria for Honors in Independent study and be clearly organized and well-written, contain appropriate documentation when needed, and display a high quality of thought and presentation. The criteria listed above will be used to evaluate the project itself, the accompanying essay, and the oral examination.

# 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.

## Look into options

A student interested in off-campus study should make an appointment with the Off-Campus Programs office well in advance of the time they wish to pursue such study. This meeting can help the student establish academic goals, explore off-campus options, and discuss logistical issues such as timing of participation and the application process.

An interested student should also discuss their desire to study off-campus with their faculty advisor. The advisor can help the student select a program that matches their academic preparation and interests as well as consider ways that the student may be able to integrate their off-campus study into their curriculum at Lawrence.

Students can also get information about off-campus study options when representatives from affiliated programs visit campus in fall and winter terms, in informational meetings held about specific programs, or from students who have studied off campus in the past.

It is a good idea to gather as much information about the program(s) as possible to get the fullest understanding of the options.

## Study abroad funding

There are many sources of funding for off-campus study.

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, and the Financial Aid office can help students understand the financial implications of off-campus study decisions. Students participating in Lawrence-sponsored or Lawrence-affiliated off-campus programs are able to utilize their financial aid package towards one session of an off-campus program.

One session of an off-campus program is defined as one term or one semester of study.

A student who participates in more than one session of an off-campus program (either a separate program or multiple sessions of the same program such as an academic year-long program) will only have LU institutional aid apply toward the first session of OCP participation.  In subsequent sessions of OCP participation when LU institutional aid will not

apply, the student will be eligible to receive federal or state aid.

There are also many opportunities for funding in addition to a student's regular Lawrence financial aid package. The off-campus study funding page will help students identify funding possibilities from program providers, outside scholarships, and other resources.

## Policies and procedures for off-campus study

Participation in an off-campus program requires approval by the Off-Campus Programs Committee and, in the case of affiliated programs, acceptance by the program sponsor. Students must apply using the Lawrence Off-Campus Programs online application system. The application deadline for most affiliated programs for the upcoming summer and following academic year is in late January, and a few programs have earlier application deadlines. Applications for the London Centre and the Francophone Seminar in Dakar, Senegal, have typically been due towards the end of winter term.

## Approval

Lawrence approval for off-campus study participation is granted 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.

Students may elect to participate in a non-affiliated off-campus program and seek transfer credit for that experience. Lawrence scholarships and grants may not be applied to the program costs associated with non-affiliated programs. Students interested in participating in a non-affiliated program must work closely with the Off-Campus Programs office in preparing for this and should seek approval for transfer credit prior to committing to the program.

## Eligibility criteria and application evaluation

A student is *ineligible* for off-campus study if any of the following apply:

- the student will not achieve sophomore status prior to participation in the off-campus program;
- the student 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;
- the student 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
- the student has a demonstrated history of behavioral issues inappropriate for off-campus study.

In exceptional circumstances, final determination of eligibility can be made by petitioning the Off-Campus Programs Committee for academic matters only.

Applications for off-campus study are evaluated using the following criteria:

1. 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:
    - opportunities to apply, extend, and/or develop specific academic or intellectual skills in a different educational, cultural, or linguistic context;
    - opportunities to pursue specific independent research; and/or
    - opportunities to apply, extend, and/or develop other kinds of on-campus learning in a different academic, cultural, or linguistic context.
2. The student's record shows evidence of college-level preparation and academic achievement appropriate to the proposed program.
3. In situations where Lawrence limits participation, qualified students proposing their first off-campus program will be given priority over qualified students proposing participation in an additional program.

## Off-campus study approval wait lists

In order to budget effectively for the institutional costs associated with off-campus study, Lawrence may establish an annual cap on the number of students who may participate in affiliated programs. If there are more suitable applicants than the annual cap allows the Off-Campus Programs Committee 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 and internship spaces, in particular) can be 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 may 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.

## Financial aid and off-campus study

To promote equitable access to off-campus study, Lawrence University provides financial assistance to students who wish to participate in one of Lawrence's approved off-campus programs by allowing Lawrence institutional financial aid to apply. Institutional financial aid can apply toward participation in one session of an off-campus program.

One session of an off-campus program is defined as one term or one semester of study.

A student who participates in more than one session of an off-campus program (either a separate program or multiple sessions of the same program such as an academic year-long program) will only have LU institutional aid apply toward the first session of OCP participation.  In subsequent sessions of OCP participation when LU institutional aid will not apply, the student will be eligible to receive federal or state aid.

### Off-campus program charges and financial aid

Lawrence University students participating in Lawrence-approved off-campus programs will be billed regular Lawrence tuition for programs equal in length to a Lawrence term or the off-campus program's semester tuition for programs longer than 12 weeks. If the program tuition is higher than the applicable Lawrence term or off-campus semester tuition, the student will be billed the differential tuition amount. In addition to tuition and in lieu of on-campus room and board, Lawrence University students will be billed the program fee assessed by the off-campus program they are

attending. The program fee typically covers all or a portion of housing and food expenses and may include costs for local transportation, excursions, etc.

Tuition benefit programs (LU Tuition Remission, ACM TREP, Council of Independent Colleges Tuition Exchange Program, and Tuition Exchange) apply toward affiliated off-campus program participation according to the same practices as institutional gift aid. The amount of the tuition benefit scholarship a recipient receives when studying on campus for one term applies toward participation in an LU-administered or LU-affiliated off-campus program. The scholarship amount is capped at the amount the student receives for one term on campus and is not increased for a differential or higher tuition when studying off-campus.

**Additional cost information**

The cost for some off-campus study programs may be greater than the cost of studying for the same period of time on campus, and a student should also consider out-of-pocket expenses when selecting a program. Any student considering off-campus study is encouraged to meet with the Financial Aid office, which has comprehensive cost estimates for all Lawrence-approved programs.

Any student who will need financial assistance to fund an off-campus study program should submit the Free Application for Federal Student Aid (FAFSA) as early as possible during the year preceding their proposed program. Even those who do not qualify for need-based aid may wish to investigate ways to offset the expense through either an unsubsidized Stafford Student Loan or a parental PLUS loan. Students considering these options should also submit the FAFSA.

Students are also encouraged to pursue outside scholarship opportunities to assist with the incremental cost of off-campus programs. Additional scholarships (LU-dedicated funding for study abroad, scholarships from program providers, and outside scholarships) are supplemental to the Lawrence financial aid award. See the off-campus study funding page for more information about scholarships and funding options for off-campus study.

## Billing, deposits, & refunds

Students participating in LU-sponsored or affiliated off-campus programs are invoiced through their Lawrence student account for tuition and billable program fees.

Most programs require a confirmation deposit from students to officially accept their offer of admission. For affiliated programs, students 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.

Lawrence honors the refund, cancellation, and withdrawal policies of our partner institutions. Once a student accepts placement in a program, the program provider begins preparation for their participation. If, after a student commits to a program, they withdraw or do not participate for any reason, most program providers hold the individual student accountable for some or all of the costs incurred on their behalf. Students should make themselves aware of the policies of the organization providing their program.

Students who withdraw from the Lawrence University London Centre program 120 days or less before the program start date will be responsible for the program fee.

## Mandatory international health and evacuation insurance

Students participating on a Lawrence-sponsored or affiliated international off-campus program are required to carry the Lawrence University international health and evacuation insurance policy administered by Cultural Insurance Services International (CISI). The only exception to this requirement is for students on programs provided by IES, who will not be enrolled in the LU group coverage through CISI. It is presumed that this coverage is in addition to whatever medical insurance coverage the student already holds, and it has been factored into the comprehensive cost estimates for the international off-campus study programs.

CISI 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 health emergency.

The Off-Campus Programs office automatically enrolls students in the CISI insurance. The fee (currently $55.42 per month of coverage) is charged to the student's Lawrence account along with the program fees.

## Student travel to countries or areas with heightened risk

Lawrence University supports international travel as an essential means of providing invaluable learning opportunities for our students. We recognize, though, that international travel involves the potential for risks which may or may not be present within the United States. Lawrence strongly recommends that all students familiarize themselves with the travel information available from the U.S. State Department and Centers for Disease Control (CDC) 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 advisory levels, which range from 1 to 4.

Lawrence will cancel a Lawrence-sponsored program, will withdraw its approval for study on a Lawrence-affiliated program, and will not provide funding or support for travel to a country or area of a country if a State Department level 4 travel advisory is in place for the host country or area. Any student travel to a country or area with a State Department level 3 travel advisory and/or a CDC level 3 travel warning must be proposed and approved through the exemption petition process outlined below. Lawrence does not support students participating in off-campus study programs or international travel in countries with these levels of caution. Any student intending to travel to a country with an overall State Department level 1 or 2 travel advisory but with level 3 or 4 areas/regions within the country must provide a separate signed statement declaring that the student will not enter those areas.

Lawrence reserves the right to cancel support of travel based on extenuating circumstances. If cancellation is necessary, the institution will work to provide alternate programming when feasible. Withdrawal of approval for an affiliated program bars a student from receiving Lawrence credit for the program and from applying institutional financial aid or funding to the program costs.

In order to make certain that a student may make an informed decision regarding participation in 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 is feasible. This policy applies to students attending programs where such a warning or advisory level 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).

Students or faculty travel leaders who have a compelling educational reason for student travel to such countries may submit a petition for an individual exemption from this policy through the Off-Campus Programs office. Information about this petition process is available below.

In the event that an advisory or alert of this level is instituted while a student is in-country, Lawrence will consider the situation to determine if program participation should continue, be adapted, or be suspended. Lawrence will be in contact with impacted students and work with the travel assistance service of the international insurance that is required of all students traveling internationally with Lawrence support. Security evacuations are highly unusual, and the travel assistance company determines whether a political, security, natural disaster, or medical evacuation is necessary. If emergency evacuation becomes necessary, Lawrence will work with the evacuation service and impacted students to coordinate this. If a student refuses to comply with an evacuation, the University maintains the right to withdraw financial support and may institute disciplinary action.

The authority to cancel Lawrence support of international travel to particular countries according to this policy can be exercised by the provost or delegate, director of off-campus programs, or vice president for student life or delegate. When possible, these parties will confer and come to a decision in consultation with each other. In circumstances necessitating a quick response, this decision may be made by one or two of these parties.

## Exemption petition process

Lawrence considers the health and safety of student participants to be the highest priority. Petitions for exemption to the Policy on Student Travel to Countries with Heightened Risk will be thoroughly considered. Petitions will be reviewed by a committee that includes the director of off-campus programs, the provost or delegate, the vice president for student life or delegate, and university counsel when necessary. The committee will (1) review plans to ensure individual safety while traveling in a country with this level of warning, and (2) determine whether Lawrence will support travel to this area in light of the risks of the location.

Student travel to a country or area of a country with a State Department level 3 travel advisory and/or CDC level 3 travel warning is allowed only with an approved exemption granted through this exemption process. A petition for an exemption for travel to a country or area of a country with a State Department level 4 travel advisory will be considered only in instances of an international student seeking support to travel to their home country and should follow the exemption proposal process.

The petition for exemption should be submitted to the Off-Campus Programs office along with all supporting materials as far in advance as possible and no later than six weeks before the proposed travel. Standard practice is that the committee will make a decision within three weeks of submission. If an exemption is granted, all paperwork to register international travel and make arrangements for insurance enrollment will follow the regular timelines. If an exemption is granted, each participant will be required to review, sign, and return an additional 'Assumption of Risk for Travel to Countries with Heightened Risk' form.

If the petition for an exemption is not approved, the student or group will not be allowed to travel to the country with Lawrence advice, support, credit, or funding. Permission for travel with Lawrence sponsorship or support may be

denied at any time, and decisions may be reversed if the political climate or security situation changes after a petition for exemption is initially granted.

## Argentina

**Buenos Aires Argentina**

WorldStrides 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.

https://worldstrides.com/en-us/higher-ed/programs/universidad-de-belgrano-semes…

## Austria

**Vienna - European Society and Culture**

IES Vienna - European Society and Culture offers a broad curriculum in the humanities and social sciences. Students participating on this program take one required German language course and then choose from English-taught or German-taught area studies courses in a range of subjects, including art history, business, history, political science, psychology, and more! Students with advanced German proficiency may also choose to pursue integrated study at the Universität Wien.

Duration: Semester

No previous language study is required.

https://www.iesabroad.org/programs/vienna-european-society-culture

## Austria

**Vienna - Music**

IES Vienna - Music offers a comprehensive music curriculum featuring individual music instruction, history, and theory, as well as a Music Performance Workshop (audition required) and music-related internship options. Along with music, students take German language instruction and can choose additional electives from a broad range of area studies courses in the humanities and social studies. Most area studies courses are taught in English, but students with advanced German proficiency may also choose to pursue integrated study at the Universität Wien.

Duration: Semester

No language pre-requisite. Students registering for the Music Performance Workshop must audition on-site.

https://www.iesabroad.org/programs/vienna-music

## Botswana

**Botswana**

Programs Offered: Arts and Sciences; Community Public Health. The CIEE program in Botswana provides experience in Sub-Saharan Africa for students from a range of backgrounds, offering direct university enrollment options at the University of Botswana. Students can choose from two tracks of this program: Arts and Sciences or Community Public Health. Students in the Arts and Sciences track take courses at the University of Botswana from a broad range of disciplinary backgrounds. There is also an internship option for students in a wide array of fields. Community Public Health students take some courses at the local university in addition to CIEE courses focused on public health and a community health practicum.

Duration: Semester

No previous language study required. Minimum GPA of 2.75.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Botswana with OCP staff prior to applying.

https://www.ciee.org/go-abroad/college-study-abroad/locations/africa/botswana

## Chile

**Santiago Chile**

Program Focus: Politics, Social Justice, and Language. 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

Completion of Spanish 202 or equivalent.

https://www.iesabroad.org/programs/santiago-politics-social-justice-language

## China

**Shanghai**

Focus: Perspectives on Contemporary China. The CET Shanghai program gives students without previous Chinese language background an opportunity to explore a range of topics in Shanghai, with particular strength in the Social Sciences. The program includes housing in dormitories with local roommates, an internship in a wide array of fields, and elective classes. The program is located at Donghua University’s downtown Shanghai campus.

Duration: Summer, Year, Semester

No previous language study required. Minimum GPA of 3.0

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in China with OCP staff prior to applying.

https://cetacademicprograms.com/programs/china/chinese-studies-internship-shang…

## Costa Rica

**Ecological Resilience 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: Summer, Semester

No previous language study required. At least one college-level course in ecology, biology, or environmental studies/science required.

https://fieldstudies.org/center/costa-rica/program/ecological-resilience-studie…

## Ecuador

**Quito Ecuador**

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

Minimum of Spanish 202 or equivalent. For Direct Enrollment track of the program, students will need to have completed two to three classes beyond Spanish 202.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Ecuador with OCP staff prior to applying.

https://www.iesabroad.org/programs/quito-area-studies-language

## Egypt

**AU Cairo Egypt**

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

No previous language study required. Minimum GPA of 3.0. Most participants are juniors or seniors but applications for sophomore year are considered.

Currently, the United States Department of State lists certain areas of Egypt as a Level 4 Travel Advisory, which can impact travel, while the overall advisory level remains a 2. Please contact the Off-Campus Programs Office for more information.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Egypt with OCP staff prior to applying.

https://www.aucegypt.edu/admissions/international-students/non-degree

## Estonia

**Russian Language and Area Studies in Estonia**

With intensive, immersion-based Russian language instruction in Tallinn, Estonia, this program provides approximately 20 hours per week of in-class instruction in Russian grammar, phonetics, conversation, and cultural studies. Participants will also complete coursework in the history and culture of Estonia and may elect to enroll in Estonian language study. Program features include homestays, weekly excursions, travel to other regions outside the host city, conversation partners, and a wide range of opportunities to volunteer, pursue hobbies and personal interests in a Russian-language context. Participants receive academic credit for the program and coursework may include such subjects as literature, history, political science, and contemporary society. All courses are taught in Russian by expert faculty with experience teaching foreign students.

Duration: Summer, Year, Semester

At least two semesters of college-level Russian language instruction or the equivalent.

Minimum GPA of 2.7

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Estonia with OCP staff prior to applying.

https://www.studyabroad.americancouncils.org/rlasp

## France

**Nantes France**

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

French 202 or equivalent required.

https://www.iesabroad.org/programs/nantes-french-language-immersion-area-studies

## France

**Paris France - 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

French 202 or equivalent required.

https://www.iesabroad.org/programs/paris-french-studies

## Georgia

**Russian as a Second Language in Georgia**

Study Russian at a variety of levels in an immersion environment, while also learning about the histories, cultures, and geopolitical realities of the countries of the Caucasus (Georgia, Armenia, Azerbaijan) in English-language classes.

Duration: Summer, Semester

GPA 2.5 or higher

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Georgia with OCP staff prior to applying.

https://sras.heiapply.com/catalogue/programs/10514

## Germany

**Berlin - Language, Culture and Politics**

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

German 202 or equivalent required.

https://www.iesabroad.org/programs/berlin-language-area-studies

## Germany

**European Union: Politics, Law and Economics**

IES European Union: Politics, Law & Economics 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. Students travel approximately 22 days to gain exposure to the European Union and beyond. Each new country allows you to develop an understanding of the European Union, its history, and its institutions. In addition, students participate in a weekend-long model EU simulation. Internship opportunities are also available.

Duration: Semester

No previous language study is required.

https://www.iesabroad.org/programs/freiburg-european-union

## Germany

**Freiburg Germany - Language and 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

German 202 or equivalent required.

https://www.iesabroad.org/programs/freiburg-language-area-studies

## Ghana

**Ghana: Arts and Sciences**

The CIEE program in Ghana gives students from a broad range of disciplinary backgrounds an opportunity to study in a Sub-Saharan African, urban setting at the University of Ghana which is the oldest and largest university in the country. CIEE Ghana offers a variety of opportunities for students who wish to study and engage with their location through an internship or conducting an independent study.

Duration: Semester

No previous language study required. Minimum GPA of 2.5 required. It is recommended that students have taken college-level courses related to African Studies.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Ghana with OCP

staff prior to applying.

https://www.ciee.org/go-abroad/college-study-abroad/programs/ghana/legon/arts-s…

## 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

No previous language study required.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Greece with OCP staff prior to applying.

http://www.cyathens.org/

## Hungary

**Budapest Semesters in Mathematics**

This program allows students to study mathematics and mathematics education with eminent Hungarian instructors in Budapest. Hungary has a long tradition of excellence in mathematics education. The Budapest Semester in Mathematics track provides advanced mathematics coursework. The Budapest Semester in Mathematics Education track of this program allows students to combine mathematics courses from the BSM track with education methods classes and observation opportunities. 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.

See https://bsmeducation.com/ as well as the main program URL.

Duration: Summer, Semester

No previous language study required. Applicants in the Mathematics track must have completed at least one semester of Abstract Algebra or Real Analysis (a first course in the Theory of Analysis) prior to attending the program.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Hungary with OCP staff prior to applying.

http://www.budapestsemesters.com/

## Hungary

**Budapest Semesters in Mathematics Education**

Summer@BSME is a six-week summer program in Budapest, Hungary, designed for undergraduates interested in the learning and teaching of secondary mathematics. Participants take a variety of courses in mathematics education and complete a week-long field experience. Students can experience Hungarian pedagogy, which is based on guided discovery - emphasizing problem solving, creativity, and communication, as well as the rich and vibrant culture of Hungary.

Duration: Summer

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Hungary with OCP staff prior to applying.

https://bsmeducation.com/

## India

**Buddhist Studies in Bodh Gaya, India**

Explore and study Buddhism in India through interdisciplinary courses and Buddhist meditation traditions. At the heart of the Buddhist Studies in India program is the desire to allow students to explore this subject from as many different points of view as possible. Western academic models are systematically used in the core courses, while Buddhist philosophies are tested in the Meditation Traditions course. Students take courses in philosophy, Buddhist culture, and language. All students conduct rigorous independent research in the field. The program is located in Bodh Gaya which is a unique pilgrimage center in northern India.

Duration: Semester

No previous language study required.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in India and Thailand with OCP staff prior to applying.

https://apps.carleton.edu/global-engagement/buddhist-studies-india/

## 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: 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.

https://www.iesabroad.org/programs/dublin-direct-enrollment-national-theatre-sc…

## Italy

**Florence (ISI) International Studies Institute**

Offering a unique blend of academic guidance and experiential learning, the program combines dynamic studio-based classes with immersive field trips to help students develop a deep understanding of the artistic process and cultivate their own unique and creative voice. On this program, students will refine their painting, drawing, sculpture, and digital media skills.

Paired with electives offered in such varied disciplines as business, STEM, humanities, and more, as well as excursions meant to delve deeper into Italian culture, this offers a very well-rounded program for art and art history students.

At this time only curricular concentrations in Art History or Studio Art are approved.

Duration: Year, Semester

Due to visa requirements, we encourage students to apply to their program provider as early as possible.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Italy with OCP staff prior to applying.

https://studyabroad.arcadia.edu/find-a-program/programs-by-country/italy/isi-fl…

## Italy

**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

No previous language study required. 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.

Due to visa requirements, we encourage students to apply to their program provider as early as possible.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Italy with OCP staff prior to applying.

https://my.globaled.duke.edu/_portal/tds-program-brochure?programid=10266

## Italy

**Milan - Music: Voice, Composition, and Instrumental**

The IES Milan - Music: Voice, Composition, and Instrumental program 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. Approved only for B.Mus. and B.A. Music students to pursue music study.

Due to visa requirements, we encourage students to apply to their program provider as early as possible.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Italy with OCP staff prior to applying.

https://www.iesabroad.org/programs/milan-music-voice-composition-instrumental

## Italy

**Rome Italy**

WorldStrides Rome offers students the opportunity to enroll at the American University of Rome. 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. 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 encouraged. Students are housed in shared apartments in neighborhoods close to the university campus.

Duration: Summer, Year, Semester

Previous language study is encouraged but not required.

Due to visa requirements, we encourage students to apply to their program provider as early as possible.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Italy with OCP staff prior to applying.

https://worldstrides.com/en-us/higher-ed/programs/the-american-university-of-ro…

## Japan

**Nagoya Japan**

The IES Nagoya, Japan program offers a direct enrollment opportunity through Nanzan University's Center for Japanese Studies, where students will choose between a Modern Japanese track or an Intensive Japanese track. Aside from language study, both tracks also offer students English-taught area studies courses, elective arts classes, and Japanese-taught seminar courses. Advanced-level Japanese language courses are available.

Duration: Year, Semester

1 semester of college-level Japanese; enrollment in a Japanese course in the last year

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Japan with OCP staff prior to applying.

https://www.iesabroad.org/programs/nagoya-direct-enrollment-nanzan-university

## 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 and a month-long cultural internship provides an invaluable education in Japanese culture.

Duration: Year, Semester

At least one term of Japanese study is required, and preference is given to applicants who will be participating during their junior year. Selection is competitive and a minimum GPA of 3.0 strictly required.

This program has an early application deadline of November 7, 2024, for any term during the 2025-2026 academic year.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Japan with OCP staff prior to applying.

https://japanstudy.earlham.edu/

## Japan

**Tokyo Japan - Language and Culture program**

IES Tokyo offers an opportunity to study Japanese language 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.

Duration: Year, Semester

Previous language study is not required though it is strongly recommended. Program requires a minimum 3.0 GPA, although GPAs under this requirement may be considered on a case-by-case basis.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Japan with OCP staff prior to applying.

https://www.iesabroad.org/programs/tokyo-language-culture

## Jordan

**Area and Arabic Language Studies in Jordan**

The AMIDEAST Area & Arabic Language Studies program in Amman, Jordan provides students with an immersive cultural and academic experience in Jordan as well as opportunities to explore a variety of topics related to the Middle

East. Students take Arabic language classes available at all proficiency levels and elective classes in a variety of subject areas. This program offers content courses taught in English from a range of disciplines while also offering high-quality Arabic instruction. Students can opt to take the community-based learning course which places students in local organizations and workplace settings.

Duration: Semester

No previous language study required.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Jordan with OCP staff prior to applying.

https://www.amideast.org/our-work/education-abroad-in-the-mena/abroad-programs/…

## Kyrgyzstan

**Bishkek: Central Asian Studies**

Bishkek: Central Asian Studies provides an intensive study of the fascinating region of Central Asia, combining intensive Russian as a Second Language with a range of language, linguistics, and regional studies courses.

If you have at least four semesters of Russian language, you may be able to replace some language credits with Russian language electives or other Central Asian language electives, such as Kyrgyz, Kazakh, or Arabic.

The semester program addresses geopolitics, history, and culture and includes a two-week travel program to Kazakhstan and Uzbekistan.

Duration: Semester

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Kyrgyzstan with OCP staff prior to applying.

https://sras.heiapply.com/course.php?id=1295&back_link=filter%7Clevel%2Asearch%…

## Madagascar

**SUNY Madagascar Semester**

The Madagascar Semester through Stony Brook University offers students interested in anthropology, tropical biology, primatology, or ecology an option for field study in biodiverse Ranomafana National Park at the Centre ValBio research station.
During the program, students enroll in courses that allow for the study of primatology, the comparison of ecosystems in Madagascar, culture and language of Madagascar, and an Independent Study. Further information about Centre ValBio and the program is available: https://www.stonybrook.edu/commcms/studyabroad/outgoing/programs/curren….

Duration: Semester

No previous language study is required. This program is open to juniors and seniors, though, well qualified sophomores may be considered.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Madagascar with OCP staff prior to applying.

https://www.stonybrook.edu/commcms/studyabroad/outgoing/programs/current-year/a…

## Morocco

**Area and Arabic Language Studies in Morocco**

The AMIDEAST Area & Arabic Language Studies program in Rabat, Morocco provides students with an immersive cultural and academic experience in Morocco as well as opportunities to explore a variety of topics related to the Middle East. Students take Arabic language classes available at all proficiency levels and elective classes in a variety of subject areas. This program offers content courses taught in English from a range of disciplines while also offering high-quality Arabic instruction. Students live in a homestay.

Duration: Semester

No previous language study is required. Most participants will be juniors or seniors, though, applications for sophomore year are considered as well.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Morocco with OCP staff prior to applying.

https://www.amideast.org/our-work/education-abroad-in-the-mena/abroad-programs/…

## Namibia

**Decolonizing the Mind: Racial and Environmental Justice in Namibia and South Africa**

On this program, students will spend a semester in Namibia and South Africa, two countries that have struggled against the lasting impacts of colonialization, apartheid, the fight for liberation, and ethnic and racial tensions. This program examines how people can organize themselves towards positive social change and the triumph of the human spirit. During this program, in addition to for-credit coursework, students can gain hands-on work experience in a development agency through an academic internship for credit. Courses are available across multiple subjects, including Political Science & Government, Religion, International Studies, or History.

Duration: Semester

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Namibia and South Africa with OCP staff prior to applying.

https://studyabroad.arcadia.edu/find-a-program/programs-by-country/southern-afr…

## Netherlands

**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

No previous language study required. Applicants must be music majors and have junior or senior standing by the beginning of the program. Audition and additional application material required. Final admission decisions rest with the Amsterdam School of Music. Admission to this program is competitive.

https://www.iesabroad.org/programs/amsterdam-direct-enrollment-conservatorium-v…

## Netherlands

**Amsterdam: Psychology and Sciences**

Students take courses at the Vrije Universiteit Amsterdam (VU Amsterdam) which is known for its strong science programs, particularly global health, biomedicine, and neuroscience, as well as offering courses in psychology, earth sciences, and other areas. Students have the option of taking elective courses taught through IES's Study Abroad center. VU courses are taught in English.

Duration: Year, Semester

No previous language study is required. Minimum GPA of 3.0 required. Junior or senior standing at time of program.

https://www.iesabroad.org/programs/amsterdam-psychology-sciences

## Netherlands

**Amsterdam: Social Sciences and Humanities**

The IES Amsterdam: Social Sciences and Humanities program combines coursework at the prestigious Universiteit van Amsterdam (UvA) with courses taken at the IES Abroad Center. With a strong focus on internationalism, the UvA offers a wide range of courses in many areas of study, including Conflict & Cultural Diversity, Globalization & International
Relations, Migration Studies, and Sociology. At the IES Abroad Center, you will choose from offerings in Art History, Studio Art, Gender Studies, Dutch language, and other subjects taught by international faculty from diverse backgrounds and disciplines.

Duration: Year, Semester

No previous language study is required. Minimum GPA of 3.0 required. Junior or senior standing at time of program.

https://www.iesabroad.org/programs/amsterdam-social-sciences-humanities

## New Zealand

**Auckland New Zealand**

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

https://www.iesabroad.org/programs/auckland-direct-enrollment-university-auckla…

## Republic of Korea

**Seoul, South Korea**

In the Seoul, South Korea program you will direct enroll in Yonsei University, one of South Korea's leading universities, which offers over 500 classes taught in English. As a student at Yonsei you will have the opportunity to continue courses in the Liberal Arts; pursue Korean language and culture classes; and even study business, science, and much more.

Duration: Year, Semester

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in South Korea with OCP staff prior to applying.

https://www.iesabroad.org/programs/seoul-direct-enrollment-yonsei-university

## 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

Completion of French 202 or the equivalent. The course Destination Dakar is required in the term preceding the seminar term.

Application deadline in Winter Term the year preceding the seminar term.

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Senegal with OCP staff prior to applying.

https://www.lawrence.edu/offices/campus-programs/senegal

## Spain

**Granada Spain**

This WorldStrides 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

Completion of Spanish 202 or equivalent 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.

https://worldstrides.com/en-us/higher-ed/programs#q=granada&f-ws_program_cities…

## Spain

**Salamanca Spain**

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. Students may take courses in Spanish or English, depending on their abilities.

Duration: Summer, Year, Semester

Spanish 202 or the equivalent required for this program.

https://www.iesabroad.org/programs/salamanca-advanced-spanish-immersion-languag…

## Taiwan

**Taiwan**

CET Taiwan combines intensive Chinese language classes with either an English-taught elective or a customized internship opportunity. Internships are offered in both Chinese and English-speaking environments. Students will live with Taiwanese roommates in Taipei for a fully immersive experience that balances life in the city with quick access to nature.

Duration: Semester

FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Taiwan with OCP staff prior to applying.

https://cetacademicprograms.com/college-study-abroad/programs/china/cet-taiwan/

## Tanzania

**Ecology and Anthropology in Tanzania**

Ecology and Anthropology in Tanzania combines field research with cultural immersion in East Africa and is designed

to help students learn about the centrality, the methods, and the rewards of field work in both the social and natural sciences. Over the course of the program, students will live with local host families in the Usa River community near Arusha and take classes in ecology, cultural anthropology, and Swahili. Excursions and field trips to sites such as local Maasai villages and national parks (Serengeti, Tarangire, and Mount Kilimanjaro) provide unique opportunities to learn about and interact with the people, wildlife, and landscape of Northern Tanzania. The culmination of the program is research conducted under the guidance of regional experts, with the goal of serving student scholarship and contributing to a larger community benefit in Tanzania.

Duration: Semester

No previous language study required.

Currently, the United States Department of State lists Tanzania as a Level 3 Travel Advisory overall. This can impact travel. Please contact the Off-Campus Programs Office for more information. FOR CONSIDERATION: Members of the LGBTQ+ community should discuss their identity and life in Egypt with OCP staff prior to applying.

https://apps.carleton.edu/global-engagement/ecology-tanzania/

## United Kingdom

**London Centre**

The Lawrence London Centre, established in 1970, plays a vital role in enhancing a student's liberal arts education. By spending one term or longer at the London Centre, students gain a more global perspective and take what they learn in the classroom and apply it to a larger, world stage. London, as a cosmopolitan center of artistic, historical, political, and economic interest, becomes the classroom for students ready to take experiential learning to the next level. Students of any major can learn something at the London Centre. Although courses vary each term, topics typically can include offerings in theatre arts, music history, anthropology, history, government, art history, literature, and more. London Centre courses do not have prerequisites and are open to all London Centre participants. Internships, music lessons, and independent study options are also available.

Duration: Term

https://www.lawrence.edu/offices/campus-programs/london-centre

## United Kingdom

**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 six Oxford colleges: Hertford College, Lady Margaret Hall, Mansfield College (academic year only), St. Anne's College, St. Catherine's College, and St. Edmund 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

Minimum GPA of 3.7 (3.8 for Hertford College). Applicants must have junior or senior standing at the beginning of the program. This program is competitive; the final admission decision lies with the host university.

This program has an early application deadline of November 10, 2026, for any term during the 2027-2028 academic year.

http://studyabroad.arcadia.edu/find-a-program/programs-by-country/england/unive…

## United Kingdom

**Northern Ireland - Conflict, Peace, and Transition**

In this program, students will critically examine the work of justice, reconciliation, and repair while studying the historical, political and religious roots of the conflict in Northern Ireland, the prospects for peace, and the progress being made. While living in Derry-Londonderry, students will take classes and participate on a seven-week-long internship. This program is offered in partnership with Augsburg University.

Duration: Semester

https://studyabroad.arcadia.edu/find-a-program/programs-by-country/northern-ire…

## United States

**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

https://www.coe.edu/academics/coe-difference-centers-and-programs/off-campus-st…

## United States

**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

Applicants should have background in one Biology course, one Chemistry course, and one Math course. Students who are lacking in a given area may still qualify for admission to the program at the discretion of the on-campus faculty advisor and selection committee.

https://www.mbl.edu/ses/

## United States

### 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

https://www.american.edu/provost/ogis/washington-semester-program/

## United States

### New York Arts Program

The New York Arts Program gives students of the visual arts, art history, performing arts, and film and media studies the opportunity to pursue their passion, learn from artists in their field, and explore the possibility of making a living from their art. In this fully immersive experience in New York City, students will have meaningful internships, individual advising, participate in a thematic seminar, enjoy program events, and develop a capstone project.

Students of the visual arts will further have the option of participating in a Studio Residency seminar. In this option, students will be provided with studio space for their use and have time to work on their art and develop their portfolio.

Duration: Semester

Open to artists of all kinds, including visual arts, art history, film, media, music, theatre, dance, writing, publishing and more!

https://www.newyorkartsprogram.org/

## United States

### Sea Education Association (SEA)

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

http://www.sea.edu

## Academic responsibilities

### Opportunities, obligations, and responsibilities

Academic procedures and regulations, together with degree, program, and course requirements and the honor system 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 degree requirements and maintaining satisfactory academic progress. Students are expected to be thoroughly familiar with the contents of the course catalog, the student handbook, and other contracts and official notices of the university. Degree requirements and requirements for majors, minors, or interdisciplinary areas are set by specific catalog year, while academic regulations and procedures are effective as of the date they are approved by the university unless otherwise noted.

### Confidentiality of student 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 student handbook.

### Catalog of record

Students complete degree requirements using the course catalog in effect at the time they matriculate as degree-seeking students. Students have the option of choosing a different year's course catalog as their catalog of record. The catalog of record must be from the student's period of enrollment as a degree-seeking student. The catalog of record is used to certify all degree requirements, including majors, minors, interdisciplinary areas, and general education. Students may not satisfy requirements from more than one catalog. Students should consult with their academic advisors and with department chairs and program directors regarding the applicability of current course offerings to the requirements they intend to complete.

## Academic expectations

### Academic success

Most Lawrence students do fine most of the time. Nevertheless, on occasion some students find themselves out of sync not only with the expectations of their instructors but also with their own expectations of themselves. Attendance may trail off, coursework may be avoided, and assignments may be turned in late or not at all. Despite students' best efforts, pressures and anxieties build, course performance suffers, and it becomes hard to see a pathway to academic success. At these times, it is essential that students recognize what is expected of them and how to take the steps needed to put themselves back on track.

Through institutional resources and the efforts of its faculty, Lawrence strives to assist students who find themselves in academic difficulty. Mudd Library, the Center for Academic Success, and Wellness Services are among the most prominent resources that Lawrence offers to help students succeed. Likewise, faculty members seek to foster academic success among their students not only in the classroom but also during office hours, at study or review sessions, and through online tools and resources.

When a misunderstanding or discrepancy emerges between what faculty members and students expect from each other, this gap can adversely affect the learning that takes place in the classroom, laboratory, or studio. The notes that follow seek to reduce this sort of gap by making expectations clear.

### Recognizing expectations as a key to success

**Communication.** Regular communication with faculty, administrators, and staff may be the single most important element in student success at Lawrence. Students are urged to communicate with instructors right away if they are experiencing academic difficulty and to seek help from the many resources made available by the university.

**Engagement and respect.** Students should see it as their responsibility to engage fully in all class activities and to demonstrate respect for fellow students, instructors, and course materials. Respect is demonstrated by encouraging and supporting others and never demeaning or degrading fellow Lawrentians; by adhering to the honor code and university rules and regulations; and by caring for our facilities, grounds, and equipment. Students can expect instructors, administrators, and staff to treat them with respect at all times, especially with regard to issues of race or ethnicity, class, gender, sexual orientation, and disability. Furthermore, they can expect their instructors to hold them to clear and consistent academic standards and to assess their work in a fair and timely manner with an indication of how it might be improved.

**Attendance.** Although different instructors spell out attendance requirements for their courses in different ways, students should consider it their responsibility to attend all class sessions and lessons and to be on time and well prepared. Missing class or arriving late can result in unexcused absences or a lowered grade for class participation. If students must miss class or arrive late, they should make every effort to inform their instructors beforehand. Faculty can be very understanding of student difficulties, and unforeseen conflicts, unexpected crises, and even the rare case of forgetfulness may be excused in light of normally good attendance and class preparation.

**Deadlines.** Students should consider it their responsibility to turn in all assigned work by the specified deadlines and to abide by the policies for assignments established by each individual instructor. When it is impossible for students to meet their deadlines, prompt and direct communication with the instructor, or with a staff member or administrator when communication with the instructor is not possible, is crucially important. Likewise, students can expect that instructors will clearly announce all deadlines and policies for assignments, including penalties for late or missing work.

**Academic, extracurricular, and professional conflicts.** Students should request permission in advance to miss class for academic, extracurricular, or professional activities that conflict with regular classes or lessons. While they may be sympathetic to such conflicts, instructors are under no obligation to grant permission and may do so at their own discretion. Instructors who schedule curricular activities (such as field trips, rehearsals, conferences, or competitions) outside of regular class time should remind students to request permission to miss any regularly scheduled classes or lessons that might conflict with those activities.

**Illness or injury.** Students who miss class for illness or injury should contact their instructors for guidance in making up missed work. If they miss more than two consecutive class sessions or a major assignment or examination, they

should see a nurse, doctor, or counselor for a medical excuse (with permission, Wellness Services can e-mail notice to the instructors). If a student misses the equivalent of two weeks of classes or a similar number of assignments, then the student and the instructor should meet with the Dean of Academic Success to discuss whether the student will be able to complete the course or, especially late in the term, needs to withdraw or arrange for an incomplete.

Students with known health conditions that could affect their course work should meet with their instructors at the start of term to plan how to deal with problems that might arise. They should notify instructors in advance if they will be absent for medical testing or treatment and should alert instructors right away if they are too ill to come to class or to complete an assignment. If students are unable to meet their course requirements, they should contact the Dean of Academic Success to arrange a withdrawal or incomplete.

**Personal crisis.** Personal crises, such as accidents, trauma, or family emergencies, are handled with empathy by staff and faculty. Adjustments to course requirements or deadlines are granted at the discretion of instructors in consultation with appropriate staff or administrators. Communication on the part of students is paramount. Unless they alert their instructors or a staff member from Wellness, Student Life, or the Center for Academic Success, students can expect no adjustments in requirements. Faculty and staff are committed to serving students in moments of crisis, but they can act only on the basis of what they know.

**If difficulties arise.** Faculty expect students to be fully engaged in the classes for which they are registered: to attend regularly, to be well prepared, to participate in discussion, to complete assignments, and to communicate with instructors as outlined above. Students who are not meeting these expectations will be referred to the Center for Academic Success for help.

In those rare cases where a student who has not been attending classes also does not respond to requests from the Center for Academic Success, the student may be withdrawn from the term and placed on administrative leave. The university reserves the right to determine when an administrative withdrawal is appropriate and what conditions must be met before the student is allowed to return. Academic implications (credit and grades) and financial implications (tuition, fees, and financial aid) will vary depending on the circumstances.

In general, students are strongly urged to seek help from the Center as soon as difficulties arise so they can stay on track for academic success. That is why the Center exists, and it is in the interest of everyone to put these resources to their best use.

## 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 Academic Advisor Form available online. The online form will route to the new advisor for final approval.

Students are encouraged to consult with other faculty members, department chairs and program directors, the Director of Academic Advising, or the Center for Academic Success for further advice.

## Honor system

### Honor Code

To maintain the atmosphere of mutual trust and confidence among students and faculty and to ensure that students are judged according to their own merits, the Lawrence University community has established the following Honor Code:

*No Lawrence student will unfairly advance their own academic performance or in any way limit or impede the academic pursuits of other students of the Lawrence community.*

The Lawrence community firmly believes in the value of the academic atmosphere that 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, particularly as the Honor Council provides extensive information to all students. The council does not consider ignorance or negligence as an excuse 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 hereby reaffirm the Lawrence University Honor Code” (or "IHRTLUHC") followed by their signature on all submitted work or by providing an equivalent indication on work submitted electronically.

### Honor Council

The Honor system is administered by the Honor Council, which consists of up to thirteen 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. Every member of the Lawrence community is responsible for upholding the Honor System.

If a member of the community suspects a violation, the member has two options:

- contact the faculty member involved, a faculty member on the Academic Integrity Committee, or a member of the Honor Council; or
- discuss the concern 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 Honor System Charter and related information on the Honor System webpage.

## Accommodations for students with disabilities

### Nondiscrimination on the basis of disability

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.

> 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

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended in 2008), Lawrence recognizes that qualified students who have diagnosed disabilities, 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.

### Requesting academic accommodations

Students who have a disability covered by the Americans with Disabilities Act are entitled to academic accommodations. In keeping with the university's educational philosophy emphasizing student independence and responsibility, requests for accommodations must be initiated by the student. No notification of instructors occurs without a student request, and no student is required to tell instructors about a disability or to request accommodations. If a student does choose to request accommodations, the request should be made as early as possible and no later

than the start of the term in which the course is offered.

To request academic accommodations, a student should complete an eligibility form, submit documentation as outlined in the accessibility services website and meet with the Director of Accessibility Services. The meeting allows for the student and the director to have a conversation about past accommodations, to identify limitations that prevent access and inform the student of their rights. Accommodations are not retroactive. All accommodations are recommended to be arranged a week prior to the term to ensure that they are in place when needed. Any testing accommodations must be arranged at least one week prior to the test or examination. More information can be found on the Accessibility Services website.

## Term system and course loads

### Three-term system and course loads

Lawrence University has a three-term schedule--fall, winter, and spring--plus an optional December term (described in the catalog under "December Term"). Each regular term consists of ten weeks of classes followed by three days of examinations, which are considered an integral part of the term. The term ends with the completion of final exams. A standard course load is three courses per term (6 units each) or the equivalent, with additional credit (1 unit each) for music ensembles. Students may register for up to 22 units (exclusive of music ensembles) without overload approval or fees.

### Standard class periods

The normal class periods are three 70-minute sessions per week on Monday, Wednesday and Friday (MWF) or two 105-minute sessions per week on Tuesday and Thursday (TR) as follows:

- 8:30–9:40 a.m. MWF
- 9:50–11:00 a.m. MWF
- 11:10 a.m.–12:20 p.m. MWF
- 1:50–3:00 p.m. MWF
- 3:10–4:20 p.m. MWF
- 8:30-10:15 a.m. TR
- 10:25 a.m.-12:10 p.m. TR
- 12:40-2:25 p.m. TR
- 2:35-4:20 p.m. TR

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

An overload is enrollment in 23 to 27 units in a given term. Students cannot enroll in more than 27 units including ensembles. To qualify to overload, qualify to overload, a student must be in good academic standing, have completed two terms at Lawrence, have a "B" average for the preceding three terms, and have permission from their academic advisor; all of these conditions must be met to overload.

To register for an overload, a student submits a Request to Overload form with the advisor's signature to the Registrar's Office, and once the approval has been entered into the system, the student adds the extra course(s) in the Registration Portal. A petition is required to register for an overload after the class change period.

Overload requests can be submitted during advance registration. Requests from students who do not meet the requirements for an overload may be held until final grades from the term prior have been processed.

A per-unit fee is assessed for 23 or more units in a single term. Although still considered as an overload, there is no overload fee charged for music ensembles, THAR 355, THAR 357, and THAR 687. Students who qualify to overload may take a single term with up to 24 units (excluding ensembles) with no additional charge. During that term the per-unit fee will be charged for 25 units or more.

Overload fees are non-refundable. Overload fees are not refunded if a student withdraws from a course after the class change period, in which case the course counts as attempted units and remains on the transcript with a W. Students who add a course after the class change period that results in an overload, even if a student has already withdrawn (W) from a course in the same term, will be charged an overload fee.

Fewer than 15 units in a term (including music ensembles) is considered an underload. At times a student might find it educationally advantageous to reduce their course load for one or more terms. A student considering a reduced load should consult with their academic advisor 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, and eligibility for participation in athletics. A student with less than a full course load may be charged tuition on the incremental fee plan (see Tuition, Fees, and Financial Assistance).

## Registration

The schedule of classes for current and future terms is published online via the student registration portal, and announcements about registration and course offerings are sent to students at their Lawrence e-mail address. Registration is conducted through the student portal, which is accessible both on and off campus. Instructions can be found at http://www.lawrence.edu/s/registrar/registration. Students can view their registration status and assigned registration time in the registration portal.

Before registering for classes, students must meet with their academic advisor and obtain any required course approvals from instructors. They must also clear any other registration holds (Registrar’s Office, Financial Services, or Wellness Services). Students with a registration hold should contact the appropriate office directly.

Students are responsible for checking their registration at the start of each term and maintaining 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 fee to correct registration errors (see "Petitions and Fees for Late

Registration" below).

### Advance registration for degree-seeking students

Registration for the next academic year begins in the Spring Term. All continuing, degree-seeking students are eligible to register at this time and should consult with their academic advisor about their plans before the registration period opens. Continuing students must have registered for classes in order to participate in the housing selection process.

Registration for new first-year students, new transfer students, visiting-exchange students, and Waseda Program students occurs in the summer. Course planning and registration information is sent to new students, who are invited to schedule an online meeting with an academic advisor to select courses for the next academic year. Students entering Lawrence in the middle of the academic year register once they have been admitted and processed by Admissions and the Registrar's Office.

### Term registration for degree-seeking students

All students are expected to be properly registered for the current term by the end of the class change period, which is the first five days of classes. To add or drop classes, a student must first clear all registration holds. Once the term begins, students can still
register for any class with open seats and no waitlist. However, for classes in which the enrollment limit has been reached or that requires instructor approval (APR), students must wait for the instructor to enter approval in the student portal, and then the student may register for the class. Special registration forms for student-initiated courses, supervised accompanying, or the S/U option must also be submitted before the end of the class change period. After this period, a class may be added or dropped only by petition to the Faculty Subcommittee on Administration, and late fees and overload restrictions apply.

After the class change period, the registration system remains open for future terms so that students may make class changes or add their name to class waitlists for the upcoming term. Registration for continuing students is closed during the summer, when there are registration periods for incoming first-year and transfer students.

### Registration for non-degree students

Individuals attending classes as non-degree students will only be able to register for courses with instructor approval. For some courses, approval might not be granted until the first week of the term if the course has limited enrollment. Such students include high school students in the Early College Credit Program (ECCP), college graduates seeking teacher certification, and members of the local community taking courses for personal growth. Priority is given to degree-seeking students when classes are over-subscribed.  Non-degree seeking students that have never taken a course at Lawrence must apply through the Lawrence University Admissions Office.  Non-degree seeking students that have taken any courses at Lawrence previously, must submit the Non-Degree Seeking Student Reinstatement form for each desired term of enrollment.  Non-degree seeking students can elect to take courses for credit or audit.

### Petitions and fees for late registration

Students who need to adjust their registration after the start-of-term class change period has ended must petition the Faculty Subcommittee on Administration. Students may submit a petition to add or drop a course no later than the class withdrawal deadline for the term. When the Faculty Subcommittee on Administration approves a late correction to class registration, the following fees apply:

- $50 per late class cancellation or addition approved from the sixth day of classes through the class withdrawal deadline up to a maximum of $250 for the term.

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, or a delay in placement due to an audition, placement test, or similar requirement. The student is responsible for documenting the exceptional circumstance as part of the petition.

**Course Sharing Through Acadeum**

Lawrence University partners with other colleges and universities to offer summer course options through Acadeum, an online course-sharing platform. Through this partnership, Lawrence students may enroll in approved courses taught by faculty at other institutions when Lawrence is not in session.

All coursework available to Lawrence students through Acadeum is reviewed and approved by the corresponding programs and departments, in coordination with the Registrar's Office and the Provost's Office. Course review may include the evaluation of the course's specific educational goals, academic content, course dates, and the level and amount of credit earned.

Acadeum courses are not considered transfer courses. They are transcripted as Lawrence University courses and counted in the "attempted" and "earned" credit categories for Academic Standing calculations. The grade earned will be transcripted and calculated in the GPA. Lawrence University repeat policies apply to Acadeum coursework.

Lawrence University will not intervene in grade disputes where the student is dissatisfied with the final grade issued by the teaching institution. Additionally, students are responsible for adhering to course participation and policies of the teaching institution, which includes logging in on the course start date, submitting assignments, securing textbooks and learning materials, and following through on all required actions as stated on the syllabus and by the teaching institution.

Lawrence University will not intervene in disputes regarding date of drop or withdrawal, nor regarding refunds in cases in which the student did not correspond with the teaching institutions per the deadlines for each course.

Lawrence students can enroll in course sharing through Acadeum under the following conditions:

- Students have attempted 32 units through Lawrence University before enrolling in Acadeum courses.
- Acadeum courses will only be available for enrollment during the summer term.
- Students may enroll in a maximum of two Acadeum courses per summer; students can petition the Faculty Subcommittee Administration to enroll in a third course in a given summer.
- Students may take a maximum of 6 courses through Acadeum to count toward their degree.
- Students must have approval from their academic advisor and the Registrar's Office to enroll in Acadeum courses.
- Students must have active student status to enroll in Acadeum courses.

## Courses and exams

### Limited-enrollment classes and Waitlists

Classes with limited enrollment are identified in the Class Schedule. If a limited enrollment class is full, a student can add themselves to the waitlist. Students are not permitted to waitlist for more than 18 units per term. Students may be removed from waitlisted courses if they exceed this maximum. Students registered or waitlisted for a limited enrollment class who no longer wish to take it should drop the class.

If an open seat becomes available prior to the start of the academic term, students are contacted by the Registrar's Office (in the order of their waitlist rank) and given the option to enroll. Students are given 72 hours to add the course via the Registration Portal. If the student does not add the course to their schedule during this time, the student will be removed from the waitlist, and the waitlisted spot will be offered to the next student on the waitlist.

When the term begins, students on the waitlist must attend the first class meeting if they still wish to obtain a seat. At that time, the instructor *may* cancel registered students who do not attend the first class meeting and offer the seat to a waitlisted student but are not required to do so.

Instructors who offer admission to students on a waitlist or to other students who attend the first class meeting will give approval for students to register in the registration portal. Such approvals are displayed for students on the Check Registration Times and Status page in Voyager. Students must register for the class through the registration portal once the instructor's approval appears in their account.

WARNING: Instructors cannot register students for classes. If a student needs assistance, they should contact the Registrar's Office.

### Prerequisite checking

Prerequisites provide important information to students constructing their academic program plans. A course prerequisite may be composed of class standing, a list of specific courses to have been completed, a description of skill level previously achieved, or some combination of these. 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 is expected that 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 approval. Students who believe transfer credit or credit from advanced-placement examinations should be applied to the prerequisites also *must* contact the instructor for approval 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.

### 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 administered during the designated examination period. An examination schedule for the academic year is published by the registrar before the beginning of fall term. No examinations or tests may be given in class or as take-home exercises during the last week of classes. The official end of the term is the end of the last scheduled final exam.

During the final exam period, final exams take precedence over all other Lawrence University events, such as athletic events, student service projects, performances, travel programs or courses, etc. Faculty, staff and students should not schedule events during the final exam period.

*Faculty guidelines:*

Exam conditions: Faculty members have the authority to set the conditions for their exams. Unless otherwise specified, the exam will be taken in class without books, notes, or discussion among the students, and without the aid of technology. Approval for changes: 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.

*Student guidelines:*

Requesting Exam Time Changes: Individual students who wish to change the time of a scheduled examination should directly approach their instructor to request changes to their individual exam times by the Friday of the ninth week of classes. Students who have three examinations on the same day may request a change of time for one of them. Students may also request a change of exam times for exceptional circumstances such as health issues, family considerations, or participation in formal academic or internship programs. Requests for changes for travel purposes will not be approved. Students should refer to the published final exam schedule when making end of term travel arrangements.

Most athletic competitions are not exceptional circumstances, and therefore, an athletic conflict does not provide the basis for moving an exam time. There are some circumstances where the scheduled competition is outside the discretion of the Lawrence University Athletics Department (e.g., a team or athlete advancing in a national tournament; a game scheduled by the sponsoring conference). In those cases, the student must provide supporting documentation from the Athletics Director's Office which will include the full roster of student-athletes to whom the exceptional circumstance applies and will be submitted to the Provost's Office, CAS, and sent to all Faculty.

*Appeal Process:*

Students may appeal a denial of a request to change a final exam time if the rationale for their request is an exceptional circumstance which1was unavoidable. To appeal students should submit an appeal form with supporting documentation to Provost's Office by the Wednesday of the 10$^{th}$ week of the term. Appeal decisions should be made by the Friday of 10$^{th}$ week. Students should be aware the official end of the term is the end of the last scheduled final exam. that Faculty may not accept final assignments or other work for credit after the end of the last scheduled final examination of the term, unless a student has been granted an incomplete.

## Withdrawing from a course

Students are permitted to withdraw from a course after the class change period through the second Friday after midterm reading period (about two weeks before the last day of classes). Students who are currently involved in a

pending Honor Council case, or who have been found in violation of the Honor Code in a given course may not withdraw from that course. The course instructor and the student's faculty advisor must approve the Withdraw from Course webform. A grade of W is recorded on the student's record and has no effect on grade-point averages. A course withdrawal does not reduce the number of units used for billing purposes.

A student must petition the Faculty Subcommittee on Administration to withdraw if any of the following apply:

- the student is withdrawing from more than 6 units in the term, or
- the student has already withdrawn from 18 units during their career at Lawrence, or
- the student is requesting to withdraw after the withdrawal deadline.

Withdrawing from a course reduces a student's active course load for the term. Changing the active course load to less than full time (fewer than 15 units for a single term) can affect the status of a student visa, eligibility for financial aid and scholarships, eligibility for veteran's benefits, athletic eligibility, insurance, and other matters that require full-time student status. Students should investigate the possible consequences before submitting a course withdrawal form. International students should consult international student services. Students receiving scholarships, financial aid, or veteran's benefits should consult the financial aid office. Athletes should contact their coaches. All students should check their insurance requirements.

### Requesting an incomplete

Students are expected to complete the work in each course by the deadlines established by the instructor, and the final deadline for any work is the scheduled exam time. However, an incomplete may be awarded under the following guidelines:

1. approximately 70% or more of all course requirements have been completed (even if not yet graded); and
2. unforeseen circumstances beyond the student's control (usually restricted to serious and sudden physical or mental illness, family emergency, or unpreventable lab or practicum issues) impede completion of the remaining work for the course by the term deadline.

Poor planning, having a significant amount of work to complete at the end of the term, desiring extra time to do higher quality work, or failing to back up work are not, in fairness to other students, considered circumstances beyond a student's control. Instructors and students with questions about whether the conditions for an incomplete are met should consult with the dean of academic success.

Incompletes may be requested between the last day to withdraw and the final exam time. Students initiate the process to request an incomplete by doing the following:

- meet with their instructor to complete the Incomplete Request & Plan Form
- meet with the dean of academic success to review the Incomplete request & Plan for eligibility

The dean of academic success will notify the student, the instructor, the registrar's office, and the student's academic advisor if the incomplete request in approved.

For fall, winter, spring and summer terms, students have up to four weeks after the last day of the term to resolve an incomplete. For December term, students have one week after the last day of the term to resolve an incomplete. Failure to resolve an incomplete by the stated deadline will result in the current grade provided on the Incomplete Request & Plan form being recorded as the final grade in the course. Extensions are granted only in rare cases with

extraordinary extenuating circumstances such as significant medical issues or family emergencies. Documentation must be provided to the dean of academic success when requesting an extension. Extensions require the approval of both the course instructor and the dean of academic success.

## Grading system

### Grading scale and grade symbols

| Grade | Description | Computation of grade points |
|---|---|---|
| A | Excellent | 4 x value of the course |
| A– | Excellent | 3.75 x value of the course |
| B+ | Good | 3.25 x value of the course |
| B | Good | 3 x value of the course |
| B– | Good | 2.75 x value of the course |
| C+ | Satisfactory | 2.25 x value of the course |
| C | Satisfactory | 2 x value of the course |
| C– | Satisfactory | 1.75 x value of the course |
| D+ | Passing, but unsatisfactory | 1.25 x value of the course |
| D | Passing, but unsatisfactory | 1 x value of the course |
| D– | Passing, but unsatisfactory | 0.75 x value of the course |
| F | Failing | 0 x value of the course |
| W | Withdrew | No course credit. Does not affect grade-point averages. |
| S | Satisfactory | Equivalent to a C– or better. Course credit. Does not affect grade-point averages. |
| U | Unsatisfactory | Equivalent to D+ or below. No course credit. Does not affect grade-point averages. |
| I | Incomplete | Course work remains to be completed by a set deadline after the end of term. An incomplete is granted by the dean of academic success for extenuating circumstances (severe illness or emergency) where most of a course has been completed. The incomplete grade (I) is replaced by the earned course grade after the work is completed or the deadline has lapsed. |
| IP | In Progress | Designates a tutorial or independent study that will continue in the subsequent term (the student must register in the next term for the same course number and title). The IP is 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 taken on an S/U basis) if a valid grade is not reported shortly after the end of the term. |
| * | Withdrawal From Term | No course credit. Grade does not affect grade-point averages. |
| R or # | Repeated Course | No course credit is applied to degree. An R Grade does not affect grade-point averages. |

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.

### Satisfactory/Unsatisfactory option

The Satisfactory/Unsatisfactory (S/U) grading option is provided to encourage students to explore new academic disciplines. A student must designate the S/U option for a course by the end of the class change period at the start of the term. At any time during the term or after the course has been completed, the student may change the basis of grading from S/U to letter grade (A-F) to have the letter grade recorded on the transcript and included in grade-point averages. Students may not change from a letter grade to S/U.

Instructors submit letter grades (A-F) for all courses that are not offered S/U only, and the registrar then converts the letter grade to S or U for any student who has elected the S/U option. A grade of A- to C- becomes Satisfactory (S); a grade of D+ or below becomes Unsatisfactory (U). A Satisfactory grade provides course credit, while an Unsatisfactory grade does not. Neither grade affects grade-point averages. If a student earns a grade of A in a course with the S/U option applied, the S/U mask will not apply and the A grade will remain on the transcript and calculate into the GPA.

Students who have completed 54 units may elect to take one class per term on an S/U basis. The class must be outside the major/minor department or program and other major/minor required courses except as noted below:

- Students with a minor in Chinese may take a course in Japanese on an S/U basis, and students with a minor in Japanese may take a course in Chinese on an S/U basis.
- Students with a minor in Latin may take a course in Greek on an S/U basis, and students with a minor in Greek may take a course in Latin on an S/U basis.

Additionally, 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.

## Repeating courses

A course may be repeated under certain circumstances:
NOTE: When a course is repeated, both original and repeated courses remain on the record but only one course (if credit is earned) will be counted toward the degree.

- Students may repeat courses in which they have a grade of F.
- Students are permitted to repeat up to 18 units in which a grade of D+ or lower* (U if graded on an S/U basis) is received.
- For "topics" courses, the repeated course must be the same topic as the original course, or a topic approved by the home department.
- First Year Studies 100, 101, and 201, cannot be repeated once credit is earned for these courses.

When a course is repeated, the second grade is recorded on the academic record, and the original grade is replaced by R. Only the second grade is counted in the cumulative GPA and major or minor GPA (see "Grade Point Averages").

*VA eligible students should consult with their advisor and the Registrar's office before deciding to repeat a course in which a D+, D, or D- has been earned.

## Grade reporting and transcripts

Grades become visible to students, academic advisors, and administrative staff in the Voyager Information System once all end-of-term processing has been completed. 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 Voyager.

Students are responsible for keeping parents, guardians, scholarship foundations, insurance companies, and any others as needed informed about their academic progress.

To obtain an official transcript, a student must make a request through Parchment, giving permission to release the transcript to a third party. Charges for an official transcript vary according to delivery method; specific fees are explained in the transcript ordering process on the registrar’s office website. Official transcript requests are usually fulfilled within 1-3 work days. Students are free to use their Voyager list of courses and grades as an unofficial document in cases where an official transcript is not required.

## Grade changes

Change of a term grade may be requested by an instructor if an error in the calculation or reporting of a grade has occurred or if a re-evaluation of work already completed leads to a revised judgment. Faculty may not permit students to undertake additional work or to re-do existing work in order to improve a grade after the end of the last scheduled final exam of the term. To request a grade change, the instructor must submit a form indicating the change and the reason for the change to the Registrar. Changes requested for re-evaluation of work will be forwarded to the Associate Provost for review and approval.

## Grade point averages

Lawrence uses three grade-point averages: major, minor, and cumulative. The averages are used to determine

academic progress, fulfillment of degree requirements, and honors in course at graduation.

The major GPA includes all courses required for the major. The major GPA is calculated and visible in Degree Works for declared major(s). Courses taken on the Lawrence campus, as well as courses completed at approved Lawrence off-campus programs (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 required for the minor. The minor GPA is calculated and visible in Degree Works for declared minor(s). Courses taken on the Lawrence campus as well as courses completed at approved Lawrence off-campus programs are included in the minor 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 cumulative GPA includes all courses taken through Lawrence or at approved Lawrence off-campus programs. It is used to determine academic standing actions and honors in course at graduation. A student must earn a cumulative GPA of 2.000 or above to graduate.

## Declaration of a major and optional minor or interdisciplinary area

### Declaration of a major

Students are required to declare a major by the end of winter term of the sophomore year (or once they have earned 102 units, whichever comes first). Students can declare their major(s) and/or minor(s) on the Registrar's Office website. Declaring a major ensures that students are connected with a major advisor who can best help them plan their courses for the junior and senior years. Because advance registration advising occurs early in the spring term, timely declaration is important for accurate advising and course planning.

Students must also switch to an academic advisor in their major(s) at the point of major declaration. To switch advisors, students can complete the Change of Advisor webform (where they can either select an advisor of their choosing or request to have an advisor assigned to them). Neither declaring a major nor changing advisors should preclude a student from seeking additional counsel about their course of study from any member of the faculty, especially from the chair or director of a department or program in which the student is completing a minor, interdisciplinary area, or teacher certification.

If a student-designed major has been approved by the Instruction Committee, the Registrar's Office will update the student's record accordingly. The approved major requirements are kept on file in the Registrar's Office and viewable in Degree Works.

### Declaration of a minor or interdisciplinary area (if desired)

In addition to a major, a student may choose to complete the requirements for a minor or interdisciplinary area. A student may indicate the intent to pursue a minor or interdisciplinary area on the Declaration of Major, Minor, or Interdisciplinary Area form available in the registrar's office. An advisor in the minor or IA is not required, and students are encouraged to consult with the appropriate department chair or program director about their course selections.

### Teacher certification (if desired)

A student who wishes to pursue teacher certification must apply for admission to the teacher education program. See the Education section of the catalog for more information.

## Credit for AP, IB, and transfer courses

### Credit for Advanced Placement examinations

The Advanced Placement program of the College Board offers high school students the opportunity to study prescribed courses and take nationally administered examinations in many subject areas. Lawrence awards 6 units in the appropriate area 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 total. Individual departments may decide to award additional credit.

Credit awarded for advanced-placement examinations may be used to fulfill general education competency and diversity requirements as appropriate, though not distribution requirements, which require courses to be taken at a college or university. Individual departments or programs will determine whether advanced-placement credit fulfills major or minor requirements and where to place students who wish to undertake further work in the discipline or field.

### 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 for each IB higher-level examination and 3 units for each subsidiary-level examination. Students who have not earned an IB diploma but have completed individual IB examinations may receive 6 units for each higher-level examination. A maximum of 48 units 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.

Credit awarded for IB examinations may be used to fulfill general education competency and diversity requirements as appropriate, though not distribution requirements, which require courses to be taken at a college or university. Individual departments or programs will determine whether IB credit fulfills major or minor requirements and where to place students who wish to undertake further work in the discipline or field.

#### 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, in the case of foreign institutions, World Educations Services (WES) or Educational Credential Evaluators, Inc. (ECE). Grade reports or transcripts submitted by students are not accepted for transfer credit. Students may be asked to provide supporting documentation such as course descriptions, syllabi, or other information if a determination cannot be made from the transcript or report information alone.

Coursework from other institutions may be used to satisfy general education distribution, diversity, and foreign language and quantitative reasoning competency requirements where appropriate. Students must complete the writing

or speaking competency requirement at Lawrence. 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.

Only courses applicable to the programs and degrees offered by Lawrence and graded at a C- or better will be transferred. Credit is granted on the basis of 6 Lawrence units for three-and-one-third semester hours or five quarter hours, so a three-credit semester course is normally credited as 5 units at Lawrence. Transfer credit and transfer grades are not used in the computation of the cumulative GPA or major or minor GPA (see "Grade Point Averages").

*Transfer of credit for new students*

Incoming students with transfer work 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. Students will receive a transfer credit equivalency summary outlining how coursework was or was not transferred. Depending on work transferred and the major selected at Lawrence, a transfer student may need to complete additional units beyond the minimum required for a Lawrence degree in order to fulfill all degree requirements.

*Transfer of credit for continuing students*

A Lawrence student who wishes to attend summer school or undertake a period of study at another institution must complete the transfer course approval form. The form must include the title and description of each course; the length of the session or term and, for summer work, the number of hours of participation in class, laboratory, field, or studio; any GER, major, minor, or IA requirement the student is seeking to fulfill; and approval from the student's academic advisor and from the chair of the department or director of the program that would offer the course were it part of the Lawrence curriculum. A syllabus may be requested if needed to determine whether a course can be approved for transfer credit. Students are encouraged to work with their academic advisor prior to submitting transfer credit preapproval forms.

Transfer credit will be applied to degree requirements as appropriate based on the subject of the course. If the student would like the transfer credit to fulfill a particular general education requirement, this should be stated in the transfer credit request form, and a syllabus may be needed to make this determination. It is expected that the student and academic advisor will have reviewed the implications of transfer credit for degree and residence requirements.

The registrar's office will notify the student of courses approved for transfer. 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 official documentation to be sent to Lawrence upon completion of the work as described under "Transfer Credit" above.

## Completion of the language competency requirement

Lawrence's general education requirements include competency in a language other than English. The language must be a natural language that is natively spoken or signed by one or more linguistic communities. Students demonstrate proficiency in listening, speaking, reading, and writing. For non-written languages (e.g., American Sign Language/ASL), students demonstrate proficiency in listening and speaking only. For written-only languages (e.g., Latin and Ancient Greek), students demonstrate proficiency in reading and writing only. Students may demonstrate proficiency through coursework, examination, or documentation as described below.

Approval of transfer credit, arrangement of testing, review of documentation, and certification of satisfying the language competency requirement are under the purview of the language coalition, a coalition of the language departments at Lawrence. Ask any language department faculty member for the name of the current language coalition chair.

### Coursework

- Completing a Lawrence University language course at the level of 200 or above (for the Bachelor of Arts degree or B.A./B.Mus. double degree) or 102 or above (for the Bachelor of Music degree and the Bachelor of Musical Arts Degree).
- Completing a course at the appropriate level in a Lawrence-affiliated off-campus program with a language component. A list of programs with qualifying courses is available through the off-campus programs office.
- Receiving transfer credit for a course at the appropriate level completed at another college or university (see "Transfer Credit"). The petition for transfer credit should request that the course satisfy the language competency requirement. The Faculty Subcommittee on Administration will request approval from the language coalition chair.

### Examination

- Passing the Lawrence University proficiency examination in a language other than English at the appropriate level. The language department will determine placement and whether the language competency requirement is satisfied. Degree credit is not awarded for these examinations.
- Passing a proficiency examination in a language not taught at Lawrence. The testing may be facilitated locally by the chair of the language coalition. Where a suitable option is not available, a student may petition the Faculty Subcommittee on Administration to use an evaluation administered and certified by an outside authority who will (a) identify the authority's expertise in the language, (b) describe the methods by which the authority assessed the proficiency of the student, and (c) provide a diagnostic report on the level of proficiency the student has obtained in listening, speaking, reading, and writing (or listening and speaking for a non-written language or writing and reading for a non-spoken language). The student should contact the chair of the language coalition for help preparing the petition and confirming the acceptability of the outside authority.
- 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 a language other than English at the high level. This option carries six units of credit.
- For Spanish only: Obtaining a score of 630 or higher on the SAT II Spanish or Spanish with Listening exam or by presenting documentation for CLEP credits in Spanish: four CLEP semesters (B.A. or B.A./B.Mus.) or two CLEP semesters (B.Mus.). This option carries no academic credit.
- A proficiency level score of 2 or higher on the American Sign Language Proficiency Interview (ASLPI). This option carries no academic credit.

### Documentation

- Presenting a diploma or letter from a principal or headmaster (not related to the student) certifying that the student graduated from a high school where instruction was primarily conducted in a language other than English. The student should request the registrar's office to review the documentation in consulation with the chair of the language coalition to determine if it satisfies the language requirement. The student is encouraged to contact the chair of the language coalition for help confirming the acceptability of the

documentation.

Native speakers whose high school program was conducted primarily in English will need to demonstrate proficiency through examination or, where examination is not possible, documentation attesting to the student's language skill from an authority (not related to the student) approved by the chair of the language coalition.

## Academic progress

### Expectations for 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. double-degree program). At the time of matriculation, the university determines the classification 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 degree grade-point average determine a student's academic progress.

Students should review the Academic Standing Policy for specific GPA requirements. Academic performance in December Term does not change a student's academic standing, though the December Term course grade will be included in a student's grade point average, which could affect academic standing in subsequent terms.

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.

Additional information on policies governing academic progress and standing is contained in "Academic Standing Policy," which may be obtained from the Registrar.

**Academic suspension and appeals process**

1. Notification of Academic Standing:
    - Students will be notified of their suspension or required withdrawal no later than the Wednesday following the submission of final grades.
    - Notifications will be disseminated via email, detailing the appeal submission process.
    - Students will receive a phone call from the Registrar or the Dean of Academic Success regarding their updated academic standing when placed on suspension or required to withdraw.
2. Submission of Appeals:
    - Students placed on suspension will have until 5 PM on Thursday following the submission of final grades to submit a formal appeal.
3. Review of Appeals:
    - Appeals will be reviewed by the Registrar, the Dean of Academic Success, and a representative from the Provost's office during an appeals meeting at 10 AM on the Friday following the appeal submission deadline.
4. Notification of Appeal Outcome:
    - Students will be informed of the appeal outcome by 5 PM on the same day.
    - An official appeal notification will be sent to the students via email.
    - Students will also receive a phone call to inform them of the appeal outcome.

Documentation for the Appeal: Students submitting an appeal to academic suspension must provide specific documentation explaining why they need to return to Lawrence for the subsequent term. The appeal must include the following:

- Extenuating Circumstances:
  - Describe the extenuating circumstances encountered in the prior term that hindered academic success.
  - Students will be required to submit supporting documentation for the extenuating circumstance.
- Impact on Academic Performance:
  - Explain how the extenuating circumstance affected academic performance.
  - Detail what went wrong, how the student addressed the issues in the prior term, whether the issues persist, and what resources were sought for support.
  - Discuss what the student would have done differently.
- Plan for Future Success:
  - Submit a narrative outlining the plan to move forward as a successful student in the subsequent term.
  - Specify the resources and support the student plans to utilize in the upcoming term.

### Leaves of absence and withdrawal

A student who wishes to leave the university for any reason should request a leave of absence or withdrawal by contacting the Registrar's Office. The registrar, using faculty legislation, will review the request and, upon its approval, will notify all appropriate university offices.

- A **leave of absence** is a temporary interruption in a student's enrollment and refers to the specific time period when a student is not in attendance and pursuing academic work at the university. Students who have taken a leave are not eligible to work or live at the college until the term identified for their return. A student may request a total of three terms of leave of absence during their time at the university.
- A **withdrawal** is requested when the student will not return to the university. Like a leave of absence, students who withdraw are not eligible to work or live at the college once the withdrawal has been processed.

A student granted a leave is expected to return at the end of the leave (and may return earlier) or to request an extension before the leave expires. Any student who does not do so is withdrawn from the university. Any student who, without a leave of absence, terminates enrollment at Lawrence or in a Lawrence-sponsored program is withdrawn from the university. A student who has been withdrawn must petition to be readmitted. A student placed on leave by the university will be expected to address the problems that led to the leave before returning to continue a course of study.

A student who has not been attending classes and has not responded to communications from university offices may be placed on an administrative leave by the university.

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.

If a student who has been withdrawn wishes to return to the university, they must petition to be readmitted.

Petitions for readmission are reviewed by the Faculty Subcommittee on Administration, the Dean of Students Office,

Financial Aid, Student Accounts, Title IX, and the Registrar's Office to determine a student's eligibility to return. The petition should include a clear and detailed explanation of why the student terminated enrollment or overstayed a leave of absence, what academic or other worthwhile activities occupied the student while withdrawn from the university, and why the student wants to be readmitted.

**Leave of absence until graduation**

A student who must take a leave of absence until graduation (leave until graduation) will have no plans to complete more courses at Lawrence but plans to earn their degree from Lawrence at a future time.

Common reasons for students to take a leave until graduation:

1. Students leaving Lawrence without an expectation to return but have not yet completed all degree requirements (e.g. students who are taking final units at another accredited institution and have received pre-approval to complete their units elsewhere).
2. Students who leave Lawrence for a cooperative degree program (any cooperative program except for the public health 4+1 program).

Commencement ceremony participation is not required for students on leave until graduation but is an option for all eligible students.

Students who are not currently enrolled and have not taken a leave until graduation may miss important university communication about their degree completion, and thus may not have their degree conferred.

The term maximum for general leaves of absences do not apply to a student’s eligibility for a leave until graduation.

**Students will need to verify their degree completion plans with their advisor and the registrar’s office before completing the leave until graduation. Students also must submit an Intent to Graduate Form before final degree requirements are reviewed.**

To request a leave of absence, withdrawal or leave until graduation, students will contact the Registrar's Office to initiate the process.

### Transfer between degree programs

Students who find that their interests have changed may apply to transfer to a different degree program within the university. The Degree Change Form should be submitted for admission to the intended program.  A B.A. student who wishes to transfer to the B.Mus. or B.M.A. degree program will require approval from the Conservatory Committee on Administration.

Any student considering transferring to a different degree program should consult with their academic advisor, the dean or associate dean of the conservatory, and the dean of academic success in order to assess the consequences of such a move. The Degree Change Form must include the reasons for the change and 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. A student who transfers to a different program after the second year of study will usually need to extend the time required to complete the degree.

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 completing the Degree Change Form.

### Conferring of degrees and graduation

Lawrence confers degrees at the end of fall, winter, spring, and summer terms but holds its Commencement once a year in June. Degrees are not conferred automatically. A student must indicate their intent to graduate by completing a form distributed by the registrar's office. Once a student submits an Intent to Graduate form, a process will begin to audit the student's record to be sure all degree requirements are met prior to the degree being conferred. All grades, official transcripts, and other certifying documents, such as the major/minor/interdisciplinary area completion form(s), 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. 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, and a student may participate in Commencement only once, in the June Commencement ceremony for the academic year in which they complete their degree requirements. A student who expects to finish requirements and receive the degree by the end of the subsequent fall term may complete the Request to Participate in Commencement Form by the start of spring term and submit a plan for completion. A student enrolled in an affiliated cooperative degree program who has completed the required units at Lawrence and the first year at the professional school may also complete the Request to Participate in Commencement Form with the matriculation class. The Request to Participate in Commencement Form must be submitted 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 is included in all transcripts requested after the degree date.

## Academic honors

### The 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 the academic year once all grades have been recorded. For a student to be included on the Dean's List, the student's record must meet the following qualifications:

1. The student must have earned at least 36 units in Lawrence courses during the academic year. Lawrence courses include courses taken on the Appleton campus or in a Lawrence-sponsored or affiliated off-campus program.
2. The student must have earned a GPA of at least 3.500 in those courses, with no unsatisfactory grades (D+, D, D-, F, or U).

For students with pending grades due to incompletes or off-campus study, inclusion on the Dean's List will be determined once all grades for Lawrence courses are received.

### 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 on the basis of their 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 transcript for students that have met all degree requirements and have their degree conferred.
Honors are granted at three levels—*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*

A student's eligibility to receive Honors in Course is based on performance in courses taken at Lawrence or as part of Lawrence-approved off-campus programs (cumulative GPA). The committee uses as guidelines the following grade-point averages:

- 3.500 to 3.749 for *cum laude*
- 3.750 to 3.899 for *magna cum laude*
- 3.900 to 4.000 for *summa cum laude*

*Honors in Independent Study*

A student may earn Honors in Independent Study through the successful completion and defense of an honors project. Honors in Independent Study are awarded at the levels of *cum laude*, *magna cum laude*, and *summa cum laude* based on criteria listed under "Honors Projects" in the *Course Catalog*.

## Petitions and grievances

### Petitions for exceptions to university 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 academic success. Note that petitions for late registration changes or overloads have deadlines described under "Registration."
- Petitions for exceptions to conservatory requirements should be directed to the dean of the conservatory.
- Petitions concerning business affairs should be directed to the vice president for finance and administration.

Petitions will be reviewed by the appropriate entity and decisions communicated to the petitioning students.

A petition should contain a clear and detailed statement of what is being requested and the reasons for the request, including extenuating circumstances (accident, illness, family emergency, etc.). An academic petition should be

prepared with assistance from the academic advisor and/or the dean of academic success and others who may be involved, such as a course instructor, department chair or program director, registrar, or dean, whose signatures may be required. For guidance on what to include in a petition, students are encouraged to read the academic petition form available on the registrar's website and to consult with the dean of academic success.

Any academic matters that remain in dispute will be decided by the provost, who is the chief academic officer of the university.

### Grievance procedure

The grievance procedure is a way to address concerns that are not covered by other university processes (academic petitions, honor council or judicial board hearings, or complaints of sexual misconduct or employee discrimination). If you have a concern about the actions or lack of action of another member of the Lawrence community, you should follow the procedure below.

1. **Discussion**

   Where possible, discuss the concern with the other person to seek a mutually acceptable resolution. If you feel uncomfortable or unsafe doing so, proceed to #2 or 3.

2. **Consultation/mediation**

   Seek counsel from a supervisor, advisor, residence hall director or community advisor, counselor, dean, colleague, etc., who may suggest possible solutions, refer you to a university procedure for addressing this type of concern, or act as an informal mediator to help resolve the dispute.

3. **Formal review**

   If the matter remains unresolved, request a formal review by the appropriate university authority:

   - vice president for student life for a concern about a student’s actions;
   - provost and dean of the faculty for a concern about a faculty member’s actions; or
   - vice president for finance and administration for a concern about a staff member’s actions.

   To call for a formal review, send the university authority a written statement of the concern and any action taken to resolve it. The preferred way to receive a grievance is by email with “grievance” in the subject line.

   The authority will acknowledge receipt of the grievance within two weeks and will work to resolve the matter as quickly as possible. The authority may guide the party to an applicable university procedure or investigate the matter by:

   a. sharing the statement with the other party and asking for a written response;
   b. seeking additional information from one or both parties or from others who have knowledge of the dispute; and
   c. consulting sources on university procedures and regulations or seeking advice from appropriate

counsel.

On the basis of this information, the authority will determine whether either party acted inappropriately and what corrective action needs to be taken. If the authority determines that the situation is not a matter for university governance, the authority may recommend actions, but neither party is bound to act on those recommendations. The authority's written decision and directives or recommendations will be sent to both parties, preferably by email.

4. **Appeal**

If the authority's decision does not resolve the matter, you or the other party may request that a panel hear the grievance. To call for a panel, send the authority a written statement of your reason for the appeal and your willingness to abide by the panel's decision. The preferred way to receive an appeal is by email with "appeal" in the subject line.

The authority will acknowledge receipt of the appeal within two weeks and will compose a panel to hear the grievance. The university authority will ask you and the other party each to submit the names of three faculty or staff members. The authority will select one person from each list and name a third person to the panel. If either party to the grievance is a student, the third person will be a student member of the judicial board who has no involvement with the dispute; otherwise, the third person will be a member of the faculty or staff. The authority will designate one panel member as chair.

The panel will be given all written statements related to the grievance, including the university authority's decision and directives or recommendations. The panel may interview any or all parties and others with knowledge related to the dispute. On the basis of this information, the panel will render its decision, preferably by consensus but otherwise by majority vote. The panel's written decision will be sent to both parties and the university authority, preferably by email. All parties are expected to abide by that decision.

While the grievance procedure is meant to resolve disagreements that affect members of the Lawrence community, it may not be possible to solve a problem to everyone's satisfaction. The university expressly forbids any retaliation or threat of retaliation for filing a grievance, and any party that fails to follow the directives of the university authority or grievance panel will be subject to disciplinary action. This ensures that the process can lead to a genuine resolution.

## Admission to the university

Lawrence admits students whose talents and aspirations match well with university offerings and who will make a positive contribution to our academic and residential community. Applicants are most competitive for admission when they have taken at least 16 academic units in English, mathematics, history, social studies, natural sciences, and foreign languages.  Our holistic admission review identifies students who have been successful in challenging academic work, who demonstrate the ability to communicate well, and who value a liberal arts and sciences education.

Lawrence considers the strength of each applicant's course of study, grades, essays, recommendations, and extracurricular activities. First-year candidates are required to submit a completed application, official secondary school transcripts, and a teacher's recommendation. Test optional since 2005, Lawrence is proud to be one of the first selective colleges in the Midwest to embrace a test-optional admissions review. This means that ACT or SAT test scores are not required for admission or scholarship consideration. International students whose first language is not English must submit the results of the ACT, SAT, IELTS, TOEFL, or Duolingo language exams.

Candidates for a music degree at Lawrence are also evaluated on musicianship, musical background, performance potential, and recommendations from music teachers. In addition to the standard application materials listed above, applicants must submit a recommendation from a music teacher in place of the general teacher's recommendation and complete an audition on their primary instrument. Applicants may also choose to audition on additional instruments.

We encourage applications from transfer students. Transfer applicants are required to submit a completed application, official college transcripts from every institution they have attended, and final high school transcript or proof of completion of secondary school. Transfer candidates for a music degree must submit a recommendation from a music teacher and complete an audition on their primary instrument. Applicants may also choose to audition on additional instruments.

Lawrence accepts qualified applicants for early admission who are prepared to graduate from high school at the end of their junior year.

For information on residence requirements for each degree program, please see Residence Requirements under Degree Requirements in the course catalog.

## Application deadlines

### First Year Application Deadlines

There are four application rounds for first-year students planning to enroll in September 2027.

| Application Round | Apply By | Notified By | Deposit By |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Early Decision (binding) | Nov. 1 | Dec. 1 | Dec. 15 |
| Early Action | Dec. 1 | Jan. 15 | May 1 |
| Early Decision 2 (binding) | Jan. 15 | Feb. 1 | March 1 |
| Regular Decision | Jan. 15 | April 1 | May 1 |

See the LU Apply webpage for application deadlines for each of these rounds.

Students admitted through Early Decision are expected to enroll at Lawrence and to submit their enrollment deposit by December 15. All other admitted students have until the May 1 National Candidates Reply Date to choose to accept or decline Lawrence's offer of admission.

**Transfer Application Deadlines**

Transfer admission is competitive and offered on a space-available basis. We consider transfer students for admission to any of our three terms, though we generally discourage mid-year transfers from students who are currently enrolled in their first term at another college.

| Term Start | Fall | Winter | Spring |
|---|---|---|---|
| Apply by | July 31 | November 1 | March 1 |
| Notify By | August 15 | November 20 | March 5 |

***Tuition Deposit**: Admitted students are encouraged to submit a non-refundable tuition deposit of $400 to secure their enrollment at Lawrence soon after making the decision to attend.*

## Overload fees

Students who are degree-seeking and are registered for more than 22 units (excluding music ensembles, THAR 355 and THAR 357) in an academic term will be charged additional tuition. $1,706 per unit is the fee charged for academic year 2026-27. The per-unit fee is waived for 23-24 units for the first overload only (the fee is still charged for 25 units or more) so that every eligible student may overload once up to 24 units at no additional cost once during their time at Lawrence University.

Students who are non-degree seeking and are registered for more than 22 units in an academic term will be charged additional tuition. $1,706 per unit is the fee charged for academic year 2026-27. Music ensembles will *not* be excluded from the unit calculation as they are for degree-seeking students. Non-degree-seeking students are not eligible for a fee waiver for any overload.

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). **If a student withdraws from a course after the class change period has ended and then adds a directed study or tutorial to maintain full-time student status, the added course will count as additional units and may result in overload fees**. **Failure to successfully complete and earn credit for all registered courses will not cancel or modify any overload fees that have been assessed.**

For information on eligibility to overload, see "overloads/underloads" under Academic Procedures and Regulations.

## Other fees and costs

- Textbook cost: Approximately $300 per term

13th Term Student Teaching Semester Fees:

- Elementary/Middle School (K-9) $2,609 *per semester*
- Other licenses (5-12 or PK-12) $2,363 *per semester*

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 includes overdue library items).

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 Dean of Students office.

## December Term

December Term courses have separate tuition and fees for room and board. For December 2026, tuition is $2,272 and

room is $382 and meals are $429 for on-campus courses. On-campus courses may charge additional fees for travel or supplies. Travel courses charge a program fee for lodging, meals, museums/tours and insurance, and students are responsible for their own airfare to the course location. Lawrence need-based scholarships are available for December term; eligibility will be determined by the Financial Aid Office.

## 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 dean of students. Housing charges will be canceled 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, $7,047 per three-term year; single occupancy, $7,959 per three-term year; Fox Commons, $11,340 per three-term year. Changes of occupancy will be reflected on student accounts as they occur. Residence hall rooms are provided with essential furniture, and students must provide their own linens.

All residential students are required to have a board plan. The board plans vary in price, number of meals per week, and culinary cash values per term.  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 obligation of the university to provide room and board to resident students ceases after breakfast on the day following the last examination at the end of each 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. Separate fees are charged for room and board during the optional December Term and for campus housing in the summer. 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

Student account balances reflect adjustments for merit awards and financial aid awards based upon receipt of signed Lawrence financial aid awards that have been accepted by a student. 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.

Student account statements are generated electronically via Transact the first business day following the 15th of every month. Students can access their account statements through Voyager and can also grant access to others, who will receive login information once they are set up by the student. Transact also offers a "dynamic billing" function, which allows students and authorized users to see live student account balance information and activity. Students are

responsible for accessing their billing information in Transact, and email notifications are sent as a courtesy when billing statements are generated. Not receiving an email notification does not excuse late payments.

At the 7th week of each term, students who have not paid their term fees in full, have not paid term fees as agreed under a payment plan with Transact, or have not made other payment arrangements will be put on administrative leave for the next term, and all future registration will be removed. They will not be allowed to return until all outstanding fees are paid in full. Failure to make payment for subsequent terms by the due dates, after being reinstated as a student, will result in an indefinite leave.

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.

### Payment due dates

Fall Term: August 15
Winter Term: December 15
Spring Term: March 15

## 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). Under the law, a Return of Title IV (R2T4) calculation must be completed for students who withdraw from the university or who fail to earn a grade during the term.

- "Leave of absence" is a term used to identify a situation in which a student intends to take one or more terms off with the intent of returning to Lawrence after a specified time.  This is a temporary status with a firm and stated intention of returning.
- "Withdrawal" is a term used to identify a situation in which a student is leaving the university with no intention of returning.

Refunds due to a student who has taken a leave or withdrawn will be processed within 30 days of the date the university determined the student withdrew. Refunds will only be issued if all allowable tuition, fees, room, and board due to the university have been paid in full.

### 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 leave of absence or withdrawal prior to the first day of classes for any term. Written notification of leave of absence or withdrawal must be directed to the dean of academic success. 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.

### Leave of absence or withdrawal on or after the first day of classes

A non-refundable $200 fee will be assessed each time a student takes a leave of absence or withdraws from the university on or after the first day of classes for the term; however, 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 leave of absence or withdrawal from the dean of academic success. Students who wish to request this change of status or to discuss it as an option should make an appointment with the dean of academic success before completing the required form. If granted permission for a leave or withdrawal, a student may qualify for a reduction in charges that are due the university.

For students who withdraw without notifying the university, the withdrawal date is determined as follows: The Center for Academic Success contacts the student's instructors in an attempt to identify the student's last date of attendance or academic activity. If this information is not obtained, the midpoint of the term is used as the withdrawal date.

### Leave of absence or withdrawal before the 60-percent point of the term

If a student takes a leave of absence or withdraws prior to or at the 60-percent point of the term, a 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 dean of students. If a student takes a leave of absence or withdraws after the 60-percent point of the term, there will be no refund of tuition, room, or board. Students who cease attending their scheduled classes without completing the official process for a leave or withdrawal are subject to the same refund policy as students who follow the policy.

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 2026-27 academic year, the 60-percent dates are:

Term I: October 27, 2026
Term II: February 15, 2027
Term III: May 10, 2027

For students who notify the university of their intent to take a leave or withdraw, the student's official withdrawal date is the earliest of:

- the date of last academic activity;
- the date the student began the withdrawal or leave process; or
- the date the student notified the Center for Academic Success of their intent to withdraw.

### Financial aid adjustments

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. Students attending beyond the 60-percent point of the term will be considered to have earned 100% of their aid and, as a result, their financial aid will not be adjusted. Further details and examples can be obtained at the Financial Aid Office.

Title IV funds (i.e. federal aid) will be returned within 45 days from the date the university determined that a student

withdrew in the order prescribed by federal regulations as outlined below:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Iraq and Afghanistan Service Grant

If the total Title IV grant and/or loan funds earned by the student is less than the amount disbursed to the student, the difference between the disbursed amount and earned funds will be returned to the appropriate Title IV aid program.

If the aid that has already been disbursed is less than the earned aid that could have been disbursed for the term, Lawrence will calculate a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the student may elect to decline those funds. Students eligible for post-withdrawal disbursements will be notified of any additional disbursements via email and will have 14 days to respond. If the student does not respond within 14 days, Lawrence will assume the student does not want the loan funds and will cancel the post-withdrawal disbursement.

## Credit balances

A credit balance on a student account is created when the student has funds remaining (either financial aid or personal) after all eligible charges to the student account are paid in full. All credit balances remain on a student's account and will be applied to future terms within the same academic year unless a student specifically requests a refund or unless the credit is a result of a Federal Direct Parent PLUS Loan. Refund requests should be made by contacting the Student Accounts Office. Students who have requested a refund of credit balances can expect to receive their refund approximately three weeks after the start of the term.

Credit balances due to overpayments made by wire transfer will remain on the student billing account for future charges or returned to the sending institution.  Lawrence University will not act as an intermediary for transfer of funds through the credit balance refund process.

We encourage students to enroll online in Transact for electronic refunds (eRefund). Refunds will be processed and 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. This $20 fee does not apply to refunds as a result of a Federal Direct Parent PLUS Loan.

At the end of the academic year, graduating students receive a refund of any credit balance about three weeks after graduation. For continuing students, all credit balances are carried forward and applied to the next academic year, unless a refund is specifically requested. Students should contact the Student Accounts Office to request a refund.

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## Faculty

**Acacia Ackles** (2022)
Assistant Professor of Computer Science
PhD in Integrative Biology & Ecology, Evolution, and Behavior, Michigan State University, 2022 BS in Biology, George Washington University, 2018 BS in Mathematics, George Washington University, 2018
Interest(s): I'm broadly interested in building computational tools to study the evolution of genomes and the complexity of the genotype-phenotype mapping. I'm also passionate about higher ed pedagogy and developi

**Akimi Adler**
Adjunct Assistant Professor of Japanese

**I Dewa Ketut Alit Adnyana** (2009)
Lecturer of Music & Director of Gamelan
Conservatory of Indonesian Musical Arts (Sekolah Menengah Karawitan Indonesia), Batubulan, Bali, Indonesia
Interest(s): Traditional and contemporary Balinese music and dance

**Nani Agbeli**
Lecturer of Music

**Ingrid V. Albrecht** (2013)
David and Julia Uihlein Professor of Ethics and Associate Professor of Philosophy
Wake Forest University, B.A.; University of Illinois at Urbana-Champaign, M.A., Ph.D.
Interest(s): Ethics (with an emphasis on Kant), Moral Psychology

**Corrina Albright**
Lawrence Youth String Orchestra (LYSO) Teacher-Conductor

**Tim Albright** (2016)
Associate Professor of Music-Trombone
Bachelor of Music, Eastman School of Music

**Madera Allan** (2008)

Associate Professor of Spanish
Reed College, B.A.; University of Pennsylvania, M.A., Ph.D.
Interest(s): Medieval and early modern Spanish and Latin American cultural production, theater, literary theory, ethics

**Matt L. Ambrosio**
Visiting Assistant Professor of Music

**Matthew E. Ansfield** (2000)
Associate Professor of Psychology
University of Wisconsin-Madison, B.S.; University of Virginia, Ph.D.
Interest(s): social psychology

**Matthew R. Arau** (2014 -)
Associate Professor of Music Education and Associate Director of Bands
University of Colorado Boulder DMA in Instrumental Conducting and Literature, May 2015 Southern Oregon University MS in Arts and Letters in Music Education, August 2003 Lawrence University BM in Mus
Interest(s): Leadership, Potential, Learning Theory, Talent Research, Music Education, Motivation, Stravinsky, Engagement in Rehearsals, Paul Taffanel Chamber Wind Society in Paris 1879-1893, Jazz, Wind Ensembles,

**Nicholas L. Aschbrenner**
Stephen Edward Scarff Memorial Visiting Professor

**Ameya S. Balsekar** (2009)
Associate Professor of Government
Brown University, B.A.; Cornell University, M.A., Ph.D.
Interest(s): Comparative Politics, Identity Politics and Ethnic Conflict, politics in developing countries, political rhetoric.

**Celia B. Barnes**
Associate 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

**Ian Bates** (2011)
Associate 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 Vaughan Williams, theories of harmonic function, music theory pedagogy, performance as analysis, music of Alberto Ginastera, analysis of tran

**Loren PQ. Baybrook**
Visiting Professor of Film Studies
University of Virginia, PhD

**Elizabeth A. Becker** (2011)
Associate Professor of Neuroscience and Special Assistant to the President
Lawrence University, B.A., B.Mus.; University of Wisconsin-Madison, Ph.D.
Interest(s): Neural and endocrine correlates of social behavior

**Barbara Beechey**
Teacher of Viola and Violin

**Nathan Paul Birkholz**
Staff Accompanist

**Marcia Bjornerud** (1995)
Walter Schober Professor of Environmental Studies and Professor of Geosciences
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)
Provost and Dean of the Faculty and 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, History of Intelligence and Espionage

**Ann K. 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

**Helen Boyd Kramer** (2008)
Employee Resource Group Coordinator and Instructor
City College of New York, B.A. (English) City College of New York, M.A. (Writing)
Interest(s): transgender issues

**Jason Brozek** (2008)
Stephen Edward Scarff Professor of International Affairs and Associate Professor of Government
Wayne State College, B.A.; University of Wisconsin-Madison, M.A., Ph.D.
Interest(s): Freshwater, international security, conflict bargaining, US foreign policy, International law

**Nell Jorgensen Buchman** (1994)
Teacher of Piano and Early Childhood Music and Lecturer of Music
Meredith College, B. Mus; University of Oklahoma, M.M.
Interest(s): piano

**Erin Buenzli**
Assistant Dean of Wellness Services

**Stephanie Burdick-Shepherd** (2015)
Director of the Center for Teaching Excellence and Associate Professor of Education
PhD Philosophy and Education; M.A.; Columbia University M.Ed Philosophy for Children; Montclair State University
B.A. Philosophy; Transylvania University

**Karen Bussone**
Professor of Practice in Entrepreneurship

**Kivie Cahn-Lipman**
Associate Professor of Music - Cello

**Benjamin C. Campbell**
Leadership Gifts Officer

**Rosie Cannizzo**
Director of Conservatory Operations

**Elizabeth Carlson** (2006)
Associate Professor of Art History
University of Cincinnati, B.A.; University of Minnesota, M.A., Ph.D.
Interest(s): Modern and Contemporary Art History and Visual Culture

**Maria G. Carone** (2015)
Visiting Assistant Professor of German
UW Madison: Double PhD (German, Italian). U Bonn: M.A. (German, Italian, English Language&Culture). U Cologne: M.A. (Translator&Interpreter), B.A. (Spanish Linguistics). U Bari: B.A. (Classics).
Interest(s): Migrant literature, German and Italian female authors, theory of language and power, minority languages, linguistic diversity and hybrid transfer, second language acquisition, translation practice.

**Karen L. Carr** (1987)
McNaughton Rosebush Professor of Liberal Studies and Professor of Religious Studies
Oberlin College, B.A.; Stanford University, A.M., Ph.D.
Interest(s): 19th- and 20th-century religious thought, philosophy of religion, comparative religion

**Bill Carrothers**
Lecturer of Music

**Hillary Caruthers** (2014)
Associate Professor of Economics
Brigham Young University, B.A.; University of Wisconsin at Madison, M.A., Ph.D.
Interest(s): Economic Development, Labor Migration, Global Nutrition and Health, East and Southeast Asian Studies

**Sara Gross Ceballos** (2008)
Associate Professor of Music
Colby College, B.A.; University of California, M.A., Ph.D.
Interest(s): musicology

**Abhishek Chakraborty** (2019)
Assistant Professor of Statistics
St. Xavier's College (Kolkata), B.Sc.; IIT Kanpur, M.Sc.; Iowa State University, Ph.D.
Interest(s): Statistical Learning, Statistics Pedagogy

**Benjamin M. Chan** (2011)
Visiting Associate Professor of Philosophy
Swarthmore College, B.A.; University of California-Los Angeles, Ph.D.
Interest(s): Bioethics, ethics of emotion, ethical theory

**Dominica Chang** (2007)
Margaret Banta Humleker Professor of French Cultural Studies and 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

**Claire Chen**
Instructor of Chinese

**Jeffrey J. Clark** (1998)
Professor and Chair of Geosciences
Middlebury College, B.A.; Johns Hopkins University, Ph.D.
Interest(s): geomorphology, earth surface processes, human influences on the environment

**Michael Clayville** (2017-present)
Instructor of Music in Entrepreneurial Studies and Social Engagement
Cornell University Certificate, Marketing Strategy 2016-17 Rice University Master of Music, Trombone Performance 2003-2005 Eastman School of Music Bachelor of Music, Trombone Performance 1

**Mike Clement** (2017)
Instructor of Chemistry
Marquette University, B.S.

**Donna L. Clementi** (2003)
Lecturer of Education
St. Olaf College, B.A.; University of Wisconsin-Milwaukee, M.S.
Interest(s): foreign language instruction

**Paul M. Cohen** (1985)
Professor Emeritus of History
Clark University, B.A.; University of Chicago, M.A., Ph.D.
Interest(s): modern European intellectual history

**Sigma Colon** (2017)
Assistant Professor of Environmental and Ethnic Studies
Ph.D. in American Studies, Yale University M.Phil in American Studies, Yale University M.A. in American Studies, Yale University M.A. in U.S. History, University of Arizona B.A. in English Literat

**Katherine Connelly**
Lecturer

**Joseph R. Connor**
Instructor of Music

**Tony Gerald Conrad** (2012)
Visiting Assistant Professor of Art
University of Wisconsin-Milwaukee, M.F.A.

**Scott Corry** (2007)
Patricia Hamar Boldt Professor of Liberal Studies and Professor of Mathematics
Reed College, B.A.; University of Pennsylvania, Ph.D.
Interest(s): Number theory, algebraic geometry, combinatorics, and mathematical physics

**Kelly J. Culhane**
Assistant Professor of Chemistry

**Wenhao Dai**
Visiting Assistant Professor of Psychology

**Patricia A. Darling** (2007)
Instructor 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): Middle East and North Africa, new immigrants in Italy, migrants and refugees, food and culture, cultural research methods, race and ethnicity across cultures, sex/gender/sexuality systems.

**Elizabeth Ann De Stasio** (1988-89; 1992)
Raymond H. Herzog Professor of Science and Professor of Biology
Lawrence University, B.A.; Brown University, Ph.D.; University of Wisconsin Madison, postdoctoral fellow
Interest(s): interactions of biological molecules, evolution

**Patricia DeSilva**
Creator in Residence

**Stefan Debbert** (2007)
Professor of Chemistry
University of Minnesota-Twin Cities, B.S.; Cornell University, Ph.D.
Interest(s): Organic and organometallic chemistry, synthesis, medicinal chemistry

**Loren Dempster** (2016)
Instructor of Music
MM in Cello Performance from San Francisco Conservatory BA/BM in Cello Performance from University of Washington
Interest(s): Performance, Education, Improvisation, Composition, Electronic Music, Recording, Music For Dance

**Cecile C. Despres-Berry** (2002)
Instructor 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

**Sara Devine**
Teacher of Music for Special Needs

**Kimberly Dickson** (2007)
Associate Professor of Biology
Smith College, B.A.; Johns Hopkins University. M.S.; University of Wisconsin-Madison, Ph.D.
Interest(s): protein structure and function

**Kyle Diederich**
Visiting Assistant Professor of Computer Science

**Mary k Diederich**
Instructor of Business and Entrepreneurship

**Paul R. Dietrich**
Jazz Ensemble Teacher-Conductor

**Scott Dixon** (2021)
Associate Professor of Philosophy
I received my Ph.D. in philosophy from the University of California, Davis in September 2015. I was a visiting Ph.D. student in the School of Philosophy at The Australian National University from Jun

**Samuel Dolbear**
London Centre

**Mauriah Donegan Kraker** (2021-)
Visiting Assistant Professor of Dance
MFA, Choreography + Performance, University of Illinois at Urbana-Champaign MFA, Dance, Taipei National University of the Arts (candidate) BFA, Dance, University of Wisconsin-Milwaukee Certified Fa
Interest(s): Place-based choreographies. Walking practice. Geologic time. Tectonics. Fascial systems. Strange fiction. Improvisatory practice. Practices of care for the performing artist/athlete. Children's dance.

**Deanna L. Donohoue** (2013)
Associate Professor of Chemistry
Augustana College: B.A. in Chemistry, University of Miami: Ph.D. in Marine and Atmospheric Chemistry

**Sonja Lynn Downing** (2008)
Associate Professor of Ethnomusicology
Swarthmore College, B.A.; University of California-Santa Barbara, M.M., Ph.D.
Interest(s): ethnomusicology, musicology, global studies, gender studies, Balinese music, gamelan music, childhood studies, children's music, music pedagogy, dance and movement, ecomusicology

**Dale L. Duesing** (1992)
Artist-in-Residence
Lawrence University, B.Mus.; Hochschule für Musik, Munich, Artist Diploma
Interest(s): voice, opera

**David Eliot Duncombe** (2017)
Lecturer of Innovation & Entrepreneurship and Government
D.Phil, M.Phil., International Relations, Oxford University; MSc., Predictive Analytics, Northwestern University; Asian Studies, BA, Northwestern University.
Interest(s): Travel, Skiing,

**Emily J. Dupere**
Lecturer of Music

**Mark Dupere** (2016)

Associate Professor of Music and Director of Orchestral Studies
D.M.A. Michigan State University M.A. & B.M. Royal Conservatory of the Hague B.M. University of Texas at Austin
Interest(s): conducting, orchestra, music education, chamber music, cello, musicology

**Rachel Dyer**
Assistant Professor of Psychology

**Ann Ellsworth**
Associate Professor of Music

**Jose L. Encarnacion** (2011)
Associate Professor of Music and Director of Jazz Studies
Berkeley School of Music - BM, Music Performance Eastman School of Music - Masters of Music - Jazz Studies and Contemporary Media
Interest(s): Improvisation, Music Theory, Arranging/Composition and World Music

**Margaret Engman** (2001)
Lecturer of Education
University of Wisconsin-Madison, B.S.
Interest(s): teacher education

**Lucero Estrella** (2024-Present)
Assistant Professor of Ethnic Studies
B.A. in in Mexican American and Latina/o Studies & East Asian Cultures and Languages: Japanese, UT Austin M.A. in American Studies, Yale University Ph.D. in in American Studies, Yale University
Interest(s): History, Migration and Border Studies, Asian & Asian American Studies, Latin American & Latinx/e Studies.

**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. in Languages and Literature, M.A. in Visual Arts; University of Pittsburgh, Ph.D. in Latin Ame
Interest(s): Latin American Cultural Studies, literature and visual arts. Border Studies. Latin@ Studies.

**Shannon Featherstone**
Off-Campus Programs Associate

**Dylan B. Fitz** (2017-)
Associate Professor of Economics
Princeton University, A.B.; University of Wisconsin, Madison, M.A., Ph.D.
Interest(s): Development Economics; Social Policy; Effective Altruism; Political Economy; Risk, Learning, and Technology Adoption; Latin America; Brazil

**Allison M. M. Fleshman** (2013)
Associate Professor of Chemistry
University of Oklahoma: B.S. in Physics, University of Oklahoma: Ph.D. in Chemistry
Interest(s): Fundamental transport phenomena of ions and molecules in liquids (primarily conductivity, diffusion, and viscosity). Also investigating pigments and inks in art objects using confocal Raman microscopy

**Learned M Foote**

Visiting Assistant Professor of Religious Studies

**Jake Frederick** (2006)
Jean Lampert Woy and J. Richard Woy Professor of History
University of Massachusetts-Amherst, B.A; Pennsylvania State University, Ph.D.
Interest(s): Mexican history, Afro-Latino history, environmental history

**Kaitlin Fyfe**
Instructor of Film Studies

**Kellyn Gagner**
Lecturer in Theatre Arts and Costume Shop Supervisor

**Adam Galambos** (2006)
Dwight and Marjorie Peterson Professor of Innovation and Associate Professor of Economics and Special Assistant to the President
University of Northern Iowa, B.A.; University of Minnesota, M.S., Ph.D.
Interest(s): microeconomic theory, game theory, social choice theory, innovation and entrepreneurship

**Alexandra Galambosh**
Visiting Assistant Professor of French
University of Wisconsin-Madison, PhD (Linguistics); University of Northern Iowa, MA (French); UNI, MA (TESOL); Moscow State Linguistic University, BA (Linguistics, English and French, summa cum laude)

**Sarah Gamalinda**
Assistant Professor of French and Francophone Studies

**Priscilla Garcia**
London Centre Faculty

**Victor Garre Leon**
Assistant Professor of Spanish
Universidad de Murcia, B.A.; Universidad de Burgos, B.A.; West Virginia University, M.A.; Universidad Internacional Menendez Pelayo, M.A.; University of Texas at Austin, M.A, Ph.D.

**John T. Gates** (2006)
Visiting Assistant Professor of Music and Teacher of Voice
University of South Carolina, B. Mus, M.M.; Florida State University, D.M.
Interest(s): voice

**Justin Eagle Gauthier**
Indigenous Studies Scholar-in-Residence

**Samantha George** (2008-)
Associate Professor of Music and Teacher of Violin
Bachelor of Music, Eastman School of Music (1992) Performer's Certificate, Eastman School of Music (1993) Master of Music, Eastman School of Music (1993) Doctor of Musical Arts, University of Conne

**David Gerard** (2009)

John R. Kimberly Distinguished Professor of the American Economic System and Associate Professor of Economics
Grinnell College, B.A.; University of Illinois, M.S., Ph.D.
Interest(s): Institutional & Organizational Economics, Energy & the Environment, Regulation & Public Policy

**Mike Gesinski** (2023)
Associate Professor of Chemistry
Post-doctoral Research Associate, 2011 – 2013 University of California, Berkeley Research Advisor: Professor F. Dean Toste Ph.D. in Organic Chemistry, June 2011 University of California, Irvin

**Eric Gibson**
Director of Opera Studies and Assistant Professor

**Peter Glick** (1985)
Henry Merritt Wriston Professor of the Social Sciences and Professor of Psychology
Oberlin College, A.B.; University of Minnesota, Ph.D.
Interest(s): stereotyping, discrimination, prejudice

**Katie E. Godman**
Lecturer at Lawrence University London Centre

**Estelí Gomez** (2019)
Associate Professor of Music: Voice

**Terry L. Gottfried** (1986)
Professor Emeritus of Psychology
University of Minnesota, B.A., Ph.D.
Interest(s): perception of speech and singing, psychology of cognition and perception

**Shannon Gravelle**
Assistant Professor of Music - Choral Studies

**Joseph N. Gregg** (1991)
Associate Professor of Computer Science
Texas A&M University, B.S.; Princeton University, Ph.D.
Interest(s): Software development in C++

**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)
Associate Professor of German
University of California at Santa Cruz, B.A.; University of Minnesota, M.A., Ph.D.
Interest(s): German cinema; 20th century German cultural studies; critical identity studies; radical pedagogies; film theory; equity, inclusion, and social justice in higher education

**Hannah Hacker-Snyder**
University Archivist

**Alyssa S. Hakes** (2012)
Associate Professor of Biology
Ph.D. Louisiana State University B.S. University of Illinois Urbana-Champaign
Interest(s): spatial ecology, herbivory, plant defense

**Chandler Hall**
Music Librarian and Assistant Professor

**Tucker L. Hall**
Lecturer of Music

**Jill M Halverson**
Lecturer of Business and Entrepreneurship

**Dustin Haskell**
Visiting Assistant Professor of Biology

**Brent T. Hauer**
Director of Conservatory Productions

**Anne Haydock** (2014)
Associate Professor of Film Studies
University of Wisconsin-Madison, B.A.; The University of Iowa, M.F.A.

**Alexander Michael Heaton**
Assistant Professor of Mathematics.

**James R. Heiks** (Faculty since 2011)
Lecturer of Music and Conductor of Young Men's Chorus
BA Music Education - Bluffton College, Bluffton, Ohio 1972 MM Music Education - Northwestern University, Evanston, IL 1973
Interest(s): Choral Music, music education, wildlife, native prairie restoration

**Cecilia Herrera** (2009)
Instructor of Spanish
Universidad de Playa Ancha, Chile, B.A., M.A.
Interest(s): Latin American literature, Film, Spanish civilizations and culture

**Ornella J. Hills**
Mark Burstein Assistant Professor of Global and Public Health

**Lori Michelle Hilt** (2011)
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, rumination, mindfulness, adolescent depression, emotion regulation

**Gregory Joel Hitch**

Assistant Professor of Environmental Studies

**Andrea Hixon**
Visiting Assistant Professor of Music
D.M.A., Eastman School of Music M.M., Eastman School of Music B.M., University of Wisconsin-Madison

**William Hixon** (2000, 2003)
Gordon R. Clapp Chair of American Studies and Associate Professor of Government
Washington University, B.A.; University of Rochester, M.A., Ph.D.
Interest(s): public policy, environmental public policy, Congressional politics

**Laura Hoekstra**
Visiting Curator of the Wriston Art Center Galleries

**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

**Andy Hudson**
Associate Professor of Music

**Judith Humphries** (2007)
Professor of Biology
The Queen's University of Belfast, B.S., Ph.D.
Interest(s): parasitology, invertebrate immunology, gene regulation, snail neurobiology

**Lauren Irschick**
Visiting Assistant Professor of Music

**Emmett J. Jackson**
Lecturer of Music

**Robert C. Jadin**
Visiting Assistant Professor of Biology

**Alan T. Jahnke**
Technology Specialist

**Karina Jakubowicz**
London Centre

**Brenda Jenike** (2004)
Edward F. Mielke Professor of Medicine, Health and Society and Associate Professor of Anthropology
Pomona College, B.A.; University of California-Los Angeles, M.A., Ph.D.
Interest(s): medical anthropology, disability and culture, culture and aging, family, gender, Japan and East Asia

**Mark Jenike** (2004)
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

**Jessica A. Jensen**
Lecturer of Music

**David Jerrett**
Lecturer of Business and Entrepreneurship

**Thelma B. Jimenez-Anglada**
Associate Professor of Spanish

**Jillian L. Johnson**
Director of Conservatory Programs and Community Collaboration

**Kenneth C Johnson**
Teacher of Low Brass

**Craig D. Jordan**
Lecturer of Music

**Stephanie J. Kapsa**
Lecturer of Music

**Catherine C. Kautsky** (1987-2002, 2008)
George and Marjorie Olsen Chandler Professor of Music
New England Conservatory, B.M.; Juilliard School, M.M.; State University of New York-Stony Brook, D.M.A.
Interest(s): chamber music, music and social history, music and literature

**Claire E. Kervin** (2016)
Adjunct Associate Professor of English and Director of Fellowships Advising
PhD--Boston University (English Literature) BA--University of Wisconsin-Madison (English Literature; Spanish Language and Culture)
Interest(s): modern and contemporary American literature; ecocriticism and environmental humanities; narrative theory and econarratology; multiethnic literature; pedagogy

**Lena L. Khor** (2009)
Associate 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

**Eunice Kim**
Visiting Assistant Professor of Music

**Andrew Knudsen** (2003)
Professor of Geosciences
Hamilton College, B.A., University of Idaho, Ph.D.

Interest(s): environmental mineralogy, low-temperature geochemistry

**Margaret Koker** (2018-)
Assistant Professor of Physics
Boston University, B.S.; University of Illinois, M.S.; Universitaet Stuttgart & Max Planck Institute, Dr. rer. nat.
Interest(s): synchrotron x-ray measurement techniques; mechanically induced material behavior; data analysis methods

**Tania Kolarik**
Lecturer in Art History

**Victoria Kononova** (2015-)
Associate Professor of Russian
Lomonosov Moscow State University, "specialist" diploma (B.A. and M.A. equivalent); University of Wisconsin-Madison, M.A. and Ph.D.
Interest(s): 19th-century Russian literature, theater, folklore, cultural history, nationalism, Russian and Soviet music

**Karin Simonson Kopischke** (2011)
Instructor of Theatre Arts and Costume Shop Supervisor
Lawrence University, B.A., B.Mus.
Interest(s): Historical renderings of real women forgotten and lost in time

**Ryan M. Korb**
Lecturer of Music

**Jaclyn Kottman Hittner**
Artistic Director, Girl Choir Program and Lecturer of Music
M.M. in Music Education, Boston University B.M. in Music Education (Religious Studies minor), Lawrence University

**Jenny Kozoroz** (2024)
Assistant Professor of Music Viola
BM - Viola Performance, The Ohio State University MM - Viola Performance, The Juilliard School

**Kurt Krebsbach** (2002)
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

**Justin D. Krueger**
Lecturer of Music

**Woden Kusner** (2023)
Director of the Quantitative Resource Center and Adjunct Assistant Professor of Mathematics
B.Sc., Haverford College M.A., Ph.D., University of Pittsburgh

**Katherine R. Larson**
Teacher of Piano

**Karen Leigh-Post** (1996)

Professor of Music and Teacher of Voice
Lawrence University, B.Mus.; University of Arizona, M.Mus.; Rutgers University, D.M.A.
Interest(s): Vocal performance, cognitive neuroscience for the performing musician, mind-body awareness, and optimal performance.

**Mary-Jannet N.C. Leith**
Lecturer

**Erin Lesser** (2011)
Professor of Flute
D.M.A., Manhattan School of Music, 2015 M.Mus, Manhattan School of Music, 2001 B. Mus, University of Ottawa, 1999

**Nora A. Lewis** (2018)
Associate Provost and Associate Professor of Music
Doctor of Music, Bienen School of Music, Northwestern University, 2007Master of Music, Yale School of Music, 2001Bachelor of Arts, philosophy, Lawrence University, 1999Bachelor of Music, performance,
Interest(s): Oboe, Oboe Pedagogy, Reed Making, Chamber Music, Aesthetics of Music

**Jonathan Lhost** (2014-)
Associate Professor of Economics
Amherst College, B.A.; University of Texas, M.S., Ph.D.
Interest(s): Industrial Organization, Game Theory, Microeconomics, Econometrics, Data Science

**Nancy Lin** (2016)
Associate Professor of Art History
Bryn Mawr College, B.A.; Columbia University, M.A.; University of Chicago, Ph.D.
Interest(s): East Asian Art History and Visual Culture

**Debbie Lind**
Lecturer of Music

**Colette Lunday Brautigam**
Digital Collections Librarian and Assistant Professor
University of Minnesota, B.A.; College of Saint Catherine, MLIS

**Yoshiaki Makita**
Instructor of Japanese

**Margaret Malone**
Assistant Professor of Biology

**Estefani Marin**
Assistant Professor of Ethnic Studies

**Zachary Marley**
Instructor of Music - Tuba and Euphonium

**Douglas S. Martin** (2007)

Professor of Physics
Pomona College, B.A.; University of Texas, Ph.D.
Interest(s): biological physics, molecular motors, cytoskeleton

**Theresa Martin**
Instructor of Music

**Susan Lawrence McCardell** (2000)
Lecturer of Music and Teacher of Bassoon and Lecturer of First-Year Studies
Lawrence University, B.Mus.
Interest(s): bassoon

**David E. McGlynn** (2006)
Professor of English
Ph.D. University of Utah English Literature and Creative Writing, 2006 M.F.A. University of Utah Creative Writing: Fiction, 2001 B.A. University of California, Irvine English and Philos

**Randall McNeill** (1999)
Ottilia Buerger Professor of Classical Studies and Associate Professor of Classics
Harvard University, A.B.; Yale University, M.A., Ph.D.
Interest(s): Latin poetry, language and social interaction, Greek and Roman history

**Julie McQuinn** (2003)
Professor of Music
Oberlin College, B.A., B.Mus.; New England Conservatory; University of Illinois, M.Mus.; Northwestern University, Ph.D.
Interest(s): musicology

**Amy K. Mechowski**
London Centre

**Joanne Metcalf** (2001)
EME
University of California-Santa Barbara, B.A.; Duke University, M.A., Ph.D.
Interest(s): music composition

**Leslie Outland Michelic** (2000)
Lecturer of Music and Teacher of Oboe
University of Wisconsin-Milwaukee
Interest(s): oboe

**Gregory D. Milano** (2020-)
Assistant Professor of History
New York University, B.A.; University of California, M.A.; University of Chicago, M.A., Ph.D.
Interest(s): Modern European History, World History, Fascism and Nazism, Political Economy, Social Theory

**Brigetta F. Miller** (1996)
Associate Professor of Music
Lawrence University, B.Mus.; Silver Lake College, M.Mus.

Interest(s): Her research interests focus on contemporary issues facing Native American communities today, with an emphasis on Indigenizing learning spaces through the lens of Indigenous knowledge and pedagogy in

**Gemma A. Miller**
Lecturer at the Lawrence University London Centre for Spring Term 2022 to teach Shakespear in London (ENGL/THAR 170)

**Hilary Miller-Goldwater** (2024)
Assistant Professor of Psychology
University of Wisconsin-Madison (PhD)

**Michael D. Mizrahi** (2009)
Frank C. Shattuck 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

**Ed Momkus**
Lecturer In Business and Entrepreneurship

**Nadia L Nadif**
London Centre

**Rob Neilson** (2003)
Frederick R. Layton Professor of Studio Art and Professor of Art
College of Creative Studies, B.F.A.; University of North Carolina, Chapel Hill, M.F.A.
Interest(s): sculpture, public art, drawing

**Van Nguyen** (Fall 2022)
Assistant Professor of Economics
University of Kansas, Ph.D
Interest(s): Monetary Policy, Open Macroeconomics, Inflation and Welfare.

**Nadje Noordhuis**
Assistant Professor of Music - Trumpet

**Amy Nottingham** (2011)
Academic Coach
MA, Children's Literature Simmons College BA, Theatre Pomona College

**Brigit Pacher**
Visiting Assistant Professor of Music

**Anthony P. Padilla** (1997)
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

**Margaret S. Paek** (2015)

Visiting Assistant Professor of Dance
MFA in Dance from Hollins University/American Dance Festival Ensemble Thinking certified facilitator and teacher trainer BA in Psychology with minor in Theatre Dance from University of California,

**Kristina Pagel-Martinez**
Assistant Professor of Psychology

**Steve Peplin** (2004)
Lecturer of Music
Berklee College of Music, B.A.
Interest(s): guitar, composition

**Peter Neal Peregrine** (1995)
Professor Emeritus of Anthropology
Purdue University, B.A., M.S., Ph.D.
Interest(s): archaeology, geophysical methods, statistical analysis, cross-cultural research, cultural evolution, resilience theory, museum curation and exhibition

**Rebecca A. Perry** (2017)
Associate Professor of Music-Music Theory
Brigham Young University, B.A.; Yale University, M.A., M.Phil., Ph.D.
Interest(s): sonata form, Russian art music, Prokofiev

**Mark Phelan** (2011)
Professor of Philosophy
Ouachita Baptist University, B.A.; The University of Utah, M.S.; The University of North Carolina-Chapel Hill, Ph.D.
Interest(s): Philosophies of mind, language, and cognitive science; figurative language; theory of mind; linguistic pragmatics

**Kathryn R. Phillippi-Immel**
Visiting Volunteer

**Brian P. Piasecki** (2011 -)
Associate Professor of Biology
University of North Texas, B.S.; University of Texas at Austin, M.A.; University of Minnesota, Ph.D.; Karolinska Institute, Postdoctoral Fellow
Interest(s): cell & molecular biology, evolutionary biology, and microbiology

**Carrie A. Picardi**
Thomas Hurvis Professor of Organizational Psychology and Collaboration and Associate Professor of Psychology

**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

**Janet Planet** (2007)
Lecturer of Music
Interest(s): Interests: vocal jazz

**Molly Ann Pokwinski**
Lecturer of Education

**Irina Potapova**
Instructor of Russian

**Bianca Celine Pratte**
Instructor of Music

**Anne Priemer**
Visiting Professor of Education

**Kathy Privatt** (1999)
James G. and Ethel M. Barber Professor of Theatre and Drama and Associate Professor of Theatre Arts
Central Missouri State University, B.S.E.; Southwest Missouri State University, M.A.; University of Nebraska, Ph.D.
Interest(s): American theatre

**Daniel J. Proctor** (2011)
Visiting Assistant Professor of Anthropology
Eastern Washington University, B.A.; Florida Atlantic University, M.A.; University of Iowa, Ph.D.
Interest(s): Origins of bipedalism, paleoanthropology, forensic anthropology, functional anatomy

**Stewart C. Purkey** (1985)
Bee Connell Mielke Professor of Education and Associate Professor of Education
Stanford University, A.B.; Reed College, M.A.T.; University of Wisconsin-Madison, Ph.D.
Interest(s): educational reform, professional development, community- and place-based education, sociology of education, environmental education, film studies, ethnic studies

**Marcy Quiason**
Assistant Professor of Gender Studies

**Timothy Quincy**
Instructor of Chemistry

**Julie F. Rana** (2017)
Associate Professor of Mathematics
Undergraduate: Marlboro College, Graduate: University of Massachusetts, Amherst

**Melissa H. Range** (2014)
Associate Professor of English
B.A. University of Tennessee, M.F.A. Old Dominion University, M.T.S. Candler School of Theology, Ph.D. University of Missouri
Interest(s): Contemporary American poetry, 19th century poetry, abolitionist literature, African American poetry, political poetry, religious poetry, rhyme

**Anne Ratnoff**
Assistant Professor of French & Francophone Studies

**Louise Raw**
London Centre

**Anna R. Reiser**
Teacher of Piano and Instructor of Music

**Kate Rennebohm**
Jill Beck Professor of Film and Assistant Professor of Film Studies

**Gretchen M. Revie** (1997)
Reference Librarian & Instruction Coordinator & Associate Professor
Carleton College, B.A.; University of Wisconsin-Madison, M.A.
Interest(s): reference, information literacy

**Relena R. Ribbons** (2016-)
Associate Professor of Geosciences
University of Copenhagen, joint Ph.D. Forestry, Geosciences, and Natural Resources Conservation (2017) University of Bangor, joint Ph.D. Forestry, Geosciences, and Natural Resources Management(2017)
Interest(s): Biogeochemistry, Soil biology, Forest ecology, Ecosystem and Community ecology, Dendrochronology

**Monica Rico** (2001)
Robert S. French Professor of American Studies and Professor of History
University of California-Berkeley, B.A., M.A., Ph.D.
Interest(s): early America; the American West; gender and environment

**Benjamin Rinehart** (2006)
David and Julia Uihlein Professor of Studio Art
Herron School of Art/Indiana University, B.F.A.; Louisiana State University, M.F.A.
Interest(s): I specialize in socially charged images with an emphasis on printmaking, book arts, pop-ups, and movables. I love how pop-ups and movables keep the viewer physically engaged by providing a tactile and

**Gregory A. Riss**
Lecturer of Music

**Kristin L. Roach** (2020-present)
Assistant Professor of Music
Bachelor of Music in Applied Music (Piano), Eastman School of Music Master of Music in Piano Performance/Literature and Piano Accompanying/Chamber Music with the Performer's Certificate, Eastman Scho
Interest(s): Opera, Star Trek and other science fiction

**Aaron J. Roecker**
Lecturer of Music

**Cayla R. Rosche**
Lecturer of Music

**Austin R. Rose**
Production Manager & Lecturer of Theatre Arts

**Mike Ross**
Lecturer of Music

**Kristi A. Ross-Clausen**
Instructor of Theatre Arts

**Ceon Rumphs**
Instructor of Music

**Andrew J. Sage** (2018)
Associate Professor of Statistics
College of Wooster, B.A.; Miami University, M.S.; Iowa State University, M.S., Ph.D.
Interest(s): applied statistics, statistical machine learning, statistics education

**Elizabeth K. Sattler** (2018-)
Associate Professor of Mathematics
North Dakota State University, B.S., Ph.D.
Interest(s): fractal geometry, symbolic dynamics, ergodic theory

**Graham T. Sazama** (2016)
Associate Professor of Chemistry
University of Wisconsin-Madison, B.S.; Harvard University, Ph.D.
Interest(s): Synthesis of coordination organometallic compounds; Small-molecule reactivity; Open-shell compounds (molecules with unpaired electrons); Magnetic properties; Luminescence; Molecular materials

**Erica J. Scheinberg** (2009)
Visiting Assistant Professor of Music
A.B. with Honors in Music, University of California, Berkeley (2000) M.A. in Musicology, University of California, Los Angeles (2003) Ph.D in Musicology, University of California, Los Angeles (2007)
Interest(s): Music in the United States, Popular Music, History of Recorded Sound

**Betsy Schlabach** (September 2021)
Associate Professor of History
Saint Louis University PhD Lehigh University MA Valparaiso University BA

**Ulrike Schultz**
Visiting Assistant Professor of Biology

**Daniel E. Schwandt** (2020-present)
Lecturer of Music
BM, Church Music, Organ - St. Olaf College MSM, Organ - University of Notre Dame DMA, Organ Performance - University of Notre Dame
Interest(s): Organ, hymnody, continuo, organ building

**Jessica Schwefel**
Lecturer of Music

**Jodi Sedlock** (2002)
Dennis and Charlot Nelson Singleton Professor of Biological Sciences

Loyola University, B.A. (Fine Arts), B.S. (Biology); University of Illinois-Chicago, Ph.D. (Ecology & Evolution)
Interest(s): tropical diversity, conservation biology, acoustic environments, sensory ecology, bat-insect interactions

**Austin Segrest** (2014)
Associate Professor of English
Emory University, B.A. Classics (2002); Georgia State University, M.F.A (2009); The University of Missouri, PhD (2014)

**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

**Sachin Shivaram**
Instructor

**Arnold Shober** (2006)
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

**Claudena Skran** (1990)
Edwin & Ruth West Professor of Economics and Social Science and Professor of Government
Michigan State University, B.A.; Oxford University, M.Phil., Ph.D.
Interest(s): international relations, international organizations, refugees, social entrepreneurship, sustainable development, African politics, European politics

**Jesus G. Smith** (2017-)
Associate Professor of Ethnic Studies
University of Texas at El Paso B.A.; Ph.D.Texas A&M University
Interest(s): Race, Racism, Gender, Sexuality, Computer and Information Technology, Health

**Martyn Smith** (2006)
Associate Professor of Religious Studies
Prairie Bible College, Alberta, Canada, B.Th.; Fuller Seminary, M.A.; Emory University, Ph.D.
Interest(s): sacred space, religion and the environment, digital mapping, medieval Islam, Islam in America, global culture, travel narratives, close reading

**Jenny D Snedeker**
Lecturer of Music

**Jessica Anne Sommer** (2020)
Visiting Assistant Professor of Music

**Steven Paul 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)
Bonnie Glidden Buchanan Professor of English Literature and Associate 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)
Associate Professor of Music
Goucher College, B.A.; Peabody Conservatory of music-John Hopkins University, M.M. University of Maryland, D.M.A.
Interest(s): Acoustic, electronic, and multi-media composition; collaboration with other arts

**Matthew R. Stoneking** (1997)
Alice G. Chapman Professor of Physics
Carleton College, B.A.; University of Wisconsin-Madison, Ph.D.
Interest(s): Non-neutral plasma physics, magnetic confinement of neutral plasmas.

**Irene Strohbeen**
Entrepreneur-in-Residence

**Meghan C. Sullivan** (2015)
Assistant Professor of Ceramics and Expanded Media
University of Nebraska -Lincoln, MFA in Studio Arts, University of Florida - Gainesville, Post baccalaureate in Ceramics, Massachusetts College of Art, BFA in Ceramics
Interest(s): Ceramics, Drawing, Figurative Sculpture

**Kuo-ming Sung** (1994)
Wendy and K.K. Tse Professor of East Asian Studies and 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

**Leo D. Sussman**
Lecturer of Music

**Phillip A. Swan** (2002)
Professor of Music and Director of Choral Studies
Concordia College, B.A.; University of Texas at El Paso, M.Mus.; University of Miami, D.M.A.
Interest(s): choral conducting, musical theatre, music education, jazz vocal

**Rosa Tapia** (2002)
Professor of Spanish
Universidad de Granada, B.A.; University of Delaware, M.A.; Pennsylvania State University, Ph.D.
Interest(s): Spanish and Latin American literature and cinema.

**Chunyue Teng**
Dennis and Charlot Nelson Singleton Assistant Professor of Cognitive Neuroscience

**Rose Theisen**
Director of Academic Planning and Budget in the Office of the Provost and Senior Experience Coordinator and

Lecturer in Biology

**Craig L. Thomas** (2016)
Systems and Data Services Librarian and Assistant Professor
Washington State University, B.A.; Harvard University, A.M.; University of Illinois Urbana-Champaign, M.L.I.S;
Interest(s): Library systems and services, scholarly communication, data management; literature and history of the English Renaissance

**Jill G. Thomas** (2010)
Director of Collection Management and Technical Services and Assistant Professor
Washington State University, B.A.; Simmons College, M.S.
Interest(s): Special Collections, metadata, physical and digital preservation, Early modern Europe

**Peter John Thomas** (2006)
Associate Professor of Russian Studies
Northwestern University, B.A., M.A., Ph.D.
Interest(s): Russia, poetry, translation, philosophy, contemporary composers

**Susie Thomas**
Lecturer

**Jacque Troy** (2012-present)
Lecturer in Theatre Arts
Masters of Arts in Education--Mount Mary University Bachelor of Arts--University of Iowa; Majors in Theater Arts and Communication Studies; Secondary Education Teacher Certification
Interest(s): Live theatre, travel, young adult literature, do-it-yourself projects of all kinds, bowling

**Timothy X. Troy** (1997)
J. Thomas and Julie E. Hurvis Professor of Theatre and Drama and Professor of Theatre Arts
Lawrence University, B.A.; University of Iowa, M.F.A.
Interest(s): directing, musical theatre

**Matthew L. Turner** (2010)
Instructor
B.M. Lawrence University, 1989 M.M. New England Conservatory of Music, 1991
Interest(s): Improvisation, Jazz, Composition, Music Education, New Music, Avant-Garde, Experimental Music

**Jean Carlo Ureña Gonzalez**
Assistant Professor of Music

**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** (1993)
Director of the Lawrence Community Music School
Lawrence University, B.Mus.; University of Oklahoma, M.Mus.
Interest(s): piano, piano pedagogy

**Brigid E. Vance** (2015)
Associate Professor of History
Carleton College, B.A.; Stanford University, M.A.; Princeton University, Ph.D.
Interest(s): East Asian history (especially early modern China and Japan), history of science and medicine, and dreams

**Angela M. Vanden Elzen** (2013 (at Lawrence si)
Associate Professor and Reference and Learning Technologies Librarian
University of Wisconsin-Green Bay, B.S.; University of Wisconsin-Milwaukee, MLIS
Interest(s): Video games, video game history, game culture & identity; makerspace instruction and inclusion; information literacy instruction, library equity

**Massimiliano Verita'** (2005)
Instructor of Arabic, Italian and Religious Studies
University of Bologna, B.A., M.A.
Interest(s): Arabic/African/Italian language and literature

**Catherine S. Walby** (2000)
Teacher of Piano and Lecturer of Music
Lawrence University, B.A., B.Mus.; University of Oklahoma, M.M.
Interest(s): piano

**James Halverson Waldo**
Lecturer of Music

**Nancy A. Wall** (1995)
Associate Professor of Biology
Presbyterian College, B.S.; University of South Carolina, M.A.; Vanderbilt University, Ph.D.
Interest(s): neural development, pattern formation, differentiation,

**Petra Watzke**
Assistant Professor of German Studies

**Ken Webb**
Visiting Assistant Professor of Biology

**Matty Wegehaupt** (2008)
Instructor of East Asian Studies
University of Wisconsin, B.A.; University of California, M.A.; University of Michigan, M.A.
Interest(s): East Asian ancient and contemporary history, literature, and religion - with a focus on China and the Koreas. Ruism, Buddhism, Daoism, and other thought/practice in ancient East Asia. Anti-imperialism

**Mason Wheelock-Johnson** (Since 2022)
Visiting Instructor of Latin
PhD: University of Wisconsin - Madison, 2021; MA: University of Wisconsin - Madison, 2017; BA: Rhodes College, 2015
Interest(s): Latin Philosophy; Neronian Literature; Metaphor; Classical Reception; Phenomenology

**Lee White**
London Centre Resident Director

**Simon Whitehouse**
London Centre Faculty

**Bob Williams** (2004)
Professor of Education, Director of Teacher Education, Director of the Linguistics Program
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): gesture studies, distributed cognition, cognitive linguistics, instructional discourse

**Kurt Wilson**
Assistant Professor of Anthropology

**Copeland Woodruff**
Mary and Michael Jaharis Director of Opera Studies and Associate Professor of Music

**Steven Wulf** (2002)
Associate Professor of Government
Cornell University, B.A.; Yale University, M.A., M.Phil., Ph.D.
Interest(s): political philosophy, history of ideas, constitutional law

**Nathan Wysock** (2003)
Lecturer of Music
Illinois State University, B.Mus.; Eastman School of Music, M.Mus., D.M.A.
Interest(s): classical guitar

**Suxian Zhou**
Visiting Assistant Professor of Data Science & Statistics

**Amelia Zietlow**
Lecturer in Geosciences

**Beth A. Zinsli** (2013-)
Associate Provost and Adjunct Associate Professor of Art History
PhD: University of Wisconsin-Madison, 2014 MA: University of Wisconsin-Madison, 2007 BA: Lawrence University, 2002
Interest(s): History and Theory of Photography, Museum Studies, Visual Culture Studies, Contemporary Art History

## Emeriti Faculty

**Janet Anthony** (1984)
George and Marjorie Olsen Chandler Professor Emerita 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.

**Jill Beck**
President Emerita

**David E. Becker** (2004)
Professor of Music and Director of Orchestral Studies
University of Chicago, B.A., M.A., Ph.D.

**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.

**David John Burrows** (2005)
Professor of Psychology and Director of Inclusive Pedagogy
Columbia University, B.A.; University of Toronto, M.A., Ph.D.

**Paul M. Cohen** (1985)
Professor Emeritus of History
Clark University, B.A.; University of Chicago, M.A., Ph.D.

**Jeffrey A. Collett** (1995)
Associate Professor of Physics
St. Olaf College, B.A.; Harvard University, A.M., Ph.D.

**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

**John Daniel** (2002)
Associate Professor of Music and Teacher of Trumpet
Ball State University, B.Mus.; University of Iowa, M.A.; University of Michigan

**James H. DeCorsey** (1990)
Associate Professor of Music and Teacher of Horn
Stanford University, B.A.; Yale University, M.A., M.M.A., D.M.A.

**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.

**John P. Dreher** (1963)

Lee Claflin-Robert S. Ingraham Professor Emeritus of Philosophy and Professor of Philosophy
St. Peter's College, B.A.; Fordham University, M.A.; University of Cologne; University of Chicago, Ph.D.

**Merton D. Finkler** (1979)
John R. Kimberly Distinguished Professor Emeritus of the American Economic System and Professor of Economics
University of California-San Diego, B.A.; London School of Economics, M.Sc.; University of Minnesota, Ph.D.

**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.

**Terry L. Gottfried** (1986)
Professor Emeritus of Psychology
University of Minnesota, B.A., Ph.D.

**Beth A. Haines** (1992)
Professor of Psychology
University of Wisconsin-Milwaukee, B.S.; University of Wisconsin-Madison, M.S., Ph.D.

**Bruce E. Hetzler** (1976)
Professor of Psychology
DePauw University, B.A.; Northwestern University, M.A., Ph.D.

**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.

**Nick Keelan** (1985)
Associate Professor Emeritus of Music
Henderson State University, B.M.E.; University of Northern Colorado, M.Mus.

**Carol L. Lawton** (1980)
Ottilia Buerger Professor Emerita of Classical Studies
Vassar College, B.A.; University of Pittsburgh, M.A.; Princeton University, M.F.A., Ph.D.

**Robert Levy** (1979-2005)
Trumpet Teacher
Ithaca College, B.S.; North Texas State University, M.M.E.

**Jerrold P. Lokensgard** (1967)
Robert McMillen Professor of Chemistry
Luther College, B.A.; University of Wisconsin-Madison, M.A., Ph.D.

**Ruth M. Lunt** (1992)
Associate Professor of German
Millersville State University, B.A.; University of Pittsburgh, M.A.; Princeton University, Ph.D.

**Nicholas C. Maravolo** (1966)
Professor of Biology

University of Chicago, B.S., M.S., Ph.D.

**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.

**Matthew C. Michelic** (1987)
Associate Professor of Music and Teacher of Viola
University of Wisconsin-Milwaukee, B.F.A.; Indiana University, M.M.

**Howard Niblock** (1981)
Professor of Music and Teacher of Oboe
University of Michigan, B.A.; Michigan State University, M.M.; University of Wisconsin-Madison

**Alan Parks** (1985)
Professor Emeritus of Mathematics
University of Wisconsin-Madison, B.A., M.A., Ph.D.

**Peter Neal Peregrine** (1995)
Professor Emeritus of Anthropology
Purdue University, B.A., M.S., Ph.D.

**Brent Peterson** (2002)
Professor of German
Johns Hopkins University, B.A.; University of Iowa, M.A.; University of Minnesota, Ph.D.

**Jerald Podair** (1998)
Robert S. French Professor of American Studies and Professor of History
New York University, B.A.; Columbia University School of Law, J.D.; Princeton University, M.A., Ph.D

**Bruce H. Pourciau** (1976)
Professor of Mathematics
Brown University, B.A.; University of California--San Diego, Ph.D.

**Bradford G. Rence** (1979)
Professor of Biology
University of Iowa, B.A.; University of California-Berkeley, Ph.D.

**Thomas C. Ryckman** (1984)
Professor Emeritus of Philosophy
University of Michigan, Flint, B.A.; University of Massachusetts, M.A., Ph.D.

**Richard A. Sanerib, Jr.** (1976)
Associate Professor of Mathematics
St. Anselm College, B.A.; University of Colorado, M.A., Ph.D.

**Judith H. Sarnecki** (1985-87; 1990)
Professor Emerita of French

Knox College, B.A.; Portland State University, M.A.T.; University of Iowa, M.A.; University of Wisconsin-Madison, Ph.D.

**Nancy M. Stowe**
Assistant to the Dean of the Conservatory

**Daniel J. Taylor** (1974-2007)
Professor Emeritus of Classics
Lawrence University, B.A.; University of Washington, M.A., Ph.D.

**Hans Ternes** (1968)
Professor of German
University of Illinois, B.A., M.A.; University of Pennsylvania, Ph.D.; University of Freiburg; University of Munich; University of Bucharest

**Patricia Vilches** (2000)
Professor of Spanish and Italian
University of Illinois-Chicago, B.A.; University of Chicago, M.A., Ph.D.

**Dirck Vorenkamp** (1997)
Associate Professor Emeritus of Religious Studies
University of Tulsa, B.S.; University of Kansas, M.A.; University of Wisconsin-Madison, Ph.D.

**Ernestine Whitman** (1978)
Professor Emerita of Music
Emory University, B.A.; New England Conservatory, M.Mus.; University of Wisconsin-Madison, D.M.A.

**Jane Parish Yang** (1991)
Associate Professor of Chinese
Grinnell College, B.A.; University of Iowa, M.A.; University of Wisconsin-Madison, Ph.D.

# Academic Calendar

## Current Academic Year

### Fall Term (Term I) - 2026

| | | |
|---|---|---|
| September 8 | Tuesday | Welcome Week commences |
| September 8 | Tuesday | Residence halls open for new students (8 am) |
| September 11 | Friday | First class meeting of First Year Studies |
| September 12 | Saturday | Residence halls open for returning students |
| September 14 | Monday | First day of fall term classes |
| September 18 | Friday | Last day to make class changes or select S/U for fall |
| October 22-25 | Thursday-Sunday | Mid-term Reading Period |
| November 6 | Friday | Last day to withdraw from fall term classes |
| November 19 | Thursday | Last day of fall term classes |
| November 20-21 | Friday-Saturday | Reading Period |
| November 22-24 | Sunday-Tuesday | Final Examinations |
| November 25 | Wednesday | Residence halls close (noon) |

### December Term (D-Term) - 2026

| | | |
|---|---|---|
| November 29 | Sunday | Residence halls open (9 am) |
| November 30 | Monday | First day of D-Term classes |
| November 30 | Monday | Last day to make class changes or select S/U for D-Term |
| December 9 | Wednesday | Last day to withdraw from a D-Term class |
| December 11 | Friday | Last day of D-Term classes and final examinations |
| December 12-13 | Saturday-Sunday | Closing event if one is scheduled for the class |
| December 13 | Sunday | Residence halls close (6 pm) |

### Winter Term (Term II) - 2027

| | | |
|---|---|---|
| January 3 | Sunday | Residence halls open (9 am) |
| January 4 | Monday | First day of winter term classes |
| January 8 | Friday | Last day to make class changes or select S/U for winter |
| January 18 | Monday | Martin Luther King, Jr. Day (no classes) |
| February 11-14 | Thursday-Sunday | Mid-term Reading Period |
| February 26 | Friday | Last day to withdraw from winter term classes |
| March 12 | Friday | Last day of winter term classes |
| March 13-14 | Saturday-Sunday | Reading Period |
| March 15-17 | Monday-Wednesday | Final Examinations |
| March 18 | Thursday | Residence halls close (noon) |

### Spring Term (Term III) - 2027

| | | |
|---|---|---|
| March 28 | Sunday | Residence halls open (9 am) |
| March 29 | Monday | First day of spring term classes |
| April 2 | Friday | Last day to make class changes or select S/U for spring |
| May 6-9 | Thursday-Sunday | Mid-term Reading Period |
| May 21 | Friday | Last day to withdraw from spring term classes |
| May 31 | Monday | Memorial Day (no classes) |
| June 4 | Friday | Last day of spring term classes |
| June 5-6 | Saturday-Sunday | Reading Period |
| June 7-9 | Monday-Wednesday | Final examinations |
| June 10 | Thursday | Residence halls close for underclassmen (noon) |
| June 13 | Sunday | Commencement |
| June 13 | Sunday | Residence halls close for seniors (6 pm) |

## Next Academic Year

### Fall Term (Term I) - 2027

| | | |
|---|---|---|
| September 6 | Monday | Welcome Week commences<br>Residence halls open for new students |

| | | |
|---|---|---|
| | | (8 a.m.) |
| September 10 | Friday | First class meeting of First-Year Studies |
| September 11 | Saturday | Residence halls open for returning students |
| September 13 | Monday | First day of fall term classes |
| September 17 | Friday | Last day to make class changes or select the S/U option for fall term classes |
| October 21-24 | Thursday-Sunday | Mid-term reading period |
| November 5 | Friday | Last day to withdraw from a fall term class |
| November 18 | Thursday | Last day of fall term classes |
| November 19-20 | Friday-Saturday | Reading period |
| November 21-23 | Sunday-Tuesday | Final examinations |
| November 24 | Wednesday | Residence halls close (noon) |

## December Term (D-Term) - 2027

| | | |
|---|---|---|
| November 28 | Sunday | Residence halls open (9 am) |
| November 29 | Monday | First day of D-Term classes |
| November 29 | Monday | Last day to make class changes or select S/U for D-Term |
| December 8 | Wednesday | Last day to withdraw from a D-Term class |
| December 10 | Friday | Last day of D-Term classes and final examinations |
| December 11-12 | Saturday-Sunday | Closing event, if one is scheduled for the class |
| December 12 | Sunday | Residence halls close (6 pm) |

## Winter Term (Term II) - 2028

| | | |
|---|---|---|
| January 2 | Sunday | Residence halls open (9 am) |
| January 3 | Monday | First day of winter term classes |
| January 7 | Friday | Last day to make class changes or select S/U for winter |
| January 17 | Monday | Martin Luther King, Jr. Day (no classes) |
| February 10-13 | Thursday-Sunday | Mid-term Reading Period |

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|---|---|---|
| February 25 | Friday | Last day to withdraw from winter term classes (week 8) |
| March 10 | Friday | Last day of winter term classes |
| March 11-12 | Saturday-Sunday | Reading Period |
| March 15-13 | Monday-Wednesday | Final Examinations |
| March 16 | Thursday | Residence halls close (noon) |

## Spring Term (Term III) - 2027

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|---|---|---|
| March 26 | Monday | First day of spring term classes |
| March 27 | Friday | Last day to make class changes or select S/U for spring |
| May 4-7 | Thursday-Sunday | Mid-term Reading Period |
| May 19 | Friday | Last day to withdraw from spring term classes (week 8) |
| May 29 | Monday | Memorial Day (no classes) |
| June 2 | Friday | Last day of spring term classes |
| June 3-4 | Saturday-Sunday | Reading Period |
| June 5-7 | Monday-Wednesday | Final examinations |
| June 8 | Thursday | Residence halls close for those not participating in commencement (noon) |
| June 11 | Sunday | Commencement |
| June 11 | Sunday | Residence halls close for commencement participants (6 p.m.) |

## Catalog Errata