



# Beloit College

Catalog Supplement 13-15



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# POLICY UPDATES

## Student Refund Policy

Beloit College will refund tuition, fees, and room and board on a prorated basis to students who withdraw from classes. Below is the new refund policy for Beloit student withdrawals.

### Refunds for fall and spring will be prorated as follows:

- 1<sup>st</sup> day of class thru 5<sup>th</sup> day (week 1) 100%
- 6<sup>th</sup> day of class thru 12<sup>th</sup> day (week 2) 80%
- 13<sup>th</sup> day of class thru 19<sup>th</sup> day (week 3) 60%
- 20<sup>th</sup> day of class thru 26<sup>th</sup> day (week 4) 40%
- 27<sup>th</sup> day of class thru 33<sup>rd</sup> day (week 5) 20%
- No refund after the last day of the 5<sup>th</sup> week.

### Refunds for music lessons are as follows:

- 1<sup>st</sup> day of class thru 13<sup>th</sup> day (week 1 & 2) 100%
- No refund after the last day of the 2<sup>nd</sup> week.

### Refunds for summer programs will be prorated as follows:

#### 4 Week Program

- Drop during 1st week of classes 80%
- Drop during 2nd week of classes 50%
- No refund after the last day of the 2nd week.

#### 8 Week Program

- Drop during 1st week of classes 80%
- Drop during 2nd week of classes 60%
- Drop during 3rd week of classes 40%
- Drop during 4th week of classes 20%
- No refund after the last day of the 4th week.

#### Beloit Blocks

- Drop during 1st day of classes 80%
- Drop during 2nd day of classes 50%
- Drop during 3rd day of classes 20%
- No refund after the 3rd day.

Definition of a week begins on a Sunday and ends on a Saturday. Short weeks, i.e. the first week of classes, is counted as a full week regardless of the first day of school.

## Advisor Approval for Registration

Advance advisor approval (via the Portal) will be required in order for a student to be able to complete online registration—to be implemented for Spring 2015 registration in Fall 2014.

## Degree Requirements

Changes in Current Degree Requirements and Degree Expectations (13-15 Catalog, p. 8, clarification of “completion” of a requirement, #1 b) deleted, and #4 changed)

Current Requirements for the Bachelor’s Degree, **where “completion” of any requirement is understood to mean “completion with a passing grade.”**

1) Completion of the college’s Writing Requirement:

a) All students must complete a minimum of three designated Writing (W) courses.

~~b) All students must meet a departmental requirement for writing (or another form of communication), designated by their major department or program.~~

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4) Completion of the college's liberal arts breadth requirements. These five requirements, where a requirement is understood as ~~one unit~~ .75 unit or two courses, should normally be completed by the end of the student's fourth semester. Students may not be granted junior status until they have completed these requirements.

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## ACADEMIC PROGRAMS

### Anthropology

#### Domain Change

**ANTH 262. Medical Anthropology (1).** Addition of 3B (Behavior) domain.

#### New Crosslist

**ANTH 252. Language and Culture (1).** Also listed as Critical Identity Studies 251.

### Art and Art History

#### Prerequisite Change:

**ART 103:** *First year standing or declared Studio Art or Art History major or minor, or consent of instructor.*

## New Courses

**ARTH 210. Ancient Greco-Italian Art and Architecture. (1).** An introduction to the art and architecture of ancient Greece, Etruria, and Rome, from the Early Bronze Age through the Imperial period. Special emphasis is given to classical Athens, the Hellenistic world, and Rome of the late Republic and early Empire. (Also listed as Classics 230.) (2A) *Prerequisite: one course in either Classics, Art History, or archaeology, or consent of instructor. Offered occasionally.*

**ARTH 255. Contemporary Art in an Age of Global Warming (1).** What role, if any, can art play in solving current environmental challenges? Is it ethical for artists to make more objects in a world already littered with too many? What would an art based on a true integration of ecological, aesthetic, and ethical consciousness look like? This course explores artist-based perspectives on building a more sustainable future--exciting territory where the very purpose and practice of art are being redefined. We examine a range of contemporary art practices and pressing environmental concerns. Through historical and contemporary readings and field trips, we consider artists' initiatives within the context and history of environmental thought and contemporary art theory. Scientific labs and fieldwork allow us to test the viability and ethics of key artworks. Additionally, the Science Center building serves as a case study of green architecture. A strong interest in art, art history and/or environmental studies is required. (Also listed as Environmental Studies 255) (5T) *Prerequisite: Sophomore standing.*

## **Biology**

### Title Change

**BIOL 248. Cell and Developmental Biology (1).**

### Title and Description Change

**BIOL 357. Human Physiology (1).** An investigation of physiological concepts, such as structure-function relationships and homeostasis, in the human body. While the primary focus of this course is the regulation of human physiological systems in normal and diseased states, animal models are used for comparative analysis. Students are required to prepare oral and written presentations, as well as conduct and present a group research project. Laboratory work requires dissection. *Offered each spring. Prerequisite: junior or senior standing, Biology 247, Chemistry 117, and at least 1 of the following courses: Biology 237, 248, 260, 265, 289, 300, 345, Chemistry 260, 300, or consent of instructor.*

**BIOL 372. Ecology (1).** *Corrected Prerequisite: junior or senior standing, 2 college-level biology courses and a statistics course (Biology 247, Mathematics 106, Anthropology 240, Psychology 162, or Sociology 305), or consent of instructor.*

## **Classics**

### Program Revision

**Classical Civilization Major (10 units)**

1) Six departmental units:

- a) Completion of at least three courses in either Greek or Latin.
- b) Three courses selected from the following: Classics 100, 200, 230, 250, 251.

2) Supporting courses (4 units):

- a) Either Classics 220/History 221 or Classics 225/History 222.
- b) Three courses chosen in consultation with the advisor. Especially recommended are Anthropology 110 and 310; Art History 120 and 238; Philosophy 200 and 350; Political Science 280; and Religious Studies courses (where appropriate).

3) Majors are strongly encouraged to participate in overseas study (for which financial assistance from the Department is available)

**Classical Philology Major (12 units)**

1) Ten departmental units:

- a) Six courses in either Greek or Latin.
- b) Two courses in the other classical language.
- c) Two courses selected from the following: Classics 100, 200, 230, 250, 251.

2) Supporting courses (2 units):

- a) Two courses chosen in consultation with the advisor. Especially recommended are: Anthropology 110 and 310; Art History 120 and 238; Classics 220/History 221 and Classics 225/History 222; Philosophy 200 and 350; Political Science 280; upper-level courses in other literatures (where appropriate).

3) Majors are strongly encouraged to participate in overseas study (for which financial assistance from the Department is available).

## **Classical Civilization Minor** (6 units)

1) Two units: Classics 100 and either Classics 220/History 221 or Classics 225/History 222.

2) Four units chosen from: Anthropology 110, 310; Art History 120, 238; Classics 200, 230, 250, 251, Greek 100, 105, 200, 205, 210, 215, Latin 100, 105, 200, 205, 210, 215, Political Science 280; Religious Studies courses approved by the advisor; or courses listed in 1, above, if not used to meet that requirement.

### Description of Courses

#### **Classical Studies**

**CLAS 100. Classical Mythology (1).** From the wrath of Achilles to the Golden Bough, this class examines how ancient civilizations used mythology to make sense of their world. Students develop skills in literary and contextual analysis while investigating the intellectual traditions of myth and its role in intercultural exchange. The class also focuses on how the study of the ancient world can help us understand and appreciate our own modern mythologies. (5T) *Offered each fall.*

**CLAS 200. Graeco-Roman Literature and its Post-Classical Tradition (1).** The focus is on either a specific genre, such as epic, tragedy, or comedy, or on a particular myth, such as that of Medea. May be repeated for credit if topic is different. (5T) *Offered each spring.*

**CLAS 220. Greek Civilization (1).** What can a study of the ancient Greeks teach us about history, politics, philosophy, law, literature, gender, sexuality, and art? And how reliable are works of literature as historical sources? This course follows the birth and progression of Greek societies from the Bronze Age through the death of Alexander the Great. Students learn much about the Greeks, but are also challenged both to extract nuanced historical information from literary sources and to relate the ancient material of the course to modern day practices, ideas, and structures. (3B) *Offered full term (even years).*

**CLAS 225. Roman Civilization (1).** Ancient Rome produced great works of literature, art, and architecture, and was the model for the American Republic. Yet its people enjoyed the bloodsports of the arena and engaged in the ruthless conquest and subjugation of much of the Mediterranean world. This course explores the history and culture of this seemingly contradictory civilization, from its origins as an Etruscan kingdom through the rise of the Republic and its transition into Empire. Through a critical and integrated analysis of literary and material culture, students develop a picture of what it meant to be Roman,

and consider what it might mean to see ourselves as the inheritors of a Roman tradition. (3B) *Offered full term (odd years).*

**CLAS 230. Ancient Greco-Italian Art and Architecture (1).** An introduction to the art and architecture of ancient Greece, Etruria, and Rome, from the Early Bronze Age through the Imperial period. Special emphasis is given to classical Athens, the Hellenistic world, and Rome of the late Republic and early Empire. (2A) (Also listed as Art History 210.) *Prerequisite: one course in either Classics, Art History, or archaeology, or consent of instructor. Offered occasionally.*

**CLAS 250. Special Topics (1).** The subject and content of the course change according to the training and special interest of the instructor. May be repeated for credit if topic is different. (5T) *Prerequisite: Classics 100 or 200, or consent of instructor. Offered each year.*

**CLAS 251. Special Topics (1).** The subject and content of the course change according to the training and special interest of the instructor. May be repeated for credit if topic is different. (3B). *Prerequisite: Classics 100 or 200, or consent of instructor. Offered each year.*

**CLAS 350. Classics and You: a Capstone (.50).** This course has three goals: (1) embark on an in-depth study of a topic, chosen in consultation with classmates and faculty; (2) share written work-in-progress with peers and faculty; (3) investigate the state of Classics in academia and in contemporary American culture, including research into secondary, undergraduate, and graduate curricula and programs. *Prerequisite: Junior standing, Classics 100, Classics 220 or 225, and Latin or Greek 100 and 105, or consent of instructor.*

**CLAS 390. Special Projects (.25 - 1).** *Prerequisite: sophomore standing.*

**CLAS 395. Teaching Assistant (.50).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**CLAS 396. Teaching Assistant Research (.50).** Course and curriculum development projects with faculty.

#### **Greek**

**GREK 100. Beginning Ancient Greek I (1).** Study a language over 3,000 years old in which some of the greatest and most influential works of world literature were composed. In addition to learning grammar, syntax, and vocabulary (you are guaranteed to become etymological savants), you will be exposed to the field of historical linguistics, and in particular to the place of Ancient Greek in the Indo-European language family. Readings in the

first semester include selections from Plato (What is the meaning of life?), Herodotus (What is history and why is it so interesting to study the past?), and the New Testament (Got questions about God? This book has answers!). (1S) *Offered each fall.*

**GREK 105. Beginning Ancient Greek II (1).** In the second term students complete the study of grammar, syntax, and vocabulary. Readings include shorter passages from Herodotus, Thucydides, Aristophanes, and the New Testament, along with more extensive ones from Homer's *Iliad* and *Odyssey*. (1S) *Offered each spring. Prerequisite: Greek 100 or consent of instructor.*

**GREK 200. Homer and Homeric Hymns (1).** Readings include selected books of the *Iliad* or *Odyssey*, and at least one Homeric Hymn. The focus is on an examination of Homeric style, narrative technique, meter, and the nature of oral poetry. (5T) *Prerequisite: Greek 105 or consent of instructor.*

**GREK 205. Greek Prose Authors (1).** Readings may be drawn from the following Greek prose authors, genres, and works: Lysias (*On the Murder of Eratosthenes*), Lucian (*True History*), the Novel (Longus' *Daphnis and Chloe*, Chariton's *Callirhoe*), the New Testament (*Mark, Luke, John, 1 Corinthians*). Special emphasis is given to an examination of each work's genre and style, as well as to the evolution of the Greek language over time. (5T) *Prerequisite: Greek 105 or consent of instructor.*

**GREK 210. Herodotus (1).** Delineation of the Herodotean view of history. The interaction of personal motive and social movement. The historian as reporter and interpreter, as ethnologist and sociologist, as entertainer, moralist, and artist. (5T) *Prerequisite: Greek 105 or consent of instructor.*

**GREK 215. Greek Tragedy (1).** An in-depth literary and linguistic study of one or two plays (e.g., Aeschylus' *Prometheus Bound*; Sophocles' *Antigone, Oedipus the King*; Euripides' *Medea, Electra, Bacchae, Alcestis*). (5T) *Prerequisite: Greek 105 or consent of instructor.*

**GREK 300. Greek Philosophy (1).** The victory of conceptual thought over the mythological mode, and the consequences that flow from the creation of philosophic language. Primary emphasis upon the Presocratics and the early and middle dialogues of Plato. (5T) *Prerequisite: one 200-level Greek course or consent of instructor.*

**GREK 305. Thucydides (1).** The influence of logos upon historical writing and political action in Thucydides' history, with particular attention paid to the practice and

effect of rhetoric in a democratic society. (5T) *Prerequisite: one 200-level Greek course or consent of instructor.*

**GREK 310. Greek Comedy (1).** Close reading of one play by Aristophanes (e.g., *Clouds, Lysistrata, Frogs*). Detailed attention to the inner world of the playwright as poet, dramatist, theatrical craftsman, and commentator on the culture of democratic Athens. (5T) *Prerequisite: one 200-level Greek course or consent of instructor.*

**GREK 315. Early Greek Poetry (1).** Hesiod and the lyric poets serve as sources for the examination of poetic texture as well as guides to the character of Greek myth, religion, and social and literary development. (5T) *Prerequisite: one 200-level Greek course or consent of instructor.*

**GREK 390. Special Projects (.25 - 1).** *Prerequisite: sophomore standing.*

**GREK 395. Teaching Assistant (.50).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**GREK 396. Teaching Assistant Research (.50).** Course and curriculum development projects with faculty.

## Latin

**LATN 100. Beginning Latin I (1).** In this class, students master the basic vocabulary and forms of the language of the Caesars, Cicero, and the citizens of the Roman Empire. Latin is an advantageous starting point for learning any of the modern Romance languages (including Spanish, French, Italian, Portuguese, and Romanian), and an education in Latin literature was once considered the backbone of a liberal arts education. This course is designed to enable a disciplined student to deal as soon as possible with Latin texts in a competent and sure manner. (1S) *Offered each fall.*

**LATN 105. Beginning Latin II (1).** Completion of all Latin forms and syntax, followed by a reading of a classical Latin texts chosen by students and instructor. (1S) *Offered each spring. Prerequisite: Latin 100 or consent of instructor.*

**LATN 200. Public and Private Communication (1).** This course focuses on the epistolary and oratorical genres: how did Roman writers communicate to their family and friends, and how did they make arguments in public? We focus on the works of Cicero, and other authors may include Ovid, Pliny the Younger, Seneca the Elder, Seneca the Younger, Quintilian, and Marcus Aurelius, depending on the interest and expertise of the students and instructor. Attention is paid to argumentation, salutations, and the relationship between writing and action. (5T) *Prerequisite: Latin 105 or consent of instructor.*

**LATN 205. Romans In and Out of Love (1).** The explosion of civil wars in Rome in the 1st century BCE is met with an equal explosion of... love poetry? This course examines the tropes, imagery, and metrics of Roman elegy. Students will encounter representative works of Catullus, Propertius, Tibullus, Sulpicia, and Ovid. Depending on the interests and expertise of the instructor and the students, the course may focus on one or two of the above authors, or it may focus on a particular theme (e.g., programmatic openings, the *amica*, the art of seduction, complaints, breakups). Attention is directed toward stylistics and critical interpretation in light of Augustan literature and politics. (5T) *Prerequisite: Latin 105 or consent of instructor.*

**LATN 210 Roman Philosophy (1).** How did Roman writers make sense of the natural world, human societies, and the place of the individual within these systems? This course explores representative philosophical writings of Cicero, Lucretius, Seneca, and Augustine. The course may focus on one or two of the above authors, or it may focus on a particular theme (e.g., friendship, the state, emotions, physics), depending on the interest and expertise of the instructor and students. (5T) *Prerequisite: Latin 105 or consent of instructor.*

**LATN 215. Medieval Latin Literature and Palaeography (1).** A survey of the extraordinary diversity of Medieval Latin literature (both poetry and prose), with special emphasis on the 11th-13th centuries. This course will also serve as an introduction to Latin palaeography (i.e., how to read medieval and early-renaissance manuscripts written in Latin). (5T) *Prerequisite: Latin 105 or consent of instructor.*

**LATN 300. Roman Drama (1).** This course features close reading of representative plays of Plautus, Terence, and Seneca. We will consider each figure as a possible representative of and critical commentator upon his age, and we will investigate the dramas for their attitudes about politics, gender, history, and performance. Detailed attention will also be paid to the inner world of the playwrights as poets, dramatists, and theatrical craftsmen. (5T) *Prerequisite: one 200-level Latin course or consent of instructor.*

**LATN 305. Roman Epic (1).** A consideration of the Roman interpretation of the epic genre, beginning with Ennius and focusing on Vergil and his ambiguous relationship to Augustan ideology. We may also explore selections of some of the following: Ovid's *Metamorphoses*, Lucan's *Bellum Civile*, Valerius Flaccus' *Argonautica*, and Statius' *Thebaid*. The class draws attention to the manipulation of imagery, plot, intertext, and vocabulary in

the creation of layered meaning. (5T) *Prerequisite: one 200-level Latin course or consent of instructor.*

**LATN 310. Roman Historians (1).** How did Romans understand and craft their own history? How have their narratives shaped our understanding of what it means to tell stories about our own past? Attention is paid to the social and historical context of textual production, narrative and character development, and the (re)production of Roman ideologies. Possible authors include Sallust, Livy, Tacitus, and Suetonius. (5T) *Prerequisite: one 200-level Latin course or consent of instructor.*

**LATN 315. Roman Laughter and Society (1).** Exploration of the comic as a critical key to social history and the Roman mind. Approaches to the intersection of humor and society: how the comic illustrates and reveals issues of class structure and social ethics, personality and stereotype, power politics and statesmanship. Possible authors include Plautus, Horace, Juvenal, Martial, Seneca, and Petronius. (5T) *Prerequisite: one 200-level Latin course or consent of instructor.*

**LATN 390. Special Projects (.25 - 1).** *Prerequisite: sophomore standing.*

**LATN 395. Teaching Assistant (.50).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**LATN 396. Teaching Assistant Research (.50).** Course and curriculum development projects with faculty.

## Computer Science

### Requirement Correction

#### Computer Science Major (11.5 units)

1) Nine and ½ departmental units:

- a) Computer Science 111, 125 (.50), 204, 225 (.50), 245, 315, 335, 347 (.50), 365 (.50), 366 (.50), 375 (.50), and 376 (.50).
- b) One elective unit chosen from Computer Science 261, Interdisciplinary Studies 274, Mathematics 300, Physics 220, or other course approved in advance by the department chair.

2) Two Supporting Units

- a) Mathematics 110 and 160.

## Critical Identity Studies

### Domain Changes

**CRIS 165. Sex and Power (1).** Addition of 3B (Behavior) domain.

**CRIS 260. Topics in Critical Identity Studies (1).** Addition of 3B (Behavior) domain.

**CRIS 303. Masculinities (1).** Addition of 3B (Behavior) domain.

**CRIS 304. Thinking Queerly (1).** Addition of 3B (Behavior) domain.

### New Crosslists

**CRIS 204. Constructing Difference: Diversity and Education (1).** This course explores the major theories and significant research on the development and explanation of individual differences and how those differences affect the education of youth. The course will explore issues of student diversity, with special attention to race, class, gender, language, and the inclusion of students with special and exceptional needs in general education. Issues are examined mainly through the lenses of history, sociology, economics, and education and youth policy. Students will critically examine how and why race, class, language, ability and disability, and gender have influenced education. Includes at least 15 hours of field experience. (Also listed as Education and Youth Studies 204.) (3B) *Offered every spring and alternate fall terms. Prerequisite: Any introductory course in the social sciences.*

**CRIS 206. Gender Equity and Women's Empowerment (1).** What is gender equity and women's empowerment? Why are they so hard to achieve? How do varied policies, ideologies, and political contexts shape answers to these questions? Students explore these enduring questions by engaging with projects related to girls and women and the "real" complexities and nuances that emerge. Focusing on local service, international agencies and NGOs, and a human sustainability index, students develop skills needed to apply for and gain support for internships, off-campus study, and other fieldwork on equity and empowerment. (Also listed as Political Science 206). *Offered alternative fall terms. An Enduring Questions course. Prerequisite: 2nd, 3rd, 4th semester standing.*

**CRIS 220. The Sociology of Race and Ethnicity (1).** An examination of the meanings and the social forms connected with racial and ethnic status. (Also listed as

Sociology 220) *Offered each year. Prerequisite: Sociology 100 or 150, or consent of instructor.*

**CRIS 225. Psychology of Women (1).** This course examines theoretical viewpoints on the development of gender identification and gender-typed behavior; research evidence for the existence/non-existence of gender differences; female social development across the life span; psychological aspects of women's roles in the family and in the workplace; clinical issues relevant to women, such as depression and eating disorders; and additional topics selected by class members. Includes at least 15 hours of field experience. (Also listed as Psychology 225) (3B) *Offered once every three years. Prerequisite: Psychology 100 and any Critical Identity Studies course, or consent of instructor.*

**CRIS 226. The Sociology of Sex and Gender (1).** An examination of sex and gender as sociological constructs and as central organizing features of social structures. Topics to be discussed include: origins of sex/gender systems; theoretical explanations for gender inequalities; the mechanisms by which masculinity and femininity are created and maintained within social systems; and the variations in these constructions by age, class, ethnicity, race, and sexual orientation. (Also listed as Sociology 225) *Offered each year. Prerequisite: Sociology 100 or 150, or consent of instructor.*

**CRIS 248. Survey of U.S. Women's History (1).** An introductory course examining women's economic, political, and cultural position in the United States from the 17th century to the present. The course will consider how women's experiences varied over time and how differences in ethnicity, class, conditions of freedom and other factors affected those experiences. The course will address the interdependence between the transformation of women's roles and changes in the family, men's roles, and the economy. (Also listed as History 248.) *Offered occasionally. Open to first-year students.*

**CRIS 251. Language and Culture (1).** This course is an introduction to the subdiscipline of linguistic anthropology: the study of language as a cultural resource and speaking as a cultural practice. Linguistic anthropology is concerned with the study of speech communities: groups of individuals who share a way of speaking. Throughout the semester, we read and discuss various topics related to the study of language and culture: language change; bilingualism; literacy and citizenship; the use of language in describing illness and speech as performance (poetry, hip-hop, dirty jokes). We also examine how ethnographic methods can be used alongside linguistic methods to better understand the connections



between culture and communication. (Also listed as Anthropology 252.) *Offered occasionally. Prerequisite: Anthropology 100 or consent of instructor.*

## Education and Youth Studies

### Requirement Corrections (p. 74 of 13-15 Catalog)

#### 1) Children and Schools (10-11 units)

a) Education and Youth Studies 101 or 102, 151, 204, 252, 262, 272, 282, and 302 (3\*) (for certification) or 306 (2) (without certification). Only students who have been admitted into the Teacher Certification Program may enroll in Education and Youth Studies 302/304.

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*\*If a student is teaching abroad, these 3 units will be split between Education and Youth Studies 310 and either 302 or 304.*

#### 2) Adolescents and Schools (10-11 units)

a) Education and Youth Studies 101 or 102, ~~152~~ **151**, 204, 267, 277, 304 (3\*) (for certification) or 306 (2) (without certification). Only students who have been admitted into the Teacher Certification Program may enroll in Education and Youth Studies 302/304.

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*\*If a student is teaching abroad, these 3 units will be split between Education and Youth Studies 310 and either 302 or 304.*

### Description and Domain Change *Effective Spring 2015*

#### **EDYS 151. Learning, Motivation, and Development**

**(1).** This course introduces the study of learning, motivation, and creativity from early childhood through adolescence. Students explore contemporary and historical authors of diverse psychological perspectives on the lives of youth in different settings: including school, family, community, peer group, mental health and correctional institutions, etc. Informed by these investigations, students engage in arts-based explorations of youth, employing creative writing, dramatic performance, dance, cinematography, and other visual arts. Students collaboratively generate alternate assessment strategies that combine critical thinking and creative expression. (2A)  
*Offered every fall and alternate spring terms.*

### Description Change

**EDYS 382 Senior Capstone Seminar (1).** Education and youth studies seniors pursue individual inquiry in

education and youth studies under the supervision of a faculty member. Students are encouraged to expand on issues or problems they have already studied or encountered in their academic careers. A student's final product may be in one of the following three forms: 1) a capstone project closely tied to their previous fieldwork as well as future career options, including a written paper/report, the specific format and length to be determined in consultation with the faculty supervisor; 2) a research paper based on fieldwork and research s/he has previously done (usually 25 pages or more, double-spaced); or 3) an honors thesis (for those students who are eligible and are nominated to write an honors thesis) that is a high-quality research paper of at least 35 pages double-spaced. In addition to taking EDYS 382, students writing an honors thesis must meet additional criteria in consultation with their academic advisor and the EDYS department. Students writing an honors thesis or academic research paper are required to present at Student Symposium, while all other students are strongly encouraged to present as well. *Prerequisite: Education and Youth Studies 296 and 306 (2-3 units) or recommendation of the department.*

### New Crosslist

**EDYS 204. Constructing Difference: Diversity and Education (1).** Also listed as Critical Identity Studies 204.

## Environmental Studies

### Change in Requirements

#### **Environmental Studies Major** (12 ½ units)

The major features two distinct tracks:

- 1) Environmental Communication and Arts is oriented to the arts and humanities.
- 2) Environmental Justice and Citizenship has a social-science focus.

Both tracks include introductory courses in the arts and humanities, the social sciences and the natural sciences. Core environmental courses, selected for their appropriateness to the student's interests and proclivities in humanistic or social-scientific environmental study, introduce the interdisciplinary study of environmental issues. Concentration courses allow students to further deepen their knowledge and acquire skills necessary for the practice of "Environmental Communication and Arts," or "Environmental Justice and Citizenship." Environmental Studies 380: Senior Colloquium in Environmental Studies provides an opportunity for students from both tracks to reflect together upon the diverse perspectives on environmental issues they have studied.

Students interested in Environmental Studies are strongly encouraged to fulfill their Liberal Arts in Practice (LAP) requirement through an ENVS-related internship, through the college's Sustainability Fellows program, or through supplemental ENVS programs, such as Coe College's Wilderness Field Station. The LAP requirement may also be fulfilled during an approved study abroad experience.

With advance consultation with their major advisor, students majoring in Environmental Studies may fulfill major requirements while studying abroad. In addition to gaining international experiences, students are strongly encouraged to develop fluency in a second language.

### **Environmental Communication and Arts** (12 ½ units)

#### 1) Environmental Communication & Arts (2)

- a) One unit from "History and Theory": Art History 120, 125, 130, 231, 245, English 190, History 150, Museum Studies 247.
- b) One unit from "Practice": Art 103, 115, 117, 150, 325, Journalism 125, Theatre, Dance and Media Studies 101, 106, 107, 150, 165, Writing 100, Museum Studies 245.

2) Environmental Justice & Citizenship (2): Two units from Anthropology 100, Economics 199, Education and Youth Studies 101, Political Science 110, 130, 160, 180.

3) Environmental Sciences (2): Two units from Biology 111, 121, 141, 151, 206, 217, Chemistry 117, 220, Geology 100, 110, 235, 240, Physics 215.

4) Four environmental core courses, chosen in consultation with the advisor (4): Anthropology 258, Economics 205, Environmental Studies 255/Art History 255, Environmental Studies 258, 280, Journalism 225 (when topic is Environmental Writing), Philosophy 224, Political Science 255. An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to one unit of the "core" study.

5) Two concentration courses (2): An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to one unit of the "concentration" study, in consultation with the student's advisor.

- a) One unit from Studio: Art 200, 205, 210, 215, 225, 280, 325, English 205, 225, Interdisciplinary Studies 222, Theatre, Dance and Media Studies 242, 342, 351.

b) One 200-level or higher communications and arts course, chosen in consultation with the student's advisor.

#### 6) Environmental Studies 380 (.50).

7) Writing/communication requirement: Writing in environmental studies incorporates the multiple traditions that inform the examination of human/environment interactions. Students are exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Environmental Studies 380, provides opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about environmental issues.

### **Environmental Justice and Citizenship** (12 ½ units)

#### 1) Environmental Communication & Arts (2)

- a) One unit from "History and Theory": Art History 120, 125, 130, 231, 245, English 190, History 150, Museum Studies 247.
- b) One unit from "Practice": Art 103, 115, 117, 150, 325, Journalism 125, Theatre, Dance and Media Studies 101, 106, 107, 150, 165, Writing 100, Museum Studies 245.

2) Environmental Justice & Citizenship (2): Two units from Anthropology 100, Economics 199, Education and Youth Studies 101, Political Science 110, 130, 160, 180.

3) Environmental Sciences (2): Two units from Biology 111, 121, 141, 151, 206, 217, Chemistry 117, 220, Geology 100, 110, 235, 240, Physics 215.

4) Four environmental core courses, chosen in consultation with the advisor (4): Anthropology 258, Economics 205, Environmental Studies 255/Art History 255, Environmental Studies 258, 280, Journalism 225 (when topic is Environmental Writing), Philosophy 224, Political Science 255. An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to one unit of the "core" study.

5) Two concentration courses (2): An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to one unit of the "concentration" study, in consultation with the student's advisor.

- a) One unit from Statistics: Anthropology 240, Biology 247, Economics 251, Health and Society 201/Political Science 201, Math 106, Sociology 305.

b) One 200-level or higher justice and citizenship course, chosen in consultation with the student's advisor.

6) Environmental Studies 380 (.50).

7) Writing/communication requirement: Writing in environmental studies incorporates the multiple traditions that inform the examination of human/environment interactions. Students are exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Environmental Studies 380, provides opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about environmental issues.

#### Notes:

1) In the case of double-majors in Environmental Studies, ordinarily no more than 2 courses will be double-counted.

2) No course may be used to satisfy two separate requirements for the Environmental Studies major.

3) Environmental Studies majors may not also minor in Environmental Studies.

#### Environmental Studies Minor (6 units)

1) One unit of introductory economics or political science from Economics 199, Political Science 110, 130, 160, 180.

2) One unit of introductory natural science from Biology 111, 121, 141, 151, Chemistry 117, Geology 100, 110.

3) Four units of environmentally related courses from Anthropology 258, Biology 206, Economics 205, Environmental Studies, 255, 258, 280, 380, Journalism 225 (when topic is Environmental Writing), Philosophy 224, Political Science 255, or up to one unit of internship or research experience chosen in consultation with an environmental studies advisor.

#### Notes:

1) No more than 2 courses taken to satisfy major requirements may count toward the environmental studies minor.

2) Environmental Biology, Environmental Geology, Environmental Chemistry, and Environmental Studies majors may not minor in Environmental Studies.

#### New Courses

**ENVS 255. Contemporary Art in an Age of Global Warming (1).** See Art History 255 for course description. (5T).

## Health and Society

#### Program Revision

*The Health and Society major provides a program for the interdisciplinary study of health and medical care in the United States and around the world. The major combines the study of the natural sciences, social sciences, and the humanities to enable students to explore critical topics such as social inequalities and health, cultural differences in defining and treating health problems, the function of the health care system, and questions related to human rights and health. Students who choose the Health and Society major have an opportunity to do internships at local hospitals, clinics, and health departments or to develop internship and research opportunities during study abroad programs. Health and Society graduates have pursued advanced degrees in medicine, public health, social work, and health law. They work in governmental and non-governmental organizations and in business.*

#### **Health and Society Major (13 or 14 units)**

1) Two units from the following physical and natural sciences chosen to provide prerequisites for additional course work below: Chemistry 117, 150, Geology 110 and at most one of Anthropology 120, Biology 110 or Biology 141.

5) Two units from the following social sciences: Anthropology 100, Critical Identity Studies 165, Economics 199, Political Science 110, 160, Psychology 100, Religious Studies 101, Sociology 100, chosen to provide prerequisites for additional course work below.

6) Completion of ½ unit of Health and Society 240

7) Three units chosen from the core Health and Society courses: Anthropology 262, Biology 215, Interdisciplinary Studies 265, Interdisciplinary Studies/Critical Identity Studies 252, Philosophy 221, Health and Society/Political Science 212 or 230, Psychology 210 or 252. At least two of the core courses must be completed before the senior year. Other relevant course offerings with significant health content may be substituted with approval of the Chair.

5) One (or two) unit(s) of statistics or research methods chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Health and Society/Political Science 201, Psychology 161 and 162 (must take both), Sociology 305.

6) Choose two units from one theme and one unit each from the other two themes, below. Other relevant course offerings with significant health content may be substituted with approval of the Chair.

**Health and Well-Being:** Interdisciplinary Studies 318, Physical Education, Recreation, and Athletics 308, Psychology 215, 230, 375, at most one of Psychology 310 or 315, and at most one of Interdisciplinary Studies 380 or Anthropology 230.

**Biological Systems and Health:** Biology 237, 289, 340, 357, Biology/Chemistry 260, Chemistry 220, 230.

**Social Determinants of Health:** Economics 204, Political Science 255, 262, 212 or 230, Sociology 210, 225, 275.

7) Students interested in Health and Society are encouraged to fulfill their Liberal Arts in Practice requirement by engaging to improve the health of our neighborhoods, country, and/or world. This may occur during an approved Study Abroad experience, a Duffy Partnership, a research or field internship, or a LAP designated course. Students majoring in Health and Society may fulfill major requirements while studying abroad. Consult with your major advisor when preparing for studying abroad.

8) Students interested in health and society are strongly encouraged to develop fluency in a second language. Spanish fluency is valuable to students who will be health care practitioners in the United States. French fluency is necessary for participation in the AIDS Advocacy course in Dakar, Senegal.

9) Completion of .50 unit of Health and Society 340.

10) Writing/communication requirement: Writing in Health and Society incorporates the multiple traditions that inform the study of public health. Students will be exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Health and Society 340, will provide opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about health issues. Students will also write a reflective essay at the end of the major.

Students are encouraged to present their experiences from study away or research at Beloit College student symposia.

11) Honors in Health and Society: Students with a 3.7 GPA or above in courses in the major may apply junior

year for honors and develop a self-designed honors project.

### **Health and Society Minor (6 units)**

1) Completion of .50 unit of Health and Society 240.

2) Three units chosen from the core Health and Society courses: Anthropology 262, Biology 215, Philosophy 221, Interdisciplinary Studies 265, or Interdisciplinary Studies 252/Critical Identity Studies 252, Health and Society/Political Science 212 or 230, Psychology 210 or 252.

3) One additional course, related to the student's interest, chosen from the thematic electives, below.

**Health and Well-Being:** Interdisciplinary Studies 318, Physical Education, Recreation, and Athletics 308, Psychology 215, 230, 375, at most one of Psychology 310 or 315, and at most one of Interdisciplinary Studies 380 or Anthropology 230.

**Biological Systems and Health:** Biology 237, 289, 340, 357, Biology/Chemistry 260, Chemistry 220, 230.

**Social Determinants of Health:** Economics 204, Political Science 255, 262, 212 or 230, Sociology 210, 225, 275.

4) One unit of statistics or appropriate research methods course chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Health and Society/Political Science 201, Sociology 305.

5) Completion of .50 unit of Health and Society 340.

### **Description of Courses**

**HEAL 201. Research Methods in Political Science and Health (1).** *See Political Science 201 for course description.*

**HEAL 212. U.S. Health Policy and Politics (1).** *See Political Science 212 for course description.* (3B)

**HEAL 230. Comparative Health Systems (1).** *See Political Science 230 for course description.*

**HEAL 240. Sophomore Seminar in Health and Society (.50).** Prefaced on in-depth discussion and analysis of key readings, this survey course covers a broad spectrum of domestic and global issues in public health, including the non-medical (social) determinants of health, health literacy, and disparities in health outcomes. As a gateway requirement, this course is designed to encourage interaction between Health and Society majors and minors, laying the groundwork for future collaboration and



introducing majors to possible career tracks as practitioners, analysts, consultants and social entrepreneurs in the realm of public health.

### **HEAL 280. Topics in Health and Society (.50, 1).**

Selected interdisciplinary topics in Health and Society. Topics vary, but they may include Global Health, Climate Change and Health, or Epidemiology and Society. The courses include data-driven investigation of health issues and focus on the critical analysis of complex problems. May be repeated for credit if topic is different. *Prerequisite: Sophomore standing and 1 health and society core course or consent of instructor.*

**HEAL 340. Senior Seminar in Health and Society (.50, 1).** A seminar offered every fall to consider current issues in health and medical care in the United States and other countries. As the capstone course for the major, students will reflect on knowledge and experience by applying and articulating what they have learned while navigating their undergraduate education.

**HEAL 341. Health and Society Internship (.50, 1).**  
*Graded credit/no credit.*

**HEAL 342. Health and Society Research Project (.50, 1).**

## **Interdisciplinary Studies**

### New Course

**IDST 202. Introduction to Entrepreneurship (1).** This course focuses on the entrepreneurial process and its component parts. Through case studies, students explore the elements and skills required for successful venturing such as financing, planning, marketing, and negotiating. Course focuses on pragmatism and developing sound judgment within the context of ambiguous scenarios. *No prerequisites.*

## **Initiatives**

### Title Change

**INIT 100. Initiatives Program: First Year Seminar (1).**

### New Course

**INIT 110. Spring Semester Initiatives (.25).** This course connects students entering in the spring semester with an advisor, a group of peers, and college resources. It helps students to identify and address academic challenges, set goals and priorities, and adjust to college life. The course instructor continues as the student's "Initiatives" advisor

through the sophomore year. *Graded credit/no credit. Offered each spring.*

## **Modern Languages**

### Credit Value Change

**CHIN 280.** Changed to variable credit, .50 or 1.0 unit.

## **Music**

### Program Revision

*Music offers students multiple opportunities to develop creative and critical skills as well as to understand subjective experiences in theoretical, historical, and cultural contexts.*

**Music Major** (12.5 units)

- 1) Ten and a half departmental units:
  - a. Music 150, 160, and 170
  - b. Two units chosen from Music 200-249
  - c. Two units chosen from Music 250-299
  - d. One half unit of Applied Music 010-044
  - e. One half unit of Music Ensemble 050-074
  - f. One elective Music course at the 200 level
  - g. An additional one half unit of either Applied Music (Music 010-44) or Music Ensemble (Music 050-074)
  - h. Music 300
- 2) To declare this major, each student must have a curricular planning meeting with a music advisor.
- 3) The department requires 2 units of complementary non-Music courses decided in conjunction with the student's advisor and by approval of the department.
- 4) The department recommends at least 2 units of study of a foreign language.
- 5) Writing/communication requirement: The department stresses the importance of writing and oral skills in verbal language and in musical notations.

**Music Minor** (5.5 units)

- 1) Five and a half departmental units:
  - a. Two units chosen from Music 150, 160, and 170
  - b. Three units chosen from Music 200 or 250
  - c. One half unit of Music Ensemble 050-074

### **Description of Courses**

**MUSI 110. Class Piano (.50).** This course offers class piano instruction in a lab of 10 interconnected keyboards

and instructor's monitoring station. Students develop skills in basic musicianship, reading notation at the keyboard, transposition, and harmonization. Level of instruction will vary depending on student preparation. In a final examination, three solos, all scale and arpeggio patterns, and transposition are required.

**MUSI 150. Music as History and the History of Western Music (1).** This course surveys the histories of Western Music. Students explore the formation of musical canons and the power dynamics that undergird aesthetic, gendered, racial, political, and institutional conceptions of "music". While looking at such musical figures as Hildegard of Bingen, Claudio Monteverdi, Ludwig van Beethoven, Claude Debussy, Glenn Gould, John Cage, and the Beatles, the class considers the following questions: How does music relate to the construction of so-called Western Civilization? Why are certain styles, musicians, repertoires, practices accepted within the canon and others excluded? What are the multiple relationships between Western history and theory and what governs the conceptual distinction between music and sound? Students come to recognize the historical foundations behind contemporary musical values that institutions have portrayed as "universal". This course is open to all students and prepares them to examine the deeply interwoven connections between the study of music and history. (Also listed as History 210.) (5T) *Offered each fall.*

**MUSI 160. Music Cultures of the World (1).** This course introduces students to some of the primary concerns of the field of ethnomusicology, as well as to a sampling of musical genres from North America, South America, Africa, Asia, and Europe. Through a selection of listenings and readings from music scholarship, anthropology, and critical theory, we consider themes including nationalism, colonialism, identity (race/ethnicity, gender/sexuality, class, etc.), sound/soundscape, and (inter)disciplinarity. (Also listed as Anthropology 275.) (3B) *Offered each spring.*

**MUSI 170. Music and Sound Theory (1).** This course serves as an introduction to theories of music, musical systems, music and cognition, and the physics of music. Combining historical and cross-cultural approaches, students learn multiple notational systems, develop descriptive and analytic language (rhythm, modes, melodic phrasing, harmony, etc.), and form a rudimentary understanding of acoustics. As an introduction to the theory of music and sound that is open to all students, this

course allows students to think more broadly about systems and structures of sound. (1S) *Offered each semester.*

**MUSI 200. Selected Topics in Musical Intersection (1).** These courses focus on the study of music as examined in light of another discipline and, inversely, how the other discipline can be understood more critically when analyzed through the lens of music. Recently offered examples of topics include Music in the Third Reich, Music and Criticism, Music in Cold Places, Music and Entrepreneurship, and Music and Authenticity. *Offered each semester.*

**MUSI 250. Selected Topics in Sound Studies (1).** These courses explore various topics in sound studies and composition. Possible topics include harmony and counterpoint, soundscapes, music and shape, computer music, songwriting, recording and editing techniques, improvisation, the physics of music, or music and cognition. *Prerequisite: Music 170 or consent of instructor. Offered each semester.*

**MUSI 260. Introduction to Recording and Editing Techniques (1).** This course instructs students in the rudimentary techniques of sound recording. The course offers students the opportunity to explore the many different techniques of recording, both live and in studio. Aside from recording techniques, the course also offers the student techniques in editing. (2A) *Prerequisite: Music 170, or Physics 155, or consent of instructor.*

**MUSI 300. Music as a Creative Practice (½).** This course allows students to synthesize materials and ideas from their previous three years as they create the foundation for a final creative project (e.g. research paper, composition, performance, sound recording, etc.). Under the guidance of multiple faculty, students are required to present their work regularly and, in particular, learn how to sell, persuade, and share with colleagues from different backgrounds the significance of their central argument, interpretation, or musical vision. *Prerequisite: Junior or senior standing and consent of instructor. Offered each fall beginning in fall 2016.*

**MUSI 390. Special Projects (.25 - 1).** Individual work outside the scope of the regular course offerings of the music department. *Prerequisite: sophomore standing.*

### Applied Music

All applied courses are .25 unit and are offered as qualified instructors are available. **There is no refund of the term fee after the last day of the 2<sup>nd</sup> week of classes.** The term fee is pro-rated if an applied music course is dropped

during the first five weeks of the term. After that time, the full fee is charged. Effective Spring 2014, these courses may count toward the 2A (Arts & Creative Practices) domain requirement.

- MUSI 010. Composition**
- MUSI 011. Conducting\***
- MUSI 012. Voice**
- MUSI 013. Piano**
- MUSI 015. Harpsichord**
- MUSI 016. Organ**
- MUSI 018. Guitar**
- MUSI 020. Recorder**
- MUSI 021. Flute**
- MUSI 022. Oboe**
- MUSI 023. Clarinet**
- MUSI 024. Bassoon**
- MUSI 025. Saxophone**
- MUSI 026. Introduction to Jazz Improvisation**
- MUSI 031. Horn**
- MUSI 032. Trumpet**
- MUSI 033. Trombone**
- MUSI 034. Tuba**
- MUSI 035. Percussion**
- MUSI 041. Violin**
- MUSI 042. Viola**
- MUSI 043. Cello**
- MUSI 044. Bass**

*\*Consent of instructor.*

### **Ensembles**

The following courses are .25 unit.

**MUSI 051. Masterwork Chorus** is a large choral ensemble composed of Beloit College students, faculty, staff, and members of the surrounding community, specializing in extended choral works. Membership is open to all students by consent of the instructor; no audition is required. (2A)

**MUSI 054. Keyboard Accompanying** is open to qualified piano students seeking to develop the skills to accompany.

**MUSI 055. Chamber Music Instrumental** groups are formed each semester. Common are guitar ensemble, string quartets, woodwind quintets, and sometimes ensembles with piano or harpsichord. Repertoire includes classical and jazz. (2A)

**MUSI 057. Creative Strings Collective.** This innovative string ensemble (violin, viola, cello, bass) will break into nonconventional genres for strings in addition to

performing traditional string orchestra repertoire. The course may include but is not limited to the following styles: bluegrass, blues, classical, free improv, jazz, Latin, pop, and tango. Students will be encouraged to engage through performance, improvisation and theory with opportunities for arranging and composition. Neither prior improvisational skills nor theory background are required. (2A) *Prerequisite: Consent of instructor.*

**MUSI 058. Jazz Ensemble** is open to all members of the college community; its programs and activities depend on the interests of participants. Its repertoire consists of a variety of styles, including the music of the big bands. (2A)

**MUSI 061. Recorder Ensemble** (The Quavers) gives students an opportunity to explore recorder music from the medieval to the modern. Open by consent of the instructor. (2A)

**MUSI 062. Chamber Singers (SATB) and Anacrusis (SSAA)** choral ensembles devoted to the study and performance of quality choral literature of all styles and historical periods and to the development of comprehensive musicianship, choral singing, and fundamental musical skills. Membership is open to all students through audition. (2A)

**MUSI 063. Flute Choir** is open to qualified flute performers by audition with the director. This group performs varied literature for different combinations of flutes. (2A)

**MUSI 066. Wind Ensemble** consists of students and community members. It performs a large variety of classical and modern music. Membership is open to all students by consent of the instructor. (2A)

**MUSI 067. Saxophone Ensemble**, usually a quintet, performs all styles of music from jazz to classical. (2A)

**MUSI 068. Percussion Ensemble** is open to all percussionists. Experience is desired but not essential. A complete collection of instruments, including all mallet instruments, is available. (2A)

**MUSI 074. Introduction to Improvisation: Unlock the Creativity Within** is designed for the music and non-music major. The course is open to all ability levels wishing to study the basics of improvisation. The class runs as a class/rehearsal hybrid. Students learn basic improvisational concepts within a broader musical spectrum and creatively apply this knowledge to their instrument or voice. The class does not focus on any one musical genre *per se* but has a definite leaning towards

freely improvised music, free jazz, electronic music, and chance music. (2A)

## Performing Arts

### Program Dropped

## Physics

### Title Change

#### **PHYS 130. Introduction to Astronomy**

### Description Correction

#### **PHYS 280. Tools for Physics and Astronomy (.50).**

Writing papers with the LaTeX document preparation system, including equations, tables, figures, and bibliographies; incorporating information from articles in the scientific literature. Problem-solving with Matlab, Mathematica, and other tools. Applications for summer REUs, internships, jobs, and graduate school. (4U) *Offered each fall. Graded credit/no credit. Prerequisite: sophomore standing.*

## Political Science

### New Course

#### **POLS 201. Research Methods in Political Science and Health (1).**

This course offers an overview of research methods used in health and political science research. Course objectives will include an introduction to basic statistical concepts and research design; the course will also emphasize the use of STATA statistical software for production of various statistical output (ANOVA, odds ratios, bivariate and multivariate regression analyses). (Also listed as Health and Society 201.) (3B) *Prerequisite: None, but POLS 110 or higher recommended.*

**POLS 212. U.S. Health Policy and Politics (1).** An overview of health policy and politics in the United States. Course examines the U.S. health care system, its politics, organization, and the financing of health services. It explores how federalism shapes the system and compares it with other industrialized countries. It also examines the social or non-medical determinants of health, and the limits of what health care alone can accomplish. Health disparities among ethnic and social groups feature centrally throughout. (Also listed as Health and Society 212.) (3B) *Prerequisites: Political Science 110 or higher OR sophomore standing.*

**POLS 230. Comparative Health Systems (1).** This course provides an overview of comparative health systems. Health care systems in both rich and poor countries throughout the world are examined, including

their facilities, workforces, and technology and equipment. Students in this course evaluate the performance of these systems in terms of cost, quality, access, and other issues. (Also listed as Health and Society 230.) *Prerequisites: Sophomore standing and one Health and Society or Political Science core course, or instructor approval.*

### New Crosslist

**POLS 206. Gender Equity and Women's Empowerment (1).** Also listed as Critical Identity Studies 206.

## Psychology

### Requirement Correction

#### **Psychology Major (12 units)**

*Twelve units consisting of 4 units of required core courses, 6 units of electives in the department, and 2 units of electives outside the department. The core courses ensure that each student has a thorough understanding of key issues and concepts in the discipline, as well as methods used by research psychologists. Electives in the department, drawn from 1.b.-1.g, ensure that each student will complete a survey course in each of the primary subfields of psychology and a capstone seminar in one of the primary subfields. An additional elective in psychology gives students more flexibility to achieve breadth. Electives outside the department, drawn from 2.a. and 2.b., ensure that each student explores other disciplines that investigate questions about mind and behavior.*

1) Ten departmental units (at least 7 of which must be taken at Beloit):

- a) Core courses: Psychology 100, 161, 162, and either 300 or 325.
- b) Developmental psychology: 1 unit from Psychology 210, 215, or 225.
- c) Experimental psychology: 1 unit from Psychology 230, 235, or 240.
- d) Personality and abnormal psychology: 1 unit from Psychology 250 or 252.
- e) Social and cultural psychology: 1 unit from Psychology 260 or 265.
- f) Capstone seminar: 1 unit from Psychology 310, 315, 360, 375, or 385.
- g) One additional elective unit in psychology.

2) Supporting courses (2 units) (*see list of approved courses at [beloit.edu/psych/handbook/supporting\\_courses/](http://beloit.edu/psych/handbook/supporting_courses/)*):

- a) One unit in the biological or chemical aspects of behavior, chosen in consultation with the major advisor.



b) One unit in philosophical or sociocultural approaches to issues relevant to psychologists, chosen in consultation with the major advisor.

3) Writing/communication requirement: The department of psychology recognizes the importance of oral and written communication and helps its students develop these skills within a disciplinary context. Students in psychology courses learn to read and interpret the results of psychological studies. They also learn to report the results of psychological studies, orally and in written form.

#### Prerequisite Correction

**PSYC 360. Advanced Social Psychology (1).** *Corrected Prerequisites: Psychology 100, 162 (or a course in research methods), and either 260 or 265.*

**PSYC 375. Psychotherapy and Psychological Testing (1).** *Corrected Prerequisites: Psychology 162 and either Psychology 250 or 252, or permission of instructor.*

#### New Crosslist

**PSYC 225. Psychology of Women (1).** Also listed as Critical Identity Studies 225.

## Sociology

#### New Crosslists

**SOCI 220. The Sociology of Race and Ethnicity (1).** Also listed as Critical Identity Studies 220.

**SOCI 225. The Sociology of Sex and Gender (1).** Also listed as Critical Identity Studies 226.

## Theater, Dance and Media Studies

#### Prerequisite Changes

**TDMS 213. Modern Dance II (.50).** *New Prerequisite: Theater, Dance and Media Studies 113 and one from Theater, Dance and Media Studies 115 or 117.*

**TDMS 215. Ballet II (.50).** *New Prerequisite: Theater, Dance and Media Studies 115 and one from Theater, Dance and Media Studies 113 or 117.*

**TDMS 217. Jazz Dance II (.50).** *New Prerequisite: Theater, Dance and Media Studies 117 and one from Theater, Dance and Media Studies 113 or 115.*

**TDMS 313. Modern Dance III (.50).** *New Prerequisite: Theater, Dance and Media Studies 213 and one from Theater, Dance and Media Studies 215 or 217.*

**TDMS 315. Ballet III (.50).** *New Prerequisite: Theater, Dance and Media Studies 215 and one from Theater, Dance and Media Studies 213 or 217.*

**TDMS 317. Jazz Dance III (.50).** *New Prerequisite: Theater, Dance and Media Studies 217 and one from Theater, Dance and Media Studies 213 or 215.*

#### Domain Changes

**TDMS 350. Advanced Topics in Theater, Dance and Media Studies (.50, 1).** Addition of 2A (Arts) domain.

## EXPERIENTIAL PROGRAMS

### Field Experience

#### New Course

**FEP 201. Internship Workshop (.50).** Students engage in a paired internship-workshop experience, which fulfills the Liberal Arts in Practice requirement (LAP-2). Students may enroll in the workshop after sourcing their own internship, with approval from the Liberal Arts in Practice professional staff. The course begins with a pre-internship orientation and readings, which focus on reflective practice, professionalism, and workplace communication. Students also craft four to five learning objectives prior to starting the internship, with guidance from the Liberal Arts in Practice Center professional staff. Following the internship, students record and reflect on their experience and its connection to their undergraduate education and their future careers, through group discussion and a reflective essay. Students are assessed on their engagement in the creation of learning objectives, the completion of a minimum of 45 hours at their internship site, and the completion of the essay. *Graded credit/no credit. Prerequisite: Junior standing or consent of instructor.*

#### Credit Value and Description Change

**FEP 250. McNair Scholars Graduate School Preparation Seminar: Equity and Access in U.S. Graduate Education (.50).** This course aims to provide students with the academic and social tools they need to apply and gain entrance to graduate school and also to succeed in completing their graduate studies. Over the course of the semester students refine their writing and research design skills as they complete graduate school and grant applications. The first half of the semester is devoted to crafting a tailored personal statement and developing other needed materials for a complete application (e.g. research statement, writing sample). The second half of the semester focuses on funding opportunities, and each student works on an appropriate grant that she/he will

submit. By the end of the course, students will have applied to at least three graduate programs and one funding body. Throughout the semester, students are able to discuss issues, problems, and concerns they may have about graduate schools, and emphasis is placed on effective strategies and tips students can use to successfully enter into, and remain in, graduate studies. *Offered each fall.*  
*Prerequisite: Current McNair Scholar with senior status.*

## **Beloit Study Abroad Programs**

### New Program

#### **Japan Program, Tokyo**

In Tokyo, Beloit students study at Rikkyo University, where they take language courses to improve their Japanese and content-courses taught in Japanese to learn about aspects of Japanese culture. Enrollment in "In Search of Modern Japan" encourages guided, independent exploration and the exchange of insights and experiences with Beloit students studying elsewhere in Japan. Accommodation is in campus residence halls with other international students; most accommodation is in single rooms equipped with bathrooms and cooking areas. An International Friendship League encourages language development and intercultural exchange, and there are additional opportunities to join student clubs and circles.  
*Prerequisites: two years of college-level Japanese, coursework in Asian area studies, 3.0 GPA. Fall, spring, or academic year. Note: the spring semester begins in April.*

### Program Description Updates

#### **Japan Program, Akita**

Located in Akita Prefecture in the north of Japan, Akita International University (AIU) offers programs in Global Studies and Global Business. Enrollment in "In Search of Modern Japan" encourages guided, independent exploration and the exchange of insights and experiences with Beloit students studying elsewhere in Japan. AIU's English language curriculum allows Japanese and international students to take their classes together, although a program in Japanese studies is available for students seeking to improve their Japanese and better understand Japanese culture and society. A flexible Japanese language curriculum allows students to focus on particular language skills. International students live with Japanese students on AIU's residential campus and are invited to participate in AIU's extensive array of student activities. Most courses earn 3 credits or .75 Beloit College unit. *Prerequisites: two years of college-level Japanese and coursework in Asian area studies. Fall, spring, or academic year.*

#### **Japan Program, Hirakata**

In the Asian Studies program at Kansai Gaidai University, students take classes with other international students and with Japanese students preparing to study abroad in English-speaking countries. Enrollment in "In Search of Modern Japan" encourages guided, independent exploration and the exchange of insights and experiences with Beloit students studying elsewhere in Japan. Most Beloit students take intensive Japanese along with courses taught in English, in art history, studio art, economics and business, history, law, literature, religion, Japanese culture, and women's studies. Students normally live with a Japanese family. The university provides opportunities to interact with Japanese students in co-curricular activities.  
*Prerequisites: 3.0 GPA and two years of Japanese. Fall, spring, or academic year.*