

KNOX COLLEGE

2019-2020 Catalog



Knox College

10 Things Experts Say About Knox

1. We'll give you the best bang for your buck.

That's according to *Washington Monthly's* 2018 College Guide, based on how well we help students attain "marketable degrees at affordable prices" (we rank #34 among Liberal Arts colleges). *U.S. News and World Report* says Knox is a "Great School at a Great Price" and *Kiplinger's Personal Finance* magazine ranks Knox #70 as a "Best College Value."

2. We're doing the most for the American Dream.

The New York Times ranks Knox #16 in its 2017 College Access Index, noting schools that are doing the most to provide both financial aid and the support that leads to graduation and academic success.

3. We're a college that changes lives.

Knox has been included in every edition of *Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges* since the groundbreaking book was first published in 1996.

4. Our grads are grateful.

Forbes Magazine ranked Knox among 200 private colleges and universities (#3 in Illinois and #45 in the nation) for the success of graduates and the support they give back to their colleges—known as a "Grateful Graduates Index."

5. We're a top producer of Peace Corps volunteers.

Knox is regularly one of the top Peace Corps volunteer-producing colleges in the country. Why? We're the first college in the country to have an official Peace Corps Preparatory Program.

6. We foster a strong sense of individualism.

According to the *Fiske Guide to Colleges 2019*, "Through a warm and cooperative academic community, the college continues to foster a strong sense of individualism."

7. Diversity is important to us.

"Knox draws students from nearly 50 countries and almost 50 states—with a student body of only 1300, diversity is hugely important here."—that's according to The Princeton Review's *The Best 382 Colleges*.

8. We're a green college (and cool school!).

Knox is ranked on the Sierra Club's "Cool School Rankings" for 2017, thanks to our commitment to renewable energy, reduced food waste, and expanded co-curricular programs that focus on sustainability.

9. We're a smart choice.

Knox is one of the 43 colleges where students are most likely to get accepted, stay enrolled, and graduate in four years, according to College Raptor 2017.

10. We're inspiring.

According to Study International, a website that connects students with a global network of universities, we're one of "Five Inspiring Liberal Arts Colleges."

About This Catalog

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2019-2020 Catalog



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Statement of Mission

Knox College is a community of individuals from diverse backgrounds challenging each other to explore, understand and improve ourselves, our society and our world. The commitment to put learning to use to accomplish both personal and social goals dates back to the founding of the College in 1837. We take particular pride in the College's early commitment to increase access to all qualified students of varied backgrounds, races and conditions, regardless of financial means.

Today, we continue to expand this historic mission and the tradition of active liberal arts learning. We provide an environment where students and faculty work closely together and where teaching is characterized by inviting and expecting students to pursue fundamental questions in order to reach their own reflective but independent judgments. The mission is carried out through:

- our curriculum: combining inquiry in traditional as well as newer disciplines with the integrative perspective of interdisciplinary work; building from basic skills of writing, reading, calculating and critical analysis to opportunities for sophisticated student research and creative expression.
- the character of our learning environment: encouraging the critical exchange of ideas, challenging our students with high expectations and persistent demands for rigorous thinking within a supportive and egalitarian environment, characterized by an informality and openness that mirrors our Midwestern surroundings.
- our residential campus culture: encouraging the personal, cultural and intellectual growth of our students in a reflective, inclusive, and engaged campus community through supportive residential opportunities, numerous student organizations, a wide array of creative activities and cultural programming, and opportunities for intercollegiate and recreational sports.
- our community: reaffirming and extending our ongoing commitment to a diverse community of students, faculty and staff with each new hiring and admission.

Our aims throughout are to foster a lifelong love of learning and a sense of competence, confidence and proportion that will enable us to live with purpose and to contribute to the well-being of others.

— *approved by the Knox College Faculty, May 1993*

— *affirmed by the Knox College Board of Trustees, 2008*

A Knox Education

The paramount obligation of a college is to train its students to develop the ability to think clearly and independently. This ability will enable them to live confidently, courageously, and hopefully.

— Ellen Browning Scripps Knox Class of 1859

Knox College was founded in 1837 by a colony from upstate New York who came to western Illinois to build an educational institution. The founders were led by the Reverend George Washington Gale, a renowned Presbyterian minister and a national leader of the manual labor movement, after whom Galesburg is named. The Illinois legislature chartered the Knox Manual Labor College on February 15, 1837. The name was officially shortened to Knox College in 1857.

A private, independent college for its entire history, Knox's traditions have shaped those who have become a part of the College. At its core, the College is a community of teachers and students, working closely together and dedicated to the values of independent thought, personal integrity, and community responsibility. These values, rooted in Knox's early history, continue after 181 years to guide the College and its educational mission. The College is proud of its heritage as one of the first colleges open to both African-Americans and women. Knox's founder, Reverend Gale, was indicted for harboring fugitive slaves, and its first president, Hiram Huntington Kellogg, opposed discrimination against women. It was at Knox that Abraham Lincoln, in 1858, spoke out publicly to condemn slavery in his historic debate with Stephen Douglas. Two years later, the Knox College Board of Trustees awarded Lincoln his first honorary degree to aid him in his fateful campaign for the presidency. Knox graduated one of the first Black students in Illinois, Barnabas Root, and the first Black U.S. Senator, Hiram Revels, was also educated at Knox. S.S. McClure, founder of the influential *McClure's Magazine*, was a Knox graduate, as was John Huston Finley, long-time editor of *The New York Times*. It is no accident that Knox was, in 1916, the first liberal arts college in Illinois to receive a Phi Beta Kappa charter.

Today, as throughout its entire history, education at Knox is not passive. Classes are small—the average size is 18—so professors can engage students directly and, equally important, encourage students to engage with each other. Discussion—often impassioned—is the common way learning proceeds at Knox, and it frequently spills over beyond the classroom into residence halls, dining halls and faculty living rooms. Students test their knowledge and understanding through independent research, writing, or artistic and creative work, mentored by members of the faculty.

The independent, often solitary acts of research, artistic creation and writing and the collaborative, shared engagement in intellectual conversation are twin poles of Knox's active education. But these could not assure an education of high quality without additional preconditions. There are six key features of a Knox education that help this ideal become a reality:

- The quality of the faculty.
- The relationship between faculty and students.
- An academic and residential program that assists students to become active shapers of their own education.
- A coherent curriculum that promotes both breadth and depth of learning.
- A student body, noted for its diversity and energy, that generates a vital, lively and stimulating campus life.
- Outstanding academic facilities, resources and equipment.

The Quality of the Faculty

For teachers to inspire their students, they must themselves be alive with ideas.

Knox is proud of its faculty as one of the most distinguished bodies of college teachers anywhere, not only well-educated at the nation's leading graduate universities but working at the forefront of their disciplines.

For example, a Computer Science faculty member has received a grant from the National Science Foundation to study next-generation high-performance computing (HPC) systems. An English professor's book of poetry has won a national award. A political scientist has published extensively on women, gender and revolution in Latin America. In the past few years, Knox faculty have received major grants and fellowships from the National Institute of Health, National Endowment for the Humanities, National Endowment for the Arts, Research Corporation, Howard Hughes Medical Institute, National Science Foundation, and the U.S. Department of State Fulbright Program.

Even with such national recognition for their scholarship and creativity, Knox faculty are teachers, first and foremost. While they take pride in their achievements in research, exhibitions, performances and publication, they are equally excited—and energetic—about their classrooms. Many have found ways to incorporate new technologies into their courses. Groups of faculty regularly discuss teaching methods and many bring new styles of teaching to their classes, such as collaborative learning and workshop formats.

All Knox faculty are teachers and scholars, dedicated to their students and actively engaged in the pursuit of knowledge.

Faculty and Students Working Together

All the scholarly distinctions in the world would not matter much if it were not part of the Knox tradition that each professor be involved with students—not only in class, but outside as well. The close association of a distinguished, energetic faculty with students is a crucial feature that helps set Knox apart.

The College's three-term academic calendar is designed to promote this interaction. Knox professors teach only two courses at a time and students enroll in only three courses each term—a schedule that provides opportunity for students and their teacher to meet and talk. Faculty serve as academic advisors for all students, frequently direct them in independent study and often become research mentors for advanced student work. Collegial relations between faculty and students may be visible in informal situations, as groups gather for a cup of coffee or share a meal in the dining hall; these interactions are an outgrowth of the relationship as co-learners and collaborators that develops between students and their mentors.

Learning Responsibility

Academic integrity is at the center of student learning. The Knox Honor Code places students, not faculty, in charge of maintaining the academic integrity of their own work. There is no proctoring of exams at Knox. As one student put it recently, the Honor Code means she thinks carefully as she puts her name onto her exam or research paper.

Right at the start of their college career, Knox students are immersed in a course, First-Year Preceptorial, designed to engage them in talking and writing about some of the most important and influential ideas of the past several thousand years. Students report they find the course unsettling at first: they cannot simply take their cue from their instructor to arrive at a “right answer.” Then, as the term proceeds, they discover that working out what they think for themselves is in reality a more rewarding goal.

Each Preceptorial section is a small discussion group of one professor and about 16 students. The issues, ideas and challenges of a course are debated not only in class, but also in dining halls, residence suites, locker rooms and coffee shops. Students share papers, pore together over difficult texts, and wrestle with tough questions late into the night. In this way, students learn to take responsibility for their own education.

The Curriculum—A Place of Inquiry and Innovation

A Knox education is designed to tap into the curiosity and creativity of our students, cultivate capacities for critical thinking, and inspire independent and innovative approaches to our complex world. Throughout the curriculum, students establish foundations in skills of exploration and critical engagement with the world, acquire knowledge about the traditions and formative questions that confront humankind, and apply the skills of active inquiry to challenges old and new. A Knox education builds students' confidence in their capacity to shape events around them, while imparting a sense of responsibility for the actions one takes. In this way, students are made ready inhabitants and owners of their education and are prepared for a purposeful life after graduation.

The Framework of a Knox Education

The Knox curriculum is built around three guiding and interrelated principles:

1. **Creativity, Innovation and Critical Thinking:** Students will be creative and critical thinkers who draw on specialized and broadly developed knowledge in a spirit of inventiveness and entrepreneurship to address enduring questions and real-world problems.
2. **Immersive Learning Experiences/Active Inquiry:** Students will have the opportunity to engage in multiple immersive learning experiences. Through these experiences, students will cultivate the skills of active inquiry and learn how to apply their knowledge in the world after their time at Knox.
3. **Civic Engagement:** Students will be active and responsible members of global and local communities. They will recognize the interconnectedness of local realities and global forces and learn to navigate between them. Students will bring many fields of study to bear on the responsibilities of participation in the world, while confronting how issues of power and inequity dictate the local expression of global forces and shape, compel and hinder solutions designed to address them.

These principles are manifested throughout the curriculum and co-curriculum in departmental and interdisciplinary programs and in the life of a residential college experience. The principles are further supported by each other. Innovative thinking is born from immersive experiences in a diverse community. Immersive experiences must be guided by reflective engagement with questions of global citizenship.

As preparation for study in pursuit of these three principles, all students must participate in foundational educational experiences. These foundations provide skills of critical reflection and problem solving essential to innovative thinking. They teach the techniques of active inquiry but also provide early encounters with immersive learning. And they explore key questions of engagement with the world. These three foundations are:

1. **Experience:** Beginning with the First-Year Experience, students learn to ask questions, learn with and from each other, and build connections throughout the curriculum and co-curriculum. First-Year Preceptorial confronts fundamental questions of human existence, and the Residential Curriculum ensures that students seek to answer these questions inside and outside the classroom.
2. **Explore:** Through the Elements, students explore the fundamentals of scientific, humanistic, creative, and social scientific inquiry and hone the skills of active learning as they prepare to undertake immersive and active learning experiences throughout their education.
3. **Engage:** Every student will select a major field of study, as concentrated study allows students to master a body of knowledge and specific methods of inquiry. The major is only one choice students will make to enhance their education. Students also add a second major, a minor, or design one of their own. Whether within a specific discipline of study or in programs that connect and unite different disciplines, students have the opportunity to investigate and apply specialized

knowledge in new and creative ways, tracing a unique path through the curriculum. A spirit of innovation emerges when students fashion their education in a way that makes sense to them.

A Knox education asks students to find coherence and cohesion in their participation in the world of knowledge. Careful and sustained academic advising is central to this enterprise.

Knox's liberal arts curriculum is the product of years of reflection and experience, but the real test of its value is that it leads students to a level of accomplishment few may have thought themselves capable of when they started their studies. For many students, the major culminates when, with faculty advice and guidance, they carry out a significant research, scholarly or creative project, presenting the results to their peers and mentors in a formal setting. Outstanding seniors undertake College Honors, preparing a substantial thesis or portfolio and submitting it for evaluation to a select committee including a distinguished scholar from outside the College. Through the Honors Program and other special research support, many students prepare presentations for scholarly conferences, so that their work becomes a demonstration to graduate and professional schools, employers and national fellowship competitions of their capacity for significant achievement.

The Knox curriculum is enhanced through the opportunities the College provides for study elsewhere in the country and around the world. Almost fifty percent of all Knox students take advantage of the wide array of off-campus programs the College makes available. Its own programs in Spain, France, and Argentina draw students not only from Knox but from other leading colleges and universities as well. Moreover, through the Associated Colleges of the Midwest, a consortium that Knox helped to found, domestic programs at Chicago's Newberry Library and the Oak Ridge National Laboratory and a program in Japan complement an exceptional range of possibilities across the globe.

The Diversity and Energy of Student Life

The fifth factor that ensures that Knox students are not just passive learners is the students themselves. Knox students are remarkably diverse. They are drawn from many different ethnic groups, and from all across the country and over forty other nations around the world. They come to Knox from a wide variety of economic backgrounds, from rural farms, small towns, affluent suburbs and the heart of bustling cities. This rich variety of backgrounds and perspectives brings an energetic cosmopolitan atmosphere to the campus.

A hallmark of life at Knox is the imagination students bring to extracurricular activities. Participation, service, and leadership are long-standing traditions, and the wide range of activities going on at any given moment bears witness to their continued vitality. These include academic clubs, political and social service organizations, intramural sports, club sports with competition against other schools and organizations and varsity competition. In addition, Knox students staff an FM radio station, several student publications and an award-winning student literary magazine. The College choir, jazz ensemble, dance troupe and various musical combos provide additional opportunities. Finally, students organize and run their own entertainment programs, including the booking of outside artists. They plan events, schedule concerts, and, via the Student Senate, allocate funds to the myriad Knox clubs and organizations.

In living arrangements as well, there is a great deal of autonomy and a wide array of choices. Living on campus, whether in the residence halls, apartments, special interest houses or fraternities, gives students the opportunity to have fun together, share ideas, widen perspectives, and make lasting friendships.

Facilities and Resources

Knox has worked hard to ensure that, in the course of their educational explorations, students are provided with the resources necessary for success. The College has outstanding, modern academic

facilities and resources. Spread across the nearly 90-acre campus are 58 buildings, spacious greens, tennis courts, lawns and five athletic fields.

Alumni Hall is the gateway to the student educational experience. Students enter the College through **Admissions**, and then become loyal alumni with regular contact by **Alumni Affairs**, both housed in Alumni Hall. The building also holds four vital programs for students while they are at Knox: the **Gerald and Carol Vovis Center for Research and Advanced Study** oversees a hallmark of a Knox education, independent research, scholarship, and creative work. The **Eleanor Stellyes Center for Global Studies** works with students who engage in off-campus study, including at one of more than 90 pre-approved study abroad sites all over the world. The **Mark and Jeannette Kleine Center for Community Service** helps student put ideals into action for the community. The **Bastian Family Career Center** assists students in realizing their internship and post-graduate career goals. The nationally-renowned **Lincoln Studies Center** also resides in Alumni Hall, along with exhibits about the history of Galesburg and Knox College.

Old Main, home of the history, English and philosophy departments, is one of the most significant pre-Civil War buildings in the Midwest and the setting in 1858 for an historic Lincoln-Douglas debate.

In **Seymour Library**, Knox is fortunate to have one of the most gracious undergraduate libraries in the country. Built in 1928 and renovated in 1991, it is a wonderful place to study; its oak paneling, wing chairs, fireplaces and leaded-glass windows provide an inviting space for concentration and contemplation. Seymour Library has more than 325,000 book and periodical volumes. The library's digital collections, including major disciplinary indexes and more than 15,000 periodicals, are accessible on the campus network through the library's website (<http://www.knox.edu/library>). The library's extensive Special Collections of rare books, manuscripts, and Knox archives provide many opportunities for students to base major research projects on primary source materials. The rare book collections include the Finley Collection on the early exploration and settlement of the Midwest, the Smith Collection on the American Civil War, the Hughes Collection on Ernest Hemingway and the Lost Generation, and the Strong Collection of maps, photographs, and scientific reports of 19th century explorations of the American Southwest.

In addition to the usual laboratories and classrooms, the **Sharvy G. Umbeck Science-Mathematics Center** houses the College's science library and special laboratories equipped for student-faculty research in all the sciences. These labs are furnished with electron microscopes, an NMR, spectrometers and chromatographs, darkrooms, X-ray equipment and instrumentation for experimental psychology. Thanks in part to a series of major grants from the National Science Foundation, the National Institute of Health and the Howard Hughes Medical Institute, Knox is continually adding new scientific equipment, all of which is regularly used by students. Students also make use of the 704-acre Green Oaks Biological Field Station, 20 miles from campus, which has areas for ecological research as well as one of the oldest prairie restoration projects in the Midwest.

The **Eleanor Abbott Ford Center for the Fine Arts** is a spacious, modern building fully equipped for teaching and performance in the performing arts of dance, music, and theatre. It houses the 600-seat Harbach Theatre, with a revolving stage that changes from proscenium to thrust; the 350-seat Kresge Recital Hall; the 100-seat Studio Theatre; instrumental and choral practice and rehearsal rooms; and spacious studios for dance and theatre.

Knox's newest academic building, the **Dick & Joan Whitcomb Art Center**, is home to the Department of Art and Art History. The modern, technologically sophisticated building will provide a series of spaces - studio, seminar, and classroom - for the study and creation of two-dimensional, three-dimensional, and multimedia works of art. The Whitcomb Art Center includes studios for painting, printmaking, design, sculpture, ceramics, drawing, and digital art, as well as metalworking and woodworking shops. The building also includes seminar and classroom teaching venues, as well as faculty offices and dedicated open studio space for faculty and seniors working on capstone projects. A two-floor critique hall offers a gallery-like setting in which to evaluate works.

Knox guarantees students open access to its computer resources. The entire campus—all academic and residential rooms—is linked through either wireless or fiber optic connections to the Internet. Every student with a compatible computer can log on from his or her residence hall room. In addition, the College provides four computer facilities across the campus which are open to students. The newly-renovated **Founders Lab**, located in Seymour Union, provides workstations available 24-hours-a-day. In the Umbeck Science-Mathematics Center, the **Stellyes and Caterpillar Classrooms** provide nearly 50 high-end computers for general use. The **Dorothy Johnson '39 and Richard Burkhardt '39 Language Center**, located in **George Davis Hall**, also houses 20 Mac workstations. The Office of Instructional Technology Support, located in the Umbeck Science-Mathematics Center, provides assistance to students for printing posters and for the use of other digital technologies. Additional assistance is provided by the Help Desk in Information Technology Services.

The College also has excellent facilities for athletics and recreation. Recently renovated **Memorial Gymnasium** is an outstanding 1000-seat hardwood gymnasium for varsity basketball and volleyball, a swimming pool, weight and Nautilus facilities, as well as exercise and practice rooms. The campus contains six outdoor tennis courts, five playing fields, and a new outdoor track for recreation and intercollegiate competition in soccer, softball, baseball, tennis and track. In addition, the **T. Fleming Fieldhouse** houses a 200-meter, six-lane running track and additional courts for tennis, volleyball and basketball. The E. & L. Andrew Fitness Center (2006), the **Turner Track at Trevor Field** (2007), and the **Knosher Bowl** football stadium (2008) complete the athletic facilities. The **Jorge Prats Soccer Field**, home to the 2017 men's and women's Midwest Conference soccer champions, has a newly-resurfaced soccer pitch. Almost one-third of all Knox students engage in intercollegiate athletic competition in 20 NCAA Division III sports, and over half of the student body takes part in intramural sports. In addition, there are numerous opportunities for biking, jogging and other individual recreational pursuits.

An Education for Success

Knox is a college with a proud tradition of independence and integrity, where students learn to take responsibility for their own lives.

Knox is nationally known for the caliber of research carried out by our students. In recent years Knox students have presented their research at national conferences in biology, physics, computer science, chemistry, mathematics, philosophy, English, theatre, psychology and anthropology.

Many Knox students have distinguished themselves in national graduate fellowship competitions. For instance, Knox students have received Mellon Fellowships in the Humanities, Jacob Javits Fellowships, Fulbright Fellowships, and National Science Foundation Fellowships. Leading research universities also have awarded fellowships in order to help attract Knox students to their graduate programs. A recent sample includes: the University of Chicago (medicine, biology); Princeton University (theology); University of Toronto (philosophy); Purdue University (chemistry, composition, rhetoric); University of California-Berkeley (chemistry, ethnic studies); John Marshall School of Law; Yale University (psychology, medicine); New York University (creative writing, theatre); University of Notre Dame (history, economics); Stanford University (creative writing); Cornell University (chemistry, physics, human development); University of North Carolina-Chapel Hill (economics, city & regional planning, anthropology, sociology); Massachusetts Institute of Technology (psychology, business, chemistry); University of Michigan (history, political science, law, mathematics); University of Texas (biopsychology); Georgetown University (strategic studies); Carnegie-Mellon University (public policy); Emory University (psychology); Washington University (chemistry); and Harvard University (American Studies).

Students who enter the world of business are equally noteworthy. In three Standard & Poor's surveys of the colleges attended by leading business executives, Knox has consistently ranked among the top 50 colleges and universities in America in the preparation of the nation's corporate leadership. An

examination of the members of the Knox College Board of Trustees shows that many of those successful corporate leaders have remained actively involved in the life of the College. A very brief sample of the employers of recent Knox graduates would include Abbott Laboratories, State Farm, Hewitt Associates, Genentech, Micron PC, Caterpillar, Sprint, ABN-AMRO, Maytag, R.R. Donnelly, Allstate, Nextel, Goldman Sachs, Mitsubishi Corp., and Citibank.

Knox students succeed around the world. The College has been identified as one of the 50 most important colleges in the country in graduating people who go on to eminence in international affairs. Knox alumni with international credentials range from corporate executives, to ambassadors. Knox also has been recognized among colleges and universities as one of the top 10 producers of Peace Corps volunteers, demonstrating the Knox spirit of social justice and global awareness. Washington Monthly has rated Knox among the top 20 colleges and universities in the country based on their contribution to the public good.

An Education for the 21st Century

Knox students succeed because they take responsibility for their own education. Knox graduates have been nurtured and challenged along the way by a talented, demanding, yet supportive faculty; they have mastered a curriculum that has given both breadth and depth to their learning; and they have had the benefit of outstanding educational resources. Crucial also is the fact that they have lived in a remarkably diverse and active campus community, where people from around the world learn from one another. Knox graduates can speak and write coherently and with insight; they can think and create for themselves; and they are prepared to grasp the initiative, in active collaboration with others of diverse backgrounds. Knox graduates have the education they need to flourish amidst the challenges of the 21st century.

Campus Life

The Knox campus is home for the nearly 1,400 students who live in the residence halls and on-campus apartments, eat in the student union, study in the libraries, labs and classrooms, work in campus offices, play in the gymnasiums, athletic fields, and game areas, and perform in the theatres and recital halls. It is home also to the hundreds of faculty members, administrative and support staff who spend long hours here every day meeting the many needs of Knox students.

The Knox community reaches out beyond the boundaries of the campus as well, to take in the city of Galesburg, a regional center and county seat. Knox and Galesburg were founded together in 1837, and their histories are closely entwined. Today, city and college remain close. Knox students often find work in town, and others are deeply involved in internships or volunteer activities with local groups and agencies. Students are a familiar presence in the city's churches and temple, welcomed by the many residents who are often Knox alumni. They are commonly found in downtown shops, at the farmers' market, working on community gardens, at the city's many varied restaurants or at the movies, the symphony, the civic theatre, or traveling bike routes to nearby Lake Storey.

The Campus Atmosphere

The Knox campus is spacious and inviting, with broad expanses of lawn, tennis courts, playing fields and a generous profusion of trees and other greenery, including much that flowers spectacularly in the spring. There are ample open spaces, as well as more secluded, shady spots for a quiet stroll, reading a novel or just being alone. For all the spaciousness of the 90-acre campus, however, the distance from wherever you may be to wherever you want to go is seldom more than two city blocks.

The attractiveness of the physical environment contributes to an informal, friendly campus atmosphere, as does the open-hearted generosity that marks Midwestern attitudes and character. Students, faculty and staff quickly get to know each other, and friendly greetings are an everyday feature of walking across campus. Students from across the nation and around the world take readily to the campus informality, with the result that it is easy to meet and make friends with people from many different cultural backgrounds, with different social, religious or political views and of varied cultural tastes. One frequent result is that students' preconceptions are regularly challenged and re-examined, while their appreciation of the value of human diversity is strengthened.

Residential Life

An important aspect of Knox is the experience of residential life. Besides fostering the strong sense of community that characterizes the campus, living together is important to both personal and intellectual growth. Among other things, living with others involves working and playing together, helping each other with course assignments and engaging in heated debates with people of different ideas, priorities and values. All these experiences help students develop and defend their own ideas, as well as learn valuable lessons in working out relationships. For these reasons, most Knox students do live in college housing. (There are a few exceptions—for example, married students and those whose homes are in the immediate area, and a small number of seniors.)

The Residential Curriculum, a key part of the First Year Experience, is a sequenced series of educational programs taking place in and around the residence halls. The programs compliment students' in-class education by helping students develop a healthy sense of self, clarify their values, sustain meaningful relationships, respect differences, and become engaged citizens.

Most campus housing is arranged by suites, with a group of student rooms opening onto a common living area. Generally, student rooms are doubles (two persons sharing a room). First-year students may reside in a living-learning community, where students are housed together with their First-Year Preceptorial classmates. On-campus apartments are available for some juniors and seniors. In addition to the residence halls and apartments, a few former private homes have been converted to student

residences. These alternative housing options are often structured as thematic living areas, such as the International House and Culinary House. Similarly, several suites within the residence halls proper are organized around common interests and themes. Most residence halls also have upper-level resident assistants (RAs) living in the suites as peer advisors. The social fraternities maintain houses, each of which holds 15 to 25 upper-level men.

Bon Appetit Management Company operates Dining Services in Seymour Union for all students residing on campus. The Hard Knox Cafe has won the Golden Beet Award and has been featured on a television series for offering local, vegan and vegetarian entrees, and gluten-free options. The Gizmo snack bar is a popular gathering place for students and faculty. The Out Post is a convenience store centrally located in the lobby of Post Residence Hall. The Out Post offers a wide variety of bottled beverages, candy and snack items, dairy products, frozen entrées, grab-n-go foods, toiletries, and over the counter medicines.

The Active Examined Life

Socrates claimed that the unexamined life is not worth living. While Knox tries to make sure that all students question and reflect on what they are doing, it also provides ample opportunities to be doing. Life at Knox involves more than working late in the lab or the library; co-curricular activities supply a stimulating complement to the rigors of coursework. They provide balance to life on campus, a refreshing diversion, and the chance to explore untried interests and talents. Groups, organizations and programs of all kinds provide activities ranging from jazz performance, to political activism, to varsity athletics, to religious reflection.

Speaking a second language outside the classroom is facilitated by the weekly language tables. Students meet for lunch with faculty and native speakers from the college community to share informal conversation in Chinese, German, French, Spanish or Japanese.

Opportunities for artistic performance abound. All students, regardless of major, are encouraged to audition for acting roles or technical support in numerous theatre productions staged each year. Every third year, **Repertory Term** offers serious students the chance to immerse themselves in theatrical production for an entire 10-week term. In addition to campus productions, **Prairie Players Civic Theatre**, a local theatre organization, welcomes Knox participants. **Terpsichore Dance Collective** is a student club that provides students from across the disciplines multiple opportunities throughout the year to participate in original choreography and dance pieces, including the work of professional guest artists.

Students interested in music have many opportunities for performance. The **Knox-Galesburg Symphony** is a joint professional-amateur orchestra cosponsored by the College and the Galesburg community. The **Knox College Choir** makes annual spring tours, nationally and internationally. The **Chamber Singers** is a smaller choral ensemble, which specializes in chamber music. Knox students may also sing in the **Galesburg Community Chorus**, which performs major choral works, often with the orchestra. There is an active interest in jazz, with several groups performing, including the **Knox Jazz Quintet** and the big-band **Jazz Ensemble**, both of which groups toured Barcelona in 1996, 2000, and 2008. A number of other **Jazz Combos** also perform regularly. The **String Ensemble** is a group of students who play classical Western stringed instruments. The **Knox-Sandburg Community Band** performs for community and college functions. Knox students may earn academic credit for performing in any of these musical groups. In addition, there is a variety of informal student-organized musical groups that play both on campus and in the community.

For those students whose interests include the media, the College has a newspaper, *The Knox Student*, a Knox institution since 1878; WVKC, a radio station; and a nationally recognized literary magazine, *Catch*, that publishes short stories, poetry, drama, essays, art and photography two times a year.

A bike share program allows students to rent bicycles to get to class or exercise. Two campus gardens and a local farmers' market provide opportunities to learn how to garden and work on local food issues.

Students interested in sports and physical recreation have many outlets for their talents and energies. Varsity intercollegiate competition is organized through the NCAA Division III **Midwest Conference**, in which Knox fields a total of 20 teams. Women compete in soccer, tennis, volleyball, cross-country, golf, basketball, softball, swimming and indoor and outdoor track. Knox fields men's teams in football, basketball, baseball, soccer, tennis, golf, swimming, cross-country, and indoor and outdoor track. Additional Knox clubs compete against other colleges in lacrosse, ultimate frisbee, and men's volleyball. An **intramural sports program**, run by a student board, offers spirited competition among coeducational and single-sex student teams, with faculty-staff teams occasionally joining the fray. Basketball, indoor soccer, softball, tennis and volleyball are the most popular intramural sports.

The Taylor Student Lounge and Game Room in Seymour Union provides a recreational space designed to make living on the Knox campus more relaxed and enjoyable for all students. The space houses billiard tables, a ping pong table, foosball table, and an air hockey table in addition to a number of board games available for check out with a Knox student ID. The lounge has gaming stations with X-Box live or Nintendo Wii, and flexible space for socializing or studying. The lounge also houses the Wallace stage, a popular place for open mic nights, bands, slam poets, and movie screenings.

Canoeing, fishing and camping are available at Lake Storey on Galesburg's northwest limits, and at Green Oaks, the College's ecological field station and nature preserve, located about 20 miles northeast of the campus.

How “Diversity in an Inclusive Community” Works

Campus diversity is an important part of what makes Knox distinctive among liberal arts colleges, and both students and faculty are rightly proud of it. This remarkable diversity is sustained by many different kinds of groups and networks of support. Some bring students of different backgrounds together, in the classroom, in the residential suites, on the playing field, on stage and in the social fraternities and sororities. In social gatherings, in pursuit of common goals and just relaxing together at the end of the day, students get to know, understand and respect each other, forming friendships perhaps unimagined a few years earlier.

Other groups and organizations help to support students by uniting them around common fundamental concerns. Student organizations such as International Club, Allied Blacks for Liberty and Equality (A.B.L.E.), Lo Nuestro, Korean Club, Chinese Club, Japanese Club, Common Ground, and Students Against Sexism in Society (SASS) provide a forum for celebrating and exploring common identities, cultural values and concerns that bring their members together. Staff within the HOPE (House of Peace and Equity) Center work with each of these organizations and provide programming designed to foster an equitable campus climate that is inclusive and respectful of human dignity.

As a result of this web of supportive relationships, Knox has succeeded to a considerable degree in creating an environment that broadens the intellectual, social and personal horizons of a great many of its students—those from the heartland as much as those from across the oceans.

A Place for the Spirit

Founded by Congregationalists and Presbyterians who were strong activists in the cause of abolitionism, Knox has always been home to religious idealists. Although the College has always been independent of any official religious affiliation, Knox offers students opportunities to participate in a variety of student groups based around common religious interests. Among these are the InterVarsity Christian Fellowship, Newman Club, Jewish Student Association, and Islamic Club. These groups sponsor speakers, films, social gatherings, community service activities and opportunities for worship, and are guided by the expertise of our Director of Spiritual Life, who promotes vibrant multifaith dialogue and cooperation throughout the campus community.

In addition, Galesburg is home to many Christian denominations and a Reform Jewish temple, all of which welcome Knox students to their services.

Knox and the Outside World

The Knox community is connected to the larger world of the region, the nation and the globe. Visits, performances and lectures by leading figures in the fields of politics, religion, the arts and the sciences have always been an important part of a Knox education. Abraham Lincoln spoke at Knox, as did Jane Addams and Theodore Roosevelt, and, more recently, Supreme Court Justice Antonin Scalia, Congressman John Lewis, Helen Caldicott, George Mitchell, Ted Koppel, Senator Barack Obama, Stephen Colbert, former President Bill Clinton, and former Secretary of State Madeleine Albright. Literary visitors over the years have included poets Robert Haas, Gwendolyn Brooks, W.H. Auden, Rita Dove and Richard Wilbur; and novelists Tobias Wolff, Susan Sontag, Wole Soyinka, and Philip Roth.

Dance troupes, theatrical companies, singers and bands are frequently brought to campus. Some recent examples include Primitive Science, Jan Erkert and Dancers, the Second City Comedy Troupe, the National Theatre of the Deaf, the Ethnic Heritage Ensemble, The Silos, and the Orchestra of the Chinese Music Society of North America.

A key student organization involved in coordinating campus entertainment is Union Board (UB), which, through its committees, schedules films, dances, speakers, coffeehouses and concerts. UB also organizes excursions to plays and sporting events and recreational outings to amusement parks. Knox not only brings the outside world to the campus, its students and faculty are also frequently involved in the world beyond the College. Through the Kleine Center for Community Service, for example, student volunteer activities are coordinated and supported. Knox students founded the first college chapter of United Way in the nation. The Knox chapter of Alpha Phi Omega regularly sponsors charitable events. Knox is home to a Habitat for Humanity chapter. Members of Sigma Alpha Iota, an academic fraternity in the field of music, usher at concerts and perform at local nursing homes. Many Knox students provide volunteer services directly in the Galesburg community, in such forms as tutoring local high school students at Carver Community Center, serving as literacy volunteers at the Heartland Literacy Coalition, participating in service through Blessings in a Backpack or Best Buddies, and providing volunteer staff support for the Safe Harbor Family Crisis Center. Also active in sponsoring fundraising events for charitable causes are the campus's national social fraternities and sororities.

Galesburg and Knox County are rich in Midwestern history and modern amenities. Birthplace of Carl Sandburg, perhaps the nation's best-known poet, Galesburg is a city of stately mansions and modest homes, refined restaurants and fast-food joints, the historic Orpheum Theater and a multiplex movie theatre. In short, it remains as Sandburg once described it, "a piece of the American republic." The 19th, 20th, and 21st centuries co-exist in Galesburg—on the one side, brick streets, wonderful Victorian houses, lovingly restored shops on Seminary Street and the Amtrak train station; on the other, banks, pizza places, two major hospitals, and large shopping venues. To generations of Knox students, Galesburg, inevitably, is "The Burg" that grows in affection with each passing year.

Galesburg is midway between the Illinois and Mississippi Rivers—about an hour drive either way. Surrounding the city are miles of the black, rich soil that so astounded the College's founders back in 1837. One of the prime agricultural regions of America, West-Central Illinois still produces enough corn and soybeans each year to supply Russia and China, as well as the United States. Cutting through the prairie are tree-lined river valleys, most notably the Spoon, made immortal by the poetry of Knox alumnus Edgar Lee Masters, in his powerful *Spoon River Anthology*.

Student Organizations

Student organizations affect life at Knox in significant ways. Their activities include community service projects, cultural events, social gatherings, and all-college explorations of issues such as nuclear arms control or diversity.

The **Student Senate** is the official governance body for Knox students. A large, inclusive group, the Senate plays a key role in advocating student self-governance issues. Student Senators serve as voting members of faculty governance committees, often meet with Trustees, and participate in the College's monthly faculty meetings.

Several student organizations promote campus awareness of **social, political, and environmental issues**—local, national, and international. Among these are the Latin American Concerns Committee, the Model United Nations Club, Knox Conservatives, College Democrats, the Model Illinois Government Club, and Knox Advocates for Recycling and Environmental Support (KARES). The International Fair, sponsored by the International Club, features cultural booths, demonstrations, entertainment, crafts, and international cuisine.

Student **groups affiliated with academic departments** also sponsor events of interest both for majors in a particular department and for the entire college community. Meetings of the English department's Caxton Club and Writer's Forum, for instance, attract students and faculty, along with visiting writers, who read from and speak about their own work. Other active organizations are the Economics Club; the Business Club; the History Club; the Mathematics Club; the Anthropology and Sociology Club; the French, German, Spanish, and Classics Clubs; the Biology and Chemistry Clubs; the Pre-Med Club; Physics, Psychology, and Philosophy Clubs.

Five national fraternities (Phi Gamma Delta, Beta Theta Pi, Tau Kappa Epsilon, Sigma Chi, and Sigma Nu) maintain their own residential houses. A sixth, Gentlemen of Quality, has organized as a local fraternity. There are four national sororities (Alpha Sigma Alpha, Delta Delta Delta, Pi Beta Phi, and Kappa Kappa Gamma). The campus Greek organizations comprise about 30 percent of Knox students and sponsor many social, community service and philanthropic events throughout the year. The Interfraternity Council is the governing body of the fraternities on campus; Panhellenic Council governs the sororities.

Support Services

Student academic success is bolstered by a set of support services which provide assistance for both academic and personal aspects of the college experience.

Each Knox student has an academic advisor who assists in planning the student's academic program. The **Center for Teaching and Learning** provides peer tutoring and professional assistance for subjects across the curriculum as well as help for students who wish to improve their academic skills, including writing and quantitative expertise, and study skills. Any student can visit the office to request such assistance. The federally funded **TRIO Achievement Program** provides further academic support for students eligible under federal guidelines.

Special faculty and staff advisors for those interested in law and medicine work with students in planning their programs from the beginning of their first year. Students also may call upon the staff of the **Bastian Family Career Center** to assess their career aspirations, interests and options, and to help them make plans for the future. Individual advising, group workshops and seminars, speakers from the world outside college, internships, and visits to Knox alumni help students make informed career choices. The Center maintains a library of information on graduate and professional study, training programs, and summer jobs. The office also coordinates recruiting visits from representatives of businesses and schools, trips to job fairs, and provides a credential service for students and alumni. Students are strongly encouraged to make use of the wide range of career resources available throughout their years on campus. The **Kleine Center for Community Service** helps to coordinate

volunteer and service opportunities that fit well with the College's theme of connecting knowledge with experience.

The College's **Counseling Services** provides confidential professional individual and group counseling to students who may need someone to talk to on a short- or long-term basis. Students receive basic care from the on-campus **Student Health Center**. This Center ensures that all students have access to a medical practitioner for basic health care needs. Students are not required to use the Student Health Center and may arrange for health care services from other providers at their own expense.

It is the College's policy to meet the requirements of the applicable laws and regulations concerning disabilities. Any request for accommodation should be submitted to the **Center for Teaching and Learning**, where our specialists will work closely with students to plan for their academic success.

Community Expectations

The College operates as an institution to foster learning and academic pursuits. Essential to this purpose is the sharing of diverse ideas. Perhaps the best general guiding principle for any residential academic community is one that emphasizes both respect for and active engagement with a diversity of ideas, and the necessity of mutual sensitivity and response in interpersonal relationships. Common courtesies and respect for the dignity of others are central to making community life what it ought to be.

All members of the Knox community are expected to be respectful of each other, all campus property, and themselves. Community members are expected to apply common sense, tell the truth and be responsible for their own actions. These principles apply to academic life and to social life on the campus. Appropriate action may be taken when these principles are not adhered to.

- All allegations concerning academic integrity are referred to the Honor Board.
- All allegations involving discrimination including sexual harassment, interpersonal violence, and stalking are referred to the Title IX Coordinator.
- All incidents involving allegations of bias are referred to the Bias Incident Response Team.
- Other allegations involving violations of community expectations, college policies, and rules and regulations are handled by the Division of Student Development.

All students are obligated to familiarize themselves with and adhere to the Honor Code, Conduct Code, policies, rules and regulations of the institution. Knox students and employees are subject to all federal and Illinois state laws.

The Academic Program

For its entire history, Knox has been committed to the liberal arts as the best educational preparation for life. At various points in the College's past, the faculty has reassessed the curriculum, revising it in the light of changes in our society, and in student needs and aspirations. In this same tradition, the Knox curriculum today is designed to reaffirm—and to demonstrate—the continuing fundamental value of liberal education as a preparation for life, for personal success, and for collective civic welfare in the 21st century.

The academic program is structured by five goals: a shared understanding of liberal arts education in a community of like-minded learners (**First Year Experience**), cultivating the skills of human inquiry (**Elements**), developing expertise in a field of study (**Specialization**), appreciating the local and global contexts in which we learn and act (**Civic Engagement**), and deep engagement with learning in context through hands-on experiences (**Immersion/Active Inquiry**). The advising system engages students in a four-year dialogue with faculty through which they develop personalized plans addressing these five goals, but tailored to their own unique aspirations, values, and talents.

In addition to addressing Knox's five broad academic goals, each student's academic program is enriched by special opportunities, such as off-campus study, internships, independent research, the ASSET Program, the Honors Program, the McNair Post-Baccalaureate Fellows Program, immersive terms such as Repertory Term and Start-Up Term, or other special departmentally-sponsored projects (see the Special Programs and Opportunities section of this catalog).

Aspirations for Knox Graduates

In keeping with the mission of Knox College, our aspirations for Knox graduates reflect the College's commitment to individuals, their communities, and their roles and responsibilities in a global society.

Knox graduates will:

- a. Live personal and professional lives characterized by integrity, intellectual curiosity, creativity, imagination, thoughtful reflection, and critical thinking.
- b. Engage effectively with the challenges and opportunities of the wider world in order to contribute to the lives of others, whether locally, nationally, or globally.
- c. Live their lives with competence, confidence, and a sense of proportion.

The Honor System

Academic and intellectual integrity is the fundamental principle that guides Knox College. All academic work at Knox is conducted under the Honor System, which was established by student initiative at the College in 1951. The system is based on individual integrity and concern for the welfare of the academic community.

By accepting admission to Knox College, each student affirms that the primary responsibility for academic honesty rests with them. All students are morally responsible for the integrity of their own work.

The Honor System is overseen by the Honor Board, which consists of at least three seniors, three juniors, three sophomores, and three faculty members. Cases of dishonesty in academic matters are referred to the Honor Board, whose obligation it is to investigate all cases of alleged violation of the Honor System, to determine guilt or innocence, and to specify penalties.

See the publication, *The Knox College Honor System*, for further details.

Bachelor of Arts and Bachelor of Science

Students who satisfy the degree requirements as outlined in the next section earn the degree of Bachelor of Arts. However, students who chose to complete four additional courses in certain majors in the sciences may elect to receive the degree of Bachelor of Science. The Bachelor of Science is available for students who major in the following specializations: Biochemistry, Biology, Chemistry, Computer Science, Environmental Science, Mathematics, Neuroscience, Physics, and Psychology. The Bachelor of Arts is also available in these majors. Normally, students indicate their intention to complete the Bachelor of Science when they declare their first specialization (major) at the end of the second year. Students must declare their choice of the Bachelor of Science no later than the term prior to their final term at Knox.

Requirements for Graduation

Students may fulfill the graduation requirements in effect when they first matriculate, or any set subsequently in effect while they are continuously candidates for a Knox degree (enrolled or “on leave” status). Students who withdraw may be required to fulfill the requirements that are in effect after they are readmitted. Students seeking a substitution for or an exception to graduation requirements must submit a petition to the Curriculum Committee at least one term prior to graduation. Students requesting exceptions to this rule must petition the Curriculum Committee and, if an exception is granted, the student will incur a late petition fee.

The requirements for graduation with a Knox degree include the satisfactory completion of at least 36 credits (Credit requirement), including a minimum of 17 credits earned at Knox (Residence requirement). Additional details on the Credit and Residence requirements are listed in the Academic Rules and Regulations section of this catalog.

The Knox educational program is organized into two broad categories: the General Education Program and Specialization.

The General Education Program has four components. Every student must complete the requirements for these two components:

1. **First Year Experience:** First-Year Preceptorial and other curricular and co-curricular opportunities.
2. **Elements:** seven areas of study that cultivate the skills of liberal learning.

In addition to these requirements, the General Education Program includes two components for which the College provides extensive opportunities for students to enhance their education. There are no specific requirements for these components. Students will pursue them in consultation with their academic advisors.

3. **Civic Engagement:** appreciation for the local and global contexts for learning.
4. **Immersion/Active Inquiry:** out-of-classroom, hands-on learning experiences.

Specialization: Every student must complete a major field of study, plus a second field of concentration (a second major, or a minor, or two minors).

1. First Year Experience

The first year of a student’s Knox College career is crucial in establishing the range of both opportunities and responsibilities that inform liberal learning. The First Year Experience (FYE) offers a robust year-long program marked by intentional connections between curricular and co-curricular experiences that build on the opportunities a residential campus offers. The goals of the FYE are to

The Academic Program

support students in becoming authors of their own education, in making the transition from prescribed to active learning, and become engaged members of their community and the larger world.

The Knox FYE program provides many opportunities to pursue these goals, including:

- an enhanced advising system to more fully develop students' ownership of their educational program,
- First-Year Preceptorial (FP), a required course designed as an introduction to liberal arts learning,
- a residential curriculum, which cultivates the varied skills and strategies for success in college including the ability to communicate within a diverse community,
- courses that are composed mostly or even entirely of first-year students,
- options for 0.5 credit co-requisite or skills development courses to support student success,
- an option to participate in a living-learning community, a single suite dedicated to a particular course or theme,
- availability of tutoring and peer mentoring from fellow students.

First-Year Preceptorial is the cornerstone of the FYE. Students must pass this interdisciplinary course in the first term of the first year. Students who enter in the winter or spring and who are classified as first-year students must pass First-Year Preceptorial in the fall term immediately following their enrollment.

Students who transfer to Knox with a year of on-campus coursework or who do not pass First-Year Preceptorial will meet with the Associate Dean of the College to determine an appropriate substitution. The Curriculum Committee may set guidelines for these substitutions.

Learning Goals for the FYE

At the end of the first year, students will be able to:

- Display habits of sound critical thinking in discussion and written and oral communication through effective listening, oral presentation, and writing skills.
- Understand their college as a place to explore new ideas and a safe environment in which to take intellectual and creative risks, encountering differing points of view with civility and respect and engaging with issues of power, inequity, and social justice.
- Articulate a sense of belonging at Knox and demonstrate a sense of responsibility toward others and their community.
- Develop individual strategies for academic success and resilience, including time management skills and self-care skills based on an awareness of what constitutes wellness.
- Engage in meaningful interactions with students, faculty, or staff through contribution to collaborative learning and team projects, through meaningful participation in collaborative learning projects with faculty, staff, or other students.
- Articulate the value of an intentionally conceived education and show an understanding of what constitutes academic integrity.

2. Elements

The Elements are perhaps our deepest connection to the liberal arts tradition, representing the broad learning our students pursue to shape themselves as multifaceted and well-informed critical thinkers. Each Element is just one facet of an interconnected approach to knowing about the world. By learning to view the world from each elemental perspective, students become critically aware and active participants in the evolution of thought and culture. While each Element brings its own perspective to knowledge, the elements combine to lead students to a greater understanding than can be achieved by each in isolation from the others.

Learning Goals for the Elements

Graduates of Knox College will be able to participate as informed agents in the 21st century by using the skills, critical practices, and perspectives associated with the liberal arts. This multifaceted and critical perspective will be evidenced by students' ability to:

1) Communicate in a second language

In our global, multilingual, and international society, individuals with knowledge of more than one language are able to engage dynamically among transnational and local communities. Through their study of language, students will gain cultural insights.

Students who satisfy this Element will be able to:

- Interpret, interact, and present in the language of study at the novice level or above.
- Use the language to investigate, explain, and reflect on the practices, products, and perspectives of the culture(s) studied.

2) Analyze social, economic or political aspects of human behavior

The human experience cannot be understood without studying social systems. This Element engages students in the exploration of social organization and structures, the behavior of groups, and/or the behavior of individuals in a social context.

Students who satisfy this Element will be able to:

- Analyze historical or contemporary patterns of individual or group behaviors and/or the social structures in which these behaviors are embedded.
- Use recognized disciplinary methodologies to understand human behavior.

3) Critically examine questions of power and inequity

An educated citizenry requires an understanding of the dynamics and consequences of social power and inequalities, and the relationship of these issues to the representation and production of knowledge.

Through their immersion in this Element, students will become more conscientious and self-aware.

Students who satisfy this Element will be able to:

- Recognize and discuss issues of power and inequity in diverse human societies.
- Articulate ways that specific cultural perspectives and personal experiences shape individual reality.
- Examine and critique cultural perspectives, including their own.

4) Engage in artistic creation

Artistic expression is universal to human experience, and creativity is essential to imagining and shaping the future. Students will pursue creative expression through the manipulation of an artistic medium—written word, performance, or visual product. Through this experience, students are empowered to develop creative works and become more critically aware makers and consumers of culture.

Students who satisfy this Element will be able to:

- Engage in the creative process.
- Evaluate creative works in dialogue with peers and in light of critical and cultural frameworks.
- Communicate about the artistic process while developing strategies to further one's creative work.

5) Interpret human experience through text, sound, visual image or performance

This Element acknowledges the value and significance of human creation and culture. Through their engagement with this Element, students will expand their awareness of the human experience.

Students who satisfy this Element will be able to:

- Articulate questions of ongoing human significance that arise from the study of cultural products.
- Critically analyze productions of human creativity and thought.
- Defend their analysis using evidence and interpretation.

6) Conduct scientific inquiry

In the 21st century, responsible citizenship requires understanding the ways in which we learn about the natural world and our place in it. Scientific inquiry is a fundamental way in which we gain such knowledge. Students who satisfy this Element will be able to:

- Articulate an understanding of important concepts and theories about the physical or natural world.
- Formulate and test hypotheses.
- Analyze and interpret data.

7) Apply quantitative analyses or symbolic reasoning

The ability to use logical reasoning to solve quantitative problems and to understand the meaning of the vast amount of data that is now available is essential. This Element explores the ways in which problems can be represented, approached, or solved through logical reasoning and the manipulation of symbols—including numeric and mathematical representation.

Students who satisfy this Element will be able to:

- Form quantitative or symbolic models.
- Solve problems using quantitative analyses, logical reasoning, or both.
- Construct arguments to verify their work.

Courses satisfying the Elements requirement

1. Communicate in a second language: CHIN 103, FREN 103/A, GERM 103, GRK 103, JAPN 103, LAT 103, SPAN 103/A/Q, all 200-level language classes except for those taught in English

2. Analyze social, economic or political aspects of human behavior: ANSO 102, ANSO 103, ANSO 201, ANSO 275, ANSO 276, ASIA 142, BUS 280, CLAS 104, CLAS 110, CLAS 111, CLAS 271D, ECON 110, ECON 120, EDUC 201, EDUC 202, EDUC 203, ENVS 110, ENVS 115, GERM 332, GERM 332E, GERM 334, GERM 334E, GWST 227, GWST 231, GWST 267c, GWST 267e, GWST 332, HIST 104, HIST 106, HIST 107, HIST 110, HIST 111, HIST 115, HIST 133, HIST 142, HIST 160, HIST 161, HIST 181, HIST 202, HIST 267C-E, HIST 271D, HIST 281, JOUR 123, LAST 122, LAST 227, LAST 231, PHIL 215, PS 101, PS 122, PS 125, PS 128, PS 135, PS 210, PS 220, PS 227, PS 231, PS 234, PS 236, PS 237, PS 240, PS 245, PS 268, PSYC 205, PSYC 234, RELS 101, RELS 271D

3. Critically examine questions of power and inequity: AFST 210, AFST 228, AFST 254, AMST 241, ANSO 102, ANSO 103, ANSO 201, ANSO 241, ANSO 276, ASIA 221, ASIA 320, ASIA 321, CHIN 221, CHIN 320, CHIN 321, CLAS 103, CLAS 273I, CLAS 275K, EDUC 201, ENG 242, ENG 245, ENG 261, ENVS 228, FILM 261, GERM 332, GERM 332E, GWST 101, GWST 222, GWST 227, GWST 231, GWST 261, GWST 267c, GWST 267e, GWST 273i, GWST 322, GWST 332, GWST 333, GWST 334, HIST 160, HIST 161, HIST 181, HIST 228, HIST 267c-e, HIST 271F, HIST 280B, HIST 281, IDIS 120, IDIS 220, LAST 122, LAST 227, LAST 230B-E, LAST 231, LAST 326, LAST 334, MUS 130, MUS 210, MUS 254, PJST 100, PS 122, PS 125, PS 128, PS 227, PS 231, PS 236, PS 237, PS 241, PS 243, PS 268, PS 326, PS 333, PS 334, RELS 103, RELS 271F, SPAN 230A-E

4. Engage in artistic creation: ART 110, ART 112, ART 113, ART 114, ART 115, ART 116, ART 117, ART 119, ART 214, DANC 145, DANC 152, ENG 104, ENG 205, ENG 206, ENG 207, ENG 208, ENG 209, ENVS 284, ENVS 384, JOUR 119, MUS 100, MUS 145, MUSL 100*, THTR 121, THTR 131, THTR 209, THTR 224, THTR 233, THTR 271

5. Interpret human experience through text, sound, visual image, or performance: AFST 210, ART 105, ART 106, ART 202, ASIA 221/321, ASIA 225, CHIN 331/321, CHIN 225, CLAS 104, CLAS 110, CLAS 111, CLAS 202, CLAS 203, CLAS 270, CLAS 273I, CLAS 273K, DANC 260, ENG 105, ENG 120, ENG 123, ENG 124, ENG 125, ENG 126, ENG 200, ENG 204, ENG 205, ENG 223, ENG 227, ENG 231, ENG 232, ENG 245, ENG 247, ENG 251, ENG 252, ENG 253, ENG 261, ENG 351, ENG 352, ENG 353, ENVS 118, ENVS 126, FILM 124, FILM 225, FILM 261, FILM 337, FREN 215,

GERM 235, GERM 337, GRK 211/311 through 218/318, GWST 261, GWST 273I, HIST 104, HIST 110, HIST 111, LAST 235, LAT 211/311 through 218/318, MUS 101, MUS 131, MUS 210, MUS 244, PHIL 115, PHIL 118, PHIL 125, PHIL 130, PHIL 142, PHIL 210, PHIL 211, PHIL 212, PHIL 218, PHIL 228, PHIL 230, PHIL 244, PHIL 247, PHIL 270, PHIL 284, RELS 125, RELS 203, RELS 284, SPAN 235, THTR 151, THTR 251, THTR 281, THTR 351, THTR 352, THTR 353

6. Conduct scientific inquiry: ANSO 203, BIOL 110, BIOL 120, BIOL 130, CHEM 100A, CHEM 102A, CHEM 205, CHEM 211, CHEM 273, ENVS 101, ENVS 125, ENVS 170, PHYS 110, PHYS 120, PHYS 130, PHYS 130A, PHYS 161, PHYS 163, PHYS 165, PHYS 167, PHYS 205, PHYS 242, PSYC 100, PSYC 202

7. Apply quantitative or symbolic reasoning: BIOL 331, BUS 333, CHEM 205, CS 141, CS 142, CS 208, ECON 110, ECON 120, ECON 333, ENVS 188, MATH 121, MATH 123, MATH 131, MATH 145, MATH 151, MATH 152, MATH 175, MATH 185, MATH 205, MATH 225, MUS 245, PHIL 202, PHYS 110, PHYS 120, PHYS 130, PHYS 130A, PHYS 205, PS 200, PSYC 281, STAT 200, STAT 225

3. Civic Engagement

Since its inception, Knox has held that an education should have social relevance. Throughout the curriculum and residential life, students are encouraged to develop broad interests in the social impact for their intellectual work. Whether in engagement with political institutions and matters of justice, the environment and sustainable impact of human activity, issues of power and equity as they relate to our diverse Knox community, and understanding social change in the wider world in which we operate, a Knox education emphasizes the importance of placing knowledge in local and global contexts.

In consultation with their academic advisors, students will have numerous opportunities to take courses or engage in other activities in pursuit of this goal. These may include:

- courses that explore the operation of human society and ramifications of collective action, as one finds in the social sciences,
- courses that expose one to the diversity of cultural and historical experience, as one finds in many humanistic fields, foreign languages, cultural and area studies, and the arts,
- courses that consider the consequences of science and technological progress, including their ethical components. Courses throughout the sciences, but also throughout the other areas of the curriculum, study these questions.

There is not a specified catalogue of courses that support students in pursuit of this requirement. Instead, in conversation with academic advisors, students can identify courses that allow them to reflect on these issues in the context of their specific educational programs while satisfying their interests.

Coursework is not the only way to explore the local and global contexts for a Knox education. Community service, internships, off-campus study, and advanced research can lead students to enhance their understanding of how to apply their knowledge in the other contexts. Five centers—Bastian Family Career Center, Kleine Center for Community Service, Stellyes Center for Global Studies, Vovis Center for Research and Advanced Study, Center for Intercultural Life—have been established to guide you in pursuit of these endeavors. (See the Special Programs and Opportunities section of this catalog.) These activities may earn academic credit, subject to the approval of a sponsoring faculty member. Academic credit, however, is not essential to achieve the goals of this requirement.

4. Immersion / Active Learning Experiences

Immersive educational experiences are a quintessential feature of the Knox education. Through experiences of operating within immersive environments, students can apply what they learn, address real world problems, and develop the confidence and sense of proportion to which Knox graduates

should aspire. An immersive or active learning environment is commonly thought of as one that occurs outside of the classroom and beyond the prescribed activities of conventional academic study. An internship with a community organization, an independent research project in an off-campus location, or a course with an international travel component are good examples of active learning environments. In fact, such experiences can also happen on campus, in a laboratory, in a studio, and even in a classroom. It is the style of the learning environment and the students' openness to pursue unconventional pathways that characterize successful immersion and active learning experiences.

Students should aim to have multiple chances to engage actively in their learning. Not all immersion experiences have the same parameters, have the same goals, or result in similar outcomes. Through the accumulation of skills and experiences in the First Year Experience, Elements, and Specialization, students build confidence and abilities to engage in more ambitious and refined immersion experiences. Students, in consultation with academic advisors, should plan, build toward, and pursue possibilities that enrich their academic programs and support post-graduate plans and career goals. Exemplary immersion experiences are those that allow for sustained application of classroom learning, lean on mature skills of active inquiry, and reflect the motivations and self-design of the student. Although the most visible immersion experiences are the major culminating projects or signature immersion terms, beginning in the first year, students can cultivate the mindset of taking an active approach to their learning.

Examples of the Immersion / Active Learning Experiences available to Knox students:

- **“Immersion Terms”:** Clinical Psychology Term, Green Oaks Term, Japan Term, Repertory Theatre (Rep) Term, StartUp Term, and others. These programs share a common framework of building the immersion experience through a combination of courses in a single academic term. In the case of Clinical Psychology Term and Rep Term, students combine coursework with active engagement with course material in applied settings. Japan Term combines three courses on campus during the fall term with travel in December to Japan, where students have the chance to apply their classroom learning directly in the cultural setting. StartUp Term takes place off campus in Galesburg, and students adopt the work schedule and responsibilities of fulltime membership in a development team.
- **Courses with an Immersion Component:** Art, Culture and Landscape in Southern China; London Arts Alive; Knox in New York; QuickStart Languages; and Museum, Monuments, and Memory are just a few of the courses that have a significant immersion component woven into the fabric of the course. Many of these courses adopt a travel component, often in the December or Spring break, to offer a “deep dive” into the course subject matter.
- **Off-Campus Study:** There are countless off-campus study opportunities in every corner of the world. Each has the potential to be challenging, intensive, and transformative. At Knox, off-campus study should be closely linked to your academic program. The potential of this immersive experience is unleashed when the program is coordinated with preparatory coursework and supports the overall direction of a student's academic program.
- **Independent Research/Capstone Projects:** Students across all fields engage in research projects and other capstone experiences. Many of these projects are rooted in students' Specializations, and many of them sum up smaller projects and experiences from accumulated over their time at Knox. Some, like the Open Studio in Art, provide unstructured time and space to accomplish original creative work. Organized research programs, such as the Honors Program, Richter Scholarship, ASSET Program, and Ronald McNair Program, provide guidance and resources for students to complete ambitious independent projects.

Specialization: Majors and Minors

Completion of a major is required for graduation. Students declare a major before pre-enrolling for their junior year, so that the junior and senior years may be planned with an advisor from the major field. As a general rule, students are discouraged from declaring a major until their second year of residence. Students are encouraged to explore several fields during their first two years, in order to prepare fully for choosing a major field. Forms for declaring a major are available from the Office of the Registrar. Students present this form to the chair of the major department or program, who designates the student's academic advisor for that major.

If a student decides to change or add a major, that change must be submitted to the Registrar's Office no later than 8 weeks before the end of the term in which the student will graduate.

Students must complete Writing and Oral Presentation requirements for each major. Writing and Oral Presentation requirements for the majors shall be approved by the Curriculum Committee. The completion of a second area of specialization, either a minor or a second major, is also required for graduation. The second area of specialization must be declared by the end of the Winter Term of the junior year. A grade point average of at least 2.0 is necessary in courses required for a major or minor. Students participating in the Dual-Degree Program in Engineering and the cooperative degree programs in Optometry and Occupational Therapy need not complete a second field (major or minor) at Knox, since their work at Knox together with courses taken during the first year of the cooperating institution will be considered equivalent to a second field. A student who transfers with 15 or more credits or an associates degree or equivalent from an accredited higher education institution make seek a waiver to this second field requirement. Waiver requests must be approved by the Curriculum Committee.

Learning Goals for Specialization

1. Graduates will be able to communicate effectively in both written and oral form, using the genres and conventions of their major area.
2. Graduates will display mastery in their discipline as explicated in the program learning goals for their specific major.

The specifications for each major are listed in the Courses of Study section of this catalog. Exceptions to any of the specifications of the major or minor require approval of the chair of the department or program. All requests for exceptions must be submitted at least one term prior to graduation.

Transfer courses and credits by examination may apply to the requirements of a major or minor only with the approval of the department or program chair. At least four of the courses required for a major and two of the courses required for a minor must be taken at Knox College.

Students are expected to plan their schedules in advance to take courses required for their majors when those courses are normally offered. Independent study courses may not be substituted for courses regularly scheduled. Exceptions should not be requested by students encountering scheduling difficulties because they wish to graduate in fewer than twelve terms.

Transfer, exam, and off-campus credits can be counted for the major or minor with the approval of the department or program chair and notification of the Registrar. Requests for approval must be submitted prior to the term of graduation.

The chair of the program may approve two courses from other departments to be counted toward the elective courses in the major.

See the Academic Rules and Regulations section of this catalog for rules regarding permissible combinations of majors and minors.

Power of Experience Grants

Knowledge gains value—and power—when it's applied. Immersion experiences, either in the General Education Program or within your Specialization, help you gain the skills needed—to think critically and creatively, to communicate clearly, to adapt to new technologies, and to navigate today's interdependent and interconnected world—for success after Knox. To assist every student in participating in these transformative opportunities, we created the Power of Experience Grant, which provides up to \$2,000 to support during your junior or senior year. As you plan your immersion experiences, you should consult with your academic advisors on when and how to use this valuable grant strategically.

Mathematics Proficiency: A Definition for Course Prerequisites

Proficiency in elementary mathematics is necessary for success in many courses and disciplines, not to mention success in a complex global economy. Although math proficiency is not a degree requirement as such, it is listed as a prerequisite for many individual courses. “Math Proficiency” is used throughout this Catalog as defined in this section.

Learning Goals for Math Proficiency

- (numerical sense) Students will know the nature and properties of the number systems, will understand the use and limitations of numerical data, will be able to perform operations on numbers correctly, and will use the ideas of ratio and proportion in solving problems.
- (geometric sense) Students will demonstrate knowledge of basic facts about simple geometrical figures in two dimensions, such as triangles, rectangles, and circles, and about the meaning of the coordinate plane and graphs of equations in the plane and/or graphs of data.
- (algebraic sense) Students will be able to manipulate and evaluate simple algebraic expressions in one or more variables according to proper mathematical laws, to solve simple equations, and to graph and interpret basic relationships between variables, such as linear and quadratic equations.

Proficiency in elementary mathematics is demonstrated by satisfying one of the following:

1. Obtaining a score of 24 or above on the ACT math component.
2. Obtaining a score of 590 or above on the SAT Level 1 math component. For students taking the SAT prior to 2016, a score of 570 is required.
3. Receiving credit for CTL 120 or a course in the mathematics department at the level of MATH 121 or above, or receiving transfer credit for a course at the level of MATH 121 or above.
4. Receiving a score of 3 or higher on the Knox Mathematics Placement exam.

Individual courses may require higher levels of mathematical proficiency as a prerequisite. Students who have questions about their level of preparation should consult the course prerequisites, their academic advisors, and course instructors.

Departments and Courses of Study

The following sections describe Courses of Study (majors, minors, course offerings, special programs) of the College. The faculty who teach these courses are organized administratively into 20 academic departments:

| | |
|----------------------------|---|
| Anthropology and Sociology | Environmental Studies |
| Art and Art History | History |
| Biology | Mathematics |
| Business and Management | Modern Languages and Literatures |
| Chemistry | Music |
| Classics | Philosophy |
| Computer Science | Physics and Astronomy |
| Economics | Political Science and International Relations |
| Educational Studies | Psychology |
| English | Theatre |

Some departments offer several disciplinary majors, e.g., the English Department offers majors in English Literature and Creative Writing. Most departments also offer minors.

Program Committees are groups of faculty drawn from different departments and disciplines who administer some interdisciplinary majors (Africana Studies, American Studies, Asian Studies, Biochemistry, Gender and Women's Studies, International Studies, Latin American Studies, Neuroscience) and interdisciplinary minors (Africana Studies, Arts Administration, Film Studies, Gender and Women's Studies, Health Studies, Journalism, Latin American Studies, Neuroscience, Peace and Justice Studies, Religious Studies, Social Service).

Numbering System

A three-digit system is used for numbering courses; the first digit indicates the level of the course. Course levels are:

- 100:** Introductory level courses that have no prerequisites except when courses form a sequence, such as an elementary language sequence.
- 200:** Introductory and intermediate courses that may have some prerequisites or which may require appropriate class standing.
- 300:** Advanced courses with one or more prerequisites of specific courses or of class standing.
- 400:** Advanced studies (College Honors Program)

All courses are one credit unless otherwise noted after the title. Most courses run for a full term. Although the need seldom arises, the scheduling of a course may be changed or canceled when there is not sufficient registration or when other circumstances necessitate such action.

The following abbreviations are used:

- Prereq:* prerequisites. *Abbreviations for Elements:*
- CL:* cross listing
- *SL* - Element 1: Communicate in a second language
 - *SA* - Element 2: Social Analysis
 - *PI* - Element 3: Power and Inequity
 - *AC* - Element 4: Artistic Creation
 - *IC* - Element 5: Interpretation of Cultural Products
 - *SI* - Element 6: Scientific Inquiry
 - *QR* - Element 7: Quantitative Reasoning

Independent Study

Students may pursue independent study in any of the academic fields offered at Knox. Independent study provides a means to supplement the courses regularly offered, either by more intensive study of selected topics or by exploration of topics not included in other courses. Independent study may be pursued at both an intermediate and advanced level. In addition, well-prepared students may pursue independent study during the summer or while on leave status.

Students admitted to the Honors Program register for 400 Advanced Study for Honors.

Tutorials/Readings (150A, 250A, 350A) (1/2 or 1 credit)

Study of a topic not regularly offered on a topic desired by a student or group of students; faculty directed and led.

Directed Research/Creative Work (150B, 250B, 350B) (1/2 or 1 credit)

Faculty and student working together on a project involving research or creative work, under close faculty supervision.

Independent Research/Creative Work (150C, 250C, 350C) (1/2 or 1 credit)

Research or creative project that is student directed and led, with faculty guidance.

400: Advanced Study for Honors (1 or 2 credits each term)

See “Honors Program,” in Special Programs and Opportunities

Teaching Assistantships

Most departments offer highly qualified students the opportunity to assist professors in course management and development. (See “Student Teaching Assistantships” in the Special Programs and Opportunities section of this catalog for details) With permission of the instructor of the course for which the student is to assist, the student can enroll in one of the following:

248/348: Teaching Assistantship (1/2 or 1 credit)

Prerequisite: Permission of instructor. All Teaching Assistantships are graded S/U.

Special Topics Courses

Special Topics courses provide flexibility in the curriculum. They are temporary courses, established with the approval of the Curriculum Committee, to meet the interests of a particular group of students, or of a visiting faculty member or similar temporary situations. Depending on staffing and student interest, special topics may be offered in any of the programs of the College.

295/395: Special Topics (1/2 or 1 credit)

Courses offered occasionally in special areas not covered in the usual curriculum. May be repeated for credit if different topics are offered.

Course Scheduling

The list of courses in this catalog is the full record of courses taught at the College, as of July 1, 2019. Not all courses are offered every year. A schedule of course offerings is published prior to each term with the course pre-enrollment materials.

| Programs | Major | Minor | Course Work | Capstone | Pre-professional | Cooperative | Off-campus |
|--|-------|-------|-------------|----------|------------------|-------------|------------|
| Africana Studies | • | • | | | | | • |
| American Studies | • | • | | | | | |
| Anthropology and Sociology | • | • | • | | | | • |
| Archaeology | | • | | | | | • |
| Architecture | | | | • | | | • |
| Art - Art History | • | • | • | | | | • |
| Art - Studio Art | • | • | • | | | | |
| Art - Design | | • | | | | | • |
| Arts Administration | | • | | | | | • |
| Asian Studies | • | | • | | | | • |
| Astronomy | | • | | | | | • |
| Biochemistry* | • | • | • | | | | • |
| Biology* | • | • | • | | | | • |
| Business and Management | • | • | | | | | |
| Chemistry* | • | • | • | • | | | • |
| Chinese | | • | | | | | • |
| Classical Languages | • | | • | | | | • |
| Classics and Ancient Mediterranean Studies | • | • | • | | | | • |
| Computer Science* | • | • | • | | | | • |
| Dance Studies | | • | | | | | • |
| Earth Science | | • | | | | | |
| Economics | • | • | • | | | | • |
| Educational Studies - Elementary | • | | • | • | | | • |
| Educational Studies - Secondary | • | | • | • | | | • |
| Educational Studies - Special Content Areas | • | | • | • | | | • |
| Educational Studies | | • | | | | | |
| Engineering | | | | • | • | | |
| English - Creative Writing | • | • | • | | | | • |
| English - Literature | • | • | • | | | | • |
| Environmental Science* | • | | • | | | | • |
| Environmental Studies | • | • | • | | | | • |
| Film Studies | | • | | | | | |
| Forestry/Environmental Management | | | | | • | | • |
| French | • | • | • | | | | • |
| Gender and Women's Studies | • | • | • | | | | • |

| Programs | Major | Minor | Course Work | Capstone | Pre-professional | Cooperative | Off-campus |
|--|-------|-------|-------------|----------|------------------|-------------|------------|
| German | • | • | • | | | | • |
| Health Studies | | • | | | | | • |
| History | • | • | • | | | | • |
| International Relations | • | • | • | | | | • |
| International Studies | • | | • | | | | • |
| Japanese | | • | | | | | • |
| Journalism | | • | | | | | |
| Latin American Studies | • | • | • | | | | • |
| Law | | | | | • | • | • |
| Mathematics* | • | • | • | | | | • |
| Mathematics - Financial Mathematics | • | | • | | | | • |
| Medicine | | | | | • | • | |
| Modern Languages | • | | • | | | | • |
| Music | • | • | • | | | | • |
| Neuroscience* | • | • | • | | | | |
| Nursing | | | | | | | • |
| Occupational Therapy | | | | | • | • | |
| Optometry | | | | | • | • | |
| Peace and Justice Studies | | • | | | | | • |
| Philosophy | • | • | • | | | | |
| Physics* | • | • | | | | | • |
| Political Science | • | • | • | | | | • |
| Psychology* | • | • | • | | | | |
| Religious Studies | | • | • | | | | • |
| Self-Designed Program | • | • | • | | | | |
| Social Service | | • | | | | | |
| Spanish | • | • | • | | | | • |
| Sports Studies | | | • | | | | |
| Statistics | | • | | | | | • |
| Teacher Certification | | | | | • | | • |
| Theatre | • | | • | | | | • |
| Theatre - Design and Technology | | • | | | | | |
| Theatre - Directing | | • | | | | | |
| Theatre - Dramatic Literature and History | | • | | | | | |
| Theatre - Performance | | • | | | | | |
| Theatre - Playwriting | | • | | | | | |

*These programs offer both B.S. and B.A. degree options.

Africana Studies

Major and Minor

Special Facilities

National headquarters of the
Association for Black Culture
Centers
ABCC library collection
Black Studies Public School
Teachers' Collection

Recent Off-Campus Programs

Argentina
Botswana
Buenos Aires
Costa Rica
Senegal
Tanzania
Urban Studies
Washington Semester
Zimbabwe

Related Co-Curricular Activities

ABLE
Gentlemen of Quality
Lo Nuestro
MECha
Harambee
Jazz Theme House
Umoja Gospel Choir

Community, Regional and National Affiliations

African Heritage Studies
Association
Illinois Committee for Black
Concerns in Higher Education
National Council for Black
Studies
Support Group for African-
American Affairs
Association for the Study
of Afro-American Life
and History

Program Committee

Frederick Hord, *Africana Studies*, chair
Caesar Akuetey, *Modern Languages*
Steven Cohn, *Economics*
Mary Crawford, *Chemistry*
Jessie Dixon, *Modern Languages*
Tony Gant, *Art*
Konrad Hamilton, *History*
Nicole Malley, *Music*
Magali Roy-Féquièrre, *Gender and Women's Studies*
Kelly Shaw, *Psychology*

The major in Africana Studies is a program of study which focuses critically on the contributions of African and Diasporan cultures and peoples to human civilizations. It provides an understanding of how Black people have negotiated the forces and events shaping their experiences, and critiques that negotiation. The program is interdisciplinary and international, using the knowledge and tools of a wide range of disciplines to study the cultures and societies of African and African-descended peoples worldwide. Principal focus is given to Africa, the Caribbean, Latin America and the United States. Students learn to think critically about the role of race in: the distribution of power, status and resources; the definition of individual and group identities; and the construction and impact of social structures. Students also examine how race connects to culture, gender and class. The Africana Studies major seeks to produce knowledgeable, well-rounded individuals with strong analytical, writing and interpersonal skills. Graduates in Africana Studies can look forward to careers in law, foreign services, business, social work, academia, public affairs and other opportunities.

Majors in Africana Studies may also take advantage of opportunities for off-campus study through Knox's Program in Buenos Aires, the Washington Semester, the Dakar Program, and individually-arranged internships.

Departmental Learning Goals

Graduates with a major in Africana Studies will be able to:

1. Describe and interrogate the history and culture of African Americans.
2. Describe and interrogate historical and social contexts of contemporary African and Caribbean life.
3. Identify different disciplinary approaches of Africana Studies and the ways in which these approaches are synergistic. Infer consequent interdisciplinary and transdisciplinary potential approaches.

4. Articulate changes in their own perspectives and the perspectives of others with regard to major issues in Africana Studies as a function of knowledge and understanding.
5. Identify and critique their own paternalism as it relates to their understanding and practicing of norms.
6. Identify their own disciplinary lenses and frameworks, their strengths and weaknesses, and their influences on interpretations and conclusions regarding Africana experiences.
7. Articulate the roles of power, social justice, and activism, and their inter-relationships as ways to engage in the real world.

Writing and Oral Presentation

- Writing - AFST 336, 366, 383 and 399 serve as writing intensive courses for majors under the conditions outlined in the course description.
- Oral Presentation - AFST 206 and AFST 354 serve as oral presentation courses for majors under the conditions outlined in the course descriptions.

Requirements for the major

10 credits in the program as follows:

- Core Courses: Introductory courses: AFST 101, AFST 145 and AFST 263
- Five electives selected from other Africana Studies courses including at least one credit at the 300-level and no more than one credit at the 100-level. No more than one credit is counted from AFST 250, AFST 350 and/or internship (see below)
- AFST 389
- AFST 399
- (Optional) An internship for credit, practicum or other approved community-based work may be substituted for up to one elective credit. Approval of the Chair of Africana Studies is required.

Requirements for the minor

5 credits in the program as follows:

- AFST 101
- 4 additional credits in Africana Studies, of which one may be taken as an independent study
- A student project that applies the perspectives of Africana Studies to material experience outside the context of an explicitly Africana Studies course. The project may be done within the context of: (a) an Honors project (b) an internship, work experience, or community action. Students doing such an action-oriented project submit a written report of their activities. The choice of a project is made in consultation with the Chair of Africana Studies.

Courses

AFST 101 Introduction to Africana Studies

An interdisciplinary broad survey of the experience of people of African descent. Although focus is on the African American facet, the African and Black Caribbean experiences are examined, especially where they connect with the African American dimension. Disciplines explored include history, religion, sociology, political science, economics, art, music, literature,

and psychology. *HSS; DV; IC; PI; F. Hord, Y. Marshall*

AFST 145 Introduction to African Studies

An interdisciplinary introduction to African history and culture, with consideration given to the philosophies, religions, politics, economics, social life, education, and the arts of African peoples. Beginning with African classical

civilization, the course explores the early African presence in Asia, Europe, and the Americas, traditional African philosophies and religions, the impact of Islamic and European slavery, the experiences of colonialism, neo-colonialism and apartheid, and the ideas of twentieth-century leaders. We also explore the major problems of contemporary African development. Alternate years. *HSS; CL: HIST 145; DV; F. Hord, Y. Marshall*

AFST 205 Race and Ethnic Relations

The course examines the development and role of race and ethnicity in comparative perspective. *HSS; CL: ANSO 205; DV; W. Hunigan*

AFST 206 Theory in the Flesh:

Writings by Feminists of Color

See description for GWST 206. *HUM; CL: GWST 206; DV; M. Roy-Féquièrè*

AFST 207 Black Women in the Civil Rights Movement

An historical survey of Black women in the modern Civil Rights Movement, especially of their significant contributions. We shall explore the virtual silence regarding those contributions for almost a quarter of a century and how that silence was broken. The most prominent organizations will be examined and the gender and class issues that evolved. Finally, the sexism of Black men in the movement will be assessed, along with interracial relationships. *CL: GWST 207; DV; F. Hord*

AFST 210 Jazz History

See description for MUS 210. *HUM; CL: MUS 210; DV; IC; PI; N. Malley*

AFST 215 Black Psychology

An exploration of the different models—inferiority, deprivation/deficit, multicultural—in psychological research regarding critical issues in the African American experience, such as personality, psychological assessment, education, expressiveness, racism, mental health, counseling, family functioning, and male/female relationships. Using the major contemporary schools of black psychology, the different configurations of the reformist and radical models are analyzed

regarding their implications for the self-actualization and mental health of all in a multi-cultural society. *Alternate years. CL: PSYC 215; F. Hord*

AFST 226 Hip-Hop through a Sociological Lens

See description for ANSO 226. *Prereq: Sophomore standing or permission of the instructor; CL: ANSO 226; A. Bradford*

AFST 220 Francophone African Literature

See description for FREN 210. *HUM; Prereq: FREN 210 or FREN 211; CL: FREN 220; C. Akuetey*

AFST 227 The Black Image in American Film

See description for HIST 227. *Prereq: sophomore standing or permission of the instructor; CL: AMST 227, FILM 227, HIST 227; DV; M. Roy-Féquièrè, K. Hamilton*

AFST 228 Environmental Racism

See description for ENVS 228. *CL: ENVS 228, HIST 228; DV; PI; P. Schwartzman, K. Hamilton*

AFST 233 African American Literature

A survey of African American literature from the mid-eighteenth century to the present. Major literary movements, major writers, and folk literature are studied in historical, cultural, and purposive context. Consideration is given to the form and language of the literature, as well as to the dynamics of cultural repression. *Alternate years. HUM; CL: ENG 233; DV; F. Hord*

AFST 234 African and Black Caribbean Literature

A survey of twentieth-century African and Black Caribbean literature. After tracing the eighteenth- and nineteenth-century backgrounds of that literature, we explore the Indigenism, Negritude, and Negrista movements, including the interaction between African and Black Caribbean writers. Post-World War II writing includes emphasis on its increased visibility in the 1950s; the art, nationalism/Pan-Africanism, and orality orientations since 1960; and the question of language. *Alternate years. HUM; CL: ENG 234; DV; F. Hord*

AFST 235 African American Women Writers

See description for GWST 235. *Alternate years.*
HUM; CL: ENG 235, GWST 235; DV;
M. Roy-Féquièrè

AFST 236 Culture and Identity in the Caribbean

See description for ANSO 234. *Prereq: Two courses in ANSO or permission of the instructor;*
CL: ANSO 234; W. Hope

AFST 240 Caribbean Literature and Culture

The course surveys literary, historical and political works that have shaped ideas on race and culture in the Caribbean context. Special attention is given to critical readings of such texts as Columbus' letters to the Spanish crown; the 19th century Cuban anti-slavery narrative; and to the highly original literature of the Negritude movement. In addition we reflect on the significance of popular culture as a creative response to racial and social oppression. *CL: LAST 240;*
M. Roy-Féquièrè, Y. Marshall

AFST 254 Music of the African Diaspora

See description for MUS 254. *Prereq: sophomore standing or permission of the instructor; CL: MUS 254; O; DV; PI; N. Malley*

AFST 260 African Dimensions of the Latin America Experience

A survey of the African relationships with the Latin American peoples in Central America, South America, and the Caribbean. Beginning with the Pre-Columbian contacts, we focus on Mexico, Brazil, Haiti, Puerto Rico, and Cuba, with some attention given to Guatemala, Argentina, Costa Rica, Panama, and the Dominican Republic. *Alternate years. Prereq: sophomore standing or permission of the instructor; CL: LAST 260; F. Hord*

AFST 263 Slavery in the Americas

See description for HIST 263. *HSS; CL: HIST 263, LAST 263; DV; K. Hamilton*

AFST 278 Stereotypes and Prejudice

See description for PSYC 278. *Prereq: PSYC 100; CL: PSYC 278; DV; K. Shaw*

AFST 285 Black Philosophy

An introduction to the black philosophical tradition of self in community from its origins in ancient Egyptian myth and ritual to contemporary African American thinkers. Authors read include, among others, W.E.B. Du Bois, C.L.R. James, bell hooks, Kwame Nkrumah, Malcolm X, Martin Luther King, Jr., Angela Davis and Cornel West. *Alternate years. HUM; Prereq: one course in Africana Studies, one course in Philosophy, or permission of the instructor; CL: PHIL 285; DV; F. Hord*

AFST 330 Afro-German Culture

See description for GERM 330. *Prereq: Sophomore standing or approval of the instructor; CL: GERM 330; T. Heidt*

AFST 335 "Afridentity" and "Hispanicity" in Caribbean Literature from 19th Century to Present

See description for SPAN 335. *Prereq: SPAN 235 or equivalent; CL: LAST 335, SPAN 335; STAFF*

AFST 336 Science and Social Construction of Race and Gender

We will examine the social construction of race and gender and how social constructs influence scientific knowledge. We will use the social constructs of the past and present to discuss the following: (a) How does science define and how does it examine issues related to gender and race? (b) How do societal attitudes about race and gender influence scientific knowledge and scientific access? *CL: GWST 336, IDIS 336; DV; W; M. Crawford, D. Cernaĳ*

AFST 366 The American Civil Rights Movement

See description for HIST 366. *Prereq: sophomore standing; also HIST 285 and permission of the instructor; CL: HIST 366; DV; W; K. Hamilton*

AFST 383 Women Playwrights

See description for THTR 383. *Prereq: junior standing or permission of the instructor; CL: ENG 383, GWST 383, THTR 383; W; DV; E. Carlin Metz*

AFST 389 Theory and Method

This course primarily seeks to familiarize students with the range of theoretical paradigms and research methodologies applied within the field of Black/Africana Studies in preparation for the Advanced Seminar (AFST 399). The paradigms include Afrocentric, Feminist/Womanist, Nationalistic, Negritude, Pan-African and other related perspectives. Significant attention is also given to various mainstream paradigms in the social sciences and humanities which students can expect to encounter in other disciplines. Through the vehicle of these paradigms, the course provides a rigorous examination of the historical construction, political uses, and social meanings of race as a determinant factor in the distribution of power, status and resources throughout the African Diaspora. This course provides students adequate preparation to conduct supervised research on a wide range of topics within the field of Africana Studies. *F. Hord*

AFST 399 Advanced Seminar

Based on the theory and method studied in AFST 389, students pursue a term-long independent research project. Research is presented to the group during the term and written up as a research paper. A wide range of research projects is possible, from library or archival research to community action projects. *Prereq: 3 core courses in Africana Studies, 4 Africana Studies electives, AFST 389; or permission of the instructor; F. Hord*

American Studies

Major and Minor

Program Committee

Konrad Hamilton, *History*, chair

Catherine Denial, *History*

Greg Gilbert, *Art and Art History*

Lane Sunderland, *Political Science*

American Studies is an interdisciplinary and multidisciplinary program, drawing its faculty and many of its courses from across the Knox curriculum. Incorporating both traditional and cutting edge academic approaches to the field, the program examines crucial questions of American political, social and cultural identity. American Studies provides students with the flexibility to design an individualized course of study, within the context of a common intellectual experience. Among the areas of study of past and current students are such diverse topics as: popular culture, Native American studies, folk music, Latino studies, westward expansion, museum studies, consumerism, and media studies. Part of the common intellectual experience comes from the dedication of the program to the exploration of American democracy. Students are required to ask critical questions of American political culture and its institutions, grappling with issues of civil liberties, the role of dissent and protest, and the balance between security and liberty, among others. Through its various co-curricular activities, the program also seeks to encourage engagement between differing groups and points of view on campus, in a manner that models civil discourse in a democratic society.

The American Studies program seeks to provide its graduates with the intellectual tools with which to fashion their own articulate, informed, well-reasoned and multi-dimensional answers. Such graduates possess the skills and background to be successful in graduate school, public service, business, or the media.

Departmental Learning Goals

Students graduating in the American Studies (AMST) major will be able to:

1. Make a persuasive oral argument regarding American identity
2. Make a persuasive written argument regarding American identity
3. Demonstrate familiarity with the methodology of two or more disciplines with a bearing on our understanding of American identity
4. Demonstrate an understanding of America as a real and imagined place

Writing and Oral Presentation

AMST majors are required to complete a state-of-the-field essay in AMST 285. Students must explain, in writing, the rationale for

their course of study, and how it corresponds to the learning goals of the program. These essays are to be reviewed by the instructor and then revised and resubmitted. The capstone project required of AMST majors combines written and oral presentation elements, depending upon the specific nature of the project. Due to the nature of the field of American Studies, student projects vary considerably in structure.

Requirements for the major

10 credits as follows:

- AMST 285: In Search of America
- PS 245: American Political Thought
- Four core courses - one from each of the following categories
 - Political Foundations: PHIL 230, PS 101, PS 362, or PS 363
 - History: AMST 259, AMST 267, HIST 122, HIST 160, HIST 161, HIST 263, HIST 363, or HIST 366
 - Social Structure and Institutions: AFST 101, AMST 272, ANSO 103, ANSO 215, EDUC 201, ENVS 228, GWST 101, or JOUR 323
 - Cultural Identity: AFST 233, AFST 235, AMST 227, AMST 243, AMST 260, AMST 307, ANSO 231, ANSO 233, ART 221, ART 225, ART 226, ENG 231, ENG 232, ENG 335, ENG 336, ENVS 232, GWST 206, GWST 325, MUS 210, PHIL 273, or THTR 384
- Four elective courses, which may be drawn from the core category courses above in any combination
- At least two courses for the major must focus upon a non-white American culture, history, or literature (one of these courses may include the same course being used to satisfy the college Understanding Diversity requirement, as long as it is drawn from one of the four core categories).
- No more than four 100-level courses will count for the major.
- At least three 300-level courses must be taken for the major.
- Two written projects
 - state of the field essay (completed in AMST 285)
 - capstone research project (AMST 390, 0 credit)
- Experiential Learning Activity: Majors will be required to choose and participate in one of the following off-campus programs: Washington Semester; ACM Urban Studies program; ACM Chicago Arts program; an approved internship (e.g. museum, government agency, NGO).
- Oral Presentation (AMST 392, 0 credit)

Requirements for the minor

5 credits as follows:

- AMST 285: In Search of America
- PS 245: American Political Thought
- Three core courses - one course chosen from each of three core categories: History, Social Structure and Institutions, Cultural Identity as listed above.
- At least one course for the minor must focus upon a non-white American culture, history, or literature (this course may not include the same course being used to satisfy the college Understanding Diversity requirement).
- No more than two 100-level courses will count for the minor.
- At least one 300-level courses must be taken for the minor.

No more than two credits from a second major or minor shall be counted for the American Studies major or minor.

Courses

AMST 227 The Black Image in American Film

See description for HIST 227. *Prereq: sophomore standing or permission of the instructor; CL: AFST 227, BKST 227, FILM 227, HIST 227; DV; M. Roy-Féquièrre, K. Hamilton*

AMST 241 Social Movements

See description for PS 241. *HSS; PI; CL: PS 241; DV; D. Oldfield*

AMST 259 America in the 1960s

See description for HIST 259. *HSS; CL: HIST 259; DV; HSS; K. Hamilton*

AMST 261 American Art, Architecture and Culture

See description for ART 261. *Prereq: ART 105 or 106, and/or HIST 160 or 161 are recommended; CL: ART 261; G. Gilbert*

AMST 267 Great American Debates

See description for HIST 267. *CL: HIST 267; Course may be repeated for credit. AMST 267B History of Marriage is DV; C. Denial*

AMST 273 American Philosophy and Postmodernism

See description for PHIL 273. *Prereq: Sophomore standing or permission of the instructor; CL: PHIL 273; B. Polite*

AMST 285 In Search of America

This course will survey the fundamental issues, methods, and perspectives in the field of American Studies. Course readings include theoretical and methodological works, foundational documents, and selected examples of representative new scholarship in the field. Students will also analyze feature films, music, and radio and film documentaries. This class is intended for American Studies majors, minors, and any student interested in the serious study of American culture and society. *Prereq: sophomore standing or above; K. Hamilton*

AMST 307 Identity and Alterity in Latino Literature and Culture

See description for SPAN 307E. *HUM; CL: SPAN 307E; DV; STAFF*

AMST 311 Urban Politics

See description for PS 311. *Prereq: PS 101 or Sophomore standing; CL: PS 311; DV; D. Oldfield*

AMST 325 Beyond Stereotypes: Exploring Literature by Chicanas

See description for GWST 325. *HUM; Prereq: junior standing; CL: GWST 325; DV; M. Roy-Féquièrre*

AMST 328 Race & Gender in the U.S. Welfare State

See description for ANSO 328. *Prereq: ANSO 103 and Junior standing or permission of the instructor; CL: ANSO 328; STAFF*

AMST 390 Senior Research Project (0)

Majors shall produce a significant research project that addresses the general issues of American identity, uses primary sources, and is consistent with the spirit of the student's educational plan essay. Acceptable examples include an honors project (AMST 400), independent study (AMST 350), or 300-level research project in any department (students will also register their project under the 0 credit designation, AMST 390). All projects must be pre-approved by the chair of the program, and are subject to review upon completion by the chair or designated representative before receiving credit. To be pre-approved the project must meet college standards for writing intensive (W) courses. *W; STAFF*

AMST 392 Oral Presentation (0)

Majors shall acquire the oral presentation skills appropriate to the field of American Studies through completing a project that fosters honest and reasoned discussion on issues of fundamental American values, problems, and issues, outside formal coursework. All projects must be pre-approved by the chair of the program, and are subject to review upon completion by the chair or designated representative before receiving credit (students will register their project under the 0 credit designation, AMST 392). To be pre-approved the project must meet college standards for oral presentation (O) courses.

Examples of acceptable presentations could include: debates and panel discussions; individual presentations—e.g. papers, art shows, recitals; radio show production and hosting on Knox radio station (WVKG 90.7). *O; STAFF*

Anthropology and Sociology

Major and Minor

Faculty and professional interests

Gabrielle Raley, chair

Sociology of culture, sociology of art, inequality, work, qualitative methods

Ashon Bradford

Development sociology, rural poverty, race and ethnicity, demography, education and social mobility

Nancy Eberhardt

Psychological anthropology, religion, gender, rural and transitional economies, Southeast Asia

William Hope (on leave 2019-2020)

Music and cultural identity, social revolutionary process, anthropology of the senses, Cuba and the Caribbean

Michal Ran-Rubin

Urban studies and geographic methods (including GIS and mixed-methods urban research); gender, kinship and family studies; globalization and political economy; human rights and immigration/refugee studies; modern Islam and Middle Eastern studies; Israeli-Palestinian conflict

Jonah Rubin (on leave Fall 2019)

Memory practices, science and technology, democratic politics, transitional justice and human rights, Spain and Latin America

Teaching emeritus faculty

Jon Wagner

North America, contemporary mythology, human evolution and adaptation

Distinguished Research Affiliates in Anthropology

James L. Watson

Social anthropology, migration and diasporas, food systems, China

Rubie S. Watson

Family and kinship, gender, history and anthropology, China

Cooperating faculty from other programs

Joel Estes, *Educational Studies*

Duane Oldfield, *Political Science*

Lecturers

Tianna Cervantez

Wendel Hunigan

Anthropology and Sociology provide a comparative framework for interpreting and explaining human social behavior. Although each discipline arose in response to different historical circumstances which resulted in somewhat different traditions of emphasis and approach, the two fields draw from a common body of theory and, often, a common toolkit of research methods. For

Capstone Work

Aided by one-on-one faculty mentors, each senior undertakes an extended research project of their own design, culminating in an original research paper and a public presentation.

Recent Student Achievements

ASSET Fellowship

College Honors

Fulbright Fellowship

Haring Houston Award

Howell Atwood Prize

Max Schwartzman Labor Prize

McNair Fellowship

Mikiso Hane Asian Studies Prize

Peace Corps Volunteer

Phi Beta Kappa

Recent Off-Campus Study Locations

Argentina, Botswana, Chicago, China, Costa Rica, Denmark, Egypt, England, France, India, Jordan, Mali, Mexico, Morocco, the Netherlands, Poland, Scotland, Spain, Tanzania, Thailand

Recent Internships

Alternatives, Inc. of Chicago
Arab Anti-Discrimination
Council, Dept. of
Communication and Outreach
Chicago Transit Authority
Court Appointed Special
Advocates
Global Intern Trek (Egypt)
Gordon Behrens Senior Center
Hands on New Orleans
Illinois Department of Children &
Family Services
Knox County Area Project
Knox County Child Advocacy
Center
Knox County Court Services
Knox County Health Department
Knox County Housing Authority
Knox County Jail
Knox County Teen Court
Knox-Warren Special Education
District
Lutheran Social Services of
Illinois
Office of U.S. Senator Dick
Durbin
Safe Harbor Family Crisis Center
Salvation Army
St. Mary's Square Living Center
Women in Law and Development

these reasons, the department presents Anthropology and Sociology as interdependent.

Students majoring in Anthropology and Sociology will become familiar with a wide range of human societies in all regions of the world. They will gain an appreciation for the cultural complexity, historical context, and global connections that link societies and social institutions to one another. They will also learn about key social structures and dynamics embedded in contemporary societies, including the forms of social power and privilege that exist in any society, and how these often unequal power relations are organized, sustained, reproduced, and transformed.

Students contemplating the major are urged to consult with department faculty in order to design a personalized program of study, making use of relevant courses in allied disciplines and/or off-campus study when appropriate.

Departmental Learning Goals

Students completing an Anthropology-Sociology major should:

1. Learn to understand and analyze the world in a manner that reveals and illuminates the social and cultural dimensions of reality;
2. Be able to design and execute an appropriate strategy for investigating a social research question of their choice; and
3. Develop the necessary disciplinary competencies that will allow them to be sophisticated lifelong consumers and/or practitioners of social research

Writing and Oral Presentation

Students will become familiar with the style of writing used in most anthropology and sociology journals, and will learn how to write an extensive paper in this style based on their own research. In addition, they will give a public presentation of this research project, normally during the spring of their senior year. Exposure to the communication genres associated with anthropology and sociology as well as practice in the skills needed to implement them begins in the introductory courses (102 and 103) and continues to build throughout the curriculum, culminating in the three course capstone sequence (301, 398, and 399).

Requirements for the major

10 credits in the department, as follows:

- Two introductory 100-level courses, ANSO 102 and ANSO 103
- Theory and method: ANSO 300 and ANSO 301
- Electives: four other courses in the department, of which at least one must be at the 300-level
- Senior research courses: ANSO 398 and ANSO 399

With permission of the chair, up to two credits in related studies outside the department may be counted toward electives in the major.

Requirements for the minor

5 credits in the department, including:

- ANSO 102 and ANSO 103
 - At least one 300 level course (which cannot be ANSO 301)
-

Courses

ANSO 102 Introduction to Anthropology

This class introduces students to a wide range of human societies and cultural forms throughout the world, along with some of the major concepts and methods that anthropologists have used to understand them. Our approach is ethnographic and comparative, with an emphasis on appreciating cultural complexity, understanding the global connections that link one society to another, and most of all, learning to think analytically about other people's lives and our own. *HSS; DV; PI; SA; Offered annually in fall and winter, sometimes in spring; N. Eberhardt, W. Hope, M. Ran-Rubin, J. Rubin*

ANSO 103 Introduction to Sociology

This introductory sociology course begins with an examination of globalization and social inequality in the U.S. from both a microsociological and macrosociological perspective. We then explore the "rationalization" of social and economic life and the social dimensions of consumerism. The course invites students to develop their "sociological imagination" by attempting to link their lives as workers and consumers to broader social and economic forces at work in the contemporary world. *HSS; DV; PI; SA; FOX course; Offered annually; A. Bradford, G. Raley*

ANSO 201 School and Society

See description for EDUC 201. *HSS; Prereq: Not open to first-year, first term students; CL: EDUC 201; DV; PI; SA; J. Estes, N. Williams*

ANSO 203 Human Origins

Humankind's place in nature, the origins of humanoid traits, the nature of the earliest human societies, and the relation of biology to human behavior are discussed on the basis of current anthropological evidence. *NPS; SI; Offered annually in winter; J. Wagner*

ANSO 205 Race and Ethnic Relations

This course examines the development and role of race and ethnicity in comparative perspective. *HSS; CL: AFST 205; DV; Offered annually, in fall and spring; W. Hunigan*

ANSO 208 The Sociology of Gender

This course provides an examination of the ways in which social systems create, maintain, and reproduce gender dichotomies with specific attention to the significance of gender in interaction, culture, and a number of institutional contexts, including work, politics, family, and nation. *Prereq: Sophomore standing and previous coursework in sociology; CL: GWST 208; Offered in alternate years; G. Raley*

ANSO 218 Urban Sociology: Cities and Society

This course studies the sociological dimensions of urban life. It will focus on ideas about cities and the people who live there through a series of lenses including: city as symbol; city as locus of social relationships and cultural forms; city as a site of segregation, power, and capital. How do cities work and for whom? By combining theoretical readings with case studies, we will move from historical ethnographies of cities and communities to current studies of cities in sociological contexts. The course will begin with an overview of the field and then cover several advanced topics, such as the processes of urban change, urban poverty and social conflict, and strategies for urban revitalization. *Prereq: Previous coursework in ANSO, and sophomore standing; Not currently offered; STAFF*

ANSO 220 Reading and Writing in Anthropology and Sociology

In this seminar, students will continue to develop the ability to read and write as social scientists. In order to be productive researchers, students need to read monographs and journal articles

effectively and purposefully, which means that they need to develop a set of strategies for consuming and comprehending these types of academic work. Likewise, students need to be able to develop social scientific arguments, create literature reviews, and report on analytical conclusions. This course will help students continue to develop these skills, so that they can understand other people's research projects and communicate effectively their own. *Prereq: sophomore standing and previous coursework in ANSO or permission of the instructor; W; Not currently offered; STAFF*

ANSO 221 Art Work: Culture, Power, and Meaning in Aesthetic Practice

What is art? Who decides? What distinguishes ordinary objects from art and everyday activity from artistic practice? In this course, we conceive of art as a social construction: a product of situated social action rather than an essential thing-in-itself. Tracing the historical and cultural variation of the objects and practices now considered art, we analyze how artistic boundaries are maintained, contested, and subverted in everyday aesthetic practice. Students apply cultural theory and sociological research to analyze their own qualitative data, collected via semi-structured interviews with two artists of students' choosing. *HSS; W; G. Raley*

ANSO 226 Hip-Hop Through a Sociological Lens

Hip-Hop was birthed in communities with high levels of poverty, oppression and other social issues. Today, hip-hop is the most popular music genre in the United States. This course will introduce students to the history and foundation of hip-hop culture. An exploration of hip-hop culture provides a powerful medium to understand issues related to inequality within society. Through a critical examination of contemporary texts and media, students in the course will explore sociological perspectives and theories relevant to understanding hip-hop music and culture. *Prereq: Sophomore standing or permission of the instructor; CL: AFST 226; Offered alternate years; A. Bradford*

ANSO 231 Native America: Identity and Adaptation

Cultural diversity of North American tribes at the time of contact, adaptive strategies of particular culture areas, intellectual and artistic traditions of native North America, and confrontation of Indian and European cultures are explored. *HSS; CL: ENV5 231; DV; Offered annually, in fall; J. Wagner*

ANSO 232 Social and Cultural Change in Contemporary Africa

The course explores contemporary social and cultural changes in Sub-Saharan Africa through an anthropological lens. Anthropologically-based understandings of African peoples demonstrate how the lives of contemporary Africans are informed by the intersection of local, national, and global systems of culture, history, politics, economics, and environment. General readings and selected case studies provide a framework for a guided student-initiated research project. *Prereq: ANSO 102 required. Students who have successfully completed other ANSO or PS/IR courses, or AFST 145, may be admitted by permission of the instructor. STAFF; Not currently offered.*

ANSO 234 Culture and Identity in the Caribbean

This course offers a study of the diversity and distinctiveness of cultural practices and social contexts of the Pan-Caribbean, understood broadly. We examine the rhythms of everyday life of Caribbean people and how these articulate with historic and contemporary experiences of migration—both forced and free—of remembrances and forgetting, of social organization and political economy, and of the affective power of cultural expressions and identities. We foreground these vantage points through a series of stories, essays, films, music, and selected ethnographic case studies. *Prereq: two courses in the department or permission of the instructor; CL: AFST 236, LAST 234; Offered alternate years, in winter or spring; W. Hope*

ANSO 235 Contemporary Buddhism in Southeast Asia

Southeast Asia is home to the strand of Buddhism known as "Theravada". What is included in this category and how do Southeast Asians who call

themselves Buddhist actually practice this religion? How has Theravada Buddhist practice changed in recent years, and what has prompted these changes? After providing some historical background, including attention to the rise of Buddhist modernist movements, this course will examine the contemporary practice of Buddhism in Burma, Thailand, Laos, and Cambodia, as well as its connections with Buddhist practice in other parts of the world. *Prereq: Sophomore standing; CL: ASIA 235, RELS 235; Offered annually, in spring; N. Eberhardt*

ANSO 236 Ethnography of Southeast Asia

This course uses ethnographic inquiry to study the diverse nations, ethnicities, religious traditions, and cultural processes that comprise contemporary Southeast Asia. Highlighting the way Southeast Asia has always been deeply connected to other parts of the world, it considers the legacy of colonialism, religious and social transformations, internal and external migration, the consequences of tourism, and the role of global capital in local economies. *HSS; CL: ASIA 236; DV; Offered occasionally; N. Eberhardt*

ANSO 237 Music and Culture in the Americas

This class seeks to understand music making and dance as powerfully affective expressive cultural practices that people invest with social value and meaning. We will study a series of conceptual frameworks as well as basic music terminology for thinking about, listening to, and discussing music in specific cultural contexts. Case studies covered include music making in Cuba; Brazil; indigenous and mestizo musics in Peru; North American old-time country, music of the 'folk revival', and of the civil rights movement, among other case studies. This class is designed for non-music majors (although music majors are certainly welcome). *Prereq: ANSO 102 or ANSO 261 or by permission; CL: LAST 237, MUS 237; DV; Offered occasionally; W. Hope*

ANSO 241 Social Movements

See description for PS 241. *HSS; CL: PS 241; DV; PI; D. Oldfield*

ANSO 243 Community Engagement: Theory, Practice, and the Politics of Help

Why do community service? What does it mean to help? Do communities need outside help in order to thrive? What should that help look like? What is the difference between help and engagement? In this course, we will explore the uniquely American perspective on community service and community engagement in order to answer the aforementioned questions. We will begin with some historical foundations in the U.S. to recent attention on ways to build community via engaged participation. We will also challenge ourselves through comparative analysis of neighborhood-based responses to local and national policies. This is a discussion and project-based course. Not currently offered.

ANSO 246 Working: The Experience, Structure, and Culture of Work in the U.S.

Work is one of our fundamental social activities. Our jobs define our identities, structure our days, and condition how we interpret the world around us. At the same time, work stratifies our population, creating highly divergent social and economic opportunities based on occupation and income. In this course, we use a range of sociological approaches to investigate the shape, nature, meaning, and outcome of work in the U.S., linking social theory, the everyday experience of work, and the sociopolitical structure of society. *W; Offered occasionally; G. Raley*

ANSO 256 Examining the Anthropocene

In the early 21st century, the term 'Anthropocene' emerged to characterize the increasingly extensive impact of human generated transformations of ecological, geological, and biological processes at global proportions. This class examines the arguments surrounding the concept of the Anthropocene and accelerated demands on natural resources and corresponding eco-systemic pressures. We incorporate the insights of cultural ecology regarding the interrelationships of social, political, and economic organization and the local and regional environments within which humans live. Through ethnographic case studies, we examine the contested social and political fields in which people are making sense of, adapting to,

and engaging these global transformations.

Prereq: A 100-level ANSO course or ENVS 101 or permission of the instructor; CL: ENVS 256; Offered alternate years, in spring; W. Hope

ANSO 260 Topics and Methods in

Ethnomusicology

Ethnomusicology can be defined as the study of music outside the Western classical tradition, or as the study of music as cultural practice. Our modes of ethnomusicological inquiry may include structural functionalism, paradigmatic structuralism, Marxist explanations, literary and dramaturgical theories, performance theory, gender and identity issues, and postcolonial and global issues. *CL: MUS 260; O; DV; STAFF*

ANSO 262 Law and Society

Law shapes our day to day lives in countless ways, from mundane disputes over parking violations to urgent struggles over community policing and the use of lethal force. In this class, we will study law as a social institution and “law in action”, which is often at variance with “law on the books”. This requires examining both the role of official legal institutions (courts) and legal actors (judges, lawyers, etc.) as well as the ways in which law operates through implicit norms, symbols, and public institutions. In addition, as some of you may have an interest in pursuing a legal career, we will consider how the legal profession and the practice of law have changed over time and the enduring hierarchies that have remained. We will ask questions such as “what makes us follow the law?” and “how does law affect our daily lives?” How is the law mobilized and deployed by professionals and ordinary citizens? And finally, as a social institution, how has the law both reflected and reinforced inequality over time? Reading materials will focus on the micro-politics of legal interaction within neighborhoods, communities, workplaces, families, and social movements.

Prereq: Sophomore standing or permission of the instructor; M. Ran-Rubin

ANSO 270 Language and Culture

An examination of the relationship of language to culture and social organization. Topics include the relationship between language and thought, ways in which language structure (phonology and

grammar) is shaped by culture, and communicative styles as culturally-embedded behavior. *HSS; Prereq: a 100-level Anthropology and Sociology course or permission of the instructor; DV; Offered occasionally; STAFF*

ANSO 275 Dying, Death, and Mourning

This course offers an overview of how anthropologists approach the problem of death, dying, burials, and mourning. This class seeks to complicate popular ideas of death as a universal experience. It does so by examining the diverse ways humans experience the social and biological fact of death using rituals, medical procedures, and political processes. In so doing, students will deepen their understanding of how anthropologists analyze biomedical technologies, political processes, traditional rituals, and material culture surrounding the life course. *Prereq: one course in Anthropology and Sociology or permission of the instructor; CL: LAST 275; SA; J. Rubin*

ANSO 276 Human Rights and Humanitarianism: Anthropological Approaches

This course explores the difficulties and opportunities that result from putting anthropology into conversation with human rights and humanitarianism. Human Rights and Humanitarianism are usually premised on a universal model of rights that transcends cultural differences. Anthropology, as the study of human diversity, has had an ambivalent relationship to such universalist claims. By ethnographically exploring medical humanitarianism, grassroots human rights activism, military humanitarianism, and post-conflict justice, we seek to interrogate the premises, potentials, pitfalls, and power relations of human rights and humanitarianism. We also seek to articulate how anthropologists can productively contribute to and constructively critique human rights and humanitarian work around the world. *Prereq: ANSO 102 or 103 or PREC 124 or permission of the instructor; SA, PI; Offered alternate years; J. Rubin*

ANSO 280 - ANSO 281 Social Service Internship

This course combines experiential learning and academic study to investigate the practical, social and theoretical issues of social work. At the beginning of this two-term, two-credit course

sequence, students are placed as interns in local social service organizations. Students have interned with a wide variety of populations (e.g. the elderly, the developmentally delayed, at-risk teens, domestic violence victims) across a broad range of issues and practices (e.g. teen reproductive health and education, public housing, Teen Court, individual counseling, legal assistance). In the classroom, students discuss and analyze their internship experiences, while also exploring the principles of introductory social work practice. *Prereq: junior standing; ANSO 280 is a prerequisite for ANSO 281; DV; offered annually, in winter-spring; T. Cervantez*

ANSO 300 Modern Theories of Society and Culture

Major nineteenth and twentieth century theorists are discussed, with particular attention given to the emergence of the disciplines of anthropology and sociology and the types of social theory that have been developed. Majors should take this course in the junior year. *Prereq: two courses in the department; Offered annually, in winter; G. Raley*

ANSO 301 Methodologies in Sociology and Anthropology

An examination of philosophical, theoretical and practical issues that arise when humans attempt to study other humans scientifically. The strengths and weaknesses of a variety of methodological strategies that have been devised by social scientists to deal with these issues are explored. Majors should take this course in the senior year. *Prereq: ANSO 300 or permission of the instructor; Offered annually, in fall; N. Eberhardt*

ANSO 321 Microsociology: Explorations into Everyday Life

Microsociology is the study of the taken-for-granted world of everyday interaction. Proceeding from the assumption that people cannot help but engage in interpretation and meaning making as they move through their daily lives, this course aims to uncover the patterns and structures by which these interpretations are made. We assume that common sense, group action, and social institutions are “achievements” that must be explained through the study of face-to-face interaction. Topics in this course

include the structures of interaction, the production of reality, the self, conversational patterns, and the interactional foundations of social institutions. *Prereq: One ANSO course or permission of the instructor; Offered alternate years; G. Raley*

ANSO 326 Psychological Anthropology: Self, Culture, and Society

How is our subjective experience of ourselves and others shaped by the social and cultural context in which we live? How might one investigate this? Are Western accounts of human psychology valid cross-culturally? Drawing on recent research in the field of psychological anthropology, this course takes a comparative approach to such topics as emotional experience and its expression, gender identity, the role of power in social life, language and discursive practices, notions of self and personhood, and the indigenous representation of these in various ‘folk theories’ or ethnopshychologies. *Prereq: two courses in Anthropology and Sociology and junior standing; ANSO 102 recommended; CL: GWST 326; Offered occasionally; N. Eberhardt*

ANSO 328 Race & Gender in the U.S. Welfare State

This course examines how political, economic, and cultural ideologies regarding race and gender work(ed) to frame the conception and creation of both the U.S. Welfare State and U.S. welfare policy. We will engage these ideas through an historical exploration of the ways that the U.S. Welfare State was enacted, framed, and codified through policy. In addition we will analyze how the creation of the Welfare State and its subsequent policies reflect American identity and cultural norms, and reinforce social inequities along racial and gendered lines. *Prereq: ANSO 103 and Junior standing or permission of the instructor; CL: AMST 328, GWST 328; W; Not currently offered.*

ANSO 341 Anthropology of the Senses

This course explores a basic premise: sensory perception is as much a cultural act as a physical or biological function. In this class, we will consider a number of scholarly debates and concerns regarding the inter-relations of the senses

with historically dynamic human bodily experience. What does it mean to study the senses? What are the possible relationships among physiological capacities; social, political, and economic organizations; and their corresponding relations of power? How might we examine the various ways in which food, drink, art, music, dance, and other corporeal practices are mediated through personal and collective ideologies and practices around the affective and the sensual?

Prereq: Two courses in the department or permission of the instructor; Offered alternate years, in winter; W. Hope

ANSO 342 Sound Cultures

In this course, we examine how sounds are enacted through diverse cultural practices and invested with individual and collective meanings. We engage these phenomena through sensory ethnographies, films, cultural histories of sound reproduction technologies, and soundscape mapping. Students will refine their ethnographic techniques to document and make sense of the acoustic ecologies of Knox County and beyond.

Prereq: ANSO 102 or ANSO/MUS 260; Offered alternate years, in winter; W. Hope

ANSO 344 Power of the Past: Memory, History, Forgetting

From conflicts over Confederate monuments to battles over school textbooks, from lawsuits seeking monetary reparations for state violence to the proliferation of historical museums, the question of how to narrate the past is increasingly central to the ways we define our individual and collective identities. In this class, we examine how anthropological theory and ethnographic practice can contribute to understanding the stakes of historical representation. In so doing, we ask: How do societies remember their past? How should they? What is at stake in labeling certain narrations of the past as "history" and others as "memory?" And how does the way we describe the past reflect, affect, and transform relations of power in the present? *Prereq: Sophomore standing and two ANSO courses, or permission of the instructor; Offered alternate years; J. Rubin*

ANSO 370 Language and Social Identity

This course explores the anthropology study of language and its relationships to individual, ethnic, and national identities. We consider selected cases, examining the political, economic, and other sociocultural factors which shape patterns of language loyalties, language use, and language policies. Since the power of various major languages to evoke loyalty and to advance the interests of certain social groups crosses international boundaries, we examine some of the processes involved in the spread of world languages, particularly English. *Prereq: Sophomore standing and at least two credits in ANSO; Not currently offered.*

ANSO 398 Research Design

Working closely with a departmental faculty member, each student prepares a research proposal including appropriate theoretical and methodological background materials and a detailed research design to be implemented in ANSO 399. During periodic group meetings, issues that have emerged in research design are shared and alternative solutions are discussed. *Prereq: ANSO 300 and 301, or senior standing, or permission of the instructor; Offered annually, in winter; STAFF*

ANSO 399 Research Seminar

Working closely with a departmental faculty member, each student executes the research design prepared in ANSO 398 and prepares a "professional" research report. These reports are orally summarized and discussed during group meetings toward the end of the term. *Prereq: ANSO 398 or permission of the department; O; W; Offered annually, in spring; STAFF*

Program Committee

Katherine Adelsberger, chair

*Geoarchaeology, soils, paleoenvironmental reconstruction,
geographic information systems*

Danielle Fatkin

*Archaeology and history of Rome, archaeology and history of
southwest Asia, cultural heritage management*

Archaeology is an interdisciplinary field that combines the humanities, social sciences, and natural sciences in order to understand the human condition in particular places at particular moments in time. Archaeology students at Knox learn the many methods through which archaeologists investigate the human condition. They also participate in research—either in the field or in the lab. Finally, they specialize in knowledge about a particular field of archaeological knowledge, such as geological archaeology or the archaeology of the Mediterranean World. The combination of these requirements allows students pursuing the minor to become conversant with the multiple facets of archaeology while also following a track that matches their personal interests in the field.

Program Learning Goals

Students who complete the minor in Archaeology will be able to:

1. Demonstrate basic knowledge about the discipline of Archaeology, including its interdisciplinary nature and the ethics of its practice
2. Perform proficiently in at least one archaeological skill
3. Participate in archaeological research (field or lab)

Requirements for the minor

5 credits as follows:

- Introduction to Archaeology (ENVS/HIST 115)
- At least one and up to 2 credits in skills courses: HIST 285, HIST 347, ENVS 188, ENVS 289, STAT 200, ART 130, ART 282. If more than one of the skills courses are taken for the minor, only one may be at the 100 level.
- At least two and up to 3 credits chosen from one of the designated specialization tracks (American Archaeology, Mediterranean Archaeology, Geological Archaeology); no more than one of the courses in the area of specialization may be at the 100 level; students may self-design a specialization track with faculty approval.
 - **American Archaeology Track:** HIST 181, HIST 224, HIST 263, HIST 281, ANSO 231, ART 221
 - **Mediterranean Archaeology Track:** ART 105, HIST 104,

Archaeology

HIST 110, HIST 111, HIST 271F, HIST 276C, HIST 301,
HIST 371, CLAS 202, CLAS 204

– **Geological Archaeology Track:** ENVS 125, ENVS 241,
ENVS 242, ENVS 330, ENVS 335

- Up to one credit in a field or other intensive research learning experience approved by one of the program directors. Credit is not necessary to fulfill this requirement, but credit can be earned where possible. Options may include:
 - Two 0.5- or one 1.0-credit independent study with a relevant faculty member
 - Field school transfer credit equivalent to at least 1.0 Knox credits, or otherwise documented field school experience of at least three full weeks
 - Documented internship in a museum or laboratory, of at least 100 hours
- At least 5 total credits in Archaeology - if credit is not earned for the research or field experience, students must take 3 electives or 2 skills courses

Note: No more than one course may count for both the archaeology minor and any major program.

Pre-Professional Program

Program Advisor

Mark Holmes, *Art and Art History*

The Department of Art and Art History has recently offered its first introductory courses in architecture, and plans are underway to expand these into regular offerings in coming years. Previously, students interested in pursuing architecture took a range of courses in related fields to gain a broad foundation in the design, quantitative, scientific, and critical skills needed for architectural graduate work. In this way, even without courses specifically in Architecture, many Knox graduates have been accepted into architecture graduate programs and have become practicing architects.

In addition to taking all available courses in architecture, students should complete at least one course in calculus, one course in physics, two courses in art history, and three courses in Studio Art. Courses in Mathematics and Physics are the basis for more specific work in engineering and architectural mechanics. Art History will provide students with historical and cultural knowledge and develop visual awareness based on analysis of historical examples. Courses in Design, Sculpture, and Drawing will be essential in developing many of the skills important to architectural practice.

Interested students should meet with Mark Holmes (chair, Art and Art History) to discuss their plans and select courses accordingly.

Recent Graduate Study

School of the Art Institute of Chicago
University of Texas-Austin
University of Illinois, Urbana-Champaign
University of Illinois-Chicago
University of Minnesota
Rhode Island School of Design

Recent Summer and Off-Campus Programs

Career Discovery Program,
Harvard Design School
Lexia Study Abroad, Berlin –
Architecture and Pre-Architecture Programs
Summer Architecture Program,
University of Illinois at Chicago

Recent Internships

John Banks Architects, Chicago

Art and Art History

Majors and Minors

Special Facilities

In 2017, the Department of Art and Art History moved to the exciting new Whitcomb Art Center. The spacious, light-filled building includes studios for ceramics, sculpture, design, drawing, painting, photography, and printmaking. Upper-level students are provided individual studio spaces. A 20 station computer lab serves design and photography students, and a lecture hall is designed specifically for Art History courses. The Borzello Gallery opened Fall 2019 in the Ford Center for the Fine Arts for rotating art exhibits and exhibitions curated by Art Museum Studies classes.

Knox's art collections include the Famulener Collection of print.

Faculty and professional interests

Mark Holmes, chair

Sculpture, ceramics, drawing

Andrea Ferrigno

Printmaking, drawing, painting

Tony Gant

Drawing, site-specific art

Gregory Gilbert, Director,

Program in Art History (on leave Spring 2020)

Art history, critical theory, museum studies

Michael Godsil

Photography

Lynette Lombard

Drawing, painting

Tim Stedman

Design and new media

The Department of Art and Art History offers majors and minors in Studio Art and Art History and a minor in Design. Each is a rigorous program of study reflecting the goals and values of liberal arts education. The members of the faculty are a diverse group of practicing artists and intellectuals, committed to representing the complex relationships which link the material and visual aspects of art-making to the full spectrum of experiences and ideas which make us human. Courses emphasize the contextual understanding of art as it shapes and reflects broader cultural realities. Knox art and art history majors benefit from a richly challenging education, preparing them to flourish as thoughtful professionals and participants in visual culture.

Studio Art

The study of art provides a rich and transformative arena to understand and develop creative potential, and for many Knox students, creative work in art is central to their intellectual and personal growth. The goal of the Studio Art curriculum is to develop and activate the material, visual, and intellectual skills that are the foundations of art-making. With parallel emphases on creative exploration and critical analysis, students learn to integrate theoretical knowledge and creative practice. Courses in drawing, painting, printmaking, design, ceramics, photography, and sculpture provide exposure to the methods, ideas, and visual languages of contemporary idioms and historical traditions of art-making. Visits to galleries and museums allow students to deepen their understanding through first-hand analysis of significant works of art.

Intermediate courses further investigate the material and visual aspects of art-making, while also developing critical understandings that will help students access the ideas of historical, modern,

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Intermediate courses further investigate the material and visual aspects of art-making, while also developing critical understandings that will help students access the ideas of historical, modern,

and contemporary art. Through intermediate courses, students come to a preliminary sense of their creative direction, and acquire critical and visual tools for self-directed work in upper-level courses. Art History courses consider art from a variety of theoretical, social, political, and philosophical contexts. Through Art History, critical theory, and an emphasis on discourse, students learn to think and communicate about art with clarity. Studio Art students frequently inform their work by drawing on their studies in other disciplines.

Upper level Studio Art courses provide the creative and intellectual environment necessary for aspiring artists to develop their work through increasing levels of independence. Students working in a variety of media form a challenging and supportive creative community in which to shape and further their artistic direction. Exercises and collaborative projects encourage experimentation and expand on areas of competence. Class time is devoted to critiques and discussion of student work with two or more studio faculty. Through upper-level study, students integrate concepts, personal experience, and visual knowledge into a creative practice that is fully their own. Open Studio is the culminating experience of the Studio Art major, and allows seniors to intensively pursue their work in an immersive and challenging Winter Term in preparation for Senior exhibits.

Design

The Design Minor equips students with foundational understandings and skills in preparation for design professions or graduate study. Beginning with Art 112 (2D Design) design courses develop the ability to manipulate and evaluate visual relationships of line, shape, space, color, and typographic form. Both traditional hand-skills and computer-based tools are employed in most courses. Media theory or art history courses provide conceptual and historical context.

Art History

Art History is a vital area of study that is strongly interdisciplinary in nature and incorporates a wide variety of academic subjects. Students in this field not only learn to analyze the form and meaning of individual objects and monuments, but are also able to interpret them in relation to broader historical trends. This contextual study of art often reveals overlooked social and cultural values of an era. Art History also prepares students to become more astute critical consumers of the visual media that dominates our world. The Art History program offers a comprehensive range of courses focusing on major stylistic periods, which includes multicultural offerings like Native Arts of the Americas. As a means of emphasizing art's interdisciplinary relevance, the Art History program offers multiple courses cross listed with Film Studies, Latin American Studies, American Studies, and Classics. There is a strong emphasis on modern and contemporary art,

Special Opportunities

- Team taught advanced studio courses allow students to pursue their interests across traditional artistic categories.
- Knox in New York — an intensive travel course exploring the art, artists, and institutions of New York City.
- Annually, an Artist in Residence works closely with students while also producing their own work resulting in an exhibit. The residency program is supported by an annual gift from Blick Art Materials
- The Box is an alternative project space located in downtown Galesburg. It provides opportunities for student organized exhibits, installation and performance works, and community-based projects.
- Art Museum Studies courses train students in museum and gallery careers through immersive exhibition projects.
- Headquartered in Galesburg, Blick Art Materials provides generous support to the Knox Art Department. Only minutes away, the Blick Outlet Store is stocked with a huge variety of art supplies at discounted prices.
- A museum internship program assists with placing students in local and competitive national museum internship opportunities.

Off-Campus Programs

Recently Attended

ACM London/Florence Program
ACM Chicago Arts Program
Knox in New York

Art and Art History Internships

Ida Nowhere Gallery, Berlin
National Museum of Women in the Arts, Washington, D.C.
Art Institute of Chicago
Museum of Contemporary Art of Chicago
St. Louis Museum of Art
Lakeview Museum, Peoria
Bishop Hill, State Historical Site
Oriental Institute, University of Chicago
Nelson-Atkins Museum of Art, Kansas City
Socrates Sculpture Park, New York
Lill Street Art Center, Chicago
Kemper Museum, Kansas City

Summer Programs

Attended by Art Students

Chautauqua Institute School of Art
New York Studio summer programs
Vermont Studio Center
Norfolk School of Art & Music, Yale University
Ox-bow, Summer Program of the School of the Art Institute of Chicago
International School, Italy
Skowhegan School of Painting and Sculpture
Mount Gretna School of Art
Basel School of Design

along with courses on visual culture studies, art historical methodologies and critical theory. Art History majors typically begin their study with introductory survey courses and proceed through more advanced period surveys which examine art in relationship to its intellectual, cultural and social contexts. Art History courses also actively consider artistic practices in relation to issues of psychology, gender, sexuality and racial identity. The major's abilities in independent analysis and research are further developed in special topic seminars and a capstone course in Art History methodology. The Art History program culminates in a senior thesis project, which involves intensive research on a focused and original art historical topic that is formally presented in a senior symposium. Through this training, majors are not only skilled in analyzing and critiquing art historical scholarship, but are fully engaged in developing and presenting their own interpretive ideas.

The Art History program is also dedicated to various mentoring structures for pre-professional development and preparation for applying to graduate programs. Through workshops and special guest lectures, majors are advised on careers related to art history. For students specifically interested in museum or gallery careers, courses in museum studies offer training with exhibition projects and also assist students with applying to curatorial internships both nationally and abroad.

Art History courses mentor both Art History and Studio Art majors in intensive forms of research and academic writing skills, which includes the writing of critical response essays and more specialized term papers. For Art History majors, oral presentation skills are developed through course presentations and the symposium for ART 399A. Art History courses numbered 200 and above include library research workshops, which train students in using a variety of technological research tools and sources, including journal databases, online dictionaries, electronic journals, informational websites, and digital image collections.

Special Programs

- The Borzello Gallery provides museum-quality exhibit space for the work of nationally recognized artists, in addition to exhibits curated by Museum Studies students.
- The Box is an alternative exhibit and project space located near campus in downtown Galesburg, and is available to support student-initiated projects and exhibits.
- Each year the Art Department hosts an annual ten-week artist in residence, who produces and exhibits a body of work. Resident artists also mentor advanced students and interact with the Galesburg community.
- Knox in New York is a bi-annual course culminating in a two week visit to New York City for an intensive exposure to New York's art culture. The course also includes visits to artists' studios and opportunities for creative work in New York.
- The annual Blick Art Materials Exhibit provides awards in each

media category, and is open to all art students. Jurors are nationally recognized artists or curators.

- Art students have access to a rich array of off-campus and summer opportunities. The department maintains affiliations with a variety of summer art programs, overseas study programs, and internship opportunities.
- Open Studio is an immersive capstone experience for the Studio Art Major, allowing seniors to spend a full term developing a body of work while taking no other classes.
- Art and Art History students receive training in museum and gallery careers through museum studies courses and exhibition projects.
- Faculty members mentor students in professional development opportunities and provide assistance in preparing graduate school and other applications.
- Art History museum internship program assists with placing students in local and competitive national museum internship opportunities.

Departmental Learning Goals

Students completing an Art History major will be able to:

1. (Visual Literacy) Identify and define the elements of key styles related to the major period divisions in Western Art History from the prehistoric era through the 20th century. Majors should also be conversant with the visual traditions of at least one non-Western field.
2. (Contextual/Interdisciplinary Understanding of Visual Culture) Situate and interpret the stylistic and iconographic meaning of works of art in broader social, historical and intellectual contexts.
3. (Knowledge of Critical Theory/Methodologies) Understand, evaluate and compare the major critical methods for analyzing art and other examples of visual culture.
4. (Close Critical Reading and Understanding of Art Historical Literature) Research and locate key secondary sources, identify art historical arguments, evaluate the strengths and weaknesses of art historical analysis and understand their relation to major critical methods and theoretical trends in the field.
5. (Independent Thinking/Research Skills) Develop an independent research project on an original art historical topic: identify a critical issue or question in a specific area of study; thoroughly gather, evaluate and synthesize primary and secondary sources; construct a rigorous and original art historical argument supported by key evidence, independent interpretive insights and scholarly assessments; and present this research in a well-written, fully documented paper and oral presentation.

Students completing a Design minor should:

1. Learn and apply foundational visual/design principles, and develop the ability to manipulate and critically evaluate visual relationships.

Graduate Schools Attended by Knox Art and Art History Majors

Alfred University
 American University
 Boston University
 Brandeis University
 City University of New York
 Courtauld Institute of Art
 Cranbrook Academy of Art
 George Washington University
 Illinois Institute of Technology
 Maryland Institute College of Art
 Mills College
 New York Studio School
 New York University
 Northern Illinois University
 Otis College of Art and Design
 Parson the New School of Design
 Pratt Institute
 Rhode Island School of Design
 San Francisco State University
 Savannah College of Arts
 and Design
 The School of the Art Institute
 of Chicago
 Seton Hall University
 Tyler School of Art
 University of California, Irvine
 University of California,
 Santa Barbara
 University of Chicago
 University of Illinois at Chicago
 University of Illinois at Urbana-
 Champaign
 University of Iowa
 University of Kansas
 University of Missouri
 University of Pennsylvania
 University of Texas at Austin
 University of Virginia
 University of Wisconsin
 (Madison)
 Virginia Commonwealth
 University
 Washington University, St. Louis
 Yale University School of Art

2. Effectively and appropriately use current design methods and technologies.
3. Thoughtfully formulate effective design concepts.
4. Encounter historical and theoretical contexts and think critically/ethically about the role of design and visual persuasion within culture. 6 credits total.

Students completing a Studio Art major should:

1. Learn to manipulate the materials of their medium, and show a willingness to experiment with new materials and techniques. Demonstrate understanding of the ways that material and technique contribute to the meaning of a work.
2. Demonstrate an understanding of visual knowledge and formal relationships.
3. Learn to speak and write clearly about their work. Show awareness of historical and intellectual contexts, creative intentions, and visual understandings that motivate their work.
4. Be equipped with a variety of 'professional' skills - including planning and hanging exhibits, photographing and documenting their work, writing applications for graduate schools, grants and residencies.
5. Exhibit sustained enthusiasm, curiosity, and receptivity to new or unfamiliar intellectual and creative challenges. Remain interested and informed about current and historical art, as engaged participants in visual culture.

Writing and Oral Presentation

Studio Art majors are required to take two upper-level art history courses requiring term papers involving a process of feedback and revisions. Upper-level studio art courses include frequent writing exercises to develop and revise students write multiple artists statements.

Studio Art majors develop oral skills through participation in critiques and discussions of their work and that of their classmates. In addition, majors are mentored in the development of a 20 minute presentation on their work, which is given publicly during their senior show openings.

Art History majors meet writing goals through assignments in upper level courses including formal research papers requiring multiple revisions. Senior capstone research projects are developed through a guided process of multiple revisions, and are presented orally as part of the Senior Art History symposium.

Art History majors will demonstrate meeting oral presentation goals through giving a presentation in a Senior Art History symposium. The presentation will be based on their capstone research project and will involve preparing, organizing and practicing a formal lecture accompanied by a PowerPoint presentation.

Requirements for the majors

Art History

10 credits as follows:

- Studio art: three credits, at least one of which is at the 200-level
- Art history: six credits
- Senior Research in Art History: ART 399A.

With permission of the chair, up to 2 credits in related studies outside the department may be counted toward electives in the major.

Studio Art

12 credits as follows:

- Art history: 3 credits including ART 226 or ART 246 and 2 other Art History courses, with the exception of ART 105
- Drawing: ART 110

- Two additional 100-level studio art courses
- Two 200-level studio art courses
- Advanced Intermedia Studio Workshop: ART 351 (One credit)
- Open Studio: ART 390 (2.5 credits winter term senior year)
- Exhibit Practicum: ART 392 (0.5 credits spring term senior year)

A double major in Studio Art and Art History is permissible under the restriction that at most two courses can count toward both majors; additionally, for the Studio Art major one of the required credits in Art History is replaced by a credit from an allied field of study selected from: DANC 260, ENG 363, PHIL 211, PHIL 246, or THTR 151.

Requirements for the minors

Art History

5 credits as follows:

- Studio Art: One 100-level course
- One art history survey course: ART 105 or ART 106
- Three art history courses at the 200-level or above

Studio Art

6 credits as follows:

- ART 110
- Two 100-level studio art courses
- Two studio art courses at or above the 200-level
- Art History: 1 credit

Design

6 credits as follows:

- Drawing: ART 110
- Design: ART 112 and 212
- Allied skills: 1 course from ART 113, 115, 119, 323; JOUR 118, 218; CS 340
- Theory/History: 1 course from ART 226, 246, 310; JOUR 123, 272

A major-minor combination in Studio Art and Art History or Studio Art and Design is permissible under the restriction that at most one course can count toward both specializations.

Courses

ART 105 Art History I

AH

Surveys painting, sculpture and architecture with emphasis on the Western world from their origins in prehistory through the Middle Ages. While the focus of the course is on Western traditions, issues and works from non-Western cultures are also treated. The course aims to develop a sense of visual literacy and an iconographic knowledge of art while examining key works in various historical, religious, political, philosophical and socio-cultural contexts. *HUM; IC; Offered every Fall; G. Gilbert*

to develop a sense of visual literacy and an iconographic knowledge of art while examining key works in various historical, religious, political, philosophical and socio-cultural contexts. *HUM; IC; Offered every Winter; G. Gilbert*

ART 106 Art History II

AH

Surveys the painting, sculpture and architecture of the Western world from the Renaissance to the present. While the focus of the course is on Western traditions, issues and works from non-Western cultures are also treated. The course aims

ART 110 Drawing I

AS

Drawing as a tool of visual understanding, discovery, and invention. Working from still lifes and life models, students learn to shape visual relationships of line, composition, proportion, space, and volume. Using a range of media including graphite, charcoal, ink, and collage, drawing is explored through both historical and contemporary artistic perspectives. Course fee required. *ARTS; AC; Offered every term; STAFF*

ART 112 2-D Design AS
An introduction to manipulating two-dimensional visual elements and relationships through both material and digital means. The course explores concepts and methods that are the basis of design. The goal is to learn how visual relationships function as a vehicle that informs, persuades, or compels, and to develop a critical awareness of design's pervasive role in shaping values and emotions. Course fee required. *ARTS; AC; Offered every Fall and Winter; STAFF*

ART 113 Painting I AS
An introduction to the foundations of pictorial organization through color, shape, composition and spatial construction. Students learn basic control of the medium through projects in still life, figure, landscape and abstraction. A variety of projects explore the infinite possibilities within contemporary and historical painting. Work is discussed in weekly group critiques. Course fee required. *AC; ARTS; Offered every Fall; L. Lombard, A. Ferrigno*

ART 114 Analog Photography I AS
An introduction to film photography, including fundamentals of composition, exposing, developing, printing, and displaying black and white photographs. Weekly critiques provide feedback on the technical, visual, and conceptual aspects of student work. Film, printing paper, darkroom chemicals and mounting supplies are furnished by a course fee. 35mm cameras are available for rent during the course. Course fee required. *ARTS; AC; Offered every Fall and Spring; M. Godsil*

ART 115 Printmaking I AS
Students learn to produce imagery in monotype, drypoint, and relief. Through critical texts and visual works, the print is considered from its historical use as reproduction and distribution of information, through contemporary and experimental approaches. Beginning with directed assignments focusing on key techniques and ideas, the course concludes with a self-defined final project for students to pursue images, processes, and ideas specific to their interests. Course fee required. *ARTS; AC; Offered every Fall and Winter; A. Ferrigno*

ART 116 Ceramics I AS
An introduction to the material and visual foundations of clay art. The course exposes students to several distinct creative uses of clay, including pottery traditions, sculptural and altered vessels, and hand-building. Emphasis is placed equally on developing material skill and visual understanding. Students produce a portfolio of work reflecting their progress over the term. Course fee required. *ARTS; AC; Offered every Winter and Spring; M. Holmes*

ART 117 Sculpture I AS
An introductory creative exploration of the ideas and practices of contemporary sculpture. The course broadly exposes students to the material, visual, and conceptual foundations of modern and recent sculpture. Students complete four directed and one independent project with the goal of developing their own understandings and creative interests. Course fee required. *ARTS; AC; Offered every Fall and Winter; M. Holmes*

ART 119 Digital Photography I AS
An introduction to digital photography, including fundamentals of composition, exposure, and image editing. Weekly critiques provide feedback on the technical, visual, and conceptual aspects of student work. Although students will learn to edit photographs in Photoshop, this is not primarily a course on Photoshop. Students may provide a suitable digital camera, or rent a camera from the college. Course fee required. *ARTS; AC; Students may not receive credit for both ART 119 and JOUR 119; Offered every term; M. Godsil*

ART 130 Introduction to Art Museum Studies: History, Theory, Practice AH
This course is as an introduction to the dynamic field of art museology and provides a critical overview of the history and philosophy of art museums and their role in society. The course considers the current need of art museums to serve more diverse audiences and to encourage dialogue on social, political, racial and gender issues related to art. Through guest lectures and field trips, the variety of professional positions and practices in art museums will be examined with an emphasis on curating. *Offered alternate years G. Gilbert*

ART 163 Landscape Painting AS

A beginning painting course with a specific emphasis on working from the landscape. Students investigate a variety of approaches when working directly from the landscape or working from memory of a place. Central to the course is Gaston Bachelard's *Poetics of Space*, a philosophical study of place—rooms, forests, shells—in the poetic imagination. In addition to exploring space, color, and composition, the course will focus on poetic, historical, and psychological experience of place. *ARTS; Offered every Spring; L. Lombard*

ART 202 Greek Art and Architecture AH

See description of CLAS 202. *HUM; IC; CL: CLAS 202; STAFF*

ART 204 Roman Art and Architecture AH

See description of CLAS 204. *HUM; Prereq: ART 105 or permission of the instructor; CL: CLAS 204; STAFF*

ART 210 Drawing II AS

Continued drawing from life. Course fee required. *ARTS; STAFF*

ART 212 Two-Dimensional Design II AS

Building on understandings developed in Art 112, students will practice manipulating visual elements and relationships inherent to graphic design using both material and digital methods. Emphasis is placed on solving visual problems by applying principles of formal hierarchy, information clarity, and typographic communication. Practice is framed by discussions and readings concerning the influence of design in contemporary culture. Course fee required. *Prereq: Art 112, previous design experience, or by permission of the instructor; Offered odd years Spring; T. Stedman*

ART 213 Painting II AS

An exploration of various approaches to painting: working from perception, memory, found imagery, or conceptual systems. Creative work is stimulated by readings and discussion of historical and critical ideas associated with various periods, movements, and contemporary practices. Particular emphasis is given to complex problems of color and spatial relationships, along with

questions of expression and meaning. Students give presentations on artistic influences, visit museums and galleries, and meet with visiting artists. Course fee required. *ARTS; Prereq: ART 113; Offered every Winter; L. Lombard, A. Ferrigno*

ART 214 Photography II AS

Students select and complete two sustained in-depth photographic projects. Weekly critiques provide feedback on the technical, visual, and conceptual aspects of student work. Group discussions of assigned readings emphasize current trends and ideas. Students who have only completed ART 114 are required to work in analog black and white film. Students who have only completed ART 119 or JOUR 119 will be required to work digitally. Students who have completed both 114 and 119 may work in film, digital, or both. College cameras are available for rent. Course fee required. *ARTS; AC; Prereq: ART 114, or ART 119, or JOUR 119, or permission of the instructor; Offered every Winter; M. Godsil*

ART 215 Printmaking II AS

Builds on experience and knowledge from Printmaking I. Projects expand understandings of printmaking techniques. Processes include woodcut and linoleum relief and copper etching. Includes an intensive exposure to color theory based on the work of Joseph Albers. Students will be challenged to engage with contemporary critical concepts by researching and presenting the work of influential artists. Course fee required. *ARTS; Prereq: ART 115; Offered every Spring; A. Ferrigno*

ART 216 Ceramics II AS

Students work with increased independence toward defining their own creative interests in the medium. Includes technical instruction in ceramic materials and firing techniques. Students research and present the work of contemporary and experimental clay artists, to develop awareness of contemporary ideas and practices. Course fee required. *ARTS; Prereq: ART 116; M. Holmes*

ART 217 Sculpture II AS

Builds on concepts and techniques from Sculpture I. Students are encouraged to work with increased independence towards defining their

own creative agenda. Includes technical instruction in welding, woodworking, plaster casting. Students research and present on modern or contemporary artists to develop a critical awareness of sculptural practices. Course fee required. *ARTS*; *Prereq: ART 117*; *Offered every Spring*; *M. Holmes*

ART 220 Typography: Designing with Type

Even in our digital world, the ability to shape and work with letters to visually convey meaning is an elemental skill of design. Through exercises and assignments, students will build the skills and understandings necessary to typographic design and related arenas. Studio assignments, readings, and discussions will expose students to foundational problems and methods. Course fee required. *Prereq: ART 110 or ART 112 or ART 115 or JOUR 118 or permission of the instructor*; *CL: JOUR 220*; *Offered even years Spring*; *T. Stedman*

ART 221 Native Arts of the Americas: Their History and Cultural Legacy AH

Surveys the art of the native peoples of the Americas with a focus on the ancient art of Mesoamerica and the Andes, as well as cultural artifacts of native American Indian peoples. Considers methodological and cultural issues of studying non-Western artistic traditions in conjunction with a critical examination of the cultural legacy of native arts to more recent artistic developments. *HUM*; *Prereq: ART 105, ART 106, or permission of the instructor*; *CL: LAST 221*; *W; DV*; *Offered even years Winter*; *G. Gilbert*

ART 223 Renaissance Art and Architecture AH

European architecture, sculpture, and painting of the fifteenth and sixteenth centuries. Emphasis on such major figures as Brunelleschi, Masaccio, Michelangelo, Van Eyck, Durer, Titian, Gentileschi, and Giotto in the context of pictorial and sculptural form and religious, philosophical and cultural beliefs. *HUM*; *Prereq: ART 105, ART 106, or permission of the instructor*; *L. Lombard*

ART 224 Baroque Art and Architecture AH

Seventeenth century European painting, sculpture, and architecture. Special attention is given to major artists such as Bernini, Gentileschi, Poussin, Rubens, and Rembrandt in the context of social,

political, cultural and religious trends. Particular emphasis is given to such topics as artistic identity, gender, Baroque theories of visibility, and the role of art in relation to Absolutism. *HUM*; *Prereq: ART 105, ART 106, or permission of the instructor*; *W*; *Offered odd years Spring*; *G. Gilbert*

ART 225 Nineteenth Century European and American Art and Architecture AH

Treats major movements from Neoclassicism to Post-Impressionism and examines artists such as David, Turner, Delacroix, Monet, Cezanne, Rodin, and Van Gogh in the context of political, social, and philosophical trends. *HUM*; *Prereq: ART 105, ART 106, or permission of the instructor*; *W*; *Offered even years spring*; *G. Gilbert*

ART 226 Twentieth Century European and American Art and Architecture AH

Emphasis is primarily on European painting, sculpture, and architecture from 1900 to World War II. Special attention is given to major artists such as Matisse, Picasso, Kandinsky and Mondrian with an emphasis on examining modern aesthetic movements in relation to issues of radical and utopian politics, philosophy, spiritualism, psychological theory, and gender. *HUM*; *Prereq: ART 105, ART 106, or permission of the instructor*; *W*; *Offered odd years Fall*; *G. Gilbert*

ART 246 Contemporary American and European Art AH

Examines key formal and critical developments from the 1940s to the present within a social context. Considers the relation of late modernism and postmodernism to issues of philosophy, cultural history and politics. *HUM*; *Prereq: ART 105, ART 106, or permission of the instructor*; *W*; *Offered even years Fall*; *G. Gilbert*

ART 247 Knox in New York AS AH

A unique Fall Term course that extends into Winter Break, and combines Studio Art with Art History. During fall students participate in a seminar course that focuses on European and New York artists and art movements from the early 20th century to the present. During ten days in New York, students visit galleries and museum collections, present a research project, and attend drawing classes and lectures at the Studio School.

In the last week, students return to Knox to resolve a body of work based on their experiences in New York. *Prereq: ART 110, one 200-level Art History course, and one 200-level Studio Art course, or permission of the instructor; The cost of the New York segment is covered by a special program fee; Offered odd years Fall; L. Lombard, T. Gant*

ART 261 American Art, Architecture and Culture AH

This course is a selected overview of the history of American art from the late eighteenth century through the mid-twentieth century with an emphasis on art as part of a larger material culture related to political, socio-economic and intellectual trends. A major concern is the contribution of visual culture to the conceptualization of American national identity in light of changing views associated with nature, labor, race, gender and sexuality. A special topical issue is the influence of American Transcendental and Pragmatist philosophy on the development of artistic styles and themes. *Prereq: ART 105 or 106, and/or HIST 160 or 161 are recommended; CL: AMST 261; W; Offered odd years Winter; G. Gilbert*

ART 280 Topics in Artistic Practice

Since the early twentieth century, art has expanded to be all kinds of things that don't fit within traditional categories. Contemporary artistic practices include environmental and site-specific art, video and performance, political actions, social practices, community-based works, collaborations with scientists, and works incorporating light, sound, or motion. Each offering of this course allows students to explore a new or alternative mode of artistic practice, with creative projects framed by technical or material instruction, critical/historical readings, and discussions. Course fee required. *Prereq: Two studio art courses or permission of the instructor; Offered at least once per year - Fall or Spring; STAFF*

ART 282 Art Museum Curating AH

An intensive introduction to the field of art museum curating, which covers all areas of curatorial practice. The history, theories and current social role of art curating are discussed. Major aspects of curatorial work are studied

including exhibition research and planning, grant writing, acquisitions, educational programming and exhibit design. The course emphasizes professional training in curating through guest lectures and museum field trips. Students will directly apply their knowledge of curating by researching and organizing an exhibit in the Borzello Gallery. *HUM; Prereq: ART 139 or a 100 or 200-level Art History course, or permission of the instructor; Offered alternate years; G. Gilbert*

ART 284 The Natural Imagination

See description for ENV5 284. *AC; Prereq: acceptance into the Green Oaks Term program; Offered alternate years in the spring; CL: ENV5 284; STAFF*

ART 323 Visual Culture Theory

This course examines the emerging interdisciplinary field of Visual Culture Theory and will introduce students to a study of modern and post-modern discourses on vision and visibility. Drawing from art history, sociology, psychology, film and media studies, Marxism, feminist and post-colonial theory, Visual Culture Theory analyzes the role of visual images in shaping philosophical, cultural, political, racial and sexual notions of identity. The course also investigates the meaning of images in relation to such popular media as photography, film, television, video, animation, advertising, pornography and the digital culture of the web. *Prereq: A course in Film Studies, ENG 200, or a 200-level Art History course; CL: FILM 323, IDIS 323; DV; Offered even years Spring; G. Gilbert*

ART 326 Curriculum Development and Teaching in Art (K-12) AS

An independent study course for Art (K-12) specialists. Students examine art materials, activities and instructional methods appropriate for the K-12 classroom, with an emphasis on elementary. Projects are determined through consultation with art teachers in public schools. *Prereq: One 200-level studio art course; STAFF*

ART 342 Interpreting Works of Art AH

An overview of the historiography and methodology of art history. Through comparative analysis of interpretive strategies such as formalism, iconography, Marxism, psychoanalysis,

Art and Art History

feminism, and semiotics, the benefits and limitations of various methodological and theoretical perspectives are considered and debated. *HUM*; *Prereq: previous work in art history or permission of the instructor*; *W*; *Offered odd years Spring*; *G. Gilbert*

ART 351 Advanced Studio Workshop

An intensive critique course with the purpose of providing a challenging and supportive creative environment for serious art students to develop their work as artists. Also provides a context for developing the skills of productive critical discourse, familiarization with influential artists and ideas, and continued technical/material learning. Course fee required. *Prereq: ART 110 and any 200-level studio course and an art history course, or permission of the instructor*; *May be taken up to three times as a substitute for any 300-level studio course*; *Offered every Fall and Spring*; *STAFF*

ART 390 Open Studio (2 1/2)

The culminating experience of the Studio Art major, Open Studio allows seniors to intensively pursue their work in a challenging and supportive creative community. During Winter Term, senior art majors immerse themselves in the studio while spending six hours each week in critical dialogue with a team of faculty members. Weekly meetings with a faculty mentor, studio exercises, and workshops all promote the exploration of new ideas, techniques, and creative directions. Course fee required. *Prereq: One credit of ART 351*; *O, with successful completion of ART 392*. *Offered every Winter term*; *STAFF*

ART 392 Exhibit Practicum (1/2)

Preparation for senior shows. The course includes workshops on gallery practices and regular meetings to develop artists' statements and presentations given publicly at the time of Senior show openings. *O, with successful completion of ART 390*. *Offered every Spring term*; *STAFF*

ART 399A Senior Research in Art History (1/2 or 1)

Independent study of a selected topic with a faculty mentor and production of a research paper. The research paper is also presented in

the form of a conference talk at a departmental symposium, in which students answer questions from the audience. *O*; *STAFF*

Program Committee

Elizabeth Carlin Metz, Chair, *Theatre*

Gregory Gilbert, *Art and Art History*

Mark Holmes, *Art and Art History*

Nicole Malley, *Music*

Jennifer Smith, *Dance*

John Spittell, *Business and Management*

Richard A. Stout, *Economics*

Arts Administration reflects the union of solid business principles with the creative processes and aspirations requisite to all forms of arts entities throughout the Fine and Performing Arts and the Language Arts. Arts Administrators are at the center of arts presenting organizations assuring the fiscal health, visibility, and vision of the organization, from small non-profit institutions to multi-million dollar budget institutions. There are professional avenues for the numbers crunchers and for the people persons, with many intersections in between. Professional career pathways in this field are extensive, and there are considerable opportunities for advancement throughout the array of administrative and managerial organizational structures of these entities.

The Arts Administration minor introduces the student to the business, ethical, and creative aspects of the field, laying the groundwork for entrée level positions and advanced degree programs. Areas of study include accounting practices, business ethics in society, marketing and branding, organizational models, fund raising, and practical experience in the field with local arts entities, as well as internship opportunities. Additionally, the Arts Administration student is expected to engage in arts making experiences through study and practice via the college curriculum and co-curriculum.

Students who pursue the Arts Administration minor may choose to major or undertake a second minor in an Arts discipline in which they have a particular affinity, as having experience in the creative process of making art informs the Arts Administrator as to how to support, promote, and represent the art and the art makers. Others may choose to study further in the Business program. Additionally, students may opt to enhance the Arts Administration minor through off campus study programs. It also is possible to build upon the Arts Administration minor to create an Independent Major in Arts Administration through an array of additional courses that allow the individual student to create a major tailored to specific interests in the arts.

Departmental Learning Goals

Students with an Arts Administration minor will be able to:

1. Articulate the social role of the Arts.
2. Demonstrate facility with the practices of fiscal and organizational management.
3. Replicate models of Arts business entities.
4. Facilitate the role of an Arts support professional in support of the mission of an Arts entity.
5. Articulate ethical principles that are the foundation of an ongoing life in and the practice of Arts entities.

Requirements for the minor in Arts Administration

Six credits as follows:

- AADM/BUS 111 Introduction to Arts Administration
- AADM 211/BUS 215 Strategic Principles of Arts Administration
- BUS 211 Accounting I
- BUS 280 Business and Society
- BUS 349 Internship (Including ACM Chicago Program) or BUS 340
- ECON 310 The Economics of Non-Profit Enterprises

Courses

AADM 111 Introduction to Arts Administration

This course will engage the primary critical areas that arts administrators manage regardless of the art medium represented or the size of the arts entity. Topics include the rise of the arts as an economic engine and social force, concept development and analysis, stakeholder analysis, business plans, the creative class, and mission statements. Class guests from various arts entities provide opportunities for real world case studies and dialogue on current issues in the arts. *CL: BUS 111; O; E. Carlin Metz*

the non-profit sector, budgeting, fundraising, governance, labor relations, marketing, and arts advocacy. *Prereq: AADM/BUS 111; CL: BUS 215; O; E. Carlin Metz, J. Spittell*

AADM 211 Strategic Principles of Arts Administration

This course will build upon the theory, concepts, and skills initiated in AADM 111 through the study of the strategic administrative level of responsibilities. Arts organizations require highly knowledgeable and skilled individuals with a keen aesthetic sensibility, incisive business acumen, and an insightful understanding of current issues and trends that are relevant to the creative health, fiscal prosperity, and human capital of those organizations and the demographics they serve. Strategic topics include, entity organizational structures, leadership strategies, and economic theory as applied in

Program Committee

Weihong Du, *Chinese*, chair

Rea Amit, *Japanese*

Steven M. Cohn, *Economics*

Nancy Eberhardt, *Anthropology/Sociology*

Mat Matsuda, *Japanese*

Michael Schneider, *History*

Shuyan Gao Shipplet, *Chinese*

William Young, *Philosophy*

Asia, a vast, culturally and linguistically diverse region, is home to half the world's population. Study of this region requires a broad scope as well as specific study of one or more societies within it. Asia is divided conventionally into five subregions: East Asia, Southeast Asia, South Asia, Central Asia, and Western Asia. Asian Studies combines training in Asian languages with study of the cultural, social, economic, and intellectual complexity of these subregions. While the program is relatively new, it has deep roots. Asian students have come to Knox for nearly a century. Regular courses in Asian history began in the 1960s and Japanese language in the 1980s. Current members of the Knox faculty have lived and engaged in research in China, Japan, Thailand, India, and the Middle East.

The strength of Asian Studies at Knox is East Asia, with established programs focusing on China and Japan. In addition to language courses, Asia-related offerings in Literature, History, Culture Studies, Anthropology/Sociology, Philosophy, Economics, and Film Studies make up our diverse range of courses. Students have the option to major in Asian Studies or minor in Chinese or Japanese.

Off-campus study in Asia has been a key component of Asian studies at Knox for decades. In addition to the approved programs in China, Japan, and India, students have participated in study programs in Southeast Asia, Middle East, and Oceania. See the catalog section on Special Programs and Opportunities.

Another avenue for study in Asia is Japan Term. Japan Term is an interdisciplinary set of Japan-focused courses offered during the Fall Term, alternating years. Participants travel to Japan during the December break to explore key sites and complete course projects.

The Asian Studies major is an interdisciplinary program that combines study of Asian languages and cultures with depth of study in a single discipline focused on Asia. The major requirements encourage students to study Asia broadly, while allowing students to concentrate on one Asian society. Off-campus study in Asia is also encouraged.

For a full description of the programs in Asian languages, see the listings for Chinese and Japanese.

Special Library Collections

Edgar A. Bancroft (US

Ambassador to Japan 1924-25)
Papers

Grace Ward 19th Century

Photograph Collection (China,
India, Japan)

Mikiso Hane Papers

Special Opportunities

China Immersion Program: Arts,
Culture, and Landscapes of
Southern China

Japan Term

Mikiso Hane Prize in Asian
Studies

Off-Campus Study Programs

Bhutan: Himalayan Studies (SFS)

Cambodia: Conservation, Ethics and Environmental Change (SFS)

China: Language, Culture and Ethnic Minorities (SIT)

China: China Studies Institute, Beijing (American University) (CSI)

India: Arts and Sciences in Hyderabad (CIEE)

India: Buddhist Studies in India (Carleton Global Engagement)

India: Sustainable Development and Social Change (SIT)

Indonesia: Arts, Religion and Social Change (SIT)

Japan: Japan Study (ACM/GLCA)

Japan: Akita International University Exchange Program

Japan: Kansai Gaidai University Exchange: Asian Studies Program

Japan: Sophia University

Mongolia: Nomadism, Geopolitics and the Environment (SIT)

Nepal: Development and Social Change (SIT)

South Korea: Arts and Sciences (Seoul) (CIEE)

South Korea: Korea University Program (ISA)

Thailand: Community Public Health (CIEE)

Thailand: Development and Globalization (CIEE)

Thailand: International Sustainable Development Studies Institute (ISDSI)

Thailand: Mahidol University Direct Enrollment (ISA)

Thailand: Semester in Chiang Mai (TEAN)

Vietnam: Culture, Social Change and Development (SIT)

Departmental Learning Goals

Students completing an Asian Studies major will be able to:

1. Identify the major political, social, cultural, and intellectual dimensions of human experience in Asia.
2. Cultivate college-level competence in an Asian language as an avenue for further opportunities to explore the experiences of members of Asian societies.
3. Contrast and apply different methodologies for interpreting Asian societies and appreciate the ethical implications of serving as a cross-cultural learner and interpreter.
4. Design and execute a research project in order to enhance our understanding of Asia.

Writing and Oral Presentation

- **Writing** - Students will complete writing intensive courses as part of their Asian Content and Allied Field courses, usually at the 300 level. ASIA 399 is also writing intensive.
- **Oral Presentation** - CHIN 203 and JAPN 203 are speaking-intensive courses for majors. Students who do not study Chinese or Japanese should select an Asian Content or Allied Field course that provides training in oral presentation.

Requirements for the major

11 credits as follows:

- **Language and Context Component:** Three credits of study in an Asian language and its social context. This requirement can be satisfied in one of two ways:
 1. Three credits of Chinese or Japanese language at the 200 level or above;
 2. Participation in an approved, semester-length or longer language and culture study program in Asia, excluding China and Japan.
- **Asian Content Component:** Four credits of study with an Asian-related focus. At least one must be at the 300-level. 100-level language credits cannot be counted toward this requirement.
- **Allied Field Component:** Three credits in a single department, selected in consultation with the academic advisor. One credit must be at the 300 level. Credits used to satisfy the Asian Content Component cannot be used to satisfy the Allied Field Component
- **Senior Project:** One credit of ASIA 399 or ASIA 400

Courses

ASIA 114 East Asian Philosophy

See description for PHIL 114. *CL: PHIL 114; Normally offered alternate years; W. Young*

ASIA 141 Introduction to Chinese Civilization

See description for CHIN 141. *CL: CHIN 141, HIST 141; Normally offered alternate years; STAFF*

ASIA 142 Introduction to Japanese and Korean Civilizations

See description for HIST 142. *SA; CL: HIST 142; Normally offered alternate years; M. Schneider*

ASIA 205 Buddhism and Japanese Buddhism

See description for PHIL 205. *CL: PHIL 205, RELS 205; Normally offered alternate years; W. Young*

ASIA 221 Women and Modern Chinese Literature

See description for CHIN 221. *IC; PI; CL: CHIN 221, GWST 222; Offered annually, typically winter; W. Du*

ASIA 222 Japanese Popular Culture

See description for JAPN 220. *CL: JAPN 220; Offered in the winter biennially; M. Matsuda*

ASIA 223 Chinese Popular Culture

See description for CHIN 223. *HUM; Prereq: Sophomore standing or permission of the instructor; CL: CHIN 223; Offered occasionally; W. Du*

ASIA 225 Introduction to Chinese Film

See description for CHIN 225. *IC; CL: CHIN 225, FILM 225; Offered occasionally; W. Du*

ASIA 235 Contemporary Buddhism in Southeast Asia

See description for ANSO 235. *Prereq: Sophomore standing; CL: ANSO 235; Offered occasionally, typically in the spring; N. Eberhardt*

ASIA 236 Ethnography of Southeast Asia

See description for ANSO 236. *HSS; CL: ANSO 236; DV; Offered occasionally, typically in the spring; N. Eberhardt*

ASIA 237 Arts, Culture, and Landscapes of Southern China I (1/2)

See description for CHIN 237. Part one of a cultural immersion program. *Offered fall term on alternate years; followed by a December travel component during winter break and a summative project during the following winter term (ASIA 238). CL: CHIN 237; W. Du*

ASIA 238 Arts, Culture, and Landscapes of Southern China II (1/2)

See description for CHIN 238. Part two of a cultural immersion program; summative project based on the work and travel done for ASIA 237. Offered winter term, after ASIA 237 immersion experience. *CL: CHIN 238; W. Du*

ASIA 241 Modern China

See description for HIST 241. *HSS; Prereq: One course in history; HIST 141 is recommended; CL: HIST 241; Normally offered alternate years; M. Schneider*

ASIA 242 Japan: from Samurai to Superpower

See description for HIST 242. *HSS; Prereq: One course in history; HIST 142 is recommended; CL: HIST 242; Normally offered alternate years; M. Schneider*

ASIA 244 East Asian International Relations

See description for HIST 244. *Prereq: Sophomore standing or permission of the instructor; one course in Asian Studies recommended; CL: HIST 244; Offered occasionally; M. Schneider*

ASIA 246 /346 Tokyo: Rise of a Megacity

See description for HIST 246. *Prereq: HIST 246; One course in history or Japanese studies is recommended; HIST 346: HIST 245 or 285 or permission of the instructor; CL: HIST 246; ASIA 346 is W; M. Schneider*

ASIA 263 Japanese Literature I

(In English translation) See description for JAPN 263. *CL: JAPN 263; Offered occasionally; STAFF*

ASIA 270 Japanese Language and Culture

See description for JAPN 270. Prereq: JAPN 101 or permission of the instructor; CL: JAPN 270; Offered in the fall biennially; M. Matsuda

ASIA 273 Japanese Literature II

(In English translation) See description for JAPN 273. CL: JAPN 273; *Students may not earn credit for both ASIA 273 and ASIA 373; Offered in the spring biennially; STAFF*

ASIA 320 Orientalism, Occidentalism, and Chinese Culture

See description for CHIN 320. Prereq: *Junior standing; at least one course in Asian Studies recommended, or permission of the instructor; CL: CHIN 320; DV; PI; Offered occasionally; W. Du*

ASIA 321 Women and Modern Chinese Literature

See description of ASIA 221. Additional research component and consent of the instructor required for ASIA 321. Prereq: *Junior standing and at least one literature course or 200-level ASIA course with a C- or better; CL: CHIN 321, GWST 322; IC; PI; Offered annually, typically winter; W. Du*

ASIA 344 East Asian International Relations

See description for HIST 344. Prereq: *HIST 245 or 285 or at least two courses in international relations and/or Asian Studies, or permission of the instructor; CL: HIST 344; W; offered occasionally; M. Schneider*

ASIA 345 The Chinese Economy

See description for ECON 345. Prereq: *Sophomore standing, one from among ECON 110, 120, 340, 373, HIST 241, or PS 326, or permission of the instructor; CL: ECON 345; Offered annually, typically in the fall; S. Cohn*

ASIA 363 Japanese Literature I

See description for JAPN 263. Additional research component and consent of instructor required for 363. Prereq: *One literature course, or one 200-level ASIA or JAPN course, or permission of the instructor; CL: JAPN 363; Offered occasionally; STAFF*

ASIA 370 Japanese Language and Culture

See description for JAPN 270. Students who enroll in ASIA 370 complete additional requirements. Prereq: *JAPN 101 or permission of the instructor; CL: JAPN 370; Offered in the fall biennially; M. Matsuda*

ASIA 373 Japanese Literature II

See description for ASIA 273. Additional research component and consent of the instructor required for ASIA 373. Prereq: *One literature course or one 200-level JAPN or ASIA course, or permission of the instructor; CL: JAPN 373; Students may not earn credit for both ASIA 273 and ASIA 373; Offered in the spring biennially; STAFF*

ASIA 399 Senior Project (1/2 or 1)

Preparation of an independent research project under the guidance of Asian Studies faculty members. Can be completed either over the course of two terms or in a single term during senior year. *W; STAFF*

Program Advisor

Thomas Moses, *Physics*

Astronomy at Knox explores our most fundamental questions: What is the universe made of? How did the universe begin, and how does it evolve? Although it is among the most ancient of disciplines, astronomy is now one of the hottest fields of science with some of the most important unsolved problems, as exemplified by the current attempts underway to investigate the nature of dark matter and to understand the accelerating expansion of the universe. A minor in astronomy together with a major in the physical sciences or mathematics would be a strong preparation for students interested in a career path in astronomy or astrophysics, in pursuing graduate studies in astronomy or astrophysics, or for students with an interest in secondary education in the sciences. Apart from professional objectives, a minor in astronomy is appropriate for anyone interested in learning about humankind's quest for a scientific understanding of nature at its most fundamental level.

Course offerings include introductory courses in astronomy and exobiology, an upper-level laboratory-based course in observational astronomy, and upper-level courses in astrophysics and cosmology. Some background in general physics (included in the minor requirements) and mathematics is needed to complete the upper-level courses. Department facilities include multiple telescopes with photometric and spectroscopic instrumentation and a small rooftop observatory on the Umbeck Science and Mathematics Center. Hands-on experience with research-grade equipment is a key aspect of learning astronomy, which is provided to all students undertaking a minor in Astronomy.

Departmental Learning Goals

Students with an Astronomy minor will be able to:

1. Understand, describe, and analyze a range of astronomical phenomena, at scales ranging from planetary to galactic and extragalactic.
2. Make use of the mathematical and physical theories that form the basis of modern astronomy.
3. Carry out observational projects in astronomy using appropriate computational and statistical tools for the analysis of data.

Requirements for the minor

Five credits as follows.

- PHYS 110 (Mechanics) or PHYS 120 (Heat, Waves, and Light)
- PHYS 205 (Modern Physics) or CHEM 321 (Physical Chemistry)

Astronomy

- One course in introductory astronomy: PHYS 161 (Search for Extraterrestrial Life) or PHYS 167 (Astronomy)
- PHYS 245 (Observational Astronomy)
- One upper-level course in astrophysics: PHYS 316 (Stellar Astrophysics) or PHYS 317 (Extragalactic Astrophysics)

Note: Upper-level physics courses (200-level and above) require knowledge of calculus at the level of MATH 152.

Program Committee

Andrew Mehl, *Chemistry and Biochemistry*, chair

Janet Kirkley, *Biochemistry and Chemistry*

Macrophage activation and regulation

Matthew Jones-Rhoades, *Biology and Biochemistry*

Cooperating faculty for Biochemistry

Diana Cermak, *Chemistry*

Esther Penick, *Biology*

Judith Thorn, *Biology*

Lawrence Welch, *Chemistry*

Biochemistry encompasses the chemical, molecular, and cellular events that sustain life. Because biological functions in both the normal and diseased state are increasingly studied and elucidated at the molecular and cellular level, biochemistry is an essential foundation for more specialized fields, such as genetics, immunology, virology, and medicine. Advances in biochemical knowledge lead to a better understanding of life processes and to the development of treatments to prevent and cure disease.

Knox's biochemistry major requires courses in biology and chemistry to establish a solid foundation of basic principles in these subjects that are required for more advanced study in biochemistry. The core biochemistry courses then provide a well-rounded education in macromolecule structure and function, metabolic pathways and regulation, molecular biology, cell biology, biochemical techniques, and physical biochemistry. The early and strong emphasis on laboratory experience enriches the major with the opportunity to learn by doing. Biochemical techniques are vital to the discipline, and students learn to perform the methods that they study in class. Advanced laboratories and the capstone senior research project build on skills learned earlier in the program. Likewise, advanced classes, such as Immunology and Proteins and Enzymes, reinforce and extend principles from the core courses. These electives offer students the opportunity to pursue specific academic and career interests and demonstrate the application of biochemistry to other, specialized fields.

Faculty in the biochemistry program maintain ongoing research programs in such diverse areas as enzymology, immunology, and developmental biology. The outstanding array of instrumentation and techniques available to students includes nucleic acid and protein electrophoresis, UV-vis spectroscopy, circular dichroism spectroscopy, mammalian tissue culture, DNA sequencing, analytical and preparative column and high-pressure liquid chromatography, nuclear magnetic and electron spin resonance spectroscopy, electron and fluorescence microscopy, analytical and quantitative immunoassay, recombinant DNA technology, and polymerase chain reaction DNA amplification for cloning or gene

Special Facilities

Cellular immunology lab
Separations facility (GC, GC-MS, HPLC, CE, FPLC)
Molecular biology lab
Center for Microscopy
Center for Spectroscopy

Capstone Work

Senior independent
research project

Graduate and Medical School Acceptances

University of Chicago M.D.-
Ph.D. program
University of North Carolina –
Chapel Hill M.D.-
Ph.D. program
University of California –
Los Angeles
John Hopkins University
University of Iowa M.D.-
Ph.D. program
Washington University
Harvard University
University of Illinois School
of Medicine
Rush Medical College
Indiana University School
of Medicine
George Washington University
School of Medicine

Recent Employment

University of Illinois
Abbott Laboratories
National Institutes of Health
University of Chicago

Recent Off-Campus Programs

Denmark's International Study Program
Oak Ridge Science Semester
Caicos Island Field Studies
University of Aberdeen

Recent Internships

Galesburg Cottage Hospital
Proctor and Gamble
Merck Research Laboratories

Recent Student Achievements

Presentation at American Association of Immunologists annual meeting
Co-authoring scientific journal articles with professors:
- American Chemical Society Journal of BioMacromolecules
- Scandinavian Journal of Immunology
Fulbright Scholarship

Honors Projects

"Effects of ethanol on J774A.1 macrophages and the possible modification of their immune response to LPS exposure"
"Deletion Mutational Analysis of the GBH-1 Hydrogel Biopolymer"

Regular Participation at Scholarly Meetings

Illinois State Academy of Sciences
Pew Midstates Science/
Mathematics Consortium

expression analysis. Faculty frequently develop labs for class based on their research that utilize the research equipment, making the laboratory preparation of biochemistry majors up to date and highly useful for graduate study or employment. The opportunities for independent work in biochemistry and related fields at Knox are extensive and varied, and enable students to gain the additional lab skills and experience they desire to meet their post-graduate goals. Students present the results of their research at a variety of regional and national research conferences.

Given the current molecular emphasis in many biological and biomedical areas, a major in biochemistry at Knox prepares students for employment, professional school, or graduate study in a large number of fields. Graduates have been employed by premier academic and commercial research institutions; enrolled in graduate programs in virology, biochemistry, immunology, and nutrition; and matriculated at schools of medicine, dentistry, podiatry, and other health professions. The broad applicability of biochemical principles and techniques to many aspects of science makes biochemistry an unusually versatile major ideally suited to a wide range of interests and career plans.

Departmental Learning Goals

Students majoring in Biochemistry will be able to:

1. Describe how the physicochemical nature of the macromolecules contributes to their function.
2. Demonstrate comprehension of the scientific method and skill in research by being able to: Set an experimental objective, understand how the technique works, understand why that technique is important to that objective, use the technique to acquire data, analyze and present the data, come to a reasonable conclusion supported by the data, and communicate that conclusion.
3. Apply principles learned in prerequisite courses to a specific discipline in Biochemistry or a related field.

Writing and Oral Presentation

Writing: Starting in entry level courses, students begin to record, in a laboratory notebook, the data they collect in the laboratory components of the course paying particular attention to the accuracy of the instrument they use to collect the data. In the Organic sequence (CHEM 211, 212) students learn the formal style of keeping a laboratory notebook and begin the process of learning how to write a scientific research article. In the Biochemical Methods (BCHM 310) course students continue to sharpen their skills at keeping a rigorous laboratory notebook and also write a scientific research article on data they collect in the laboratory. The capstone project (independent research) will provide another opportunity to write a formal scientific research paper.

Oral Presentation: Beginning in the required BCHM 265 class, students are assigned oral presentations of increasing value addressing course material, a research technique, and a research paper to begin to meet the aforementioned learning goal(s). The Biochemical methods (BCHM 310) course requires students to give a presentation (oral and/or poster) on the findings of their independent project.

Requirements for the majors

Biochemistry – Bachelor of Arts

11 credits as follows:

- BIOL 120, BIOL 130, CHEM 102A, CHEM 211, CHEM 212
- BCHM 265, BCHM 301, BCHM 302, BCHM 310
- One elective from among the following list: BCHM 333, BCHM 334, BCHM 335, BCHM 340, BCHM 345, CHEM 215, CHEM 316, CHEM 325, CHEM 328, BIOL 328, BIOL 331, BIOL 332, BIOL 333, or BIOL 338
- The senior capstone experience, requiring a research project or in-depth library project: BCHM 399 (1/2 credit planning for the project) plus BCHM 399 (1/2 credit carrying out the project), or BCHM 399 (1 credit), or BCHM 400

Biochemistry – Bachelor of Science

In addition to the B.A. major requirements (above), students must complete 4.5 additional credits from the following sets of courses:

- MATH 151, MATH 152
- CHEM 321 and CHEM 321A
- One additional elective from the list above for the B.A.

Graduate School Preparation

Students considering a graduate school in Biochemistry are recommended to take the requirements for the Bachelor of Science degree.

Requirements for the minor

6 courses as follows:

- BIOL 120 and BIOL 130
- CHEM 211 and CHEM 212
- BCHM 301 and BCHM 302

Note: Students double majoring in Biochemistry and Biology may count no more than 3 courses to both majors. Students double majoring in Biochemistry and Chemistry may count no more than 4 courses to both majors. For major-minor combinations of Biochemistry and either Biology or Chemistry, no more than 2 courses may apply simultaneously to both programs.

Courses

BCHM 265 Cell Biology

A comprehensive survey of the structures and functions of the cell. Organelles, membranes, and cellular processes are examined with an emphasis on biochemical aspects. *Prereq: BIOL 120 and 130, or CHEM 212; O; Offered annually, usually fall; J. Kirkley*

BCHM 301 Biochemistry I: Structure and Function

A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates, and the biochemistry of enzyme catalysis, bioenergetics, and regulatory mechanisms. *Prereq: CHEM 212*

and BIOL 120; Offered annually, usually spring; J. Kirkley, A. Mehl

**BCHM 302 Biochemistry II:
Chemistry of Metabolism**

A survey of metabolism focusing on major biochemical pathways and molecular biology. *Prereq: BCHM 301; Offered annually, usually winter; J. Kirkley, A. Mehl*

BCHM 310 Biochemical Methods

The principles and techniques of experimental biochemistry, focusing on methods of isolation and techniques to analyze structure and function. *Prereq: CHEM 212 and BIOL 120; W; Offered annually, usually spring; J. Kirkley, A. Mehl*

BCHM 333 Modern Biochemical Instrumentation

A survey into the current instrumentation used in biochemical research. This will include spectroscopic techniques (UV-Vis, IR, CD, NMR, EPR) and surface plasmon resonance (SPR). The laboratory will provide insight into identification of biological molecules and also interactions between molecules. *Prereq: BCHM 301 (Biochemistry majors) or permission of the instructor (others); Offered alternate years, usually fall; A. Mehl*

BCHM 334 Proteins and Enzymes

A thorough examination of proteins, focusing on how the structure of a protein relates to its function and how enzymatic activity is achieved. Classical and modern techniques that are used for mechanistic investigation of enzymes are discussed. *Prereq: BCHM 301 (Biochemistry majors) or permission of the instructor (others); Offered alternate years, usually fall; A. Mehl*

BCHM 335 Immunology

An investigation of the mammalian immune system at the systemic, cellular and molecular levels. *Prereq: BCHM 265, or BIOL 120 and 130 with permission of the instructor; Offered alternate years, usually winter or spring; J. Kirkley*

BCHM 340 Pharmacology

An introduction to basic pharmacological principles: drug distribution, drug metabolism and excretion, receptor binding and toxicology. *Prereq: BCHM 265, or BIOL 120 and 130 with*

permission of the instructor; Offered alternate years, usually winter or spring; J. Kirkley

BCHM 345 Molecular Medicine

Disease is increasingly understood at the cellular and molecular level. This course focuses on how normal cellular and molecular processes go awry during disease, draws a correlation between biochemical malfunctions and disease characteristics and outcomes, and addresses new, molecularly-based therapies that exploit knowledge of disease mechanism to effect a cure. *Prereq: BCHM 265 or BIOL 120 and 130, and junior standing; Offered alternate years, usually fall or winter; J. Kirkley*

BCHM 399 Independent Research (1/2 or 1)

Prereq: BCHM 310; STAFF

Faculty and professional interests

James Mountjoy, chair

Behavioral ecology, ornithology, sexual selection and the evolution of bird song repertoires

Stuart Allison

Plant ecology, conservation biology, restoration of natural ecosystems

Nicholas Gidmark (on leave Winter 2020)

Functional morphology, biomechanics, muscle physiology, and ichthyology

Matthew Jones-Rhoades

Plant molecular genetics, genomics

Esther Penick (on leave Fall 2019)

Neurobiology

Jennifer Templeton

Behavioral ecology, cognitive ecology, group foraging and learning in birds, fish, and dogs

Judith Thorn

*Developmental, cellular, and molecular biology of early embryogenesis in *Xenopus**

Cooperating faculty from other programs

Janet Kirkley, *Chemistry and Biochemistry*

Biology investigates structure and function in the living world and considers how those structures and functions are adapted to specific environments. It studies life at all levels of organization, from the molecular to the total ecosystem. The questions biology addresses bear directly upon many of the problems that confront human society, as well as other organisms and environments that make up the biosphere. A biological perspective provides gratifying insight about the position, role, and uniqueness of humans as organisms within the interactive living world. There is an undeniable beauty and elegance in the living world; biology studies the mechanisms and principles upon which that beauty is elaborated.

To equip students with the perspective for such study, the Knox biology major is structured to provide students both a broad base in the life sciences and an in-depth understanding of a more specific area in biology. Building a broad base begins with the 100-level introductory survey courses. These courses define the three specific areas around which the biology major is organized. General Chemistry supports this broad base with an understanding of the chemical principles upon which the living world is dependent. Introduction to Research is an important gateway to upper-level courses in the major. Its focus is the scientific method, and it serves to develop critical reasoning skills that are important to conducting the experimental investigations that are essential in furthering our understanding of biology. This course also develops

Special Facilities/ Collections

Aquarium Room

Center for Cell and

Molecular Biology

Center for Cell and Tissue Culture

Center for Microscopy

Green Oaks Field Station

Herbarium

Natural History Collection in the

Hurd Museum

Ellen Browning Scripps

Greenhouse

Related Co-Curricular Activities

AIDS Consciousness Today (ACT)

Knox Advocates for Recycling and

Environmental Support

(KARES)

American Medical Student

Association Premed Chapter

Sigma Xi, The Scientific Research

Society

Participating Universities for Cooperative Programs

Duke University, Masters in

Forestry/Environmental

Management

George Washington University

Early Selection Medical

Program

Rush University, Nursing

Washington University, Ph.D. in

Occupational Therapy

Regular Participation in Scholarly Meetings

American Society of Plant

Physiologists

Animal Behavior Society

Illinois State Academy of Sciences

Midstates Science/Mathematics

Consortium

Society for Conservation Biology

Society for Developmental Biology

Society for Integrative and

Comparative Biology

Society for Ecological Restoration

Recent Honors Projects

- “Telomerase Upregulation During Tissue Regeneration in *Dugesia tigrina*”
- “Evolutionary History versus Dietary Niche as Factors Shaping Pharyngeal Jaw Skeletal Structure in Cyprinid Fishes”
- “Development of a pattern language for restoration ecology”
- “Innate Predator Recognition and Cultural Transmission of Predator Recognition in the Zebra Finch (*Taeniopygia guttata*)”
- “Ecology and Morphology of the Subterranean Flowers of *Amphicarpa bracteata*”
- “Study of Ventral Nerve Cord Regeneration in Sipunculans”
- “Assessing the Invertebrate Composition of Reconstructed Prairies”
- “Determining the mRNA Expression Patterns of the Endocytic Protein Intersectin in Early *Xenopus laevis* Development”

Graduate School Admissions

- Cornell University
- Rush University Medical School
- University of Illinois, Medical School
- University of Wisconsin-Madison
- University of Iowa
- University of Chicago
- Washington University
- University of Pittsburgh
- Rutgers University
- University of North Carolina
- Washington State University
- Yale University
- University of Washington
- Southern Illinois University
- Montana State University
- University of Notre Dame

written and oral communication skills and provides biology majors with an opportunity to develop skills in data analysis and effective presentation. Majors then take at least one 300-level course in each of the three areas of ecology, evolution and behavior (310-319), organismal (320-329), and cell and molecular biology (330-339). These courses serve to solidify the broad base in biology, grounding it in a more richly detailed appreciation of fundamental biological principles. Students are free to choose (with input from their advisor) which courses most appropriately match and further their individual interests. Students are then asked to select one of these areas in which to conduct study in-depth via an additional 300 level course in that area or a course in laboratory and field techniques (340-349), followed by independent (380-384) or Honors research, where students are required to present their findings in written and oral form. Many biology majors complete several terms of research for a project earning College Honors. Students earning a BS in Biology take four additional courses in the natural sciences, as outlined in the degree requirements below, to expand their knowledge of biology and their scientific expertise.

Students planning to attend graduate or professional school or to pursue a career in biology are strongly encourage to take additional courses that are not required for the biology major. These additional courses will provide knowledge and skills that will be extremely valuable for life in biology after graduation from Knox. Organic chemistry is essential for students considering careers in organismal or cellular/molecular biology as well as for students interested in the health sciences. Similarly, a course in statistics is strongly recommended, especially for students considering a career in the areas of ecology, evolution, or behavior. Calculus and general physics are also strongly recommended for students with plans for any type of graduate study. Students who are interested in pursuing a laboratory based career would also benefit from taking analytical chemistry.

The emphasis of the department is on putting the student's understanding of biology to work through participation in research. The research experience is important to all students, whether they are preparing for careers as researchers in the life sciences, for medical or other health schools, or for graduate school. Our students have been well served by this emphasis. Ninety percent of them have gone on to careers or advanced degree programs in biology or biology-related disciplines. About 17% of them go directly into Ph.D. programs and another 16% go into other graduate programs. About 20% enter medical school; another 8% enter other advanced degree health programs. The remaining students gain employment in biology or biology-related professional positions.

For students seeking teacher certification in biology, the Biology Department in conjunction with the Educational Studies Department offers a secondary education teaching credential in biology. Due to the sequential nature of many of the requirements

for the teaching certificate, it is essential for interested students to identify themselves to both the Biology and Educational Studies Department Chairs as early as possible in their college careers in order to develop an appropriate plan of study.

Students preparing for medical school are offered a wide range of courses in the Biology Department. Pre-medical advising is supported by the faculty advisor and a student run pre-medical club.

Departmental Learning Goals

Students completing a Biology major will be able to:

1. Acquire and use disciplinary knowledge in biology
2. Generate and analyze data in biology with appropriate techniques and methodological approaches
3. Describe and explain the application and societal and environmental implications of biology in the world outside of the classroom
4. Apply scientific investigative skills (i.e. the scientific method in its many forms) to answer questions in biology
5. Communicate effectively, both orally and in writing in the style typically used in biology

Writing and Oral Presentation

Writing: Beyond the usual goals of writing with clarity and with correct grammar and structure, Biology majors will learn to write with accuracy and precision regarding the empirical evidence being described, with concision, and with mastery of basic scientific terminology. Students will also learn the format of a scientific paper, proper citation and quotation standards, and other aspects of non-verbal communication including the proper format for tables and figures and effective design for poster presentations. These learning goals are addressed at multiple points in the major, especially in BIOL 210, our upper level courses, and in Senior Research.

Oral Presentation: Biology majors also learn how to express themselves clearly within the constraints of oral presentations, which often include time limitations, the need to engage an audience's attention and the importance of appropriate design and use of visual aids to facilitate communication. Students receive instruction in, and practice and feedback on, oral presentations in BIOL 210. Many upper level courses offer additional opportunities to practice and receive feedback on oral communication in various forms, including discussion groups and group or individual presentations during class. Senior Research students are required to give individual oral presentations of their work, and their research mentors provide feedback in advance of their presentations.

Recent Graduate Employment

Abbott Laboratories
Epic Computer Software for
Healthcare Organizations
ROWVA High School
St. Charles High School
Pfizer
Illinois State Natural History
Survey
Peace Corps
Americorps
Sigma-Aldrich
Alaskan Observers, Inc.

Recent Student Achievements

National Science Foundation
Graduate Research Fellowship
Fulbright Fellowship
Habitat for Humanity
International-Team Leader
Biosphere Project Fellowship
Best Paper, Illinois State Academy
of Science Annual Meeting
Best Paper, Midwest Sectional
Meeting of American Society of
Plant Physiologists
Best Paper, Midwest Sectional
Meeting of Society for
Developmental Biology

Recent Internships

Animal Disease Laboratory,
Galesburg, IL
Brookfield Zoo, Chicago, IL
Cottage Hospital, Galesburg, IL
Field Museum of Natural History,
Chicago, IL
Illinois Department of Natural
Resources
Illinois Natural History Survey
Knox County Extension Office,
State of Illinois
Knox County Veterinary Clinic,
Galesburg, IL
Minneapolis Zoo, Minneapolis, MN
Salmon Genetics, Washington State
University
The Nature Conservancy, Nachusa
Grasslands

Requirements for the majors

Biology – Bachelor of Arts

10 credits as follows:

- Introductory courses BIOL 110, BIOL 120, BIOL 130 and BIOL 210
- Ecology, Evolution and Behavior: at least one from BIOL 311A, BIOL 312, BIOL 314, BIOL 315, BIOL 316, BIOL 317, BIOL 318, BIOL 319
- Organismal Biology: at least one from BIOL 320, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 328, BIOL 329, NEUR 241
- Cell and Molecular Biology: at least one from BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 336, BIOL 338, BCHM 265, BCHM 334, BCHM 335, BCHM 340, BCHM 345
- One additional 300-level biology course
- Research: BIOL 380 (1/2) and at least a half credit from BIOL 380-BIOL 384 or BIOL 400 (Honors)
- General Chemistry: CHEM 102 or 102A.

Biology – Bachelor of Science

14 credits as follows:

- Introductory courses BIOL 110, BIOL 120, BIOL 130 and BIOL 210
- Ecology, Evolution and Behavior: at least one from BIOL 311A, BIOL 312, BIOL 314, BIOL 315, BIOL 316, BIOL 317, BIOL 318, BIOL 319
- Organismal Biology: at least one from BIOL 320, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 328, BIOL 329, NEUR 241
- Cell and Molecular Biology: at least one from BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 336, BIOL 338, BCHM 265, BCHM 334, BCHM 335, BCHM 340, BCHM 345
- Two additional 300-level biology courses
- Research: BIOL 380 (1/2) and at least a half credit from BIOL 380-BIOL 384 or BIOL 400 (Honors)
- General Chemistry: CHEM 102 or 102A.
- One additional approved course in the natural sciences or mathematics outside of biology; the following courses are pre-approved:
 - BCHM 301, BCHM 302, BCHM 310
 - CHEM 205, CHEM 211, CHEM 212, CHEM 215, CHEM 321
 - CS 141, CS 142
 - ENVS 125, ENVS 170, ENVS 241, ENVS 242, ENVS 325
 - MATH 145, MATH 151, MATH 152
 - NEUR 240, NEUR 241, NEUR 340
 - PHYS 110, PHYS 120, PHYS 130 or 130A
 - PSYC 201, PSYC 202, PSYC 203
 - STAT 200
- Two additional courses that are either 300 level biology courses or approved courses from other departments in the natural sciences; one of these may be an additional credit of research.

Requirements for the minor

6 credits as follows:

- Two introductory courses from: BIOL 110, BIOL 120, BIOL 130
- BIOL 210 or other methods/statistics course (STAT 200, PHYS 241, ANSO 301, PS 230)
- Two additional 300-level biology courses, one of which may be independent research

- CHEM 100 or CHEM 100A

Note: Students double majoring in Biochemistry and Biology may count no more than 3 courses to both majors. For major-minor combinations of Biochemistry and Biology, no more than 2 courses may apply simultaneously to both programs.

Courses

BIOL 110 Evolution, Ecology and Biodiversity

An introduction to the study of biological diversity in an evolutionary and ecological context. This course will examine the characteristics and adaptations of prokaryotes, protists, fungi, plants and animals, and how they have evolved. Related topics include population genetics, evolutionary processes and their results (including adaptation, speciation, and extinction), and ecological factors that influence the distribution and abundance of organisms, as well as the interactions among species in nature. Models of biodiversity and the factors that affect it will also be addressed. *NPS; SI; Offered every fall term; J. Mountjoy, J. Templeton*

BIOL 110S, BIOL 120S, BIOL 130S

Supplemental Instruction in Biology (1/2)

BIOL 110S, BIOL 120S, and BIOL 130S are reserved exclusively for students who are simultaneously enrolled in BIOL 110, 120, or 130. Course content will be determined by the difficulties that students encounter in the primary course. *Prereq: Co-enrollment in BIOL 110, 120, or 130 and permission of instructor. Staff*

BIOL 120 Cell Biology and Physiology

The cell is the building block of all organisms. This course begins with an examination of the dynamic relationship between cellular structure and function. An understanding of this relationship at the cellular and molecular level then forms the basis for understanding physiological processes at the tissue, organ, and organ system level. Emphasis is placed on how organisms maintain homeostasis via physiological processes with relevant examples from both plant and animal kingdoms. *NPS; SI; Offered every winter term; S. Allison, E. Penick*

BIOL 130 Molecular Biology and Genetics

This course will cover the creation, manipulation and modification of genes. We will cover

Mendelian and molecular genetics and the central dogma of molecular biology—DNA replication, transcription and translation. Laboratory exercises will be used to illustrate principles and processes, and to develop bench skills and familiarity with the scientific method. *NPS; SI; Offered every spring term; J. Thorn, M. Jones-Rhoades*

BIOL 210 Introduction to Research

In this course, students develop the skills required to do scientific research, and gain an understanding of how knowledge within the natural sciences is accumulated. Through active participation in research, students explore the fundamental concepts involved in the scientific method and develop proficiency in all aspects of conducting a research project from the initial formulation of a hypothesis through to the presentation of results. Topics covered include experimental design, data analysis and presentation, conducting literature searches, writing scientific research papers, and giving scientific talks and posters. *Prereq: two from BIOL 110, BIOL 120, and BIOL 130; O; W; Offered every term; STAFF*

BIOL 212 Human-Animal Relationships

Animals have played important roles in the lives of humans from prehistoric times to the present day; they are our friends, our foes, and our food. This seminar-style course examines various aspects of the history, biology, and culture of human-animal relationships, with a focus on canines and felines. Students are responsible for participating in discussions of readings and films, and for presenting their research on various topics including the evolution of domestication, animals in art and literature, animal welfare, and the human-animal bond. Guest speakers and field trips enhance these discussions. *CL: IDIS 212; Prereq: Sophomore standing; Not open to students having credit for PREC 127; Offered occasionally; J. Templeton*

BIOL 255 Internship (1/2 or 1)

Students interested in working and learning with an off-campus organization in fields related to biology may do so for credit. Typically a biology faculty member supervises the internship and in consultation the off-campus supervisor and student determines meeting times and assignments. Additional information about internships is available through the Career Development Center. May be taken A-F or S/U. *Depending on the specific nature of the internship, the faculty member determines whether the internship is graded S-U or A-F; STAFF*

BIOL 281 Nutrition and Metabolism

The essentials of human nutrition are covered. Topics include human nutritional requirements, composition of foodstuffs, anatomy of the digestive tract, digestive enzymes, absorption and degradation of nutrients, and synthesis of proteins, fats, carbohydrates, and nucleic acids. Three periods lecture, one period laboratory. Alternate years. *Prereq: CHEM 100A or CHEM 100 or permission of the instructor; STAFF*

BIOL 312 Animal Behavior

This course examines the mechanisms and functions of behavior. Topics include the neural basis and organization of behavior, behavioral development, behavioral genetics, the causation of behavior, the evolution of behavior, behavioral ecology and sociobiology. *Prereq: BIOL 110 and either BIOL 210, PSYC 281, or STAT 200; CL: PSYC 312; Offered every year, usually in the spring term; J. Templeton*

BIOL 314 Ornithology

This course explores the characteristics and evolution of birds and examines many areas of biology such as systematics, behavior, ecology and conservation biology using avian examples. Labs introduce students to the diversity of birds through examination of specimens of birds from around the world as well as during field trips to view a cross-section of Illinois' avifauna. *Prereq: BIOL 110 or permission of the instructor; CL: ENVS 314; Usually offered alternate years in spring term; J. Mountjoy*

BIOL 316 Field Botany

An examination of the ecology, evolution, and systematics of vascular plants. Emphasis is on the evolutionary relationships and natural history of the flora of Illinois. Extensive laboratory and field work introduce students to methods of plant identification, taxonomy, and botanical field studies. *Prereq: BIOL 110 and BIOL 210 or permission of the instructor; Offered in alternate years; S. Allison*

BIOL 317 Principles of Ecology

This course examines the interrelationships between living organisms and the physical and biological factors that surround them. Ecological principles at the level of the individual, population, community and ecosystem are considered. Includes both laboratory and field experiments. *Prereq: BIOL 110 and BIOL 210 or permission of the instructor; CL: ENVS 317; Offered in alternate years; S. Allison*

BIOL 318 Evolution

This course provides a detailed examination of evolution by natural selection, the central theory in the study of biology. The material covers a broad range of evolutionary ideas, including the development of Darwin's theory; the modification and elaboration of that theory via the modern synthesis and current theories of how evolution works; the evidence for evolution; evolutionary processes at the molecular, organismal, behavioral, and ecological levels; patterns of speciation and macro-evolutionary change; the evolution of sex; and sexual selection. *Prereq: BIOL 110 and BIOL 210 or permission of the instructor; Offered alternate years, usually in winter term; J. Mountjoy*

BIOL 319 Conservation Biology

This course examines a dynamic and rapidly developing field. Conservation biology is the study of factors which influence both the diversity and scarcity of species. In particular, we concentrate on how human activities influence global biodiversity. We also discuss local biodiversity. *Prereq: BIOL 110 or permission of the instructor; CL: ENVS 319; Offered in alternate years; S. Allison*

BIOL 320 Ethnobotany

Ethnobotany is the study of the interactions of plants and people, including the influence of plants on human culture. In this course, we examine the properties of plants used for food, fiber, and medicine. We examine how plants are used in developed nations and by indigenous peoples. We focus on ethnobotanically important local native plants in labs and in term papers.

Prereq: BIOL 110 and BIOL 120 or permission of the instructor; CL: ENVS 320; Offered in alternate years; S. Allison

BIOL 321 Biology of Fishes

Fish are astoundingly diverse—33,000 species—over half of vertebrate diversity exists in this group. Despite this diversity, most of us are familiar with just a tiny fraction of the species (e.g. tuna, great white shark, largemouth bass, etc.) and a minuscule proportion of its anatomical diversity. In Biology of Fishes, we will dissect a wide range of fishes of all shapes and sizes, focusing on comparative approaches to understanding functional implications of diversity. We will ask questions such as “why is the mouth of a bass so large whereas a sunfish has a tiny mouth, given their close evolutionary relationships?” and “why are tuna shaped like raindrops?” *Prereq: BIOL 120 and 210 or permission of the instructor; CL: ENVS 311; Usually offered alternate years in winter term; N. Gidmark*

BIOL 325 Comparative Vertebrate Anatomy

The functional and evolutionary rationale of vertebrate anatomy is discussed, and comparisons between different taxa are drawn. Mammalian functional anatomy is emphasized. The laboratory deals with dissections of several vertebrate species, drawing functional comparisons between the muscular, circulatory, nervous, visceral and skeletal systems of each. *Prereq: BIOL 120 and BIOL 210 or permission of the instructor; Offered annually in fall term; N. Gidmark*

BIOL 326 Field Marine Anatomy (1/2)

In this course, we will explore extreme anatomy that can be observed in ocean-going vertebrates. From Monkfish to mackerel to seals to dolphins, many of the animals with the strangest shapes occur in the ocean, and yet typical on-campus

courses such as Biology of Fishes and Comparative Vertebrate Anatomy do not have the opportunity to truly explore these fascinating animals. In this off-campus experience, we will stay on an island-based marine lab in the Atlantic Ocean and dissect likely dozens of marine animals, including necropsy experiences with seals, dolphins, and sea turtles. Through dissection and description, we will explore these fascinating biological forms. *Prereq: BIOL 321 or 325 or permission of the instructor; Offered every year; N. Gidmark*

BIOL 328 Physiology

In this course we have the goal of understanding how all animals work, from basic biochemical building blocks to a breathing, eating, sweating, jumping, integrated organism. We explore how the diversity of animals on Earth work differently, solving the same problems & constraints in various ways. The course focuses on metabolism, muscle function & control, oxygen & gas exchange, thermal regime (e.g. ectotherms versus endotherms), and salt/water balance. We rely on core principles in physics & chemistry to understand the effect of the environment and evolutionary history on physiological function through experiments, primary literature review, and empirical data. *Prereq: BIOL 120 and BIOL 210 or permission of the instructor; Offered every year in spring term; N. Gidmark*

BIOL 329 Histology

The main objective is to provide students with a knowledge of the microscopic anatomy of the tissues and organs of the vertebrate body and with the basic techniques for preparing tissues for examination with the light microscope. Emphasis is on relating structure to function. *Prereq: BIOL 120 and BIOL 130; Offered occasionally; STAFF*

BIOL 331 Genomics and Bioinformatics

This course explores the composition and organization of genomes across different organisms, the evolutionary mechanisms that have shaped genomes, and computational tools used to analyze genomes and other large datasets in biology. Emphasis is placed on development of bioinformatic research skills, including the ability to write novel computational tools. *QSR; QR;*

Biology

Prereq: BIOL 130 or permission of the instructor; Usually offered in two years out of three; M. Jones-Rhoades

BIOL 332 Molecular Biology

Gene structure, expression, replication, and recombination are the central focus of this course. Lab activities are centered on genetic engineering strategies and genomics (computer analysis of gene sequences). Three periods lecture and one period laboratory. *Prereq: BIOL 130 and either CHEM 100 or CHEM 100A, or permission of the instructor; Usually offered in two years out of three; M. Jones-Rhoades*

BIOL 333 Microbiology

This course explores the structure, metabolism, genetics, and genomics of prokaryotes and viruses. Emphasis is placed on understanding how the basic cellular and molecular biology of microbes impacts phenomena such as resistance to antibiotics and interactions between pathogens and the human defense system. *Prereq: BIOL 130 and 210 or permission of the instructor; Usually offered in two years out of three; M. Jones-Rhoades*

BIOL 335 Genetics

This course examines the mechanisms behind genetic inheritance, mutation and recombination in a range of model organisms and in humans. The course is discussion-focused, with an emphasis on critical analysis of the primary literature. Topics will include landmark experiments that have shaped our understanding of the field and modern techniques of genetic analysis. *Prereq: BIOL 130 and 210. Junior standing may be substituted for BIOL 210; Offered in alternate years; M. Jones-Rhoades*

BIOL 338 Developmental Biology

How does the fertilized egg give rise to the adult body? This is the focus of developmental biology. This course examines many important concepts in development, including determination of cell fate, embryo patterning and the processes of forming specialized organs and tissues. We also explore the connections between evolution and development. The course and laboratory are problem-based and investigative. *Prereq: BIOL 130 and BIOL 210 or*

permission of the instructor; Usually offered in two years out of three; J. Thorn

BIOL 342 Electron Microscopy

Principles and techniques used in electron microscopy and its role in studying organisms at the cellular level are studied. This course format is project-oriented and includes routine and special preparation of cells and tissues for the transmission and scanning electron microscopes, photographic techniques and the interpretation of electron micrographs. *Prereq: BIOL 329 or permission of the instructor; Enrollment limited to 10 students; Offered occasionally; STAFF*

BIOL 343 Behavioral Ecology

Behavioral ecology examines the adaptive value of behavioral traits - how these traits enhance survival and reproductive success of individuals in the ecological and social environments in which they evolved. Discussions of the primary literature will be used to generate new research questions, and experiments and field studies will be designed to answer those questions. The resulting data will be analyzed and the findings presented orally and in scientific papers. *Prereq: BIOL 210 and BIOL 312 or permission of the instructor; Offered occasionally; J. Mountjoy, J. Templeton*

BIOL 380 Senior Research Seminar (1/2 or 1)

This course is required in order to fulfill the research requirement for the Biology major. In the seminar students will find a mentor whose interests and expertise match those of the student and cover topics related to the successful completion of the research project. This course is part of a two-term sequence. In the second course, students will undertake an original research project, either laboratory or library based (BIOL 381-384) culminating in both a written and oral presentation. Students undertaking an Honors project are exempt from the 380 course sequence. *Prereq: senior standing or permission of the instructor; May be repeated for a maximum of 1.0 credit; W; Offered every term; STAFF*

BIOL 381 Research: Populations (1/2 or 1)

Prereq: At least one course from BIOL 310-319 and permission of the instructor; May be repeated for a maximum of 1.0 credits; W; Offered every term; STAFF

BIOL 382 Research: Organisms (1/2 or 1)

Prereq: at least one course from BIOL 320-BIOL 329 and permission of the instructor; May be repeated for a maximum of 1.0 credit; W; STAFF

BIOL 383 Research: Cells and Molecules (1/2 or 1)

Prereq: at least one course from BIOL 330-339 and permission of the instructor; May be repeated for a maximum of 1.0 credit; W; STAFF

BIOL 384 Research: Education (1/2 or 1)

Students who are completing K through 12 education credentials along with their biology major may elect to fulfill the research requirement for their biology major by undertaking a research project directly related to secondary education in biology. Typically this takes the form of designing innovative curricula. *Prereq: BIOL 110, BIOL 120, BIOL 130, BIOL 210, one 300-level Biology course and permission of the instructor; May be repeated for a maximum of 1.0 credit; W; STAFF*

Business and Management

Major and Minor

Recent Internships

Allstate Insurance
Ameriprise Financial
Appalachia Service Project
ADM
AT&T
B.C. Ziegler & Co.
BMO Financial
Boeing
Bosch
Calamos Investments
Caterpillar
Center for American Progress
Citibank China
Citibank Poland
City of Galesburg, Economic
Development
Coleman Epstein Berlin & Co.
LLC
Council on Foreign Relations
Country Financial
Disney College Program
Docuwrx
The Economist Group
Economic Development
Department, Embassy of
Pakistan
Epic
F.D.I.C.
Fifth Third Bank
Goldman Sachs
Google
Grant Thornton
Guidepoint Global
International Container Terminal
Service (Manilla)
Kellogg Specialty Channels
KPMG
Meiserow Financial
Medline Industries, Inc.
Merrill Lynch
Morgan Stanley
Northwestern Mutual
Ogilvy & Mather
OSF St. Mary Medical Center
Quad City Bank & Trust
RSM McGladrey
Scranton Gillette
Communications
TNT Express (Singapore)
Wells Fargo

Program Committee

John Spittell, *Business and Management*, chair
Elizabeth Carlin Metz, *Theatre*
James Dyer, *Journalism*
Jeffrey Gomer, *Business and Management*
Kevin Hastings, *Mathematics*
Mark Holmes, *Art and Art History*
Frank McAndrew, *Psychology*
Brandon Polite, *Philosophy*
Jonathan Powers, *Economics*
Carol Scotton, *Economics and Business and Management*
Jaime Spacco, *Computer Science*
Richard Stout, *Economics*
Tim Stedman, *Art and Art History*

Cooperating faculty from other programs

John Haslem, *Center for Teaching and Learning*
Duane Oldfield, *Political Science*
Tim Stedman, *Art and Art History*

Business in the 21st century utilizes an integrative approach attending not only to principles of business but also to the varied dimensions of human values and behavior. Economies are global, and their participants are more varied in their personal and group identities than ever before. A modern education in business therefore necessitates knowledge based in enduring principles, creativity, adaptability, strong communication skills, solid writing competency, and a sophisticated understanding of the complex ways in which human beings interact and materially support themselves. To accomplish this sort of education, a student should be experienced in applying ways of thinking that include but also reach beyond traditional business methodologies by engaging innovation, interdisciplinary thinking, creative solutions, and insightful interpersonal dynamics.

Knox majors in many areas, including Economics, Mathematics, Psychology, Political Science, Creative Writing, Environmental Studies, and the Arts, have gone on to distinguished careers as business and nonprofit leaders. Knox ranks in the top 20 percent of U.S. colleges in the number of alumni who are corporate executives. Students interested in business and management should work closely with the Business and Management Advisor and the Bastian Family Career Center to plan courses and experiential learning activities that offer appropriate preparation for a career in business and management.

At Knox we believe that a broad liberal arts education provides the best preparation for careers in business and management in this rapidly changing world, hence we specialize in an Integrative Business and Management major. Students interested in business

and management careers will take advantage of the full range of the Knox liberal arts curriculum to develop fundamental skills: communication, problem solving, quantitative competencies, creative innovation, leadership, mastery of information technology, ethical reasoning and critical thought, and diverse perspective for careers in business and management in a global community.

Students may pursue a Business and Management major or minor. In either case, students will work closely with their departmental advisor to plan courses and the Bastian Family Career Center to pursue experiential learning activities that offer appropriate preparation for a career in business and management.

StartUp Term: Entrepreneurial Immersion

Students may apply for admission to an immersive experiential term focused on developing the entrepreneurial competencies necessary for innovative enterprise. StartUp Term is conducted off campus, in an office work environment, for the entire 10-week term. Throughout the term, students encounter a wide range of responsibilities including evaluation of potential markets for an entrepreneurial product or service, building and maintaining a project website, connecting with suppliers and customers, compiling financial projections, and undertaking administrative tasks. A required formal oral and written business plan is presented at the end of the term to a panel of judges composed of business professionals and faculty.

Students completing StartUp Term receive 3.0 credits for: A. Design and design thinking, B. Entrepreneurship and Society, New Venture Creation, and C. Agile project management.

Direct Admission with the William E. Simon School of Business Administration

Knox College maintains a direct admission agreement with The William E. Simon Graduate School of Business, University of Rochester, Rochester, NY. Select candidates with strong academic potential, regardless of major, may be admitted at the end of their junior year to the Simon School MBA program on the condition that they successfully complete their four-year program at Knox. The Simon School also provides scholarship support to admitted students, based on the quality of their admission application.

Department Learning Goals

Students completing a Business and Management minor will:

1. Analyze the roles for business institutions and activities in society.
2. Articulate the ways in which business is a human endeavor.
3. Demonstrate analytical, quantitative, and information management competency from a business and managerial perspective.
4. Articulate the scope, dimensions, and complexities of value creation, innovation, and creativity in business as essential elements in enterprise.

Notable Business Leaders Among Knox's Alumni

- Nalini Prakash Hart '03
Managing Director, Economic and Valuation Services, KPMG LLP
- Mrudula "Chickoo" Lal '02
Director of HR Business Partner, The Walt Disney Company
- Dan Spaulding '99
Chief People Officer, Zillow Group
- Jason Monaco '98
Chief Financial Officer (CFO), Borden Dairy
- Juliana Tioanda '95
Chief of Staff / Sr. Director Business Strategy, Microsoft
- Brett Tilly '95
Business Risk Management Consultant, Caterpillar
- Bridget Coughlin '94
President and CEO, Shedd Aquarium
- Helen Lin '94
Chief Product Officer, ComplySci
- Shalini Gupta '89
Director of Marketing, Quaker Oats Company
- John Lawler '88
Vice President of Strategy Controller, Ford Motor Co.
- Jane Miller '81
Founder of JaneKnows.com
- Dushan Petrovich '74
Retired, President, Wm. Wrigley, Jr. Company
- John D. Podesta '71
President and CEO, Center for American Progress
- James Kilts '70
Former CEO, The Gillette Company, Founding Partner, Centerview Partners
- Charles F. Smith '84
Attorney and Partner, Skadden Arps

5. Manifest a collaborative work environment.
6. Communicate effectively with others.
7. Recognize and address ethical issues arising in business contexts.

Writing and Oral Presentation

Writing: Business and management majors will develop their writing skills in numerous courses within the major requirements.

Core courses: All courses meeting the ethics requirement involve at least three analytical papers and shorter weekly writing assignments. BUS 280, Business and Society, employs a variety of writing assignments, including case studies, requiring analytical writing. BUS 315, Marketing and Society, requires a thorough written analysis of an enterprise and its marketing programs. In BUS 399, the capstone course for the major, students will engage a variety of writing assignments, including analysis of contemporary case studies.

Elective courses: BUS/ECON 333, Managerial Finance, requires a written critical financial analysis of an enterprise and its financial structure. BUS 320, Entrepreneurship and Society, requires a comprehensive written project or business plan proposal; BUS 340, Managerial Principles, requires a substantial written analysis of field investigative work focusing on the adequacy of a particular company's management structure and implementation. ECON 310, Economics of Non-Profit Enterprises requires a research paper on the business model of a non-profit enterprise.

Oral Presentation: Oral communication competencies are embedded in many courses. Case study and analysis are embedded in the majority of course offerings. Class oral presentations are specifically required in BUS 315 Marketing and Society, and BUS 399, Senior Seminar. Electives in which oral presentation is emphasized include: ECON 310 Economics of Non-Profit Enterprises, BUS/ECON 333 Managerial Finance, BUS 320 Entrepreneurship and Society, and BUS 340 Managerial Principles.

Requirements for the major

12 credits or credit-equivalents:

- Core classes (5 credits): ECON 110, ECON 120, BUS 211, BUS 280, BUS 315
- Ethics (1 credit): PHIL 118, 130, 210, or 212
- Statistics (1 credit): STAT 200
- Business Computation (1 credit): STAT 223 or CS 141
- Capstone Experience: BUS 399: Senior Seminar, Startup Term, or approved self-designed project.
- Three electives in a focus area with at least one course at the 300 level and no more than one at the 100 level. Pre-approved focus areas are below; self-designed focus areas require prior approval.
 - Finance/Accounting: BUS 212, BUS 301, BUS 302, BUS 312, BUS 333
 - Mathematical Finance: MATH 152, MATH 227, MATH 321, MATH 327, BUS 333
 - Human Relations: BUS 267, BUS 272, PSYC 205, PSYC 278, ANSO 205, BUS 230, BUS 340
 - Global Business/Policy/Development: BUS 340, ECON 302, ECON 371, ECON 373, PS 301, PS 210, PS 268, PS 312, PS 321
 - Environmental Policy and Management: ENV5 101, ENV5 110, AFST/ENV5/HIST 228, ENV5 245, ENV5 256, ENV5 268, ENV5 270, ENV5 335, ENV5/PS 360, ECON/ENV5 368

Requirements for the minor

7 credits or credit equivalents:

- Three core courses: ECON 110, BUS 211, BUS 280
- One course in statistical methods: STAT 200

- One course in ethics: PHIL 118 or PHIL 130 or PHIL 210 or PHIL 212
- Students may choose two courses from among the following focus courses to design a self-designed sequence with the prior approval of the departmental chair:
BUS 212, BUS 312, BUS/ECON 333, BUS 315, BUS 343, PSYC 267 or PSYC 272, PSYC 278 or ANSO 205, ECON 301, ECON 365, ECON 363 or PS 235, ECON 371, PS 301 or PS 312, ENVS 260, ENVS 368

Pre-approved focus areas include the following course combinations:

- Finance: BUS 212 and BUS/ECON 333
- Marketing: BUS 315 and BUS 343
- Accounting: BUS 212 and BUS 312
- Human resources management: either PSYC 267 or PSYC 272 and either PSYC 28 or ANSO 205
- Public sector: ECON 363, ECON 310 or PS 235
- International business: ECON 371 and either PS 301 or PS 312
- Competitive strategy: ECON 301 and ECON 365
- Environmental management: ENVS 260 and ENVS 368

Students majoring in Economics, Environmental Studies, Financial Mathematics, or Psychology and minoring in Business and Management can apply no more than three courses to both programs simultaneously.

Courses

BUS 111 Introduction to Arts Administration

See description for AADM 111. *CL: AADM 111; O; E. Carlin Metz, J. Spittell*

BUS 201 Business and Technical Writing

See description for CTL 201. *CL: CTL 201, ENG 201; Offered every year; J. Haslem*

BUS 211 Principles of Accounting I

Fundamental principles, techniques and functions of accounting. An introduction to the basic financial statements and their interpretation. *Prereq: Sophomore standing or permission of the instructor; Offered every year; J. Gomer*

BUS 212 Principles of Accounting II

Amplification of accounting material presented in BUS 211. An introduction to the accounting principles used to value assets, liabilities, and shareholders' equity. Further emphasis on the interpretation and analysis of financial statements. *Prereq: BUS 211 or permission of the instructor; Offered every year; J. Gomer*

BUS 215 Strategic Principles of Arts Administration

See description for AADM 211. *Prereq: AADM/BUS 111; CL: AADM 211; O; E. Carlin Metz, J. Spittell*

BUS 330 Labor Economics

See description for ECON 230. *Prereq: ECON 110 and 120, or permission of the instructor; CL: ECON 230; Offered alternate years; C. Scotton*

BUS 267 Organizational Behavior

See description for PSYC 267. *Prereq: PSYC 100 and sophomore standing; CL: PSYC 267; Offered alternate years; F. McAndrew*

BUS 272 Industrial Psychology

See description for PSYC 272. *Prereq: PSYC 100 & sophomore standing; CL: PSYC 272; F. McAndrew*

BUS 280 Business and Society

This course introduces basic business concepts and critically analyzes issues facing business in its interactions with government, people and the environment. Basic business finance, accounting, human resources, operations, marketing, management and strategy concepts and practices are studied through the lens of their impact on

society. Some of the questions examined are: How do managers make financial, marketing, and strategic decisions in the face of competing demands of the various stakeholders? What are product pricing, distribution, and promotional strategies and what are ethical dilemmas faced in implementing them? What impacts are e-business and global business having on business, society, laws, and business decisions? How can businesses manage human resources for both quality of life and success? *HSS; SA; Prereq: ECON 110 and sophomore standing or permission of instructor; Offered every year; J. Spittell, J. Gomer*

BUS 301 Intermediate Accounting I

This course is the first course of a two-course sequence of Intermediate Accounting. Students will experience an expanded treatment of financial accounting theory and principles. Students will examine the balance sheet, income statement, and statement of cash flows. The conceptual framework of accounting, concepts of future and present value, cash and receivables, inventory, and the acquisition and disposition of property, plant, and equipment will be given special emphasis. Methods of presenting financial statements for external users will be studied. The Financial Accounting Standards Board (FASB) Codification process will be examined to gain an understanding of current principles and regulations followed in the preparation of financial statements. *Prereq: BUS 211 and BUS 212; Offered annually Fall term; J. Gomer*

BUS 302 Intermediate Accounting II

This course is the second course in a two-course sequence. Intermediate Accounting II continues education of Intermediate Accounting concepts and principles developed in Intermediate Accounting I. Students will examine the balance sheet and income statement in detail with special emphasis on the liability and stockholder's equity sections of the Balance Sheet. Concepts for contingencies, bonds and long-term notes financing, leases, pensions, and accounting changes will be examined. Methods of presenting financial statements for external users will be studied. A detailed analysis in preparing the Statement of Cash Flows will also be examined. The Financial Accounting Standards Board

(FASB) Codification process will be examined to gain an understanding of current principles and regulations followed in the preparation of financial statements. *Prereq: BUS 301; Offered annually Winter term; J. Gomer*

BUS 310 The Economics of Nonprofit Enterprises

See description for ECON 310. *Prereq: ECON 110; CL: ECON 310; Offered occasionally; R. Stout*

BUS 312 Advanced Managerial Accounting

This course is designed as an extension of Principles of Accounting I and II. It is intended for the student wanting additional knowledge in the area of accounting and accounting research, as well as the student pursuing a graduate degree in a related field, such as MBA. The course will focus on topics of business ethics, financial analysis, and management decision making. Business research and writing will be conducted for specific topics. Discussion of the role and issues experienced by a managerial accountant will be included. *Prereq: BUS 211 and 212; Offered every year; J. Gomer*

BUS 315 Marketing and Society

Marketing concepts, processes, metrics, and management issues are critically analyzed with regard to business in its interactions with people, stakeholders, government, and society. Topics include: marketing strategy; marketing research; product development, pricing and promotion; market segmentation; supply (value) chain; marketing metrics, international marketing; e-marketing; social media; marketing ethics; sustainability and social responsibility. *Prereq: BUS 280 and sophomore standing or permission of the instructor; Offered every year; J. Spittell*

BUS 320 Entrepreneurship and Society

This course begins by focusing on the global entrepreneurial revolution and entrepreneurial mindset. The course then addresses entrepreneurship essentials including recognition and comprehension of the value creation process. The driving forces of entrepreneurship—the business plan, founder leaders and the team, ethics, resource requirements and constraints, financing, management of growth, and avoidance

of pitfalls are covered. Paradoxical issues are addressed including: ambiguity and uncertainty vs. planning and rigor, creativity vs. disciplined analysis, patience and perseverance vs. urgency, organization and management vs. flexibility, innovation and responsiveness vs. systematization, risk avoidance vs. risk management, and current profitability vs. long term equity. An entrepreneurial project is an integral component of the course. *Prereq: BUS 211 and 285; Offered every year; J. Spittell*

BUS 333 Managerial Finance

This course examines the functions, responsibilities, logic and analytical tools of financial management. The elements of the financial administration of the firm will be considered throughout the term. Emphasis will be placed on “why” as well as “how” financial decisions are made in organizations. This will be accomplished by examining the areas of cash flow, valuation, present value, risk and return, cost of capital and short and long term financing. *Prereq: BUS 212 or permission of the instructor; CL: ECON 333; QR; Offered every year; J. Spittell*

BUS 340 Management Principles

This course explores how the study and theories of management have changed with the changing nature of work and the workplace, to understand the dynamic interplay among the work, the worker and the environment in which work is done. Students create team projects to experience and analyze the planning, organizing, motivating and controlling functions of organizational management. We pay particular attention to the process of managing and the challenges of getting work done with and through others. *Prereq: BUS 280 or permission of the instructor; DV; Offered occasionally; J. Spittell*

BUS 343 Strategic Brand Management

This course will explore the important issues in planning, implementing, managing and evaluating brand strategies. It will also provide concepts, theories, models, and other tools to make better brand management decisions. Particular emphasis will be on understanding psychological principles at the individual and organizational level. This course will also

incorporate principles of marketing research. This course is relevant for any type of organization regardless of size, nature of business, or profit orientation. *Prereq: BUS 315; Offered every year; J. Spittell*

BUS 349 Internship in Business (1/2 or 1)

Interested students working with faculty members in the program of Business and Management may arrange internships in the area of Business. *Prereq: Advance permission of instructor; May be graded S/U at instructor's discretion; STAFF*

BUS 360B StartUp Term: Entrepreneurship and Society, New Venture Creation

See description for IDIS 360B. *O; CL: IDIS 360B; Prereq: Sophomore standing and acceptance to Startup Term; Offered alternate years; J. Spittell*

BUS 399 Senior Capstone

This is an in-depth seminar based course. It engages the competencies acquired throughout the courses taken in the Business and Management major. The emphasis is on real world problem analysis, critical thought, strategy development, organization, implementation, and evaluation of business and managerial issues. The seminar is case based. The course incorporates regular reading of the Harvard Business Review. Oral presentation and discussion of assigned subject matter, written analysis, and recommendations concerning managerial situations and issues are embedded. *Prereq: Designed to be taken at the conclusion of coursework completing the Business and Management major; Offered every year Winter or Spring term; O; W; J. Spittell*

Chemistry

Major and Minor

Special Facilities

Nuclear Magnetic Resonance

Laboratory

Separations Facility

(GC, GC-MS, HPLC, CE)

Organic & Inorganic Synthesis

Facilities

(Schlenk Lines, Air Sensitive

Glovebox, Solvent Purification

System)

Laser Laboratory

Thermal Analysis Center

(Polarized Optical Microscopy,

Differential Scanning

Calorimetry)

Recent Student Achievements

Alumnus Edward Dale named
National Science Foundation
fellow 2013

Co-authoring scientific journal
articles with professors in:

Acta Crystallographica

Analytica Chimica Acta

Industrial Crops and Products

Inorganic Chemistry

International Journal of

Chemical Kinetics

Journal of Chemical Education

Journal of Chromatography

Journal of Liquid

Chromatography

Polyhedron

Protein Science

Talanta

Tetrahedron Letters

Recent Off-Campus Study

Argonne National Lab

Oak Ridge National Lab

Center for Plasma Aided

Manufacturing

R.E.U.'s at University of

Michigan, Loyola University,

Washington State University,

North Dakota State University,

Keck Graduate Institute-

Claremont CA, University of

Wisconsin-Madison, University

of Rochester

Faculty and professional interests

Diana Cermak, chair

Organic chemistry, synthesis of novel biologically active compounds

Mary Crawford

Analytical and physical chemistry, atmospheric chemistry, kinetics

Thomas Clayton

Inorganic chemistry, synthesis of transition metal complexes, liquid crystals

Helen Hoyt (on leave 2019-2020)

Organometallic chemistry, homogeneous catalysis, reaction mechanisms, electronic structure, green chemistry

Janet Kirkley, Biochemistry and Chemistry

Macrophage activation and regulation

Andrew Mehl, Biochemistry and Chemistry

Biochemistry, enzymology, protein structure and function

Lawrence Welch

Analytical chemistry, electrochemistry, chromatography

At Knox, a major in chemistry serves scientific and professional interests equally well. For instance, over the years, about one-third of the chemistry majors go to medical or dental schools, one-third continue their education in Ph.D. programs, and one-third go into the work force, mostly as chemists. A complete chemistry program, accredited by the American Chemical Society, is offered. Chemistry, an experimental science, has its focal point in the laboratory, which at Knox includes spacious instructional laboratories, individualized laboratories for student and faculty research, and specialized instrument rooms. Because modern chemistry relies heavily on sophisticated instruments, a well-equipped chemistry department is important. At Knox all the instrumental tools a chemist needs are provided, including nuclear and electronic spin resonance spectrometers, IR and UV/visible spectrophotometers, gas and liquid chromatographs, several laser spectrometers, a mass spectrometer, and two dozen up-to-date computers for data gathering and analysis and for molecular modeling. A drybox and Schlenk manifolds allow for the synthesis of molecules in an oxygen-free environment.

The department specializes in giving its students personal experience with the whole spectrum of instruments. To truly learn what an experimental science is like, the department strongly encourages collaborative research with faculty for all its majors. Students can take independent studies and receive course credit for research. Often students can concentrate on new developments in the summer research program of the department.

Departmental Learning Goals

Students completing a Chemistry major will be able to:

1. Demonstrate competence in the core areas of chemistry

2. Use appropriate techniques and concepts to solve and analyze problems in chemistry
3. Design and carry out experimental chemical investigations, analyze data and form conclusions based on the data and analysis
4. Communicate chemical results to chemists and non-chemists

Writing and Oral Presentation

Writing: Starting with the entry-level courses CHEM 100A/102A General Chemistry I and II, students begin to record experimental data in a laboratory notebook, paying particular attention to the accuracy of the instrument they use to collect the data. Next, in CHEM 211/212 Organic Chemistry I and II, students learn the formal styles of the laboratory notebook and the formal laboratory report, including special attention paid to experimental writing in the Journal of Organic Chemistry format. In CHEM 215 Inorganic Chemistry, students learn to write a literature review of a topic found in the chemical literature and go through a significant editing process. In CHEM 321A Physical Chemistry I Lab, students continue to develop their writing skills through the lab notebook, formal lab reports, and chemical abstract writing. Finally, in CHEM 399 students write an abstract for their poster presentation, as would be submitted for a National Meeting of the American Chemical Society. Several 300-level elective courses in the Chemistry Department also require a significant level of writing, utilizing and perfecting these various formats: lab notebook and formal lab reports in CHEM 322A; formal lab reports in CHEM 317, CHEM 325 and CHEM 328; and literature reviews in CHEM 315 and CHEM 318.

Oral Presentation: Students develop skills in oral presentation through two courses required for the Chemistry major: CHEM 321 Physical Chemistry I through a poster presentation on laboratory results and CHEM 399 Presentation Skills in Chemistry through both an oral presentation on a lab research project or literature article and a poster presentation on a lab research project or literature article, which are given to both chemists and non-chemists. Several other elective courses in the Chemistry Department also have significant oral presentation components through presentation of topics relevant to the course material: CHEM 315 Green Chemistry & Catalysis, CHEM 316 Methods in Organic Synthesis and CHEM 318 Physical Organic Chemistry.

Requirements for the majors

Chemistry – Bachelor of Arts

At least 11 credits as follows:

- General Chemistry: CHEM 100A and CHEM 102A
- Analytical Chemistry: CHEM 205
- Organic Chemistry: CHEM 211 and CHEM 212

Recent Internships

Academy of Sciences of the
Czech Republic
Baxter Healthcare
BASF
Colloid Environmental
Technology Company
Commonwealth Edison
Ethyl Corporation
Lockheed Martin
Los Alamos National
Laboratories
U.S. Dept. of Agriculture

Co-Curricular Activities

Chemistry Club
Chemistry Club annually receives
awards from the American
Chemical Society

Student Research

Student research presentations at
the National Meetings of the
American Chemical Society,
Spring 2018, New Orleans,
LA; Spring 2017, San
Francisco, CA; Spring 2016,
San Diego, CA
Student presentation at the Spring
2013 Illinois State Academy of
Science

Specific Topics:

“Synthesis and Characterization
of Reduced Symmetry
Copper(II) Liquid Crystals”
“Relative Rate Studies of
Atmospheric Degradation
Processes”
“Phosphonate Derivatives of
Castor and Lesquerella Fatty
Acids”
“Synthesis and Characterization
of Novel Camphor
Oxaziridines”
“Synthesis and Characterization
of an Anhydrous Iron(II)
Dibromide Complex
Supported by a Donor
Modified Tridentate-Diimine
Ligand”
“The Study of Radon in Caves”

Recent Graduate Schools Attended

Cornell University
Iowa State University
Northern Illinois University
Pennsylvania State University
Purdue University
Syracuse University
Texas A & M University
University of Arizona
University of California-Berkeley
University of California-Davis
University of Georgia
University of Iowa
University of Kentucky
University of Maryland-College Park
University of Michigan
University of Missouri-Columbia
University of North Carolina-Chapel Hill
University of Wisconsin-Madison
Vanderbilt University
Washington University
Yale University

Recent Student Employment

3M Corporation
Abbott Laboratories
ACT Exam Institute
BASF
Cole-Palmer
Epic
MilliporeSigma
Monsanto
Pfizer

- Inorganic Chemistry: CHEM 215
- Physical Chemistry: CHEM 321 and CHEM 321A (.5 credit)
- Presentation Skills in Chemistry: CHEM 399 (.5 credit)
- Advanced Studies: The Advanced Studies requirement is the means by which students engage themselves in a more in-depth study of one of the sub-disciplines of chemistry: analytical, organic, inorganic, physical, or biological. It is met by one of:
 - One or more elective courses at the 300 level that make up at least one credit (BCHM 301 may be used as the elective course)
 - An independent research project at the 350 level for a minimum of one credit
 - A second major or a minor in Biochemistry
 - An Honors Project in Chemistry or Biochemistry (for a double major)
- Calculus: MATH 151 and MATH 152

Chemistry – Bachelor of Science

In addition to the B.A. Major requirements (above), students must complete the following:

- Three courses from: CHEM 315, CHEM 316, CHEM 317, CHEM 318, CHEM 322/322A, CHEM 325, CHEM 328, CHEM 331, CHEM 395, or BCHM 301
- One course from: PHYS 110, PHYS 120, PHYS 130, or PHYS 130A

Requirements for the minor

5 credits as follows:

- General Chemistry: CHEM 100A and CHEM 102A
- 2 courses from: CHEM 205, CHEM 211, or CHEM 215
- 1 course from: CHEM 212, CHEM 220, CHEM 250, CHEM 315, CHEM 325, CHEM 328, CHEM 331

Note: Students double majoring in Biochemistry and Chemistry may count no more than 4 courses to both majors. For major-minor combinations of Biochemistry and Chemistry, no more than 2 courses may apply simultaneously to both programs.

Certification by the American Chemical Society

Students interested in chemistry as a profession or for graduate school training should consider completing the requirements for the certified curriculum espoused by the American Chemical Society as follows:

- those listed for the major plus BCHM 301, CHEM 322, CHEM 322A, CHEM 325, CHEM 331
- two from BCHM 310, CHEM 315, CHEM 316, CHEM 318, CHEM 328, CHEM 395.

Two units of independent study may be substituted for these two electives.

- one year of a foreign language: recommended are French or German, 101, 102, 103
- two units from PHYS 110, PHYS 120, PHYS 130 or PHYS 130A
- Recommended: CS 141
- Recommended: ENG 101 and/or ENG 102.

Courses

CHEM 100A GENERAL CHEMISTRY I

An introduction to the fundamental concepts of chemistry, including atomic and molecular structure, solids, liquids, gases, and chemical calculations. Four periods lecture and three periods laboratory. *NPS; Prereq: math placement into MATH 131 or above, a math course (MATH 123) is recommended; QL; SI; Offered every Fall, one section offered every Winter; STAFF*

CHEM 100AS, CHEM 102AS Supplemental Instruction in CHEM 100A, 102A (1/2)

CHEM 100AS and 102AS are reserved exclusively for students who are simultaneously enrolled in Chemistry 100A or 102A. Course content will be determined by the difficulties that students encounter in the primary course; ranging from algebra review and dimensional analysis to assistance in understanding major chemical concepts. *STAFF*

CHEM 102A GENERAL CHEMISTRY II

A continuation of CHEM 100A. Solution chemistry, thermodynamics, equilibrium, acids and bases, kinetics, and nuclear chemistry. Four periods lecture and three periods laboratory. *Prereq: CHEM 100A; QL; SI; Offered every Winter, one section offered every Spring; STAFF*

CHEM 161 Introduction to Forensic Science

The analysis of crime scenes and criminal evidence using methods of scientific analysis has evolved into a vital segment of the criminal justice system. This course will serve as an introduction to these scientific techniques, ranging from classic fingerprinting methods to modern methods of DNA analysis. Coverage of the scientific approach will be augmented by discussions of legal implications and admissibility of evidence, along with reviews of relevant case studies. *Prereq: CHEM 100 or 100A or 1 year of high school chemistry; L. Welch*

CHEM 205 Equilibrium and Analytical Chemistry

An introduction to the modern quantitative techniques of analysis in chemical systems. Topics include traditional quantitative techniques as well as chromatography, spectroscopy, and lasers. Four periods lecture and three periods laboratory. *Prereq: CHEM 102A; QL; QR; SI; Offered every Spring; L. Welch*

CHEM 211 Organic Chemistry I

Structures, reactions, physical and chemical properties of aliphatic and aromatic compounds and their functional groups. The laboratory covers classical and modern techniques of preparation, separation, and identification. Four periods lecture and three periods laboratory. *Prereq: CHEM 102A; SI; Offered every Fall; D. Cermak, H. Hoyt*

CHEM 211S, 212S Supplemental Instruction in CHEM 211, 212 (0)

CHEM 211S and 212S are reserved exclusively for students who are simultaneously enrolled in CHEM 211 or 212. Course content will be determined by the difficulties that students encounter in the primary courses. The supplemental courses will focus on problem solving along with the course material, study skills, organizational skills, and course review. Students will sign up for each term and receive the one-half credit after completing the second term of the course. *S/U; Offered every Fall and every Winter; Prereq: Concurrent enrollment in CHEM 211 or 212; D. Cermak*

CHEM 212 Organic Chemistry II

A continuation of CHEM 211. Four periods lecture and three periods laboratory. *Prereq: CHEM 211; W; Offered every Winter; D. Cermak*

CHEM 215 Inorganic Chemistry

A thorough introduction to the world of inorganic chemistry, with emphasis on chemical properties, and periodic relationships. Topics include binary compounds, organometallics, transition metal complexes, solution chemistry, inorganic polymers and clusters, and solid state chemistry. The laboratory emphasizes the synthesis and instrumental characterization of inorganic compounds. Four periods lecture and three periods laboratory. *Prereq: CHEM 212 or CHEM 102A and permission of the instructor; W; Offered every Spring; T. Clayton*

CHEM 220 Environmental Chemistry (1/2 or 1)

Pollution problems are in the news every day. The government continues to set ever more stringent guidelines for pollutants. But how are the small amounts of these chemicals measured? This course answers that question by focusing on the analytical procedures used to monitor these regulated pollutants and the improvements that will be necessary as government controls become tighter. When offered for a full credit, CHEM 220 meets three periods a week plus lab. *When offered as a 1/2 credit course, CHEM 220 meets two periods a week. Prereq: CHEM 205; CL: ENVS 220; L. Welch*

CHEM 233 Nanochemistry (1/2 or 1)

An introduction to the emerging interdisciplinary science of nanochemistry, which explores basic chemical strategies applied to the design and synthesis of nanomaterials. Chemical control of the size and shape of nanomaterials, established through 'self-assembly', is linked to novel chemical and physical properties exhibited by nanomaterials. In turn these properties, such as conductivity, magnetism and photonics, are utilized in functional electronic devices like photodetectors, LEDs and chemical sensors. Students will encounter novel concepts through a variety of readings and classroom experiences including lecture, discussion, group work and presentations. Four periods lecture/discussion. When offered for a full credit, CHEM 233 meets four periods a week for lecture and discussion. When offered as a 1/2 credit course, CHEM 233 meets two periods a week. *Prereq: CHEM 102A; T. Clayton*

CHEM 273 Chemistry and Society

A pragmatic approach to chemistry for non-science majors. Basic problem solving (e.g. stoichiometry, half-lives, etc.) and laboratory experiences will accompany this overview of how chemistry influences human life. Topics covered include consumer products, environmental concerns, drugs, radioactivity and energy. *Three periods lecture, one period laboratory. NPS; SI; CL: ENVS 273; Not open to students having credit in any Knox Chemistry course; STAFF*

CHEM 275 Chemistry and Environmental Policy

A lecture/discussion course with emphasis on how environmental chemistry influences environmental policy. Topics include but are not limited to: atmospheric chemistry, acid rain, and the Clean Air Act. Three periods lecture/discussion. *Prereq: CHEM 100A or ENVS 101 or permission of the instructor; CL: ENVS 275; M. Crawford*

CHEM 299A, B, C

Seminar Series in Chemistry (0)

The purpose of this course is to expose students to the full range of chemical ideas and practices from academic, industrial, and governmental perspectives. Students will attend seminars by invited speakers, chemistry faculty, and chemistry majors each term. Students will sign up for each term and receive the one-half credit after completing the spring term. *Prereq: sophomore standing; Repeatable for up to 1.5 credit; Offered every year; STAFF*

CHEM 315 Green Chemistry and Catalysis

Building on the pioneering work in catalysis over the past several decades, this course explores how green chemistry is changing the motivation and guiding criteria for reaction design. Green chemistry design principles include atom economy and waste minimization, use of catalysts vs. stoichiometric reagents, energy efficiency, and decreased use of toxic reagents and solvents. Chemical foundations draw on understanding catalytic cycles, catalyst structure, and the fundamental reactions performed by organotransition metal catalysts (oxidation, reduction, bond activation, new bond construction, etc.) *Prereq: CHEM 212; Offered alternate years; H. Hoyt*

CHEM 316 Methods in Organic Synthesis

A survey of modern methods in synthetic organic chemistry. Emphasis on stereochemistry, reaction mechanisms, retrosynthetic analysis, and synthesis of natural products. Four periods lecture. *Prereq: CHEM 212; Offered alternate years; D. Cernał*

CHEM 317 Advanced Synthesis Laboratory

This laboratory course is designed to further the student's technical ability in the synthetic chemistry laboratory. The laboratory builds on the 200-level laboratory courses and involves aspects of advanced synthetic techniques as well as advanced physical and spectroscopic methods. Additionally, the course includes experiments which involve the use of air- and moisture-sensitive reagents, techniques which are common in graduate-level and industrial settings, and provides our graduates a head start in these situations. Two periods lecture and four periods laboratory. *Prereq: CHEM 212; D. Cernał, H. Hoyt*

CHEM 318 Physical Organic Chemistry

Lecture, discussion and problem solving in physical organic chemistry. Emphasis on kinetics, molecular orbital theory, structure and thermodynamics as they lead to our understanding of organic reaction mechanisms and molecular stability. *Prereq: CHEM 212 and CHEM 321, or permission of the instructor; Offered alternate years; H. Hoyt*

CHEM 321 Physical Chemistry I

An introduction to thermodynamics and quantum chemistry. The macroscopic behavior of matter as embodied in thermodynamics and kinetics is correlated with the microscopic model of matter based on atomic-molecular theory. Four periods lecture. *Prereq: CHEM 212 and MATH 152; QL; Offered every Fall; M. Crawford*

CHEM 321A Chemical Laboratory**Principles I (1/2)**

Basic skills in the acquisition of quantitative physical chemical data and error analysis. Emphasis on computer use. Experiments from the behavior of gases, thermodynamics, and kinetics. One lecture and five periods laboratory. *Prereq: concurrent enrollment in CHEM 321; M. Crawford*

CHEM 322 Physical Chemistry II

An introduction to quantum chemistry, atomic and molecular structure, and spectroscopy. The detailed consequences of quantum theory are examined in the light of the molecular model. Four periods lecture. *Prereq: CHEM 321; Offered alternate years; M. Crawford*

CHEM 322A Chemical Laboratory Principles II (1/2)

The use of various spectroscopies to gather data on properties of molecules. One lecture period plus five periods laboratory. *Prereq: Concurrent enrollment in CHEM 322; M. Crawford*

CHEM 325 Instrumental Methods of Analysis

Use of advanced analytical instrumentation. Students become familiar with potentiometric, voltammetric, spectrophotometric, and chromatographic techniques. Two periods lecture and six periods laboratory. *Prereq: CHEM 205, CHEM 321, and CHEM 321A; Offered alternate years; L. Welch*

CHEM 328 Chemical Instrumentation (1/2 or 1)

An advanced survey of instrumental techniques used for the characterization of chemical systems and quantitative analyses. Methods for trace analysis included. When offered as a full credit course, CHEM 328 meets three periods a week plus a weekly laboratory exercise. When offered as a 1/2 credit course, CHEM 328 meets twice a week. *Prereq: CHEM 205 and CHEM 321; or permission of the instructor; Offered alternate years; L. Welch*

CHEM 331 Advanced Inorganic Chemistry

The application of symmetry and group theory to chemical bonding as described by molecular orbital theory. The structure and bonding of organometallic and coordination complexes is explicitly linked with chemical reactivity and physical properties. Four periods lecture and three periods discussion. *Prereq: CHEM 321; T. Clayton*

CHEM 399 Presentation Skills in Chemistry (1/2)

The preparation and experience of giving an oral presentation in a manner that is consistent with the Chemistry discipline will be addressed. Students may make use of one of the following

Chemistry

for their seminar: an in-depth literature review, a research project at the 350 level, or an Honors project. The poster format for presentation will also be taught and students will be required to prepare a poster. *Prereq: junior standing; O; Offered every Spring; STAFF*

Faculty and professional interests

Weihong Du

Chinese literature, film, culture, and language

Shuyan Gao Shipplett

Chinese language and culture

Coursework in Chinese emphasizes language study as a gateway to understanding another culture, the world, and our place in it. The Asian Studies Program offers elementary and intermediate language instruction in Chinese, as well as advanced language instruction in an independent study setting. Additional courses in Chinese history, international relations, economy, religion, and philosophy are offered by the History, Economics, and Philosophy departments.

For more intensive experiences, the College also cooperates with the Chinese Studies Program at Beijing University, and takes part in the School for International Training's (SIT) program "China: Language, Culture, and Ethnic Minorities." See the Special Programs and Opportunities section of this catalog for details. For a full description of the programs in Asian Studies, see the listings for Asian Studies and Japanese.

Departmental Learning Goals

Students completing a Chinese minor:

1. Will demonstrate college-level competence in the Chinese language and use those skills as an avenue for further exploration of Chinese society.
2. Will be able to demonstrate cultural understanding of Chinese society within literary, historical, philosophical, or religious contexts.

For a full description of the programs in Asian Studies see also the listings for Asian Studies and Japanese.

Requirements for the minor

5 credits, as follows

- Three courses in Chinese language at the 200 level or beyond
- Two course in Chinese Studies - either Chinese (CHIN) or Asian Studies (ASIA) courses designated as "Chinese Area Studies" at the 200 level or above, including at least one 300 level course. With the approval of the Asian Studies Program chair, a student may substitute appropriate 200 level or 300 level credits in Chinese language and area studies, transferred from an approved off-campus program in China. Substitutions must ensure that at least one course in the minor is at the 300 level.

Special Facilities

Dorothy Johnson '39 and Richard Burkhardt '39 Language Center

Related Co-Curricular Clubs and Activities

Chinese Club

Recent Off-Campus Programs

CSI: Chinese Studies Institute (Beijing)
SIT China: Language, Culture, and Ethnic Minorities

Courses

CHIN 101, CHIN 102, CHIN 103**Elementary Chinese**

Development of Mandarin language skills: listening, comprehension, speaking, reading and writing. Essentials of grammar complemented by readings in literature and culture, with extensive practice in speaking. *Pre-req: Must follow sequence, or permission of the instructor; CHIN 101, 102, 103 offered every year FA, WI, SP sequentially; CHIN 103 is SL; STAFF*

CHIN 141 Introduction to Chinese Civilization

This course is a preliminary introduction to Chinese civilization, beginning with the archaeological record and extending to the nineteenth century. This course will focus on a few themes and a few approaches instead of providing a comprehensive survey of the history of Chinese civilization. The purpose of this course is to provide a basic understanding of the development of Chinese tradition and the complexity of its culture by looking in depth at the following questions: what forces came together to produce Chinese civilization and how did they contribute to the formation of the notion of “Chineseness” over time? What were the roles of intellectual or philosophical thinkers in the development of Chinese cultural tradition? How can literature reveal details of the way people lived, the values they held and the ideas they followed? *CL: ASIA 141, HIST 141; STAFF*

CHIN 201, CHIN 202, CHIN 203**Intermediate Chinese**

Intermediate study of Mandarin Chinese. Reinforcement of grammatical understanding of the language while developing conversational fluency. Attention to oral and listening skills is combined with increasing emphasis on study of the Chinese writing system. *Prereq: CHIN 103 or permission of the instructor; Courses must be taken in sequence; CHIN 203 is O; CHIN 201, 201, 203 offered every year FA, WI, SP sequentially; STAFF*

CHIN 221 Women and**Modern Chinese Literature**

(In English translation) This course explores the crucial role that women played in shaping

modern Chinese literature. We will make close readings of short stories, autobiographies, novel excerpts, and complete novelettes of mostly female writers, exploring the ideas, themes, and theories that they were exploring while breaking new ground. We will also be dissecting these readings through our own contemporary literary lenses as a means of expanding the students' skills of literary interpretation and criticism that will be a concomitant benefit to the expansion of the students' knowledge of China and both its literary and historical past. *CL: ASIA 221, GWST 222; IC; PI; Offered annually, typically winter; W. Du*

CHIN 223 Chinese Popular Culture

This course takes a multi-faceted and interdisciplinary look at modern and contemporary popular culture in China. Through studying an array of popular and academic sources, we will explore food culture, trends in music, cultures of expression in physical and digital spaces, perspectives on celebrity and fandom in China, as well as the social factors surrounding new developments in dating culture. Historically, the course explores forms of popular culture as they were perceived at the time of their popularity. Theoretically, the goal is to understand how various pop cultural developments were informed by ongoing social and cultural dialogues operating domestically and internationally. This approach highlights the social geography surrounding Chinese pop culture, as well as the changing face of Chinese culture as a whole. *HUM; Prereq: Sophomore standing or permission of the instructor; CL: ASIA 223; Offered occasionally; W. Du*

CHIN 225 Introduction to Chinese Film

This course is an introduction to Chinese cinema in mainland China, Taiwan, and Hong Kong, with emphasis on the ways film represents China, Chinese identity, cultural heritage, and Chinese modernity. The course will include weekly film viewings and in-class discussion. *CL: ASIA 225, FILM 225; IC; Offered occasionally; W. Du*

CHIN 237 Arts, Culture, and Landscapes of Southern China I (1/2)

This course is a 1/2-credit fall term preparatory class for an immersion experience in southern China during winter break. Its approach is interdisciplinary, exposing students to local cultures through a variety of visual, performing, and literary arts inspired by this region, including painting, dance, theater, and other forms of expression such as poetry, folk tales, and historical narrative. Witnessing various urban, rural, natural, and cultural landscapes in Guilin/Yangshuo (in the southeast region) and Kunming/Dali (in the southwest region) offers diverse perspectives on China with special attention paid to minority culture. Students of all majors are strongly encouraged to enroll. Students enrolling in CHIN/ASIA 237 are required to also enroll in CHIN/ASIA 238 and participate in the December trip to China. *CL: ASIA 237; Offered alternate years during fall term (with December travel component); W. Du*

CHIN 238 Arts, Culture, and Landscapes of Southern China II (1/2)

This course is only open to students who completed the December group travel to China after completing the fall term course CHIN 237. Students in this course will complete and present their individual final projects based on experiences in China, and thus also receive credit for the travel component. *Prereq: CHIN 237; CL: ASIA 238; Offered alternate years during Winter term; W. Du*

CHIN 320 Orientalism, Occidentalism, and Chinese Culture

A theoretical survey of historical and contemporary relations between the Western world and the East, specifically China. Interdisciplinary in approach, this class investigates cultural interactions and classic Asian Studies theory through comparative analysis of diverse media, including: short stories, film, non-fiction, pop culture, and art forms. Topics such as colonialism, diaspora, appropriation of the Other, and trans-nationalism are also part of our focus. *Prereq: Junior standing; at least one course in Asian Studies recommended, or permission of the instructor; CL: ASIA 320; DV; PI; Offered occasionally; W. Du*

CHIN 321 Women and Modern Chinese Literature

See description of ASIA 221. Additional research component and consent of the Instructor required for CHIN 321. *Prereq: Junior standing and at least one literature course or 200-level ASIA course with a C- or better; CL: ASIA 321, GWST 322; IC;PI; Offered annually, typically winter; W. Du*

Classics

Majors and Minor

Recent Honors Projects

- “Emperors Among Us: Kanye West, Roman Spectacle, and the Appropriation of Classical Imagery” (Classics and Visual Studies)
- “Hoplite Ideology: Poetics, Paideia, Social Structure” (Honors in History and Classics)
- “Spectacle and the Respectable in Juvenal *Satires* 2 and 6”
- “Imagined Spaces: Propertius, Vergil, and their Poetic Romes”
- “More Faithful than He Intended to Be: A Reexamination of Catullus’ Lesbia Cycle”
- “Homer’s *Iliad*, Book 19: Commentary and Interpretation”
- “Art Out of Voice: a Study of Vergilian Ecphrasis”
- “The New Testament *Book of Hebrews*: a Word Study of the Greek Root *TELEI*”
- “Illusion and Desire: Disguising the Self in the Erotic Epigrams of Callimachus”

Co-Curricular Activities

- Classics Club
- Annual Mediterranean Dinner and Play Reading
- Eta Sigma Phi (Classics Honorary Society)

Recent Off-Campus Study

- College Year in Athens
- Intercollegiate Center for Classical Studies in Rome
- ACM Florence Program
- Newberry Library Program
- University of St. Andrews, Scotland

Faculty and professional interests

- Judith Thorn, chair
- Hilary Lehmann
Greek rhetoric; classical mythology; gender and sexuality; classical reception
- Mitchell Parks (on leave, Spring 2020)
Athenian social norms and political culture, fifth- and fourth-century BCE Greek literature, myth and its reception
- Scott Weiss

Cooperating faculty from other programs

- Danielle Fatkin, *History*
- Gregory Gilbert, *Art History*
- Brandon Polite, *Philosophy*

Classics is the study of the languages, societies, history, art, and thought of the ancient Mediterranean cultures of Greece and Rome. Because the ancient evidence is fragmentary and dates to more than 2,000 years ago, information must be assembled from several disciplines to reconstruct a full picture. Accordingly, Classics takes an integrated, multi-disciplinary approach, using many different disciplinary lenses—literary, historical, philosophical, art historical, and others—in an attempt to recover what are, in effect, two lost cultures. Classics’ multidisciplinary character means constant interactions with other fields, making it ever new and exciting.

The Classics Department offers majors in Classical Languages and in Classical and Ancient Mediterranean Studies, as well as a minor in Classical and Ancient Mediterranean Studies. Greece and Rome provide a valuable background for the study of literature, history, philosophy, and art history as well as creative writing, studio art, and theatre. Study of the ancient languages develops strong analytic skills and an eye for detail, and many of the issues that remain central to us in the 21st century—political, legal, social, artistic—were also centered in the cultural products of the ancient Greeks and Romans. Indeed, the American Founders looked to the ancient authors as they laid out their plans for the new Republic.

In addition to the classicists in the department, members of other departments contribute courses to the program. This diversity in faculty and the wide range of disciplines embraced under the umbrella of Classics, lend the program a special interdisciplinary character and serve to build bridges between classics and other areas of the curriculum. Because of the multidisciplinary nature of the field of classics, our students must become familiar with several different kinds of information from the ancient world, including literary texts, art and architecture, coins, and inscriptions. Classicists have been at the forefront of the

technological revolution from the start. Perseus, a digital library of texts and images (coordinated at Tufts University), exemplifies the excellence of what is available in the public domain, but it is only one of many such electronic resources. The Knox College library maintains subscriptions to TLG and PHI databases of Greek and Latin texts, and ArtStor, which includes images of art and architecture from ancient cultures.

Classics majors and minors are strongly encouraged to round out their knowledge of the ancient Mediterranean world by taking advantage of off-campus experiences. Some spend a term studying abroad through programs such as the College Year in Athens, the Intercollegiate Center for Classical Studies in Rome. Summers have taken Classics students to archaeological excavations close to home as Southern Illinois and as far away as Jordan.

Courses in Classics include Greek and Latin language courses as well as courses that require no knowledge of the ancient languages. The language courses develop a reading comprehension that opens the way to a deeper understanding of the ancient texts. 200-level courses in Greek and Latin introduce students who have finished the elementary sequence to a particular topic such as an author or genre; advanced students can register for the 300-level version of a given course in order to perform additional investigation, through further reading and research, into that topic. Students can repeat 200-/300-level GRK/LAT courses of the same number as long as the topic is different. Classics courses that require no knowledge of Latin or Greek (listed as CLAS) are intended to develop skills of reading, seeing, and interpreting the texts and material remains of ancient cultures. All courses in the department at the 200-level and above offer rich opportunities to develop and hone writing and oral presentation skills.

The study of Classics and the Ancient Mediterranean world at Knox encourages students to develop their analytical, creative, and literary abilities, preparing them for careers in teaching, law, medicine, theatre, library science, museum curating, publishing, business, and many other fields—in other words, Classics provides a solid and versatile foundation for life after Knox.

Teacher Certification in Latin

The Classics Department welcomes and encourages students planning to become Latin teachers. Knox offers State of Illinois certification in Latin (grades six through twelve). A student intending to pursue Latin teacher certification in Illinois should complete a Latin-focused major and a major in Educational Studies, and must pass the State of Illinois Certification test in the Latin subject area.

Since the specific requirements are complex, it is important that students interested in certification in Latin consult with the Department of Educational Studies early in their college careers about current requirements.

Recent Graduate School Admissions

Art Institute of Chicago
Indiana University
New York University
University of Buffalo
University of Chicago
University of Kansas
University of Michigan
University of Pennsylvania
University of Toronto
University of Washington
Washington University in
St. Louis
Yale University

Classics Majors after Knox

Accountant
AmeriCorps
Attorney
Children and Adolescents
Librarian
Dentist
Elementary School Principal
FBI Agent
High School Latin teacher
Journalist
Professor of Classics
Teach for America
U.S. Naval Intelligence
University Librarian
University Registrar

Departmental Learning Goals

Students completing a major in Classical Languages will be able to:

1. Translate a passage of ancient Greek and/or Latin into English, demonstrating knowledge of morphology and syntax.
2. Analyze primary source evidence from the ancient world.
3. Demonstrate an understanding of the ways in which ancient mores are distinct from modern cultural constructions, and the capacity to reflect on these differences with particular attention to political, social, and ethical values.
4. Demonstrate an understanding of ancient texts and contexts thoughtfully, creatively, and accurately both orally and in writing.

Students completing a major in Classics and Ancient Mediterranean Studies will be able to:

1. Demonstrate a general knowledge of ancient Mediterranean culture(s).
2. Analyze primary source evidence from the ancient world.
3. Demonstrate an understanding of the ways in which ancient mores are distinct from modern cultural constructions, and the capacity to reflect on these differences with particular attention to political, social, and ethical values.
4. Demonstrate an understanding of ancient texts and contexts thoughtfully, creatively, and accurately, both orally and in writing.

Writing and Oral Presentation

Writing: All Greek and Latin courses at the 300-level serve as writing-intensive courses for majors.

Oral Presentation: Students develop skills in oral presentation in Greek and Latin courses at the 200-level.

Requirements for the majors

Classical Languages

10 credits as follows:

- Six credits in GRK and/or LAT courses at the 200-level or above, including at least 2 courses at the 300-level
- One credit in theory or method, either CLAS 299 or, with the approval of the Chair, a course in another department such as HIST 285, ENG 200, or ANSO 300
- Two other credits in CLAS courses at any level
- One other credit in a CLAS course at any level or a GRK/LAT course numbered 103 or above
- Research paper: CLAS 390 (0 credit)

Because GRK/LAT 101 and 102 do not count toward the major, this major may require 12 credits depending on prior preparation.

Classics and Ancient Mediterranean Studies

10 credits as follows:

- One credit in a GRK or LAT course numbered 103 or above
- Three credits in CLAS courses at any level
- Four additional credits in GRK/LAT courses numbered 103 or above and/or CLAS courses numbered 200 or above
- One credit in theory or method, either CLAS 299 or, with the approval of the Chair, a course in another department such as HIST 285, ENG 200, or ANSO 300
- One credit in a CLAS course at the 300-level
- Research paper: CLAS 390 (0 credit)

Because GRK/LAT 101 and 102 do not count toward the major, this major may require 12 credits depending on prior preparation.

Students in both majors must complete a substantial research paper, using both primary and secondary sources, in a course in Latin, Greek, or Classics. An Honors project in Latin, Greek, or Classics may be used to fulfill this requirement.

With permission of the Chair, courses in related studies outside the department, such as ART 105, may be substituted for requirements designated CLAS for both majors.

Requirements for the minor

Classics and Ancient Mediterranean Studies

5 credits as follows:

- Two credits in CLAS courses at any level and/or GRK/LAT courses numbered 103 or above
- Three credits in CLAS/GRK/LAT courses, 200-level or above

Students may combine a Classical Languages major with a Classics and Ancient Mediterranean Studies minor under the restriction that no more than two courses may count for both.

Courses

CLAS 104 The Ancient Mediterranean World

Ancient civilizations through the fall of Rome.
HSS; IC, SA; CL: HIST 104; D. Fatkin

CLAS 110 History of Ancient Greece

See description for HIST 110. *HUM; IC, SA; CL: HIST 110; D. Fatkin*

CLAS 111 History of Ancient Rome

Roman culture and society from Romulus and Remus (753 BCE) through Marcus Aurelius (180 CE). This course calls upon both literary and visual texts to trace the development of Roman social and cultural institutions from the city's beginnings as a small settlement on the Tiber to its dominance over the Mediterranean world.
HUM; IC, SA; CL: HIST 111; D. Fatkin

CLAS 202 Greek Art and Architecture

Greek vase-painting, sculpture, and temple-architecture are surveyed with attention to style and chronology as well as to the political, social and intellectual contexts in which the works were created. *HUM; IC; CL: ART 202; H. Lehmann*

CLAS 203 Classical Mythology

This course introduces students to the myths of ancient Greece and Rome. These stories are, on the surface, thrilling tales about gods and heroes, but they are also windows into how these ancient

cultures confronted the physical and social worlds: we will examine, for example, how social identities such as woman and man, citizen and slave, foreigner and native, were variously reinforced and contested through the medium of myth. In addition to becoming literate in classical mythology, which still forms the basis of countless films, novels, television shows, games, and comic books, students will also learn some of the fundamentals of ancient history and culture.
HUM; IC; PI; CL: RELS 203; H. Lehmann, M. Parkes

CLAS 204 Roman Art and Architecture AH

This course provides a comprehensive introduction to Roman art—sculpture, painting, architecture and minor arts—from the time of the Etruscans through the era of Constantine (c. 1000 BCE - c. 400 CE), with particular attention given to the relationship between Roman art and society. Among other topics, we will study the impact of both Etruscan and Greek art and architecture on that of the Romans, Augustan Rome, the houses and paintings preserved in Pompeii, Roman architecture and the projection of Roman imperial power, sexuality in Roman art, art and architecture in the Roman provinces and the era of Constantine and the shift to Christianity. *HUM; Prereq: ART 105 or permission of the instructor; CL: ART 204; STAFF*

CLAS 270 Greek Philosophy

See description for PHIL 270. *HUM*; *Prereq*: sophomore standing or permission of the instructor; *CL*: PHIL 270; *IC*; Offered alternate years; *B*. Polite

CLAS 273 Topics in Greek and Roman Culture

Topics vary from year to year. Courses recently taught under this rubric include “Greek and Roman Romance Novels”; “The Classical World of Harry Potter”; “Greek and Roman Sexualities”. May be repeated for credit on different topics. *STAFF*

CLAS 299 Classics Workshop: Seminar on Theory and Method

This course is designed for Classics students. It introduces students to a range of theoretical approaches, source material, professional writing in the field (journal articles), and bibliographical resources. Brief in-class presentations and final research paper are required. *Prereq*: At least one course in Latin or Greek at the 200 or 300 level, or permission of the instructor; Offered occasionally; *STAFF*

CLAS 301 Roman Imperialism in Comparative Perspective

See description for HIST 301. *Prereq*: HIST 285; HIST 104 and/or HIST 201 strongly encouraged; *CL*: HIST 301; *W*; *D*. Fatkin

CLAS 373 Topics in Greek and Roman Culture

See description for CLAS 273. *Prereq*: sophomore standing, previous coursework in classics, or permission of instructor; *STAFF*

CLAS 390 Research Paper (0)

Majors must complete a substantial research paper, using both primary and secondary sources, in a course in Latin, Greek, or Classics. The paper must be approved by the supervising instructor and by the chair of the department, who issues a grade of “P” for the 0-credit CLAS 390 course. An Honors project in Latin, Greek, or Classics may be used to fulfill this requirement. *STAFF*

**GRK 104, GRK 102, GRK 103
Elementary Ancient Greek**

The first two terms concentrate on grammar; the third term provides an introduction to classical

Ancient Greek poetry and prose. *GRK 103 is SL*; *Prereq*: GRK 102 and GRK 103 each require the completion of the preceding course or permission of the instructor; GRK 101, 102, 103 offered every FA, WI, SP sequentially; *M. Parkş, H. Lehmann*

GRK 210 Greek Prose Composition

This course reviews the fundamentals of Greek grammar and works toward refined knowledge of Greek idiom and sentence structure. Class meetings emphasize a workshop approach, with group critiques of composition assignments and stylistic analysis of selected prose passages. *Prereq*: GRK 103 or permission of the instructor; The course is graded on a S/U basis; Offered alternate years in winter; *H. Lehmann, M. Parkş*

GRK 211, GRK 311 Greek Historians

Selections from authors such as Herodotus, Thucydides, and Xenophon are read in Greek. *HUM*; *Prereq*: GRK 103 or permission of the instructor; *O*; *IC*; GRK 311 is *W*; Offered on a 3-year rotation; *H. Lehmann, M. Parkş*

GRK 212, GRK 312 Greek Epic Poetry

Selections from Homer’s *Odyssey* and/or *Iliad* are read in Greek. *HUM*; *Prereq*: GRK 103 or permission of the instructor; *O*; *IC*; GRK 312 is *W*; Offered on a 3-year rotation; *H. Lehmann, M. Parkş*

GRK 213, GRK 313 Greek Comedy

A comedy of Aristophanes or Menander is read in Greek. *HUM*; *Prereq*: GRK 103 or permission of the instructor; *O*; GRK 313 is *W*; *IC*; Offered on a 3-year rotation; *H. Lehmann, M. Parkş*

GRK 214, GRK 314 Greek Philosophy

Selections from authors such as Plato, Xenophon, and Aristotle are read in Greek. *HUM*; *Prereq*: GRK 103 or permission of the instructor; *O*; *IC*; GRK 314 is *W*; Offered on a 3-year rotation; *H. Lehmann, M. Parkş*

GRK 215, GRK 315 Greek Rhetoric and Oratory

Selections from authors such as Lysias and Demosthenes are read in Greek. *HUM*; *IC*; *Prereq*: GRK 103 or permission of the instructor; *O*; GRK 315 is *W*; Offered on a 3-year rotation; *H. Lehmann, M. Parkş*

GRK 216, GRK 316 Greek Tragedy

Works of Aeschylus, Sophocles, and Euripides are read in Greek. *HUM; IC; Prereq: GRK 103 or permission of the instructor; O; GRK 316 is W; Offered on a 3-year rotation; H. Lehmann, M. Parkš*

GRK 217, GRK 317 Greek Novel

Works of Greek novels such as Longus' *Daphnis and Chloe* are read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; IC; GRK 317 is W; H. Lehmann, M. Parkš*

GRK 218, GRK 318 Greek Lyric Poetry

Selections from Greek lyric poets (Sappho, Archilochus and others) are read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; IC; GRK 318 is W; Offered on a 3-year rotation; H. Lehmann, M. Parkš*

GRK 220 Reading Greek (1/2 or 1)

Through sight reading of a Greek prose text and periodic grammar review, this course is designed to strengthen reading skills. *Prereq: GRK 103 or permission of the instructor; May be repeated a maximum of 3 times for a maximum of 1.5 credits; O; Offered occasionally; H. Lehmann, M. Parkš*

GRK 270, GRK 370 Topics in Greek Literature

Topics will vary from year to year, focusing on a particular text or theme in Greek literature. Example: Greek Hellenistic Poetry. *Prereq: GRK 103; May be repeated for credit; O; GRK 370 is W; H. Lehmann, M. Parkš*

LAT 101, LAT 102, LAT 103 Elementary Latin

The first two terms concentrate on grammar; the third term provides an introduction to classical Latin poetry and prose. *Prereq: LAT 102 and LAT 103 each require the completion of the preceding course in the sequence or permission of the instructor; LAT 103 is SL; LAT 101, 102, 103 offered every FA, WI, SP sequentially; H. Lehmann, M. Parkš*

LAT 210, LAT 310 Latin Prose Composition

This course reviews the fundamentals of Latin grammar and works toward refined knowledge of Latin idiom and sentence structure. Class meetings emphasize a workshop approach, with group critiques of composition assignments and stylistic analysis of selected prose passages. *Prereq:*

LAT 103 or permission of the instructor; The course is graded on a S/U basis; Offered alternate years in winter; H. Lehmann, M. Parkš

LAT 211, LAT 311 Roman Historians

Selections from authors such as Caesar, Livy, and Tacitus are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; IC; LAT 311 is W; Offered on a 3-year rotation; H. Lehmann, M. Parkš*

LAT 212, LAT 312 Latin Epic Poetry

Selections from Virgil's *Aeneid* are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; IC; LAT 312 is W; Offered on a 3-year rotation; H. Lehmann, M. Parkš*

LAT 213, LAT 313 Roman Comedy

Selected plays of Plautus or Terence are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; IC; LAT 313 is W; Offered on a 3-year rotation; H. Lehmann, M. Parkš*

LAT 214, LAT 314 Roman Philosophy

Selections from Cicero's or Seneca's philosophical works or Lucretius' *De Rerum Natura*, are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; IC; LAT 314 is W; H. Lehmann, M. Parkš*

LAT 215, LAT 315 Roman Rhetoric and Oratory

Selections from Cicero's speeches and/or his works on rhetoric are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; IC; LAT 315 is W; Offered on a 3-year rotation; H. Lehmann, M. Parkš*

LAT 216, LAT 316 Roman Tragedy

A tragedy of Seneca is read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; IC; LAT 316 is W; H. Lehmann, M. Parkš*

LAT 217, LAT 317 Roman Novel

Selections from Petronius' *Satyricon* and/or Apuleius' *Golden Ass* are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; IC; LAT 317 is W; H. Lehmann, M. Parkš*

LAT 218, LAT 318 Roman Lyric and Elegaic Poetry

Selections from Catullus, Horace, Propertius, and

Classics

Ovid are read in Latin. *HUM*; Prereq: *LAT 103* or permission of the instructor; *O*; *IC*; *LAT 318* is *W*; Offered on a 3-year rotation; *H. Lehmann, M. Parks*

LAT 270, LAT 370 Topics in Latin Literature

Topics will vary from year to year, focusing on a particular text or theme in Latin literature.

Examples: Myth in Ovid; Horace and Rome; Roman Satire. Offered on a 3-year rotation; *STAFF*

Computer Science

Faculty and professional interests

Jaime Spacco, chair

Software engineering, computer science education, broadening participation in computing

David Bunde

Parallel computing, algorithms, broadening participation in computing

Monica McGill

Computer science education, game design and development, computers in society, broadening participation in computing

Computer Science is all about solving problems—mostly other people’s problems. The Computer Science department teaches students to think precisely and abstractly in order to solve complex problems. With computational applications springing up in virtually every discipline, the programming and analytical abilities of the computer scientist are useful contributions to any modern liberal arts education. Students who choose computer science as their major field of specialization will find themselves in high demand for their ability to adapt to rapidly-changing technologies and to devise solutions using tools that didn’t exist just a few years earlier.

Flexibility and techniques for learning are as important as the specific material of any course. The department emphasizes the development of logical reasoning and problem solving skills, using a variety of approaches, programming languages, and computer systems. Students also learn to communicate effectively in the language of the discipline, in writing as well as in discussion and formal presentation. The curriculum integrates the traditional and the innovative, teaching the background that computer professionals are expected to know along with the current state of the science and informed speculation about future directions.

Knox students enjoy excellent computing facilities, with comprehensive Internet connectivity via a campus-wide wireless network, and readily available computer laboratories. Two smaller laboratories containing Macintosh computers are also used for lab work in upper level classes and are available for individual work outside of class. The department has acquired multicore Linux servers, and virtual reality (VR) headsets and sensors.

Computer Science majors take several core courses at the 100 and 200 level, and choose advanced courses based on their preferences and career goals. Students with particular individual interests are encouraged to pursue independent research through independent study courses, summer research programs, or a College Honors project. Students considering careers in engineering should read the catalog description of the cooperative 3-2 engineering program.

Major and Minor

Facilities

Computer Science labs with
Linux, Macintosh, and
Windows environments

Parallel servers

Campus wireless network inter-
connects every lab, classroom,
office, and residence hall

Virtual & Augmented Reality
(VR/AR) Lab with HTC Vive

Off-Campus Programs

AIT-Budapest, Hungary

Argonne Science Semester

Danish Institute for Study Abroad
(DIS), Copenhagen, Denmark

GLCA/ACM Japan Study
Program

Oak Ridge Science Semester

University of Aberdeen, Scotland
Vrije Universiteit (VU),

Amsterdam, Netherlands

Recent Student Honors

ACM Minority Scholars
Fellowship

ASSET Fellowship

Clare Booth Luce Scholarships

Ford Fellowship

Fulbright Fellowship

Grace Hopper Conference
Student Scholarship

Recent Internships

Abbott Laboratories

Amazon

American Red Cross

Bloomberg Financial Markets

Click Commerce

Computer Associates

DocuWrx

Everen Securities

Facebook

Follett Software Company

Goldman Sachs

Google

Grameen Cybernet Ltd. (Dhaka)

Recent Internships (continued)

Hewlett Packard (Malaysia)
Knox County Health Department
Project Performance Corporation
Research Experience for
Undergraduates
Tata Consultancy Services
(Bombay)

Recent Honors Projects

“Building a Tool for Peer
Instruction Research”
“Computer Science in a Liberal
Arts Setting: A Study of Non-
Computer Science Faculty and
Students”
“Fairness in Scheduling
Algorithms”
“Gestural Control for Expressivity
in Music”
“Implementing a Programming
Language to Improve
Programmer Productivity”
“Improving Valiant Routing for
Slim Fly Network Topology”
“The Quest for a Beautiful Chess
Program”
“Refining the Search: Improving
the Mental Model for Complex
Queries”
“RUMU: A Non-WYSIWYG
Web Editor for Non-Technical
Users”
“Studying Novice Programmer
Development Behavior”
“Understanding and Defending
Against Denial of Service
Attacks”
“A Visual Approach to Parallel
Programming”
“3D Computer Graphics Engines
and Dynamic Virtual
Environments”

Growing numbers of students use the summer months to participate in internships in business, industry, or academic settings. Recent internships have involved application development, industrial computing, library automation, a distributed query-based visualization system, visual computing, web development, and SQL programming. Some students work with Information Technology Services throughout the year, gaining first-hand experience in maintenance of networks and delivery of other central services. Other students work with local Galesburg schools and businesses in a variety of technical capacities. Still others work in the construction and maintenance of various departmental web sites. Finally, students founded a business through the Startup Term program and were accepted into a Startup Accelerator in Chicago.

On leaving Knox, computer science graduates go on to success in prestigious graduate schools and in employment in various fields such as business consulting and software development and in the computer divisions of banks, insurance companies, and corporations large and small.

Departmental Learning Goals

Students completing a major in Computer Science will be able to:

1. Analyze problems from other disciplines and extract the computational elements of those problems
2. Design efficient solutions to computational problems
3. Develop new algorithms to solve computational problems, assess the complexity of the algorithm, and compare the algorithm to others in order to decide the best algorithm to use (from a set of algorithms) to solve a given problem
4. Explain their design using terminology of the field
5. Implement a design solution in a variety of programming
6. Understand the inner workings of computers and be able to use that understanding to impact the efficiency of their solutions of computational problems

Writing and Oral Presentation

Writing: CS 292 serves as the writing-intensive course for majors.

Oral Presentation: CS 292, 322, 330, 399, and 340 serve as speaking-intensive courses for majors.

Requirements for the major

Computer Science – Bachelor of Arts

11 credits as follows:

- Introductory courses: CS 141, CS 142
- Core Computer Science courses: CS 205, CS 208, CS 214, CS 220, and CS 292
- Support course: MATH 175 or MATH 300
- Advanced study: Three additional CS courses at the 300 level. MATH 311 can substitute for one of these

- Capstone experience: After completion of CS 292, students must engage in a capstone experience resulting in a written report and an oral presentation. Students may select from
 1. completing a College Honors project
 2. completing a one-term senior research seminar (CS 399), which may also count as an elective
 3. completing CS 322 Software Engineering, which may also count as an elective
 4. completing a full-credit independent study or topics course, which may also count as an elective.

The department chair must certify fulfillment of the capstone experience requirement.

With permission of the chair, up to two credits in related studies outside the department may be counted toward electives in the major.

Computer Science – Bachelor of Science

In addition to the B.A. Major requirements (above), students must complete the following four (4) additional credits for a total of fifteen (15) credits:

- One other course outside the department that develops the foundations or applications of CS. Such courses include STAT 200, PSYC 201, PHYS 242, BIOL 331, and any course in mathematics. Other courses can also be used with permission of the department chair.
- Advanced study: Three additional CS courses at the 300 level. If not used as a support course, MATH 311 can substitute for one of these.

With permission of the chair, up to two credits in related studies outside the department may be counted toward electives in the major.

Requirements for the minor

5 credits as follows:

- CS 141 (Introduction to Computer Science) and CS 142 (Program Design and Methodology)
- Three credits above the 100-level, of which at least one must be at the 300-level. With permission of the chair, one of these may be substituted with a related course from a different department

Courses

CS 127 Computing, Technology, and Society

An overview of computer science. Topics include history and future of computing, robotics, computers in fiction, computer hardware, artificial intelligence, networking and the World-Wide-Web, social and ethical implications of technology, and an

Recent Graduate Employment

Accenture
 Adobe Systems, Inc.
 Alcatel
 Amazon
 AT&T Global Networking
 Bloomberg Financial Markets
 Click Commerce
 Electronic Arts
 Epic Systems Corp.
 Facebook
 Federal Reserve Bank (Chicago)
 Google
 Hewitt Associates
 IBM
 Krumm and Associates
 Lucent
 Microsoft
 Midway Games, Inc.
 National Security Agency
 Oracle Corporation
 Sprint
 State Farm
 Wells Fargo
 Zillow

Recent Graduate School Admissions

Bradley University
 Columbia University
 Harvard Law School
 Illinois Institute of Technology
 Indiana University
 Iowa State University
 Massachusetts Institute of Technology
 Southern Illinois University
 University of California, San Diego
 University of Illinois, Urbana-Champaign
 University of Iowa
 Washington University in St. Louis
 Yale University

introduction to structured problem solving in a high-level programming language. Designed for non-majors. *Not open to students with credit in CS 142 or above; W; Offered occasionally; STAFF*

CS 141 Introduction to Computer Science

An introduction to the fundamental principles of computer science focusing on problem solving and abstraction techniques. Students will learn to break down problems and specify solutions at a level of detail that lets them be executed by a machine. Specific concepts taught include control structures, data types, and object-oriented design. The course is currently taught using Java. *QSR; QL; QR; Offered every fall and winter; STAFF*

CS 142 Program Design and Methodology

A continued study of principles of computer science and programming. This course teaches students how to design increasingly complex programs in a manageable way, using abstract data structures, data encapsulation, and other software engineering concepts. It also addresses some of the classic algorithms in computer science and begins studying how to analyze their complexity. This course is currently taught using Java. *Prereq: CS 141 or permission of the instructor; QSR; QL, QR; Offered every winter and spring; STAFF*

CS 160 Programming Practice (1/2)

Individual instruction in programming and laboratory skills. The student will implement several programming projects over the course of the term, regularly meeting with the supervising faculty member. Projects will be appropriate to the level of the student. *Prereq: CS 141; May be repeated once for credit; graded on an S/U basis; STAFF*

CS 180 Programming Language and Tools Workshop (1/2)

Students will study programming languages and development environment topics. This course will be offered as needed to support the Computer Science curriculum. Programming languages offered may include, but are not limited to: Lisp, Scheme, Prolog, C, Python, Perl, C++. Tools offered may include Linux/Unix system administration, and shell programming. *Prereq: CS 142 or permission of the instructor; Version CS 180F*

Programming Challenges is graded on an S/U basis. May be repeated for credit using different languages; STAFF

CS 205 Algorithm Design and Analysis

Advanced data structures and analysis of algorithms and their complexity. Trees, graphs, hashing, analysis of sorting algorithms, divide and conquer algorithms, dynamic programming, development of complex abstract data types typically with an object-oriented approach, an introduction to complexity theory. *Prereq: CS 142 and MATH 175, or permission of the instructor; QL; Offered every year; D. Bunde*

CS 208 Programming Languages

A critical study of the design issues that underlie modern programming languages. Students will study and use languages from a variety of programming paradigms, including functional, logic, imperative, and objectoriented. *Prereq: CS 142 or permission of the instructor; QR; Offered every year; J. Spacco*

CS 214 Introduction to Computing Systems

An introduction to low-level programming and computer hardware, with the goal of understanding how features of the hardware and operating system affect the performance of programs. Introduces assembly language and C. Topics include caching, memory management, and concurrency. *Prereq: CS 142 or permission of the instructor; Offered every year; D. Bunde*

CS 220 Applied Data Structures

Solve real-world problems by applying the key data structures covered in CS 142 to real world data. Some possible problems to solve include detecting likely plagiarism in a large collection of documents, evaluating possible outcomes in board games using graphs, determining the likelihood an email message is “spam”, and building a data model for a database. *Prereq: CS 142 or permission of the instructor; Offered every year; J. Spacco*

CS 292 Software Development and Professional Practice

Covers topics in software development essential to the design and development of larger software projects. Topics include requirements manage-

ment, design, code construction, testing, concurrency, parallel programming and project management. Students typically work in teams on a medium-sized software project. Issues of social responsibility, intellectual property, copyright, and assessing the risks in computer systems are discussed. *Prereq: Any CS course numbered 205 or higher; O; W; QL; Offered annually; M. McGill*

CS 303 Computer Graphics

Mathematical theories, algorithms, software systems, and hardware devices for computer graphics. Translation, rotation, scaling, projection, clipping, segmented display files, hidden line and surface elimination, surface texturing, 2-D and 3-D graphics, and input of graphical data. *Prereq: Any CS course numbered 205 or higher; QL; Typically offered alternate years; STAFF*

CS 305 Operating Systems

Advanced management of computer resources such as storage, processors, peripheral devices, and file systems. Storage allocation, virtual memory, scheduling algorithms, synchronization, mutual exclusion, deadlock, concurrent programming, processes, inter-process communication, protection, operating system organization. *Prereq: CS 214; QL; Offered occasionally; STAFF*

CS 308 Networks and Distributed Systems

Covers advanced topics in computer/data networking. Topics include media types, network architectures, common networking practices and components, network design fundamentals, network management technologies and practices, and an introduction to various service and maintenance protocols (IP, DNS, DHCP, WINS, etc.). *Prereq: CS 214; QL; Offered occasionally; STAFF*

CS 309 Parallel Programming

Advanced study of principles and techniques for parallel programming. Topics include load balance, dependencies, overhead, scaling, synchronization, and heterogeneity. Students will express parallelism using a variety of libraries and languages, learning approaches that provide different combinations of abstraction and programmer control in both shared and distributed memory environments. *Prereq: CS 214 or permission of the instructor; Typically offered alternate years; D. Bunde*

CS 317 Artificial Intelligence

A survey of topics in the branch of computer science concerned with creating and understanding “intelligent” computer systems, including advanced search techniques and heuristics, knowledge representation, expert systems, natural language processing, machine learning, and game playing. Topics will also include the study of the nature of intelligence and the representation of intelligent machines in fiction. *Prereq: Any CS course numbered 205 or higher or permission of the instructor; QL; Typically offered alternate years; J. Spacco*

CS 320 Database Systems

Theory and management of database management systems, including database models, design principles, data structures and query organization for efficient access, query languages, database-interface applications, normalization and relational concepts such as views, procedural database programming and referential integrity. *Prereq: Any CS course numbered 205 or higher; QL; Typically offered alternate years; J. Spacco*

CS 322 Software Engineering

Building large-scale computing systems uses requirements analysis, project planning, extensive documentation, cooperative teamwork, and design techniques to decompose a system into independent units. The course covers all the phases of large-scale system development: software process, estimation and scheduling, configuration management, and project management. Students typically work together in teams to build a term-long project, gaining practical experience with developing larger systems. *Prereq: CS 292; O; W; QL; Typically offered alternate years; M. McGill*

CS 330 Cryptography and Computer Security

With the increasing ubiquity of computers and computer networks, issues of privacy and security are becoming increasingly important for computing professionals. This course introduces students to a number of related areas in computer security. Topics covered include classical cryptography, public-key cryptography, block and stream ciphers, file system security, network security, Internet and web-based security, and design

principles behind cryptographic systems. In addition, the course examines social, political, legal, and ethical issues related to security systems.

Prereq: CS 214; O; QL; Typically offered alternate years; STAFF

CS 340 User Experience (UX) Design

As computing becomes more pervasive, there is a growing need to understand the point where humans and machines connect. This course is a survey of topics that arise from examination of this connection. Topics include user interface design, usability analysis, scientific visualization, novel interfaces, and an exploration of what happens when it all goes terribly wrong. *Prereq: CS 220; O; QL; Offered occasionally; M. McGill*

CS 375 Computing Models and Complexity

This course examines the fundamental question "What can be computed?" by looking at different models of computing, including finite automata, regular expressions, context-free grammars, and Turing machines. It also considers time and space complexity for computable problems with a particular focus on computational lower bounds and NP-completeness. *Prereq: CS 142 and MATH 175 or permission of the instructor; Offered alternate years; D. Bunde*

CS 399 Research Seminar in Computer Science

An advanced study of a special topic in computer science not substantially covered in the regular curriculum. Resources are usually drawn from the current computing literature. Emphasis is on student presentations and independent writing and research. Students submit a major paper and give a public lecture. *Prereq: CS 292 and junior standing, or permission of the instructor; May be taken more than once for credit but only one instance will count as an elective for the computer science major; STAFF*

Faculty and professional interests

Jennifer Smith, chair

Dance theory and improvisation, somatic practice, choreography

Kathleen Ridlon

Contemporary dance technique, community outreach, arts education

Knox offers a minor in dance that can be fulfilled by any student, whether they want to continue studying dance at the professional level or simply explore personal expression through movement while pursuing other academic and career related goals. The dance minor's focus on aesthetic expression and academic rigor complements any major within the liberal arts curriculum. Students who minor in dance graduate well prepared for advanced study in performance, choreography, design, dance education, dance therapy, and many other dance related career options.

Students pursuing the dance minor may participate in three possible capstone courses: Dance Ensemble, Choreography Workshop, and/or Community Outreach Programming in the Arts courses. Dance Ensemble is designed to create an experience similar to working in a professional dance company, Choreography Workshop is a course that focuses on the artistic, administrative and technical work of producing dance professionally, and Community Outreach Programming in the Arts provides community based learning experience teaching dance in local settings. In addition to the academic program, there are several student dance organizations, which promote and support the dance community at Knox.

Mission Statement

The Knox College Dance Program promotes the study of contemporary dance as an artistic and intellectual endeavor. The Dance Minor consists of course work in dance technique, dance theory, dance history and creative practice, ensuring that students engage with dance as a performing art which impacts and reflects historical, social, political, and artistic contexts. The mission of the Dance Program is to encourage the development of an artistic practice, which utilizes dance technique, choreography, and performance to promote the critical exchange of interdisciplinary ideas in a collaborative artistic environment.

Departmental Learning Goals

Students who complete a Dance minor will:

1. Demonstrate technical proficiency based on somatic-based dance principles
2. Demonstrate an understanding of the artistic and technical elements of physical expression that lead to performance artistry

Dance Residencies

The Dance Program has a long-standing history of inviting world-renowned artists and dance companies to create intensive learning opportunities through artist residencies. Past residencies have included:

- 2019 – Brian Humpherys: Alumni Dance Artist Residency
- 2018 – Synapse Arts: A Site Specific Performance Residency, Keesha Beckford
- 2017 – Red Clay Dance, Jeremy Lindberg, Gina T'ai
- 2016 – Ashley Tate: Artistic Director of Ashleyliane Dance Company
- 2015 – Jeremy Lindberg: Flamenco & Contemporary Ballet
- 2015 – Jeremy Cohen: West African Drum & Dance Residency
- 2014 – Red Clay Dance Residency: Afro-American Modern Dance
- 2014 – Sara Brummel Residency: Dance & Writing Workshop
- 2013 – Gingarte Capoeira Chicago: Brazilian Dance & Martial Arts Workshop
- 2012 – Aerial Dance Chicago: Aerial Dance Workshop & Choreography Project
- 2011 – The Dance COLEctive: The Bronte Project
- 2010 – Ready at Will Dance Company: A Site-Specific Dance Performance Workshop
- 2007 – David Dorfman Dance: Underground
- 2005 – Doug Elkins: B-Boying meets Modern Dance

Past Student Achievements

Students annually present choreographic work at the American College Dance Association Central Region Conference as well as participate, perform and present at many noted professional dance conference and events, including:

- 2016–2018—Knox Dance Ensemble, Performance at John Daley Plaza, Under the Picasso Performance Series, Chicago, IL
- 2017—Performance at John Michael Kohler Art Center, WI
- 2017—Performance at John Daley Plaza, under the Picasso Performance Series
- 2017—Student Presentation at the 5th Annual International Somatic Dance Conference and Performance Festival
- 2016—The Kennedy Center for Performing Arts, Washington DC, National Gala Performance, American College Dance Association
- 2015—International Somatics-Based Dance Education Conference
- 2015—National IMPACT Conference, Los Angeles, CA
- 2012—The 28th Annual Body-Mind Centering Association Conference
- 2015, 2013, 2012—Midwest Regional Alternative Dance Festival
- 2012—New Orleans Fringe Festival
- 2011–2014—Chicago Dance Festival
- 2011—Knox College Summer Dance Intensive with the Moscow Ballet
- 2008, 2010, 2014—Venus Envy Arts Festival, Davenport, Iowa
- 2009—Minnesota Fringe Festival

3. Develop a reflective and critical awareness of the historical, social, political, cultural, and artistic contexts in dance
4. Cultivate the ability to structure original ideas and produce successful, original, and contemporary choreography and dance research

Requirements for the minor

6 credits as follows:

- DANC 145: Dance Theory & Improvisation
- DANC 221: Somatic Practice for Performing Artists
- DANC 246: Dance Composition
 - One credit from :
- DANC 260: Dance History & Contemporary Trends in Choreography
- DANC 262: Cultural Perspectives in Dance
 - One credit from any of the following, with at least 0.5 credits from 252 or 352:
- DANC 152, DANC 252, or DANC 352 (Contemporary Dance I, II, or III)
- One credit from:
 - DANC 341: Dance Ensemble
 - DANC 343: Choreography Workshop
 - DANC 345: Community Outreach: Programming in the Arts

Courses

DANC 132 Survey of Dance Forms

This course introduces dance as a performing art, focusing on the Western-European dance forms of ballet, jazz, and modern and their historical development and cultural characteristics. Additional course topics include a survey of global dance forms; concepts in viewing dance; the work of the dance artist in contemporary times; and dance as a reflection of social and cultural perspectives. This class is geared toward the student with little to no dance experience, however, all students who wish to learn about dance within its historical, cultural, social, and political context will also benefit greatly from this course. Students should expect to participate in both movement/dance class sessions as well as in lectures/discussions. *ARTS; Offered annually; J. Smith, K. Ridlon*

DANC 145 Theory and Improvisation

Theory & Improvisation guides the student in exploring the elements of dance through spontaneous movement. Participants work with, define, and discuss principles of dance such as space, time, shape, and force. Students focus their concentrations and physical abilities as they create their own movements in response to specific kinesthetic problems. They work as individuals, in

duets, trios, and larger groupings, learning to respond to and work with fellow dancers as well as follow their own impulses. *ARTS; AC; Prereq: some movement experience recommended, but not required; Offered annually, usually in fall; J. Smith, K. Ridlon*

DANC 152 Contemporary Dance I (1/2)

An introduction to the elementary principles, concepts and practices within contemporary dance forms, with a focus on manipulating the connections between somatic practice and performance preparation. The course immerses students in a kinesthetic dance experience that focuses on experiencing and creating dynamic alignment and embodied movement exploration in order to define and articulate dance as a means for knowing and/or communicating movement as performance. *ARTS; AC; Prereq: Some dance experience is recommended for this course; May be repeated three times for credit; J. Smith, K. Ridlon*

DANC 221 Somatic Practice for the Performing Artist

This class will develop a basic understanding of the roots of the somatic approach; the relationship between the mind and movement; the kinds of results obtained with somatic techniques; and the causes of sensory-motor conflicts. The course will begin with the study of experiential anatomy and move into the analysis of both the theory and practice behind various somatic techniques. These techniques will include: the Alexander Technique, Body-Mind Centering, Laban Movement Analysis, Bartenieff Fundamentals and Authentic Movement. *Offered annually, usually in winter; J. Smith*

DANC 246 Dance Composition

Dance Composition focuses on applying the basic elements of dance into the creation of original dance compositions. Students enrolled in this course participate in weekly critiques that focus on learning how to articulate artistic thoughts and ideas in discussions while developing individual artistic goals and voices. *Prereq: DANC 145; Offered annually, usually in spring; J. Smith, K. Ridlon*

DANC 252 Contemporary Dance II (1/2)

This intermediate dance technique course is designed for students with some dance experience who are ready to refine their skills and undertake new kinesthetic challenges. The focus is on increasing range and efficiency of movement as a means toward greater creative expression in communication and performance. Students will engage with the history of noted dance works through analyzing the significance of meaning and metaphor in movement performance. *Prereq: Permission of the instructor; May be repeated three times for credit; J. Smith, K. Ridlon*

DANC 260 Dance History & Contemporary Trends in Choreography

This course will examine the development of Western Theatrical Dance in the 20th and 21st Centuries. Students will develop an understanding of dance in context with visual and literary artists in societal, cultural, and historical settings. Coursework will include journal assignments, class discussions, writing assignments, two exams and two projects: Poster Presentation and a Performance/Exhibition of movement research. Students will meet for lectures and class discussions on Monday and Wednesday, and in the dance studio on Friday for a series of movement workshops designed to promote embodied learning. *IC; Offered every other year (alternates with DANC 262); K. Ridlon*

DANC 262 Cultural Perspectives in Dance

This is an interdisciplinary course that will introduce students to physical characteristics, aesthetics, and functions of dance in a variety of cultures. Course topics will include: dance as cultural identity, dance as expression of the individual, dance as worship, and dance as a representation of political power. Throughout the term, students will engage in interdisciplinary movement, music, and lecture sessions and will have opportunities to engage and collaborate with students and faculty from MUS 254: "Music of the African Diaspora" and/or students and faculty from ANSO: 234: Cultural and Identity in the Caribbean. *Prereq: Any 100-level dance class and sophomore standing; DV; Offered every other year (alternates with DANC 260); J. Smith*

Dance

DANC 262A Cultural Immersion: Drumming and Dance in Ghana (1/2)

This course aims to provide an international, life-transforming learning experience, grounded in the study of music and dance, yet valuable to students majoring in programs across all disciplines. By focusing on the collaborative study of music and dance in Ghana, the course offers participatory strategies for intercultural understanding. A supplemental course fee will be required to cover travel and off-campus course expenses. *Prereq: DANC 262 or MUS 254; DV; J. Smith*

DANC 341A Dance Ensemble (1/2)

Dance Ensemble offers advanced dance students intensive, practical experience in the performance process. Throughout the course, students work as a performing ensemble under the direction of different faculty and/or guest choreographers, with a focus on the process of creating, rehearsing, and performing multiple dance works. Students will learn different rehearsal and performance techniques, build ensemble skills, practice repertoire maintenance, and demonstrate a mastering of performance disciplines. This two-term course culminates with a fully produced performance of completed works. *Prereq: sophomore standing and at least one 200-level dance technique class; DANC 341A and B may be repeated, but no more than a total of 2 credits may be earned through these classes; Offered every other year (alternates with DANC 343); J. Smith, K. Ridlon*

DANC 341B Dance Ensemble (1/2)

A continuation of DANC 341A. *Prereq: DANC 341A; The grades for DANC 341A and B are awarded after the completion of 341B. DANC 341A and B may be repeated but no more than a total of two credits may be earned through these classes; Offered every other year (Alternates with DANC 343); J. Smith, K. Ridlon*

DANC 343A Choreography Workshop (1/2)

Choreography Workshop focuses on creating an immersive learning environment for dance students who have focused their dance studies on examining the choreographic process. Students work independently on developing dance pieces while also working collaboratively on all of the

technical and administrative aspects of producing a concert. Students are also required to write an artistic statement and proposal explaining what their goals are in creating their choreographic work, and will participate in class sessions that focus on collaborating with costume and lighting designers in creating a finished choreographic work, ready for performance. *Prereq: DANC 246; and previous choreographic experience; The grade is awarded upon the completion of DANC 343B; Offered every other year (alternates with DANC 343); STAFF*

DANC 343B Choreography Workshop (1/2)

A continuation of DANC 343A. *Prereq: DANC 343A; The grades for DANC 343A and B are awarded upon completion of DANC 343B; Offered every other year (alternates with DANC 341); STAFF*

DANC 345A, 345B Community Outreach: Programming in the Arts (1/2)

This course examines dance as a form of community engagement. Students will become aware of the personal, social, cultural, political and historical values of dance through participation in teaching and learning in the community outside of the classroom. Course work will include readings and discussions about Community Based Learning, Community Arts Education, and Dance in Education. The emphasis of the course will be based in movement and physical learning, though the programming template is applicable across a variety of disciplines. This is a full credit course with credit awarded over two-terms: Winter term (.5 credit) will focus on theory and foundations and Spring term (.5 credit) will entail team teaching self-designed outreach projects in the community. *Prereq: Any 100-level course from dance, theatre, or music and sophomore standing; K. Ridlon*

DANC 352 Contemporary Dance III (1/2)

This advanced dance technique course focuses on crystallizing performance skills through refining individual movement vocabulary to clarify movement intention. The primary goal of this course is to teach students how to implement the education they received in Contemporary Dance I & II in order to combine sophisticated technical knowledge with critical assessment to become

more fully realized performers of dance in aesthetic, personal and social contexts. *Prereq: Permission of the instructor; May be repeated three times for credit; J. Smith, K. Ridlon*

DANC 399 Dance Senior Seminar/Capstone Project (1/2 or 1)

In this course students will prepare, develop, and execute a final senior dance project in either Dance Theory, History, Performance, or Choreography guided by a faculty mentor. This capstone could include projects such as: A lecture/public presentation, a senior dance concert, an education/outreach program, or a major research paper. Students completing a dance capstone project must also participate in the winter term, weekly group seminar that will provide a forum for discussion topics that explore the role and function of dance in our lives and ways we may participate. This one credit course may be divided up as two half credits completed over the winter and spring terms. *Prereq: DANC 341 or DANC 343 and faculty approval; J. Smith*

Earth Science

Minor

Recent Student Achievements

NSF Research Experiences for Undergraduates Program, 2016
NASA Student Airborne Research Program, 2017, 2018

Recent Internships

GSA Geoscientists in the Parks Graduate School in Geology
Northern Illinois University
Ohio State University
University of Illinois Springfield

Programmatic Opportunities

Courses in Geographic Information Systems (GIS) support the collection, manipulation, analysis, modeling, and display of spatially-related data. Using GIS, layers of data can be linked to map features and queried to visually reveal relationships, patterns, and trends. This powerful decision-making and planning tool is used extensively in many governmental and scientific professions.

A geology lab houses instrumentation and field equipment for the analysis of soils, water, and rocks. Sample preparation equipment includes a rock saw and ball mill, petrographic and dissecting microscopes, sieves, soil augers and coring equipment, water meters and supplies for laboratory chemical analyses.

Student Research

Honors:

“Drought Effects on Riparian Vegetation in the Santa Clara River Basin Using Airborne Imaging Spectroscopy”

Program Advisor

Katherine Adelsberger, *Environmental Studies*

Understanding the Earth as a dynamic system is a necessary pre-requisite to solving many of our most pressing environmental problems. The Earth Science minor at Knox provides a foundation in physical geology and natural resource science, with a focus on the relationship between geologic processes and human interests. Students who complete the minor graduate with detailed knowledge of the science and current issues surrounding topics such as soils and agriculture, water resources, energy and climate change. Earth Science minors gain hands-on experience in field-based data collection, and are additionally encouraged to participate in field experiences including Environmental Field Studies and summer field schools, when offered.

Departmental Learning Goals

Students with an Earth Science minor will be able to:

1. Demonstrate an understanding of the scientific method and the ability to think scientifically about earth processes and materials
2. Collect, analyze, and interpret geological data appropriately
3. Integrate an understanding of geology into an interdisciplinary context that incorporates societal issues and human interactions with the planet
4. Communicate scientific information effectively in both oral and written forms

Requirements for the minor

Five credits from the indicated areas.

- Environmental geology: ENVS 125
- Introductory chemistry: CHEM 102 or 102A
- Two credits in natural resource or climate science: ENVS 241, 242, 243, 325, 330, or 335
- One credit in a cross-disciplinary application or subfield of the earth sciences: ENVS 170, ENVS 188, ENVS/CHEM 220, ENVS/ANSO 256, ENVS 288, ENVS 289, ANSO 101, BIOL 318, PHYS 161, or PHYS 167

Note: Students majoring or minoring in Environmental Studies or majoring in Environmental Science may only have one credit overlap with an Earth Science minor.

Faculty and professional interests

Jonathan Powers, chair

Microeconomics, industrial organization, game theory, economics of information economics, healthcare economics

Teresa L. Amott, Knox College President

Labor economics, family and welfare policy, feminist economics, economics of higher education

Steven M. Cohn

Heterodox economics, macroeconomics, environmental economics, China's economy

Carol Scotton

Microeconomics, labor economics, public economics, economics of health care

Richard A. Stout

Microeconomics, macroeconomics, statistics, nonprofit enterprises

Moheeb Zidan

Macroeconomics, economic growth, inequality, trade

Cooperating faculty from other programs

John Spittell, *Business and Management*

Economics is primarily concerned with how to allocate scarce resources among the many competing demands for them, how to distribute the fruits of their productive efforts among the members of the group, and how to stabilize economies at high rates of employment and low rates of inflation. The study of economics applies theoretical, historical, institutional and quantitative approaches to the analysis of these questions.

The economics curriculum includes core classes in microeconomics, macroeconomics and econometrics, and electives in various fields of economics such as international trade, public finance, labor economics and industrial organization. Students also have the opportunity to explore diverse paradigms in economics. Students may pursue focused research through independent study or in senior honors projects.

Coursework in economics emphasizes the development of problem-solving abilities. Particular attention is given to developing critical thinking skills through emphasis on the analytical tools used by economists. The faculty stress the implicit and explicit value judgments involved in economic analysis and decision-making.

The study of economics has a place in any citizen's education. Students may involve themselves deeply in public policy analysis, which takes advantage of the close relation between economics and political science, and may continue their study in several off-campus programs in Washington, Copenhagen, and London, among others.

Recent Student Achievements

Fulbright fellowship

Fellowships and assistantships recently offered students for graduate study at University of Chicago, University of Wisconsin-Madison, Washington University in St. Louis, University of Colorado, University of North Carolina-Chapel Hill, Carnegie Mellon University, American University; admission to Harvard and Duke Business Schools, London School of Economics, University of Oxford

Peace Corps volunteers in Georgia, Benin, and Costa Rica

Recent Internships

Deloitte and Touche, Chicago
Goldman Sachs, New York
Morgan Stanley Dean Witter, Washington, D.C., Chicago
Wells Fargo Financial, Galesburg, Peoria

Recent Off-Campus Programs

Washington Semester Program
Knox Barcelona Program
Copenhagen
London School of Economics
University of Oxford

Recent Independent Studies and Honors Projects

- “The Effect of Code-Sharing Agreements on Prices and Profits in the Airline Industry”
- “Modeling the US Corn Market During the Ethanol Boom”
- “Readings in Behavioral Economics”
- “The Impact of Worker Cooperative Characteristics on Institutional Activism: Enabling Coops to be Agents of Social Change”

The major prepares students for study at the graduate level in economics, business, law and public policy, as well as for employment.

Because economics makes extensive use of mathematics, joint study of economics and mathematics is often pursued. Students interested in graduate work in economics should plan on taking additional classes in mathematics and consult with a member of the department early in their college career to ensure proper preparation.

Departmental Learning Goals

Students completing an Economics major will be able to:

1. Select an appropriate economic model as a framework for analyzing a problem or explaining a current event
2. Describe and discuss the strengths and limitations of applying a particular economic model in analyzing a problem or explaining a current event
3. Interpret statistical techniques used in economic analysis and effectively communicate statistical results

Writing and Oral Presentation

Writing: Students completing a major in Economics will be able to write effectively for both general and academic audiences. In ECON 303, Statistical Research Methods, students write multiple drafts of a research project in which they statistically analyze data. Many of the elective courses have research papers that require students to develop arguments, present evidence and/or explain theories.

Oral Presentation: Students completing a major in Economics will be able to articulate their research findings in an oral presentation in ECON 303. Students will make frequent presentations in ECON 399 in which they will apply economic theories to explain current events.

Requirements for the major

11 credits as follows:

- 5 required courses forming the foundation of the major: ECON 110, ECON 120, ECON 301, ECON 302, and ECON 303
- Mathematics: MATH 145 or MATH 151 or equivalent
- Statistics: STAT 200 (see Non-Departmental Courses) or MATH 321
- 3 electives in economics (only one may be at the 200 level): ECON 205, ECON 230, ECON 240, ECON 280, ECON 310, ECON/BUS 333, ECON 345, ECON 347, ECON 363, ECON 365, ECON 368, ECON 371, ECON 373
- A seminar capstone experience: ECON 399

Credits in Honors (ECON 400) may substitute for ECON 399 and one of the field courses listed in the elective category above.

Students majoring in Economics and majoring or minoring in Business and Management can apply no more than three courses to both programs simultaneously.

With permission of the chair, up to 2 credits in related studies outside the department, including off-campus programs, may be counted toward electives in the major.

Requirements for the minor

5 credits as follows

- ECON 110 and ECON 120
- STAT 200 or PS 230 or PSYC 281
- ECON 301 or ECON 302 or ECON 303
- Another economics course excluding Independent Study and ECON 399

Courses

ECON 110 Principles of Microeconomics

Microeconomics is concerned with the behavior of the individual economic agents—consumers, households and businesses—that make up the overall economy. The goal of this course is to introduce students to the analytical tools and techniques used by economists to better understand the choices that economic agents make and how markets function. This course also provides an introduction to fields that apply microeconomics such as environmental economics, international trade, industrial organization, labor economics and public finance. *HSS; SA; Offered every term; STAFF*

ECON 120 Principles of Macroeconomics

Macroeconomics: the determination of national income, employment and the price level. Topics include monetary and fiscal policy, inflation, unemployment, the distribution of income, and economic growth. *HSS; SA; Offered every term; STAFF*

ECON 205 The Business of Health

What is health? Is it a good that can be produced and traded in the market? Does everyone have a right to health care? Who is involved in the business of health? This course explores perspectives that surround our health, the provision and delivery of health care and the financing of that care. We investigate and discuss how these different interests relate to one another and result in health care as it is available in the US today and in contrast with health care systems in other countries. *HSS; C. Scotton*

ECON 230 Labor Economics

This course examines the labor market and how economic, social and institutional forces influence the supply and demand for labor. Topics include: labor force participation, wage determination, investments in human capital, wage differentials, discrimination, the role of unions and collective bargaining and policy considerations such as the effects of welfare and social security benefits on levels of participation. *Prereq: ECON 110 and 120, or permission of the instructor; CL: BUS 230; Offered alternate years; C. Scotton*

ECON 240 Marxist Economics

The study of Marxist political economy with attention to: Marxist methodology, historical materialism, Marxist theories of income distribution and economic crisis, and select topics in political economy, such as the determinants of: technical change, the organization of education, and environmental problems. *Prereq: ECON 110 or ECON 120, or permission of the instructor; Offered annually; S. Cohn*

ECON 249 Internship in Economics (1/2 or 1)

Interested students working with Economics faculty members, business and government agencies may arrange internships in the areas of economics and public policy. *Prereq: permission of the instructor; May be graded S/U at instructor's discretion; STAFF*

ECON 280 Economics of Inequality

This course looks at the extent of inequality in the U.S. economy and how different paradigms in economics explain the causes of inequality. Topics include: the measurement of inequality, neoclassical and other economic theories of income distribution, macroeconomics and inequality, and public policies to reduce inequality. *HSS; Prereq: sophomore standing or permission of instructor; S. Cohn*

ECON 301 Microeconomic Analysis

Microeconomic theory: the study of price determination in various market settings. *Prereq: ECON 110, and equivalent of MATH 145 or MATH 151; Offered alternate terms (Winter term one year, Fall and Spring the next); J. Powers, C. Scotton*

ECON 302 Macroeconomic Analysis

Macroeconomic theory: an analysis of the determinants of the income, employment, and the price level. Fiscal and monetary policies for economic stabilization and growth are examined. *Prereq: ECON 110, ECON 120, and equivalent of MATH 145 or MATH 151; QL; Offered alternate terms (Fall and Spring one year, Winter term the following year); R. Stout*

ECON 303 Introduction to Econometrics

A continuation of STAT 200. The course emphasizes the use and interpretation of statistical techniques in economics, particularly regression methods, and the written communication of statistical results. *Prereq: STAT 200 and one 300 level economics course; QL; W; Offered twice each year; R. Stout, J. Powers, C. Scotton*

ECON 310 The Economics of Nonprofit Enterprises

Students examine the role of nonprofit enterprises in society and the variety of ways non profits find to finance the goods and services they produce. Students survey economic and political theories about the social need for nonprofits then examine the legal organization, management, and performance of 501c(3) nonprofit organizations. Topics that receive particular attention include: defining the mission, marketing, pricing services and products, charitable fundraising, recruiting paid staff, recruiting volunteer staff, and building

effective boards of trustees. *Prereq: ECON 110; CL: BUS 310; Offered alternate years; R. Stout*

ECON 333 Managerial Finance

See description for BUS 333. *Prereq: BUS 212 or permission of the instructor; CL: BUS 333; QR; Offered annually; J. Spittell*

ECON 345 The Chinese Economy

This course analyzes the evolution of the Chinese economy from 1900 to the present, with emphasis on the period of 1949 to the present. It treats the topic as a vehicle for thinking about the nature and possibilities of capitalism and socialism. It also explores the differences between Marxist and conventional western economic theories of Chinese economic development. *Prereq: sophomore standing, one from among ECON 110, 120, 340, 373, HIST 241, or PS 326, or permission of the instructor; CL: ASIA 345; Offered annually, typically in the fall; S. Cohn*

ECON 347 Econometrics

The course focuses on estimating and testing economic relations. Topics include: estimation by ordinary least squares, estimation methods for panel data, estimation with instrumental variables, dummy variables, lagged variables, model evaluation and testing, and coping strategies for autocorrelation and heteroscedasticity. *Prereq: ECON 110, ECON 120, ECON 303 or MATH 322, and equivalent of MATH 151; or permission of the instructor; Offered occasionally; R. Stout*

ECON 349 Internship in Economics (1/2 or 1)

Interested students working with Economics faculty members, business and government agencies may arrange internships in the areas of economics and public policy. *Prereq: Permission of instructor; May be graded S/U at instructor's discretion; STAFF*

ECON 363 Public Economics

A microeconomic analysis of how selected spending programs, taxes, and economic regulations affect the market allocation of resources and the distribution of income. *Prereq: ECON 301 or permission of the instructor; Offered alternate years; C. Scotton*

ECON 365 Industrial Organization

This course examines the impact of imperfect competition on the behavior of firms and the performance of markets. It extends the analysis introduced in ECON 301 by systematically relaxing the assumptions of the model of perfect competition. The course explores topics such as collusion, predatory behavior, mergers and acquisitions, product differentiation, advertising and anti-trust policy. *Prereq: ECON 301; Offered alternate years; J. Powers*

ECON 368 Environmental and Natural Resource Economics

The study of the economics of renewable and exhaustible resources, environmental problems and policy responses. Topics include: the economics of air and water pollution control, including the economics of climate change, the economics of recycling, the use of cost-benefit analysis, the 'limits to growth' debate, and philosophical issues in environmental policy making. *Prereq: ECON 110; CL: ENVS 368; Offered annually; S. Cohn*

ECON 371 International Trade: Theory and Policy

This course provides an introduction to traditional and new trade theories to understand the pattern of international trade. It explores trade policy tools (tariffs, quotas, subsidies) used by governments to change the amount and pattern of trade. Controversies surrounding the WTO and the proliferation of bilateral and regional free trade agreements, along with inclusion of non-trade issues (labor, environment, intellectual property rights) are also discussed. *Prereq: ECON 110 and ECON 120; Offered annually; M. Zidan*

ECON 373 Economic Development

Economic development is concerned with raising the standard of living of a majority of country's population and requires fundamental structural change of the economy and its institutions. This course will examine various theories of economic development, giving special attention to the role of markets and the government. The course will also cover specific issues and challenges faced by low-income countries in their quest for development including: role of international trade, popu-

lation growth, agrarian change, and environmental degradation. *Prereq: ECON 110 and ECON 120; or permission of the instructor; W; Offered annually; M. Zidan*

ECON 399 Senior Seminar in Economics

An in-depth analysis of a selected topic with emphasis on the "doing" of economics. *Prereq: ECON 301, ECON 302, ECON 303 and senior standing; or permission of the instructor; O; Offered twice each year; STAFF*

Educational Studies

Majors, Minor, and Certification

Special Programs

Fieldwork placements locally in diverse classrooms

Maurine Tanning Nyman
Scholarship competition for elementary teacher candidates

Knox College 4 Kids, a summer enrichment program serving approximately 200 Knox County children from grades 1 through 8

Teach in Chicago Program:
During Fall Term, students may apply to student teach in the Chicago Public School District or Chicago suburban area.

Teaching on the Navajo Reservation: Following a Spring Term of studying Navajo history and culture, Knox faculty and Educational Studies students travel to the Navajo Nation Reservation where they facilitate professional development workshops for teachers and classroom experiences for Navajo elementary school age students.

Recent Achievements

Teacher Certification Program meets all requirements of the State of Illinois for certification
Teacher candidates include several Golden Apple Scholars

Faculty have published numerous articles and presented at local, national, and international conferences, including AERA, AESA, HES, CUFA, CRSEA, NAME, and others.

Faculty and professional interests

Joel Estes, chair

Educational foundations, educational policy, elementary curriculum and instruction

Scott DeWitt

Social studies curriculum, middle and secondary school instruction, culturally appropriate teaching and instruction

Eric Dickens

Adolescent psychology, teaching with technology

Deirdre Dougherty

History of education, educational policy, middle school curriculum and instruction

Jennifer Foubert (on leave Fall 2019)

Elementary school curriculum and instruction, school-community relations, critical pedagogy, critical race theory, sociology of education

Nathaniel Williams

Educational psychology, educational policy

Coordinator of Teacher Education

Kristen Strom

Secondary Education, English Education, Curriculum and Instruction

Lecturers

Diane Estes, *Elementary literacy, gifted curriculum and instruction*

John Hughes, *Elementary curriculum and instruction*

Sheryl Hinman, *Secondary curriculum and instruction*

Mike Panther, *Elementary education, social studies methods*

Wendy Parks, *Art education, middle school instruction*

Kathlyn Smith, *Middle school instruction*

Angelica Gamez, *Mathematical methods*

Practicum Experience and Student Teacher Coordinator

Bart Arthur, *Educational foundations and policy*

Educational Studies is a field that uses several disciplinary approaches to arrive at an integrative understanding of the educational process and of what it means to be an educated person within institutions that are themselves part of larger personal, social, and historical contexts. As an area of inquiry, the study of education is expansive, investigating such issues as the nature of knowledge and the ways in which people construct knowledge, the ways in which it can be most effectively learned, the relationships between social justice and a variety of educational practices and institutions, and the values that we need to survive and flourish within a global and multicultural context that is increasingly interconnected, yet fragile.

The Department of Educational Studies offers a wide variety of courses in the academic study of education and in the practical dimensions of teaching and learning. These courses provide inquiry into issues such as the relationship between educational theory, policy and practice and issues of race, ethnicity, social class and gender; the politics of knowledge within schools and other institutions; the different ways in which people learn and how we make sense of our experiences; and the interconnections between educational and other institutions and phenomena such as the family, the economic sector, culture and politics; as well as broader questions of ideology.

The department's courses provide a strong intellectual foundation for students preparing to enter the profession of teaching or for those interested in study in the field of education. The department's courses also emphasize research-based instructional strategies that help all learners.

Departmental Learning Goals

The Knox College Teacher Candidate shall:

1. Democratic Foundations
 - Understand the importance of the development of learning communities and environments that embrace diversity
 - Possess an understanding of the historical, ethical, political, and social issues associated with education
2. Knowledge Foundations
 - Understand the importance of the study of the nature of knowledge, pedagogical practices, and methods of assessment and evaluation
 - Recognize the breadth and depth of knowledge, which integrates the study of education with the other disciplines
3. Praxis Foundations
 - Integrate theory and practice that is developed, supported, and maintained through reflection
 - Understand the importance of meeting state and national standards, developing the habits of mind that encourage professional growth, and creating leaders in educational communities

Writing and Oral Presentation

There are two main learning goals for Educational Studies majors:

- Write effectively for general academic audiences
- Write lesson plans with depth, accuracy, and focus appropriate to students' progression in the major

Oral Presentation: The department has the following learning goals for the development of oral communication in the major: In order to maximize flexibility, departmental autonomy, and departmental responsibility, the Educational Studies Department has the following learning goals for the development of Oral Communication in the major:

Recent Internships

Practicum experience in
 Galesburg and regional schools;
 suburban Chicago and Peoria
 schools
 Associated Colleges of Illinois'
 High-Need Schools Summer
 Internships in Galesburg and
 Chicago
 Golden Apple Summer Internship
 in Chicago

Recent Off Campus Programs

Barcelona
 Nantes, France
 Botswana
 London Arts Alive
 Costa Rica
 Buenos Aires
 China

Student Accomplishments

Fulbright Scholarships
 Phi Beta Kappa
 Kemper Scholar
 Johns Hopkins Internships
 Exeter Summer Internships
 Mellon Fellowships
 McNair Scholars

Co-Curricular activities

Blessings in a Backpack
 Galesburg North
 Reading Buddies
 Best Buddies
 Discovery Depot
 Fish Food Pantry
 Knox Prairie Community Kitchen
 Sports teams and clubs

Post Graduation Placements

Public, private and charter
 school teaching
 Peace Corps
 Teach for America
 AmeriCorps
 Teaching abroad in Korea,
 Kuwait, UAR, Chile, Japan,
 Morocco

- Students will use oral communication to meet the objectives of the particular coursework within the major
- Students will conduct formal and informal presentations to communicate learning within courses. This communication will be aimed toward fellow student and instructors
- Students will apply speaking principles and practices learned in Knox coursework in practicum settings

Students will be expected to meet the oral presentation learning goals as a developmental process within the following progression:

- In 200 level departmental coursework, students will develop speaking skills through the use of multiple genres, including individual presentations and collaborative presentations
- In 300 departmental level coursework leading up to Methods (EDUC 312-319), students will begin implementing oral communications skills in the delivery of instruction in practicum settings
- In departmental “Methods” coursework (EDUC 312-319), students will plan for and develop effective questioning strategies for use in the delivery of instruction
- In student teaching (EDUC 340), students will use effective questioning strategies during the delivery of instruction. Additionally, students will work toward the development of effective oral communication with external audiences including parents, community members, and evaluators. These skills will be evaluated through observation by college supervisors.

The Educational Studies Teacher Certification Program Requirements

The department offers four distinct tracks leading to state certification. The elementary track concentrates on elementary school teaching, and the secondary track focuses on secondary school teaching in a variety of content areas. A third track prepares students to teach music, art or world languages in K-12 classrooms. The fourth track is a non-licensure Educational Studies Major. Completing the requirements in any of the tracks does not by itself qualify students for teacher certification. Students must also be recommended by the department for certification and complete the teacher licensure requirements set by the Illinois State Board of Education Standards. These requirements include passing all Illinois Certification Tests among other things (see below). Students are encouraged to contact a member of the department early in their time at Knox if they are interested in pursuing a teaching certificate.

If interested in a teaching certificate, students can qualify for recommendation for certification by satisfactorily completing a major in one of the three tracks: Elementary, Secondary, or K-12 Special Content. For Secondary and K-12 Special Content education programs students must complete another major in a subject field. The second major must be in the teaching area. Students must also complete the Knox general education courses; all required field work and clinical practice, including all components of student teaching; and successful passage of the State of Illinois Licensure tests. In order to meet licensure standards in Illinois and other states, students must demonstrate knowledge in the arts, communications, history, literature, mathematics, philosophy, sciences, social sciences and global perspectives. Students may be able to obtain additional Middle Grades certification by taking specific Educational Studies coursework (EDUC 205, 317) along with specific content area coursework (English language, arts, mathematics, science, social science).

Admittance to the Teacher Licensure Program and subsequent student teaching is based on attaining a 2.5 GPA overall and in the majors. In addition, the Illinois Administrative Code states: “All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received on or after February 1, 2012 must have been passed with a grade no lower than ‘C-’ or equivalent in order to be counted towards fulfillment of the applicable requirements.”

After successfully completing the pre-requisites for the course, but prior to enrolling in EDUC 340, Student Teaching, a potential candidate for the Teacher Certification Program must demonstrate successful completion of the Test of Academic Proficiency (TAP) or a composite score of 22, and a

minimum score of 6 on the Writing portion (9/10/16 and later), on the ACT+writing exam or a composite score of 1110 on the reading and mathematics portions of the SAT and a minimum score of 26 on writing and language (3/5/16 and later). After the above requirements are fulfilled, admittance to the Teacher Licensure Program and subsequent student teaching (EDUC 340) also requires:

- successful completion of all prior Educational Studies courses and fieldwork (with grades no lower than 'C-'),
- a recommendation for proceeding to student teaching from a course instructor of record in the methods course in which a student is enrolled and practicum teacher with whom the teacher candidate has worked,
- passing the appropriate Illinois State Content Area Test, and
- maintaining a minimum GPA of 2.5 in the teacher candidate's major and second field of study (if applicable) and overall.

In order to be eligible for applying for a State of Illinois Teaching Licensure a successful candidate must:

- satisfy all Knox graduation requirements,
- have completed and passed the EdTPA (minimum cut score established by the Illinois State Board of Education) during student teaching, and
- have completed any extra courses that may be required by the State of Illinois. Currently, students must take EDUC 323, Social and Emotional Learning Standards (.5) prior to licensure.

It is essential that teacher candidates meet regularly with their Educational Studies Advisor. Teaching candidates should be aware that requirements for licensure are subject to change by the ISBE and that applicants for licensure must meet the current requirements at the time of application. The Department of Educational Studies monitors these changes and informs educational studies majors of changes in requirements.

All teacher candidates must uphold the Illinois Code of Ethics for Educators. Faculty evaluation of teacher candidate progress, performance, and professional behavior may be evaluated by the Educational Studies Department faculty at any time. Following such evaluations, advisors will notify teacher candidates about the assessment of their progress in the program and inform them of any deficiencies identified and the required action to remain in good standing. Failure to remediate deficiencies may result in dismissal from the program.

Requirements for the majors

Educational Studies, Elementary (currently grades 1-6)

11.5 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 208 (.5), EDUC 301, EDUC 310A
- Methods courses: EDUC 312A, EDUC 314, EDUC 315(.5), EDUC 316(.5)
- Student teaching: EDUC 340 (3 credits)

Note: EDUC 201, either EDUC 202 or EDUC 203, and EDUC 204 can be taken in any order, but all of these courses must be satisfactorily completed prior to enrolling in more advanced courses. Currently, students must take EDUC 323, Social and Emotional Learning Standards (.5) prior to licensure.

Educational Studies, Secondary (currently grades 6-12)

11.5 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 205, EDUC 208(.5), EDUC 301, EDUC 310C

Educational Studies

- Methods course: EDUC 312C, EDUC 318
- Student Teaching: EDUC 340 (3 credits)

Note: EDUC 201, either EDUC 202 or EDUC 203, and EDUC 204 can be taken in any order, but all of these courses must be satisfactorily completed prior to enrolling in more advanced courses.

Currently, students must take EDUC 323, Social and Emotional Learning Standards (.5) prior to licensure.

Educational Studies, Special Content Areas: Art(K-12), Music (K-12), and Language (K-12)

11.5 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 205, EDUC 208(.5), EDUC 301, EDUC 310D
- Methods course: EDUC 312D, EDUC 319
- Student Teaching: EDUC 340 (3 credits)

Note: EDUC 201, either EDUC 202 or EDUC 203, and EDUC 204 can be taken in any order, but all of these courses must be satisfactorily completed prior to enrolling in more advanced courses.

Currently, students must take EDUC 323, Social and Emotional Learning Standards (.5) prior to licensure.

In general, a student may receive secondary certification by completing a major in Educational Studies, Secondary, and completing a major in the teaching area of interest. The subject areas in which Knox offers secondary education certifications are: English; mathematics; science with specific designations in chemistry, biology, environmental science or physics; and social science with specific designations in history, political science, psychology, or anthropology/sociology.

Requirements for Focused Program in Middle Grades

Students who complete an Elementary or Secondary Certification Major have the additional option of qualifying for a Middle Grades (grades 5-8) Endorsement on their Illinois Professional Educator's License (PEL). In order to earn this endorsement in the areas of Math, Literacy, Science, or Social Studies, students must complete a Focused Program in Middle Grades. This is an Illinois State Board of Education approved program within the Department which specifies the coursework to be taken. The course requirements are listed below.

Focused Program in: (CORE 4 - Math, Literacy, Science, Social Science)

Completion of either an Elementary or Secondary Major, EDUC 317, & 7 credits as follows:

- MATH COURSES - MATH 121, 131, 145, 151, 216, & 217 & STAT 200 or coursework for which these are prerequisites
- LITERACY COURSES - ENG 120, 202, 231, 232, 251, 252 & 323 or coursework for which these are prerequisites
- SCIENCE— CHEM 100; BIOL 101 & 110; PHYS 110, 120 & 167; ENVS 101 or coursework for which these are prerequisites
- SOCIAL SCIENCE— HIST 107, 160 & 161; ENVS 101; ECON 110; ANSO 103; PS101 or coursework for which these are prerequisites

Grade Ranges

- Elementary 1-6 & Middle School Focused 5-8
- Secondary 9-12 & Middle School Focused 6-8

Testing

- First pass ILTS Elementary or Secondary Content Test
- Then pass either the ILTS General Middle Grades or Content Specific Test

Licensure

Added to teaching candidate's PEL as an "Endorsement" upon licensure

As a member of the Associated Colleges of Illinois, the Educational Studies Department participates in a number of programs focused on preparing teachers for high needs schools. For example, majors in the Educational Studies Department have the opportunity to work in the Knox College 4 Kids Program, a summer enrichment program for children in first through eighth grade. Teacher candidates can also work with Knox College faculty and area master teachers at Knox College. The Educational Studies Department also offers a course in culturally appropriate teaching which culminates in a teaching residency on the Navajo Nation Reservation during the summer.

Majoring in Educational Studies without Licensure

The non-licensure Educational Studies Major is for those who want to study education without earning a K-12 teaching license at Knox. An Educational Studies Major may prepare students for futures in graduate studies, community-based education, activism, international teaching, and policy work. Together the student, their advisor, and the department chair will determine 300-level course work and a senior project that best fits the student's interest and goals after graduation from Knox. Senior projects may include experiences such as independent research or community-based internships.

Requirements for the minor

5 credits as follows:

- Foundation courses: Two credits: EDUC 201, 204
 - Policy capstone: EDUC 330
 - Two credits from: EDUC 202, 203, 205, 207*, 208*, 209*, 301, 323*, 327*
- *Half-credit courses

Courses

EDUC 201 School and Society

Acquaints students with the forces that have shaped the formation of American public education and explores the social context of which schools are a part. The relationships between the school and the wider social, political, economic, and cultural forces are explored. Course includes community service. *HSS; Prereq: Not open to first-year, first-term students; CL: ANSO 201; PI; SA; Offered every term; STAFF*

EDUC 202 History of Education

An examination of the ways in which schooling in the United States has addressed issues such as educational aims, opportunity, curriculum and pedagogy. The relationship between socio-political contexts and education, the trends and processes of educational change, and linkages between past and current educational practices are also considered. *Prereq: sophomore standing; or permission of the instructor; CL: HIST 202; W; SA;*

Offered every other term (FA, SP, WI, FA, SP, WI); S. DeWitt, D. Dougherty

EDUC 203 Philosophy of Education

A critical examination of some assumptions about education embraced by historical and contemporary philosophers, and relevance of these assumptions to U.S. schooling. Philosophical questions are considered, such as "What does it mean to teach?" and "What is knowledge?" *Prereq: sophomore standing; or permission of the instructor; CL: PHIL 215; W; SA; Offered every other term (FA, SP, WI, FA, SP, WI); S. DeWitt, D. Dougherty*

EDUC 204 Psychological Foundations of Education

An examination of human learning from a variety of perspectives. Learning is viewed as a process that occurs formally in settings such as schools, as well as informally in daily human experience. Where appropriate, topics in human development

are related to theories of learning. In addition to class work, students work in local classrooms for a minimum of 25 hours. In 2019-20 this course will be taught at Lombard Middle School located at 1220 E Knox Street in Galesburg. The 25 hours and the course will be completed between Knox periods 3s and 5s. Advisor note: public transportation is available for students without transportation. If a student has reliable transportation they may still register for a 6th period class. *Prereq: sophomore standing; or permission of the instructor; CL: PSYC 273; O; Offered every term; N. Williams*

EDUC 205 Adolescent Development

This course is an examination of emerging adolescent development, both historically and in contemporary society. It is designed to focus on the physical, psycho-social and intellectual dimensions of early adolescent development. *Prereq: EDUC 204; CL: PSYC 206; Offered every term; E. Dickens, N. Williams*

EDUC 207 Technology in the Classroom (1/2)

Educators focus on how to use personal computer systems effectively within educational contexts. The course not only examines specific computer applications that are being used or could be used by educators but also the implications and ramifications of increasing the use of technology, specifically computer technology, on learning and teaching. *Prereq: EDUC 201; Offered fall and spring terms; E. Dickens*

EDUC 208 Reading & Writing Across the Curriculum (1/2)

This course focuses on the uses of writing and reading as ways to learn across the curriculum. Educators interested in elementary through high school instruction, in all content areas, will learn about ways to set up a classroom, assess student readiness levels, analyze this assessment, and plan instruction to maximize student learning. Reading and writing strategies students can use will also be examined. *Offered fall and spring; E. Dickens, J. Foubert*

EDUC 209 Foundations of ESL and Bilingual Education

Students develop strategies- fully grounded in research and practice- to teach English as a second language (ESL) in the United States or to teach English as a foreign language (EFL) internationally. The course will focus upon second language assessment, second language teaching methodologies, and ESL/EFL materials development and curriculum design. *Prereq: EDUC 201; Offered winter term; E. Dickens*

EDUC 301 Teaching and Learning in a Diverse World

This course emphasizes social justice education with particular attention to intersecting identities and experiences including, for example, disability, race, ethnicity, immigration, language, religion, class, gender, and sexual orientation. We will address policy and practice, legislation, rights and responsibilities of teachers, and relationships with families and communities. Students enrolled in the course are responsible for completing a practicum experience of 25 hours. *Prereq: Successful completion of EDUC 201, EDUC 202 or 203, and EDUC 204, or permission of the instructor; DV; Offered fall and winter; S. DeWitt, N. Williams, J. Foubert*

EDUC 310 Perspectives on Curriculum

This course focuses on the theories and practices utilized in planning and executing curriculum, including the crafting and delivering instruction, classroom and behavioral management, and various approaches to assessment with particular focus on differentiation and lesson and unit planning. Includes in-depth investigation of quality curriculum including a review of contemporary approaches and modification of these for a range of learners. Students enrolled in the course are responsible for completing a practicum experience of 20 hours. A: Elementary; B: Middle Grades; C: Secondary; D: Special Content Area. *Prereq: EDUC 301; W; Offered every winter; E. Dickens, J. Foubert, S. Dewitt*

EDUC 312 Teaching Reading/Language Arts

Reading and writing are predicated on teachers providing students with a solid grounding in phonemic awareness, phonics, fluency, vocabulary,

and comprehension instruction. Theoretical foundations of understanding how children learn to read and write will be explored. Effective reading instruction hinges on an awareness of the language development of each individual student and the language content of the text. This course deals with how students learn to read and the content of reading. Attention shifts from “learning to read” to “reading to learn”, and from working with small groups to effective differentiation needed to work with entire classrooms of children. A: Elementary Grades; B: Middle Grades; C: Secondary; D: Special Content Area. *Prereq: EDUC 310; Offered every spring; D. Estes, J. Estes, S. Hinman, STAFF*

EDUC 314 Teaching Mathematics in the Elementary School

Designed to prepare teacher candidates in understanding PreK-8 elementary topics in mathematics, the teaching of these topics, and how children learn mathematics developmentally. Examines ways to reason mathematically, make connections, and communicate mathematics through the use of literature, manipulatives, technology, and classroom discourse. Emphasis is placed upon the design, implementation, and assessment of differentiated mathematics instruction in the PreK-8 classroom. *Prereq: EDUC 310; EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; O; Offered every spring; J. Estes, STAFF*

EDUC 315 Teaching Science in the Elementary School (1/2)

Designed for teacher candidates, this course coalesces theories of how people learn and practical experiences teaching science to children. Not intended to be a science content course, rather, students will learn and practice pedagogy focused on the teaching and learning of science across several science content areas and elementary grade levels. Emphasis is placed upon the design, implementation, and assessment of differentiated science instruction in the PreK-8 classroom. *Prereq: EDUC 310; EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; O; Offered every spring; J. Foubert*

EDUC 316 Teaching Social Studies in the Elementary School (1/2)

This course is designed to develop the knowledge, skills, and understandings needed to teach social studies in the elementary classroom. The class sessions will focus upon a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis is placed upon the design, implementation, and assessment of differentiated social studies instruction in the PreK-8 classroom. *Prereq: EDUC 310; EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; O; Offered every spring; J. Estes, M. Panther*

EDUC 317 Curriculum Development and Teaching in the Middle Grades

A continuation of the work introduced in EDUC 310 with specific emphasis on instructional planning and delivery, assessment, differentiation, and classroom management appropriate for middle-level education. Provides an opportunity for advanced study and application of principles and issues central to appropriate instruction of each learner. Students must complete a practicum in the middle grades. Separate sections apply specific content and assessment techniques appropriate to needs of the program. A: English; B: Mathematics; C: Social Science; D: Science. *Prereq: EDUC 310; Offered every spring; E. Dickens, S. DeWitt*

EDUC 318 Curriculum Development and Teaching in the Secondary School

A continuation of the work introduced in EDUC 310 with specific emphasis on instructional planning and delivery, assessment, differentiation, and classroom management appropriate for secondary education. Provides an opportunity for advanced study and application of principles and issues central to appropriate instruction of each learner. Students must complete a practicum in a high school. Separate sections apply specific content and assessment techniques appropriate to needs of the program. A: English; B: Mathematics; C: History; D: Political Science; E: Biology; F: Chemistry; G: Physics; H: Environmental Sciences. *Prereq: EDUC 310; O; Offered every spring; E. Dickens, S. DeWitt*

EDUC 319 Curriculum Development and Teaching in Special Content Areas

A continuation of the work introduced in EDUC 310 with specific emphasis on instructional planning and delivery, assessment, differentiation, and classroom management appropriate for teachers in art, music or languages (Spanish, French, Latin). Provides an opportunity for advanced study and application of principles and issues central to appropriate instruction of each learner. Students must complete a practicum. Separate sections apply specific content and assessment techniques appropriate to needs of the program. A: Music; B: Visual Art; C: Language. *Prereq: EDUC 310; O: Offered every spring; E. Dickens, S. DeWitt, W. Parks*

EDUC 321 Culturally Appropriate Teaching - The Navajo Reservation (1/2)

The classroom component of this course will examine the historical, sociological, cultural and educational circumstances of Navajos who have lived and are now living on the Navajo Nation Reservation in the Southwestern area of the U.S. Each August, students who have satisfactorily completed the classroom component of the course will travel with Knox professors to a remote school on the Navajo reservation. There, students and professors will work with the teachers currently employed by the school in grades K-6, assisting these teachers with professional development, instructional strategies, lesson planning, assessments, and curriculum development. *Prereq: EDUC 201, 202 or 203, 204, 301, 310, completion of or concurrent enrollment in EDUC 312, 314, 315, 316, or 318 or 319, and permission of instructor; Offered every spring; D. Beck*

EDUC 323 Social and Emotional Learning Standards (1/2)

This course is a study of the Social and Emotional Learning Standards used in Illinois. This process will include how to use social awareness and interpersonal skills to establish and maintain positive relationships and how to demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. Students will develop the skills necessary to teach others how to achieve school and life success.

Prereq: EDUC 201, EDUC 204; Offered winter and spring; D. Beck, J. Foubert, B. Arthur

EDUC 325 Assessments, Tests & Measurements (1/2)

This course concentrates on the development of the ability to evaluate and interpret assessment tools in K-12 instructional settings. Topics include reliability and validity, social and ethical considerations of testing, summarizing and interpreting measurements, and the use of standardized tests, rating scales and observational scales. Special emphasis is given to the development of skills in constructing, evaluating, and interpreting the results of teacher-made educational assessment. Includes the principles of constructing and evaluating paper-and-pencil tests (objective and essay), rating scales, observational scales, and other non-paper-and-pencil techniques. *Prereq: EDUC 204/PSYC 273; STAFF*

EDUC 327 Special Education for Educators (1/2)

This course is designed to provide students with a comprehensive knowledge of the role of special education within general education and their roles and responsibilities as instructional leaders for students with identified disabilities. Students will learn the process of how students are referred and identified and how services are decided upon and provided within the school. Students will also develop a foundation in legal issues and implications regarding current legislation as well as student and parental rights. *Prereq: EDUC 301; Offered every spring; STAFF*

EDUC 330 American Educational Policy

This course provides students the opportunity to examine issues in American educational policy-making and implementation from three interrelated perspectives. First, students will develop a framework from which to understand the rationale and necessity of developing large-scale policies for the education of a citizenry or specific group. Second, these perspectives will be used to consider specific policies constructed and implemented in a variety of educational contexts (e.g., public schooling, higher education, adult education and vocational education). Finally, the effects of educational policy upon their intended

constituencies (e.g. reforms) will be examined.

Prereq: Two of: EDUC 201, 202, or 203; and one of: EDUC 204 or 301; and PS 235; or permission of the instructor; Offered every spring; E. Dickens, N. Williams, B. Arthur, D. Dougherty

EDUC 340 Student Teaching (3)

A full-time commitment to observation, reflection, and teaching in either a local school or a Chicago area school. Emphasis on exploring diverse approaches to teaching, curriculum, and evaluation and on using schools as sites for further inquiry and research. A weekly seminar accompanies the school-based field work. To participate, students must have successfully completed the teacher candidates content area exam required by the State of Illinois. *Prereq: EDUC 312 and 314, 315, 316, or EDUC 318, or EDUC 319; Offered fall and winter; STAFF*

EDUC 399 Seminar: Issues in Education

An intensive study of selected current issues in education. Students pursue topics related to the general issues and present their findings in the seminar group and/or in a research paper. *Prereq: permission of the instructor; STAFF*

Engineering

Pre-Professional & Cooperative Program

Participating Universities

Columbia University
Rensselaer Polytechnic Institute
University of Illinois,
Urbana-Champaign
Washington University

Off-Campus Study Opportunities

Argonne National Laboratory
Oak Ridge National Laboratory

Recent Student Research Projects

Computer-instrumentation
interfacing
Differential thermal calorimetry
Laser light scattering
Liquid chromatography
Mössbauer spectroscopy
Nuclear magnetic resonance
Inorganic cluster synthesis
Software design

Related Major Programs

Biochemistry
Biology
Chemistry
Computer Science
Environmental Studies
Mathematics
Physics

Program Advisor

Thomas Moses, *Physics*

Engineering is among the oldest disciplines, yet is changing and growing at a breathtaking pace. Engineers are at the forefront of the effort to apply scientific understanding to meeting human needs. Today's engineering problems push the limits of physical law and scientific knowledge, making it more important than ever that engineers have a strong preparation in the basic science underlying their chosen engineering specialty. At the same time, our increasingly interconnected society and environment demand a broadly educated engineer who is prepared to think critically about the trade-offs and impacts inherent in any engineering design. The Dual-Degree Program in Engineering is designed to prepare students to be successful engineers in the challenging world we face today.

Knox offers a five-year combined program leading to the degrees of Bachelor of Arts or Bachelor of Science from Knox and Bachelor of Science in Engineering from an engineering institution, through cooperative agreements with the schools of engineering at the University of Illinois at Urbana-Illinois, Washington University, Columbia University, and Rensselaer Polytechnic Institute. Alternatively, students may pursue engineering studies at another institution of their own choice in consultation with the engineering program advisor. Dual-degree students attain an especially strong education both in fundamental science and in engineering by earning two majors, completing a major in mathematics or pure science at Knox and a major in engineering at the cooperating institution. Dual-degree students typically major in physics, chemistry, mathematics, or computer science at Knox, although biology, biochemistry or environmental science are appropriate majors for certain engineering specialties. To allow increased flexibility, students may transfer back up to two courses from the cooperating institution to be counted as electives satisfying their major requirements at Knox.

Students interested in the Dual-Degree Program are encouraged to consult with the program advisor as early as possible to facilitate planning an individually customized course of study. It is possible, and not at all uncommon, for a student to pursue coursework appropriate to the Dual-Degree Program and at the same time keep open other options such as pursuing a pure science major, a pre-medical or business program, or other paths—maximizing flexibility in planning is one major advantage of the Dual-Degree Program.

Prior to starting study at an engineering institution, a Knox student must:

- have received at least 27 credits with at least a 2.0 grade point average;

- have been in residence on the Knox campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for a Knox degree except the requirements for the major, for total credits, that the last credits and terms before the degree be in residence;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

Students participating in the Dual-Degree Program are exempted from the requirement to complete a second field at Knox, since their pre-engineering work at Knox together with engineering courses taken during the first year at the engineering institution will be considered equivalent to completing a second field.

In addition to the above general Knox requirements for participation in a cooperative program, students complete a core curriculum consisting of the following courses:

- PHYS 110, PHYS 120, and PHYS 130
- CHEM 100A
- MATH 151, MATH 152, MATH 205, and MATH 230
- CS 141

The following courses also provide good preparation for engineering studies and may satisfy engineering school prerequisites:

- PHYS 242 Electronics
- PHYS 260 Engineering Mechanics: Statics

A cumulative grade point average of 3.25 or above is recommended for admission by the cooperating schools of engineering. Certain programs have additional requirements, and interested students are urged to contact the program advisor for specifics and assistance with planning.

English

Majors and Minors

Special Programs

CATCH, nationally awarded student literary magazine
Common Room, on-line student journal of literary criticism
Caxton Club, scholarly and creative presentations by faculty, visiting scholars and artists
Milk Route, student reading series
Cellar Door, literary magazine featuring work by students, faculty, staff, and professional guest writers
Quiver, literary magazine featuring science fiction, fantasy, and writing for children and young adults

Recent Achievements

Fulbright fellowships
Wallace Stegner fellowships
Bucknell Seminar for Younger Poets
Kenyon Writers Workshop
Lambda Literary Writer's Retreat
Tin House Writers Workshop
Denver Publishing Institute
Columbia Publishing Institute
LARB/USC Publishing Workshop

Internships and Jobs

Copper Canyon Press, Scholastic Books, Simon & Schuster, the Poetry Foundation, The AV Club, The Onion, NPR, NBC, PRI, Goodman Theatre, Kalamazoo Center for BookArts, Full Spectrum Features, Red Sofa Literary, Albert Whitman & Co., Milkweed Editions, Graywolf Press, among many others

Faculty and professional interests

Chad Simpson, chair
Creative writing: fiction, creative nonfiction; modern and contemporary fiction

Emily Anderson
Enlightenment literature, Victorian literature, literary and narrative theory, film studies

Monica Berlin (on leave Spring 2020)
Creative writing: poetry, creative nonfiction; late 20th and 21st century literature

Roya Biggie
Shakespeare, early modern literature and culture, contemporary drama, history of science, ecocriticism, affect theory

Cyn Kitchen Fitch
Creative writing: creative nonfiction, fiction; late 20th and 21st century literature

Gina Franco (on leave Fall 2019)
Creative writing, poetry, poetry translation, 18th and 19th-century British literature, Modern and contemporary American poetry, Gothic literature, Latinx writing, literary theory

Sherwood Kiraly
Creative writing: fiction, playwriting, screenwriting

Beth Marzoni
Modern and contemporary literature, creative writing: poetry, creative nonfiction, fiction

Nick Regiacorte, Director – Creative Writing
Creative writing: poetry, creative nonfiction; modern and contemporary poetry, prosody

Robert Smith
American literature, literary theory, film studies

Barbara Tannert-Smith
Children's and adolescent literature; fairy tale; visual narrative; creative writing: fiction

Distinguished Writer-in-Residence

Robert R. Hellenga

Cooperating faculty from other programs

John Haslem, *Center for Teaching and Learning*
Frederick Hord, *Africana Studies*
Paul Marasa, *TRIO Achievement Program*
Elizabeth Carlin Metz, *Theatre*
Magali Roy-Féquièrre, *Gender and Women's Studies*

The study of literature and writing is essential to a liberal arts education. Introductory courses in the English department, with their emphasis on analytical skills, close reading, and effective writing, prepare students to become active interpreters of the

world rather than passive consumers of the interpretations of others. At the intermediate level, literary theory, historical and cultural frameworks, and considerations of genre deepen our conversations. Period courses offer students an opportunity to look at the world through other eyes, and thus to imagine their way into modes of thought and understanding very different from those of our own age. Courses in modern and contemporary literature help students articulate and clarify their own responses to the world in which they live. Creative writing courses and workshops challenge students to investigate and explore their place in literary traditions. Skills that are emphasized in all these courses—interpretation, analysis, the ability to consider the world from different perspectives, the ability to articulate feelings and ideas clearly and forcefully—are becoming increasingly rare, and therefore increasingly valuable.

The departmental courses are supported by (a) multiple venues for recognizing outstanding student work, including *Catch*, a national award-winning literary arts journal devoted to student work, edited by students and published twice a year; “Milk Route,” the senior majors’ reading series; literature majors’ annual senior symposium, and the Caxton Club, which provides a similar forum for visiting scholars and writers and for faculty in English; (b) strong library holdings, including the Hughes Collection of works by Ernest Hemingway and the Lost Generation; and (c) a long tradition of bringing to campus scholars and writers of the first rank, including several U.S. poet laureates.

Departmental Learning Goals

Students completing a major in Creative Writing will be able to explore and to demonstrate an understanding of the creative process through:

1. Constructing internally coherent and resonant art objects in at least two literary genres, with particular attention to elements of craft
2. Constructing internally coherent and resonant art objects in one nonliterary artistic medium, with particular attention to elements of craft
3. Assessing the influences of cultural and aesthetic values upon the construction of literary art objects within diverse traditions
4. Engaging in artistic communities through active conversation, presentation, and participation
5. Collecting, revising, and appraising the literary and nonliterary art they have previously constructed in a culminating project

Students completing a major in English Literature will be able to:

1. Demonstrate knowledge of the literary traditions in English and recognize the diversity of literary and cultural voices within those traditions
2. Analyze texts within their cultural, historical, and aesthetic contexts

Recent Visitors

Marilynne Robinson, Wole Soyinka, Billy Collins, Andre Dubus III, Barry Lopez, Jorie Graham, James Galvin, Aimee Bender, Sharon Olds, Stuart Dybek, M.T. Anderson, Michael Martone, Natasha Trethewey, Helena Maria Viramontes, Peter Orner, Denis Johnson, Benjamin Percy, Marianne Boruch, Lia Purpura, Dao Strom, Brian Turner, Carl Phillips, Christine Schutt, Richard Siken, Ada Limón, Adam Clay, TJ Jarrett, Carolina Ebeid, Aleksandar Hemon, Rita Dove, Osama Alomar, Anika Fajardo, Ross Gay, Adrian Matejka

Prizes

Davenport Awards in Poetry, Playwriting, Nonfiction, and Fiction
 Procter Fenn Sherwin Prize in Fiction
 Beverly K. White Prize in Creative Writing
 Howard Wilson Prizes in Literary Criticism
 Elizabeth Haywood English Research Award
 Nina Marie Edwards Memorial Award
 Lorraine Smith Prize in English
 William Brady Prize in English
 Audrey Collet-Conard Prize in Poetry

3. Write lucidly and compose compelling arguments based on close reading and informed critical reflection
4. Prepare, organize, and present an engaging oral presentation

Graduate Schools

Attended

Brown University
Chapman University
City University of New York
Colorado State University
Cornell University
DePaul University
Eastern Washington University
George Mason University
Georgetown
Hamline University
Hollins University
Indiana University, Bloomington
Loyola University
Mills College
New York Studio School
New York University
North Carolina State University
Purdue University
San Francisco State University
The School of the Art Institute,
Chicago
Southern Illinois University,
Carbondale
Southern Illinois University,
Edwardsville
Temple University
University of Arkansas
University of Alabama
University of Arizona
University of California, Irvine
University of California, Davis
University of Chicago
University of Denver
University of Florida
University of Illinois, Chicago
University of Illinois, Urbana-
Champaign
University of Iowa
University of Idaho
University of Kansas

Writing and Oral Presentation

Writing: Students are introduced to critical writing in all 100-level literature courses, which serve as the foundation for the majors. At the intermediate level, writing skills are developed further as students learn to: articulate historical and theoretical frameworks, evaluate secondary sources and engage in research; practice drafting and revision; consider questions of genre, voice and audience; and develop generative habits that help sustain acquired writing skills. In upper-level courses, students refine these skills in preparation for their capstone experiences.

Oral Presentation: In foundational and intermediate courses, students practice modes of delivery, speaker etiquette, audience orientation, oral presentation, and clarity of articulation. Upper-level courses emphasize articulate oral argument and critique, and provide additional opportunities for students to hone verbal skills. Senior Symposium (English Literature) and Milk Route (Creative Writing) evidence the culminating syntheses of students' written and oral achievement.

Requirements for the majors

Creative Writing

12 credits as follows

- Five writing courses from among: ENG 205, 206, 207, 208, 209, 306, 307, 308, 309, or 311, as follows:
 - Two 200-level courses must be in at least two genres; with advisor approval one course in journalism may be counted as one genre course
 - Three courses must be at the 300-level
- Five elective courses above the 100 level in literature, film, or theory as follows:
 - at least two courses must be at the 300-level
 - one course must be focused before 1900
 - one course must be in an underrepresented literature or in literature written in a language other than English, to be taken either in the original language or in translation (See list of approved courses below)*
- One studio/allied art course, with an emphasis on the creative process, as offered by the programs in Art, Dance, Music, or Theatre
- Senior portfolio for writing majors: ENG 399

Literature

12 credits as follows:

- Ways of Reading: ENG 200

- One course in creative writing or journalism: ENG 205, 206, 207, 208, 209, or 270
- One survey course in American literature: ENG 231, 232, or 233
- One survey course in English literature: ENG 251, 252, or 253
- One additional survey course in American or English literature
- One period course: ENG 335, 336, 342, 343, 344, 345, 346, or 347
- One single author course: ENG 330, 331, 332, 380, or 395 (when appropriate). Period and single author courses in other departments may be substituted with advisor approval
- Four elective courses in literature, film, or theory, at least two of which must be at the 300-level and at least one of which must be focused before 1900. One elective may be taken in another department, with advisor approval.
- ENG 300L, taken concurrently with a 300-level course
- Senior seminar for literature majors: ENG 398.

No individual course may satisfy more than one major requirement.

Students may combine a major in English Literature with a minor in Creative Writing, a major in Creative Writing with a minor in Literature, or a double major in English Literature and Creative Writing as long as no more than two courses are used to satisfy requirements in each.

Students intending to pursue graduate work in English should consult with their advisor regarding suggested courses for graduate school preparation.

Requirements for the minors

Creative Writing

6 credits as follows:

- Introduction to Literature: ENG 120
- Three Creative Writing courses (at least two at the 300-level)
- One course in modern and/or contemporary literature
- One course in an underrepresented literature or in literature written in a language other than English, to be taken either in the original language or in translation (this course may be taken in another department).*

English Literature

6 credits as follows:

- Introduction to Literature: ENG 120
- One survey course in English Literature: ENG 251, ENG 252, or ENG 253
- One survey course in American Literature: ENG 231, ENG 232, or ENG 233
- Two courses at the 300-level in literature
- One course in an underrepresented literature or in literature written in a language other than English, to be taken either in the original language or in translation (this course may be taken in another department).*

*Courses currently approved in the category of underrepresented or non-English literature: AFST: 206, 220, 227, 233, 234, 235, 240, 335, 383; AMST: 227, 325; ASIA: 220, 221, 225, 263, 273, 321, 363, 373; CHIN: 220, 221, 225, 321; CLAS: 273; ENG: 205, 242, 245 (and cross-listed offerings in other departments) FILM: 225, 227, 261, 309, 337 FREN: 214, 215, 220, 304, 305, 309, 313, 316, 330; GERM: 235, 302, 317, 326, 328, 331, 332, 334, 337; GRK: 212, 213, 215-218, 270, 311-318; GWST: 206, 221, 222, 235, 238, 261, 322, 325, 332, 383; JAPN: 263, 273, 363, 373; LAST 235, 238, 240, 305, 306, 309, 335, 377; LAT 212, 213, 215-218, 270, 311-318, 370; SPAN: 235, 302, 305-309, 322, 330, 335, 337, 377; THTR: 351, 352, 353, 383

Students can petition the Chair of the English Department for possible substitutions when special, one-time offerings that focus on non-English Literature or Under-represented Literature are available. Inquiries should be made before the course begins.

Courses

ENG 101 College Writing I

Basic instruction in expository writing. Emphasis on identifying an audience, formulating a thesis, developing an argument, supporting the argument, marshaling evidence, citing authorities, answering possible objections. Students are asked to respond to and analyze a variety of texts and to critique each other's work. ENG 101 includes a brief review of grammar and punctuation. *Offered annually* WI; STAFF

ENG 102 College Writing II

Advanced instruction in expository writing. ENG 102 does not include a review of grammar and punctuation; it does include some library work and a research paper. The course is intended for all writers, weak or strong, who wish to improve their writing and research skills. *W; Offered annually, SP; STAFF*

ENG 104 Writing Studio (1/2 or 1)

An introduction to the writing arts, this course will allow students to engage in creative practice through an exploration of techniques in craft. Students will learn how to generate and shape their writing, while experimenting with genre and elements of form. Specific offerings may vary from year to year, but all iterations will encourage students to develop a habit of practice, where the play of language can reshape familiar subjects or guide the writer toward new discoveries. *ARTS; AC; Can be taken twice for credit; Usually offered annually; STAFF*

ENG 105 Reading Studio (1/2 or 1)

An introduction to literary close reading, this course explores foundational approaches to interpretation alongside literature's demonstrated capacity to reflect social, political and cultural predicaments. Students will engage questions of ongoing human significance that arise through the process of reading. This course will foster a community of readers who will guide one another to read more confidently. It will encourage and stimulate readers to consider, construct, and defend original interpretations of text. Specific offerings may vary from year to year, but all iterations will examine literature through close

reading strategies. *HUM; IC; Can be taken twice for credit; Usually offered annually; STAFF*

ENG 120 The Literary Arts

Using a variety of literary texts from a range of voices, this course introduces students to craft, interpretation, and criticism. Readings include both historical and contemporary fiction and poetry, and at the instructor's discretion, nonfiction, drama, or film. *HUM; W; IC; Offered annually, usually every term; STAFF*

ENG 123 Foundations of Theatre and Drama

See description for THTR 151. *HUM; IC; W; CL: THTR 151; J. Grace, E. Carlin Metz*

ENG 124 Introduction to Film

See description for FILM 124. *HUM; IC; Offered annually, multiple terms; CL: FILM 124; R. Smith, E. Anderson*

ENG 125 The Bible in Literature

A focus on the Bible and its influence on Western historical and contemporary literature. Readings include selections from the Bible and literary texts on which the Bible has had an impact. Some attention is given to cultural, historical, and political contexts. The course will prepare students for more advanced study in writing, literature, and religious studies. *HUM; W; IC; Usually offered annually; CL: RELS 125; G. Franco, C. Fitch*

ENG 126 Environmental Literature, Film, and the Arts

This course builds on the premise that the natural environment is the "original text" that shapes all other texts, the model for interconnectivity and aesthetics. Selections of literature, film, visual art, and landscape may vary, but will consider the movement's writers, artists, and pressing issues. *HUM; Usually offered alternate years; CL: ENVS 126; STAFF*

ENG 200 Reading Theories

Students will investigate the act of "reading," and by studying modes of interpretation, consider different critical approaches to reading texts.

Integrating theory and practice, we test the usefulness of models provided by theoretical movements such as New Criticism, Feminist Criticism, Reader-Response, Deconstruction, Psychoanalysis, New Historicism, and Race and Queer Theories. These models will guide our analysis of literary and cultural texts. *HUM; IC; Prereq: ENG 105 or 120 or 125 or permission of the instructor; Offered annually, usually multiple terms; R. Smith, E. Anderson, G. Franco, R. Biggie*

ENG 201 Business and Technical Writing

See description for CTL 201. *W; CL: BUS 201, CTL 201; J. Haslem*

ENG 202 Teaching Writing

See description for CTL 202. *W; CL: CTL 202; J. Haslem*

ENG 203 The Careful Editor

This course will acquaint you with the publishing industry. We will discuss how a manuscript travels from author to finished product and how that process is now changing. We will introduce you to the role of the editor and provide famous examples of editor and writer relationships. The course will also give you an opportunity to learn line-by-line editing skills, following The Chicago Manual of Style, while in the process honing your own writing skills. *Usually offered alternate years; STAFF*

ENG 204 Genres and Forms

This course will introduce the concept of literary classification (genre) through the focused exploration of one particular species (form). Possible offerings may include Lyric Essay, the Ode, the Novella, etc. Students will learn to identify generic traits and to analyze forms (within a genre) by examining the evolution and workings of their internal design. *IC; Prereq: ENG 105 or 120 or 123 or 125 strongly recommended; sophomore standing or permission of the instructor; Offered annually; STAFF*

ENG 205 Beginning Poetry Translation

Discussion of theory, contemporary practice, and student work, plus conferences with members of the language faculties. *ARTS; AC, IC; Prereq: Proficiency in a language taught at Knox besides*

English; ENG 208 strongly recommended; Offered alternate years; G. Franco

ENG 206 Beginning Creative Nonfiction Writing

A seminar in the practice of creative nonfiction writing, through workshops and the examination of various forms. This course will foster opportunities to develop one's voice through focused attention upon essential craft elements such as perspective, setting, narrative arc, etc. *ARTS; W; AC; Prereq: ENG 104 or 105 or 120 or 125 or permission of the instructor; Offered annually, usually every term; M. Berlin, N. Regiacorte, C. Simpson, C. Fitch, B. Marzoni*

ENG 207 Beginning Fiction Writing

A seminar in the practice of fiction writing, through workshops and the examination of various forms. This course will foster opportunities to develop one's voice through focused attention upon essential craft elements such as character, setting, narrative strategies, etc. *ARTS; W; AC; Prereq: ENG 104 or 105 or 120 or 125 or permission of the instructor; Usually offered every term; B. Tannert-Smith, C. Simpson, C. Fitch, S. Kiraly*

ENG 208 Beginning Poetry Writing

A seminar in the practice of poetry writing, through workshops and the examination of various forms. This course will foster opportunities to develop one's voice through focused attention upon essential craft elements such as image, syntax, cadence, line, etc. *ARTS; W; AC; Prereq: ENG 104 or 105 or 120 or 125 or permission of the instructor; Offered annually, usually every term; M. Berlin, G. Franco, N. Regiacorte*

ENG 209 Beginning Playwriting

See description for THTR 209. *ARTS; W; AC; Prereq: THTR 151/ENG 123 or THTR 131 or ENG 207 or ENG 208; or permission of the instructor; Offered annually, usually multiple terms; CL: THTR 209; S. Kiraly*

ENG 221 Gender and Literature

See description for GWST 221. *HUM; DV; CL: GWST 221; M. Roy-Féquière, STAFF*

ENG 223 Introduction to Children's Literature

This course is designed to familiarize students with various types of children's literature, including folklore, modern fantasy, picture books and realistic fiction. Students will learn how to evaluate the literary standards and pluralistic character of the literature. Authors may include Nodelman, Park, Lowery, Pullman, Taylor and Feiffer. *IC; Prereq: ENG 105 or 120 or 125 strongly recommended; Offered annually; B. Tannert-Smith*

ENG 227 Introduction to Shakespeare

Four hundred years after his death, Shakespeare's texts enthral audiences and readers and have come to define great English literature. This course introduces students to Shakespeare's canon and to the historical, political, religious, and artistic contexts in which he wrote. Students read a range of Shakespeare's dramatic and non-dramatic work from across the scope of his career, including at least three of the four dramatic genres in which he wrote (comedy, tragedy, history, romance) and samples of his shorter or longer poetry. The course also considers Shakespeare's continuing relevance through modern film and stage adaptation. *HUM; IC; Prereq: ENG 105 or 120 or 123 or 125 or sophomore standing or permission of the instructor; Usually offered annually; CL: THTR 281; R. Biggie*

**ENG 231 American Literature:
Inventing America**

A survey of literature from colonization through the major authors of the mid-19th century. We examine the formation of an American literary tradition in the context of cultural, intellectual, political and economic developments. Authors may include de Vaca, Bradstreet, Edwards, Wheatley, Emerson, Melville, Dickinson, Stoddard, Brent, Douglass and Stowe. *HUM; IC; Prereq: ENG 105 or 120 or 125 strongly recommended; Offered annually, usually FA; R. Smith*

**ENG 232 American Literature:
Shaping New American Identities**

A survey of literatures produced in the United States since the Civil War. We examine relationships between cultural and intellectual currents and the political, economic, and social development of the United States during this period,

focusing particularly on race, gender and class as analytic categories. Authors may include Howells, Twain, Jewett, Chopin, Cather, Chesnutt, Fitzgerald, Pynchon, Cisneros, Morrison, Harjo, Gibson. *HUM; IC; Prereq: ENG 105 or 120 or 125 strongly recommended; Offered annually, usually WI; R. Smith*

ENG 233 African-American Literature

See description for AFST 233. *HUM; DV; IC; Offered alternate years; CL: AFST 233; F. Hord*

ENG 234 African and Black Caribbean Literature

See description for AFST 234. *HUM; CL: AFST 234; F. Hord*

ENG 235 African American Women Writers

See description for GWST 235. *HUM; DV; Offered alternate years; CL: AFST 235, GWST 235; M. Roy-Féquière*

**ENG 242 The Effects of Empire:
Postcolonial Literatures**

How do writers engage with or write back to European colonization? In this course, we will read literatures from Britain, Southeast Asia, Africa, the Caribbean, and the South Pacific as we examine histories of conquest, enslavement, and subjugation that are at once deeply personal and resolutely political. As we explore issues like belonging, exile, nationalism, migration, and representation, we will also turn to the colonial and postcolonial theories of pivotal scholars like Edward Said, Franz Fanon, Homi Bhaba, Gayatri Spivak, Trinh T. Minh-ha, and Sara Suleri as frameworks for the consideration of colonial impact. *DV; PI; Prereq: at least sophomore standing; at least one course in music, art, literature, political science or history. Concurrent course in the humanities, history, or social sciences recommended; Offered occasionally; R. Biggie; B. Marzoni*

**ENG 243 U.S. Latino Literature:
Identity and Resistance**

The course examines major works by U.S. Latino writers. We explore the themes of identity and resistance as they are developed in the poetry, fiction, theater and essays of Chicano and Puerto Rican authors. Taking as our starting point the cultural nationalist discourses developed by the

Chicano writers in the late 1960s, we analyze Puerto Rican and Chicano critiques of the American ideal of the “melting pot.” We see how poets, novelists and dramatists have grappled with questions regarding Spanish as a proud marker of identity, with the impossibility of the return to an ideal Island paradise, or to an “Aztlán.” In addition, special attention is given to the discussion of gender dynamics as they are expressed in the literature and culture. *M. Roy-Féquière*

ENG 245 Literature and Power

A study of the relationship between literature and power. This course will examine the cultural forces that influence the creation, circulation, and interpretation of texts. Specific offerings may vary from year to year, but in each incarnation, the course will examine literature through the lens of cultural diversity and power. *HUM; DV; IC; PI; Prereq: ENG 105 or 120 or 125 or 200; Offered annually, usually multiple terms; STAFF*

ENG 247 Moral Life in Literature

See description for PHIL 247. *IC; CL: PHIL 247; W. Young, B. Polite*

ENG 251 English Literature: Clans to Colonization

A study of English literature in the Medieval and Renaissance periods. Emphasis is on literary works by early writers and the periods’ pivotal transformations, such as the solidification of the English nation, the rise of humanist thought, and the breakthroughs of science and medicine. Students will read writers such as the Beowulf poet, Geoffrey Chaucer, Margery Kempe, Edmund Spenser, William Shakespeare, Æmilia Lanyer, John Donne, Margaret Cavendish, and John Milton alongside contemporaneous archival sources, including but not limited to bestiaries, religious treatises, and travelogues. *HUM; IC; Prereq: ENG 105 or 120 or 125 strongly recommended; Usually offered annually, usually FA; R. Biggie*

ENG 252 English Literature: Enlightenment to Empire

A study of English literature from the late 17th century through the end of the 19th century, with an emphasis on Restoration, Enlightenment, Romantic, and Victorian writers in their historical

and cultural contexts. The course examines the development of literary styles and themes in light of political, social, religious, and philosophical movements, such as revolution and terror, the launch of modern science, the education of women and slaves, and the advent of the photograph. Readings may include Margaret Cavendish, Jonathan Swift, Eliza Haywood, William Blake, Samuel Taylor Coleridge, Mary Wollstonecraft Godwin Shelley, Christina Rossetti, Elizabeth Barrett Browning, and Oscar Wilde. *HUM; IC; Prereq: ENG 105 or 120 or 125 strongly recommended; Usually offered annually, usually WI; G. Franco*

ENG 253 Modernist Literature

In the 20th century a new artistic movement emerged that reconsidered art’s meaning and purpose in a world that was changing quickly and drastically. Modernism transcended borders and challenged traditional moral, social, intellectual, and aesthetic values. Through a variety of representative readings from British, Irish, and American authors, we will consider the experiments and innovations of modernism as well as its relationship to social and historical contexts. *HUM; IC; Prereq: ENG 105 or 120 or 125 strongly recommended; Usually offered annually, usually SP; B. Marzoni*

ENG 261 Women and Film

This is a course examining the representation of women in the cinematic medium. We will especially focus on the intersection of two interpretive theories, psychoanalysis and feminism, and their multi-varied application to the literary text that is cinema, with particular interest in questions of dream, hysteria and transference. *Prerequisites: ENG 124 or permission of instructor. HUM; DV; IC; PI; Prereq: ENG 124 or permission of the instructor; Offered occasionally; CL: FILM 261, GWST 261; R. Smith*

ENG 263 Structure of the English Language (1/2)

This course investigates the English language, beginning with the theory and principles of syntactic analysis. Specifically, it analyzes the difference between real and apparent sentence structure. Ultimately, we will consider how an understanding of the history of the language can

help us analyze literary texts more fully. *Prereq:* ENG 105 or 120 or 125 or sophomore standing; *Offered during weeks 1-5; Offered alternate years; E. Anderson*

ENG 264 History of the English Language (1/2)
This course investigates the history of English, specifically as a literary language. It traces English from its Indo-European roots to its contemporary manifestations around the world. Ultimately, we will consider how an understanding of the history of the language can help us analyze literary texts more fully. *Prereq:* ENG 105 or 120 or 125 or sophomore standing; *Taught weeks 6-10; Offered alternate years; E. Anderson*

ENG 270 The Mind of the Journalist: Newswriting and Reporting
See description for JOUR 270. *HUM; W; CL: JOUR 270; J. Dyer*

ENG 275 Advanced Composition
See description for CTL 275. *W; CL: CTL 275; J. Haslem*

ENG 300L Library Research (0)
This lab is a co- or prerequisite for certain 300-level courses in the English department (see course descriptions). It teaches the fundamental research strategies students will need in order to write informed and relevant literary criticism. Students learn to evaluate and cite sources, produce annotated bibliographies, and use the library's databases and resources to their fullest. *Offered annually, usually every term; STAFF*

ENG 306 Creative Nonfiction Workshop
Intensive work in the reading and writing of creative nonfiction; workshops plus individual conferences. *Prereq:* ENG 206 or written permission of the instructor; *May be taken three terms; O; W; Offered annually, multiple terms; N. Regiacorte, M. Berlin, C. Fitch*

ENG 307 Fiction Workshop
Intensive work in the reading and writing of fiction; workshops plus individual conferences. *Prereq:* ENG 207 or written permission of the instructor; *May be taken three terms; O; W; Offered*

annually, multiple terms; B. Tannert-Smith, C. Simpson, C. Fitch, S. Kiraly

ENG 308 Poetry Workshop
Intensive work in the reading and writing of poetry; workshops plus individual conferences. *Prereq:* ENG 208 or written permission of the instructor; *May be taken three terms; O; W; Offered annually, multiple terms; M. Berlin, N. Regiacorte, G. Franco, B. Marzoni*

ENG 309 Playwriting and Screenwriting Workshop
See description for THTR 309. *Prereq:* ENG 209 or THTR 209 or written permission of the instructor; *O; W; May be taken three terms; Offered annually; CL: THTR 309; S. Kiraly*

ENG 311 Advanced Writing (1/2 or 1)
Individual projects in writing non-fiction, fiction, poetry, or drama. Conducted on a tutorial basis by members of the department. *Prereq:* Reserved for exceptional students, after consultation, and with written permission of the instructor; *May be repeated for credit; O; W; Offered occasionally; STAFF*

ENG 320 Fairy Tale: Historical Roots and Cultural Development
Focusing mainly on the European fairy tale (Italian, French, German, English), the course seeks understanding of the genre's roots in early modern oral culture; of its transition to fashionable literary circles and to children's bookshelves; of its relationship to issues of class and gender; and of its psychological appeal. Some attention also given to modern and postmodern American and film treatments of the fairy tale. *Prereq:* two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently; *W; Offered occasionally; B. Tannert-Smith*

ENG 323 Studies in Adolescent Literature
The course will consider the evolution of young adult literature as a literary genre and a consumer market using a variety of representative texts and critical approaches and with a specific focus on the ways in which this literature constructs and commodifies the adolescent experience. Authors may include J.D. Salinger, S.E. Hinton, Walter Dean Myers, David Levithan, and Laurie Halse

Anderson. *Prereq: ENG 223 and one other 200-level course in literature, film or theory. ENG 200 strongly recommended; Usually offered alternate years; B. Tannert-Smith*

ENG 327 English Prosody

A methods course meant to attune students more fully to the dynamic and expressive music of the English language, chiefly in poems written between the 14th through the 21st century, but touching upon meters and rhythms in other contemporary media. *Prereq: two 200-level courses in literature, film, or theory or junior standing, or permission of the instructor; Usually offered alternate years; N. Regiacorte*

ENG 330 Chaucer

Focus on Chaucer's poetry (in the Middle English) with emphasis on *The Canterbury Tales* and *Troilus and Criseyde* and on the cultural and literary contexts in which Chaucer wrote. We read selected Chaucerian sources as well as secondary sources on medieval life, customs, and culture. *Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently, or permission of the instructor; W; Offered occasionally; STAFF*

ENG 331 Shakespeare: Histories and Comedies

Study of Shakespeare's histories and comedies with combined attention to the plays as rich poetry and as texts for performance. Some discussion of the plays in connection with selected critical essays on them, and some in-class analysis of scenes from filmed productions of the plays. *HUM; Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently, or permission of the instructor; Offered alternate years; CL: THTR 381; R. Biggie*

ENG 332 Shakespeare: Tragedies and Romances

Study of Shakespeare's tragedies and romances with combined attention to the plays as rich poetry and as texts for performance. Some discussion of the plays in connection with selected critical essays on them, and some in-class analysis of scenes from filmed productions of the plays. *HUM; Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken*

concurrently, or permission of the instructor; Offered alternate years; CL: THTR 382; R. Biggie

ENG 334 Literary Criticism

This course is a highly focused workshop-seminar designed to facilitate the careful discussion of a few selected critical theories and their application to a range of literary and cultural texts. Theories discussed may include New Historicism, Feminist Criticism, Psychoanalysis, Deconstruction, and Queer Theory. The term culminates in a theory-based project on a topic of the student's choosing. *Prereq: ENG 200 and one additional 200-level course in literature, film, or theory and ENG 300L, which may be taken concurrently, or permission of the instructor; Usually offered alternate years; E. Anderson, G. Franco, R. Smith*

ENG 335 Studies in American Romanticism

Specific offerings may vary from year to year. Individual topics of study may include "The American 'Renaissance' Revisited"; "American Women Writers of the 19th-Century"; "Literature and Moral Reform"; "Antebellum Poetics: Poe, Whitman, Dickinson". *Prereq: two 200-level courses in literature, film, or theory (ENG 200 and ENG 231 strongly recommended) and ENG 300L, which may be taken concurrently, or permission of the instructor; W; Offered alternate years; R. Smith*

ENG 336 Studies in the Literatures of America

A study of the proliferation of American literatures since 1860. Specific offerings vary from year to year but might include: "Fiction of the Gilded Age"; "The Rise of Naturalism"; "The Harlem Renaissance"; "Midwestern Literature"; "Multi-Ethnic Literatures of the United States"; "American Postmodernism"; and "American Gothic." *Prereq: two 200-level courses in literature, film, or theory (ENG 200 and ENG 232 strongly recommended) and ENG 300L, which may be taken concurrently, or permission of the instructor; W; Offered alternate years; R. Smith*

ENG 342 Renaissance Literature and Culture

Explores the crossover between a complex cultural issue from the 16th to 17th centuries and a set of literary and/or dramatic texts from the same period. Topics include: the racialized and

gendered body; queer sexuality; travel and cross-cultural interactions; and reexaminations of anatomy and the natural world. Possible authors: Philip Sidney, Christopher Marlowe, Lady Mary Wroth, Elizabeth Cary, John Webster, Margaret Cavendish, and John Milton. *Prereq: two 200-level courses in literature, film, or theory (ENG 200 and ENG 251 strongly recommended) and ENG 300L, which may be taken concurrently, or permission of the instructor; W; Usually offered alternate years; R. Biggie*

ENG 343 Enlightenment Literature

This course traces the development of English literature from 1660-1789. It focuses on the evolution of the novel from its inception through realism and unreliability. Possible topics include the representation of woman as either “virgin” or “whore,” the invention of fiction as a genre, and Enlightenment literature’s struggle with the Enlightenment ideals of equality, empiricism, and truth. *Prereq: two 200-level courses in literature, film, or theory (ENG 200 and ENG 252 strongly recommended) and ENG 300L, which may be taken concurrently, or permission of the instructor; W; Offered alternate years; E. Anderson*

ENG 344 Romantic Literature

This course traces the development of English literature from 1789-1837. Possible topics include Romantic obsessions with the monstrous and the unnatural, Gothic transgressive sexualities, controversies over female minds and bodies, the idealizing of colonized and enslaved populations towards the making of empire, the reimagining of religious language in aesthetic contexts, and theories of self, sublimity, and human consciousness. *Prereq: two 200-level courses in literature, film, or theory (ENG 200 and ENG 252 strongly recommended) and ENG 300L, which may be taken concurrently, or permission of the instructor; W; Offered alternate years; CL: RELS 344; G. Franco, E. Anderson*

ENG 345 Victorian Literature

This course traces the development of English literature from 1837-1900. Possible topics include the evolution of the novel from the Gothic to high realism, the representation of women as “angels in the house,” the development of irony and

fin-de-siècle literature, and Victorian anxieties about religion, evolutionary science, and the abolition of slavery. *Prereq: two 200-level courses in literature, film, or theory (ENG 200 and ENG 252 strongly recommended) and ENG 300L, which may be taken concurrently, or permission of the instructor; W; Offered alternate years; E. Anderson, G. Franco*

ENG 346 Modern and/or Contemporary Poetry

A study of modern and contemporary poetry. Attention is directed toward various traditions and innovations in poetic art. Emphasis will vary, but may include consideration of specific authors, themes, movements, and trends in the field. *Prereq: two 200-level courses in literature, film, or theory, or permission of the instructor; Usually offered alternate years; M. Berlin, N. Regiacorte, G. Franco*

ENG 347 Modern and/or Contemporary Fiction

A study of modern and contemporary fiction. Attention is directed toward various traditions and innovations in narrative art as they reflect and incorporate shifting social, cultural, and aesthetic attitudes and values. *Prereq: two 200-level courses in literature, film, or theory, or permission of the instructor; W; DV; Usually offered alternate years; B. Marzoni, C. Simpson*

ENG 351 World Theatre and Drama I: Greeks through the Renaissance

See description for THTR 351. *HUM; IC; Prereq: At least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: THTR 351; J. Grace*

ENG 352 World Theatre and Drama II: Restoration through World War I

See description for THTR 352. *HUM; W; IC; Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: THTR 352; E. Carlin Metz, J. Grace, STAFF*

ENG 353 World Theatre and Drama III: 1915 to the Present

See description for THTR 353. *HUM; DV; IC; Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: THTR 353; E. Carlin Metz, J. Grace*

ENG 363 Film Theories

This course explores some of the main currents in film theory, which may include Formalist, Structuralist, Psychoanalytic, Feminist, or Poststructuralist approaches. Specific offerings vary from year to year. Possible topics include “Genre versus Auteur,” “Psychoanalysis and Film,” “Narrative of Film,” “Experimental Film,” and “Noir.” *HUM*; *Prereq: ENG 124 and one 200-level course in literature, film, or theory (ENG 200 recommended) and ENG 300L which may be taken concurrently, or permission of the instructor*; *CL: FILM 363*; *Offered alternate years*; R. Smith, E. Anderson

ENG 370 Feature Writing and Narrative Journalism

See description for JOUR 370. *W*; *Prereq: JOUR 270 or permission of the instructor*; *CL: JOUR 370*; *STAFF*

ENG 371 In-Depth Reporting

See description for JOUR 371. *W*; *Prereq: JOUR 270 or permission of the instructor*; *CL: JOUR 371*; *STAFF*

ENG 380 Studies in English and American Literature

Concentration on one or two English or American writers, or on a period or genre. Writers vary from term to term. *HUM*; *Prereq: two 200-level courses in literature, film, or theory or permission of the instructor*; *May be repeated, with permission of the instructor*; *Offered annually, usually multiple terms*; *STAFF*

ENG 383 Women Playwrights

See description for THTR 383. *W*; *DV*; *Prereq: junior standing or permission of the instructor*; *CL: AFST 383, GWST 383, THTR 383*; E. Carlin Metz

ENG 384 American Drama and Theatre

See description for THTR 384. *Prereq: junior standing or permission of the instructor*; *CL: THTR 384*; J. Grace

ENG 386 Theatre and Society

See description for THTR 386. *Prereq: junior standing or permission of the instructor*; *CL: THTR 386*; J. Grace, E. Carlin Metz

ENG 387 Studies in Dramatic Literature

See description for THTR 387. *Prereq: junior standing or permission of the instructor*; *CL: THTR 387*; J. Grace, E. Carlin Metz

ENG 394 Topics in Investigative Journalism

Topics vary from term to term as does the media platform in which the story or stories are told. *CL: JOUR 374*; *STAFF*

ENG 398 Senior Seminar for Literature Majors

The capstone seminar engages a key issue in contemporary literary studies. The seminar culminates in a conference where students present papers and answer audience questions. *Prereq: senior standing*; *W*; *O*; *Offered annually*, *WI*; R. Smith, E. Anderson, G. Franco, R Biggie

ENG 399 Senior Portfolio for Writing Majors

The Senior Portfolio consists of two parts: an edited selection of the student’s writing and an introduction of approximately twenty-five pages. *Prereq: senior standing*; *Offered annually*, *SP*; M. Berlin, N. Regiacorte, C. Fitch, C. Simpson

Environmental Studies

Majors and Minor

Recent Graduate School Admissions

American University,
Washington DC
The Evergreen State College
Indiana University
Northern Illinois University
Stanford University
University of Illinois Springfield
Villanova University
Yale University

Recent Student Achievements

Ford Fellowship, 2010, 2011
Fulbright Fellowship, 2005,
2011, 2012
U.S. EPA Fellowship, 2006-2008
Student Laureate of the Lincoln
Academy of Illinois, 2014

Recent Off-Campus Study

ACM Tropical Field Research –
Costa Rica
The Danish Institute for Study
Abroad, Copenhagen
HECUA Italy
International Sustainable
Development Studies Institutes
- Thailand
Oak Ridge Science Semester
School of Field Studies – Baja,
Mexico and Turks & Caicos
Sea Semester
Washington Semester

Recent Internships

American Council on
Renewable Energy
Brookfield Zoo
Center for Strategic and
International Studies
The Conservation Foundation
IBM
Illinois Environmental
Protection Agency
National Park Service
Sitka Conservation Society
Student Conservation Association
Sustainable Business Center

Faculty and professional interests

Katherine Adelsberger, chair
*Geoarchaeology, soils, paleoenvironmental reconstruction,
geographic information systems*
Peter Schwartzman (on leave Fall 2019, Spring 2020)
*Climate change, environmental justice, renewable energy,
sustainability*
Benjamin Farrer
Environmental politics, political organizations

Cooperating faculty from other programs

Stuart Allison, *Biology*
Steve Cohn, *Economics*
Mary Crawford, *Chemistry*
Konrad Hamilton, *History*
William Hope, *Anthropology and Sociology*
Frank McAndrew, *Psychology*
James Mountjoy, *Biology*
Rich Stout, *Economics*
Jennifer Templeton, *Biology*
Lawrence Welch, *Chemistry*

The program in environmental studies is designed to allow students with an interest in environmental issues to pursue the study of the complex relationship between human beings and the natural environment in a systematic way. An individual completing a major or minor in environmental studies will develop a fundamental understanding of the scientific principles underlying the dynamics of ecosystems and become familiar with the historical, socio-political and economic factors that have shaped many of our current environmental dilemmas.

Environmental Studies will be a valuable addition to the education of students contemplating careers in science education, environmental law, resource economics, and administration in government or the private sector where a more sophisticated understanding of environmental issues has become increasingly important. Environmental Studies majors are strongly encouraged to consider summer internships in their areas of interest, as well as the acquisition of skills in Geographic Information Systems (GIS) use and analysis via elective courses in ENV5. The department chair can help to guide students to relevant opportunities.

Environmental Science

The program in environmental science provides students with the opportunity to focus on the scientific aspects of environmental issues and to gain more practice in the collection and analysis of scientific data. Students contemplating this major will gain a comprehensive background in the basic science required to

understand and engage with our most pressing planetary concerns, and will have the opportunity to pursue advanced scientific work in a specific area of environmental science such as ecology, environmental chemistry, geology, and climate change.

The program in environmental science is designed to prepare students for careers and graduate programs in the sciences, while also providing the contextual social and political knowledge necessary for responsible and well-informed scientific investigation. Environmental Science opportunities such as summer field schools or internships, study abroad programs with the School for Field Studies or the ACM Oak Ridge Science Semester, or competitive programs such as the NSF Research Experiences for Undergraduates. Interested students should talk to Professor Adelsberger as early as possible.

Departmental Learning Goals

Students completing a major in Environmental Studies will be able to:

1. Explain the ecological dimensions of human experience
2. Use an interdisciplinary approach to consider social, political and economic factors that impact our environment
3. Obtain and evaluate scientific knowledge using various methodologies found in environmentally-related fields
4. Analyze imbalances in economic and political power in the allocation and accessibility of resources among the world's people
5. Communicate scientific information effectively in both oral and written forms
6. Demonstrate proficiency with scientific and informational technologies

Students completing a major in Environmental Science will be able to:

1. Explain the ecological dimensions of human experience
2. Use a scientific approach to consider the interactions between humans and our environment
3. Obtain and evaluate scientific knowledge using various methodologies found in environmentally-related fields
4. Analyze imbalances in economic and political power in the allocation and accessibility of resources among the world's people
5. Communicate scientific information effectively in both oral and written forms
6. Demonstrate proficiency with scientific and informational technologies

Writing and Oral Presentation

Writing: Regardless of their major choice, students engage in writing in the majority of courses in Environmental Studies, from informal assignments in ENV5 101 to more academic writing later in the major. All students encounter structured paper-writing within 240-level courses, where they make use of library resources,

Programmatic Opportunities

A GIS (Geographic Information System) Lab consists of a combination of computer software, hardware, data, and personnel designed to support the collection, manipulation, analysis, modeling, and display of spatially-related data. Using GIS, layers of data can be linked to map features and queried to visually reveal relationships, patterns, and trends. This powerful decision-making and planning tool is used extensively in many governmental and scientific professions.

A geology lab houses instrumentation and field equipment for the analysis of soils, water, and rocks. Sample preparation equipment includes a rock saw and ball mill, petrographic and dissecting microscopes, sieves, soil augers and coring equipment, water meters and supplies for laboratory chemical analyses.

Green Oaks Term

(see Special Programs and Opportunities)

Student Research

Honors:

- “The Conflict Between Water Control and Peace Agreements in the Jordan Basin”
- “Economic, Social, and Environmental Implications of Vertically Organized Hog Production”
- “An Environmental Evaluation of Air Pollution from the Railyard in Galesburg, Illinois”

academic citation methods, and revision to familiarize themselves with academic writing applied to an area of environmental research. These skills are further developed as part of the Senior Research capstone sequence of ENVS 390 and 391, where students develop a project proposal into a paper based on their original research. Throughout the major all students have multiple opportunities to develop and practice academic writing skills applied to environmental topics of their own interest.

Oral Presentation: Oral Presentation skills similarly build from ENVS 101, where students explain the goals and outcomes of their efforts to solve an environmental problem on campus as part of a group. All students will receive formal instruction and practice in presentation skills during ENVS 390 and will have the opportunity to fine-tune these abilities in ENVS 391, providing updates of their work to their peers and developing a poster for public presentation of their research results.

Requirements for the majors

Environmental Studies – Bachelor of Arts

11 credits as follows:

- Introduction to ENVS: ENVS 101
- Introduction to Environmental Policy: ENVS 110
- A course with a strong ethical component: one from ENVS 118, 228, 265, or 270
- An introductory class in Environmental Science: ENVS 125, 170, or 273
- A course in statistics: STAT 200 (see Non-Departmental Courses)
- A course on environmental methods: ENVS 241, 242, 243, 245, or 246
- An advanced course in environmental science: ENVS 317, 319, 325, 330, or 335
- An advanced course in environmental social science: ENVS 360 or 368
- One additional course from ENVS 231, 242, 243, 245, 246, 256, 268, 270, 360, 368, or ECON 303
- One additional credit in Environmental studies
- Senior project: ENVS 390/391 (1 credit) or ENVS 400.

Environmental Science – Bachelor of Arts

11 credits as follows:

- Introduction to Environmental Studies: ENVS 101
- Introduction to Environmental Policy: ENVS 110
- Introductory Biology: BIOL 110
- Introductory Chemistry: CHEM 102 or 102A
- An Introductory course in Environmental Science: ENVS 125 or 170
- A course on statistics: STAT 200 or PHYS 241
- A course on environmental methods: ENVS 241, 242, or 243
- A course in advanced Environmental Science: ENVS 317, 319, 325, 330 or 335
- One additional course from ENVS 220, 241, 242, 243, 270, 274, 314, 317, 319, 325, 330 or 335
- One additional credit in ENVS
- Senior Project: ENVS 390/391 (one credit) or ENVS 400

Environmental Science – Bachelor of Science

Students will satisfy the Bachelor of Arts degree requirements for a major in Environmental Science, as well as four additional credits:

- Calculus: MATH 145, 151, or 152
- Introductory Physics: One course at the 100 level in Physics and Astronomy

- One additional credit from ENV5 188, 125, 170, 220, 241, 242, 243, 274, 289, 314, 317, 319, 325, 330 or 335
- One additional credit from BIOL, BIOCHEM, CHEM, CS, NEUR, PHYS, or MATH (131 level or higher). This credit must not cross-list with ENV5.

The Bachelor of Science is not available to Environmental Studies majors.

Requirements for the minor

5 credits as follows:

- ENV5 101
- A course with a strong ethical component (PHIL 118, ENV5 228, ENV5 265, ENV5 270, or an approved environmental ethics course)
- A 300-level course in Environmental Studies
- Two additional credits in Environmental Studies

Courses

ENV5 101 Introduction to Environmental Studies

An overview of both the natural and human components of such environmental issues as climate change, human population growth, and biological diversity. The adequacy of scientific and policy responses to environmental dilemmas is examined in light of current knowledge and research. *NPS; SI; Course fee applies; Offered annually, typically in the fall and spring; P. Schwartzman, K. Adelsberger, B. Farrer*

ENV5 110 Introduction to Environmental Policy

This course will examine the policymaking process used for environmental issues in the contemporary U.S. We will begin by looking at the formal structures in place at the local, state, and federal levels, and then we will study the various informal ways that these structures can be manipulated. We will address multiple case studies of particular environmental issues, such as air quality, water quality, agriculture, wilderness preservation, and energy supply. *SA; Typically offered alternate years; STAFF*

ENV5 115 Introduction to Archaeology

This course introduces students to the discipline of archaeology as a way of understanding the past and prepares them to participate in archaeological research. We review finds from a number of sites around the world in order to learn about human history from its origins around 6 million years

ago. Further topics include: dating methods; field survey; excavation techniques; archaeological ethics; cultural heritage management; and theories of archaeological interpretation. *CL: HIST 115; D. Fatkin, K. Adelsberger*

ENV5 118 Environmental Ethics

See description for PHIL 118. *HUM; IC; CL: PHIL 118; STAFF*

ENV5 125 Environmental Geology

An introduction to the study of the Earth with emphasis on the relationship between humans and the environment as well as geologic hazards. Topics include plate tectonics, volcanism, climate cycling, rock formation, and erosion. Basic rock and mineral identification and an introduction to geologic field methods are included during laboratory periods. *NPS; SI; Course fee applies; Typically offered alternate years; K. Adelsberger*

ENG 126 Environmental Literature, Film, and the Arts

See description for ENG 126. *CL: ENG 126; HUM; Usually offered alternate years; STAFF*

ENV5 170 Atmosphere and Weather

An introduction to the field of climatology and meteorology, with an emphasis on atmospheric processes. Typically, this course examines key weather-related phenomena (e.g. hurricanes, frontal systems, air pollution) and acquaints

students with their mathematical and scientific underpinnings. *NPS; SI; Typically offered alternate years; P. Schwartzman*

ENVS 174 Urban Agriculture (1/2)

An introductory scientific and experiential examination of growing fruits and vegetables in an urban environment, both on open-air farm as well as in a high tunnel. Fall term version focuses on: permaculture, late crops, composting, microgreens, harvesting, season extenders, collecting/storing seeds, winterizing, and aquaponics. Spring term version will focus on: planning, seedlings, planting, bedding soils, watering, pest control, weeding, and local food systems. *A student may earn up to 1 credit by enrolling in both the fall and spring versions of the course; Course fee applies; Offered annually, typically FA and SP; P. Schwartzman*

ENVS 180 Sustainability: Explorations and Opportunities

A practical introductory course in sustainability. Beginning with a history and overview of the concept of “sustainability,” this course mounts an investigation and critique of many of the commonly promoted means to achieving it (i.e., recycling, technology, permaculture, etc.) from both an individual and system perspective. Group projects lead to demonstrations of usable and sustainable products and designs. *Prereq: sophomore standing; Offered occasionally; P. Schwartzman*

ENVS 188 Introduction to Geographic Information Systems (1/2 or 1)

An introduction to the fundamental principles and applications of geographic information systems (GIS) using ESRI ArcGIS software. Topics include spatial data types, map coordinate systems and projections, and basic spatial data analysis and visualization. Lectures are supplemented with ArcGIS-based projects. *Familiarity with Windows operating systems recommended; QR; Typically offered 2 out of 3 years; if taken as a half credit, the full-credit version can be taken for an additional half credit; K. Adelsberger*

ENVS 191 Environmental Field Studies (1/2)

This seminar examines the environment, history, geology, and ecology of a region that will be visited during a Winter or Spring Break field excursion. *Prereq: one course in Environmental Studies; Repeatable for up to 2 credits. An additional fee will be charged for the field component of the course; K. Adelsberger*

ENVS 220 Environmental Chemistry (1/2 or 1)

See description for CHEM 220. *Prereq: CHEM 205; CL: CHEM 220; L. Welch*

ENVS 228 Environmental Racism

This course focuses upon issues of environmental quality, and how the cost to human health and access to environmental benefits is often distributed according to race and poverty. Proposals devised by environmental and civil rights groups working within the growing environmental justice movement are also explored. The goal is to help students understand more fully how decisions affecting the health of neighborhoods, regions, and groups of people are made, and what individuals can do about it. The link between environmental issues and past and present discrimination is examined from an interdisciplinary perspective, requiring students to do work in both the natural and social sciences. Fieldwork will also be required. *CL: AFST 228, HIST 228; DV; PI; Offered alternate years; P. Schwartzman, K. Hamilton*

ENVS 231 Native America: Identity and Adaptation

See description for ANSO 231. *HSS; CL: ANSO 231; DV; J. Wagner*

ENVS 241 Soil Science

An introduction to soils with emphasis on laboratory methods of soil analysis. Topics examined include soil composition and genesis, physical and chemical properties of soil, soil biology and soil conservation. Current issues including environmental quality, agricultural use and soil as a natural resource are also discussed. Students formulate research questions and complete field- and laboratory-based investigations of local soils. *Prereq: ENVS 125 or one course in Chemistry; W; Course fee applies; Typically offered alternate years; K. Adelsberger*

ENVS 242 Hydrology

An introduction to the hydrologic system with emphasis on water as a resource and the social justice issues associated with potable water access. Course topics include a detailed examination of precipitation, surface water, aquifers and ground-water flow. Students work with mathematical and graphical techniques for hydrologic analysis as well as field and laboratory methods for water monitoring and water quality analysis. *Prereq: ENVS 125 or ENVS 170 or PHYS 110; W; Typically offered alternate years; K. Adelsberger*

ENVS 243 Energy

A scientific examination of energy resources available on planet Earth. Energy forms are understood in terms of technological systems and sustainability. Students gain the necessary scientific background to understand the substantive challenges faced in providing sufficient energy to human civilization without depleting/exhausting natural resources and denigrating the natural environment. *Prereq: ENVS 101, CHEM 101, or PHYS 110; W; Typically offered alternate years; P. Schwartzman*

ENVS 245 Environmentalism in Democratic Countries

This class will look at the environmental movement in different countries. We will examine the interest groups, political parties, and direct action movements that emerged in the 1960s, and we will try to understand which campaigns worked, and which did not. We will be focusing on North America, Western Europe, and Australasia. *Prereq: ENVS 101 or ENVS 110 or sophomore standing; Offered alternate years; B. Farrer*

ENVS 246 The Environment and the Apocalypse

In this course we will examine social science theories about the causes and consequences of 'apocalyptic' events. We will focus on nuclear war, climate change, and medical pandemics, studying both how such events could occur, and what the relationships between humanity and the natural world would be after such events. Students will develop skills of risk analysis, small-group decision-making, and principles of social choice. *Prereq: One course in ENVS, ANSO or PS; Offered alternate years; B. Farrer*

ENVS 256 Examining the Anthropocene

See description for ANSO 256. *Prereq: A 100-level ANSO course or ENVS 101 or permission of the instructor; CL: ANSO 256; W. Hope*

ENVS 260 World Resources

An examination of the resources necessary for human survival. The major topics include agriculture, energy, and water. Each of these core areas is investigated with a global perspective through the lenses of physical, economic and political viability and sustainability. The course includes student-led projects that examine these issues at a local, state, federal, or international level. *Prereq: ENVS 101 or sophomore standing; Offered occasionally; P. Schwartzman, K. Adelsberger, B. Farrer*

ENVS 265 Food Justice

This course explores issues of access, equity, and justice in the American food system, with special focus on the topics of food insecurity, fisheries access and consolidation, and agricultural work. The course examines the ways in which the allocation of resources in the food system have disproportionately disadvantaged poor, minority, and immigrant communities. The course asks students to assess the implications of such food systems, positioning their analyses within community, environmental, and workers' rights approaches to social justice. The course's capstone is a community-based research project that identifies structural problems in the food system and devises asset-based solutions to these problems. *Prereq: ENVS 101 or permission of the instructor; Offered alternate years; N. Mink*

ENVS 268 American Environmental History

The course offers a survey of American environmental history. It introduces students to how humans have transformed the landscapes in which they live; how landscapes and ecologies have affected institutions, politics, and cultures in America; and how American conceptions and ideals of nature have changed over time. *Offered alternate years; N. Mink*

ENVS 270 Science, Technology, Environment, and Society

An introduction to the field of science studies. This discussion-based course examines several modern questions in the application of science and technology in society. Several non-fiction texts and contemporary articles serve as case studies in the interaction of science, technology, and society. These materials focus on the following areas of thought, each through the lens of environmental concerns: catastrophe; the philosophy of technology; technological/scientific byproducts and social injustice; biomimicry; and scientific literacy. *Prereq: Sophomore standing; Offered occasionally; P. Schwartzman*

ENVS 274 Environmental Psychology

See description for PSYC 274. *Prereq: one 200-level course in psychology; CL: PSYC 274; F. McAndrew*

ENVS 275 Chemistry and Environmental Policy

See description for CHEM 275. *Prereq: CHEM 100 or CHEM 100A or ENVS 101 or permission of the instructor; CL: CHEM 275; M. Crawford*

ENVS 282 Deep Maps of Place

Taught at Knox's Green Oaks Field Station, this course concentrates on the various ways in which place is understood and represented, from scientific measurements of landscape change to individual imagination and cultural memory. One of the courses principle aims is to cultivate an enhanced ability to probe beyond the appearance of place in order to inquire into the rich tapestry of narratives—ranging from the geological and natural processes involved in the formation of place to the mythic, personal, historical and artistic/imaginative narratives. *Prereq: Acceptance into the Green Oaks Term program; Offered alternate years in the spring; STAFF*

ENVS 283 Natural History of Green Oaks

Taught at Knox's Green Oaks Field Station, this course provides students with detailed scientific knowledge and understanding of the main ecological components and relationships within Green Oaks' prairie, forest, and aquatic habitats. Students will learn how to make systematic observations and conduct ecological studies, and

they will also examine their own place within the Green Oaks ecosystem. Students will design, carry out and present individual or team research projects. *Prereq: acceptance into the Green Oaks Term program; Offered alternate years in the spring; STAFF*

ENVS 284 The Natural Imagination

Taught in the natural setting of the Green Oaks Field Station, this course explores visual works of the imagination made in dynamic relationship to nature and community. We will explore the history of individual and collaborative communities, and how those communities shaped and were shaped by their environments. Creative projects will reflect a reciprocity between forming and being formed by nature. Working with diverse concepts: observation, translation and synthesis, students will create visual representations of place using both traditional and non-traditional materials. The culmination of the course will be a site project in a physical setting within Green Oaks. Other creative endeavors are encouraged to complement visual projects such as multimedia presentations incorporating performance, movement, sound and video. *AC; Prereq: acceptance into the Green Oaks Term program; Offered alternate years in the spring; CL: ART 284; STAFF*

ENVS 285 Dynamics of Intentional Community (1/2)

Students in the Green Oaks Term will be involved in the enterprise of forming an effective learning community. Through readings, field trips and discussions examining the processes by which communities reconcile individuality, social harmony and collective goals, this course explores the challenges and practices entailed in the building and maintaining communities. Graded S/U. *Prereq: Acceptance into the Green Oaks Term program; Offered alternate years in the spring; STAFF*

ENVS 288 Applications of Geographic Information Systems (1/2)

This course builds upon the skills gained in ENVS 188, with a focus on raster data. Topics include geodatabase design, spatial analysis, data transformation and more advanced use of the editing and analysis tools provided by ESRI's

ArcGIS software. Lectures are supplemented with ArcGIS-based projects. *Prereq: ENVS 188; STAT 200 is recommended; Offered occasionally; K. Adelsberger*

ENVS 289 Geospatial Analysis

This course focuses on the analysis and use of geospatial data. Topics include topology, spatial statistics, raster analysis, model building and the use of satellite data. Lectures are supplemented by ArcGIS-based projects using ESRI ArcView software. *Prereq: ENVS 188; STAT 200 is recommended; Typically offered alternate years; K. Adelsberger*

ENVS 314 Ornithology

See description for BIOL 314. *Prereq: BIOL 110 or permission of the instructor; CL: BIOL 314; J. Mountjoy*

ENVS 317 Principles of Ecology

See description for BOL 317. *Prereq: BIOL 110 and BIOL 210 or permission of the instructor; CL: BIOL 317; S. Allison, J. Templeton*

ENVS 319 Conservation Biology

See description for BIOL 319. *Prereq: BIOL 110 or permission of the instructor; CL: BIOL 319; S. Allison*

ENVS 320 Ethnobotany

See description for BIOL 320. *Prereq: BIOL 110 and BIOL 120; or permission of the instructor; CL: BIOL 320; S. Allison*

ENVS 325 Applied Climatology

An exploration of the field of climatology with an emphasis on the earth's climate history and the examination of scientific data. Intensive labs provide students the opportunity to interpret meteorological variables and forecasts, and analyze climatological data in its many forms. *Prereq: ENVS 170 or equivalent; Offered occasionally; P. Schwartzman*

ENVS 330 Geochemistry and the Environment

An introduction to the chemistry of Earth systems. Topics include planetary formation and Earth's composition, mineral and rock formation, stable isotopes, geochronology, climate change,

and Earth's surface environments. Students will work with quantitative models of geochemical systems. *Prereq: ENVS 125 or CHEM 102 or CHEM 102A; Typically offered alternate years; K. Adelsberger*

ENVS 335 Case Studies in Human-Environment Interactions

This course is a survey of the relationship between humans and their environments over both evolutionary and historic timescales. Course topics include major climatic influences on human landscapes, environmental impacts on human ecology and cultural change, and potential field methods used to distinguish between natural and anthropogenic landscape change. Basic climate system dynamics and archaeological case studies are discussed. *Prereq: ENVS 115 or 125; W; Typically offered alternate years; K. Adelsberger*

ENVS 360 Politics of Climate Change

This course will explore the political debate on climate change. Students will examine both the international negotiations and the domestic debates. On the domestic side, students will study the concept of representation and how changes in public opinion on climate change have led to changes in public policy, particularly in the US. On the international side, students will examine the disagreements between industrialized and non-industrialized countries, and how resulting treaties have reflected different ideas of justice, and different political contexts. The course will be centered on social science theories that help us understand the politics of climate change. *Prereq: ENVS 101 or ENVS 110 or ENVS 295M or a course in Political Science or permission of the instructor; CL: PS 360; No background in statistics or climate science is necessary; B. Farrer*

ENVS 368 Environmental and Natural Resource Economics

The study of the economics of renewable and exhaustible resources, environmental problems and policy responses. Topics include: the economics of air and water pollution control, the economics of recycling, the use of cost-benefit analysis, the 'limits to growth' debate, and philosophical issues in environmental policy making. *Prereq: ECON 110; CL: ECON 368; Offered annually; S. Cohn*

ENVS 382 Deep Maps of Place

See ENVS 282. Students who enroll in ENVS 382 will complete the academic requirements of ENVS 282 and will also be responsible for a more advanced level of participation and a more substantial term project. *Prereq: acceptance into the Green Oaks Term program, plus two courses in Anthropology-Sociology or permission of instructor; Offered alternate years in the spring; STAFF*

ENVS 383 Natural History of Green Oaks

See ENVS 283. Students who enroll in ENVS 383 will complete the academic requirements of ENVS 283 and will also be responsible for a more advanced level of participation and a more substantial term project. *Prereq: acceptance into the Green Oaks Term program, plus two courses in biology or permission of instructor; Offered alternate years in the spring; STAFF*

ENVS 384 The Natural Imagination

See ENVS 284. Students who enroll in ENVS 384 will complete the academic requirements of ENVS 284 and will also be responsible for a more advanced level of participation and a more substantial term project in the creative arts. AC; *Prereq: acceptance into the Green Oaks Term program, plus relevant course work in the area of creative arts in which one plans to do a term project: e.g., creative writing; studio art; photography; music composition; dance; theatre; Offered alternate years in the spring; STAFF*

ENVS 390 -391 Senior Research in Environmental Studies I & II (1/2)

A two-term research experience in Environmental Studies. Students will work with a faculty mentor to develop a research question, propose a project, collect and analyze data, and report their results both orally and in writing. *Prereq: Junior standing and one of ENVS 241, 242, or 243; ENVS 391 is W & O; STAFF*

ENVS 399 Senior Project in Environmental Studies (1/2 or 1)

An in-depth study of some environmental topic under the guidance of a faculty member in the environmental studies program. The project may involve extensive library research, an experiment, fieldwork, or other work appropriate to the

student's interests and background. All projects result in an academic paper that is evaluated by the faculty mentor. *Prereq: junior or senior standing; major or minor in Environmental Studies; W; O; May be repeated for up to 2 credits; STAFF*

Program Committee

Emily Anderson, *English*, chair
Greg Gilbert, *Art History*
Konrad Hamilton, *History*
Antonio Prado, *Modern Languages*
Magali Roy-Féquièrre, *Gender and Women's Studies*
Robert Smith, *English*
Daniel Wack, *Philosophy*

Cooperating faculty from other programs

Todd Heidt, *Modern Languages*
Mat Matsuda, *Asian Studies*
Robin Ragan, *Modern Languages*
Kelly Shaw, *Psychology*

Film Studies is an interdisciplinary program that draws on a wide variety of approaches. In completing the minor, students will become familiar with the theoretical and cultural contexts from which we approach film and other visual media.

The program understands films as points of access to diverse cultural traditions, and visual media as shapers of contemporary political, economic, and social life. One emphasis of the program is aesthetic and formal analysis. The technical and theoretical principles that govern visual media reward careful analysis, especially in exemplary or problematic instances. Another emphasis is the complex relationship between these media and the societies that create them.

Students begin the program with an introduction to film's history, language, and technological development. Students then take at least one course in the theoretical principles that shape our understanding of contemporary visual media, and at least one course in the relationship between these media and a particular culture. Minors will then take two additional courses in theory or culture.

Film Studies thus hopes to create thoughtful, literate consumers and critics of contemporary visual media.

Departmental Learning Goals

Students with a Film Studies minor will be able to:

1. Accurately apply language regarding both the production of film and its historical development
2. Identify theoretical principles that guide our understanding of film as a formal text and analyze films within theoretical contexts
3. Assess films as cultural artifacts through studies of their cultural contexts

Recent Visitors

Marc Djaballah—professor of philosophy at Université du Québec à Montréal
Rachel Abarbanell, film and television producer
Ernesto Ardito, Argentine documentary film director
Nicholas Bruckman, director of *La Americana*
Robert Buchar, professor of film production at Columbia College
John de Graaf, producer of *Affluenza*
Susan Dever, chair of media studies at UNM, Albuquerque
Jan Huttner, Chicago film critic and founder of "Women in the Audience ..."
Ignatiy Vishnevetsky, film critic for the A.V. Club, and director of *Ellie Lumme*
Sherwood Kiraly, novelist and screenwriter
Motti Lerner, screenwriter and playwright at Tel Aviv University
James W. O'Keeffe, director and professor of cinematography at USC
Michael Renov, professor of film theory at USC
Astra Taylor, documentary filmmaker and director of *Žižek!*
Tisha Turk, media scholar and professor of English at Univ. Minn., Morris
Yevgeny Yevtushenko, Russian dramatist, director, screenwriter, and actor

Black Earth Film Festival

Galesburg is home to the annual Black Earth Film Festival, which screens independent films from around the world. Directors are often available for discussion after screenings. More information is available at: www.blackearthfilmfestival.org.

Off-Campus Study

Students participating in the Barcelona or Buenos Aires programs can combine their interests in film and off-campus study by taking Spanish Cinema I and II or Social Cinema of Argentina and Popular Culture in Latin America.

Requirements for the minor

5 credits as follows:

- FILM/ENG 124: Introduction to Film
- One course in film or media theory (Group A)
- One course in film or media and culture (Group B)
- Two electives in theory or culture (Groups A or B)

Group A

- FILM/PHIL 246: Philosophy of Film
- FILM/PSYC 270: Psychology and Film
- FILM/ART/IDIS 323: Visual Culture Theory
- FILM/GWST/ENG 261: Women and Film
- FILM/ENG 295V: Filming Dream/Dreaming Film
- FILM/ENG 363: Film Theories
- FILM/ENG 380FF: Jane Austen & Bridget Jones

Group B

- AMST/SPAN 307: Identity and Alterity in Latino Literature and Culture
- AFST/AMST/FILM/HIST 227: The Black Image in American Film
- ASIA/FILM 225: Introduction to Chinese Film
- FILM/JAPN 295K: Bodies, Sex, Censorship in Japanese Cinema
- FILM/LAST/SPAN 309: Contemporary Latin American Cinema
- GERM 336: Contemporary German Culture
- FILM/GERM 337: German Society and Film
- SPAN 310: Contemporary Spanish Youth: Challenges and Achievements

Note: At least two courses must be at the 300-level. Special-topics courses or off-campus courses in production may sometimes be substituted as electives. No more than two courses may be at the 100-level.

Courses

FILM 124 Introduction to Film

This course introduces students to film as a distinct art form with its own language. Films selected represent a variety of cinematic movements or technical advances and are studied from historical, theoretical, and formal perspectives. *HUM; IC; CL: ENG 124; R. Smith, E. Anderson*

FILM 225 Introduction to Chinese Film

See description for CHIN 225. *CL: ASIA 225, CHIN 225; Offered occasionally; W. Du*

FILM 227 The Black Image in American Film

See description for HIST 227. *Prereq: sophomore standing or permission of the instructor; CL: AFST 227, AMST 227, HIST 227; DV; M. Roy-Fequiere, K. Hamilton*

FILM 246 Philosophy of Film

See description for PHIL 246. *CL: PHIL 246; D. Wack*

FILM 261 Women and Film

See description for ENG 261. *HUM; IC; PI; Prereq: ENG 124 or permission of the instructor; CL: ENG 261; R. Smith*

FILM 270 Psychology and Film

See description for PSYC 270. *Prereq: PSYC 100; CL: PSYC 270; K. Shaw*

FILM 309 Contemporary Latin American Cinema

See description for SPAN 309. *Prereq: SPAN 235; CL: LAST 309, SPAN 309; A. Prado del Santo*

FILM 323 Visual Culture Theory

See description for ART 323. *CL: ART 323, IDIS 323; G. Gilbert*

FILM 337 German Society and Film

See description for GERM 337E. *IC; Prereq: sophomore standing or permission of the instructor; CL: GERM 337E; T. Heidt*

FILM 363 Film Theories

See description for ENG 363. *HUM; Prereq: ENG 124 and one 200-level course in literature, film, or theory (ENG 200 recommended) and ENG 300L which may be taken concurrently, or permission of the instructor; CL: ENG 363; R. Smith, E. Anderson*

Forestry/Environmental Management

Cooperative Program

Program Advisor

Stuart Allison, *Biology*

We live in an age of rapid environmental change, much of it driven by human caused modifications to the environment. How should we respond to these changes? Are there ways to better manage our environment for our benefit and the benefit of other species? Forestry (no longer a field mostly concerned with producing lumber but instead a field focused on managing our forested ecosystems) and Environmental Management are two areas that focus on those issues. Knox, in cooperation with Duke University, offers programs in forestry and in environmental management. After three years at Knox and two years at Duke, students receive both a Bachelor of Arts degree from Knox and either a Master of Forestry or a Master of Environmental Management from Duke.

Prior to starting study at the cooperating institution, a Knox student must:

- have received at least 27 credits with at least a 2.0 grade point average;
- have been in residence on the Knox campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for a Knox degree except the requirements for the major, for total credits and that the last credits and terms before the degree be in residence;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

In addition to these general Knox requirements for participation in a cooperative program, Duke requires course preparation in the sciences, mathematics and economics. Students interested in this program should contact the program advisor early to plan courses. Prospective students can find more information about the degree programs at the Duke University Nicholas School of the Environment <https://nicholas.duke.edu>.

Faculty and professional interests

Caesar Akuetey

Francophone African literature, 19th century French literature, linguistics

Anne Schaefer

French civilization from the Middle Ages to today; Francophone literatures from the 20th to the 21st century; The Enlightenment: politics, culture, socioeconomics, arts and literatures; The history of the tale in France; The history and impact of France in Europe since the Renaissance

The program in French reflects Knox's approach to foreign language study by emphasizing language as a gateway to another culture, another mode of thought and expression. The Department of Modern Languages and Literatures offers a full program of courses leading to a French major or complementing a major in another field of study. After establishing a foundation in basic language skills, French majors can pursue the study of French literature and culture in depth.

Students interested in overseas study are strongly encouraged to participate in Knox's program in Besançon, France.

For a full description of the programs in contemporary languages, see the listings for Modern Languages, Chinese, German, Japanese, and Spanish.

Departmental Learning Goals

Students completing a major in French will:

1. Comprehend and communicate in oral and written formats in French at ACTFL's advanced-low proficiency level
2. Demonstrate translingual and transcultural competency by contextualizing, criticizing and analyzing various types of texts including, but not limited to, literary texts; film; political, sociological and historical documents; rituals and folkways
3. Design, investigate, carry out and present research projects in the targetlanguage

Writing and Oral Presentation

Writing: FREN 201 and 399 serve as writing-intensive courses for majors.

Oral Presentation: FREN 210 serves as a speaking-intensive course for majors.

Requirements for the major

10 Credits as follows:

- FREN 201
- FREN 210
- One literature course at the 200 or 300-level

Capstone Work

French majors must complete a two-part capstone experience in FREN 399 consisting of the seminar itself and a comprehensive research project.

Special Facilities

Dorothy Johnson '39 and Richard Burkhardt '39 Language Center
International News Room

Recent Student Achievements

Lorraine Smith Prize
Helen Rudd Arnold Prize

Recent Honors Projects

“Le Félin Changeant: Le Chat et la Métamorphose dans les Littératures Française et Anglophone”
“Analyse de Quelques Eléments Grammaticaux Dans Deux Romans Epistolaires: Les Liaisons Dangereuses et Les Lettres Persanes”

Recent Off-Campus Programs

Besançon, France
Senegal

Recent Internships

Chamber of Commerce
Préfecture, Besançon, France

Related Co-Curricular Clubs and Activities

French Club
French Table on Thursdays at 12pm (Oak Room)
Crossroads International Fair

- One civilization course at the 200 or 300-level
- Five additional credits at the 300-level
- FREN 399

Requirements for the minor

5 credits

- Three 200-level French courses (MODL 260E may substitute for one of the courses)
- Two 300-level French courses

Courses

FREN 101, FREN 102, FREN 103

Elementary French

Development of language skills: listening, comprehension, speaking, reading and writing. Essentials of grammar complemented by readings in literature and culture, with extensive practice in speaking. Students must complete the sequence FREN 101, 102, 103 to fulfill the language requirement. *FREN 103 is SL; Prereq: for 102, completion of 101; for 103, completion of 102; MUST FOLLOW SEQUENCE; C. Aķuetey, A. Schaefer*

FREN 101A, FREN 103A

Intensive Elementary French

Equivalent to elementary French, but designed for students who have taken French previously and who are not true beginners. Development of aural comprehension, speaking, reading, and writing. *Fren 103A is SL; Prereq: prior language study and/or placement by examination. Prerequisite for 103A is completion of 101A; MUST FOLLOW SEQUENCE; C. Aķuetey, A. Schaefer*

FREN 201 Intermediate French

This course seeks to consolidate students' skills in grammar and reinforce their listening, reading and writing abilities through a variety of formats including: written compositions, readings, and oral presentations. Readings will be taken from news articles, fiction and non-fiction, and poetry. *SL; Prereq: equivalent of FREN 103 or permission of the instructor; W; C. Aķuetey, A. Schaefer*

FREN 210 Conversation

This course is designed to develop proficiency in the four basic communicative skills of speaking, writing, listening, and reading French, and

competence in the French and Francophone cultures of the world. The development of oral communication skills will be stressed throughout the course, and written competency in a variety of communicative functions will be emphasized as well. *Prereq: FREN 201; or permission of the instructor; O; C. Aķuetey, A. Schaefer*

FREN 214 French-English Translation (1/2 or 1)

An introduction to the art of translation, from French to English as well as English to French. Students will all work on several short texts, both literary and non-literary, then each one will work on an individual project. *HUM; Prereq: FREN 201 or FREN 210; may be repeated once for credit; C. Aķuetey, A. Schaefer*

FREN 215 Introduction to French Literature

An introduction to the different literary genres—poetry, theatre, novel—and to approaches to a literary work. Focus on close reading and discussion of texts across the centuries. Examples of authors studied: Ronsard, Molière, Baudelaire, Zola. *Prereq: FREN 201 AND FREN 210; C. Aķuetey, A. Schaefer*

FREN 220 Francophone African Literature

An introduction to African authors who write in French. The texts exist in an underlying conflict between two cultures: African and European. The course emphasizes the relationship between the texts and the socio-economic and political structures. *HUM; Prereq: FREN 201 or FREN 210; CL: AFST 220; C. Aķuetey*

FREN 230 Introduction to French Culture

What is culture? Using a multifaceted approach—anthropological, semiotic, sociological

—students will begin to define what it means to be French. Readings will address some of the symbols and icons of French life, such as the Tour de France, the Marseillaise, etc. Films will also be used to understand daily life. *Prereq: FREN 201 AND FREN 210; A. Schaefer*

FREN 304 Symbolist Poetry

Primarily a study of Baudelaire and Rimbaud, with supplementary study of Mallarmé, Verlaine and Nouveau. *Prereq: FREN 215 or permission of the instructor; C. Aķueteý*

FREN 305 Topics in Nineteenth Century French Literature

The development of the Romantic Movement, realism, naturalism, and symbolism. *Prereq: FREN 215 or a 300 level FREN class; C. Aķueteý, A. Schaefer*

FREN 316 Topics in Eighteenth Century Literature

A century of evolutions and revolutions, the eighteenth century in France saw the emergence of an “Enlightenment” literature, philosophy, and thinkers. Voltaire and Rousseau might be the most famous authors, but writers like Marmontel, Rétif de la Bretonne, and Crébillon fils also participated in this intellectual effervescence. From love to manipulation, deceit and hypocrisy to morality and ethics, this course aims at developing an understanding of this century of ideas, focusing on various topics. *Prereq: FREN 215 or a 300 level FREN class; A. Schaefer*

FREN 320 Written and Oral French

Advanced practice in written and oral expression. *Prereq: FREN 201 AND FREN 210; A. Schaefer, C. Aķueteý*

FREN 325 Topics in French Civilization

This course begins with a reflection on the concepts “nation” and “national identity” and then proceeds to identify and analyze the institutions and iconography that constitute the “deep structure” of France. How do the French remember the past? How have they “reconstructed” it? How do they view the world around them and their place in it? How do they view each other? As we attempt to find answers

for these and other questions, it is necessary to look at those watershed events in French history that have over time transcended their reality and have been transformed into the myths that underlie and establish French identity. *Prereq: FREN 230; C. Aķueteý, A. Schaefer*

FREN 330 or FREN 330E Great Themes of French Literature

(In French or English) A socio-historical study of the development of major themes and their adaptation to other literatures or disciplines. Some themes explored: Russian-French comparative literature, French literature and international opera, etc. *Prereq: any literature course at the 300 level or permission of the instructor; FREN 330E satisfies HUM Foundations; C. Aķueteý, A. Schaefer*

FREN 330C French Food for Thought

“Let them eat cake”, “bon appétit”, are common expressions used in English to either refer to Marie-Antoinette’s faux pas before the hungry revolutionary crowd asking for bread in front of the Versailles palace, or to traditionally tell somebody to enjoy their meal. More than mere food, French cuisine and dishes have become an art and an inspiration throughout the world. But how are food and cuisine at the core of French culture? How is food such a *savoir-vivre* for the French people? Brillat-Savarin said in the 18th century: “Tell me what you eat: I’ll tell you who you are”. How did/do French people eat? How did/does that define them? What is the place of food and cuisine in literature? This course aims at better understanding the representations and the symbolic aspects of food and cuisine in French literature as well as in its culture. Providing starters from the Middle-Ages, we will take our culinary discovery through the tasty 17th century to the spicy 18th century, adding a dash of table manners and theory in the 19th century to modern time diets and regimens, mixing a variety of formats and recipes. *Prereq: FREN 215 or any French Literature course at the 300 level; A. Schaefer*

FREN 399 Senior Project (1/2 or 1)

This is a seminar style course with a common framework whose content varies according to the interests of the instructor and students. Possible topics include a specific author, a literary

French

movement, a genre, a major historical event.
Students craft a comprehensive term project
which is validated by a research paper. *W; May be
taken once for 1.0 credit or twice for 0.5 credits;*
C. Akuetey, A. Schaefer

Gender and Women's Studies

Program Committee

Magali Roy-Féquièrre, *Gender and Women's Studies*, chair

Catherine Denial, *History*

Nancy Eberhardt, *Anthropology and Sociology*

Brenda Fineberg, *Classics*

Heather Hoffmann, *Psychology*

Frederick Hord, *Africana Studies*

Karen Kampwirth, *Political Science*

Lynette Lombard, *Art*

Elizabeth Carlin Metz, *Theatre*

Robin Ragan, *Modern Languages*

Kelly Shaw, *Psychology and Gender and Women's Studies*

William Young, *Philosophy*

The program in Gender and Women's Studies combines the field of women's studies with the study of masculinities, sexualities, and the intersections of gender with other social categories.

Each of these areas brings to the study of society and culture the perspective of gender as a category of analysis. Such analysis, rooted in feminist scholarship, challenges the distorted perception of human experience that results when a dominant group (such as men, heterosexuals, whites) is viewed as the unquestioned "norm," omitting or casting as "abnormal" the experience of non-dominant groups. Such analysis insists that a liberal education opens our minds to the missing voices, experiences and concerns which expand our sense of the world and of knowledge itself.

Many of the courses in our program center on the role that women have played in history, culture and society. Attention to the importance of race and ethnicity, in intersection with gender, is pervasive in our curriculum. Some of our courses focus on men, with the lens of gender analysis applied. The complex interactions between women and men can be found throughout, and several courses include writings by or about lesbians and gay men.

The major requires two courses in a discipline outside of Gender and Women's Studies in order to provide a base for the interdisciplinary work of the program. A sampling of these disciplines is explored in the required course in feminist methodologies, which introduces the examination of how academic disciplines have shaped our ideas of what knowledge is—who or what is worthy of study and which questions are worth asking—and our advanced courses continue this work through the intensive study of particular topics.

Through an understanding of the social and cultural factors that have shaped traditional and contemporary roles of women and men, students in gender and women's studies courses can expect to gain a new understanding of their society and their own place in it, as well as a vision of how knowledge is formed and re-formed. We also hope that students use their knowledge outside

Major and Minor

Recent Off-Campus Study

Antioch Women's Studies
in Europe

Knox Program in Buenos Aires
Syracuse University Program in
Zimbabwe

Augsburg College Gender Studies
in Mexico

Recent Internships

Illinois Women's Lobby
Family Planning Service of
Western Illinois

Safe Harbor Family Crisis Center
Indiana Women's Prison

Co-Curricular Activities

Students Against Sexism in
Society (SASS)

Women's Health Advocacy
Common Ground
Human Rights Center

Recent Honors Projects

"Refocusing: Fetal Imagery,
Abortion Politics, and the
Construction of Motherhood"

"A Period of Transition and
Redefinition: Post-Communist
Polish Female Identity
Through the Lens of the
Private/Public Distinction"

"Stranger in a Strange Land: An
Ethnographic Memoir of a
Male Feminist"

"The Internet as a Site of Identity
and Community Formation for
Gender-Variant Individuals"

the classroom. The field of Gender and Women's Studies has from its beginning been connected with social and political concerns to transform the world in accord with visions of justice and equality. We encourage students to undertake internships or community action projects in which they may apply classroom learning to the pressing needs of our society.

Departmental Learning Goals

Students graduating in the GWST major will be able to:

1. Read, understand, and evaluate key concepts in the feminist theory and in gender studies scholarship
2. Identify, compare, and evaluate gender constructions across cultures and in historically specific situations
3. Describe and analyze intersections of gender with race, ethnicity, class, sexuality, age, and nationality
4. Define the concepts of privilege and oppression and critically apply them
5. Write and speak effectively using feminist perspectives to analyze academic and social issues and questions

Writing and Oral Presentation

Writing: GWST 227, 231, 312, 333, 334, 373, and 383 serve as writing-intensive courses for majors.

Courses from other departments may be substituted with permission of the chair.

Oral Presentation: GWST 206 and 271 serve as a speaking-intensive course for majors.

Requirements for the major

11 or 12 credits as follows:

- Introductory course: GWST 101
- Feminist theory: GWST 206 or GWST 243
- Feminist methodology: GWST 280
- One Gender and Women's Studies course in the Humanities
- One Gender and Women's Studies course in the Social Sciences
- Electives: four more credits in Gender and Women's Studies; two of these four credits must be at the 300-level.
- Coursework in a traditional discipline: two credits in a single department or program outside of Gender and Women's Studies, one of which must be a methods or theory course. The course other than methods/theory may be a course cross-listed with Gender and Women's Studies. Courses that currently count toward the method/theory requirement include: ANSO 290, ANSO 300, ANSO 301, ANSO 320, ART 342, BIOL 210, ENG 200, ENG 334, HIST 285, PS 220, PS 230, STAT 200, and THTR 385; other courses may fulfill this requirement on approval by the program chair.
- Capstone experience: Students carry out a project involving significant individual initiative. This may be done within the context of:
 - participation in the Antioch Women's Studies Abroad program
 - an internship
 - a community action project
 - a research/creative project carried out through independent study
 - an honors thesis in Gender and Women's Studies

The choice of a project is made in consultation with the program chair.

With permission of the chair, up to two credits in related studies outside the program may be counted towards the major. To be considered, courses must contain a significant component on gender and an individualized student project focused on gender issues.

Requirements for the minor

5 credits as follows:

- Introductory course: GWST 101
 - One course in methods or theory: GWST 206, GWST 243, or GWST 280
 - Three electives of which one may be taken as independent study
-

Courses

GWST 101 Women, Culture, and Society

An introduction to the analysis of culture and society from a feminist perspective. Using gender as a category of analysis, and with attention to the distribution of power in society, we explore such questions as: What are the shaping influences on women's lives and how do women's lives compare with men's? What is the interplay of gender, race, and class in cultural forms and social institutions? What kinds of biases have shaped our understanding of biological "facts," literary "value" and historical "importance"? *HSS; DV; PI; STAFF*

GWST 206 Theory in the Flesh: Writings by Feminists of Color

This course is an introduction to the rich and diverse contributions of women of color to feminist theory. We investigate the question of why many non-white, non-middle class women have challenged the claims and practices of Euro-American feminism. Black, Chicana, Asian-American and Native American feminists address race and racism as it affects their lives and invite white feminists to do the same. The goal is to renegotiate a basis for feminist solidarity. *HUM; CL: AFST 206; DV; O; M. Roy-Féquièrè*

GWST 207 Black Women in the Civil Rights Movement

See description for AFST 207. *CL: AFST 207; DV; F. Hord*

GWST 208 The Sociology of Gender

See description for ANSO 208. *Prereq: sophomore standing and previous coursework in sociology; CL: ANSO 208; STAFF*

GWST 221 Gender and Literature

Emphasis is on the use of gender as a category of analysis by which to examine literary characters,

styles, and techniques, as well as the circumstances and ideology of authors, readers, and the literary canon. *HUM; CL: ENG 221; DV; M. Roy-Féquièrè, STAFF*

GWST 222 Women and Modern Chinese Literature

See description for CHIN 221. *CL: ASIA 221, CHIN 221; Offered annually, typically winter; W. Du*

GWST 227 Women and Latin American Politics

See description for PS 227. *HSS; SA; Prereq: one course in social science or gender and women's studies required; CL: LAST 227, PS 227; DV; W; K. Kampwirth*

GWST 229 Women and American Politics

See description for PS 229. *Prereq: PS 101 or sophomore standing; CL: PS 229; A. Civettini*

GWST 231 Populism in Latin America

See description for PS 231. *SA; PI; Prereq: One previous Political Science or History class; CL: PS 231; DV; W; K. Kampwirth*

GWST 235 African American Women Writers

A broad survey of the poetry, fiction, autobiographies and literary criticism of African American women. Beginning with late eighteenth-century poetry, we explore the themes and images of black women and men, language, settings, and form of that literature. With African American women at the center of discourse speaking as subjects, we further examine the interlocking of gender, race, and class and the uniqueness of their experience as reflected in their literature, as well as how the historical context of internal colonialism has affected their voices. *HUM; CL: AFST 235, ENG 235; DV; M. Roy-Féquièrè*

GWST 238 Latin American Women Writers

The past two decades have seen the rise of an unprecedented number of Latin American women writers who have made important aesthetic contributions to the literary traditions of their countries. This course examines some of their works paying special attention to the gendered politics and poetics of the text. Among some of the works included are Nellie Campobello's novels of the Mexican Revolution, the testimonial narrative of Elena Poniatowska, the magical realist works of Isabel Allende. All works are read in English translations. *HUM*; *Prereq: sophomore standing*; *CL: LAST 238*; *DV: M. Roy- Féquière*

GWST 243 Philosophies of Feminism

See description for PHIL 243. *HUM*; *Prereq: sophomore standing*; *CL: PHIL 243*; *W. Young*

GWST 261 Women and Film

See description for ENG 261. *HUM*; *IC*; *PI*; *Prereq: ENG 124 or permission of the instructor. Students need familiarity with basic film technique and history*; *CL: ENG 261*; *R. Smith*

GWST 271 Human Sexuality

See description of PSYC 271. *Prereq: one 200-level psychology course*; *CL: PSYC 271*; *O*; *H. Hoffmann*

GWST 275 Psychology of Gender

See description for PSYC 275. *Prereq: PSYC 100 or GWST 101*; *CL: PSYC 275*; *K. Shaw*

GWST 280 Feminist Methodologies

The course examines the fundamental questions characteristic of the interdisciplinary field of Women's Studies, and explores the contributions of feminist scholarship in several specific disciplines that contribute to this field, such as literature, history, anthropology and sociology, philosophy of science, and psychology. Readings include both classic statements and recent writings. *Prereq: one previous course in Gender and Women's Studies or permission of the instructor*; *M. Roy- Féquière, STAFF*

GWST 312 Gay and Lesbian Identities

See description for IDIS 312. *HSS*; *Prereq: junior standing*; *CL: IDIS 312*; *W*; *DV*; *H. Hoffmann*

GWST 322 Women and Modern Chinese Literature

See description of ASIA 221. Additional research component and consent of the Instructor required for GWST 322. *PI*; *Prereq: Junior standing and one literature course or 200-level ASIA course with a C- or better*; *CL: ASIA 321*; *Offered annually, typically winter*; *W. Du*

GWST 325 Beyond Stereotypes: Exploring Literature by Chicanas

During the past two decades Chicana writers have produced an innovative literature that not only dialogues with the male Chicano literary tradition, but vibrantly asserts its own core themes and stylistic and thematic contributions. We examine the innovative narrative, poetry and essay production of Chicana writers such as Gloria Anzaldúa, Lorna Dee Cervantes, Elena Viramontes, Sandra Cisneros and Lucha Corpi among many others. *HUM*; *Prereq: junior standing*; *CL: AMST 325*; *DV*; *M. Roy- Féquière*

GWST 326 Psychological Anthropology: Self, Culture, and Society

See description for ANSO 326. *Prereq: two courses in Anthropology and Sociology and junior standing*; *CL: ANSO 326*; *N. Eberhardt*

GWST 328 Race & Gender in the U.S. Welfare State

See description for ANSO 328. *Prereq: ANSO 103 and Junior standing or permission of the instructor*; *CL: ANSO 328*; *W*; *Offered alternate years*; *Not currently offered.*

GWST 332 Gender Studies in German Literature and Culture

See description for GERM 322E. *HUM*; *Prereq: sophomore standing or permission of the instructor*; *CL: GERM 332E*; *DV*; *IC*; *PI*; *T. Heidt*

GWST 333 Global Feminism and Antifeminism

See description for PS 333. *Prereq: at least one HSS course in which gender is a major theme*; *CL: PS 333*; *DV*; *W*; *PI*; *K. Kampwirth*

GWST 334 LGBT Politics in Latin America

See description for PS 334. *Prereq: Sophomore standing*; *CL: PS 334*; *DV*; *W*; *PI*; *K. Kampwirth*

GWST 336 Science and the Social Construction of Race and Gender

See description for AFST 336. *CL: AFST 336, IDIS 336; DV; W; M. Crawford, D. Cermak*

GWST 373 Topics in Women's and Gender History

See description for HIST 373. *Prereq: HIST 285, GWST 280, or permission of the instructor; CL: HIST 373; W; GWST 373B is DV; C. Denial*

GWST 383 Women Playwrights

See description for THTR 383. *Prereq: junior standing or permission of the instructor; CL: AFST 383, ENG 383, THTR 383; W; DV; E. Carlin Metz*

German

Major and Minor

Capstone Work

A study of appropriate scope done in conjunction with a 300-level course or as an independent study. Examples of recent student work:

“Dehumanization in Two Cases of German Perpetrated Genocide”

“The Turkish-German Minority in Germany Today”

“The Translation of *The Origin of Species*: The Development of a Theory”

“Translation Theory and Translation”

“Cultural Policy and the Visual Arts in East Germany”

“Jazz in Germany from the Weimar Republic to the Nazi Era”

Special Facilities

Dorothy '39 and Richard Burkhardt '39 Language Center

Recent Student Achievements

Fulbright Scholarship
Austrian American Teaching Exchange Fellowships

DAAD Undergraduate Scholarship

DAAD Graduate Study Scholarship

Honors projects:

“The Role of Societal Ideology in Diaspora-Related Terrorism”

“Beautiful Gender Benders: The New Woman and the Contemporary Drag Scene in Berlin”

Phi Beta Kappa Members

Lilly Lindahl Prize in German
Richter Memorial Scholarship

Delta Phi Alpha German Honors Society

Faculty and professional interests

Todd Heidt

Late 19th and 20th century German literature and culture, film and visual culture, narratology and media, Austrian culture

Nurettin Ucar

Modern German language and culture, Comparative Studies of Modern Literature (English, German, and French), Narrative Studies, Film Studies, Interculturality, and Literary Theory

Teaching emeritus faculty

Ross Vander Meulen

The importance of Germany in Europe and the world has increased tremendously in recent years. The program in German emphasizes language study as a gateway to understanding another culture, and another way for us to understand the world and our place in it. Working with literature, film, and other cultural products, students engage with the wider political, social, and historical aspects implicit in every reading, and gain a practical understanding that is crucial for a variety of pursuits, including advanced study in language. The Department of Modern Languages and Literatures offers a full program of courses both for pursuing a German major or minor, or for complementing a major in another area with the study of German. German students may participate in Knox's student exchange program with the Europa Universität Flensburg, or engage in other off-campus study opportunities in Berlin, Freiburg, Munich, and Vienna. For a full description of the programs in contemporary languages, see the listings for Modern Languages, Chinese, French, Japanese, and Spanish.

Departmental Learning Goals

Students completing a major in German will:

1. Comprehend and communicate in oral and written formats in German at ACTFL's advanced-low proficiency level
2. Demonstrate translingual and transcultural competency by contextualizing, criticizing and analyzing various types of texts including, but not limited to, literary texts; film; political, sociological and historical documents; rituals and folkways
3. Design, investigate, carry out and present research projects in German

Writing and Oral Presentation

Writing: GERM 320 and 399 serve as writing-intensive courses for majors.

Oral Presentation: GERM 210 serves as a speaking-intensive course for majors.

Requirements for the major

11 credits as follows:

- GERM 201, GERM 210 and GERM 235
- Six additional credits in German at the 300-level
- Allied fields: Two credits from courses outside of the German curriculum suggested by the student and approved by the program chair.
- One Capstone Experience - Options include:
 - GERM 399 or GERM 400
 - Study, research, or internship abroad in a German-speaking country
 - Student teaching
 - Other experiences as approved by the program chair

Requirements for the minor

5 credits

- Three 200-level German courses (MODL 260E may substitute for one of the courses)
- Two 300-level German courses

Courses

GERM 101, GERM 102, GERM 103 Elementary German

Development of basic communication skills in German (reading, writing, speaking, and listening) in order to discuss a variety of topics that relate to everyday life. Students interpret, discuss, and reflect upon many authentic readings, videos, films, and music that reveal the diverse cultural products, perspectives, and practices from the German-speaking world. Open to beginners, and placement by examination. *GERM 103 is SL; Prereq: must follow sequence or permission of the instructor; T. Heidt, STAFF*

GERM 201 Intermediate German

Broad analysis of German-speaking cultural products, practices and perspectives supported by fiction and non-fiction readings, films, online videos and more. Topics include recent history, current events, traditions and contemporary German-speaking cultures. Students further develop the ability to understand and communicate new knowledge in German on a variety of topics and from a variety of perspectives. Oral and written examinations. *SL; Prereq: GERM 103 or equivalent; T. Heidt, STAFF*

GERM 210 Conversation and Composition

Training in speaking and writing idiomatic German through exploration of fiction and non-fiction readings, films, online videos and more. Also includes selective grammar review on the intermediate level. Students will write and present orally on a

Recent Off-Campus Study

Knox-Flensburg Exchange
Humboldt University, Berlin
IES Berlin
IES Freiburg

Related Co-Curricular Clubs and Activities

German Table
German Club
German Suite

Recent Internships

DAAD Research Internships in
Science and Engineering
German Historical Institute,
Washington, D.C.
Humboldt University
Charité Research Hospital
(Berlin)
IKS Jazz School (Rüsselsheim)
Museum of European Cultures
(Berlin)
Ida Nowhere Art Collective
(Berlin)
Syrian National Coalition (Berlin)
University of Greifswald
University of Bayreuth

Student Conference Presentations

Illinois Wesleyan German
Undergraduate Research
Conference (8)

Related Co-Curricular Clubs and Activities

German Table
German Club
German Suite

German

number of topics and in a number of genres of communication on German-speaking cultures.

Prereq: GERM 201 or equivalent; O; T. Heidt, STAFF

GERM 235 Introduction to German Literature

Readings and discussions in German of various twentieth-century works and their literary, cultural and historical contexts. Students will learn the basic skills they need to analyze literature and film (e.g., writing a summary, writing a characterization), culminating in critical analyses of narrative prose, drama, and poetry.

HUM; IC; Prereq: GERM 201 or equivalent; T. Heidt

GERM 302, GERM 302E Realism in the German Context

(In German or English) The realist tradition in German literature and film from the 19th century to the present. Students are presented with an overview of what German writers and filmmakers have viewed as 'life as it really is' and how they have chosen to represent 'reality' over the past 150 years. *Prereq: GERM 235 or equivalent for GERM 302; sophomore standing or permission of the instructor for GERM 302E; T. Heidt*

GERM 317 Goethe

Reading and discussion of Goethe's major works, including selections from his lyric poetry. Class discussions in German. *Prereq: GERM 235 or equivalent; STAFF*

GERM 320 Advanced Conversation and Composition

Training in speaking and writing idiomatic German through exploration of materials from German language fiction and non-fiction readings, films, online videos and more. Also includes selective grammar review at the advanced level, and intensive practice in conversation and composition. Students will improve the skills they need to analyze cultural products, practices and perspectives. *Prereq: GERM 210 or equivalent; W; T. Heidt*

GERM 324, GERM 324E 19th Century German Culture

(In German or English) Course topics are the political and ideological consolidation of a German nation in the nineteenth century; intersections of the construct of nation with Germany's imaginary others; challenges posed to national identity by social, political, and intellectual developments. We discuss philosophy, literature, art, and music/opera in their social and political contexts. Thematic aspects of the course typically include: industrialization, urbanization, anti-semitism, the culture/civilization distinction, class struggle, changing perceptions of the human subject. *Prereq: GERM 235 or equivalent or permission of instructor for GERM 324; sophomore standing or permission of instructor for GERM 324E; GERM 324E cross-listed with HIST 324; T. Heidt*

GERM 325, GERM 325E German Culture: Focus on Berlin

(In German or English) Exploration of contemporary German culture through focus on the nation's once and future capital. This is not a cultural history course but is instead designed to give students insight into the people and concerns "behind the headlines." Course materials include both fiction and non-fiction (political and economic) readings, interviews, slides, film, video and music. *Prereq: GERM 235 for GERM 325; sophomore standing or permission of the instructor for GERM 325E; GERM 325E satisfies HUM Foundations; T. Heidt*

GERM 326, GERM 326E 1920's Berlin: Fears/Fantasies

(In German or English) Introduction to the society, culture, and politics of the Weimar Republic 1919-1933) with particular focus on Berlin. We investigate the literature, visual culture (including film), and political and philosophical writing of that period to acquaint ourselves with major themes of modernity that are still virulent today. The course content may include, but is not limited to, the political, social, and psychological impact of WWI; new technologies (radio, film); mass society and the city; the "New Woman"; the gay liberation movement; theatre, film, and cabaret; the rise of fascism. *Prereq: GERM 235 or equivalent or permission of*

instructor for GERM 326; sophomore standing or permission of instructor for GERM 326E; GERM 326E cross-listed with HIST 326; T. Heidt

GERM 330 or GERM 330E Afro-German Culture

This course will explore the history and culture of the African diaspora in Central Europe. For centuries, there has been a black population in German-speaking Europe, but only in the 1980s did that population begin to think of themselves as Afro-Germans or Black Germans. This class will explore the relationship between race, nationality and history in this context. This class may include topics such as the history of German colonialism, key Afro-German writers and filmmakers, Afro-Germans in the Nazi era and/or communist East Germany, the portrayal of black people in Europe and/or Africa in German-speaking cultures and more. *Prereq: GERM 210 for GERM 330; sophomore standing or permission of the instructor for GERM 330E; CL: AFST 330, GERM 330E; T. Heidt*

GERM 331, GERM 331E German Fairy Tales in Context

In this course, students study the advent of the fairy tale genre in the context of the German literary tradition and against the background of the changing national consciousness of Germany around 1800. By analyzing the fairy tale, students will also address German cultural identities and values, ideas of nation building, and didacticism. We will also trace the appropriation and subversion of the fairy tale in later eras and the present. Other topics in this course might include: additional theoretical frameworks (i.e. feminism in fairy tales); queer identities; adolescent development; religion (i.e.: Christianity/paganism); and linguistic projects. *Prereq: For 331: GERM 235 or instructor approval. For 331E: one other course in the English department, sophomore standing, or instructor approval; T. Heidt*

GERM 332 or GERM 332E Gender Studies in German Literature and Culture

(In German or English) How is gender constructed in the intellectual and literary history of German-speaking countries, and what are the interrelations between gender construction and

the life of cultural or political institutions? Possible course topics include: literature as a gendered institution; sexuality and the state; education; gay/lesbian literature; gender and race. *Prereq: GERM 210 for GERM 332; sophomore standing or permission of the instructor for GERM 332E; GERM 332E is cross listed with GWST 332, and satisfies HUM Foundations; DV; IC; PI; T. Heidt*

GERM 334, GERM 334E Politics and Literature

(In German or English) The course situates literary texts in their specific historical and political contexts, and confronts the philosophical and conceptual problems that arise at the intersection of literature and politics. This dual (historical and philosophical) perspective requires a combination of readings in history, literature, and philosophy/criticism. Topics include: literature and the formation of the public sphere; political agendas and aesthetic autonomy; economics and literature; writers in exile; censorship; revolution and literature. *Prereq: GERM 235 or GERM 210 for GERM 334; sophomore standing or permission of the instructor for GERM 334E; GERM 334E satisfies HUM Foundations; IC; T. Heidt*

GERM 335 Contemporary Europe, Migration and Refugees

In this course, students primarily explore the post-WWII European history, culture, and politics in the face of mass migration, refugee crises, displacement, and increasing nationalism and racism as they are transferred and shown in literature. Students first examine the historical contexts of migration and refugee crises to gain perspective for the later texts. An initial focus is on the literary representations of immigrants and refugees in different genres both by European and non-European authors. There is also a focus on the cinematic representations of immigrants and refugees both in documentary and feature films. *Prereq: For GERM 335: GERM 210; For English-language sections, sophomore standing or permission of the instructor; CL: GERM 335E, IS 335, MODL 335; N. Ucar, T. Heidt, STAFF*

**GERM 336, GERM 336E Contemporary
German Culture**

(In German or English) The course examines contemporary German society and culture in an historical context. Topics include the political legacies of Nazism, East German communism, and the Student Movement of 1968; the role of religion in public life; Germany in a united Europe; immigration and changing concepts of German-ness; changing attitudes towards family, gender, and sexuality. Materials include scholarly essays, fiction, and film. *Prereq: GERM 235 or 210 for GERM 336; sophomore standing or permission of the instructor for GERM 336E; W; GERM 336E cross-listed with HIST 336; T. Heidt*

**GERM 337, GERM 337E German Society
and Film**

(In German or English) Survey and analyses of German films within their social, political, and intellectual contexts. The course may present a broad survey from 1919 to the present, focus on an individual historical period, a director or group of directors, or on a theme in German film. *IC; Prereq: GERM 235 or 210 for GERM 337; sophomore standing or permission of instructor for GERM 337E; GERM 337E is cross listed with FILM 337; T. Heidt*

GERM 399 Senior Project (1/2 or 1)

Seniors prepare a study of appropriate scope in conjunction with any 300-level course in which they participate as regular students during their senior year. Students should identify the course in which they choose to do their project no later than the third term of their junior year and submit a preliminary topic and bibliography. With departmental approval students may undertake a project as an independent study. *W; T. Heidt*

Program Committee

Andy Hertel, *Psychology*, chair

Jonah Rubin, *Anthropology & Sociology*

Carol Scotton, *Economics*

Judith Thorn, *Biology*

This minor exposes students to the biological, psychological, cultural, and spiritual/ethical aspects of human health while also helping them develop an understanding of the empirical basis of our current understanding of human health. The minor culminates in an internship course that includes a health-related internship in the community. This minor is appropriate both for students who are preparing for careers in health-related fields and those who are not.

Departmental Learning Goals

Students with a Health Studies minor will be able to:

1. Demonstrate an empirical understanding, gained academically and experientially, of interdisciplinary aspects of health, including the roles of biology, psychology, social sciences and the humanities, and chance.
2. Identify and analyze factors that impact their individual health, the health of others and the health of society as a whole.
3. Evaluate health practice and policy using evidence and data.

Requirements for the minor

Students must earn 5.5 or 6 credits as follows.

- One credit on the biological context of health that includes a laboratory component: BIOL 325, 328, 329, 333, 338, BCHM 265, 335
- One credit on the psychological context of health: PSYC 203, 276, 279
- One credit on the cultural context of health: ANSO 102, 103, 326, BUS 285, ENG 245E, DANC 221, HIST 267C, ECON 205, ENVS 228, HIST 283, PS 135, SPAN 220, SPAN 222
- One credit on the religious/philosophical context of health: PHIL 210, 228, RELS 270, 399B
- One credit on the empirical basis of our current understanding of human health: BIOL 210, PSYC 281, STAT 200
- Capstone - HLTH 349 - internship in a health-related setting (0.5 or 1.0 credit)

Courses

HLTH 349 Health Studies Internship (1/2 or 1)

This internship course represents the capstone experience for the minor. Students meet during one class session per week to examine ideas learned in courses (e.g., biological, psychological, and cultural perspectives on health) and integrate those ideas with their on-site experiences in the community. Students will spend either 5 or 10 hours per week on-site. *Prereq: Junior standing and courses from three of the four content areas (biological, cultural, philosophical/religious, and psychological); STAFF*

Faculty and professional interests

Catherine Denial, chair

Early American history, Native and Indigenous history, women, gender, and sexuality

Danielle Fatkin

Ancient Roman and Mediterranean history

Konrad Hamilton

Modern American history, African-American history, American social movements

Michael Hattem

Colonial/Early American history, memory

Michael Schneider, Provost and Dean of the College

East Asian and international history

Emre Sencer

Modern European, German history, Middle East

Cooperating faculty from other programs

Weihong Du, *Asian Studies*

Brenda Fineberg, *Classics*

Frederick Hord, *Africana Studies*

A historical perspective on contemporary society is a cornerstone of a liberal education. This historical perspective must include a familiarity with our society's origins and antecedents, an appreciation of the variety of historical experiences worldwide, and especially a comprehension of the background to key problems confronting humanity today.

For the student with a major interest in history, the department's program provides a strong grounding in the discipline of historical method, a familiarity with diverse epochs and national histories, and an introduction to the experience of original research.

For students interested in American history, the research facilities of Seymour Library are an abundant source of original materials, especially the Finley Collection of books pertaining to the Old Northwest Territory in the upper Mississippi River Valley and the Ray Smith Collection on the Civil War.

Students interested in history should study widely in related disciplines, which can deepen their understanding of historical studies with the theoretical perspectives and empirical tools of the social sciences, or the more profound appreciation of human culture through the study of literature, art, music or theater. Any student should obtain a sound working knowledge of at least one foreign language. Further competency in one or more foreign languages is recommended for students who intend to do graduate work in history. Students intending to do graduate work in history also are encouraged to consider honors work in the department.

Special Collections

Seymour Library Special Collections & Archives—especially strong holdings on the American Midwest, the Civil War and cartography

Recent Internships

Smithsonian Institution
The Art Institute, Chicago
Abraham Lincoln Presidential Library and Museum
Indianapolis Children's Museum
Harry S. Truman Presidential Library and Museum

Recent Off-Campus Programs

Students have participated in overseas programs in:

Argentina
China
Denmark
England
France
Greece
Italy
Japan
Scotland
Spain

and in off-campus programs in the United States at:

Newberry Library (Chicago)
Urban Studies Program (Chicago)

Recent Student Achievements

Fulbright Fellowship
Historic Deerfield Summer Fellowship
Madison Fellowship
Mellon Fellowship
Watson Fellowship

Recent Student Honors Projects

“Louis ‘the Last’?: The Continuity of Monarchy in France, 1792-1795”

“Mat Nowawtau Hetté Mina: Indigenous and Puritan Understandings of Morality, Violence, and the Human Body.”

“Making Yourself Up as You Go Along: A History of Transgender Transition in the United States.”

“Gender and Botanical Writing in England, 1670-1830.”

“We Are the Place-Worlds We Imagine: The Construction of Historical Narratives Through Memorials.”

“Crafting a Conversation: A Complication of Orientalism in Bakumatsu, Japan”

“The Triumph of ‘Domestic Trash’: A Russian Feminism of the Everyday, and the Influence of U.S. Feminism, 1960-1990.”

Departmental Learning Goals

Students completing a major in History will be able to:

1. Analyze primary sources
2. Formulate an argument using evidence
3. Contextualize knowledge/truth claims

Writing and Oral Presentation

Writing: All 300-level courses in History serve as writing-intensive courses for majors.

Oral Presentation: Students will fulfill the speaking competency in a 300-level course of their choosing, and present a redrafted version of that presentation at an end-of-year public seminar.

Arrangements to undertake a presentation must be made with the instructor of a 300-level course at the beginning of the term. Notification will be sent to the Registrar upon completion of the end-of-year seminar.

Requirements for the major

10 credits in the department as follows:

- Two 100-level courses
- HIST 245 or 285, taken preferably in the sophomore or junior year
- Three 300-level courses, each of which must include a significant research project
- Four departmental electives
- One of the ten credits must be in the history of a region outside Europe or the United States

Students, in consultation with their advisors, must work out a plan for coursework in the major that incorporates the specific requirements listed above, while also taking into account considerations such as: depth of experience in one field; range of experience in methodology, geographical/cultural focus, and thematic focus (for example, international, women/gender, religion, African-American).

With permission of the chair, up to two credits in related studies outside the department may be counted toward the major.

With permission of the chair, one credit granted for the College Entrance Examination Board’s Advanced Placement (AP) examinations may be counted toward the major. Neither AP nor transfer credit may count toward HIST 245, HIST 285, or any 300-level requirements. One 100-level credit must come from a Knox history course. No AP or transfer credit may count toward the 100-level requirement for the minor.

Applicants for Honors will be expected to have completed at least one 300-level course at the time of application.

Requirements for the minor

5 credits in History, including the following

- At least one 100-level course
 - HIST 245 or 285
 - At least one 300-level course with a significant research project
-

Courses

HIST 104 The Ancient Mediterranean World

Ancient civilizations through the fall of Rome. *HSS; IC, SA; CL: CLAS 104; D. Fatkin*

HIST 105 Medieval and Early Modern Europe

European civilization from the Middle Ages to the early modern period. Topics include the spread of feudalism, Christianity, struggle between papacy and empire, Renaissance humanism, the Protestant reform movement, development of nation states, the scientific revolution. *HSS; STAFF*

HIST 106 Modern Europe

Modern Europe. Topics include the Enlightenment, the French Revolution, industrialization, imperialism and nationalism, to the eve of World War I. *HSS; SA; STAFF*

HIST 107 Twentieth-Century Europe and the World

This course will examine the development of European politics, society, and culture in the twentieth century. It also focuses on the impact of Europe on other continents, especially within the framework of imperialism and decolonization. The claims of competing ideologies, the development of culture in the age of Cold War, and the challenges of globalization are among the major themes of the course. *HSS; SA; E. Sencer*

HIST 110 History of Ancient Greece

This class explores the events of ancient Greek history and the achievements of Greek civilization. Today, we often look back to ancient Greece, particularly Athens, as the foundation of modern, western culture, but how much do we really know about life in Greece? And why should we care? This class seeks to answer these questions and others as we examine the history of ancient Greek cities, their institutions, and cultural

achievements. Chronologically, we cover the Bronze Age to the Classical period. This class includes the traditional military and political history of ancient Greece, but we also learn about ancient Greek society as a whole and consider the cultural foundation of ancient life. By the end of this class, students should understand both the overall shape of ancient Greek history and culture, and how historians know what they know about the ancient Greek past. *HUM; IC, SA; CL: CLAS 110; D. Fatkin*

HIST 111 History of Ancient Rome

Roman culture and society from Romulus and Remus (753 BCE) through Marcus Aurelius (180 CE). This course calls upon both literary and visual texts to trace the development of Roman social and cultural institutions from the city's beginnings as a small settlement on the Tiber to its dominance over the Mediterranean world. *HUM; IC, SA; CL: CLAS 111; D. Fatkin*

HIST 113 Judaism, Christianity, and Islam

See description for RELS 113. *HSS; CL: RELS 113; DV; Usually offered fall and winter terms every year; J. Thrall, D. Fatkin*

HIST 115 Introduction to Archaeology

This course introduces students to the discipline of archaeology as a way of understanding the past and prepares them to participate in archaeological research. We review finds from a number of sites around the world in order to learn about human history from its origins around 6 million years ago. Further topics include: dating methods; field survey; excavation techniques; archaeological ethics; cultural heritage management; and theories of archaeological interpretation. *CL: ENVS 115; D. Fatkin, K. Adelsberger*

HIST 122 American Biography

This course introduces first-year students to the study of history at the college level by examining the life and times of a prominent figure in American history, Martin Luther King, Jr. In the process, students learn how historians use documents—letters, edited papers and the like—to arrive at conclusions. Students are required to use published documents in a series of short writing assignments, geared toward teaching basic skills of historical reading and interpretation. *HSS; K. Hamilton*

HIST 133 Introduction to Middle Eastern History

An introduction to the history of the Middle East from the rise of Islam to the late 20th century. While the core of the course will focus on the “Islamic” Middle East, Islam’s interaction with other religions and cultures will also be covered. *DV; SA; E. Sencer*

HIST 141 Introduction to Chinese Civilization

See description for CHIN 141. *CL: ASIA 141, CHIN 141; W. Du*

HIST 142 Introduction to Japanese and Korean Civilizations

This course surveys the history and culture of the Korean peninsula and the Japanese archipelago to 1700. It examines the two distinct political entities and two distinct civilizations that arose in these areas, as well as the shared history of cultural interaction and adaptation. Reading and analysis of primary sources will draw on the rich mythological, religious, philosophical, and literary traditions. *SA; CL: ASIA 142; M. Schneider*

HIST 145 Introduction to African Studies

See description for AFST 145. *HSS; CL: AFST 145; DV; F. Hord, K. Shabazz*

HIST 160 Power and Inequity in America to 1865

American history from its beginning to the Civil War. *HSS; PI; SA; Offering alternates annually with HIST 161; C. Denial, K. Hamilton*

HIST 161 Power and Inequity in America from 1865

A continuation of HIST 160. American history from 1865 to the present. Primarily political and institutional in orientation, but considerable emphasis is on the great post-Civil War economic changes and their consequences. *HSS; Offering alternates annually with HIST 160; K. Hamilton, C. Denial*

HIST 181 Introduction to Native American & Indigenous History

This course explores the history of North America’s indigenous peoples from long before Columbus accidentally landed in the Americas, to the era of the U.S. Civil War. We will examine oral histories, material culture, mapping, poetry, and a variety of texts that provide a holistic approach to the history of North America’s Native people. *DV; PI; SA; Offered alternate years; C. Denial*

HIST 190 Fake News!: Past and Present (1/2)

How does a person protect themselves against fake news? In this class, you will learn the historical thinking skills that will help you analyze evidence, past and present, for truthfulness and trustworthiness, and learn about America’s long history of making up the news. *C. Denial*

HIST 202 History of Education

See description of EDUC 202. *Prereq: sophomore standing or permission of the instructor; CL: EDUC 202; W; SA; STAFF*

HIST 213 Archaeology and the Study of History

An overview of archaeology, with special emphasis on understanding and appreciating artifactual remains as a primary source. The course will focus on several well-documented archaeological sites and how their archaeology has contributed to our understanding of history (the Egyptian workmen’s village of Deir el-Medina, Pompeii, Machu Picchu, and early America, for instance), and will include an examination of how archaeology has adapted in light of recent movements toward cultural repatriation. Although this course has no prerequisites, prior coursework in history, anthropology, or classics is suggested. *D. Fatkin*

HIST 220 History of Christianity

See description for RELS 220. *CL: RELS 220; J. Thrall*

HIST 221 The European Enlightenment, 1660-1789

Readings from key figures of the European enlightenment (e.g. Locke, Bayle, Montesquieu, Voltaire, Rousseau, and Smith) set against the background of historical developments. *STAFF*

HIST 224 American Indian Religious Freedom

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..” (The first amendment to the U.S. Constitution) The first amendment to the U.S. constitution appears to guarantee that those living within the country’s borders would not be forced to adopt any particular religion, nor would the government interfere with their right to practice whatever religion they chose. Yet the experience of American Indian communities since 1787 belies this promise. This class will explore the first amendment, federal Indian policy, and key court cases in the history of American Indian religious freedom, to examine the tension between concepts of race, citizenship, and free worship in the United States. *CL: RELS 224; C. Denial*

HIST 225 Ottoman Empire and Modern Turkey Since 1800

This is a course on the history of the late Ottoman Empire and Modern Turkey. It focusses on the last one hundred years of the Empire and the transition to modern Turkish republic. It also examines the political, social, and cultural developments in Turkey in the 20th century. *Prereq: Sophomore standing and one previous History course (preferably 107 or 133) or permission of the instructor; E. Sencer*

HIST 226 Cold War in Europe

This is a course on the history of Europe, 1945-1991. Its focus is the political, social, and cultural developments in both Western and Eastern Europe during the period. It examines the origins and the course of the Cold War, as well as its impact on European mentalities and art. *Prereq: Sophomore standing and at least one history course (preferably HIST 107) or permission of the instructor; E. Sencer*

HIST 227 The Black Image in American Film

Since the beginning of the American film industry, white, black and other filmmakers have used the black image to interrogate American identity. This course focuses upon the often contentious dialog between white and black filmmakers, critics, and activists over the creation and control of the black image—a struggle that has been a fundamental component of the American film industry since its creation. Examination of this artistic conflict helps students to explore the larger social struggles and issues surrounding race in American society, as well as to experience the richness of African American culture and the vibrant history of American film and criticism. Above all, students learn to see the political, social and economic context in which film is created, viewed, and understood. Some of the issues to be discussed include: the black aesthetic; representations of the black family, religion, and gender/sexuality by Hollywood vs. independent black films; the changing black image in film over time; the business and economics of filmmaking. *Prereq: sophomore standing or permission of the instructor; CL: AFST 227, AMST 227, FILM 227; DV; Offered alternate years; M. Roy-Fequiere, K. Hamilton*

HIST 228 Environmental Racism

See description for ENVS 228. *CL: AFST 228, ENVS 228; DV; PI; Offered alternate years; P. Schwartzman, K. Hamilton*

HIST 235 Germany in the Nineteenth Century

A survey of German history from the end of the Napoleonic Era to the outbreak of the First World War. It covers the impact of industrialization, nationalism, unification, and the drive for European dominance. Major themes include the late nineteenth-century transformation of the society, class conflict, and cultural pessimism. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

HIST 236 Germany in the 20th Century

The purpose of this course is to introduce students to the major events and issues in German history from the beginning of the twentieth century to the present. Main areas of focus will be the two world wars, the Nazi era, and divided

Germany in the Cold War. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

HIST 237 World War I

An introductory course on the history of the First World War. The course will take a global approach to the Great War, examining it as a transformative event in European and world history. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

HIST 238 World War II in Europe

This is an introductory course on the European theatre of the Second World War. It covers the causes, different stages, and the implications of the war, and focuses on the political, social, and cultural dimensions of the conflict. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

HIST 241 Modern China

A survey of political, social, economic and intellectual history of China since 1800 with emphasis on the twentieth century. Topics include the changes in late imperial society, Western imperialism, the concept of revolution, the response of major world powers to China as a revolutionary power, and the struggles of contemporary Chinese society. *HSS; Prereq: one course in history; HIST 141 is recommended; CL: ASIA 241; M. Schneider*

HIST 242 Japan: from Samurai to Superpower

In little over a century, Japan changed from a divided and neglected country on the edge of Asia into a global economic and cultural superpower. This remarkable transformation offers many insights into the challenges and repercussions societies face as they undergo rapid modernization. This course surveys the experiences of Japanese society since the 1600s. It explores the decline of the samurai military elite, the rise of a new industrial economy, the clashes that resulted with its Asian neighbors and the U.S., and the reemergence of an ultra-modern society whose consumer products are known around the world. *HSS; Prereq: one course in history; HIST 142 is recommended; CL: ASIA 242; M. Schneider*

HIST 244 East Asian International Relations

This course examines international relations among China, Japan, and Korea from the late nineteenth century to the present. In addition to exploring the history of major conflicts among these states (from imperialist wars and World War Two in Asia to the tensions on the Korean peninsula), it explores the broad cultural forces that shape relations among these states, the influence of the United States in the region, the role of popular culture such as Japanese anime and “the Korean wave” in diplomacy, and the rise of China as the potential regional leader. *Prereq: Sophomore standing or permission of the instructor; one course in Asian Studies recommended; CL: ASIA 244; M. Schneider*

HIST 245 International History

An exploration of the theoretical and methodological problems historians confront when writing histories of international and intercultural relations. Topics will include cross-cultural encounters in world history, the role of women in international history, gender analysis of the international system, trade and economic integration, mass culture and informal diplomacy. *Prereq: IIS 100 or PS 210 or one course in history is recommended; M. Schneider*

HIST 246/346 Tokyo: Rise of a Megacity

How did Tokyo become the world’s largest city? This course explores the rise of Tokyo from a small village to its current premiere status. We will examine how Tokyo became a political, social, cultural, and economic hub through study of three distinct historical phases—the era of the samurai, the modern/imperial age, and the global age. Readings and assignments include all levels of Japanese society while considering the social, geographic, and international conditions that made and continue to remake this city. *Prereq: HIST 246: One course in history or Japanese studies is recommended; HIST 346: HIST 245 or 285 or permission of the instructor; CL: ASIA 246; HIST 346 is W; M. Schneider*

HIST 247 Introduction to Oral History

This course focuses on one of the most important tools of the historian’s trade—oral history. We will play an active part in adding to the historical

record by conducting oral history interviews with people who have impacted or continue to shape their communities. We will ask: how do the documents we use affect the stories we tell about the past? How can we use oral, visual, and written sources together to offer more satisfying historical explanations? We also will be thinking critically about how knowledge about the past is produced; how popular culture affects historical memory; and how a focus on different people's experiences might challenge the conclusions we draw about past events and current debates. This is a hands-on methodology course for students interested in public history or conducting historical research in the twentieth century. *Offered alternate years; STAFF*

HIST 259 America in the 1960s

The 1960s was one of the defining periods in American history, when great conflict served to reveal fundamental elements of the American character. American values and practices regarding sex and race, poverty and justice, apathy and activism, violence and peace, drugs, music, and other issues all came under intense scrutiny during this era. This class immerses students in the “sixties experience”—the events, ideas, values, sights and sounds of this exciting and important decade—and asks what this era reveals about America's past, present and future. *HSS; CL: AMST 259; DV; HSS; K. Hamilton*

HIST 263 Slavery in the Americas

This course surveys the experiences of Africans enslaved in the Caribbean, Latin America, and the United States. It is designed to introduce students to the complex history and issues of slavery in the Western Hemisphere. Slavery is examined both as an international system with global impact, and through comparative analysis of individual slave societies. Subjects addressed include European economic motivation and gain; slave revolts and abolition movements; African cultural retention; racist ideology and race relations. This course serves as the first half of the African-American history series, and as one of the required courses for the major in Africana Studies. *HSS; CL: AFST 263, LAST 263; DV; Offered alternate years; K. Hamilton*

HIST 267 Great American Debates

This course examines the way in which debate has informed American history—the issues that inhabitants of the continent have found pressing; the means by which they have articulated and advanced their perspectives; and the consequences of their successes and failures over time. By focusing on one broad issue—such as women's rights, election to political office, or abolitionism—this course examines debate as a cultural creation and explores connections between present-day debates and those of the past. *CL: AMST 267; Course may be repeated for credit. HIST 267B History of Marriage &. HIST 267C History of Birth Control are DV, and cross-listed in GWST.; C. Denial*

HIST 271 Topics in the History of Religion

Topics will vary year to year, focusing on a specific area within the history of religion. *HSS; Prereq: sophomore standing, previous course work in history or permission of the instructor; CL: RELS 271; May be repeated for credit; STAFF*

HIST 276 Topics in Ancient History

Topics will vary year to year, focusing on a specific aspect of ancient history. *May be repeated for credit; STAFF*

HIST 280B English Imperialism, 1016-1547

This course asks students to explore the concepts of empire, identity, and colonialism in English history from the inclusion of England in Cnut's North Seas empire in 1016 to the second English expansion into Ireland during the reign of Henry VIII. Particular emphasis is placed on the question of what forced inclusion in the English Empire meant to individuals and communities in Wales and Ireland. The course uses both primary and secondary sources to address questions such as “How does colonialism change both the English and the people they have conquered?” and “How was identity constructed in the Middle Ages?” *Prerequisite: HIST 105 encouraged. STAFF*

HIST 281 Native American & Indigenous History Since 1871

The history of American Indian people in the United States since 1870 has been ignored, appropriated, changed, and distorted, as well as reclaimed and re-evaluated over time. In this class

History

we will pay attention to modern American Indian history, to oral and written sources, to the varied opinions of academics and tribes, and to art, museum exhibits, and film, culminating in an opportunity for students to pursue individual research interests at the end of the term. Offered alternate years. *HSS; PI; SA; DV; C. Denial*

HIST 283 Social Life of Food

The historical dimensions of the production, distribution and consumption of food in the modern period. More than a history of food, this course examines the cultural, ideological and political uses of food in our society. Topics include the rise of modern consumption, taste and aesthetics under capitalism, food and cultural expression, and the historical sources of contemporary attitudes toward the science of food. *HSS; Prereq: sophomore standing; M. Schneider*

HIST 285 The Historian's Workshop

An introduction to the study of history. Intensive study of a single historical topic introduces students to the importance of interpretation in the writing of history. Research methods, library skills and theoretical approaches to the past are discussed. Topics vary from term to term. *Prereq: two courses in history, including one 100-level course; STAFF*

HIST 301 Roman Imperialism in Comparative Perspective

In this seminar, students learn details about the history and administrative structure of the Roman empire through examination of case studies. The course focuses on understanding the nature and scope of Roman imperialism by comparing it to other empires. Students engage in independent research and complete a term paper. *Prereq: HIST 285; HIST 104 and/or HIST 201 strongly recommended; CL: CLAS 301; W; D. Fatkin*

HIST 323 Germany Since 1945

This is a research course on post-WW II. It focuses on the legacy of the war, the political, social, and cultural development of the two Germanys during the Cold War, the reunification in 1990, and the challenges facing Germany since the reunification. *Prereq: Sophomore standing and HIST 285 or permission of the instructor; E. Sencer*

HIST 336 Contemporary German Culture

See description for GERM 336E. *Prereq: HIST 285 or permission of instructor; CL: GERM 336E; W; T. Heidt*

HIST 338 Nazi Germany

The purpose of this course is to explore the origins, development, and collapse of Nazi dictatorship in Germany. It will focus on the main arguments offered by major historians about this era of German history, and allow students to conduct research and write a paper on an area of their own interest within that period. *Prereq: HIST 285; W; E. Sencer*

HIST 339 Weimar Republic

This course focuses on the history of the First German Republic, 1919-1933. It will examine the establishment and slow destruction of democracy in Germany in the interwar years, along with the social and cultural changes of this period. *Prereq: HIST 285 or permission of the instructor; W; E. Sencer*

HIST 344 East Asian International Relations

This course examines international relations among China, Japan, and Korea from the late nineteenth century to the present. In addition to exploring the history of major conflicts among these states (from imperialist wars and World War Two in Asia to the tensions on the Korean peninsula), it explores the broad cultural forces that shape relations among these states, the influence of the United States in the region, the role of popular culture such as Japanese anime and "the Korean wave" in diplomacy, and the rise of China as the potential regional leader. *Prereq: HIST 245 or 285 or at least two courses in international relations and/or Asian Studies, or permission of the instructor; CL: ASIA 344; W; M. Schneider*

HIST 345 International History

See description for HIST 245. Students who enroll in HIST 345 write a research paper in addition to completing the requirements for HIST 245. *Prereq: HIST 285 or permission of instructor; W; M. Schneider*

HIST 347 Museums, Monuments, and Memory

This course will analyze the possibilities and

practicalities of the practice of ‘public history’ in the United States. We will consider the history of the field; the purpose and ideals of the profession; the limitations placed upon public historians by money, audience, space, and time; and the impact of good and bad public history on American culture. Students will have the opportunity to visit local historic sites and museums, and will be expected to research, build and present their own exhibition on some aspect of local (or locally) connected history by the end of the term.

Alternate years. *Prereq: HIST 285 or permission of the instructor; W; C. Denial*

HIST 363 The Great Society

This research seminar offers students an in-depth examination of some of the most daring and innovative social programs created by the federal government in the 1960s. Lyndon Johnson’s Great Society programs like VISTA, Head Start, the Community Action Program (CAP), public broadcasting, and others will form the core of class readings and discussions. Conservative and radical critiques of the Great Society will be discussed, as will the intellectual and political arguments from the 1960s to the present over poverty, race, education, community development, and the role of the federal government in making social policy. Students will be required to participate in classroom discussion and independent research. *Prereq: at least one of: HIST 259, HIST 266, EDUC 201, PS 235, or ANSO 215; and HIST 285; W; K. Hamilton*

HIST 366 The American Civil Rights Movement

This course covers the period of the Black Freedom Struggle generally referred to as the Civil Rights Movement—beginning with the Brown decision in 1954, and ending with the Bakke decision in 1978. This is not a survey course, however. Students are expected to immerse themselves in some of the considerable scholarship on this period, and to discuss significant issues in class. Some of the topics covered include: the nature of mass social movements—origins, dynamics, strategies and tactics; the significance of black leadership and institutions; black separatism vs. coalition-building; the role of the federal government and political parties; the persistence of racism in American life; black

militancy and white liberalism; radical and conservative critiques of the Civil Rights Movement. *Prereq: sophomore standing; HIST 285 or permission of the instructor; CL: AFST 366; DV; W; K. Hamilton*

HIST 371 Topics in the History of Religion

See HIST 271. A major component of HIST 371 will be a long research paper based on primary sources. *Prereq: HIST 285 or permission of the instructor; CL: RELS 371; DV; W; may be repeated for credit; STAFF*

HIST 373 Topics in Women’s and Gender History

Topics vary year to year. Current topics include: “Women, Gender and the American Revolution”—analyzing the form and function of gender in the revolutionary era. Course may be repeated for credit. *Prereq: HIST 285, GWST 280, or permission of the instructor; CL: GWST 373; W; HIST/GWST 373B is DV; C. Denial*

HIST 381 Exploring Native American & Indigenous History

This course examines the importance of multiple understandings of time and place to the study of American Indian history. By concentrating on the inhabitants of one geographic region, we will aim to approach the history of that region from an indigenous perspective, analyzing the intertwined concepts of spirituality, landscape, place-naming, cross-cultural contact, and social change.

Alternate years. *Prereq: HIST 285 or permission of the instructor; W; C. Denial*

HIST 392 Oral Presentation (0)

History majors usually fulfill the speaking competency in the course of taking a 300-level research course. Students wishing to do this should consult the course instructor at the beginning of the term to be sure that appropriate oral presentation assignments are set up. Once these presentations have been successfully completed, the instructor issues a grade of “P” in the 0-credit HIST 392 course. *Prereq: HIST 285; STAFF*

HIST 400 Advanced Studies

See College Honors Program. *Prereq: One 300 level HIST course*

Interdisciplinary Studies

Course Work

Program Director

Michael Schneider, *Provost and Dean of the College*

A number of interdisciplinary studies courses are offered occasionally as electives. Each interdisciplinary studies course focuses on a particular issue involving the perspectives of two or more disciplines and students are encouraged to apply their own developing interests or disciplinary perspectives to their work in the course. These courses emphasize fundamental human issues, but invite students to draw on their learning and to work with fellow students in a focused analysis of specific issues and problems.

Courses

IDIS 100 Intensive English Language Program (1/2)

Intense coursework and co-curricular learning prior to orientation for first year international students whose first language is not English. Coursework focuses on improving students' English language skills, particularly in regard to reading and writing for academic purposes. Coursework and co-curricular learning create opportunities to improve listening and speaking skills, as well as gain greater understanding of Knox College culture within the broader US culture. *Prereq: Foreign student for whom English is a second language; STAFF*

IDIS 101 English as a Second Language (1/2)

For international students whose first language is not English. Coursework focuses on developing English speaking, listening, reading, and writing skills, particularly in regard to academic purposes. This course will support First-Year Preceptorial and provide an introduction to Knox liberal arts education. *May be taken twice for credit; STAFF*

IDIS 120 Social Justice Dialogues

Dialogues are structured conversations in which individuals on many sides of an issue come together to learn from one another and reach a deeper understanding of one another in order to critically assess their roles as allies and activists. In this class, we will read personal accounts of what it is like to inhabit particular identities; we will look at history to figure out where our present-day situations came from; we will examine psychological essays for perspectives on how our brains work; and we will explore sociological explanations for how inequality and injustice can be found in the personal decisions, systems, and institutions that surround us. We will think about group processes and dynamics, social identity group development, prejudice and stereotyping, and culture, cultural cues, and judgments. We will also watch movies; use exercises, simulations, and role-plays;

discuss the readings; and we will reflect on interactions and assignments during class.
Prereq: By application only; DV; PI; STAFF

IDIS 130 Introduction to Leadership (1/2)

This course assumes that every individual has leadership potential and can develop their leadership abilities through mastery of theoretical concepts, collaborative work and thoughtful reflection. This interdisciplinary course—drawing from the fields of psychology, sociology, education, and communication—is designed to equip students with the knowledge and skills necessary to create a vision and organize others to address human and community needs. *STAFF*

IDIS 210 Back from Abroad: Reflection through Digital Storytelling (1/2)

This course helps students reflect upon their academic and intercultural experiences through study abroad or other experiential learning projects. Students work collaboratively to learn from those having studied in different locations around the world. Students will examine ways in which their time abroad has changed their perspective as global citizens. Students also receive hands-on training using software programs to learn how to construct a digital story (also known as a photo film). Students will learn about the history of digital storytelling, analyze the merits of various examples, and create their own individual digital story based on their recent study abroad experience or other experiential learning project. *Prereq: Having studied abroad or fulfilled the Experiential Learning requirement prior to enrollment; R. Ragan*

IDIS 212 Human-Animal Relationships

See description for BIOL 212. *CL: BIOL 212; Prereq: Sophomore standing; Not open to students having credit for PREC 127; Offered occasionally; J. Templeton*

IDIS 220 Social Justice Dialogues: Facilitator Training

In this class we will collaborate in deepening our understanding of social justice in the United States by focusing on how to facilitate dialogues about questions of race, class, gender, sexuality, religion, and disability. Together, we will engage

in dialogues—structured conversations in which individuals on many sides of an issue come together to learn from one another and reach a deeper understanding of one another in order to critically assess their roles as allies and activists. Course includes each student facilitating one in-class and one out-of-class dialogue. *DV; PI; STAFF*

IDIS 230 Issues in Contemporary Elections (1/2)

Election 2020 is team-taught by Knox faculty members from several different academic departments. In Election 2020 we discuss the processes, procedures, issues, controversies, and dynamics of American presidential elections, with a particular focus on issues of importance to the contemporary Presidential election cycle. Each participating faculty member will lecture one week on a particular topic, providing students with the opportunity to look at the 2020 election from a variety of different viewpoints and encompassing a broad range of issues such as economic inequality, social issues, education, the environment, the media and elections, and more. *S/U; STAFF*

IDIS 312 Gay and Lesbian Identities

This course draws on the wealth of recent scholarship in lesbian and gay studies that examines ideas of culture, sexuality and identity. We explore questions like: How is identity formed? What place do sexual orientation and sexual practice have in an individual's identity, and how does this vary over time and across cultures? What does it mean to say that sexual orientation has a biological base? How do research questions in different disciplines focus our attention in certain directions to the neglect of others? *HSS; Prereq: junior standing; CL: GWST 312; W; DV; H. Hoffmann*

IDIS 319 London Arts Alive (1 1/2)

(Fall/December break) During the fall term, students participate in meetings about once a week focusing on the contemporary performance, visual and language arts of London, as well as the relationship of these arts to the socio-political and economic dynamics of the city. During the December break, the group travels to London to experience these phenomena firsthand. *Prereq: sophomore standing and 1 previous course in the arts*

(including creative writing), or permission of the instructor; *The cost of the London segment and air-fare are covered by a special program fee; DV; E. Carlin Metz, R. Metz*

IDIS 320 Social Justice Dialogues: Practicum

This Social Justice Dialogues practicum is designed to develop and improve students' skills as dialogue facilitators. Working in close mentorship with an instructor, students in this course will serve as peer facilitators for a 100-level IDIS Social Justice Dialogue. Peer facilitation will be done in the context of the belief that facilitation skills can be used throughout life to create positive social change, and that effective facilitators are effective agents of social change. Moreover, by debriefing actual dialogue experiences, facilitators deepen their own understanding of identity, discrimination, privilege, and social justice. This practicum follows "IDIS 220: Social Justice Dialogues: Facilitator Training" and requires applied work in facilitating intergroup dialogues. Students participate in weekly seminars and frequent instructor consultations. *Prereq: IDIS 220 and permission of the instructor; May be taken twice for credit; STAFF*

IDIS 323 Visual Culture Theory

See description for ART 323. *CL: ART 323, FILM 323; G. Gilbert*

IDIS 336 Science and the Social Construction of Race and Gender

We will examine the social construction of race and gender and how social constructs influence scientific knowledge. We will use the social constructs of the past and present to discuss the following: (a) How does science define and how does it examine issues related to gender and race? (b) How do societal attitudes about race and gender influence scientific knowledge and scientific access? *CL: AFST 336, GWST 336; DV; W; M. Crawford, D. Cermak*

IDIS 360A StartUp Term: Planning, Teamwork, and Execution

Entrepreneurship and innovation in the contemporary space require design and design thinking on a variety of levels. Design, in general, has always employed creative strategies as a

systematic process for problem-solving and solution-finding. Contemporary design thought and practice has expanded beyond traditional understandings of the professional practice and been developed into modes of thinking that encompass business and social contexts. IDIS 360A will be taught in a seminar forum where students will first encounter these ideas through a series of topical readings and group discussions. Hands-on practical exercises will augment the theoretical to help contextualize these ideas. Principles of visual design will be explored through a series of case studies in contemporary design practice as exemplified in print, digital, and social media. Students will recognize the design process as consistent across these various applications beyond merely the visual, reinforcing the core principle that creativity is central to the design process. Teams will deploy these principles in a practical and collaborative manner involving an iterative process of synthesis and analysis. They will develop their projects systematically utilizing ideation, prototyping, and testing. Students will come to understand design and design thinking as an empathic and user-centric process. *Prereq: Sophomore standing and acceptance of StartUp Term application; T. Stedman*

IDIS 360B StartUp Term: Entrepreneurship and Society, New Venture Creation

Entrepreneurship and Society is a seminar format course for StartUp Term students. It begins with developing an understanding of the entrepreneurial mind-set. Topics addressed include the essentials of successful entrepreneurial activity, engaged critical thinking, research and analysis, communication competencies, opportunity recognition, and comprehension of the value creation process. The business plan, leadership, collaborative competencies, personal ethics, resource requirements and constraints, financing, and the essentials of managing growth and avoiding pitfalls are covered during the term. Students will engage in the paradoxical issues of ambiguity and uncertainty vs. planning and rigor; creativity vs. disciplined analysis; patience and perseverance vs. urgency; organization and management vs. flexibility; innovation and responsiveness vs. systemization; risk avoidance vs. risk management; current profitability vs. long-term

equity. Material is covered through text and topical readings, seminars, group discussions, and guest lectures. *CL: BUS 360B; Prereq: Sophomore standing and acceptance of StartUp Term application; O: J. Spittell*

IDIS 360C StartUp Term: Agile Project Management

Building a new business presents a series of significant challenges that require a flexible and effective approach to project management. The software industry has developed “agile” project management techniques that have proven to be a highly effective way for small teams to manage themselves. However, agile project management techniques can be applied to any large project undertaken by a small team. This course is designed for students to apply the basics of the project management (such as estimation and scheduling, iterative development, and ongoing communication with customers or clients) by working in teams on a term-long project. This course has no prerequisites and is accessible to all students in StartUp Term. It will be taught in a seminar forum with readings and assignments in software process, project management, team building, project personnel management, and project oversight. CS majors in StartUp Term whose team works on a software project may count this course as CS 322 for the major. *Prereq: Sophomore standing and acceptance of Startup Term application; CL: CS 360C; J. Spacco*

International Relations

Major and Minor

Recent Internships

Amnesty International
Atlantic Council
Brookings Institution
Center for American Progress
Council on American-Islamic Relations
Council of Foreign Relations
Department of State
Heart to Heart International
Human Rights Watch
International Red Cross
Ministry of External Affairs (India)
National Nuclear Security Administration
National Security Agency
NATO, Brussels
Pakistani Mission to the U.N.
Peace Corps
Population Action International
UN Development Program
UNHCR
U.S. Institute of Peace
U.S. Senate and Congress
Washington Office on Latin America
White House Intern

Recent Off-Campus Programs

| | |
|-----------|----------------------|
| Argentina | Lebanon |
| China | Malawi |
| Denmark | Mexico |
| England | Morocco |
| France | Russia |
| Germany | Spain |
| Israel | Turkey |
| Japan | United Arab Emirates |
| Jordan | |

Recent Student Achievements

Fulbright Scholar (2005, 2012, 2016, 2018)
Fulbright Language Instructor (2006, 2014, 2018)
Woodrow Wilson Int'l Center Researcher
Model United Nations Delegation Awards
White House Situation Room

Faculty and professional interests

Duane Oldfield, chair
Globalization, social movements, religion and politics
Thomas Rives Bell
Constitutional law, political theory, American politics
Andrew Civettini
American politics, political behavior, political psychology
Sue Hulett
International relations, American foreign policy, religion and politics
Karen Kampwirth
Comparative politics, Latin America, gender and politics
Katie Stewart
Comparative politics, Russia/Eastern Europe, Nationalism
Lane Sunderland
Constitutional law, political philosophy, American political thought

International Relations is a major offered through the Department of Political Science and International Relations. The department faculty members are committed to providing a program that fosters an understanding of international political, diplomatic, socio-cultural, and military behavior. Topics include the study of war, peace and revolutions; international governmental and non-governmental organizations; human rights and ideologies; and democratization and globalization.

Students interested in international relations should include in their programs introductory courses in economics, history, and political science, and should complete the intermediate courses in one modern language. Students are encouraged to participate in a study program abroad. While courses taken abroad may substitute for certain program requirements, care should be taken to fulfill most requirements before studying abroad.

The department faculty represent diverse methodologies and philosophical views. The goal is to present intelligent perspectives on international relations that result in students reaching their own conclusions regarding questions of diplomacy, power politics, international law and ethics, transnationalism, military strategy, feminism, behavioralism, and ideal models of international political and economic development.

The department mission includes global civic education in the sense of discovering what government and global communities "ought to be;" analysis of problems in the many sub-fields represented in the department [see course listings under Political Science]; improvement of reasoning, writing, and statistical skills; and inclusion of race, gender, class, environmental, and third world issues in most of the courses offered in the department.

Departmental Learning Goals

Students completing a major in International Relations will be able to:

1. Articulate coherent arguments on difficult global and domestic political issues
2. Carry out substantial research
3. Analyze politics and international relations using a broad range of theoretical and methodological approaches

Writing and Oral Presentation

Writing: PS 227, 231, 245, 315, 317, 320, 326, 333, 342, 362, and 363 serve as writing-intensive courses for majors.

Oral Presentation: PS 128, 306, 312, 315, 317, 362, and 363 serve as speaking-intensive courses for majors.

Requirements for the major

10 credits as follows:

- PS 210, PS 220, PS 315, PS 317, and one of PS 101, PS 230 or PS 342
- Two area courses from: PS 122, 125, 128, 227, 231, 236, 237, 265, 268, 301, 320, 321, 326, 333, and 334. Off-campus “area study” courses may count in this category, with approval of the chair.
- Three credits of electives within the department.

Requirements for the minor

5 credits as follows:

- PS 210
- PS 220 or PS 317
- Three courses chosen from the following with at least 1 at the 300-level (no additional 300 level course is required if students take PS 317): PS 122, 125, 128, 200, 220, 227, 231, 236, 237, 265, 268, 301, 312, 315, 317, 320, 321, 326, 333, or 334.

Graduate Fellowships

(selective list)

Georgetown University
 Columbia University
 Johns Hopkins
 Monterey Institute of
 International Studies
 Patterson School of Diplomacy,
 University of Kentucky
 University of Chicago
 University of Edinburgh
 University of Illinois
 University of London
 University of California,
 San Diego
 Fletcher School of Law and
 Diplomacy, Tufts University
 Yale University

Student Research

Richter Scholarships on the
 Middle East, Turkey, India,
 Japan, and Europe

Honors Projects:

- “An Unexpected Series of Events:
 Examining the politics of the
 LGBTI movement in Nepal”
 (2019)
- “For Women, By Men, About
 Time: An Interdisciplinary
 Approach to Abe’s
 Womenomics” (2018)
- “Contending Narratives:
 Assessing Goals of Russian
 Media in Latvia” (2017)
- “Turmoil and Transition in the
 Arabian Gulf” (2012)
- “The Role of NATO and its
 Partner States” (2013)
- “Terrorism and Homeland
 Security” (2013)
- “China in Africa: Third World
 Solidarity in the 21st Century”
 (2014)
- “Democracy, Corporatism and
 Neoliberalism: Mexican Drug
 Trade in the 21st Century”
 (2014)
- “Realpolitik and Foreign
 Intervention in the Spanish
 Civil War” (2014)

International Studies

Major

Special Collections

WGI Global Data Manager
(1200 variables on all countries)
Extensive historical and
contemporary map collection

Affiliations

Interuniversity Consortium for
Political and Social Research
(ICPSR)
Illinois Consortium for
International Education

Recent Internships

German Red Cross, Refugee
services
Banco Bilbao, Spain
Mahindra & Mahindra
Consulting, Bombay, India
Ctr. Chicago International Trade
Association
American Red Cross, Jerusalem
Foundation
American Red Cross

Recent Off-Campus

Programs

Antioch Mali Program
DIS, Denmark
IES Morocco
Japan Study
Knox-Flensburg Exchange
Knox Program in Barcelona
Knox Program in Besançon
Knox Program in Buenos Aires
ACM Shanghai
ACM Zimbabwe
SIT Mongolia

Program Committee

Todd Heidt, *Modern Languages*, chair
Jonathan Anderson, *International Studies*
Nancy Eberhardt, *Anthropology/Sociology*
Timothy Foster, *Modern Languages*
Karen Kampwirth, *Political Science*
Antonio Prado, *Modern Languages*
Michael Schneider, *History*
Emre Sencer, *History*
Katie Stewart, *Political Science & International Relations*

International Studies (IS) is an interdisciplinary major that provides strong educational preparation for those interested in understanding or participating in the international or global system. Students in this program acquire sophisticated perspectives on the structure and processes of the contemporary global system and develop skills of analysis and communication to support their professional engagement internationally.

The major integrates theories of modern social science and history with the practical mastery of foreign language(s) and cultures. Students are required to complete a set of core courses that introduce broad global themes; develop language skills to a functional level including conversational ability; apply the languages in classroom and non-classroom contexts; complete a geographic area specialization; and study or work abroad.

Departmental Learning Goals

Students completing a major in International Studies will be able to:

1. Describe key features of “globalization” and identify their impact in specific contemporary international and local contexts
2. Cultivate college-level competence in a foreign language and be able to employ their skills to navigate in cultural settings outside of the United States
3. Design and implement a research project using interdisciplinary social analysis to analyze contemporary global systems and processes

Writing and Oral Presentation

Writing: PS 314 and 315, 300-level courses in Asian Studies, Economics, Education, Gender & Women’s Studies, and History serve as writing-intensive courses for majors.

Oral Presentation: PS 315, CHIN 203, FREN 210, GERM 210, JAPN 203, and SPAN 230A-E serve as speaking-intensive courses for majors.

Requirements for the major

12 credits, as follows:

- IS 100 Introduction to Globalization
- Social Science Core courses: ANSO 102, ECON 110 or ECON 120, PS 210 or PS 220, and either HIST 245 or HIST 285
- Three courses at the 200 level or above in a foreign language
- Three elective courses focusing on a defined geopolitical region or a defined thematic unit, including at least one course at the 300 level. Areas that may be studied include: Africa, Latin America, Asia, the Middle East and Europe. A defined thematic unit is a set of interdisciplinary courses examining one element of globalization, e.g., international development, public health, international business, human rights, global media. These courses must be selected with the guidance of an IS advisor.
- A substantial foreign experience selected in consultation with an IS advisor. This experience should relate to the overall logic of the courses selected to meet other major requirements and could include participation in an established overseas study program, an international internship, or an independent research project carried out abroad. The IS Program Committee will publish guidelines for meeting this requirement and has final authority to determine whether a proposed foreign experience fulfills those guidelines.
- Senior research project: IS 390 or IS 400. This project must include substantial social science and foreign language components, in accordance with guidelines established by the IS Program Committee.

Courses

IS 100 Introduction to Globalization

IS 100 introduces students to the structures and processes of globalization. IS 100 is an interdisciplinary course that builds on maps, both concrete and metaphorical, as a means to understand these processes. Vigorous discussion of prominent writings and contemporary examples of globalization will cover physical, environmental, historical, political, economic, social and cultural perspectives on the global system. *HSS; STAFF*

IS 200 International Service Seminar (1/2)

The International Service Seminar provides students the opportunity to examine issues in global international service initiatives from three interrelated perspectives. First, students will develop a framework from which to understand the rationale and necessity of developing international service initiatives for the well-being of a region, nation state, or specific group of persons. Second, these perspectives will be used to consider specific international service initiatives conceived for and implemented in a variety of contexts (e.g., the Peace Corps; American Red

Recent Student Research

- “Maintenance of Indigenous Languages: Nahuatl in North America”
- “New Age Religion: The Transmigration and Western Movement of Buddhism”
- “Global Analysis of Multi-Drug Resistant Tuberculosis Rates and Related Country Variables”
- “Millennium Development Goal Three: Kuwaiti and Qatari Women’s Prospects for Empowerment”
- “China and the Middle East: Energy, Politics, and Culture”
- “The Impact of Tea on the Angami-Naga Society of Northeast India”
- “The Mexican Maquiladora Program: A Contemporary Socio-Economic Analysis”
- “Third Culture Kids: Study of a Concept”

College Honors

- “Presentation of History in Secondary School Textbooks in Japan and France: A Comparative Study”

Cross; religious, health, and educational organizations). Finally, the effects of international service initiatives upon their intended constituencies (e.g., cultural imperialism, self determination, continuity of impact, professionalism) will be examined. *Prereq: membership in the Peace Corps Preparatory Program or permission of the instructor; STAFF*

IS 240, 241 Japan Term I and II (1/2)

An interdisciplinary study-travel program in Japan. During the Fall Term, participants will develop individual research/study projects in conjunction with other Japan-related courses on campus. Travel to Japan during the December Break will combine group activities and individual projects. Participants will complete longer projects during the optional Winter term seminar. *Prereq: prior or concurrent enrollment in a Japanese language course, HIST 242, and PHIL 114 or 205; or permission of the instructor; DV; M. Schneider, W. Young*

IS 335 Contemporary Europe, Migration and Refugees

See description for GERM 335. *Prereq: Sophomore standing or permission of the instructor; CL: GERM 335; N. Ucar, T. Heidt*

IS 390 Senior Capstone (1/2 or 1)

Independent study of a topic related to globalization, its causes, its effects and/or its nature. The project will include non-English language research, draw on international experiences, make use of social sciences methodologies learned in the core courses, and will be custom-tailored to the student's academic interests by relying at least in part on the student's three-course thematic cluster. Students should identify a mentoring faculty member late in the junior year and conduct the project during the senior year. Independent Study. *W; STAFF*

Faculty and professional interests

Mat Matsuda

Japanese language, culture and society, comparative and international education

Rea Amit

Japanese language, Japanese film

Knox offers courses in Japanese conversation and composition through the intermediate level. Advanced courses, which may be taught in English or Japanese, focus on areas such as pre-modern and modern Japanese literature and contemporary Japanese society and culture. Additional courses in Japanese history, international relations, religion, and philosophy are offered by the History and Philosophy departments.

Departmental Learning Goals

Students completing a minor in Japanese will:

1. Demonstrate a college-level competence in the Japanese language as an avenue for further exploration of the experiences of members of Japanese society.
2. Be able to identify important ways in which cultural understanding in Japanese society is conveyed through language in literary, historical, philosophical, or religious contexts.

For a full description of the programs in Asian Studies, see the listings for Asian Studies and Chinese.

Requirements for the minor

- Three credits in Japanese language at the 200 level or above.
- Two credits in Japanese Area Studies - either Japanese (JAPN) courses or Asian Studies (ASIA) courses designated as “Japanese Area Studies” at the 200 level or above. MODL 260E may also be counted toward this requirement. At least one course must be at the 300 level. With the approval of the Asian Studies Program chair, a student may substitute appropriate 200 level or 300 level credits in Japanese language and area studies, transferred from an approved off-campus program in Japan. Substitutions must ensure that at least one course in the minor is at the 300 level.

Courses

JAPN 101, JAPN 102, JAPN 103 Elementary Japanese

Development of basic language skills: listening comprehension, speaking, reading, and writing. Use of language laboratory.

Prereq: must follow sequence or permission of the instructor; JAPN 103 is SL; JAPN 101, 102, 103 offered every year FA, WI, SP sequentially; STAFF

Special Facilities

Dorothy Johnson '39 and Richard Burkhardt '39 Language Center

Related Co-Curricular Clubs and Activities

Japanese Club
Japanese Table
Anime Club

Recent Off-Campus Programs

Akita International University (Akita)
Waseda University (Tokyo):
GLCA/ACM Japan Study
Kansai Gaidai University (Osaka/Kyoto)
Sophia University (Tokyo)

JAPN 201, JAPN 202, JAPN 203

Intermediate Japanese

Development of skills in spoken and written Japanese. Attention to Japanese culture. *Prereq:* JAPN 103 or permission of the instructor; courses must be taken in sequence; JAPN 203 is O; JAPN 201, 201, 203 offered every year FA, WI, SP sequentially; STAFF

JAPN 220 Japanese Popular Culture

Examines issues in contemporary life in Japan by focusing on the following forms of Japanese popular culture: pop song, enka, karaoke, manga (comics), anime (animation), video games, television drama, films, and idols (popular teenage singers and actors). Explores the forces by which Japan shapes itself in comparison with the U.S. and other countries, through different forms of pop culture. *CL:* ASIA 222; *Offered in the winter biennially; M. Matsuda*

JAPN 263 Japanese Literature I

(In English translation) Japanese literature and poetry from antiquity to the early Meiji (mid-nineteenth century). A study of Japanese court poems, haiku, as well as novels and essays of the Heian period (794-1185), such as the tale of Genji, the historical novels of the succeeding era, the novels and plays of the Tokugawa era (1600-1868), and the literature of the early years of Meiji (1868-1911), when the influence of Western writers was beginning to be felt. *CL:* ASIA 263; *Offered occasionally; STAFF*

JAPN 270 Japanese Language and Culture

An examination of the relationship between the Japanese language and the cultural perceptions and dynamic interpersonal mechanism in Japan. After a brief overview of the historical background of the Japanese society and the predominant beliefs and key concepts about Japanese language and culture, this course will discuss such topics as family (uchi [in-group], soto [out-group]), gender (men's Japanese, women's Japanese, LGBT's Japanese), politeness (honorific, humble, neutral), gift-giving/receiving, and "loan words" from foreign languages, final-sentence particles, etc. by using various resources, such as films, documentaries, TV dramas, fashion magazines, anime, comic books, and on-line

journals or blogs written by non-Japanese living or studying in Japan. *Prereq:* JAPN 101 or the permission of the instructor; *CL:* ASIA 270; *Offered in the fall biennially; M. Matsuda*

JAPN 273 Japanese Literature II

(In English translation) The course examines the novels and poetry from the Meiji era to the present, including the works of Mori Ogai, Natsume Soseki, Akutagawa Ryunosuke, Tayama Katai, Tanizaki Jun'ichiro, Kawabata Yasunari, Mishima Yukio, Nosaki Akiyuki, Banana Yoshimoto, and Haruki Murakami. *CL:* ASIA 273; *Students may not earn credit for both JAPN 273 and JAPN 373; Offered in the spring biennially; STAFF*

JAPN 310 Advanced Japanese

Conversation/Reading

This course offers a bridge from intermediate to advanced Japanese. It is suitable for students who have completed JAPN 203 or students returning from study abroad programs. Course assignments will help students develop advanced proficiency in Japanese language in four fundamental language learning skills (i.e. speaking, reading, writing, and listening) while reviewing grammar points from first-year and second-year levels as needed. Students will acquire proper communicative skills in various social/cultural contexts (e.g. job interview). *Offered occasionally; STAFF*

JAPN 325 or JAPN 325E Modern Society in Japan

(In Japanese or English) This course focuses on the study of current political, economic and social issues in Japan. *Prereq:* JAPN 202 for JAPN 325; *sophomore standing or permission of the instructor for JAPN 325E; Offered occasionally; STAFF*

JAPN 330 Comparative and International Education: Japan, China, Korea, India and the United States

Introduction to the comparative method in the study of educational systems in different societies, focusing on Japan, China, India, and the U.S. Provides students with conceptual and methodological tools from the field of education and related disciplines—such as sociology, political science, anthropology, and economics—for

studying societal school systems in depth and making international and cross-cultural comparisons. *Prereq: EDUC 201, 202, or 203 or permission of the instructor; Offered occasionally; M. Matsuda*

JAPN 363 Japanese Literature I

See description for JAPN 263. Additional research component and consent of instructor required for 363. *Prereq: One literature course, or one 200-level ASIA or JAPN course, or permission of the instructor; CL: ASIA 363; Offered occasionally; STAFF*

JAPN 370 Japanese Language and Culture

See description for JAPN 270. Students who enroll in JAPN 370 complete additional requirements. *Prereq: JAPN 101 or permission of the instructor; CL: ASIA 370; Offered in the fall biennially; M. Matsuda*

JAPN 373 Japanese Literature II

See description for JAPN 273. Additional research component and consent of the instructor required for JAPN 373. *Prereq: One literature course, or one 200-level ASIA or JAPN course, or permission of the instructor; CL: ASIA 373; Students may not earn credit for both JAPN 273 and JAPN 373; Offered in the spring biennially; STAFF*

Journalism

Minor

Recent Internships and Job Placements

ABC News, New York
Annie Leibovitz Studio,
New York
Center for American Progress,
Washington DC
Charlotte Living magazine,
Charlotte, NC
Chicago Sun-Times, Chicago
Chicago Tribune, Chicago
CNN, Chicago
Hollywood Reporter, New York
Marietta Daily Journal,
Marietta, GA
Newsy/Media Convergence
Group, Columbia, MO
North Country Times,
San Diego, CA
Oliphant Press, New York
Patch.com, Milwaukee, WI
Patriot-News, Harrisburg, PA
Post-Gazette, Pittsburgh, PA
Princeton Packet, Princeton, NJ
Public Radio International,
Boston, MA
Register-Mail, Galesburg
Scripps-Howard Foundation
Wire Service, Washington
Spectrum Creative, Charlotte, NC
Star, Kansas City MO
Star-Press, Muncie, IN
WBEZ Public Radio, Chicago
Wisconsin Public Radio,
Milwaukee
WVIK Augustana Public Radio,
Rock Island, IL
WQAD/ABC-TV, Moline, IL
WTTW-11, Chicago Public
Television, Chicago

Program Committee

James Dyer, *Journalism*, chair
Christie Ferguson Cirone, *Journalism*
Michael Godsil, *Art*
Nick Regiacorte, *English*

Lecturers

Adriana Colindres, *Office of Communications*

Cooperating faculty from other programs

Monica Berlin, *English*
Cyn Fitch, *English*
Chad Simpson, *English*

Knox College has a long and close relationship with American journalism, particularly that strand of fearless investigation and public advocacy that we know as the “muckraking” tradition. The study of journalism at Knox draws inspiration and purpose from that tradition. Combining the strengths of a challenging liberal arts education with specialized courses and multi-platform presentations, journalism at Knox involves students in investigating, reporting and visually displaying and photographing real-life issues of local and national importance. It provides a strong preparation for entry into the profession and for graduate study.

The line of distinguished alumni journalists starts with Ellen Browning Scripps, Class of 1859, syndicated columnist and co-founder of several important American newspapers and the United Press International news agency. It includes Samuel S. McClure, Class of 1882, founder with several other Knox alumni of *McClure's Magazine* and publisher of all the famous Muckrakers; and John Huston Finley, Class of 1887, longtime editor-in-chief of *The New York Times*. A fourth important Knox-related figure, Carl Sandburg, won two Pulitzer Prizes, for his biographical work on Abraham Lincoln and for his poetry. He was also an important journalist in his own right, working for the *Chicago Daily News*. Today, this tradition is carried on by many print, multi-platform and broadcast journalists, including Bob Jamieson '65, news correspondent (retired), ABC Network News, winner of five National News Emmys and DuPont and Peabody awards as part of the ABC News team covering 9/11; Barry Bearak '71, former Southern Africa bureau chief, *The New York Times*, winner of both the 2002 Pulitzer Prize and George H. Polk Award for his outstanding reporting from Afghanistan; Alex Keefe '07, Morning News Producer, WBEZ/NPR Chicago, winner of two Illinois Associated Press Awards for Excellence in Broadcast Journalism; and Ryan Sweikert '11, reporter for the *Galesburg Register-Mail*, winner of a statewide award for Investigative Reporting, Illinois Associated Press Association.

The minor in journalism allows students to engage the issues, skills and particular knowledge of the field of journalism, within the twin contexts of the College's liberal arts curriculum and the problems and dynamics of the surrounding world. The program combines skills courses, where the emphasis is on different types of journalistic writing, on-line presentation, graphic video and on-line design and photography, and reflective courses examining the social and political role of the media. All courses build upon the foundation of liberal arts knowledge that students bring from their other coursework and their major field.

Journalism students at Knox learn how a community (Galesburg, Illinois) works and how to report and present it across varied media platforms. They also pursue stories of local, regional, and national significance through in-depth reporting. Students' news stories are regularly published in local daily and weekly newspapers as well as on local radio stations. In addition, many opportunities exist for on-campus involvement in student journalism. The College's student newspaper, *The Knox Student* (now with its companion web site), has operated continuously for more than 110 years and regularly garners awards at student press conferences at both the state and national levels. The student literary magazine, *Catch*, has been recognized four times as the finest small-college magazine in the country. In addition, WVKC, the college radio station, is an excellent outlet for students interested in broadcast journalism.

Departmental Learning Goals

Students completing a minor in Journalism will be able to:

1. (Reporting and Information-Gathering) Identify socially significant issues, formulate questions, and gather reliable information from a variety of sources and perspectives
2. (Written and Visual Communication) Synthesize information into timely, accurate and compelling communications of progressively increasing levels of complexity and sophistication, in textual and/or visual media
3. (Ethics of Journalism) Demonstrate an understanding of and commitment to the ethical foundations of journalistic practice, both to truth as a governing ideal and to the wellbeing of the community of which the journalist is a part
4. (Institutional & Social Contexts of Journalism) Demonstrate an understanding of the economic, political and cultural institutions and systems within which journalism as a profession is situated and which shape journalistic practice

Requirements for the minor

6 credits in Journalism, as follows:

- One introductory course in reporting-based journalism: JOUR 270
- One advanced course in reporting-based journalism: JOUR 345, 370, 371, or 374

Recent Graduate Study

Columbia University Graduate School of Journalism
 Indiana University School of Journalism
 Northwestern University, Medill School of Journalism
 Rutgers University School of Law
 University of Arizona School of Journalism
 University of Illinois Graduate School of Journalism
 University of Kansas, William Allen White Graduate School of Journalism
 University of Minnesota, Humphrey Institute of Public Affairs
 University of Missouri School of Journalism
 University of Texas School of Journalism

- One course on the institutional, social, and/or political contexts of journalism: JOUR 123, 222, 275
- Three additional electives in Journalism; ENG 206 and 306 may also be used. At least one of the elective credits must be at the 300-level. Repeatable courses may only be counted once, and only one credit of teaching assistantship (JOUR 248 or 348) may be counted.

Courses

JOUR 118 Graphic Design I

This course surveys the history, theory, and techniques of graphic design. Students learn the principles and techniques of contemporary design and image-making, using Mac platforms with Adobe CS software. *ARTS; C. Cirone*

JOUR 119 Digital Photojournalism I

Includes fundamentals of composition, proper exposure, and image editing processes. Readings and discussions concerning journalistic ethics in the age of digital image manipulation. Students may provide a suitable digital camera, or the college will have cameras for rental. PhotoShop software will be used to edit photos, but this is not primarily a course to learn PhotoShop. Weekly photo assignments and group critiques of class work. This course focuses on both technical competence and conceptual creativity. *ARTS; AC; Students may not receive credit for both JOUR 119 and ART 119; M. Godsil*

JOUR 123 The Centrality of Media

Media occupy an essential place in contemporary societies. Over the past two centuries they have become central to our economic, political, intellectual, cultural and personal lives, influencing virtually every type of social practice, processes of identity formation, and our common-sense understandings of the world. They are currently undergoing profound transformation in both technologies and corporate/institutional forms. This course seeks to provide tools for understanding media institutions and industries and becoming more empowered, self-aware and critical creators and consumers of media products. Students will employ a range of disciplinary lenses, including cultural studies, political economy, history, sociology, anthropology and critical theory. *HSS; SA; J. Dyer*

JOUR 218 Graphic Design II

This course will further develop graphic design skills with a focus on complex design problems. Current design trends will be studied, and students will learn the history, contexts and theory of design concept. They will also complete comprehensive design projects. *Prereq: JOUR 118 or permission of the instructor; C. Cirone*

JOUR 220 Typography: Designing with Type

Although technology has provided the tools to enable everyone to manipulate letters and words, we are not critically aware of how to successfully organize and shape typographic form. Organizing letters onto a page (or screen) is an elemental task of design. This course will help students build the skills and understandings necessary for work in typographic design. Studio assignments, readings, and discussions will expose students to foundational problems and methods. *Prereq: ART 110 or ART 112 or ART 115 or JOUR 118 or permission of the instructor; CL: ART 220; T. Stedman*

JOUR 222 Media and Politics

This course introduces students to the role of the media—newspapers, television, magazines, Internet—and its effects on public opinion and public policy. Students will gain a working knowledge of how the media work and how they influence—and are influenced by—the political world, particularly during elections. The course explores theoretical foundations of political communication, including framing, agenda setting, agenda building and branding, and gives students a strong practical knowledge of how to scrutinize media messages to discern what is reliable, credible news and what is not. *HSS; CL: PS 222; J. Dyer*

JOUR 270 The Mind of the Journalist: Newswriting and Reporting

This course introduces print journalism through an exploration of its mindset and fundamental forms. Writing- and reporting-intensive, it involves regular assignments for publication about local issues and events, with readings and class discussion. Focusing on Galesburg as a microcosm of reporting anywhere, students form the Knox News Team, meet with city officials and business leaders, and cover stories ranging from recycling to law enforcement to the arts. Articles are regularly printed in local daily and weekly newspapers and on-line venues. Topics include: story research; interviewing and developing sources; covering standard news beats; style and structure of news stories; fact-checking; meeting deadlines; journalism and the law. *HUM; CL: ENG 270; W; J. Dyer*

JOUR 272 Digital News: Information Gathering & Reporting for Print, Audio, Video, and the Web

This course teaches students to develop information-gathering skills needed for contemporary professional journalism. Students learn to report through interviewing and accessing public records. The class uses readings, lectures, discussions and writing labs to help students learn how to build stories and report them over multiple new media platforms, including emerging technology (blogging, photo/audio slide shows, digital presentations, video and tweeting). Instruction will include an emphasis on journalistic ethics and best practices. *J. Dyer*

JOUR 275 Media Law and Ethics

This course provides a foundation in the fundamental principles of mass media law and the ethical and legal issues relating to journalism today. Upon completion of this course, students should be able to understand the media case studies. They should be able to articulate relevant ethical and legal issues that govern the appropriate conduct—or lack thereof—of journalists in these case studies. Finally, they should be able to anticipate how media laws and ethics may evolve in the future amid the rapid changes of technology. *J. Dyer*

JOUR 345 Multimedia Journalism and Oral History

This course uses oral history and multimedia journalism to examine and record the history of various eras at Knox College and in Galesburg during the 1930s-1980s. Students will learn how to locate and interview subjects—from alumni to former area residents—and then collectively compile and edit the historical interviews in the context of other interviews and historical documents from local and regional archives. The final multimedia project will be published online. *Prereq: JOUR 270 or JOUR 272 or permission of the instructor; J. Dyer*

JOUR 349 Internship in Journalism (1/2 or 1)

Internships in journalism are designed to give students practical, applied experience in an aspect of journalism related to their career interests. These internships are student-initiated and, in most cases, the internship site is identified by the student rather than the supervising faculty member. Part of the internship experience requires the student to produce written work that is evaluated by the Knox faculty member. *Prereq: junior standing or permission of the instructor; STAFF*

JOUR 370 Feature Writing and Narrative Journalism

Students study the feature article, its distinguished history—including the birth of the Muckrakers at Knox College—and its alternative forms, including the underground press and “new journalism” beginning in the 1960s, narrative journalism, and online story-telling today. Students also produce professional quality feature stories, some in narrative journalism form, drawing on a broad range of communication skills, including critical thinking, reporting, research, writing and edition. *Prereq: JOUR 270 or permission of the instructor; CL: ENG 370; W; STAFF*

JOUR 371 In-Depth Reporting

Passionate, fact-based investigative news stories can have a profound impact on society, as the history of *McClure's Magazine* and the Muckrakers demonstrates. In this course, students work in teams on locally based topics of national signifi-

Journalism

cance to produce a substantial investigative story of publishable quality. Students confer with subject-area mentors who provide guidance in research and understanding the technical, scientific or other specialized issues involved. The course involves substantial background research and interviewing, in addition to writing a major investigative feature story. *Prereq: JOUR 270 or permission of the instructor; CL: ENG 371; W; J. Dyer*

JOUR 374 Topics in Investigative Journalism

Topics vary from term to term as does the media platform in which the story or stories are told.
CL: ENG 394; STAFF

Latin American Studies

Program Committee

Julio Noriega, *Modern Languages and Literatures*, chair
Jessie Dixon-Montgomery, *Modern Languages and Literatures*
Gregory Gilbert, *Art and Art History*
Fernando Gómez, *Modern Languages and Literatures*
Konrad Hamilton, *History*
William Hope, *Anthropology/Sociology*
Frederick Hord, *Africana Studies*
Karen Kampwirth, *Political Science*
Jerome Miner, *Modern Languages and Literatures*
Antonio Prado, *Modern Languages and Literatures*
Robin Ragan, *Modern Languages and Literatures*
Magali Roy-Féquièrre, *Gender and Women's Studies*

The major and minor in Latin American Studies are designed to help students better understand and act in an increasingly interconnected world. Through courses and a final integrating project, students gain an appreciation of the culture, history, politics, economics and literature of the region. Students explore the range of dilemmas that face all of Latin America, as well as the diversity of Latin American countries, whose linguistic, ethnic, cultural and political differences are sometimes as great as their similarities.

The major and minor are appropriate for students in a variety of majors. Scientists with interests in environmental issues can benefit from an understanding of social issues that shape the debate over degradation of the region's rainforests. Social science majors can expand their understanding of political and cultural factors that shape economic development in countries whose economies are increasingly integrated with that of the United States. Educational Studies students can gain knowledge which will assist in their teaching U.S. students from diverse backgrounds, increasing numbers of whom are immigrants from Latin America or of Latin American descent.

Latin American Studies majors are required to, and minors are strongly encouraged to participate in a study-abroad program, such as Knox's Argentina program. The student's understanding of the region and facility in Spanish is deepened immeasurably by living and studying with Latin Americans. Credits earned in off-campus programs may be applied to the major or minor with the program chair's approval.

Departmental Learning Goals

We are committed to these goals because we believe that cross-cultural knowledge will make our graduates better human beings.

Our goals are that students reach a greater understanding of language, literature, and social sciences. These are our expectations:

Major and Minor

Recent Student Achievements

Field research in Argentina on women's rights and politics
Field research in Peru on public attitudes toward the Shining Path
Field research in Guatemala on Mayan refugee communities
Field research in El Salvador on liberation theology and community development
Field research in Mexico on the Mexican army and the Zapatistas in Chiapas
Field research in Argentina on women and journalism
Field research in Mexico on Maya identity and tourism
Field research in Argentina, Uruguay and Chile on gay identity
Field research on drug cartels and the transformation of the Mexican state
M.A., Latin American Studies, Ohio University
Peace Corps volunteer in Guatemala

Recent Off-Campus Study

Cusco, Peru
Buenos Aires, Argentina
San José, Costa Rica
Managua, Nicaragua

Recent Internships

Carter Center, Atlanta

Related Co-Curricular Clubs and Activities

Estudiantes sin Fronteras/
Students Without Borders
Lo Nuestro
Casa Latina
Spanish Table
Spanish Club

Students with a Latin American Studies major will:

1. Demonstrate Spanish language competency at the advanced college level.
2. Be able to analyze current and historical events in Latin America.
3. Be able to analyze Latin American cultural products and expressive practices such as literature, art, music, and cinema.
4. Demonstrate cultural flexibility and resourcefulness within a different cultural context than their own.
5. Articulate the values, beliefs, and customs that underlie everyday life in at least one specific location in Latin America.

Writing and Oral Presentation

Writing: Students majoring in Latin American Studies will be able to:

- Write carefully reasoned and crafted essays on Latin American subjects such as its culture, literature, history, economy and politics.
- Produce a professional quality research paper on a Latin American topic in history/social science or the humanities.

At the 100 level (LAST 122), students demonstrate a basic understanding of the content of daily readings and do in-depth historical, economic and political analysis through essay exams. At the 200 level (LAST 230B-E and LAST 235), students use close-reading techniques, and formal literary analysis, integrating textual support to articulate in extensive and comprehensive essays how human interactions and historical processes influence everyday practices. Finally at the 300 level (LAST 399), students conduct capstone research to deepen their understanding of a question in Latin American Studies of their choosing.

Oral Presentation: Students majoring in Latin American Studies will be able to:

- Discuss and present on Latin American subjects such as its culture, literature, history, economy and politics.
- Prepare, organize and deliver oral presentations about their research findings on a Latin American topic in history/social science or the humanities.

At the 100 level (LAST 122), through discussions, paired questions, debates and presentations in class, students come to appreciate how each methodology (including historical analysis, textual analysis, and ethnography) shapes answers to questions. At the 200 level (LAST 230B-E and LAST 235), students articulate through small group discussions how human interactions and historical processes influence everyday practices. Lastly at the 300 level (LAST 399), students share their capstone research findings of a question in Latin American Studies as a final presentation.

Requirements for the major

10 credits as follows:

- PS 122 or HIST 121
- Two of the following: SPAN 230B, 230C, 230D, 230E
- Six electives on Latin American topics (two must be in History/Social Science; two must be 300 level; and three must be taught in Spanish).
- A one-credit senior capstone project (LAST 399 or 400)
- In addition, all Latin American Studies majors must participate in the Knox College program in Buenos Aires, some other approved study abroad program in a Latin American country, or an equivalent experience of at least a trimester in duration (such as an internship or an independent study) in a Latin American country.

Requirements for the minor

5 credits as follows:

- Two credits in Latin American Studies chosen from the group of courses below*
- Two credits in Latin American Studies chosen from the group of courses below**
- One additional course in Latin American Studies.
- At least one of the above courses should be at the 300 level.
- Demonstrated competence in Spanish (such as by completing a 200-level Spanish course)
- A project or paper in which the student analyzes some question in Latin American Studies.

The project can be completed through:

- an Honors project;
- an independent study (1 or 1/2 credit); or
- approved course work (i.e., a paper or other project completed within a non-Latin American Studies course that addresses a Latin American topic).

Other courses on Latin American topics, such as those taken in a study abroad program, may also count toward the major and minor. Consult the Chair for approval.

*LAST 121, LAST 122, LAST 227, LAST 231, LAST 234, LAST 237, LAST 260, LAST 263, LAST 314, LAST 326, LAST 334

**LAST 221, LAST 230B-E, LAST 235, LAST 238, LAST 240, LAST 305, LAST 306, LAST 309, LAST 335, LAST 337

The student is encouraged to consider basing the project or paper on research conducted during field work in Latin America (methods utilized in field work could include interviews, participant-observation, volunteer work, media analysis, photography, literary or artistic work). Field work can take place in the context of a formal program or informal travel. Alternatively, the project or paper can be based on library work. The choice of the project must be made in consultation with the chair of the Latin American Studies minor.

Courses

LAST 122 Introduction to Latin American Politics

See description of PS 122. *HSS; PI; SA; CL: PS 122; DV; K. Kampwirth*

LAST 221 Native Arts of the Americas: Their History and Cultural Legacy

See description of ART 221. *HUM; Prereq: ART 105, ART 106, or permission of the instructor; CL: ART 221; W; DV; G. Gilbert*

LAST 227 Women and Latin American Politics

See description of PS 227. *HSS; Prereq: one course in social science or gender and women's studies required; CL: GWST 227, PS 227; W; DV; SA; K. Kampwirth*

LAST 230 B-E Culture of the Spanish-Speaking World

See description of SPAN 230B-E. *O; LAST 230B-E cross-listed in SPAN; LAST 230B-E are PI; STAFF*

LAST 231 Populism in Latin America

See description of PS 231. *HSS; Prereq: One previous Political Science or History course; CL: PS 231; DV; W; PI; SA; K. Kampwirth*

LAST 234 Culture and Identity in the Caribbean

See description of ANSO 234. *Prereq: two courses in ANSO or permission of the instructor; CL: ANSO 234; W. Hope*

LAST 235 Introduction to Spanish Literatures

See description of SPAN 235. *HUM; CL: SPAN 235; STAFF*

LAST 237 Music and Culture in the Americas

See description of ANSO 237. *Prereq:* ANSO 102 or ANSO 237 or permission of the instructor; *CL:* ANSO 237; *DV;* *W.* Hope

LAST 238 Latin American Women Writers

See description of GWST 238. *HUM;* *Prereq:* sophomore standing; *CL:* GWST 238; *DV;* *M. Roy-Féquièrè*

LAST 240 Caribbean Literature and Culture

See description of AFST 240. *Prereq:* sophomore standing or permission of the instructor; *CL:* AFST 240; *M. Roy-Féquièrè*

LAST 260 African Dimensions of the Latin American Experience

See description of AFST 260. *Prereq:* ENG 102 or permission of the instructor; *CL:* AFST 260; *F. Hord*

LAST 263 Slavery in the Americas

See description of HIST 263. *HSS;* *CL:* AFST 263, HIST 263; *DV;* *K. Hamilton, M. Roy-Féquièrè*

LAST 305 Spanish American Literature Through Modernismo

See description of SPAN 305. *Prereq:* equivalent of SPAN 235 or permission of the instructor; *CL:* SPAN 305; *T. Foster*

LAST 306 Twentieth Century Spanish-American Literature

See description of SPAN 306. *Prereq:* equivalent of SPAN 235 or permission of the instructor; *CL:* SPAN 306; *J. Dixon-Montgomery, T. Foster*

LAST 307 Identity and Alterity in Latino Literature and Culture

See description for SPAN 307. *CL:* SPAN 307; *Prereq:* SPAN 230C and SPAN 235 or equivalent or permission of instructor; *DV;* *STAFF*

LAST 309 Contemporary Latin American Cinema

See description of SPAN 309. *Prereq:* SPAN 235; *CL:* FILM 309, SPAN 309; *A. Prado del Santo*

LAST 326 Comparative Revolution

See description of PS 326. *HSS;* *Prereq:* previous 200 or 300 level work in social science or history required; *CL:* PS 326; *W, DV;* *PI;* *K. Kampwirth*

LAST 334 LGBT Politics in Latin America

See description of PS 334. *Prereq:* Sophomore standing; *CL:* PS 334; *DV;* *W;* *PI;* *K. Kampwirth*

LAST 335 “Afridentity” and “Hispanity” in Caribbean Literature from the 19th Century to the Present

See description of SPAN 335. *Prereq:* SPAN 235 or equivalent or permission of the instructor; *CL:* AFST 335, SPAN 335; *STAFF*

LAST 399: Independent Research in Latin American Studies

An independent study course in which, under the direction of a faculty member, students conduct research on a Latin American topic in history/social science or the humanities. Through the development of the capstone research project, students will deepen their understanding of a question in Latin American Studies of their choosing. As part of the research process, students will submit a formal proposal, review and analyze specialized bibliographical sources, generate a hypothesis, and then present conclusions in a final paper responding to the feedback of the faculty member. *Offered annually;* *STAFF*

Program Advisor

Lane Sunderland, *Political Science*

Thomas Bell, *Political Science*

A liberal arts education is a superb foundation for the study and practice of law. At Knox, this education includes study across the humanities, sciences, and social sciences and opportunities for research and internships. This preparation develops reasoning, writing and analytical skills, as well as capacities for human interaction and effective oral and written communication. All of these skills are essential to the successful study and practice of law. Students interested in law are not restricted to any one major. Working with an advisor in the major, as well as with Knox's pre-law advisor, students complement their major with courses across the curriculum that prepare them for admission to law school and for the study and practice of law. Study in the areas of constitutional law, accounting, writing and symbolic logic, for example, have proven helpful to students who attend law school. Students with an interest in law are urged to consult early with the pre-law advisor to guide them in their course selection.

Illinois JusticeCorps Program

JusticeCorps is a joint program between the Illinois Bar Foundation and AmeriCorps that is intended to assist pro se litigants who have need of direction in utilizing the resources of the justice system. Knox students serve in the Knox County Courthouse helping people find the proper office or courtroom, assisting individuals in finding and completing appropriate forms, and assisting them in filing paperwork with the Circuit Clerk's Office. Students deal with issues such as uncontested divorces, orders of protection, civil stalking, name changes, evictions, and small estate affidavits. Students do not give legal advice, but do provide essential help to individuals who need help in moving through the legal process. Upon completion of their service in JusticeCorps, students receive an educational stipend and are certified as having served in JusticeCorps.

Interested students should contact Professor Lane Sunderland, Pre-Law Advisor or Karrie Heartlein, Director of Government Relations.

Knox-Columbia and Knox-University of Chicago Cooperative Programs

Knox has cooperative programs with the law schools of Columbia University and the University of Chicago that allow carefully selected juniors to cut one year off the traditional number of years required to earn a Bachelor of Arts degree and a Juris Doctor degree. What ordinarily would take seven years (college and law school) can be completed in six through the cooperative program.

Pre-Professional & Cooperative Program

Prominent Knox Graduates in Law

Edward Adams '85, Professor of Law, University of Minnesota Law School

William H. Colby '77, Attorney, argued the Cruzan "right to die" case before the United States Supreme Court in 1989.

Matthew Doscotch '94, Patent Attorney, Zimmer, Inc., Minneapolis

Donald F. Harmon '88, Illinois State Senator

Janet Koran '71, former General Counsel, YMCA of the USA
Susan Greenberg Lahne '70, Clerk for U.S. Supreme Court Justice Harry Blackmun

John Podesta '71, Adjunct Professor, Georgetown University Law Center, former White House Chief of Staff

Margaret Ryan '85, Judge, U.S. Court of Appeals for the Armed Forces; Clerk for U.S. Supreme Court Justice Clarence Thomas

David Schulz '74, Attorney and Partner, Ballard Spahr, New York

Charles R. Smith '84, Attorney and Partner, Leads Litigation Group, Skadden, Arps, Slate, Meagher, and Foam, Chicago; Chair, Knox College Board of Trustees

Roger L. Taylor '63, Retired Partner, Kirkland and Ellis, Chicago and former President of Knox College

Law Schools recently attended by Knox graduates

American University
Arizona
Boston College
Duke University
Georgetown University
George Washington University
Harvard University
Indiana University's Maurer School of Law
Northwestern University
University of California, Berkeley
University of California, Irvine
University of Chicago
University of Illinois
University of Iowa
University of Leicester
Loyola University of Chicago
Maryland
Minnesota
Southern Methodist University
University of Texas
University of Vermont
University of Virginia
University of Wisconsin
Washington and Lee
Washington University
William and Mary

Students interested in the 3-3 program in law should fulfill College requirements and required courses within their major before entering law school. They should also take the Law School Admission Test during their junior year.

The 3-3 program toward the B.A./J.D. is limited to students with outstanding academic credentials. Besides demonstrating a high degree of intellectual competence and a capacity to handle legal concepts and materials, nominees must also possess qualities of leadership and maturity that show promise for outstanding professional service. The program at Columbia, operated in conjunction with a select number of undergraduate colleges, offers a unique opportunity for interdisciplinary legal education, after the completion of which the Juris Doctor degree is awarded. Students interested in these cooperative programs should consult early with Professor Sunderland to ensure appropriate course selection and planning.

Knox College Law Scholars Program

Knox has established a collaborative program with Indiana University's Maurer School of Law. Knox applicants to the law school would receive up to \$75,000 in scholarship aid if they meet the requirements established for the award. Knox College Law Scholars would also have a mentoring relationship with an upper-class student and with a graduate of Maurer School of Law. Interested students should contact Professor Sunderland.

Faculty and professional interests

Pedro Teixeira, chair

Commutative algebra, algebraic geometry

Mary Vlastnik Armon, Associate Dean

Number theory, analysis

Ole J. Forsberg

Probability, statistics, statistical modeling, electoral forensics

Kevin Hastings

Probability, statistics, operations research, financial mathematics

Andrew Leahy

Group representation theory, history of mathematics

Dennis Schneider

Real and complex analysis, functional analysis

The Department of Mathematics offers a rigorous core curriculum that challenges students to think abstractly, recognize and generalize patterns, communicate ideas, and define and solve problems. In addition, mathematics students can explore exciting developments in this rapidly changing field through special topics courses and independent research in areas such as game theory, algebraic geometry, machine learning, and cryptography.

Mathematics students begin with a solid foundation in calculus, linear algebra, analysis, and abstract algebra, before proceeding to a variety of advanced courses and independent work. All mathematics majors are also required to finish an independent research project leading to a public presentation before they graduate. Some opt for a year-long honors project in the department instead. Recent research and honors projects have dealt with a wide array of topics such as measure theory and financial mathematics, analytic and numerical solutions to partial differential equations, machine-learning, survival analysis, and differential algebra. In addition, students have assisted with curriculum development projects centered around Mathematica, a computing environment for doing mathematics that is used extensively in introductory as well as advanced mathematics courses.

The department also offers a major in the area of Financial Mathematics. This field of study focuses on the properties of investment objects, investor's and firm's attitudes toward risk, and the consequences to individual investor behavior as well as that of the whole market. It is a subject of much current interest, both theoretical and practical, which combines mathematical reasoning with economic insights. Coursework in Financial Mathematics provides a solid stepping stone to careers in the actuarial field. Note: the major in Financial Mathematics will be suspended, and will not be available to students graduating in the Spring term of 2023.

Mathematics and Financial Mathematics majors have completed distinguished graduate programs in mathematics, computer

Capstone Work

Mathematics majors are required to participate in a research project and produce a talk and a paper on the topic. Examples of recent projects:

- “Applications of Differential Algebra—Proving Liouville’s Theorem”
- “Elliptic Equations and the Finite-Element Method”
- “Integer Programming Algorithms”
- “Machine Learning—Companies’ Values Assessment”
- “Survival Data Analysis—Statistical Methods”

Recent Student Achievements

- Rothwell Stephens Scholarship
- Carr Prize
- Junod Prize
- Graduate Fellowships at the University of Michigan, University of Iowa, Massachusetts Institute of Technology, University of North Carolina, and Purdue University

Recent Off-Campus Study

- Budapest, Hungary

Recent Internships

Citibank
Delaware Investments
Kemper Companies
KMM Trading
Harris Bank
Nielson Media Research
Oak Ridge National Laboratory
Parliament of Myanmar
State Farm Insurance

Recent Honors Projects

“Distributions”
“Measure Theory and Financial Mathematics”
“A Model of Multilevel Selection Theory in Sexually Reproducing Species”
“Risk Management in Banking”
“Szpiro’s Result Showing the Local Complete Intersection Curves in Affine 3-Space are Set-Theoretic Complete Intersections”
“Financial Asset Trading by Insiders”
“Using Predictive Analytics to Improve Student Retention at Knox College”

science, statistics, economics, biomathematics, engineering and operations research. Other graduates have become respected teachers, or have been sought out by computer and consulting firms, insurance companies, actuaries, banks and government agencies.

In recent years, with the advent of widely available, huge sets of data, it has become essential for students to have the necessary skills to turn data into information, and thereby, into action. Therefore the study of statistics has become more important than ever for an enlightened society. The minor in Statistics (see the Statistics catalog page) serves as a fitting companion to a number of majors for which statistical analysis is an essential part, including Political Science, Economics, Psychology, Educational Studies, Biology, and many other fields of inquiry.

Departmental Learning Goals

Students completing a major in Mathematics will be able to:

1. Reason logically and demonstrate complex problem-solving skills
2. Demonstrate competency in the core of the discipline
3. Communicate effectively in the language of the discipline
4. Demonstrate a knowledge of how to use technology to support investigation

Students completing a major in Financial Mathematics will:

1. Apply the concept of randomness appropriately to financial modeling
2. Demonstrate understanding of the nature of financial quantities and the mathematical and economic relationships between them
3. Combine economic reasoning with mathematical rigor to solve problems
4. Write and speak correctly in the language of the discipline of Financial Mathematics

Writing and Oral Presentation

Writing: Starting in MATH 152, students will be taught how to write solutions to problems in a logically ordered and concise manner, using proper English and proper mathematical language and notation, and will be expected to demonstrate those skills in selected problems. In 200-level courses such as MATH 205 and MATH 210, students will in addition be introduced to simple mathematical proofs, and will be expected to write selected proofs on their own. In MATH 231 and MATH 241, students will learn how to write more elaborate mathematical arguments; this knowledge will be used and further developed in other 300-level courses. Finally, as part of their senior research experiences, students will be required to write full-fledged mathematical papers. In all of the above, students will receive detailed feedback and will be required to revise their work, acting on the suggestions they received.

Oral Presentation: In 100-level courses, students will be asked to present their solutions to problems to small groups of students. In 200-level courses, students will be asked to present proofs or solutions to problems on the board in front of the entire class, or to the instructor in his or her office. In selected 200- and 300-level courses, students will be asked to give short 20-30 minute presentations to the class. Finally, as part of their senior research experience, students will be required to give full-fledged 50-minute talks to the members of the Mathematics Department and students.

Requirements for the majors

Mathematics – Bachelor of Arts

11 credits as follows:

- Six core courses: MATH 152, MATH 185, MATH 205, MATH 210, MATH 231, MATH 241
- Electives: Four additional courses numbered 175 or higher, with at least one numbered above 300
- Research Experience: Each student must complete a research project leading to a written and oral presentation. This requirement may be fulfilled through MATH 361, MATH 399, or an honors project, and must be certified by the department chair.

Mathematics – Bachelor of Science

15 credits as follows:

- Eight core courses: MATH 152, MATH 185, MATH 205, MATH 210, MATH 230, MATH 231, MATH 241, MATH 321
- Electives. Four additional courses, with at least one numbered above 300, selected from the following list: MATH 211, MATH 215, MATH 217, MATH 225, MATH 313, MATH 322, MATH 325, MATH 331, MATH 332, MATH 333, MATH 341, MATH 342
- Research Experience. Each student must complete a research project leading to a written and oral presentation. This requirement may be fulfilled through MATH 361, MATH 399, or an honors project, and must be certified by the department chair.
- CS 141 or another programming course approved by the department chair.
- One additional course selected from the following list: BIOL 331, CHEM 321, CS 142, PHYS 130, or any full-credit Physics course numbered above 200

Financial Mathematics

10.5-11 credits as follows:

- Three core courses: MATH 152, MATH 185, MATH 205
- Introductory Financial Mathematics: MATH 227
- Mathematical Statistics: MATH 321, MATH 322
- Economics: Two courses from: ECON 110, ECON 301, BUS 211, 212, BUS/ECON 333
- Related coursework: 1 additional course from: MATH 210, MATH 215, MATH 230, MATH 325, CS 142, CS 205
- Advanced Mathematical Finance: MATH 327
- Research Experience: Each student must complete a research project leading to a written and oral presentation. This requirement may be fulfilled through MATH 361 (0.5 or 1.0 credit), MATH 399, or an honors project, and must be certified by the department chair.

With permission of the chair, up to two credits in related studies outside the department may be counted toward electives in the major.

Note: the major in Financial Mathematics will be suspended, and will not be available to students graduating after the Spring term of 2023.

Requirements for the minor

5 credits as follows:

- MATH 152, MATH 185, MATH 205
- Two additional mathematics courses numbered 175 or higher, with at least one chosen from: MATH 210, MATH 216, MATH 217, MATH 218, MATH 231, MATH 241

Suggested coursework for various career paths

Students intending to enter graduate school in Mathematics should complete all of MATH 211, MATH 215, MATH 230, MATH 313, MATH 331 and 333, and MATH 341 and 342.

Students intending to pursue graduate study in Applied Mathematics should take all of MATH 215, MATH 230, MATH 321 and 322, MATH 331 and 333.

Students who wish to pursue graduate study in Financial Mathematics or a related field should take all of MATH 210, BUS/ECON 333, CS 142, MATH 230, MATH 231 and 331.

Students who are considering graduate study in Statistics should take a strong program in mathematics that includes MATH 151 and 152, MATH 205, MATH 210, MATH 321 and 322, and MATH 231 and 331.

Students interested in the actuarial profession should take introductory micro- and macroeconomics, MATH 151 and 152, MATH 205, MATH 210, MATH 227, and MATH 321 and 322.

Students who wish to teach at the secondary level should complete MATH 175, MATH 216, MATH 217, MATH 218, and MATH 321 and 322.

Courses

MATH 121 Mathematical Ideas

An introduction to the history and concepts of elementary mathematics. Topics may include: properties of number systems, geometry, analytic geometry, mathematical modeling, and probability and statistics. Designed for non-majors. *QSR; MP; QR; Offered every year, usually WI and SP; STAFF*

MATH 123 Math for Quantitative Disciplines

A foundational course for students pursuing further studies in fields which employ statistics, applied calculus, or discrete mathematics. The course will cover the elements of statistics and probability, functions and equation solving, finance, optimization, and logic in an applied context. *Offered every year, usually FA and SP; QR; STAFF*

MATH 131 Functions

An introduction to the concept of a function and its graph. Polynomial and rational functions, logarithmic and exponential functions, and trigonometric functions. Examination of the

relationship between algebraic and graphical formulations of ideas and concepts. *QSR; QR; Prereq: 3 years college preparatory mathematics or permission of the instructor; Credit cannot be earned for both MATH 131 and CTL 130; STAFF*

MATH 145 Applied Calculus

A brief survey of differential and integral calculus from an applied perspective, including some material from multivariate calculus. Mathematical modeling with functions, derivatives, optimization, integration, elementary differential equations, partial derivatives. *QSR; QR; Prereq: Appropriate math placement level or MATH 131; Offered every year, usually FA and WI; STAFF*

MATH 151 Calculus I

An introduction to the theory and applications of the differential calculus. Limits, continuity, differentiation, approximation, and optimization. *QSR; QR; Prereq: MATH 131 or three years of college preparatory mathematics, including trigonometry, and appropriate placement level; Offered every year, FA and WI; STAFF*

MATH 152 Calculus II

A continuation of MATH 151. An introduction to the theory and applications of the integral calculus as well as an introduction to infinite series and parametric equations. *QSR; QR; Prereq: MATH 151; Offered every year, WI and SP; STAFF*

MATH 175 Discrete Mathematics

A study of discrete mathematical structures. Logic and proof, set theory, relations and functions, ideas of order and equivalence, and graphs. *QSR; QR; Prereq: MATH 151 or equivalent, or CS 141 together with MATH 131 or equivalent; Offered every year, SP; STAFF*

MATH 185 Introduction to Linear Algebra

An introduction to the fundamental properties of matrices, vector spaces, and linear transformations, with applications to a variety of disciplines. Course topics include systems of linear equations, matrix arithmetic, spanning, independence, bases, dimension, inner products, orthogonality, projections, eigenvalues and eigenvectors, and diagonalization. Applications may include least squares estimation, discrete dynamical systems, economic input-output models, and linear programming. *QR; Prereq: Math 131 or higher, or permission of the instructor; Offered every year; STAFF*

MATH 205 Calculus III

An introduction to the calculus of functions of several variables and vector-valued functions. Limits, continuity, differentiation, and multiple integration. *QSR; QR; Prereq: MATH 152 or permission of the instructor; Offered every year, FA and SP; STAFF*

MATH 210 Linear Algebra I

A study of the fundamental properties and applications of finite dimensional vector spaces, linear transformations, and matrices. Spanning, independence, bases, inner products, orthogonality, eigenvalues and eigenvectors, diagonalization. *Prereq: MATH 152 and MATH 185 or permission of the instructor; Offered every year; STAFF*

MATH 211 Linear Algebra II

A continuation of MATH 210. A more abstract study of vector spaces and linear transformations. Spectral and Jordan decomposition theorems. Applications. *Prereq: MATH 205 and MATH 210; Offered occasionally; D. Schneider*

MATH 215 Vector Calculus

A study of vector fields and the calculus of vector differential operators (gradient, divergence, curl, Laplacian), potential functions and conservative fields, line and surface integrals, the theorems of Green, Gauss, and Stokes. Applications. *Prereq: MATH 205; Usually offered in alternate years; STAFF*

MATH 216 Foundations of Geometry

A study of the axiomatic structure and historical development of two-dimensional geometry, with an emphasis on proofs. Incidence geometry, geometry of flat and curved spaces, projective geometry, and Euclidean models for hyperbolic geometry. Historical implications of the existence of non-Euclidean geometries. *Prereq: MATH 152; A. Leahy*

MATH 217 Number Theory

A study of the properties of the natural numbers. Prime numbers, divisibility, congruences, Diophantine equations, and applications to cryptography. *Prereq: MATH 152; Offered in alternate years, usually FA; M. Armon*

MATH 218 History of Mathematics

A study of the evolution of mathematical ideas from ancient to modern times. *Prereq: MATH 152; A. Leahy*

MATH 225 Linear Models and Statistical Software

This course develops further the ideas and techniques that were introduced in STAT 200 relative to regression modeling and experimental design, understood as instances of a matrix linear model. In addition, the student becomes familiar with at least one leading statistical package for performing the intensive calculations necessary to analyze data. Topics include linear, non-linear, and multiple regression, model-building with both quantitative and qualitative variables,

Mathematics

model-checking, logistic regression, experimental design principles, ANOVA for one-, two-, and multiple factor experiments, and multiple comparisons. *QR; Prereq: STAT 200, MATH 145 or 151, and MATH 185; CL: STAT 225; Offered every year; O. Forsberg*

MATH 227 Introductory Financial Mathematics

An introduction to the mathematics of finance including interest, present value, annuities, probability modeling for finance, portfolio optimization, utility theory, and valuation of bonds, futures and options. *Prereq: MATH 152 or permission of the instructor; Offered in alternate years, usually FA; K. Hastings*

MATH 230 Differential Equations

A study of equations involving functions and their derivatives. First and second order equations, linear algebra and systems of linear differential equations, numerical and graphical approximations, and elementary qualitative analysis. *Prereq: MATH 205; MATH 185 recommended; Offered every year, SP; STAFF*

MATH 231 Foundations of Analysis

Foundations of Analysis is a bridge or transitional course from calculus to analysis. Careful attention is devoted to learning to read and write proofs, by carefully developing some of the basic concepts of calculus, such as limits, continuity, differentiation, integration, and convergence of sequences and series of numbers and functions. *Prereq: MATH 185 and MATH 205; Offered in alternate years; STAFF*

MATH 241 Foundations of Algebra

An introduction to the study of the most ubiquitous algebraic structures—groups and rings—emphasizing the common themes in their study, namely morphisms, substructures, and quotient structures. This course introduces students to rigorous mathematics and demonstrates the power of abstraction, while developing the necessary background on logic, sets, functions, relations, and proof techniques. *Prereq: MATH 185 and one of the following: MATH 175, MATH 210, MATH 217, MATH 231; Offered in alternate years; STAFF*

MATH 313 Topology

A rigorous study of the fundamental ideas of point-set topology. Metric spaces, topological spaces, separation, compactness, connectedness, homeomorphism. *Prereq: MATH 231 or MATH 241; Offered occasionally; STAFF*

MATH 321 Mathematical Statistics I

An advanced study of probability theory. Sample spaces, random variables and their distributions, conditional probability and independence, transformations of random variables. *Prereq: MATH 185 and MATH 205; W; Usually offered every year, FA or WI; K. Hastings, O. Forsberg*

MATH 322 Mathematical Statistics II

A rigorous study of the theory of statistics with attention to its applications. Point and interval estimation, hypothesis testing, regression and correlation, goodness-of-fit testing, analysis of variance. *Prereq: MATH 321; Offered in alternate years, usually WI or SP; K. Hastings, O. Forsberg*

MATH 325 Introduction to Operations Research

A rigorous treatment of methods and algorithms for optimization problems, with applications to business and economics and other areas. Networks, linear programming, Markov chains, Poisson processes, queueing theory, dynamic programming. *Prereq: MATH 321; Offered occasionally; K. Hastings*

MATH 327 Advanced Financial Mathematics

Continued study of the key mathematical ideas and techniques of Financial Mathematics. Cox-Ross-Rubinstein model of asset prices, Brownian motion models for continuous time problems, parameter estimation, optimal portfolio consumption problem, exotic options, dynamic programming approach to valuation of derivative assets, Black-Scholes option valuation. *Prereq: MATH 227 and MATH 321, or permission of the instructor; Offered in alternate years; K. Hastings*

MATH 331 Analysis I

A rigorous study of the concepts of continuity, differentiation, integration, and convergence in one variable. *Prereq: MATH 231 or permission of the instructor; W; Usually offered in alternate years; D. Schneider*

MATH 332 Analysis II

A continuation of MATH 331. A rigorous study of the concepts of calculus in higher dimensions. *Prereq: Offered occasionally; QL; D. Schneider*

MATH 333 Complex Analysis

A rigorous study of analytic functions and their properties. The Cauchy-Riemann equations, Cauchy's Theorem, Taylor and Laurent expansions, the calculus of residues, conformal mappings, and harmonic functions. *Prereq: MATH 231; Usually offered in alternate years; D. Schneider*

MATH 341 Abstract Algebra I

A rigorous study of the fundamental notions of abstract algebra. Groups, rings, integral domains, and fields. *Prereq: MATH 241 or permission of the instructor; W; Usually offered in alternate years; STAFF*

MATH 342 Abstract Algebra II

A continuation of MATH 341. A rigorous study of more advanced topics such as Galois theory, modules and vector spaces. *Offered occasionally; STAFF*

MATH 360 Research in Mathematics I (0 or 1/2)

MATH 360-361 is a sequence of two courses in which students engage in guided research of a topic not normally covered elsewhere in the curriculum. Students produce written reports of their work, and do public oral presentations. MATH 361, if taken for 1/2 credit must build on the experience of another course in mathematics numbered 211 or above. *Prereq: MATH 231 or 241. Financial Mathematics majors who have not taken MATH 231 or 241 must have taken MATH 321; STAFF*

MATH 361 Research in Mathematics II (1/2 or 1)

Prereq: MATH 360 or permission of instructor; Total credit for MATH 360-361 not to exceed 1 credit; O; STAFF

MATH 399 Seminar in Mathematics

An advanced study of a special topic in mathematics not substantially covered in the regular curriculum. Emphasis on student presentations and independent writing and research. Students

submit a major paper and give a public lecture. Recent topics include optimization theory, simulation, and the history of mathematics.

Prereq: MATH 231 or 241 and senior standing or permission of the instructor; O; Offered occasionally; STAFF

Medicine

Pre-Professional & Cooperative Program

Prominent Knox Graduates in Medicine

- Dr. Maria Barilla-LaBarca '90,
Physician-Rheumatology,
North Shore University
Hospital, Manhasset NY
- Dr. Valerie A. Cwik '77,
Neurologist, Muscular
Dystrophy Association Vice-
President, Research and
Medical Director, Tucson
- Dr. Stephen Hazelrigg '80,
Chairman of Cardiothoracic
Surgery, SIU School of
Medicine
- Dr. Marc Martel '93, Associate
Professor, University of
Minnesota, Faculty Physician,
Hennepin County Medical
Center
- Dr. Chris Miles '01, Physician-
Family and Sports Medicine,
Associate Director of Primary
Care Sports Medicine
Fellowship, Wake Forest
School of Medicine
- Dr. Rick A. Nishimura '75,
Professor of Medicine, Mayo
Medical School
- Dr. Derek Papp '01, Asst.
Professor of Orthopedic
Surgery, Johns Hopkins and
Team Physician, Baltimore
Orioles
- Dr. Dean M. Toriumi '80,
Professor, UIC, Facial Plastic
and Reconstructive Surgeon

Program Advisor

Judith Thorn, *Biology*

Students interested in the medical profession are well served by a liberal arts education. A liberal arts education at Knox combines preparation in the sciences with broad perspectives from the humanities and social sciences to address technical scientific and human interaction skills, both of which are required for successful careers in medicine.

Students interested in medicine are not restricted to any one major. Working with an advisor in the major, as well as Knox's pre-health advisor, students complement their major with those courses which provide instruction in the sciences and other fields to adequately prepare them for admission to medical school. Students with this interest are urged to consult early with the pre-health advisor to ensure that their course selections are appropriate.

George Washington University School of Medicine & Health Sciences Early Selection Program

Program Advisor

Tim Foster, *Associate Dean of the College*

The George Washington University School of Medicine & Health Sciences Early Selection program guarantees to qualified undergraduates entry to medical school upon completion of four years at Knox. This program gives students the option of pursuing rigorous study in the arts, humanities, or even the sciences, without the competitive stress of the traditional pre-medical program.

Students for the Knox-George Washington University program are selected at the end of their second year of study. Eligible applicants must have:

- Sophomore Standing and completion of two years (six terms at Knox)
- Minimum of 18 credits by the end of the third term of the sophomore year
- Minimum 3.5 overall GPA and no science grade lower than a B- by the end of the sixth term
- Completed the following coursework by the end of the second year. (AP, IB, and dual degree credits are evaluated on a case-by-case basis).
 - One complete chemistry sequence (CHEM 100A-102A or CHEM 211-212)
 - At least two terms of either the introductory physics sequence (PHYS 110-130) or the introductory biology sequence (BIOL 110-130)
 - One course in the behavioral or social sciences

- High academic achievement in both science and non-science curriculum
- Selected students must major or minor in an area outside the traditional STEM (Science, Technology, Engineering, Mathematics) fields.

Successful applicants take a challenging selection of classes, have an interest in current healthcare issues and knowledge about the medical profession, and plan to make the best use of the broad range of opportunities available at Knox. Successful applicants will also demonstrate good character, a sense of responsibility, and sound judgment.

Upon selection for the program, acceptance to The George Washington University School of Medicine and Health Sciences is guaranteed provided you:

- Complete the prerequisite pre-medical courses, including:
 - Introductory Biology sequence
 - Introductory Physics sequence
 - General Chemistry sequence
 - Organic Chemistry sequence
 - One course in Biochemistry (BCHM 301)
 - One course in Social or Behavioral Science
 - Two courses in English
- Maintain a GPA of 3.6 with a grade of B- or better in all science coursework
- Complete your Knox degree
- Complete the MCAT exam
- Have no substantiated allegations of inappropriate academic or personal comportment

Medical Schools Attended by Knox Graduates

Boston University
 Duke University
 George Washington University
 Howard University
 Johns Hopkins University (M.D.-Ph.D. program)
 Northwestern University
 Rush University
 University of Arizona
 University of Chicago (M.D.-Ph.D. program)
 University of Colorado
 University of Illinois
 University of Illinois School of Medicine-Rockford (Rural Medical Education program)
 University of Iowa (M.D.-Ph.D. program)
 University of North Carolina-Chapel Hill (M.D. – Ph.D. Program)
 Washington University

Modern Languages

Majors

Recent Independent Studies

“Francophone Film” Donald Tchopya, 2012

“L’Influence de la Colonisation dans les Pays Francophones en Afrique de l’Ouest” Sona Diallo, 2013

“Tendency to Continue Second Language Study Behind the Requirement” Kathryn Todd, 2015

Faculty and professional interests

Fernando Gómez, chair

Golden Age Literature, monsters in literature

Caesar Akuetey

Francophone African literature, 19th century French literature, linguistics

Jessie D. Dixon-Montgomery (on leave 2019-2020)

Afro-Hispanic literature, U.S. Latino literature, Hispano-Caribbean Underground Hip-Hop

Timothy J. Foster, Associate Dean of the College

Latin American literature, indigismo

Todd Heidt

Late 19th and 20th century German literature and culture, film and visual culture, narratology and media

Jerome Miner

Contemporary Latin American literature

Julio Noriega

Latin American literature, migrant indigenous literature, Quechua

Antonio Prado

20th century Spanish literature and culture studies, Latin American film, the Spanish Civil War

Robin Ragan

Spanish translation and interpreting, Spanish literature (19th & 20th century), representation of women, medical issues in literature, Spanish youth movements, digital storytelling

Anne Schaefer (on leave Fall 2019)

French civilization from the Middle Ages to today; Francophone literatures from the 20th and 21st centuries; The Enlightenment: politics, culture, socioeconomics, arts and literatures; The history of the tale in France; The history and impact of France in Europe since the Renaissance

Nurettin Ucar

Modern German language and culture, Comparative Studies of Modern Literature (English, German, and French), Narrative Studies, Film Studies, Interculturality, and Literary Theory

The Department of Modern Languages and Literatures offers majors and minors in French, German, and Spanish. (See entries for individual languages for complete course offerings. Chinese and Japanese language instruction is offered through the Asian Studies Program.) In addition, the department offers two other programs:

- a major in Modern Languages;
- self-taught language instruction.

To pursue a new language seriously is to come in touch with another culture, another mode of thought and expression, another way of viewing ourselves and the world around us, another

literature with its own great poets, its own peculiar rhythm and meter, its own attitudes and values. Such a pursuit necessarily leads to a more profound understanding and appreciation of our own culture, our own literature.

The department offers a complete program of courses both for those pursuing a major in the department and for those majoring in other areas. The Dorothy Johnson '39 and Richard Burkhardt '39 Language Center is a state-of-the-art language learning facility involving audio, video and computer programs that supplement and enrich the classroom learning experience.

The department sponsors programs of study in France, Spain and Argentina, open to students majoring in other departments as well as those majoring in French or Spanish. Students may study in Germany on the IES Programs at Humboldt University in Berlin or in Flensburg, Germany.

There are various opportunities for students to combine their interests in foreign language with co-curricular activities. The language clubs sponsor social and cultural events appropriate for each language. Students interested in foreign languages and cultures may live together in the International House.

The department urges students interested in foreign language study to elect a wide variety of courses in other areas as part of their undergraduate program. Courses in history, political science and economics are especially recommended. The College also offers courses in other languages on a self-taught basis.

A major in "Modern Languages" is offered as a broad program of study that combines intensive study in one language with complementary work in another.

Self Taught Languages

The program in self-taught languages enables students to study languages not normally offered in a small college. Students normally pursue this study in preparation for off-campus study or for advanced research projects. Students study these languages independently through the use of audio-visual materials made available through the Language Learning Center. In addition, weekly pronunciation and conversation practice is arranged with native speakers of the target languages. No academic credit is awarded for this study. Program Chair: Professor Gómez

Departmental Learning Goals

Students completing a major in Modern Languages will:

1. Comprehend and communicate in oral and written formats in the target language at ACTFL's advanced-low proficiency level
2. Demonstrate translingual and transcultural competency by contextualizing, criticizing and analyzing various types of texts including, but not limited to, literary texts; film; political, sociological and historical documents; rituals and folkways
3. Design, investigate, carry out and present research projects in the target language.

Writing and Oral Presentation

Writing: Students completing a major in French, German, or Spanish will write about major and complex and abstract issues ranging from topics of general interests to areas of specialized expertise using standard structure, lexicon, and writing protocols.

Pathway: By the end of the 100 level series, students produce paragraph-length discourse in a variety of recognizable genres with attention to cultural conventions, then advance to writing multi-paragraph texts in a variety of genres in order to examine cultural products, practices, and perspectives at the 200 level. At the 300 level, students write critical essays, reports, and research projects and papers that require multiple drafts in response to feedback by instructor and self-editing.

Oral Presentation: Students completing a major in French, German, or Spanish will deliver detailed presentations to a given public with accuracy, clarity and precision on a variety of topics while taking into account its cultural norms.

Pathway: Students that begin at the 100 level develop their oral skills in the target language by carrying out a variety of communicative tasks regarding topics related to everyday life, then advance to more formal presentations at the 200 level in which they are tasked to examine cultural products, practices, and perspectives. At the 300 level, students orally report information to their peers, offer critical analyses of texts, and share their research projects and papers.

Requirements for the major

11 to 14 credits (depending on prior language preparation):

- a complete major in French, German, or Spanish
- any two courses at the 200- or 300-level, in a second language except those taught in English.

With permission of the chair, up to 2 credits in related studies outside the department may be counted toward electives in the major.

Students seeking teacher certification, in addition to a major in modern languages, are advised to have a strong minor in a second language or in another area of concentration.

Courses

MODL 230 Tutoring Second Language Learners (1/2)

This course provides students with an overview of research-informed Second Language Acquisition principles in order to improve the quality of their peer-tutoring and teaching assistant work in a second language. The course will include readings, written reflections, course observations, and practical exercises to prepare for tutoring work. The course culminates in mock exercises that require students to provide tutee feedback and coaching informed by research-based projects.
T. Heidt

and the brain, language acquisition and applied linguistics. *Prereq: completion of elementary language sequence or equivalent; C. Akıetey*

MODL 335 Contemporary Europe, Migration and Refugees

See description for GERM 335. *Prereq: For GERM 335: GERM 210; For English-language sections, sophomore standing or permission of the instructor; CL: GERM 335E, IS 335, GERM 335; N. Ucar, T. Heidt, STAFF*

MODL 260E Introduction to General Linguistics

This course will introduce the traditional areas of linguistics to give students a reasonable taste of what can be studied about language. It will also introduce students to linguistic analysis by examining how linguistics is applied in the real world to answer questions and resolve problems. Topics covered include language structure, meaning-making, language variation, language

Major and Minor

Faculty and professional interests

Nicole Malley, chair

Director of jazz studies; musicology, ethnomusicology

Pierce Gradone

Composition, music theory, music technology, musicology

Joan Huguet (on leave Fall 2019)

Theory, musicology

Laura Lane

Director of choral activities; voice, conducting, music history and culture

Lecturers

Carolyn Kellert-Griffiths

Alison Meuth

Dean Petric

Lucas Wood

Director of Piano Studies

Ashlee Mack

Instructor/Accompanist

Casey Dierlam

The Knox College Music Department offers both academic and performance opportunities for students regardless of major, minor, or previous musical experience. Each year, more than a third of Knox students participate in the music program through classes, lessons, and ensembles, exploring a wide variety of musical practices from around the world and throughout history.

Our academic offerings explore music from a variety of perspectives. Courses in musicology and ethnomusicology investigate the diverse ways music reflects and shapes societies across time and place. Courses in music theory explore the structural workings of music through performance, analysis, and composition activities. Music technology, composition, and songwriting courses give students the opportunity to create their own works in a variety of genres and styles. In keeping with our commitment to the study of music within the liberal arts tradition, the department offers interdisciplinary coursework in collaboration with Anthropology/Sociology, Africana Studies, and Philosophy. In addition, our students often build connections to other related academic disciplines through independent study, senior capstone projects, and second majors and minors.

The Music Department offers a robust variety of ensemble opportunities for students at all levels of experience. Students can receive .5 academic credit for each complete year of ensemble participation. Knox students may take private lessons for .5 credit/term in classical and jazz voice, piano, organ, string, wind,

Special Facilities

Kresge Recital Hall

Jay Rehearsal Hall

18 practice rooms

Digital Composition Lab

Small Ensemble Studio

Ensembles

Knox College Choir

Knox Jazz Ensemble

Knox String Ensemble

Knox Chamber Singers

Knox Chamber Brass Ensemble

Knox Chamber Wind Ensemble

Piano Chamber Ensemble

Jazz Combos

Enharmonics (soprano/alto voices)

TriTones (tenor/bass voices)

Flute Choir

Knox Galesburg Symphony

(community partner)

Galesburg Community Chorus

(community partner)

Galesburg Regional Concert Band

(community partner)

Recent Off-Campus Study

Barcelona, Spain

Meknes, Morocco

Beijing, China

Besançon, France

Buenos Aires, Argentina

Conakry, Guinea

Kodaly Institute, Hungary

Bamako, Mali

Oxford, U.K.

Vienna, Austria

Recent Internships

Institute for Therapy Through
the Arts

The Creative Music Foundation

Associated Colleges of Illinois

Jr./Sr. Scholars

Chorus America

IKS Jazz-Schule (Rüsselsheim,
Germany)

Lyric Opera of Chicago

Recent Graduate Schools Attended

Ohio State University
University of York
University of North Texas
Eastman School of Music
Florida State University
Northwestern University
Portland State University
Chicago Music School at
Roosevelt University
University of Chicago
University of Illinois, Urbana-
Champaign
University of Iowa
University of Missouri,
Kansas City
University of Oregon
University of New Mexico
University of Wisconsin, Madison
Washington University, St. Louis

Recent Ensemble Tours

China
France
Italy
Spain

Recent Visitors

Mark Guiliana
Latitude 49
Maria Schneider
Brian Blade
Matt Ulery
Abbie Betinis
Chanticleer
Eriks Esenvalds
Stacey Gibbs
Jaakko Mantjarvi

and percussion instruments, as well as lessons in improvisation, composition and orchestration.

Departmental Learning Goals

Students completing a Music major will:

1. Be able to precisely describe detail and form in music (whether presented in sound or score) through words and analytical symbols, and to apply such analytical insights to unfamiliar pieces and repertoires
2. Have basic practical proficiency on an instrument
3. (Performance students) Have an advanced and artistic command of their chosen instrument, their voice, or conducting
4. (Musicology and theory students) Be able to construct and evaluate a musicological or analytical argument critically and sensitively
5. (Composition students) Be able to compose original pieces that draw upon existing musical vocabulary as well as articulate their own artistic voice
6. Demonstrate mastery of the various ways of communicating about music in writing, including description, analysis, and criticism
7. Communicate effectively about music in a variety of situations, including classroom presentations, seminar discussions, rehearsals, and public performance speaking.

Writing and Oral Presentation

Writing: Music majors will be able to

1. Demonstrate the various modes of writing about music (research-based, analytical, expository, critical) in discipline-specific projects and in regard to their own original research and creative projects
2. Engage in writing as a process, including revision, editing, and review of multiple drafts
3. Demonstrate proficiency in writing in musical notation

While writing occurs in each music course, special emphasis on expository, critical, and analytical writing about music occurs in MUS 201 (Research Methods in Music), is reinforced and refined in advanced seminar courses (each of which require a major research paper), and is demonstrated finally as a component of the senior capstone or honors project. In each instance, writing is developed through draft editing, critique, revision and resubmission. Students acquire music notation writing skills in MUS 100 which are developed and refined in the Music Theory sequence (MUS 145, 245, 246) in demonstration and analysis exercises and composition assignments. Advanced notation skills are developed in composition and orchestration courses.

Oral Presentation: Music majors will be able to

1. Deliver professional, articulate, and substantive oral presentations about musical subjects including theoretical and

- aesthetic analysis and cultural and historical critique and about their own creative practice (performance, conducting, and/or composition)
2. Articulate critical perspectives on musical practice and material through well-reasoned and expressed argumentation supported with appropriate detail and scholarly resources.

While oral presentation occurs in each music course, special emphasis occurs in the following courses: MUS 130, 254, 270, and 345. Each course requires students to engage in individual and/or group presentations which receive feedback specific to the development of presentation skills including the effective use of presentation applications such as PowerPoint and Slides. Students may also engage in self-critique of presentations as part of the feedback and development process. Shorter, frequent oral critiques are required in all 300-level seminar courses. All music majors give oral presentations for the department (majors and faculty) at the conclusion of the Senior Capstone and Honors process.

Requirements for the major

12 credits as follows:

- Proficiency:
 - Demonstration of music reading and skills proficiency through successful completion of proficiency exam or a passing grade in MUS 100
 - Piano proficiency, to be completed by the end of the junior year
 - Participation in a music ensemble (2 half credits or equivalent participation)
- Core: 5 credits
 - One 100-level course (101 or above, not including MUS 145, MUS 145L, or MUS 182)
 - Music Theory: MUS 145/145L, MUS 245/245L, MUS 246/246L
 - Research Methods in Music: MUS 201
- Advanced: 6 credits
 - 3 of the following period seminars
 - MUS 330: Seminar in Renaissance and Baroque Music
 - MUS 331: Seminar in Common Practice Music
 - MUS 332: Seminar in Music of the Modern Era
 - MUS 333: Seminar in Jazz Topics
 - MUS 334: Seminar in Popular Music
 - 2 electives (at least 1 at the 300 level)
 - Senior Capstone (MUS 399) or Honors (MUS 400)

Requirements for the minor

6 credits as follows:

- MUS 145/145L: Music Theory I and Musicianship Lab
- MUS 245/245L: Music Theory II and Musicianship Lab
- MUS 201: Research Methods in Music
- 3 elective credits, of which at least one must be at the 300-level

Requirements for certification in Music Education

Students who want to teach music in elementary or secondary schools may prepare for teaching certification. This demanding curriculum requires completing a major in music, a major in educational studies, and several courses specifically designed for music education. Students who complete these requirements and who pass the State of Illinois certification tests are qualified for recommendation for certification.

Music

Students interested in music education should contact both Professor Lane (Music) and the chair of the Educational Studies Department as early as possible. In order to complete the program in four years at Knox, students must begin in their first year. Specific requirements to prepare for certification in music education are as follows:

- Music: Completion of the course requirements for a major in music:
 - Core courses: MUS 101, 102, 145, 245, and 246
 - Electives: 5 credits as follows, including at least one outside the European classical tradition:
 - 1 credit in a style history course (MUS 361 or 363)
 - 1 credit in a seminar (MUS 322 or 324)
 - 3 elective credits, including at least one at the 300 level. Lessons may not be used to fulfill this requirement.
 - Capstone: MUS 399 or 400
 - Proficiencies: Piano and two years of participation in ensembles
- Additional requirements in Music required for certification:
 - MUS 307 Instrumental Techniques I
 - MUS 309 Secondary Choral Methods
 - MUS 311 Fundamentals of Conducting
 - either MUS 308 Instrumental Techniques II, or MUS 310 Vocal Pedagogy
 - proficiency in an additional instrument
- Educational Studies: a major in K-12 Special Content Areas (course descriptions available in the Educational Studies portion of the Catalog):
 - Introductory course: EDUC 201
 - Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 205, EDUC 208(.5), EDUC 301, EDUC 310D
 - Methods course: EDUC 312D, EDUC 319
 - Student Teaching: EDUC 340 (3 credits)

Courses

MUS 100 Music Reading and Skills (1/2)

MUS 100 introduces students to musical notation and organization, including pitch, rhythm, meter, scales, intervals, and chords. Analysis, composition, aural, and keyboard assignments allow students to make connections between the written information communicated by a score or lead sheet and the actual experience of listening to music. *This .5 credit course observes special scheduling, and will meet between weeks 2 and 8; Offered every year; N. Malley*

MUS 101 Listening to Music

This course equips students to listen to, understand and discuss music from the Western tradition. Selected works and traditions are considered from a variety of analytical, historical and cultural perspectives. *IC; Offered every year; L. Lane*

MUS 111 Class Piano I (1/2)

Class Piano I is designed for declared or intended music majors and minors with little or no keyboard experience. Music majors will develop functional keyboard skills including reading, rhythm, technique, and musical style in a group instruction setting. Students will gain a better understanding of concepts learned in the music theory course sequence as they are applied to the keyboard. This is the first of two group-piano classes for beginners that will help fulfill the requirements for Level 1 of the piano proficiency exam. While class piano is designed for intended or declared music majors, non-majors with interest in music who have basic music reading skills as demonstrated by successful completion of the proficiency exam, MUS 100, or permission of the instructor are welcome in the course. *Prereq: Successful completion of the proficiency exam, MUS*

100, or permission of the instructor; Offered annually;
A. Mack

MUS 112 Class Piano II (1/2)

Class Piano II is designed for declared or intended music majors and minors who have taken Class Piano I and have learned basic keyboard skills. Students will continue to develop their skills in a group instruction setting and will further enhance their understanding of concepts learned in the music theory course sequence as they are applied to the keyboard. Successful completion of all class components will fulfill the requirements for Level 1 of the piano proficiency exam. *Prereq: MUS 111 or permission of the instructor; Offered every year; A. Mack*

MUS 116 History of Rock

History of Rock traces the evolution of Rock'n'Roll and its various subgenres throughout the 20th and 21st centuries—from its roots in turn-of-the-century America to the British Invasion to the rise of punk, grunge and heavy metal. While focusing on rock's historical and social contexts, students also develop skills for the analysis and criticism of popular music. Additionally, this class examines rock in visual media through documentary films and music videos while exploring its sociopolitical impact with readings from primary sources and contemporaneous journalism. *Offered alternate years; P. Gradone*

MUS 125 Digital Audio Production

The transformation of sound into digital data has profoundly affected the creation, production and distribution of music. With the vast majority of music now mediated by some form of digitization, even our basic modes of listening have been shaped by it. This course grapples with the implications of this technology, its history, and its broad range of uses and tools. In doing so, students utilize the Knox Electronic Music Studio to explore the foundational techniques of audio production, synthesis, sampling, podcasting, film scoring, and interactive software development. *P. Gradone*

MUS 130 Music and Social Movements

Music is a powerful force, amplifying the message of a social movement. Beyond affirmation of political beliefs, what functions can music serve in a movement? Under what conditions can music affect social change and mobilize political resistance? How can we evaluate the effect of music on a movement community and the society, state, or nation? Through global case studies representing both successful and failed social movements through history, this course considers the functions of music in social movements including ideological expression, education, conversion, identity formation, recruitment, mobilization, transformative experience, ritual, fundraising, and internal debate. *PI; Offered alternate years; N. Malley*

MUS 131 The Broadway Musical

This course surveys Golden Age and contemporary Broadway musicals from Oklahoma to Hamilton, with an emphasis on the evolving compositional and dramatic idioms of the genre. Students explore the musical as a multifaceted work of performance art from the perspectives of the composer, the librettist, the director, the performers, and the audience. In addition, students consider how the Broadway musical has reflected and commented upon American history, culture, and social movements over the course of its history. Assignments include listening reflections, three short papers, and a final exam. *IC; Offered alternate years; J. Huguet*

MUS 145 Music Theory I

Begins a three-course introduction to tonal harmony. MUS 145 will discuss the basic, formal, melodic, and harmonic structures that underlie a variety of musical genres. Work will include analysis and composition, as well as general musicianship training (i.e., sight-singing, transcription, and basic keyboard skills). Three class periods plus two Musicianship labs per week (MUS 145L). *Prereq: MUS 100 or successful completion of Music Fundamentals proficiency exam; ARTS; AC; J. Huguet, P. Gradone*

MUS 182 Voice Class (1/2)

Class instruction in singing. Basic techniques, skills and vocal literature. This course is

Music

particularly for those who have musical ability but little or no previous vocal instruction. *May be repeated once for credit; L. Wood*

MUS 201 Research Methods in Music

This course serves as an introduction to the academic study of music. Students consider conceptions of historical periods, genre, and the canon; become familiar with advanced information fluency tools in the discipline; and build critical reading and writing skills. *Prereq: MUS 145 and one additional 100-level music course (not MUS 100 or lessons); Offered every year; N. Malley, J. Gradone, J. Huguet*

MUS 210 Jazz History

This course broadens students' knowledge of the spectrum of recorded jazz with a heavy emphasis on listening, primary source readings, speaking, and critical writing. The course examines the basic musical elements that define jazz as a unique musical idiom by examining stylistic periods, major innovators, performers and composers, issues of improvisation, and musical practices. Primary source readings contextualize music through discussions of the complex relationships between jazz, ethnicity, gender economics, politics and social history. *HUM; PI; IC; CL: AFST 210; DV; N. Malley*

MUS 220 Opera Workshop

This course focuses on the vocal and dramatic techniques required to perform opera, with some exploration of technical aspects of opera production. Each student is cast in at least one scene from an opera, appropriate for his/her voice, and is responsible for at least one aspect of production. The course culminates in a public performance of scenes from opera. *ARTS; Prereq: permission of the instructor and two terms of private voice; May be repeated once for credit; A. Meuth*

MUS 237 Music and Culture in the Americas

See description of ANSO 237. *Prereq: ANSO 102 or 261 or permission of the instructor; CL: ANSO 237; DV; W. Hope*

MUS 244 Philosophy of Music

See description of PHIL 244. *HUM; IC; CL: PHIL 244; B. Polite*

MUS 245 Music Theory II

A continuation of MUS 145, with an emphasis on eighteenth-century music and on techniques related to diatonic modulation. Students will compose several works in eighteenth-century idioms. Three class periods plus two Musicianship labs per week (MUS 245L). *QR; Prereq: MUS 145; J. Huguet*

MUS 246 Music Theory III

A continuation of MUS 245, with an emphasis on nineteenth- and twentieth-century music and on chromatic materials. Students will present their own analyses of representative works to the class, as well as compose several pieces in nineteenth-century idioms. Three class periods plus two Musicianship labs per week (MUS 246L). *Prereq: MUS 245; J. Huguet*

MUS 254 Music of the African Diaspora

This course examines the transmission of music from Africa throughout Europe, South America, Latin America, the Caribbean, and the U.S. We examine the ways in which African musical systems have traveled, changed, and incorporated new sounds, how the African experience differs around the globe and how displaced communities share core social processes and characteristics. Students examine the concept of blackness as a broad and heterogeneous set of qualities that extend beyond the boundaries of Africanism and African-Americanism. Music studied includes West, North and South Africa, Reggae, Jazz, Blues, Afro-Cuban Santeria, Samba, Candomble, Capoeira, Merengue, and World Beat. *PI; Prereq: sophomore standing or permission of the instructor; CL: AFST 254; O; DV; N. Malley*

MUS 257 Songwriting Workshop

This course explores the writing and analysis of popular song by engaging with a wide range of musical styles and approaches, from the Beatles to Kendrick Lamar to Joni Mitchell. Students not only learn to create and develop an original song, but also participate in the process of production and the logistics of performance. Most importantly, this workshop encourages students to explore their own unique poetic and musical voices in a supportive environment. *Prereq: MUS 145; P. Gradone*

MUS 270 Musical Improvisation

How do scholars and performers approach, teach, analyze, and critique improvisatory practices?

Through global, Western canonical, and avant-garde case studies, we will examine improvisation through a number of critical lenses including construction and expression of identity, articulation and performance of culture, somatic practice, creative and formulaic processes, modes of analysis and critique, notation (or lack thereof), and the social functions of improvisation both within the ensemble and between performer and audience. This course is not designed to instruct performers on the applied practices of improvisation, and as such, requires no previous improvisation performance experience. *Prereq: Sophomore standing and previous coursework in Music, Theatre, Studio Art, Art History, or Creative Writing; Offered alternate years; N. Malley*

MUS 303 Composition

This course introduces the fundamental concepts of composition - harmonic and melodic writing, instrumentation, form - through the creation and performance of short pieces for various instruments and voices. *Prereq: MUS 246 or permission of the instructor; P. Gradone*

MUS 306 Orchestration

Orchestration is the transformation of musical abstraction to physical sound. This course explores how composers of the past and present have chosen to express their ideas through an endless variety of instrumental combinations. Throughout the term, students learn basics of instrumentation such as the range and sound of orchestral instruments, their various combinations, the historical development of the symphony orchestra, and orchestral literature from the 18th to the 21st centuries. Projects include the orchestration of short piano works, analysis of historical re-orchestrations and a final creative or research project. *Prereq: MUS 246 or permission of the instructor; Offered alternate years; P. Gradone*

MUS 307 Instrumental Teaching Techniques I

This is the first of a sequential, two-term course that is dedicated to the preparation of successful teachers of scholastic instrumental music. Topics to be covered will include recruiting, scheduling,

curriculum development, methods and materials, selecting literature, and running effective rehearsals. Emphasis will be placed on developing proper playing techniques and pedagogy for brass and percussion instruments. Some clinical observation experiences will be required. *Prereq: MUS 246; D. Petrie*

MUS 308 Instrumental Teaching Techniques II

Continuing the format of MUS 307, this course will address the organizational and administrative aspects of teaching instrumental music. Emphasis will be placed on developing proper playing techniques and pedagogy for woodwind and stringed instruments. Some clinical observation experiences will be required. *Prereq: MUS 307; D. Petrie*

MUS 309 Secondary School Choral Methods

This course will identify objectives, problems, and methods of teaching vocal music in the schools. Students will acquire functional knowledge of fretted and classroom instruments; methods of teaching singing, rhythmic, and listening activities; the changing voice; and beginning and intermediate choral techniques. Directed observation in elementary and secondary schools required. *Prereq: MUS 246; C. Kellert-Griffiths*

MUS 310 Vocal Pedagogy (1/2 or 1)

Includes methods of teaching voice, concentrating on posture, breath management, vowel clarity and placement, legato singing, diction, and developing good choral tone. Students sing for and teach each other. Course will normally be offered for 1 credit, but in exceptional circumstances can be taken for two terms at .5 credit each. *Prereq: Three terms of MUS 300S; A. Meuth*

MUS 311 Fundamentals of Conducting

A study of basic conducting techniques, including conducting patterns, beat styles, attacks and releases as they apply to a variety of musical phrases and shorter pieces of music. *Prereq: MUS 246; D. Petrie*

MUS 313 Intermediate Choral Conducting

Students continue to develop their conducting technique, both with and without the baton. Students study score preparation and rehearsal

Music

techniques, with a focus on choral literature.

Prereq: MUS 246 and 311; L. Lane

MUS 330 Seminar in Renaissance and Baroque Music

This course examines musical culture and practice in the Western European tradition before 1750. Course texts include musical scores and recordings, treatments of music in contemporary criticism, journals, letters, and reviews, and contemporary scholarship from the fields of musicology, theory, and associated academic disciplines. Topics and foci vary from year to year. Coursework will include a major research paper.

Prereq: MUS 201 and MUS 245; Offered alternate years; L. Lane

MUS 331 Seminar in Common-Practice Music

This course examines musical culture and practice in Common Practice tradition (ca. 1750-1900).

Course texts include musical scores and recordings, treatments of music in contemporary criticism, journals, letters, and reviews, and contemporary scholarship from the fields of musicology, theory, and associated academic disciplines. Topics and foci vary from year to year. Coursework will include a major research paper.

Prereq: MUS 201 and MUS 245; Offered alternate years; J. Huguet

MUS 332 Seminar in Music of the Modern Era

This course examines musical culture and practice in the realms of art music of the Modern Era (1900-present). Course texts include musical scores and recordings, treatments of music in contemporary criticism, journals, letters, and reviews, and contemporary scholarship from the fields of musicology, theory, and associated academic disciplines. Topics and foci vary from year to year. Coursework will include a major research paper. *Prereq: MUS 201 and MUS 245; Offered alternate years; N. Malley*

MUS 333 Seminar in Jazz Topics

This course examines musical culture and practice(s) in jazz. Course texts include musical recordings (audio and video) and scores, treatments of music in contemporary criticism, journals, letters, and reviews, and contemporary scholarship from the fields of musicology, theory,

and associated academic disciplines. Topics and foci vary from year to year. Coursework will include a major research paper. *Prereq: MUS 201 and MUS 245; Offered alternate years; N. Malley*

MUS 334 Seminar in Popular Music

This course examines musical culture and practice(s) in Popular Musics. Course texts include musical recordings (audio and video) and scores, treatments of music in contemporary criticism, journals, letters, and reviews, and contemporary scholarship from the fields of musicology, theory, and associated academic disciplines. Topics and foci vary from year to year. Coursework will include a major research paper. *Prereq: MUS 201 and MUS 245; Offered alternate years; N. Malley, P. Gradone*

MUS 340 Advanced Composition Studio

Advanced Composition Studio is an intensive creative course in which students produce original musical works for various instrumentations and media. The course builds upon the principles and skills developed in Composition (MUS 303), and is a combination of studio classes and individual lessons in which enrolled students work closely with the instructor on the development, notation and eventual performance of contemporary music. Students will be encouraged to push the boundaries of experimentation beyond the guidelines of historical or conventional styles.

Prereq: MUS 246, MUS 303, and permission of the instructor; Offered every year; P. Gradone

MUS 345 Advanced Analysis Workshop

This course examines, from both historical and critical points of view, some basic problems and techniques of musical structure as manifest in European art music of the 18th and 19th centuries. *Prereq: MUS 246; J. Huguet*

MUS 399 Senior Capstone (1/2 or 1)

Independent study in Music Theory, Musicology, Ethnomusicology, Performance, Conducting, Music Education/Pedagogy, or Composition with a faculty mentor. The capstone will be designed and agreed upon by the student and instructor according to the student's particular needs and interests. The capstone experience could include projects such as: A lecture/recital, a senior recital,

a significant composition, or a major research paper. *N. Malley, J. Huguet, L. Lane*

MUSE 180 Applied Music

Group Performance (1/2)

Performance for one year in a faculty-supervised performing ensemble. Students receive credit in the spring for participation through the academic year. All MUSE credits are S/U graded.

MUSE 180A Knox College Choir (1/2)

L. Lane

MUSE 180B Knox-Galesburg Symphony (1/2)

N. Malley

MUSE 180C Knox College Chamber Singers (1/2)

L. Lane

MUSE 180D Knox College Jazz Ensemble (1/2)

N. Malley

MUSE 180G Combos (1/2)

N. Malley

MUSE 180H Galesburg Community Chorus (1/2)

T. Pahel

MUSE 180I Small Ensembles (1/2)

STAFF

MUSE 180K Enharmonic Fire (1/2)

T. Clark

MUSE 180L TriTones (1/2)

T. Clark

MUSE 180M New Music Ensemble (1/2)

J. Marasa

MUSE 180N Knox Chamber Winds (1/2)

J. Marasa

MUSE 180O Knox Chamber Brass (1/2)

D. Petrie

MUSE 180P Knox Chamber Percussion (1/2)

N. Malley

MUSE 180Q Piano Chamber Ensemble (1/2)

A. Mack

MUSL 100, A-ZZ Applied Music (0 or 1/2)

Private instruction at an introductory level in the instruments listed below. May be repeated for credit. A maximum of 1.5 credits in each of MUS 100, MUS 200, and MUS 300 may be counted toward graduation. ARTS; AC; Note: There is a \$335 fee for private lessons. See Other General Fees, under Tuition and Fees. *STAFF*

MUSL 100A Bassoon (0 or 1/2)

A. Lyle

MUSL 100B Cello (0 or 1/2)

C. Suda

MUSL 100C Clarinet (0 or 1/2)

J. Marasa

MUSL 100D Double Bass (0 or 1/2)

S. Jackson

MUSL 100E Flute (0 or 1/2)

D. Cooksey

MUSL 100F Classical Guitar (0 or 1/2)

R. Pobanz

MUSL 100H French Horn (0 or 1/2)

J. Betts

MUSL 100I Oboe (0 or 1/2)

S. Faust

MUSL 100J Organ (0 or 1/2)

M. Harlan

MUSL 100K Percussion (0 or 1/2)

J. Brannon

MUSL 100L Classical Piano (0 or 1/2)

A. Mack, C. Dierlam, M. Harlan, J. Johnson

MUSL 100M Saxophone (0 or 1/2)

J. Forbes, J. Marasa

MUSL 100N Trombone (0 or 1/2)

B. Russell

MUSL 100O Trumpet (0 or 1/2)

M. Lyle

MUSL 100P Tuba (0 or 1/2)

D. Petrie

MUSL 100Q Viola (0 or 1/2)

STAFF

MUSL 100R Violin (0 or 1/2)

STAFF

MUSL 100S Voice (0 or 1/2)

L. Lane, A. Meuth, L. Wood, T. Clark, T. Bostwick

MUSL 100SS Jazz Voice (0 or 1/2)

S. McCord

MUSL 100T Jazz Guitar (0 or 1/2)

A. Crawford

MUSL 100U Jazz Piano (0 or 1/2)

STAFF

MUSL 100UU Jazz Composition (0 or 1/2)

M. Lyle

MUSL 100V Euphonium (0 or 1/2)

D. Petrie

MUSL 100W Jazz Percussion (0 or 1/2)

J. Brannon

MUSL 100X Jazz Saxophone (0 or 1/2)

J. Forbes

Music

MUSL 100Z Jazz Bass (0 or 1/2)

A. Crawford

MUSL 100ZZ Jazz Improvisation (0 or 1/2)

A. Crawford, M. Lyle, J. Forbes

MUSL 200, A-ZZ Applied Music (0 or 1/2)

Private instruction at an intermediate level.

Enrollment by permission only. For full list of instruments, see MUSL 100. *ARTS; STAFF*

MUSL 300, A-ZZ Applied Music (0 or 1/2)

Private instruction at an advanced level. For full

list of instruments, see MUSL 100. *ARTS; STAFF*

Program Committee

Esther Penick, *Biology*, chair
Heather Hoffmann, *Psychology*
Judy Thorn, *Biology*

Cooperating staff from other programs

Janet Kirkley, *Biochemistry*
James Mountjoy, *Biology*
Jennifer Templeton, *Biology*

Neuroscience is one of the most fascinating and rapidly growing fields in science today. This interdisciplinary field unites psychology, biology, and biochemistry (as well as in some instances chemistry, computer science, mathematics, philosophy, and linguistics) in the study of nervous system function. Neuroscience research spans multiple levels of analysis and includes basic and applied research problems. Just a few of the many topics addressed include the development of drug and other therapies to help people with brain injury or disease, the investigation of neural systems responsible for consciousness, and the exploration of cellular/molecular processes that underlie memory or drug addiction. Neuroscientists are employed in diverse settings including in research at universities or for pharmaceutical companies, in medicine as neurologists, clinical neurologists, neurosurgeons, physical therapists or psychiatrists, in policy-making bodies in the government and in the criminal justice system.

Departmental Learning Goals

Neuroscience majors will:

1. Be able to describe how neurons and the nervous system function and how such function can relate to behavior.
2. Demonstrate research skills that are both broad (i.e. scientific and statistical methods and how to critically read the literature and use it as a basis for developing an independent research project) and specific (i.e., techniques in cellular biology and/or behavioral research).
3. Be able to communicate about their research in a professional manner, both in written and oral form.

Writing and Oral Presentation

Writing: BIOL 210 and NEUR 399 serve as writing-intensive courses for majors.

Oral Presentation: Neuroscience majors will achieve competency in making oral presentations by taking BIOL 210 or PSYC 282.

Major and Minor

Special Facilities

Animal colony and animal research facilities
Human neuro- and psychological laboratory (see Psychology dept)
Equipment for electrophysiological recording of mammalian brain slices

Recent Student Achievements

Two National Science Foundation pre-doctoral fellowship winners
Presentations at regional and national professional meetings

Recent Off-Campus Programs

University of St. Andrews (Scotland)
University of Copenhagen (Denmark)
University of Magdeburg (Germany)

Recent Internships and Off-Campus Research

DAAD_RISE (Germany)
Central Illinois Neurosciences Health and Physical Rehabilitation Center at St. Mary's Hospital
National Renewable Energy Lab
Northwestern University (Alzheimer's research)
Medical University of North Carolina (Multiple sclerosis research)
University of Iowa (cognitive neuroscience)
University of Wisconsin-Madison (Epilepsy research)
Washington University (Pharmacological neuroimaging)

Requirements for the majors

Neuroscience – Bachelor of Arts

10 or 11 credits as follows:

- Core requirements (7 credits): BIOL 120, BIOL 130, CHEM 102 or 102A, NEUR 240, NEUR 241, and NEUR 340
- Electives: 2 credits from among: PSYC 276, PSYC 364, PSYC 366, BIOL/PSYC 312, BIOL 328, BIOL 329, BIOL 332, BIOL 338, NEUR 360, BCHM 265, BCHM 340, BCHM 345, CS 317
- Research methods and research (2 or 3 credits) in one of the following two areas:
 1. For majors concentrating in cellular/molecular aspects of neuroscience:
 - Research methods (1.5 credits): BIOL 210 and BIOL 380
 - Senior research (.5 credits): NEUR 399
 2. For majors concentrating in behavioral neuroscience:
 - Research methods (2 credits): PSYC 281 and PSYC 282
 - Senior research (1 credits): NEUR 399

Neuroscience – Bachelor of Science

Requirements for the Bachelor of Arts Neuroscience Major (10 or 11 credits)

- CS 141
- Additional science curriculum: 3 credits from among:
 - Biochemistry courses at the 300 level.
 - Biology courses at the 300 level.
 - CHEM 211, CHEM 212.
 - CS courses at 142 and above.
 - Math 145, Math 151, Math 152, Math 175, Math courses at the 200 or 300 level.
 - Psychology courses selected from: PSYC 362, 365, 367/300B, 369, 372.
 - PHYS 110, PHYS 120, PHYS 130, Physics courses at the 200 or 300 level.
 - Electives from the neuroscience major not utilized for the requirements of the major.

Requirements for the minor

6 credits as follows:

- BIOL 120 or BIOL 130
- NEUR 240 and NEUR 241
- BIOL 210 or PSYC 281
- Electives: 2 courses from among the list of electives for the major

Courses

NEUR 240 Neuroscience I

This course begins by exploring the neuron and its unique cellular processes; neurophysiology, neurochemistry, neuroanatomy, and neuroplasticity will be covered. We will then attempt to understand selected homeostatic (e.g., eating), cognitive (e.g., sensation/perception, learning/memory), and emotional processes (e.g.,

reward, stress, and depression) at and across integrated levels of analysis (genetic, physiological, chemical, anatomical, and systems). *Prereq: BIOL 120, 130, CHEM 101, 102, or PSYC 100 and permission of the instructor; CL: PSYC 240; A 0.5 credit tutorial will be offered concurrently with this course for students who have not completed the lower level biology and chemistry courses; Offered every Fall; H. Hoffmann, E. Penick*

NEUR 241 Neuroscience II

This course extends the topics covered in NEUR 240, including neurophysiology, neurochemistry, and neuroanatomy. Additionally it will introduce the history and methods of neuroscience to interpret experimental results in the primary literature. We will also examine how the brain can sense the environment and control the motor system. *Prereq: NEUR 240, BIOL 120 and 130, and CHEM 101 and 102; Offered every Winter; E. Penick*

NEUR 340 Methods of Neuroscience

This laboratory course focuses on the methods used for neuroscience research. Biochemical and electrophysiological techniques are examined. Data analysis, interpretation and scientific writing will be performed from the experiments done. *Prereq: NEUR 241; Offered two years out of three; E. Penick*

NEUR 360 Synapses

Synapses are the location of neuronal communication. These sites also are the primary loci for a cellular correlate of learning and memory and the actions of drugs of abuse. We will examine the biology, physiology and plasticity these fascinating regions. *Prereq: NEUR 241; Offered every third year; E. Penick*

NEUR 399 Research in Neuroscience (1/2 or 1)

A one- or two-term experience in which students, with the aid of a faculty member, conduct original neuroscience research. The process includes reviewing the literature, generating hypotheses, collecting and analyzing data, and presenting results in written and oral form. Grade is withheld (NR) until full credit is earned. *Prereq: NEUR 340 and either BIOL 210 or PSYC 282; W; May be repeated up to two times for up to 1 credit; STAFF*

Nursing

Cooperative Program

Program Advisor

Judith Thorn, *Biology*

Students interested in nursing may take advantage of the cooperative program between Knox College and Rush University's College of Nursing. The student will complete a selection of required preparatory courses for nursing study while an undergraduate at Knox in addition to satisfying all of the normal graduation requirements. After receiving a Bachelor of Arts degree from Knox, students selected for the program will have a guaranteed slot in the Graduate Entry Master's (GEM) advanced nursing program at Rush, which culminates in the receipt of a Master's degree after 7 quarters of study. Rush GEM program participants will typically sit for RN and Clinical Nurse Leader (CNL) certification upon completion of their training.

Professional work in health care requires the application of scientific knowledge to patient care. In addition to taking specified courses in biology and chemistry, students in this program are expected to pursue courses in the humanities, behavioral sciences, and social sciences while at Knox. The work at Rush provides nursing-specific coursework in addition to clinical training and experience. Given the range of duties undertaken by the Clinical Nursing Leader in the workplace, a broad-based undergraduate liberal arts education is ideal preparation for the program.

Prior to starting study at the cooperating institution, a Knox student must:

- have completed all degree requirements at Knox College; not more than nine months may elapse between an applicant's graduation from Knox and enrollment at Rush;
- have maintained a cumulative GPA and pre-requisite science GPA of 3.0 prior to application;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

In addition, specific prerequisite courses for admission are as follows:

- CHEM 100A or CHEM 100-101
- BIOL 325, 328, 333

All courses must be completed with a grade of C or higher prior to the admissions deadline. At least three of the four prerequisite courses must be completed at Knox.

Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

Occupational Therapy

Cooperative Program

Program Advisor

Judith Thorn, *Biology*

Students interested in occupational therapy may combine study at Knox College and Washington University School of Medicine's program in Occupational Therapy. Students spend three years of study at Knox and during their junior year may apply to Washington University Program in Occupational Therapy to continue their study at the cooperating university. After one year of successful study at Washington University, a student earns a Bachelor of Arts degree from Knox, assuming all Knox College graduation requirements have been fulfilled. Upon successful completion of an additional year at Washington University, a student earns a Master of Science in Occupational Therapy degree.

The Program in Occupational Therapy prepares generalist clinicians with the knowledge and skills to work as direct care providers, consultants, educators, managers and advocates for clients. The program also includes the option for students to study with experienced community clinicians, community agency administrators or faculty scientists. Students have exposure to participation, public health, aging, work and industry, children and youth, mental health and neurorehabilitation. An experiential portion of the curriculum—six months of full-time fieldwork supervised by experienced clinicians—follows the normal two years of academic coursework.

Professional work in occupational therapy requires the application of scientific knowledge to the treatment of physical or mental dysfunction which impairs people's abilities to engage in meaningful life activities. In addition to taking specified courses in biology and psychology, students in this program are expected to pursue courses in statistics and the social sciences while at Knox. The work at the cooperating University provides clinical training and experience.

To be eligible for this combined degree program, students must complete an academic major and fulfill all of the general education requirements for the Knox B.A. in their three years at Knox, with the exception of the second field of study; pre-occupational therapy work at Knox together with O.T. courses taken the first year at Washington University will be considered equivalent to completing a second field. Prior to starting study at Washington University, a Knox student must:

- have received at least 27 credits with at least a 3.25 grade point average;
- have been in residence on the Knox Campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for the Knox degree except that the last credit and terms before the degree be in residence;

Occupational Therapy

- be recommended for the program by the Dean of the College or, upon request, by the faculty program advisor;
- take the GRE exam and fill out the OTCAS application online by December 15th of the third year. Admission decisions may be made prior to the deadline. Applicants are encouraged to complete the application process well in advance of the deadline.

In addition, specific requirements for admission are as follows:

- One course in the life sciences at the 300- level or above; no lab is required. Suggested Knox College courses include but are not limited to human anatomy, comparative anatomy, genetics, and ecology
- BIOL 328
- PSYC 203, 277
- One course in anthropology, economics, political science, psychology, or sociology
- Stat 200 or PSYC 281

All prerequisite courses must be completed with a grade of B or higher. At least four of the six required courses must be completed before the application deadline.

Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

Program Advisor

Judith Thorn, *Biology*

This program offers students the opportunity to begin working towards the degree of Doctor of Optometry (O.D.) at Illinois College of Optometry after three years at Knox. Applicants are selected by Illinois College of Optometry in their third year on the condition they successfully complete the curriculum described below and are considered to be admissible. Students so chosen can earn the B.A. degree from Knox and the Doctor of Optometry in seven years. The Knox B.A. is awarded upon satisfactory completion of the first year of postgraduate study at Illinois College of Optometry.

This is a combined program, one designed for outstanding students with a clear goal of practicing optometry. In addition to presenting strong academic records, applicants will be interviewed by a Knox selection committee and by representatives of Illinois College of Optometry prior to admission. This program is principally intended for majors in Biology.

To be eligible for this combined degree program, students must complete an academic major and fulfill all of the general education requirements for the Knox B.A. in their three years at Knox, with the exception of the second field of study; pre-optometry work at Knox together with optometry courses taken the first year at ICO will be considered equivalent to completing a second field. To be admitted to the program a Knox student must:

- have received at least 27 credits with at least a 3.1 grade point average;
- have been in residence on the Knox Campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for the Knox degree except that the last credit and terms before the degree be in residence;
- be recommended for the program by the Dean of the College or, upon request, by the faculty program advisor;
- take the OAT no later than fall of the third year and achieve a score that equals or exceeds the average of ICO's previous year's entering class.

In addition, specific requirements for admission are as follows:

- BIOL 110, 120, 130, 323 or 333
- CHEM 100A, 102A or CHEM 100, 101, 102 and CHEM 211
- PHYS 110, 120, 130
- MATH 145 or 151
- One course in statistics or research methods (STAT 200, BIOL 210, or PSYC 281)
- One course in psychology
- One additional course in the social sciences
- At least one upper-level elective from: BCHM 265, BIOL 325, 328, or 329

Optometry

All courses must be completed with a grade of C or higher. Grades of C- or lower do not successfully fulfill admissions requirements.

Students interested in this program should contact the program advisor early in their first year to declare their interest to apply, to discuss the specific requirements, and to plan their courses accordingly.

Program Committee

Steve Cohn, *Economics*, co-chair
James Thrall, *Religious Studies*, co-chair
Andy Civettini, *Political Science*
Monica Corsaro, *Spiritual Life*
Duane Oldfield, *Political Science*
Jonah Rubin, *Anthropology and Sociology*
Michael Schneider, *History*
Carol Scotton, *Economics*
Bren Tooley, *Stelleyes Center for Global Studies*
Nate Williams, *Educational Studies*

Note: As this is a new program, some of the courses listed are still under development.

Knox has a long history of academic and co-curricular engagement with peace and social justice, beginning with the College's involvement with abolitionism, the muckrakers, and initiatives in co-education. Knox students are often active in social justice projects while on campus and after graduation. Knox's nationally lauded Peace Corps Preparatory Program and innovative KnoxCorps reflect the College's continued leadership in these areas.

Our public life is infused with conflict and scarred by violence. Globally, war, threats of war, and other forms of violence unsettle international relations and ravage populations. The Peace and Justice Studies program explores the roots of these problems and methods for responding to them.

Learning Goals for the Minor

- Analyze and understand the nature of conflict and social injustice
- Understand quantitative and qualitative measures of conflict and social injustice
- Understand debates over the causes of conflict and social injustice, and the effectiveness of various public policy responses
- Understand how individuals can act to bring about peace and social change in different contexts
- Reflect on one's own positionality in social circumstances and the treatment of issues of peace and social justice in one's discipline

Requirements for the minor

5 credits and an Active Learning Experience

- PJST 100: Introduction to Peace and Justice Studies
- PJST 320: Working for Peace & Social Change: Methods & Strategies

- Three electives from the list below of approved courses which address the nature and causes of conflict, the nature and causes of social injustice, and strategies for social change and conflict resolution.
- An “active learning” experience related to peace and justice issues, e.g., internships, summer work experiences, ACM Chicago program, global studies experiences, etc.

Electives for the Peace and Justice Studies Minor

AFST/PHIL 285, AFST/PSYC 215, ANSO 218, ANSO 243, ANSO 280-281, ANSO/AFST 205, ANSO/AMST/GWST 328, ANSO/GWST 208, ART 323/FILM/IDIS 323, ECON 280, ECON 340, ECON/BUS 310, EDUC 301, EDUC/ANSO 201, ENG 243, ENG/AFST/GWST 235, ENVS 245, ENVS 272, ENVS/AFST/HIST 228, ENVS/AFST/HIST 228, GWST 280, GWST/AFST 206, GWST/AMST 325, GWST/ENG 221, HIST 281, HIST 363, HIST 366/AFST 366, HIST/AFST 366, HIST/AFST/LAST 263, HIST/RELS 224, IDIS 120, IDIS 220, IDIS 320, MUS 130, PHIL 130, PHIL 210, PHIL/ENVS 118, PHIL/GWST 243, PS 243, PS/AMST/ANSO 241, PS/GWST 229, PS/GWST 333, PS/GWST/LAST 334, PS/LAST 326, PS/SPST 238, PSYC/AFST 278, PSYC/AFST 278, PSYC/GWST 275, RELS 221, RELS 241C, RELS/HIST 113, THTR 233

Courses

PJST 100 Introduction to Peace and Justice Studies

This course introduces students to a variety of theoretical assessments of the sources of conflict, violence, and social injustice, as well as to practical and analytical approaches for promoting justice and peace. Blending political, economic, religious, ethical, and sociocultural perspectives, the course will encourage students to reflect on racial, gendered, economic, and political inequality, as well as on systemic causes of conflict and violence. Through study of historic and contemporary examples of real-world conflict resolution and social transformation, students will develop analytical skills to better understand, critically evaluate, and respond to contemporary issues of peace and justice. *Offered every year;*
S. Cohn, J. Thrall

PJST 320: Working for Peace & Social Change: Methods & Strategies

This team-taught course draws on the expertise of a variety of faculty overseen by one coordinating-integrating professor. Topics covered include: theories of peaceful conflict resolution and social change, the role of agency and positionality in change processes, and historical applications to social movements, such as the peace movement, labor movement, and civil rights movement. The course is one of two required courses for the Peace and Justice Minor. *Prerequisite: Introduction to Peace and Justice Studies (PJST 100) or permission of instructor. STAFF*

Faculty and professional interests

Brandon Polite, chair

Philosophy of music, philosophy in literature, Greek philosophy

Louise Kleszyk

Ethics, applied ethics

Daniel Wack (on leave 2019-2020)

Aesthetics, ethics, philosophy of film

William Young

Epistemology, modern philosophy, Asian philosophy

Cooperating faculty from other programs

Frederick Hord, *Africana Studies*

As a source of synthetic vision, philosophy offers alternatives for integrating a student's diversified experiences. As a source of critical analysis, it equips the student with a variety of methodological skills. As a source of self-knowledge, it provides the student with ample occasions for personal examination of presuppositions, values, goals, and beliefs. Philosophy encourages independent thinking and creative argument.

As a critic of institutions, methods, and fields of study, philosophy reaches out to all of the other disciplines. Thus there is the philosophy of law, the philosophy of science, the philosophy of art, etc. The department welcomes students with an in-depth acquaintance with other fields to participate in the dialectic of argument that characterizes philosophy.

Any qualified student may do an honors project during the senior year.

Departmental Learning Goals

Students completing a Philosophy major will be able to:

1. (Explication) Clearly state and articulate pivotal philosophic ideas within contemporary issues or the history of philosophy
2. (Evaluation) Present original arguments or criticism (both in writing and orally), which demonstrate a proficiency in (a) the methods of reasoning and (b) the integration of primary and secondary sources
3. (Reflection) Examine and discuss the grounds of their convictions and opinions, and demonstrate an undogmatic and wide-ranging understanding of the relationships between their beliefs and those of others

Writing and Oral Presentation

Writing: PHIL 215, 278, and 399 serve as writing-intensive courses for majors.

Oral Presentation: PHIL 399 serves as a speaking-intensive course for majors.

Capstone Work

Completion and presentation of paper for Senior Seminar

Recent Internships

Newberry Library, Chicago, Illinois

Habitat for Humanity

International

Americus, Georgia

Attorney General's Office

State of Illinois

Off-Campus Study Opportunities

Barcelona, Spain

Besançon, France

Berlin, Germany

Chicago, Illinois

Florence, Italy

London, England

Oxford, England

Related Co-Curricular Clubs and Activities

Philosophy Club

Habitat for Humanity

Requirements for the major

10 credits in philosophy as follows:

- PHIL 210, PHIL 270, either PHIL 302 or PHIL 303, and PHIL 399
- Six other credits in philosophy including at most two 100-level courses.

With permission of the chair, up to two credits in related studies outside the department may be counted toward electives in the major.

Requirements for the minor

- 5 credits in Philosophy, at least 4 of which are at the 200-level or above
- PHIL 399 is recommended.

Courses

PHIL 114 East Asian Philosophy

This course will introduce the three major philosophical systems of East Asian thought: Confucianism, Daoism, and Buddhism through their canonical texts. This historical approach will be supplemented by contemporary readings in each tradition. When taught as a component of the Japan Term, this course will pay special attention to the development of Japanese Buddhism, specifically Pure Land Buddhism (Amida Buddhism), Esoteric Buddhism (Shingon Buddhism) and Zen Buddhism (Soto and Rinzai). *CL: ASIA 114, RELS 114; Normally offered alternate years; W. Young*

PHIL 115 Introduction to Philosophy

An exploration of the enduring philosophical questions regarding the nature of reality, the existence of the external world, the extent of human freedom, the existence of God, the definition of the Good and its relevance to the moral life, and the principles of social and political organization. *HUM; IC; STAFF*

PHIL 118 Environmental Ethics

An examination of the contested frameworks that govern our environmental policies. Critical questions are: Is there a land ethic? Do animals have rights? Do we have ethical obligations to natural objects? Special attention is given to the major arguments of libertarian, utilitarian, and liberal-pluralist social philosophies and to the policies and practices of contemporary environmental activists. *HUM; IC; CL: ENVS 118; STAFF*

PHIL 120 Critical Reasoning

A study of the logical principles in deductive and inductive reasoning with emphasis on the methods of identifying the strengths and weaknesses of arguments. Emphasis is on the identification and classification of fallacies, the formation of scientific hypothesis, the methods of confirmation and falsification, legal reasoning, and problem solving. Examples are taken from the arguments of journalists, lawyers, scientists and philosophers. *HUM; STAFF*

PHIL 125 Philosophy and Fantasy

This course approaches philosophical issues through science fiction. Among the issues discussed are: 1) Is scientific progress human progress? 2) Can machines think? 3) Are thinking machines persons? 4) Can human society be perfected? 5) Does history have an overriding goal for human development? 6) Is human perception relative to human biology? social community? 7) Are social power, scientific practice, exploitation, and the concept of the 'the natural' linked? In other words, is nature a social construct? *HUM; IC; B. Polite*

PHIL 130 Ethics and Business

In this course we read, write and think about the nature of business and its relation to a good human life. We consider such questions as: Is anybody who provides a good to other people involved in a business? Could a society have businesses if it didn't also have money? In what sense does one have to do what one has contracted to do? Do businesses owe anything to those who

create the conditions in which they flourish? Is there anything objectionable about asking as much as the market will bear for some product? *HUM; IC; D. Wack*

PHIL 142 Philosophy as a Guide to Life

The goal of this course is a little audacious: to help students become wiser and lead a better life. To achieve this goal, we will explore several traditional philosophical approaches to the question: "What is it to lead a good life?" These may include Confucianism, Daoism, Epicureanism, Stoicism, and Buddhism, among others. Students will "live out" each approach for one or more days, breaking unconscious habits by incorporating philosophical insights into their daily lives and seeing whether they bear any fruit. They will then report back to the class with their observations and experiences. *HUM; IC; Normally offered alternate years; B. Polite*

PHIL 202 Symbolic Logic

A detailed study of the principles of deductive logic, the course emphasizes the identification of valid and invalid arguments, and the fundamentals of propositional logic and quantification theory. *QSR; Prereq: sophomore standing or permission of the instructor; QL; QR; B. Polite*

PHIL 205 Buddhism and Japanese Buddhism

This course is an introduction to Buddhism, with specific emphasis on Japanese Buddhism. To these ends, it will canvass the principal tenets of Buddhism, namely, the four noble truths, the eight-fold path, dependent originations, the no-self, karma, etc., in the Theravada and Mahayana traditions. It will then consider the development of Japanese Buddhism from the Asuka (552-645 CE) through the Kamakura Periods (1185-1332 CE) by examining the rise of particular sects within Japanese Buddhism (Nara Schools, Tendai, Shingon, Pure Land, and Zen). *CL: ASIA 205, RELS 205; Normally offered alternate years; W. Young*

PHIL 210 Ethics

Lying, murder and cheating at checkers are all species of injustice-what do they all have in common that makes them all injustices? Which is better, being just or appearing just? Must one care

about being a just (or a good) person? It is easier to answer these questions than to explain why the right answers are right, although both tasks are challenging. We think about what the right answers are, and why they are right, through careful reading of some of the great moral philosophers, including Plato, Aristotle, St. Augustine, St. Thomas Aquinas, David Hume and Immanuel Kant. *IC; D. Wack*

PHIL 211 Philosophy of Art

An exploration of the problems found in the analysis and criticism of the visual and performing arts. Topics may include the analysis of an aesthetic experience, the tension between subjective and objective evaluations, the definition of beauty and the problem of the ugly, the problems of creativity and expression, the role of the artist in contemporary society, the ethical issues of censorship, forgery, and artist's rights. *IC; Prereq: sophomore standing or permission of the instructor; D. Wack*

PHIL 212 Value and Exchange

How is value created and sustained? What role does exchange play in value's creation? In this course we explore the relation between value and exchange in order to analyze the contemporary, historical, and cross-cultural practices involving debt and money. We will read several theorists, including Georg Simmel, Karl Marx, Adam Smith, Marcel Mauss, David Graeber, and Gayle Rubin, on the relation between value and exchange. On this basis, we will then examine the ethical implications of money and debt relations. In so doing, we will analyze and contrast contemporary and market forms of exchange with historical and cross-cultural forms of exchange. Finally, we will develop these theoretical frameworks on value and exchange in order to better understand the most recent global crisis of value and exchange: the financial and market panic of 2008. *IC; D. Wack*

PHIL 215 Philosophy of Education

See description of EDUC 203. *HUM; Prereq: sophomore standing or permission of the instructor; CL: EDUC 203; W; IC; S. DeWitt*

PHIL 218 Philosophy of Mind

This course examines the relationship between the mind and the natural world. Some of the topics the course may consider are: What is the relationship between the mind and the body? Given that cognitive processes are rule-bound processes, are these rules learned or innate? Do these rules permit objective knowledge, i.e., knowledge of the world as it is in and of itself? What explains the semantic content of cognitive states? What is consciousness? What is the status of computer intelligence? *IC; B. Polite*

PHIL 220 Contemporary Moral Theory

Contemporary moral philosophy is largely concerned with providing an objective basis for morals. A central challenge for contemporary moral philosophy is to show that morals are not entirely subjective, not entirely relative to a particular person's desires or beliefs or goals, and not even entirely relative to a particular culture's practices. This course examines the two most prevalent contemporary moral theories: Utilitarianism and Kantianism. We consider central contemporary discussions of subjectivism and relativism regarding morals and then read John Stuart Mill and Immanuel Kant, as well as several contemporary discussions of their doctrines. *Prereq: one philosophy course or sophomore standing, or permission of the instructor; D. Wack*

PHIL 228 Death and Life

In this course, we articulate the concepts of life and death by surveying a variety of ancient and modern philosophical accounts of them in order to see the role such an understanding of these concepts can play in helping us think about our relations to ourselves and to others. In exploring both ancient philosophical practices designed to cultivate ways of thinking about death and more modern attempts to grapple with these two concepts, we investigate the conceptual difficulties and rewards in thinking of death and life. *IC; D. Wack*

PHIL 230 Political Philosophy

This course is an historical introduction to political philosophy focusing especially on the ideas of liberalism and democracy. Our own form

of government is (perhaps only ideally) a realization of both of these values and is an important source of their currency as ideals in much of the contemporary world. But what is liberalism? What is democracy? What forms can liberalism and democracy take? Are some forms preferable to others? What is so valuable about liberalism and democracy anyway? Can both be realized by a state? If there is a conflict, which value should take precedence? *IC; Normally offered alternate years. D. Wack*

PHIL 243 Philosophies of Feminism

This course explores the theoretical frameworks by which feminists explain the exploitation and oppression of women. The aim of this course is to understand how feminists conceive of sexism, how they model a nonsexist society, and the manner in which they believe this society may be established. We proceed historically, beginning with Mary Wollstonecraft's *A Vindication of the Rights of A Woman*, ending with contemporary feminist issues. Among the varieties of feminist thought covered are Enlightenment feminism, cultural feminism, Marxist feminism, psychoanalytic feminism, radical feminism and contemporary French feminism. *HUM; Prereq: sophomore standing; CL: GWST 243; W. Young*

PHIL 244 Philosophy of Music

This course considers the nature of music and its significance. Our central question will be: in what ways can music be meaningful? More specific questions may include: What is a musical work? What determines whether performances are authentic or good? Why do we sometimes find music to be not just enjoyable but also intensely moving and even profound? We approach these questions through a careful examination of key texts and arguments in musical aesthetics, and with respect to a variety of musical styles. No special knowledge of philosophy or music is presupposed for students entering the class. *HUM; IC; CL: MUS 244; B. Polite*

PHIL 246 Philosophy of Film

Popular movies characteristically depict actions, with a climactic action or event giving significance and structure to the earlier events in

the movie. What are the implications of the centrality of action and action representation in movies for our understanding of film and of action? How do movies help us to understand the relation between a world and the actions that are possible in that world? How do the movies allow us to think about actions and the inner lives of the agents who carry them out? How have the kinds of actions shown in popular movies developed and changed? How does the representation of action on film shed light on the nature of time?
CL: FILM 246; D. Wack

PHIL 247 Moral Life in Literature

Literature raises two different types of moral questions: those concerned with the moral parameters guiding the creative process and those dealing with the moral issues raised from within the literary work itself. This course examines both issues. Regarding the former, we ask: Must good literature be moral or can an accomplished work of art be immoral? If there are moral guidelines for the production of literature, what are they? Regarding the latter, we use literature to better understand particular moral issues. What, for example, can literature add to our understanding of friendship, courage, community and the pursuit of individuality? *IC; CL: ENG 247; B. Polite*

PHIL 270 Greek Philosophy

The development of Greek philosophy from its origins in the pre-Socratic fragments through Sophists to the major systematic works of Plato and Aristotle. Special attention is given to the enduring character of the topics raised in ancient philosophy, possibly including the nature of reality, the definition of the Good, the apprehension of beauty, and the basis for social and political life. *HUM; IC; Prereq: sophomore standing or permission of the instructor; CL: CLAS 270; B. Polite*

PHIL 276 Existentialism

An exploration of Existentialism through both philosophical and literary texts. Authors may include: Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Heidegger, Sartre, Merleau-Ponty, and de Beauvoir. *Prereq: one course in philosophy or permission of the instructor; W. Young*

PHIL 278 Memory and Perception

How are our capacities for memory and sense perception related? In what ways do they depend on each other? In this course, we examine a number of different philosophical accounts of the relations between memory and perception in order to determine the nature of the interdependence of these capacities. In so doing, we will clarify for ourselves how mind and world are related and see why it is the case that our ability to perceive the world we live in is itself a phenomenon that is conditioned by historical developments. We will read texts by Henri Bergson, Ludwig Wittgenstein, Elizabeth Anscombe, Friedrich Nietzsche, Stanley Cavell, and others. We will watch movies by Orson Welles, Chris Marker, Alfred Hitchcock, and others. *W; D. Wack*

PHIL 283 Philosophy of Religion

An examination of the rational basis of theistic belief including a study of the teleological, cosmological, moral, and ontological arguments for the existence of God. Special attention is given to the problems of religious knowledge, the differences between evidentialists and reliabilists accounts of religious experience, the nature and description of mysticism, religious experience, and religious authority. *Prereq: sophomore standing or permission of the instructor; CL: RELS 283; B. Polite*

PHIL 284 Philosophy, Art, and Religion

This course examines the relationship between art (with a special emphasis on music) and religious belief, practice, and experience. Our central questions are: Can art communicate religious beliefs? What do both believers and non-believers get out of viewing religious art? Does the meaning of religious art change when placed within a secular setting? Can art induce (as well as express) mystical experiences? To address these questions, we will consider the work of a number of philosophers and other scholars. We will also look at art produced within a diverse array of religious traditions from around the world. *IC; Prereq: sophomore standing or permission of the instructor; CL: RELS 284; B. Polite*

PHIL 285 Black Philosophy

See description of AFST 285. Alternate years.
HUM; *Prereq*: one course in *Africana Studies* or one course in *Philosophy*; *CL*: AFST 285; *DV*; *F*: Hord

journal. *Prereq*: junior standing or permission of the department; May be repeated once for credit; *W*; *O*; *STAFF*

PHIL 290 Agents, Actions, Ends

This course aims, first, to be an introduction to moral psychology—the area of philosophy that straddles the philosophy of mind, the philosophy of action and the theory of value. Moral psychology asks “In virtue of what is some event an intentional action?” “In virtue of what is something—an animal, a person, an institution—an agent?” “Does aiming at something entail viewing it as something good?” This course aims, second, to equip students with an especially fruitful way to think about various sorts of actions and agents—the approach we study is well-suited to navigating substantive ethical debates, and to appreciating the insights of some strands of post-structuralism, post-colonial theory, and feminism. Offered alternate years. *Prereq*: sophomore standing or consent of the instructor; *D*: Wack

PHIL 302 Modern Philosophy from Descartes to Kant

The development of philosophy in the seventeenth and eighteenth centuries, with stress on the growth of rationalist and empiricist trends which culminate in Kant. Philosophers studied include Descartes, Leibniz, Locke, and Hume, as well as Kant. *Prereq*: one course in *philosophy* or permission of the instructor; *W*: Young

PHIL 303 Modern Philosophy From Kant to Marx

Concentration on a critical analysis of Kant, Hegel, and Marx. The course emphasizes the complex interrelation between theory and practice. *Prereq*: one course in *philosophy* or permission of the instructor; *W*: Young

PHIL 399 Senior Seminar in Contemporary Philosophy

The primary aim of Senior Seminar is the reworking of an essay written in a previous Philosophy class. That essay will then be submitted to an undergraduate conference in Philosophy or an undergraduate Philosophy

Faculty and professional interests

Thomas Moses, chair (on leave Fall 2019)

Liquid crystals, condensed matter physics, laser physics

Nathalie Haurberg

Extragalactic astronomy and astrophysics, chemical evolution of galaxies, stellar populations

Charles Schulz

Magnetic resonance, Mössbauer spectroscopy, biophysics

Mark Shroyer

Nuclear quadrupole double resonance, magnetic susceptibility, condensed matter physics

Physics has developed and grown throughout history as a result of the intricate but essential interplay of theory and experiment. Department programs emphasize this theme as the student takes courses involving both theoretical and laboratory work, which become progressively more complex and rigorous. At the same time, there is an emphasis on the development of a variety of skills and techniques necessary in the pursuit of physics and also highly valuable in almost any career in STEM fields (Science, Technology, Engineering, and Mathematics) the student might choose. These skills include experimental design, instrumentation, data analysis and evaluation of experimental results; the application of mathematics and the computer to the solution of problems; communication of results and understanding to others; and, perhaps most important, the application of general principles to the analysis of specific problems.

The physics major in the context of a liberal arts program provides the student with great flexibility in the choice of a career. In the past five years, some physics majors have embarked on careers in research and/or teaching by entering graduate programs in physics or physics-related areas (such as biophysics, astronomy, astrophysics, or atmospheric science). Others have entered programs in engineering through Knox's pre-engineering program or have pursued graduate degrees in engineering or in business prior to joining the management group of a science-related industry. Some have gone directly into secondary education or industry, while others have entered medical, law or theological school.

One of the great advantages of the physics major at Knox is the opportunity to participate in a research project as an undergraduate. Knox faculty have active research interests in both experimental and theoretical physics, and experimental facilities are available at Knox for Mössbauer spectroscopy, magnetic susceptibility, differential scanning calorimetry, scanning electron microscopy, X-ray fluorescence spectroscopy, evanescent-wave ellipsometry and nuclear magnetic resonance experiments. The department also has a microprocessor controlled 10-inch Meade telescope, and a Nexstar 8-GPS with a CCD camera.

Special Facilities

Laser Laboratory
Mössbauer spectrometer
SQUID susceptometer (Quantum Design 5.5T MPMS)
NQDR spectrometer
NMR spectrometer
Computer controlled 10" Meade telescope
Computer controlled Celestron Nexstar8 with CCD camera
X-ray fluorescence spectrometer
High field electromagnet (2.3 Tesla)
Superconducting magnets (4)

Recent Student Achievements

Porter-Andreas Prize Problem Challenge
Smith Prize for Excellence in Physics
Mariner Research Award
Benedict Research Award

Recent Off-Campus Research Opportunities

Argonne National Laboratory
German Academic Exchange Service Internship (University of Greifswald)
Kitt Peak National Observatory
Oak Ridge National Laboratory
R.E.U. projects
– University of Chicago
– University of Washington

Graduate Schools of Recent Physics Alums

Carnegie Mellon University
Columbia University
Duke University
Georgia Technical University
Indiana University
Northwestern University
The Ohio State University
Rochester University
University of Colorado
University of Illinois/
Urbana-Champaign
University of
Massachusetts/Lowell
University of Michigan
University of Minnesota
University of Wisconsin-Madison
Vanderbilt University
Washington University
Western Illinois University
Yale University

Co-Curricular Clubs and Activities

Physics and Astronomy Club
Engineering Club

Departmental Learning Goals

Students completing a Physics major or minor will:

1. (Critical Thinking) Be able to read intermediate-level science literature, follow the logic of the development and data analysis, and to think consciously about and be able to respond to flaws in papers.
2. (Scientific Literacy) Be familiar with and be able to explain key developments in the history of physics, and to be able to do literature searches on research topics.
3. (Numerical Literacy) Be able to correctly and confidently apply the analytic tools of mathematics through differential equations to problems in physics, to be able to correctly and confidently solve physics problems using numerical and computer-based methods (e.g., Mathematica).
4. (Physics Content Areas) Be familiar with, be able to solve intermediate-level problems, and be able to interpret their results in the areas of Analytical Mechanics, Thermodynamics, Electromagnetism, and Modern/Quantum Physics.
5. (Lab and Research Skills) Be able to use standard physics lab instrumentation (e.g., oscilloscopes, multimeters, various force, pressure, and temperature sensors) to make physical measurements, to be able to properly do error analysis on data collected from those measurements, and to be able to write a well-crafted report on the experiment.
6. (Communication Skills) Be able to speak confidently and coherently to an audience about topics in physics, to be able to write clear, concise, and accurate research reports in standard style.

Students completing an Astronomy minor will:

1. Be able to understand, describe, and analyze a range of astronomical phenomena, at scales ranging from planetary to galactic and extragalactic.
2. Be able to make use of the mathematical and physical theories that form the basis of modern astronomy.
3. Be able to carry out observational projects in astronomy using appropriate computational and statistical tools for the analysis of data.

Writing and Oral Presentation

Writing: Skills in clear and graceful scientific writing are developed in 100-level course laboratory reports, then more intensively in formal reports in 200-level laboratory courses (Phys 241 and 245), and may be further honed in Phys 341.

Oral Presentation: Skills in crafting and delivering oral presentations are developed in 200-level laboratory courses (Phys 241 and 245) and may be developed further in Phys 341.

Requirements for the majors

Physics – Bachelor of Arts

11 credits as follows:

- PHYS 110, PHYS 130 or PHYS 130A, PHYS 205, PHYS 241 or PHYS 245
- Five additional credits numbered above 200, including at least two of: PHYS 310, PHYS 312, PHYS 313, PHYS 314. PHYS 340 may not be used to satisfy this requirement.
- Mathematics: MATH 205, and one of MATH 210, 215, 230 or PHYS 300. PHYS 300 may not be used additionally as one of the five elective credits.

With permission of the chair, up to 2 credits in related studies outside the department may be counted toward electives in the major.

Physics – Bachelor of Science

Students completing the Physics B.S. degree will complete all requirements for the Physics (B.A. degree) and complete the following 4 additional credits:

- 2 additional credits in Physics numbered 200 or above. PHYS 340 may not be used to satisfy this requirement.
- 1 additional credit in Biology, Chemistry or Environmental Studies in an approved course having a laboratory component, chosen from among the following courses or another course with the permission of the chair: Biol 110, 120, or 130; Chem 100A, 102A; Envs 125, 241.
- 1 additional approved credit in Mathematics or in Computer Science, chosen from among the following courses or another course with the permission of the chair: CS 141, 142; any math course numbered above 200.

Requirements for the minor

5 credits as follows:

- PHYS 110
- PHYS 130 or 130A
- PHYS 205
- Two additional credits in Physics, one of which must be at the 300-level or above, and both of which must be approved by the Chair of the department

Professional Preparation

For medical and dental schools, the sequence PHYS 110, 120, and 130 or 130A includes laboratories and satisfies the general physics requirement. For the 3-2 engineering program, PHYS 110, 120 and 130 are the minimum needed; PHYS 205 is also recommended. Students considering graduate study or careers in physics should consider completing the following courses:

- PHYS 110, 120, 130, 205, and 241 or 245
- PHYS 310, 312, 313, 314 and at least two seminar courses (345, 346, 347)
- MATH 205, 210, and 230
- CS 141 (or 147) and 142
- CHEM 100A and 102A

Courses

PHYS 110 Mechanics

Newtonian dynamics, including kinematics, the laws of motion, gravitation, and rotational motion, are considered. The conservation laws for energy, momentum, and angular momentum are presented along with applications ranging from the atomic to the celestial. One laboratory meeting per week. NOTE: PHYS 110 and PHYS 120 are intended for both science and non-science majors. In PHYS 110 and PHYS 120, calculus concepts and techniques are introduced and taught as needed. No prior knowledge of calculus is necessary to undertake these courses, but proficiency with algebra and trigonometry is expected. One laboratory meeting per week. *NPS; SI; QR; QL; Offered every fall; STAFF*

PHYS 120 Heat, Waves, and Light

Thermodynamics explores the connections between heat and other forms of energy, temperature, and entropy, with applications to engines, refrigerators, and phase transitions. Oscillatory behavior and wave motion, with application to acoustic and optical phenomena. Geometric and wave optics, considering optical systems and the diverse phenomena associated with the wave nature of light. Techniques from calculus are introduced and taught as needed. Proficiency with algebra is expected. One laboratory meeting per week. *NPS; QL; QR; SI; Offered every winter; STAFF*

PHYS 130 Electricity and Magnetism

This course utilizes the concept of “field” to explain the properties of static electric and magnetic forces. The behavior of dynamic electric and magnetic fields is studied and the connection between the two is formulated in the form of Maxwell’s equations, which unify the study of electricity, magnetism, and optics. The static and dynamic behaviors of fluids are also covered to introduce concepts useful in understanding electrical circuits. Calculus is used. One laboratory meeting per week. *NPS; Prereq: MATH 152; QL; QR; SI; Offered every spring; STAFF*

PHYS 130A Electricity and Magnetism

(Algebra-based) This course covers most of the topics in PHYS 130 but without calculus and in less depth. Additionally, the history and basic concepts of Quantum Physics are introduced, with an emphasis on how Quantum Physics has changed our understanding of energy, light, and the atom. This course is intended for students not planning to pursue Physics, Chemistry, or other related fields. Proficiency with algebra and trigonometry is expected. One laboratory meeting per week. *NPS; QL; QR; SI; Credit cannot be earned for both PHYS 130A and PHYS 130; Offered every spring; STAFF*

PHYS 161 The Search for Extraterrestrial Life

A survey of the scientific search for life beyond the Earth. This multidisciplinary course covers the story of the Earth as a planet, the history of life on Earth, the prospects of finding life in our solar system and beyond, the possibilities of detecting other technologically advanced civilizations, and ideas about interstellar travel. The course will focus on the implications concerning life in the Universe from discoveries of modern astronomy and how the search for extraterrestrial life fits into the modern scientific framework. Competence using algebra is expected. *NPS; SI; Offered fall odd years; N. Haurberg*

PHYS 163 Physics of Music

A survey of the physical principles involved in sound and musical instruments. How the properties of an instrument or room influence the perceived tone quality of sound or music. Analysis/synthesis of the frequency components in musical sound. Coverage is primarily descriptive with the laboratory an important component. Competence using algebra is expected. *NPS; QL; SI; Offered winter odd years; STAFF*

PHYS 165 Physics of Sports

In this course, physics principles will be used to analyze motion of objects and athletes in a variety of sports, including an analysis of proper technique. Approaches to this analysis will include an introduction to Newtonian mechanics, fluid dynamics, the conservation of energy, momentum

and angular momentum. Concepts will be developed through observation and laboratory experience. Specific topics for analysis will be drawn from the interests of class participants. Competence using algebra is expected. *NPS; QL; SI; Offered winter even years; M. Shroyer*

PHYS 167 Astronomy

How measurements, from naked-eye observations to the most modern techniques, and their analysis have led to our current understanding of the size, composition, history, and likely future of our universe. Concepts and methodology developed through observations and laboratory exercises emphasizing simple measurements and the inferences to be drawn from them. Includes evening viewing sessions. Competence using algebra is expected. *NPS; QL; SI; Offered fall even years; STAFF*

PHYS 205 Modern Physics

An introduction to the two major shifts in our view of physics which have occurred since 1900, Einstein's Special Relativity and the wave-particle duality of nature. The course starts with a review of key experiments which show that classical mechanics and electrodynamics do not provide a satisfactory explanation for the observed phenomena, and introduces the relativity and quantum theory which provide such an explanation. Includes regular laboratory meetings. *NPS; Prereq: PHYS 110 and MATH 152 or permission of the instructor. A prior course covering electricity (PHYS 130, 130A, or a high school course) is recommended; QL; QR; SI; Offered every fall; STAFF*

PHYS 241 Introduction to Research

Experiments and seminars emphasizing modern techniques and instrumentation in physical measurements. Student-selected experiments in several areas of physics illustrate such techniques as noise suppression, data handling and reduction, and instrumental interfacing. Introduction to literature search, error analysis, experimental design, and preparation of written and oral reports. *Prereq: any physics course numbered 200 or above and MATH 152 or permission of the instructor; O; QL; W; Offered spring odd years; STAFF*

PHYS 242 Electronics

An introduction to electronics surveying the three major areas: circuit analysis, analog and digital electronics. Topics include network theorems, AC circuit analysis, phasors, frequency response, diodes, transistors, operational amplifiers, Boolean algebra, combinational and sequential logic, memory, analog-to-digital conversion, sensors, and programmable microcontrollers. Constructing and testing circuits in the laboratory is a major component of the course. *Prereq: PHYS 130 or PHYS 130A; QL; SI; Offered winter odd years; STAFF*

PHYS 245 Observational Astronomy

An introduction to physics and astronomy research methods through observational astronomy. The techniques of modern observational study will be approached through analysis of photometric and spectroscopic optical images collected with departmental equipment. Observational projects selected and performed by students are at the heart of the course. The course includes an introduction to literature search, statistical analysis of uncertainties, and preparation of written and oral reports. *Prereq: Any physics course at the 200-level or above and MATH 152, or permission of the instructor; W; O; Offered spring even years; N. Haurberg*

PHYS 260 Engineering Mechanics: Statics

Statics concerns the mechanics of non-moving structures. This problem-oriented course explores force and moment systems, distributed forces, trusses, cables and cable networks, friction and friction machines, and the virtual work principle. The course is offered on an independent-study basis by arrangement with the instructor. *Prereq: PHYS 312 or permission of the instructor; Offered by arrangement, typically annually; T. Moses*

PHYS 300 Mathematical Physics

An introduction to the methods of advanced mathematics applied to physical systems, for students in physics, mathematics, chemistry, or engineering. Topics include the calculus of variations, linear transformations and eigenvalues, partial differential equations, orthogonal functions, and integral transforms. Physical applications include Hamilton's Principle, coupled

oscillations, the wave equation and its solutions, Fourier analysis. *Prereq: MATH 152 and at least one other course in mathematics or physics numbered 200 or above; QL; Offered winter odd years; STAFF*

PHYS 308 Optics

Electromagnetic waves, refraction, geometric optics and optical instruments, polarization, interference and diffraction phenomena, special topics including lasers, holography, and nonlinear optics. Includes regular laboratory meetings with experiments in geometric and physical optics. *Prereq: PHYS 120 and MATH 152 or permission of the instructor; QL; Offered spring even years; STAFF*

PHYS 310 Thermodynamics and Statistical Mechanics

Elementary probability theory, thermodynamic relations, entropy, ideal gases, Gibbs distribution, partition function methods, quantum statistics of ideal gases, and systems of interacting particles, with examples taken from lattice vibrations of a solid, van der Waals gases, ferromagnetism, and superconductivity. Includes regular laboratory meetings with experiments on relevant physical systems including gases, semiconductors, and thermal radiation. *Prereq: PHYS 205 or permission of the instructor; QL; Offered spring odd years; STAFF*

PHYS 312 Classical Dynamics

Simple harmonic motion (damped, driven, coupled), vector algebra and calculus, motion under a central force, motion of systems of particles, and Lagrangian mechanics. *Prereq: PHYS 110 and MATH 152 or permission of the instructor; QL; Offered every winter; STAFF*

PHYS 313 Classical Electromagnetism

Electrostatics and electric potential, solution of Laplace's equation, dielectric media, magnetic fields, magnetic vector potential, electromagnetic induction, and Maxwell's equations. *Prereq: MATH 152 (MATH 205 recommended); QL; Offered fall odd years; STAFF*

PHYS 314 Quantum Physics

Interpretation of atomic and particle physics by wave and quantum mechanics. Topics include solution to the Schrodinger Equation for one and three dimensional systems, Hilbert space, the hydrogen atom, orbital and spin angular momentum, and perturbation theory. *Prereq: PHYS 205 or permission of the instructor; QL; Offered fall even years; STAFF*

PHYS 316 Stellar Astrophysics

A survey at an intermediate level topics in stellar astrophysics. Possible topics include: the dynamics of star systems, star formation, stellar evolution, supernovae and black holes, stellar pulsation, and the chemical evolution of the universe. *Prereq: PHYS 205 or CHEM 321 or permission of the instructor; Offered winter even years; STAFF*

PHYS 317 Extragalactic Astrophysics

A survey at an intermediate level of topics in extragalactic astrophysics and cosmology. Possible topics include: formation and evolution of galaxies, active galactic nuclei, dark matter, big bang cosmology, and general relativity. *Prereq: PHYS 205 or CHEM 321, or permission of the instructor; Offered winter odd years; STAFF*

PHYS 340 Comprehensive Review of Physics (1/2)

An intensive, comprehensive review of physics, emphasizing the four major areas: Mechanics, Electricity & Magnetism, Quantum Mechanics, and Thermal-Statistical Physics. Coverage may include some topics from Optics, Statistics, and laboratory practice. *Prereq: Junior standing and two 300-level physics courses; Offered every spring; STAFF*

PHYS 341 Advanced Physics Laboratory (1/2)

Students will undertake experiments selected from atomic and quantum physics, optics and spectroscopy, condensed matter physics, and nuclear physics. Emphasis is on learning experimental techniques and instrumentation used in different domains of physics. Course may be repeated once for credit. *Prereq: PHYS 205 and 241, or permission of the instructor; Offered every spring; STAFF*

**PHYS 345 Seminar in Theoretical Physics:
Analytical Mechanics (1/2)**

Topics may include oscillations, non-linear oscillations and chaos, calculus of variations, Lagrangian and Hamiltonian mechanics, and rigid body dynamics. *Prereq: PHYS 312; QL; Offered every spring; STAFF*

**PHYS 346 Seminar in Theoretical Physics:
Electrodynamics (1/2)**

Topics may include multipoles, Laplace's equation, electromagnetic waves, reflection, radiation, interference, diffraction, and relativistic electrodynamics. *Prereq: PHYS 313; QL; Offered winters even years; STAFF*

**PHYS 347 Seminar in Theoretical Physics:
Quantum Mechanics (1/2)**

Topics include Hilbert space, perturbation theory, density matrices, transition probabilities, propagators, and scattering. *Prereq: PHYS 314; QL; Offered winters odd years; STAFF*

Political Science

Major and Minor

Student Accomplishments

Fulbright Scholarship
Peace Corps
Admission to, and fellowships at leading law schools including:
Harvard, University of Michigan, Georgetown, University of Chicago, University of Illinois, and Northwestern
National Political Science Penniman Scholarship, University of Chicago
Phi Beta Kappa
Graduate Fellowship, Vanderbilt University
Associated Colleges of Illinois “Shining Example Award”
Illinois State Legislature Graduate Fellowship Award
Kemper Scholarships

Student Research and Honors Projects

“In Defense of Federalism: Publius, Tocqueville, and the Supreme Court”
“The Electoral College”
“Plea-Bargaining: A Perspective from the Public Defender’s Office”
“Volunteers in Political Campaigns”
“War-Time Necessity and the Constitution”
“Activism and Textualism: Judicial Philosophies”
“Democratization in South Korea”
“The Guatemalan Civil War”
“The Shifting Face of Iraq: The New Politics of the Shi’a Majority”
“The Jurisprudence of Justice Antonin Scalia: Textualism and Originalism”

Faculty and professional interests

Duane Oldfield, chair
Globalization, social movements, religion and politics
Thomas Bell
Constitutional law, political theory, American politics
Andrew Civettini
American politics, political behavior, political psychology
Sue Hulett
International relations, American foreign policy, religion and politics
Karen Kampwirth
Comparative politics, Latin America, gender and politics
Katie Stewart
Comparative politics, Russia/Eastern Europe, Nationalism
Lane Sunderland
Constitutional law, political philosophy, American political thought

Cooperating faculty from other programs

James Dyer, *Journalism*
Benjamin Farrer, *Environmental Studies*

The Department of Political Science and International Relations leads students to a better understanding of the importance and complexity of political life. The curriculum includes introductory courses in each of the subfields of political science and international relations and advanced work that builds on the theory and framework provided by the 100 and 200-level courses. The department faculty represent diverse methodologies and political views to advance the goal of presenting competing perspectives on a political life that inevitably requires students to arrive at their own conclusions regarding questions of justice.

The goal of course work within the department is to provide students with the skills and perspectives necessary to a profound understanding of politics in all its richness. The curriculum is organized around general themes and emphasizes the areas of political philosophy, American institutions and politics, American constitutional law, international relations and comparative government.

Students with an interest in politics may choose to major in political science or international relations (See entry for International Relations). Students are counseled to complement these interests with appropriate courses in modern language, history, economics, and anthropology and sociology. Beyond specific course work, many students engage in independent study and honors work. The department has an active and popular internship program that affords students experience in political, legal, and public service internships in Galesburg, Springfield, Chicago, and abroad. The College’s program for off-campus studies allows students to broaden their understanding through

such opportunities as study in Washington, D.C., Denmark, Jordan, Japan, Argentina, or London.

A degree in political science or international relations is a strong foundation for careers in local, state or national government, transnational governmental or non-governmental organizations, and business. Graduates also undertake graduate study in fields such as law, labor and industrial relations, city management and urban planning, journalism, interest groups or social movement lobbying, and communication.

As undergraduates, students have participated in the Naval Academy Foreign Affairs Conference, Model United Nations, Model Arab League, Model Illinois Government and the Center for the Study of the Presidency. The goal of the major is to graduate students who have thought seriously about the complexities of politics and who are prepared to take their places in society with the conviction that politics is not merely the art of the possible, but the art of the best possible.

Departmental Learning Goals

Students completing a Political Science major will be able to:

1. Articulate coherent arguments on difficult global and domestic political issues
2. Carry out substantial research
3. Analyze politics and international relations using a broad range of theoretical and methodological approaches

Writing and Oral Presentation

Writing: PS 227, 231, 245, 315, 317, 320, 326, 333, 342, 362, and 363 serve as writing-intensive courses for majors.

Oral Presentation: PS 128, 306, 312, 315, 317, 362, and 363 serve as speaking-intensive courses for majors.

Requirements for the major

10 credits as follows:

- PS 101, PS 210, PS 220 and one from PS 245 or PS 342
- PS 230, preferably completed in the sophomore year
- One credit within the department chosen from the following designated research courses: PS 227, 229, 231, 234, 301, 306, 308, 309, 310, 320, 321, 326, 333, and 334
- Three additional credits of electives within the department.
- At least two of the courses counted toward the major must be at the 300-level
- STAT 200

Recent Internships

Office of the Counselor to
the Chief Justice, U.S.
Supreme Court
White House Internship
Digital Assistant at Democratic
Congressional Campaign
Committee
Mayor's Office of Los Angeles
Democratic National Committee
Washington Office on Latin
America
Legislative Research Unit,
Illinois General Assembly
Illinois Legislative Staff
Internship
U.S. Senate
Nevada Attorney General's Office
International Red Cross
Illinois Democratic Party
Illinois Republican Party
Council on American-Islamic
Relations
Knox County Court Appointed
Special Advocate's Office
Knox County Legal Assistance
JusticeCorps
Galesburg Regional Economic
Development Association

Recent Off-Campus Study

Argentina
China
Denmark
England
Japan
Mongolia
Russia
Spain
Turkey
Urban Studies Program
Washington Semester

Affiliations

American Political Science
Association
Pi Sigma Alpha – National
Honor Society
Model United Nations

Requirements for the minor

5 credits as follows:

- PS 101 or PS 220
- 4 additional courses in political science, at least one of which must be at the 300 level

Courses

PS 101 American National Government

An introductory study of the United States national government. The Constitution, the development of representational, judicial, and administrative procedures, and contemporary problems of the democratic process are described and analyzed. *HSS; SA; Usually offered Fall and Spring; D. Oldfield, A. Civettini, T. Bell*

PS 122 Introduction to Latin American Politics

An overview of the dilemmas of democratization and development. These issues are considered from a variety of perspectives (including those of indigenous people, women, peasants, religious groups and political parties), and in a number of countries. *HSS; PI; SA; CL: LAST 122; DV; K. Kampwirth*

PS 125 Introduction to Middle Eastern Politics

This course provides students with an introduction to the major challenges facing the Middle East including nationalism, Islamism, gender politics, and social movements through a focus on a few cases such as Israel-Palestine, Iran, and Egypt. *HSS; DV; PI; SA; K. Kampwirth*

PS 128 Russian and East European Politics

This course examines recent political developments in Russia and Eastern Europe, from the inception and evolution of the Soviet Union to the collapse of communism and the transition toward democracy and capitalism. Readings and assignments analyze the successes and failures of the “communist experiment” and investigate the processes of democratization, economic transition, social change and ethnic conflict that have defined the post-communist period. The course takes a comparative approach, though special attention is paid to the case of Russia. *PI; SA; K. Stewart*

PS 135 Introduction to American Public Policy

This course focuses on the in-depth study of major current public policy issues. It looks at how American public policy is formulated and how public policies can be evaluated. These theoretical bases are then applied to a series of case studies of public policies to show more fully how the policy process works and to develop a fuller understanding of contemporary public policy issues.

The federal budgetary process will always be included, but other topics will vary with each offering. Examples of past or possible policy areas include social security reform, welfare reform, education reform, and criminal justice policies. *SA; Offered every other year; A. Civettini*

PS 200 Games, Strategies, and Politics

This course is an introduction to game theory and strategic behavior. Game theory is a systematic framework for understanding strategic interaction: games model the interaction between players (politicians, firms, countries) where outcomes are determined by the configuration of players’ preferences and the structure of the interaction. In political science games are employed to explain a broad range of phenomena, including but not limited to legislative bargaining, agenda setting, voting behavior, and international conflict. In this course students will learn to develop and solve games as well as important concepts such as dominant strategies, equilibrium, and backward induction, among others. *QSR; QR; Prereq: Math Proficiency; A. Civettini*

PS 210 Survey of International Relations

Examination of the state system, elements of national power, sources of international conflict, the nature of war and strategy in the twentieth and twenty-first centuries, measures to resolve conflicts, and prospects for the future. Additional concerns include “non-political” problems of resource scarcity, over-population and multi-

national corporations and their impact on third world states. *HSS; SA; Usually offered in the Fall; S. Hulett*

PS 215 Post-Communist Politics and Religion in Bulgaria (1/2)

Immerse yourself in Bulgaria on a short-term, faculty-led program based in Sofia, with an opportunity for visiting Plovdiv, Europe's oldest continuously inhabited city, and the Rila Monastery "St. Ivan of Rila," the largest Eastern Orthodox monastery in Bulgaria and a UNESCO world heritage site. Students will explore how its turbulent past affects its contemporary national identity. Through meetings with students and faculty from local universities, students will learn about the first Bulgarian constitution and its importance in shaping today's parliamentary democracy, the religious tolerance of the Bulgarian people, the saving of Bulgarian Jews during World War II, and much more. *Prereq: Enrollment in or previous completion of PS 128; CL: RELS 215; Offered alternate years; K. Stewart*

PS 220 Survey of Comparative Politics

An introduction to the basic theories of comparative politics in general use. Theories will be evaluated through consideration of a major theme in the subfield of comparative politics, such as political culture or democratization, considering this theme in the context of a number of countries. *HSS; Prereq: PS 101 or PS 210 recommended; DV; SA; Usually offered in the Winter; K. Kampwirth, K. Stewart*

PS 222 Media & Politics

See description of JOUR 222. *HSS; CL: JOUR 222; J. Dyer*

PS 227 Women and Latin American Politics

The varied roles that women play in politics—from international politics to personal politics—are considered. The focus is on the different ways in which women define their interests and act upon them, but gender in a broader sense (including men's roles) is analyzed. This course will analyze these issues in the context of a number of Latin American countries. *HSS; Prereq: one course in social science or gender and*

women's studies required; CL: GWST 227, LAST 227; DV; W; PI; SA; K. Kampwirth

PS 229 Women and American Politics

This course examines various roles of women in American politics with particular emphasis on women as candidates and in elective office. The purpose of this course is to acquaint students with the major arguments in the field of women and politics, and to promote discussion of the impacts of women's political participation at all levels of American political life. *Prereq: PS 101 or sophomore standing; CL: GWST 229; A. Civettini*

PS 230 Political Science Research Methods

This course introduces students to how political scientists study political phenomena. Students will gain a working knowledge of the social scientific approach to research as well as the methods by which political scientists gather and analyze data. Students will be exposed to a framework for writing in political science by dissecting the process of political science research and the composition of the research report. Utilizing these tools, we explore the scope of political science by examining research topics in each major subfield of the discipline through reading established work and developing student research projects. Students will leave PS 230 with an understanding and appreciation of the varied subject matters and methods of political science research. *Prereq: Two courses in PS at Knox, or permission of the instructor; Usually offered in the Spring; A. Civettini, K. Stewart*

PS 231 Populism in Latin America

Many of the most famous (or infamous) political leaders in Latin America—people like Evita Peron, Lazaro Cardenas, Rafael Correa and Hugo Chavez—are known as "populists." This course evaluates such leaders, with particular attention to the role of class and gender in their political careers. Other themes to be addressed include: charismatic leadership, classic populism vs. neopopulism vs. radical populism, the uneasy relationship between populism and democracy, feminism and populism, and the meanings of populist followership. *HSS; Prereq: One previous Political Science or History course; CL: GWST 231, LAST 231; DV; W; PI; SA; K. Kampwirth*

PS 234 Political Psychology

This course examines the intersection of psychology and politics. Political scientists draw heavily on psychological theories to explain political phenomena. Topics covered in this course include but are not limited to political leadership and personality theories, the formation and structure of political attitudes, the behavior of citizens particularly voting behavior, the psychology of group interactions, and the psychology of foreign policy, war, peace, and terrorism. While the research explored draws heavily on psychological theories, no prior study of psychology is required for this course. *SA; Prereq: sophomore standing or permission of the instructor; CL: PSYC 234; A. Civettini*

PS 236 Authoritarianism

In this course, we examine the persistence of authoritarian regimes despite the declared triumph of liberal democracy at the end of the Cold War. We compare the tools autocrats use to stay in power, including elections, coercion, and symbolic politics, and analyze the effects of authoritarianism on civil society and international relations. *PI; SA; Offered every year; K. Stewart*

PS 237 Nationalism

This course examines how governments and citizens create, define, promote, and contest the nation. We will look at nationalism as both a top-down and a bottom-up process in which governments, civil society organizations, and individuals cooperate and compete in constructing the national community. We will explore nation-building and nation-contesting with examples from across the globe, including Galesburg. *Prereq: Previous PS course or sophomore standing recommended; PI; SA; Offered alternate years; K. Stewart*

PS 238 Peace, Sport, and Policy

This course examines how sport is used to further national identity, peace, and other public policies. Sport provides a window into exploring how individuals and communities relate to and understand the interplay between rules, authority, fairness, and individual and collective agency and responsibility. Aside from the political socialization provided by sport, a key intersection of sport

and politics that we examine is the use of sport to further intrastate and interstate cooperation and peace. These impacts further include but are not limited to the role of sport in fostering identity, furthering national interest, and reinforcing or challenging societal norms. *CL: SPST 238; Offered alternate years; A. Civettini*

PS 240 Voting and Elections

This course examines the American electoral process by focusing on three components of it: the voting decision (who votes, why, and how), congressional elections and campaigns, and presidential elections and campaigns. The principal project is an in-depth case study of a contemporary Senate campaign. *HSS; SA; Offered in the Fall of even numbered years; A. Civettini*

PS 241 Social Movements

Analysis of the origins, strategies and political impact of social movements. Readings focus primarily on American movements including the Civil Rights movement, the Gay and Lesbian movement, the Labor movement and the Christian Right. *HSS; CL: AMST 241, ANSO 241; DV; PI; D. Oldfield*

PS 243 Power and Social Justice in Galesburg

This course uses in depth study of the Galesburg area to explore issues such as race/ethnic relations, the politics of economic development, poverty policy, and urban sustainability. The emphasis is on active engagement with the local community. Students interact with community leaders and learn to make use of local research resources. Their research papers analyze, and propose solutions to, challenges facing the community. *HSS; PI; Prereq: PS 101 or sophomore standing or permission of the instructor; D. Oldfield*

PS 245 American Political Thought

A study of selected theorists and statesmen of American democracy, emphasizing the role of political thought in the nation's development and politics. The Federalist is emphasized; Jefferson, Lincoln, Franklin D. Roosevelt, and Black theorists are treated. *HSS; Prereq: PS 101 recommended; W; SA; T. Bell*

PS 265 Religion and World Politics

An examination of the impact of religion on contemporary world politics. Topics covered may include: the rise of fundamentalist religious movements, religious challenges to secular states, transnational religious activism around human rights, peace and social justice issues, the “clash of civilizations,” and religiously based terrorism.

Prereq: PS 210 or PS 220 or sophomore standing; CL: RELS 265; DV; D. Oldfield

PS 268 Politics of International Development

An introduction to the study of international development. This course examines ongoing debates about the meaning and purpose of political and economic development, the underlying causes of extreme poverty and global inequality, and efforts by international institutions and NGOs to foster economic growth and good governance in the developing world. *DV; PI; SA; Offered every other year; STAFF*

PS 301 Democracy and Globalization

The focus of this course is on the ways in which globalization forces us to rethink basic questions of democratic practice and leads to controversies that are reshaping political life in countries around the world. Among the topics to be covered are: migration, national identity, and the boundaries of citizenship; democratic regulation of the global economy; transnational human rights regimes; and the development of global civil society. *Prereq: IS 100, a 200-level political science course, or permission of the instructor; D. Oldfield*

PS 306 American Presidency

The course examines the role of the presidency in the American system of government with an emphasis on the uses, abuses, and limitations of presidential power. Among the topics to be covered: changes in the presidency over the course of American history, the role of presidents in disrupting and creating political alignments, presidential leadership in domestic policy, war powers, impeachment, and executive orders.

Prereq: PS 101; O; A. Civettini, D. Oldfield, T. Bell

PS 308 American Political Parties

The course focuses on the nature and functions of American political parties and the dynamics of their development during periods of realignment. Models of political parties and participation, American state party systems, primaries and nominations, campaigning, parties in government, and proposals for reform of the party system are studied. *Prereq: PS 101; A. Civettini*

PS 309 Congress

The focus of the course is on the organizational structure of Congress, the nature of its processes, and the behavior of its members. Specific topics include institutional and procedural differences between the House and Senate, the role and importance of the committee and party systems, congressional decision making, and Congressional interaction with the President, executive branch bureaucracy, the courts, interest groups, and constituents. *Prereq: PS 101; A. Civettini*

PS 310 Interest Groups

This course examines the role of organized interest groups in American politics. It begins with a discussion of the reasons for and obstacles to formation of interest organizations. The majority of the course is then dedicated to the analysis of the ways in which organized interests pervade American politics, including elections, legislative action, public policy implementation, and public opinion formation and persuasion. The course concludes with a discussion of the benefits and detriments to democracy of our current interest group system and proposals for reform. *Prereq: PS 101; PS 230 is recommended; A. Civettini*

PS 312 International Organizations

An examination of the theory and role of international organizations, public and private, and transnational organizations, in the conduct of international relations. May include examinations of the United Nations, NATO, OPEC, NAFTA, Mercosur, International Red Cross, Save the Children, the European Union, and the International Court of Justice. *Prereq: PS 210 or permission of the instructor; O; K. Stewart*

PS 315 Contemporary American Foreign Policy

Analysis of the issues, strategies, and objectives of U.S. foreign policy since World War II. Machinery for the formulation and implementation of foreign policy and basic assumptions that go into its determination are also examined. *HSS; Prereq: sophomore standing; O; W; Offered in the Winter; S. Hulett*

PS 317 Advanced International Relations

Examination and analysis of selected theories of international relations such as deterrence theory, decision-making theory, democratic peace theory, systems theory, and scientific theory. *Prereq: PS 210, junior standing; O; W; Offered in the Spring; S. Hulett*

PS 320 Emerging Democracies

This course examines the process of political transition from dictatorship to democracy. Drawing on examples from Eastern Europe, Africa, Asia and the Middle East, students analyze the key determinants of successful democratization and consider the causes and consequences of the global spread of democracy. *Prereq: PS 220 or permission of the instructor; W; K. Stewart*

PS 321 European Governments

This course is divided into three sections. In the first, we survey the history and development of the European Union as a supranational governing body. Next, we focus on the most recent wave of enlargement, when the EU expanded its membership to include ten new post-communist states. In the final section, we survey some of the most important political challenges facing the EU today. *HSS; Prereq: sophomore standing; STAFF*

PS 326 Comparative Revolution

Why do people revolt? When do they succeed? What happens after the overthrow of the old regime? This course addresses these and other questions related to class, culture, gender, and religion by considering revolutionary movements in a number of countries with a focus on Latin American, Asian, and Middle Eastern cases. *HSS; Prereq: previous 200 or 300 level course work in social science or history; CL: LAST 326; W, DV; PI; K. Kampwirth*

PS 333 Global Feminism and Antifeminism

This course will examine backlashes against feminist movements, and against states and global forces that seek to mobilize men and women into more egalitarian roles. Considering examples from the United States, South Asia, the Middle East, Eastern Europe and Latin America, this course will consider what sorts of people become antifeminists; how they organize within countries; how that organization has varied across time and cultures; and how international feminists have responded to these challenges. *Prereq: at least one HSS course in which gender is a major theme; CL: GWST 333; DV; W; PI; K. Kampwirth*

PS 334 LGBT Politics in Latin America

The political visibility and rights of the LGBT (lesbian, gay, bisexual, trans) community in Latin America has changed dramatically over the course of the last generation or two. This course will explore how and why political life has changed, and will compare the political experiences of LGBT citizens of several particular countries. The focus of the course is on the countries of Latin America, though LGBT political history in other areas, such as the U.S. and Europe, will be considered in the introduction to the course, which will analyze both institutional and social movement politics. *Prereq: Sophomore standing; CL: GWST 334, LAST 334; DV; W; PI; K. Kampwirth*

PS 342 The Modern Theorists

Machiavelli to Marx. The political writings of Machiavelli, Locke, Rousseau, and Marx are emphasized. The course treats the foundations of modern political theory and analyzes their strengths, shortcomings, and relationship to contemporary political life. *HSS; Prereq: sophomore standing recommended; W; T. Bell*

PS 360 Politics of Climate Change

See description of ENVS 360. *Prereq: ENVS 101 or ENVS 110 or ENVS 295M or a course in Political Science or permission of the instructor; CL: ENVS 360; No background in statistics or climate science is necessary; B. Farrer*

PS 362 American Constitutional Law I

The law of the Constitution as developed by decisions of the United States Supreme Court: the role of the judiciary, judicial review, and separation of powers; the relationship of the states to the national government, the powers of Congress and the President. *Prereq: sophomore standing; O; W; Offered every year; T. Bell*

PS 363 American Constitutional Law II

The rights and liberties of individuals under the American Constitution: civil rights, procedural rights, equal protection of the laws, due process of law, and freedom of expression and religion. *Prereq: PS 362 or permission of the instructor; O; W; T. Bell*

PS 370 Internships in Public Affairs (1/2 to 3)

The department assists outstanding political science majors by giving them challenging internship assignments with important government agencies, political leaders, and other participants in the political process. Interns are eligible for up to three credits, depending upon the length of their experience and the nature of related scholarly papers accomplished under the supervision of the department. *Prereq: permission of the instructor; May be repeated for a maximum of 3.0 credits; STAFF*

Preceptorial

Special Program

Current Offerings

Fall 2019

- PREC 104 Social Justice & Social Media
- PREC 105 The Challenge of Sustainability
- PREC 106 Cinematic Visions
- PREC 107 Creating Monsters
- PREC 110 The Art of Listening
- PREC 111 The 21st Century
- PREC 115 Science Fiction and Human Identity
- PREC 124 Human Rights
- PREC 129 The American Dream
- PREC 138 Sexualities
- PREC 140 Great Oratory
- PREC 148 Magic(al) Realism
- PREC 149 Myth and Modern
- PREC 151 Ethical Questions in Science

Program Director

Judith Thorn, *Professor of Biology*

First-Year Preceptorial, informally known as “FP”, has since 1974 served as Knox College’s introduction to the liberal arts. The term “liberal arts” historically has referred to the knowledge and skills that give one the capacity to live freely and responsibly, to take one’s place among the community of humankind. Helping students achieve that capacity is the goal of the entire educational program, but it starts with FP.

The goal of a liberal education is to help students develop those capacities of mind and spirit that enable them to act confidently and to make thoughtful, effective choices about things that matter. These capacities include knowing how to question or affirm a viewpoint, when to be persuaded by a new idea, and how to deal in good faith with those who are different from themselves. Building this capacity comes not only through reading and critical analysis, but also through engaged writing and face-to-face dialogue. The goal of Knox’s First Year Preceptorial is not to “cover” a particular subject but to initiate a dialogue—with teachers and with fellow students - and to hone habits of inquiry, communication and judgment vital for success at Knox and beyond.

First Year Preceptorial introduces students to liberal learning through a diverse selection of topics taught by professors from nearly all academic programs. These topics allow students to examine classic, existential questions in a broad, engaging, real-world context that transcends disciplinary boundaries. What does it mean to be human? Does death deprive life of all meaning? What is happiness and how can we achieve it? How do we put down roots in today’s world?

We will explore these and many other diverse questions in this writing intensive course through reading, writing and discussion. Classes generally meet Mondays, Wednesdays and Fridays in discussion sections of 16-18 students led by a Knox professor. In addition, Tuesday afternoons or other evening time slots are set aside for writing workshops, films and other activities. Some sections will have an advanced student as a co-leader; upper-class students are invited to apply to work with FP faculty as co-leaders (PREC 248 or 348). Co-leaders will generally be called upon to help facilitate class discussion and work with the first year students on their writing assignments.

Courses

PREC 100 -199 First-Year Preceptorial

First-Year Preceptorial introduces students to liberal learning by teaching them the skills of intellectual synthesis, academic honesty, and resourcefulness—skills necessary for creative thinking, responsible choice, and problem solving. Each year, entering students can choose from a selection of ever-evolving topics, such as “Cinematic Visions,” “Creating Monsters,” and “Human Rights.” (The current set of courses can be found at: <http://www.knox.edu/academics/distinctive-programs/first-year-preceptorial.html>). Students examine issues in this writing-intensive course through reading, writing, critical analysis and, most importantly, class discussion.

Preceptorial teaches students how to analyze objectively and to discuss competing explanations and contradictory beliefs, how to question or affirm a viewpoint, when to be persuaded by a new idea, and how to interact in good faith with those whose opinions differ from their own. The course meets MWF in individual sections for discussion; Tuesday afternoons are set aside for films, one-on-one writing conferences, and writing workshops. *STAFF*

PREC 248/348 Advanced Participation in First-Year Preceptorial

(Student Co-Leaders) Selected upperclass students may participate in the First-Year Preceptorial at an advanced level. Students chosen assist a faculty member who is teaching in the Preceptorial and provide an upperclass perspective in class discussions. In addition, each student co-leader undertakes additional study related to the course, as agreed upon with the instructor. *Prereq: upperclass standing and selection by the First-Year Preceptorial staff; May not be repeated for credit. Graded S/U; STAFF*

Psychology

Major and Minor

Special Facilities

Fully equipped laboratories for animal research and for human assessment and observation
Neuro- and psycho-physiology laboratory

Special Opportunities

Clinical Psychology Term
Hedonistic Neuroscience Term

Recent Student Achievements

Eldridge Pierce Prize for Scholastic Improvement
Fulbright Fellowship
Knox College Faculty Scholarship Prizes
NSF Graduate Fellowship
Student Laureate of the Lincoln Academy of Illinois

Student Presentations at Professional Meetings

Association for Chemoreception Sciences
Association for Depression and Anxiety
Association for Psychological Science
Human Behavior and Evolution Society
Illinois Data: Brain and Cognitive Sciences in Illinois
International Academy of Sex Research
International Society for Developmental Psychobiology
Midwestern Psychological Association
Society for Behavioral Medicine
Society for Personality and Social Psychology
Society for Research in Child Development

Faculty and professional interests

Heather Hoffmann, chair
Human sexuality, behavioral neuroscience
Andy Arnold
Social neuroscience, emotional processing, loneliness
Andy Hertel
Health psychology, social psychology, self concept, smoking addiction
Chris Holland
Social cognition, evolutionary psychology, human mating
Frank T. McAndrew
Social and evolutionary psychology, organizational behavior
Kelly Shaw
Gender, stereotyping and prejudices, film
Sara O'Brien
Clinical psychology, assessment, diagnostic classification, psychopathology

Cooperating faculty from other programs

Andrew Civettini, *Political Science*
Frederick Hord, *African Studies*
James Mountjoy, *Biology*
Esther Penick, *Biology*
Jennifer Templeton, *Biology*
Judy Thorn, *Biology*
James Thrall, *Religious Studies*

The Psychology Department teaches students about theories and research concerning many areas of psychology and provides students with opportunities to use and apply this knowledge. After taking an introductory course, students choose from an array of topics spanning the breadth of psychology, as well as advanced courses that allow them to pursue more specific interests. Central to the major is education about the process of doing research, which is facilitated by a variety of courses that prepare students to design, conduct, and present their own research project during the senior year. Opportunities for research are also supported by our active faculty and by excellent laboratory facilities for human and animal projects. Opportunities for applying one's knowledge are enhanced via internships both in the Galesburg area and around the nation.

All of these experiences as a psychology major help improve students' abilities to think critically and systematically, to write and speak clearly, to access and evaluate information, to formulate interesting questions, and to answer those questions in a scientific manner.

Because psychology focuses on understanding the basics of the brain, the mind, and behavior through a scientific approach, majors are well-positioned to pursue careers in a variety of

different fields. Many of our students pursue graduate school in order to sharpen their research skills or to become clinicians, counselors, and social workers. Others have found psychology to be excellent preparation for careers in law, business, and education.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

Departmental Learning Goals

Students completing the major in Psychology will be able to:

1. Effectively and ethically apply the scientific method to studying the mind, the brain, and behavior
2. Successfully search the scientific psychological literature to find existing work that can inform the specific claims they are making
3. Understand the basic theoretical approaches and classic empirical findings of psychology
4. Select and conduct appropriate statistical tests in order to empirically test a claim
5. Effectively communicate with clear, grammatically-correct writing that conforms to APA style
6. Make effective oral presentations that are clear, well-organized, and interesting
7. Demonstrate an empathetic understanding of people of diverse abilities, experiences, backgrounds, and perspectives.

Writing and Oral Presentation

Writing: In 200-level classes, students complete short writing assignments that are graded on both substantive issues (e.g., knowledge of theory and research) as well as the extent to which they follow the department's writing policy (which covers basic grammar and punctuation issues). Students also have the opportunity to take PSYC 222, in which they write multiple drafts of psychological papers with the aim of improving their scientific voice and their ability to write clearly and concisely. In PSYC 282 and 300-level classes, students write somewhat longer papers that are also graded regarding their conformity to APA format. In the PSYC 360-361 capstone experience, students go through multiple drafts of a full-length research article, receiving feedback from their mentors on organization, argument, use of evidence, scientific voice, style, grammar, and APA format.

Oral Presentation: In PSYC 282, students receive explicit instruction about how to make clear, well-organized, and interesting scientific presentations; they then make two six-minute presentations about research, on which they receive substantial feedback. Students can also take other higher-level classes (e.g., 271, 362, 369) that require making presentations. At the end of the PSYC 360-361 capstone experience, all students make a public poster presentation on their research project.

Student Publications in Professional Journals

Archives of Sexual Behavior
 Archives of Suicide Research
 Art Therapy
 Cross-Cultural Research
 Cognitive Therapy and Research
 Computers in Human Behavior
 Death Studies
 Environment and Behavior
 Evolutionary Psychology
 Health Psychology Review
 Hormones and Behavior
 International Journal of
 Alzheimer's Disease
 Journal of Adolescent Research
 Journal of Applied Social
 Psychology
 Journal of College Student
 Development
 Journal of Cross-Cultural
 Psychology
 Journal of Environmental
 Education
 Journal of Genetic Counseling
 Journal of Genetic Psychology
 Journal of Research on
 Adolescence
 Journal of Sex & Marital Therapy
 Journal of Social Psychology
 Memory
 New Ideas in Psychology
 North American Journal of
 Psychology
 Perceptual and Motor Skills
 Psi Chi Journal of Psychological
 Research
 Psychological Science
 Sex Roles
 Sexual Addiction & Compulsivity
 Social Psychological and
 Personality Science
 Socioaffective Neuroscience and
 Psychology
 Stress and Health
 Women in Sport and Physical
 Activity Journal

Recent Internships

Allstate Insurance (Human Resources)
Augusta (Maine) Police Department
Bridgeway Community Mental Health Center
Center for Youth and Family Services
Central Illinois Neurosciences The Consultants
Cottage Hospital Inpatient Geriatric Behavioral Health Unit
Court Appointed Special Advocates for Children
Disney World
Florida International University Center for Children and Families
Francorp, Inc. (Client analysis)
Galesburg Public Schools, School Psychology and Social Work
Galesburg Rescue Mission
Heartland Health Care Center
Henry Hill Correctional Facility
Hospice Compassus
Kirkland and Ellis LLP
Knox County Academy
KCCDD
Lutheran Social Services
Pacific Northwest National Laboratory
Safe Harbor Family Crisis Center
St. Mary's Square
Salvation Army
Seminary Manor
State Farm Insurance (Marketing)
Viamedia Inc. (Marketing and research)
WEDIKO Children's Services

Requirements for the major

Psychology – Bachelor of Arts

10 credits as follows:

Please note when planning for the PSYC major that the Research Methods & Statistics sequence of 281, 282, 360, and 361 must be taken sequentially (although not necessarily consecutively) across 4 terms. 282 is only offered in Spring term. We therefore recommend that students plan to take 282 NO LATER THAN the spring of their junior year.

- Introduction to Psychology: PSYC 100
- Two introductory courses in specific subject areas of psychology. One course must be chosen from each of the following two groups:
 - Group A: PSYC 201, 202, or 240
 - Group B: PSYC 203, 205, 206, or 207
- Statistics and Research Methods: PSYC 281, 282, 360 (1/2 credit), and 361 (1/2 credit). PSYC 400 may substitute for PSYC 360 and 361.
- One applied psychology course selected from: PSYC 215, 234, 265/300D, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, or 279
- Two advanced psychology courses selected from: PSYC 312, 362, 363, 364, 365, 366, 367/300B, 369, 372, or 376
- One course that addresses human diversity selected from: PSYC 269, 270, 271, 275, 277, 278, 363, or 367. The course used for the diversity requirement may not also count for other requirements in the major.

With permission of the chair, up to 2 credits in related studies outside the department may be counted toward electives in the major. Students who major in Psychology and minor in Business and Management may count no more than 3 courses simultaneously in both programs.

Psychology – Bachelor of Science

14 credits as follows:

- Completion of the requirements for the B.A. in Psychology
- An additional Group A course selected from PSYC 201, 202, or 240, or one of the following courses: PSYC 276, PSYC 364, PSYC 366, PSYC 369, or PSYC 376
- One course in logic/math selected from CS 141, Math 145, Math 151, or Phil 202
- Two additional science courses selected from one of the following departments; both courses must come from the same department:
 - Biochemistry
 - Biology, except BIOL 101, 150, 160, or 201
 - Chemistry

- Computer Science, except CS 127
- Mathematics, except MATH 121 or 125
- Neuroscience, except NEUR 240
- Physics

Requirements for the minor

5 credits as follows:

- Introduction to Psychology: PSYC 100
- Two introductory courses in specific subject areas of psychology. One course must be chosen from each of the following two groups:
 - Group A: PSYC 201, 202, or 240
 - Group B: PSYC 203, 205, or 207
- One course in research methods and statistics: PSYC 281 or STAT 200
- One course in applied or advanced psychology chosen from PSYC 265/300D, 266, 267, 269, 270, 271, 272, 274, 275, 276, 277/300A, 278, 279, 362, 363, 364, 365, 366, 367, 369, 371, 372, or 376

Courses

PSYC 100 Introduction to Psychology

An introduction to the scientific study of how biological, mental, and environmental factors influence behavior and experience. The laboratory provides hands-on application of course content. *NPS; SI; Offered annually, usually every term; STAFF*

PSYC 100T Learning Strategies in Psychology (1/2)

This .5 credit course is taught in conjunction with PSYC 100. The course is designed to assist students with material comprehension and development of effective study strategies to improve their performance in Introductory Psychology; the course is open to students by invitation. Through this course, students will be exposed to critical skill development, including taking good lecture notes, effectively reading the textbook, study habits and skills, test-taking strategies, time management, and motivation. *Weekly group and individual meetings as well as practice assignments are used to solidify skills; grades are assigned on an S/U basis. STAFF*

PSYC 201 Cognitive Psychology

The purpose of this course is to introduce students to the major areas of cognitive psychology. These areas include: attention, higher-order perception, problem solving, decision making,

knowledge representation, and memory. At the end of the course, students have a solid understanding of the methodology used by cognitive psychologists as well as an understanding of the important theoretical issues surrounding the study of the human brain as an information processing system. *NPS; Prereq: PSYC 100; Offered Annually; STAFF*

PSYC 202 Conditioning and Learning

An examination of the processes by which behavior changes as organisms interact with their environment. Emphasis is on the principles and theories underlying classical and operant conditioning. Observational learning is also addressed. *NPS; Prereq: PSYC 100; Offered alternate years; H. Hoffmann*

PSYC 203 Developmental Psychology

An examination and discussion of theories and research related to physical, cognitive, psychological and social development across the lifespan with focus on the prenatal period, infancy, childhood, and adolescence. *Prereq: PSYC 100; Offered occasionally; STAFF*

PSYC 205 Social Psychology

A broad survey of the field of social psychology, including such topics as attitude change, interpersonal attraction, social cognition and aggression.

Emphasis throughout is on the understanding of social phenomena from an empirical, primarily experimental, viewpoint. *Prereq: PSYC 100; SA; Offered annually; F. McAndrew, A. Hertel*

PSYC 206 Adolescent Development

See description of EDUC 205. *Prereq: EDUC 204; CL: EDUC 205; E. Dickens, N. Williams*

PSYC 207 Theories of Personality

A study of how both classic and modern psychological theories explain personality. Perspectives covered include Freudian, attachment, Eriksonian, self-concept, trait, humanistic, and existential. *Prereq: PSYC 100; Offered alternate years; STAFF*

PSYC 215 Black Psychology

See description of AFST 215. *Alternate years. CL: AFST 215; F. Hord*

PSYC 222 Psychology Writing Workshop

Students in this course write multiple drafts of short papers concerning psychological topics. The primary goal of the course is to improve students' ability to write with a scientific voice and in clear, concise, and grammatically-correct ways.

Although the course is designed primarily for students who intend to major in Psychology, it is open to other interested students. *Prereq: One 200-level psychology course; W; Offered occasionally; STAFF*

PSYC 234 Political Psychology

See description of PS 234. *Prereq: sophomore standing or permission of the instructor; SA; CL: PS 234; A. Civettini*

PSYC 240 Neuroscience I

This course begins by exploring the neuron and its unique cellular processes; neurophysiology, neurochemistry, neuroanatomy, and neuroplasticity will be covered. We will then attempt to understand selected homeostatic (e.g., eating), cognitive (e.g., sensation/perception, learning/memory), and emotional processes (e.g., reward, stress, and depression) at and across integrated levels of analysis (genetic, physiological, chemical, anatomical, and systems). *Prereq: BIOL 120, 130, CHEM 101, 102, or PSYC 100 and permission of the*

instructor; CL: NEUR 240; A 0.5 credit tutorial will be offered concurrently with this course for students who have not completed the lower level biology and chemistry courses; Offered every Fall; H. Hoffmann, E. Penick

PSYC 265 Psychological Assessment

Psychological assessment is the method used to formally measure traits, feelings, and abilities to help explain behavior and guide decisions. For instance, IQ and achievement tests help identify learning disorders, neuropsychological tests can uncover memory problems following brain injury, and aptitude tests can reveal strengths and interests. In this course, you will be introduced to commonly used psychological tests (IQ, achievement, personality, psychopathology, neuropsychological, career aptitude), basic psychometrics (test properties), test development procedures, and test interpretation. This course will require some knowledge of statistics and quantitative methods. *Prereq: Any 200-level PSYC class; A lower-level statistics course (BIO 210, STAT 200, PSYC 281) is strongly recommended; CL: PSYC 300D; Offered alternate years; S. O'Brien*

PSYC 266 Psychology and Law

This course serves as an introduction to psychological theory and research that informs our understanding of the criminal justice system. We will take an in-depth look at the psychologically relevant aspects of the legal system from the moment a crime is committed to the moment the defendant is sentenced from a variety of different perspectives including cognitive, developmental, social, experimental, and clinical psychology. Source material for the course content will come from two primary domains: scientific research findings and criminal cases from the popular press. *Prereq: PSYC 100; STAFF*

PSYC 267 Organizational Behavior

This course is a study of group dynamics within the context of work organizations. Topics include decision-making, conformity, leadership, communication, organizational culture, workplace diversity, and job satisfaction. *Prereq: PSYC 100 and sophomore standing; CL: BUS 267; Offered alternate years; F. McAndrew*

PSYC 268 Freud, Jung, and Religion

This course uses close study of key texts on religion by Sigmund Freud and Carl Jung as an entry point for considering psychoanalytic explanations of religious experience and identity. Readings include theorists influenced by or responding to Freud and Jung, as well as other contributors to the sometimes troubled, sometimes fruitful, and often perplexing interplay between psychoanalysis and religion. Topics of study include the effects on religious theory of the objects relations school, developmental psychology, humanistic psychology, and existential psychology. Discussion themes include religious conversion, mysticism, asceticism, aestheticism, sexuality, and religious doubt. *Prereq: one course in Religious Studies or Psychology, or permission of the instructor; CL: RELS 399A; W; J. Thrall*

PSYC 270 Psychology and Film

This course is an introduction to psychology and film. We will study this topic from a number of perspectives: the psychology of making movies, the effect of film on the audience, and the representation of psychological topics in film. The focus of the course will be on watching and discussing films, as well as on reading and writing about psychological aspects of film. *Prereq: PSYC 100; CL: FILM 270; Offered alternate years; K. Shaw*

PSYC 271 Human Sexuality

An analysis and discussion of information and misinformation concerning human sexual anatomy and physiology, evolutionary foundations of sexuality and attitudes towards sexuality, sexuality research, sexual response and techniques of arousal, emotional health, contraception, STIs, and issues related to diversity. Student participation and presentation are a major part of the course. *Prereq: one 200-level psychology course; CL: GWST 271; O; Offered annually; H. Hoffmann*

PSYC 272 Industrial Psychology

This course will cover the application of psychology to the problems faced by employees and employers in the workplace. A sample of the topics covered include the following: Psychological Testing; Employee Selection,

Placement, & Evaluation; Job Stress; the Physical Design of Workspaces; Work Motivation. *Prereq: PSYC 100 and sophomore standing; CL: BUS 272; Offered alternate years; F. McAndrew*

PSYC 273 Psychological Foundations of Education

See description for EDUC 204. *Prereq: sophomore standing or permission of the instructor; CL: EDUC 204; O; N. Williams*

PSYC 275 Psychology of Gender

This course is an introduction to the psychological literature on gender. Emphasis is placed on the analysis and interpretation of research findings, as well as a critique of research methodologies. Students are asked to design and conduct small-scale research projects, the results of which are reported in papers due at the end of the term. The course concludes with analysis and discussion of special topics chosen by students. *Prereq: PSYC 100 or GWST 101; CL: GWST 275; Offered alternate years; K. Shaw*

PSYC 276 Behavioral Pharmacology

This course will discuss how psychoactive drugs, both those used clinically and those used recreationally, affect our nervous system and hence our behavior and mental processes. While the focus will be on neural mechanisms of action, from the cellular/molecular to the systems level, we will also consider addiction, other clinical issues and legal/social issues surrounding drug use. *Prereq: PSYC 240 or permission of instructor; Offered alternate years; H. Hoffmann*

PSYC 277 Psychopathology

Psychopathology is the study of psychological disorder. In this class, we will study contemporary perspectives on the development, maintenance, and treatment of the major classes of disorder, including anxiety, mood disorders and suicide, schizophrenia and psychosis, trauma/PTSD, eating disorders, dissociation, personality disorders, and disorders that affect children and older adults. Students will read and write about case studies, and will engage in experiential exercises related to these diagnostic areas. *Prereq: one 200-level course in psychology; Offered annually; S. O'Brien*

PSYC 278 Stereotypes and Prejudice

This course is an introduction to the psychological literature on stereotypes and prejudice. We study general concepts and theories, as well as examine stereotypes and prejudice directed at particular groups. Emphasis is placed on the evaluation and discussion of this material. *Prereq: PSYC 100; CL: AFST 278; DV; Offered annually; K. Shaw*

PSYC 279 Health Psychology

The objective of this course is to provide an introduction to health psychology. Primary influence is placed on the mental, emotional, and behavioral contributions to physical health, disease, and illness. Some of the specific concepts and topics covered include a biopsychosocial perspective on physical health, disease, and illness; stress; pain; and theories of health behavior. *Prereq: One 200-level PSYC course or both PSYC 100 and BIOL 130; Offered annually; A. Hertel*

PSYC 281 Research Methods and Statistics I

This course is an introduction to statistics in psychological research. Topics and statistics covered include the logic of hypothesis testing, central tendency and variability, t-tests, analysis of variance, correlation, and chi-square. Emphasis throughout the course is on the relationship between the design of the study, the type of statistical analysis conducted with the data generated, basic conceptual understanding of the statistical analyses, and how to do the statistical analyses. Students will also become proficient in the use of SPSS statistical software. *QSR; Prereq: One 200-level psychology course, Math Proficiency satisfied, and sophomore standing; QR; Offered annually, usually fall and winter; STAFF*

PSYC 282 Research Methods and Statistics II

This course teaches students to think and communicate as scientists do. It is designed primarily for psychology majors to help them understand how to: (a) construct an argument; (b) find and apply evidence in support of an argument; (c) design an appropriate method to test one's hypothesis; (d) gather, statistically analyze, and interpret relevant data; (e) understand the implications and limits of that data; and (f) effectively communicate this information both

orally and in writing. *Prereq: PSYC 281; O; Offered annually, usually spring; STAFF*

PSYC 300B Clinical Psychology Term: Theories & Methods of Psychotherapy

See the description for PSYC 367. *Prereq: C+ or better in PSYC 277 and permission of the department; PSYC 300B, 300C, and 300D must be taken concurrently; CL: PSYC 367; S. O'Brien*

PSYC 300C Clinical Psychology Term: Internship in Psychology (1/2 or 1)

See description for PSYC 355. *Prereq: C+ or better in PSYC 277 and permission of the department; PSYC 300B, 300C, and 300D must be taken concurrently; May be taken for 0.5 or 1.0 credits. This course is graded on an S/U basis; CL: PSYC 355; STAFF*

PSYC 300D Psychological Assessment

See the description for PSYC 265. *Prereq: C+ or better in PSYC 277 and permission of the department; PSYC 300B, 300C, and 300D must be taken concurrently; A lower-level statistics course (BIOL 210, STAT 200, PSYC 281) is strongly recommended; CL: PSYC 265; S. O'Brien*

PSYC 312 Animal Behavior

This course examines the mechanisms and functions of behavior. Topics include the neural basis and organization of behavior, behavioral development, behavioral genetics, the causation of behavior, the evolution of behavior, behavioral ecology and sociobiology. *Prereq: BIOL 110 and one of BIOL 210, PSYC 281, or STAT 200; CL: BIOL 312; J. Templeton*

PSYC 355 Internship in Psychology (1/2 or 1)

Internships in psychology are designed to give students practical, applied experience in a field of psychology related to their career interests. These internships are student-initiated and in most cases the internship site is identified by the student rather than the supervising faculty member. Part of the internship experience requires the student to produce written work that is evaluated by the Knox faculty. *Prereq: junior standing; May be repeated for a maximum of 1.0 credit. The course is graded on an S/U basis; CL: PSYC 355; STAFF*

PSYC 360 - PSYC 361 Research Experience in Psychology (1/2)

A two-term experience in which students, with the aid of a faculty member, conduct an empirical study regarding some question in psychology.

This process includes reviewing the literature, generating hypotheses, collecting and analyzing data, and presenting results in both oral and written forms. *Prereq: PSYC 282 and Senior Standing; Given satisfactory work in PSYC 360 a grade of S is awarded until PSYC 361 is completed, at which time a letter grade is awarded for both courses; W; Offered annually, every term; STAFF*

PSYC 362 Psychology of Addiction

What is addiction? What does it mean when we say that someone is addicted? How do people become addicted? How does a colloquial understanding of addiction overlap with and depart from a psychological science understanding of addiction? This course will be a meditation on the concept of addiction in an advanced research seminar discussion format. The course will cover various addictions (e.g., drugs, gambling, sex) and the prominent psychological theories of addiction (neurobiological, genetic, learning, personality, cognitive, affective, and cultural) while discoursing with popular media depictions of the phenomena of addiction. *Prereq: PSYC 282 and any one of PSYC 201, 202, 203, 205, 207, 208, 240; Offered alternate years; A. Hertel*

PSYC 364 Behavioral Neuroscience

Advanced seminar style course examining the role of the nervous system in the control of behavior and mental processes. While the course features a systems approach, cellular and molecular processes will also be discussed. Topics emphasize affective neuroscience and include behavioral endocrinology. Labs include stereotaxic, pharmacological, and/or behavioral work with animals and neurophysiological and psychophysiological work with humans. *Prereq: PSYC 240, PSYC 281 or the equivalent strongly recommended; Offered alternate years, usually spring; H. Hoffmann*

PSYC 365 The Study of the Person

A seminar course in which students actively engage the various means by which psychologists

study personality. Students have the opportunity to analyze one historical person and conduct an in-depth study of one living individual by using interviews, projective methods, etc. *Prereq: PSYC 207 or PSYC 277; W; Offered alternate years; STAFF*

PSYC 366 Human Memory

This course provides an overview of how human memory operates through a systematic analysis of when and why memory fails. Through an exploration of the situations that govern memory failures, we will come to a better understanding of exactly how memory operates. Topics covered include eye-witness testimony, memory and aging, amnesia, and memory in the classroom. *Prereq: PSYC 201 and PSYC 282; STAFF*

PSYC 367 Theories & Methods of Psychotherapy

This course provides an overview of theoretical and applied aspects of mental health intervention. Topics include a review of the major theories and methods of psychotherapy, basic clinical skills (e.g., questioning, listening, empathy), the client-therapist relationship, multicultural competence, and professional ethics. Students will engage in experiential activities and personal reflection. *Prereq: PSYC 207 or prior or concurrent enrollment in PSYC 277; CL: PSYC 300B; Students enrolled in Clinical Psychology Term have priority enrollment in this course; Offered alternate years; S. O'Brien*

PSYC 369 Evolution and Human Behavior

This course provides evolutionary perspectives on topics such as language, development, cognition, mating behavior, family relationships, aggression, and altruism. It also provides a quick survey of the basic principles of evolution, human evolution, and primate ecology and behavior. *Prereq: junior standing and one of PSYC 282 or BIOL 210; Offered annually; F. McAndrew*

PSYC 371 History and Systems of Psychology

This course examines the growth of psychology as an experimental science and as a product of the cultural history of the Western world. There will be particular emphasis on events between the 1850s and 1970s. *Prereq: junior standing and two 200-level psychology courses; Offered occasionally; F. McAndrew*

PSYC 372 Advanced Psychopathology: Anxiety and its Disorders

Anxiety is a nearly universal and normally adaptive experience. Nonetheless, anxiety is the defining feature of the most common class of psychopathology, encompassing diverse symptom presentations (racing heart, intrusive thoughts, worry). How can we establish whether anxiety is experienced in a healthy way or spirals out of control into an emotional disorder? In what ways are manifestations of anxiety similar and distinct? Are there effective interventions? In this seminar, we will examine risk factors and prevalence, diagnostic definitions, assessment and classification, empirically supported interventions, trans-diagnostic features, and controversial issues in the scientific study of anxiety and its disorders.

Prereq: PSYC 277 and PSYC 282 or permission of the instructor; Offered alternate years; S. O'Brien

PSYC 376 Behavioral Pharmacology

Advanced version of PSYC 276. Credit may not be earned for both PSYC 276 and PSYC 376.

Prereq: PSYC 240 and PSYC 281; Offered alternate years; H. Hoffmann

PSYC 380 Dreaming (1/2)

This course examines the functions of dreams and theories about the interpretation of dreams. We spend substantial time learning about different interpretational systems, including psychodynamic, Jungian, biological, Gestalt, and indigenous viewpoints. Because of the nature of the course, self-disclosure is required; students should be prepared for this fact. *Prereq: PSYC 207, 277 or 365, or permission of the instructor; The course is graded on a S/U basis; Usually offered alternate years; STAFF*

Program Committee

James Thrall, *Religious Studies*, chair
Catherine Denial, *History*
Nancy Eberhardt, *Anthropology/Sociology*
Danielle Fatkin, *History*
Gina Franco, *English*
Sue Hulett, *Political Science*
Duane Oldfield, *Political Science*
Brandon Polite, *Philosophy*
Judy Thorn, *Biology*
William Young, *Philosophy*

The program in Religious Studies considers the critical role religion plays in human life by exploring contemporary and historic expressions of religious traditions, with an emphasis on understanding religion as a global phenomenon. Specific courses may chart the intersections of religion with literature, film, media, music, and art; probe political, philosophical, and psychological implications of religious thought and experience; or examine the development of religious institutions, texts, practices, and beliefs. With cross-listing in departments and programs of History, Philosophy, Psychology, Political Science and International Relations, English, American Studies, Asian Studies, and Film Studies, courses in Religious Studies draw on a wide variety of scholarly disciplines and methodologies. Students may use courses in Religious Studies, together with courses from other departments, for a self-designed major.

Given the importance of religion to understanding the modern world we live in, taking courses or pursuing a minor in Religious Studies is an excellent complement for any major. Students completing a minor will learn to:

- Analyze the role of religion in human societies of both ancient and modern worlds
- Trace the historical development of religious institutions, texts, practices, and beliefs
- Explain key similarities and differences in a variety of religious traditions
- Engage respectfully and critically with the religious backgrounds and assumptions of others as well as their own
- Apply key terms and concepts common to the academic study of religion.

Requirements for the minor

Five credits in Religious Studies, including the following:

- RELS 101

Related Co-Curricular Clubs & Activities

Hillel Club
InterVarsity Christian Fellowship
Islamic Club
Newman Club
Pagan Student Alliance
Interfaith Council
Fusion: Knox College Theology Journal
Zen Buddhist Meditation Practice & Dharma Dialogue

Recent Speakers and Events

Imam Burhan Hamdan, Islamic Center of Peoria, on Ramadan
Jamsheed Choksy, Phi Beta Kappa visiting scholar, on religion in Iran
Interfaith Amigos
Rabbi Tachel Barenblat on midrash and creativity
“Spiritual Life and Liberal Arts” Panel
Imam Saad Baig, Islamic Center of the Quad Cities
HARC duo workshop on chant
Prof. Rachel Wagner on religion and new media
Spiritual Life Center (House of Peace & Equity)
Monthly Interfaith Dinners & Discussion
Spiritual Life Alternative Day to Flunk Day
Spirituality & Sexuality Panels

Recommended

Off-Campus Programs

Buddhist Studies in Bodh Gaya,
India (Carleton-Antioch
Global Engagement)

Buddhism and Other Religions in
Sri Lanka (Bowdoin College)

Peace and Conflict Studies in Sri
Lanka (Bowdoin College)

Indonesia: Arts, Religion and
Social Change (SIT)

Radical Islamic Political
Movements, Contemporary
Islamic Thought, and
Traditional Islamic Arts in
Jordan (AMIDEAST)

Europe and the Islamic World:
Granada and Rabat (IES)

Israel: International Relations
with Honors Programs in
Peace and Conflict Studies and
Psychology in Haifa (CIEE)

Knox Jerusalem Travel Course:
History, Religion, and Politics
in Perspective

Knox Post-Communist Politics
and Religion in Bulgaria
Travel Course

Morocco: Migration and
Transnational Identity (SIT)

Comparative Religion in Morocco
(Beloit College)

Serbia, Bosnia, and Kosovo: Peace
and Conflict Studies in the
Balkans (SIT)

Religion, Politics, Peace and
Security, Washington Semester
at American University

Divinity Studies at St. Andrews
University, Scotland

Ancient Greek Mythology,
Religions of the Middle East,
and Orthodox Christianity in
Athens (CYA)

St. Catherine's College, Oxford
University (IES)

School of Oriental and African
Studies (SOAS) in London
(IES)

- At least one credit involving advanced work (may be a regularly scheduled 300-level course, a 200-level course adapted to a 300-level independent study through the addition of advanced work, or a fully independent study/project at the 300-level)

Courses

RELS 101 Introduction to Religious Studies

This course introduces key terms and concepts common to the study of religion, including myth, symbol, ritual, sacred/holy, belief, morality, scripture, and afterlife, by considering some of the core questions asked in the field of religious studies. Case studies from a variety of religious traditions provide examples of religious thought and practices. *HSS; DV; SA; Usually offered fall term every year; J. Thrall*

RELS 113 Judaism, Christianity, and Islam

Comparative study of the three major monotheistic traditions in the West: Judaism, Christianity and Islam. Selections from the classical texts of each tradition are studied, as well as the ways in which those texts have been interpreted through law, theology and ritual practice. *HSS; CL: HIST 113; DV; Usually offered fall and winter terms every year; J. Thrall, D. Fatkin*

RELS 114 East Asian Philosophy

See description of PHIL 114. *CL: PHIL 114; W. Young*

RELS 125 The Bible in Literature

See description of ENG 125. *HUM; IC; CL: ENG 125; W; G. Franco, C. Fitch*

RELS 153 The Gospels and Writings of Paul: Scriptural Sources of Christianity

This course provides a basic introduction to the New Testament through the consideration of the Gospels and writings of Paul, including not only traditional elements of introduction, such as authorship, historical background, structure, content, and use of sources, but also the differing theologies of the various writings. The orientation is historical, linguistic and exegetical. The course focuses on the Gospels and writings of Paul and traces their origin, inter-relationship, theological distinctiveness and value. Some attention is given to the hermeneutic problem (interpretation) and critical analysis. The course commences with an overview of intertestamental history and philosophy. *HUM; STAFF*

RELS 203 Classical Mythology

See description of CLAS 103. *HUM; IC; PI; CL: CLAS 103, H. Lehmann, M. Parks*

RELS 205 Buddhism and Japanese Buddhism

See description of PHIL 205. *CL: ASIA 205, PHIL 205; W. Young*

RELS 215 Post-Communist Politics and Religion in Bulgaria (1/2)

See description of PS 215. *Prereq: Enrollment in or previous completion of PS 128; CL: PS 215; Offered alternate years; K. Stewart*

RELS 220 History of Christianity

This course narrates the social, institutional, and intellectual history of Christianity, paying particular attention to the experiences of Christians living in specific places and times. Through a study of both individuals and institutions, the course looks at several points of dialogue, and often tension, between Christian communities and broader cultures, between official Christian teachings and popular beliefs, and between Christian traditions and forces of reform. The course also considers the roles Christianity has played in key world events, and builds awareness of Christianity's expanding diversity as a global faith. *CL: HIST 220; Offered occasionally; J. Thrall*

RELS 221 Global Christianity

This course considers Christianity's roots and development as manifested in the contemporary lived experiences of practitioners in Asia, Africa, Europe, Latin America, and North America. The course pays particular attention to the impact of an expanding Christianity on preexisting cultural and religious forms, as well as their influences on Christianity. Inquiry is focused through the lens of local Christian practice: what Christians in specific regions believe and do. Topics include the complex relationship of Christian missions with imperialism, Christianity's role in post-colonial dynamics of power, and Christian engagement with other religions. *DV; Offered occasionally; J. Thrall*

RELS 224 American Indian Religious Freedom

See description of HIST 224. *CL: HIST 224; C. Denial*

RELS 230 Reading Islam: Texts and Images

This course considers the variety of ways in which Islam has been represented through texts, both written and imagistic, including the Qur'an, hadith, prose fiction, poetry, art, and film. Drawing from historical and contemporary sources available in English, the course pays close attention to the self-presentations of different forms of Muslim identity that reflect Islam's diverse cultural and geographic strains. To help provide that appreciation of Islam's diversity, we will sample in particular creative products from Iran, Egypt and the Gulf States, and South Asia. *Offered occasionally; J. Thrall*

RELS 235 Contemporary Buddhism in Southeast Asia

See description of ANSO 235. *Prereq: Sophomore standing; CL: ANSO 235; N. Eberhardt*

RELS 241 Topics in Religion and Culture

This course addresses various intersections of the concepts of "religion" and "culture," with particular attention to creative or communicative expressions of culture. Specific topics have included: Religion and Film, Religion and Media, Religion and Literature, Religion and Science Fiction, Religion and Popular Culture, and others. *Offered every year, topics vary; J. Thrall*

RELS 265 Religion and World Politics

See description of PS 265. *Prereq: PS 210 or PS 220 or sophomore standing; CL: PS 265; DV; D. Oldfield*

RELS 270 Life

This course considers the interrelation between scientific understandings of life and the moral teachings about life of the major monotheistic traditions of Judaism, Christianity, and Islam. We study how those traditions define the value of life, asking whether that varies at different points in the life cycle (e.g. conception, end of life), by organism (what is it ok to eat or experiment on?), or situation (abortion, euthanasia, murder, war, capital punishment, suicide). We examine how these values shape religious practice, and how values and practices may have changed as what we know about science has changed. Examples from non-monotheistic traditions will be consid-

ered when useful for comparison. *O*; *DV*; Usually offered winter term every other year; *J*; *Thorn*

RELS 271 Topics in the History of Religion

Topics will vary year to year, focusing on a specific area within the history of religion. Topics have included: Geography of the Holy Land, Religions of Greece and Rome, Archaeology & History of the Bible, The Holocaust, and others. *HSS*; *Prereq*: sophomore standing, previous course work in history or permission of the instructor; *CL*: HIST 271; May be repeated for credit; *STAFF*

RELS 283 Philosophy of Religion

See description of PHIL 283. *Prereq*: sophomore standing or permission of the instructor; *CL*: PHIL 283; *B*. Polite

RELS 284 Philosophy, Art, and Religion

See description of PHIL 284. *IC*; *Prereq*: sophomore standing or permission of the instructor; *CL*: PHIL 284; *B*. Polite

RELS 344 Romantic Literature

See description of ENG 344. *Prereq*: two 200-level courses in literature, film, or theory (ENG 200 and ENG 252 strongly recommended) and ENG 300L, which may be taken concurrently; *CL*: ENG 344; *W*; Offered alternate years; *G*. Franco, *E*. Anderson

RELS 371 Topics in the History of Religion

See RELS 271. A major component of RELS 371 will be a long research paper based on primary sources. *Prereq*: HIST 285 or permission of the instructor; *CL*: HIST 371; *DV*; *W*; Course may be repeated for credit; *STAFF*

RELS 399 Seminar in Religious Studies

Specific seminar offerings vary year to year. Topics have included: Freud, Jung, and Religion, Death and Afterlife, and Spiritual Autobiographies. *Prereq*: See specific offerings for prerequisites; *W*; Offered every year, topics vary; *STAFF*

RELS 399A Freud, Jung, and Religion

This course uses close study of key texts on religion by Sigmund Freud and Carl Jung as an entry point for considering psychoanalytic explanations of religious experience and identity.

Readings include theorists influenced by or responding to Freud and Jung, as well as other contributors to the sometimes troubled, sometimes fruitful, and often perplexing interplay between psychoanalysis and religion. Topics of study include the effects on religious theory of the objects relations school, developmental psychology, humanistic psychology, and existential psychology. Discussion themes include religious conversion, mysticism, asceticism, aestheticism, sexuality, and religious doubt. *Prereq*: One course in Religious Studies or Psychology, or permission of the instructor; *CL*: PSYC 268; *W*; *J*. Thrall

Self-Designed Programs

Program Advisor

Heather Hoffmann, *Professor of Psychology*

Students cooperating with two or more faculty members may propose a self-designed major that combines work in several departments. Students are encouraged to pursue this option when they have a keen interest in a substantial intellectual issue that is best studied through the integration of courses in different disciplines.

Students who wish to pursue a self-designed major may obtain the guidelines from the Program Advisor, Heather Hoffmann. Before preparing an application, the student should discuss his or her tentative plans with Professor Hoffmann and with the prospective faculty advisors for the self-designed major. Application should be made at least six weeks before the end of the sophomore year and in no case later than the end of the second term of the junior year. Applications made during the senior year will not be approved. Completed applications must be supported by written recommendations from the two faculty advisors. The Curriculum Committee reviews each application and its approval is necessary. To be approved, proposals for self-designed majors should describe a plan of study that is comparable in depth and sophistication to regular majors and involves between 11 and 13 credits.

The self-designed major is indicated on the student's transcript by a specific title, e.g., "Self-Designed Major: Political Economy." The courses that make up the major are not specified on the transcript. Titles should be descriptive of the course work as a whole.

Students can also complete a self-designed minor. The minor consists of at least 5 and no more than 6 credits drawn from at least two departments or fields of study, with no more than 3 credits from any one department or field of study. No more than 2 credits in the self-designed minor may overlap with a student's major and/or other minor. Normally, no more than one-third of the credits in the minor may be at the 100-level, and at least one 300-level course is recommended.

Self-designed minors do not need Curriculum Committee approval. Students propose a self-designed minor using the Self-Designed Minor Proposal form, which requires the signature of a faculty sponsor. The signed form is submitted to the Registrar.

Major and Minor

Recent Self-Designed Majors

Business Anthropology
Conservation Biology
Creativity and Gender
Criminal Justice
Dance Science
Data Analytics
Environmental Journalism
Food Studies
International Journalism
Linguistics
Media Studies
Medical Informatics
Political Economy
Public Policy
Religion and Politics
Science Writing
Social Justice
Sociology of Education
Sustainable Agriculture
Sustainable Social Change
Visual Culture

Recent Self-Designed Minors

Aesthetic Theory and Criticism
Chinese Language and Literature
Ecology
Entrepreneurial Business
History of Philosophy
Human Rights
Kinesiotherapy
Labor/Union Studies
Media Theories
Middle Eastern Studies
Multicultural Education
Paleoanthropology
Political Philosophy
Political Psychology
Race and Gender Studies
Renaissance and Medieval Studies
Sports Medicine
Visual Communication

Social Service

Minor

Recent Internships

Family Planning Service of
Western Illinois
Galesburg Cottage Hospital
Galesburg Rescue Mission
Head Start (West Central
Community Services)
Initiative for Girls
Knox County Area Project
Knox County Child's Advocacy
Center
Knox County Courthouse
Juvenile and Adult Probation
Department
Knox County Housing Authority
Knox County Jail Literacy Project
Knox County Teen Court
Knox Warren Special Education
Department
Lutheran Social Services
Mary Davis Home, Juvenile
Detention Center
Prairie State Legal Services
Safe Harbor
Salvation Army
St. Mary's Square Living Center

Program Committee

Duane Oldfield, *Political Science*, chair
Tianna Cervantez

Many students are interested in pursuing careers in which they can help people from socially disadvantaged backgrounds. Such careers include social work, education, and counseling, and might involve working for community, legal, or government agencies. To enhance students' familiarity with the many aspects of such careers and to prepare them appropriately, Knox offers an interdisciplinary minor in social services. Working with socially disadvantaged individuals by its nature involves interactions between people and with governmental agencies, all of which occur within a broader social context. Thus, the program addresses each of these levels, and it ensures hands-on experience by asking students to complete a class-based internship with a social service agency.

Departmental Learning Goals

Students completing a minor in Social Service will be able to:

1. Analyze and describe how demographic factors such as gender, race, ethnicity, and/or class affect the lives of socially disadvantaged people
2. Describe the ways that social institutions and bureaucracies influence the lives of socially disadvantaged people
3. Work effectively with the socially disadvantaged.

Requirements for the minor

5 credits from the following areas as indicated. Only two credits may be courses cross-listed in the field of the student's major.

- Two credits in contemporary gender, racial/ethnic, social inequality and/or social class issues: PJST 100, GWST 101, AFST 101, AFST/ANSO 205, ANSO/GWST 208, ANSO 218, AFST/PSYC 215, AFST/ENVS/HIST 228, GWST/LAST/PS 227, GWST/PS 229, GWST/PS 333, AFST/PSYC 278, ECON 340
- One credit in government institutions: EDUC/ANSO 201*, PS 135, ECON 310, ECON 363
- One credit in working with the socially disadvantaged: EDUC 301, PS 243, PSYC 277, PSYC 367 or alternate course approved by the program chair
- One credit practicum with a local social service agency (may be taken on an S/U basis): ANSO 280-281, PSYC 355 or other appropriate class-based internship

*ANSO majors may count EDUC/ANSO 201 and two additional ANSO credits toward the minor

Major and Minor

Faculty and professional interests

Fernando Gómez, chair

Golden Age literature, monsters in literature

Jessie D. Dixon-Montgomery

Afro-Hispanic and Caribbean literature, U.S. Latino literature,

Hispano-Caribbean Underground Hip-hop

Timothy J. Foster

Latin American literature, indigenismo

Jerome Miner

Contemporary Latin American literature

Julio Noriega

Latin American literature, migrant indigenous literature, Quechua

Antonio Prado

20th century Spanish literature and culture studies, Latin American film, the Spanish Civil War

Robin Ragan

Spanish translation and interpreting, Spanish literature (19th and 20th century), representation of women, medical issues in literature, Spanish youth movements, digital storytelling

The program in Spanish emphasizes the language as a means of expression and as a gateway to the many cultures that use it. The Department of Modern Languages and Literatures offers a full program of courses for pursuing a major or a minor in Spanish through the in-depth study of language, literature and culture. Students may also complement other majors with coursework in Spanish. The Spanish Program offers early immersion studies through Knox College's Quick Start courses, and long-term study abroad programs in Barcelona, Spain, Buenos Aires, Argentina and Costa Rica.

For full descriptions of the programs in contemporary languages, see the listings for Modern Languages, Chinese, French, German, and Japanese.

Departmental Learning Goals

Students completing a major in Spanish will:

1. Comprehend and communicate in oral and written formats in Spanish at ACTFL's advanced-low proficiency level
2. Demonstrate translanguing and transcultural competency by contextualizing, criticizing and analyzing various types of texts including, but not limited to, literary texts; film; political, sociological and historical documents; rituals and folkways
3. Design, investigate, carry out and present research projects in Spanish.

Writing and Oral Presentation

Writing: SPAN 399 serves as writing-intensive courses for majors.

Oral Presentation: SPAN 230A-E serve as speaking-intensive courses for majors.

Special Facilities

Dorothy '39 and Richard Burkhardt '39 Language Center

Recent Student Achievements

Americorps placements
Auxiliar de Conversación (Spain)
Graduate School Fellowships
Fulbright Fellowships
Honors in Spanish literature
Inman Fox Prize
Orlacho Aid Foundation in Honduras placement
Paralegal placement at immigration law firm
Peace Corps placements
Sally Coleman Prize
Sherman W. Brown Memorial Prize
Watson Fellowship

Recent Off-Campus Study

Barcelona, Spain
Buenos Aires, Argentina
Oaxaca, Mexico
Q courses to
1) Guatemala
2) Dominican Republic
San José, Costa Rica

Recent Internships

Ben Franklin School, Barcelona, Spain
Green Peace, Barcelona, Spain
El CEIBO recycling coop, Buenos Aires, Argentina
WOLA (Washington Office on Latin America)

Related Co-Curricular Clubs and Activities

Spanish Club
Spanish Table
Chicago Latino Film festival
Lo Nuestro
MEChA

Requirements for the major

10 credits as follows:

- SPAN 201, 230, 235
- One 200-level elective in Spanish (MODL 260E may substitute for this course)
- Five 300-level electives in Spanish, including at least one course in Hispanic-American literature and at least one course in Peninsular Spanish literature. At least one of the 5 credits must be taken on the Knox campus.
- Advanced Seminar: SPAN 399

Requirements for the minor

5 credits

- Three 200-level Spanish courses (MODL 260E may substitute for one of these courses)
- Two 300-level Spanish courses

Courses

SPAN 101, SPAN 102, SPAN 103

Elementary Spanish

Development of language skills: listening comprehension, speaking, reading, and writing. Essentials of grammar with emphasis on culture through language. Reserved for students with no previous Spanish language study or by permission of instructor. *SPAN 103 is SL; Prereq: for 102 is completion of 101; for 103 is completion of 102; must follow sequence; STAFF*

SPAN 101A, SPAN 103A

Intensive Elementary Spanish

Elementary Spanish, but designed for students with previous study in Spanish or another language and/or experience. *SPAN 103A is SL; Prereq: prior language study and/or placement by examination. Prerequisite for 103A is completion of 101A; must follow sequence; STAFF*

SPAN 101Q Quick Start Spanish I (1 1/2)

Intensive study of language culminating in a trip to a Spanish-speaking locale. The instruction is motivated by the scheduled trip: grammar and vocabulary are structured around situations students will encounter while traveling. Target language instruction includes intensive drill sessions, culture, contextualized grammar and vocabulary; additional instruction (in English and outside regular class meeting times) focuses attention on the history, economy, and the geography of the region visited, and includes

practical exercises and keeping a journal of activities. This gives students hands-on experience with the Spanish language that cannot be replicated in the classroom. *Prereq: permission of the instructor; The course requires an additional program fee for the travel portion of the course; T. Foster, R. Ragan*

SPAN 103Q Quick Start Spanish II

Further intensive study of language and culture. Student journals from SPAN 101Q serve as prime sources for discussion and exercises. The course tackles some of the more difficult aspects of Spanish grammar such as passive voice, adjective endings and relative clauses. It also includes a series of lectures about political institutions, economic policy and contemporary culture. The latter in particular is enhanced by viewing films and television shows. The course resumes language study using authentic materials acquired by the group during the preceding trip, requiring student reflection on their experiences and simultaneously creating content using more subjective language. *Prereq: SPAN 101Q or permission of the instructor; SL; T. Foster, R. Ragan*

SPAN 201 Intermediate Spanish

This course is designed both as an introduction to interpreting authentic texts (online articles and videos, various literary genres, and film) and as a grammar review, especially those linguistic aspects commonly difficult for intermediate

students of Spanish. The course is organized around several cultural and historical themes in order for students to become aware of different perspectives in the Spanish-speaking world. By being exposed to Spanish through readings, videos and film, students will further develop their proficiency in the Spanish language as well as improve their understanding of Hispanic cultures. *Prereq: equivalent of SPAN 103; CL: SPAN 201H; STAFF*

SPAN 201H Spanish for Heritage Speakers

This course is designed both as an introduction to interpreting authentic texts (online articles and videos, various literary genres, narrative, theater, poetry, and film) and as a grammar review, especially those linguistic aspects commonly difficult for intermediate students of Spanish. The course is organized around several cultural and historical themes represented in literature and film in order for students to become aware of different Hispanic perspectives in the Spanish-speaking world. By being exposed to Spanish through readings, videos, and film, students will further develop their proficiency in the Spanish language as well as improve their understanding of Hispanic cultures. *CL: SPAN 201; STAFF*

SPAN 205 Introduction to Spanish Translation (1/2)

In this course students will practice their Spanish language skills through weekly translation exercises and class discussion on difficult choices in translation. The course will focus on recognizing the common pitfalls of English speakers such as false cognates, common grammatical and syntax errors, etc. We will work on a variety of texts such as tourism pamphlets, preventative health brochures, legal documents such as birth certificates and transcripts, as well as the field of audiovisual translation. Finally, we will investigate many aspects of becoming a freelance translator, including how to place a professional bid, the use of translation software, as well as graduate school or professional training opportunities. *Prereq: SPAN 201; R. Ragan*

SPAN 206 Introduction to Spanish Interpreting (1/2)

This course offers students the opportunity to refine their language skills, improve memory and fluency while learning about career opportunities for interpreters. We will focus on exercises in three main areas: social/community, medical, and courtroom/legal interpreting. In addition to protocols, the course covers aspects of the profession including: ethical dilemmas, the legal rights of LEPs (persons with limited English proficiency), and the interpreter's role as conduit, clarifier, cultural broker, and advocate. In many ways, this course will be taught as a flipped course—readings, preparatory materials, and practice will take place before class. During class, we will spend the majority of time in performance mode, practicing with mock scenarios and scripts. Students will be given the chance to practice consecutive, simultaneous, over-the-phone interpreting, and sight translation. *Prereq: Two 200-level Spanish courses or equivalent oral fluency in Spanish; R. Ragan*

SPAN 220 (1/2) Spanish for Healthcare

This course is designed for the intermediate language learner who would benefit from specific training in Spanish used in a medical context. The course covers anatomy, common illnesses, doctor-patient dialogues, as well as particular cultural elements related to within Hispanic/Latino communities, such as common beliefs, rituals and folkways related to health and healthcare practices. *Prereq: SPAN 201 or heritage speakers with equivalent level as determined by the professor; Offered alternate years; R. Ragan*

SPAN 221 (1/2) Healthcare, Social Work, and Education Travel Course

Through a collaboration with Child Family Health International, this two-week travel component is designed for students interested in a career in Spanish-English language interpreting, or careers in healthcare, social work and education. During the term, the course meets weekly to prepare for the travel component by covering geography, culture, logistics, and expectations. Once on-site students are assigned to one of three areas: education, social work, or medical. For this portion, students spend several hours at the par-

ticipating institution shadowing professionals. During guest lectures, students practice interpreting for the group (conference style with headsets). The travel component requires an additional fee of approximately \$1,800 plus airfare. Destinations may vary. For Fall 18, the destination will be Oaxaca, Mexico. *Prereq: SPAN 206, SPAN 220, or SPAN 222; Offered alternate years; R. Ragan*

SPAN 222 (1/2) Medical Interpreting

This course is designed for the intermediate-high language learner interested in a career in medical interpreting. The course covers ethics, protocol, and cultural aspects of interpreting in a medical context as well as linguistic elements that differ between Spanish and English that tend to create difficulties for interpreters. Students practice interpreting while classmates role play using scripts. Performances cover consecutive interpreting, over-the-phone interpreting, as well as conference interpreting. Students completing 40 hours of training receive a Training Certificate which allows them to take the National Certification Exam. *Prereq: SPAN 206 or two 200-level SPAN courses; Offered alternate years; R. Ragan*

SPAN 230 A-E Culture of the Spanish-Speaking World

These courses are organized by region to introduce students to both elite and popular cultures of the Spanish-speaking world as well as critical concepts in understanding social constructs and historical events that have shaped the region. A wide array of course materials will be used (literary, non-fiction, film, newspapers, etc.). Students may repeat different sections for credit. A) Spain; B) Mexico and Central America; C) The Caribbean; D) Southern Cone (Argentina, Chile, Uruguay, Paraguay); E) Andean region (Bolivia, Colombia, Peru, Ecuador). *Prereq: SPAN 201 or 201H; O; SPAN 230B-E cross-listed in LAST; J. Dixon-Montgomery, T. Foster, F. Gomez, J. Noriega, A. Prado del Santo, R. Ragan*

SPAN 235 Introduction to Hispanic Literatures

This course is designed to introduce students to literature through critical reading of representative works from different genres and diverse countries of the Spanish-speaking world, as well

as to the different ways scholars approach literature. Through close readings of texts, including short story, drama, film novellas, poetry and essays, students acquire analytical and interpretive skills as they study how and why a work is constructed and what its social and cultural implications are. Students explore themes unique to Hispanic literature as well as what connects it to world literature. Taught in Spanish. *HUM; Prereq: SPAN 201; CL: LAST 235; STAFF*

SPAN 301 Advanced Spanish

In this course, students will achieve high linguistic accuracy and fluency in Spanish. Students will have many opportunities to further develop their grammatical competence, increase their vocabulary, and improve their listening, reading, speaking, and writing skills. The course also explores the topic of intercultural communication to better build relationships with people from different cultures. This course is ideal for students who have studied Spanish abroad and who want to “polish” their grammar. It is also ideal for Spanish majors or minors who wish to advance their Spanish proficiency, and it is highly recommended for heritage learners of Spanish who wish to increase their vocabulary, extend their grammar, and acquire writing skills. *Prereq: Three courses in Spanish at the 200-level and one course at the 300-level, or permission of the instructor; STAFF*

SPAN 304 Spanish Phonetics and Phonology

In this course, students will be introduced to the sounds of the Spanish language, how they are produced (phonetics), and what rules they follow in speech (phonology). Students will have opportunities to practice their own Spanish pronunciation, and will be introduced to the phonetic dialectal variation of the Spanish-speaking world. Taught in Spanish. *Prereq: at least one Spanish course at the 200-level, and either MODL 260E, being a heritage speaker of Spanish, or study abroad in a Spanish-speaking country; STAFF*

SPAN 305 Spanish American Literature Through Modernismo

The development of Spanish-American literature from pre-Columbian times to the twentieth

century; Popol Vuh, Columbus, Cortés, Las Casas, Inca Garcilaso, Sor Juana Inés de la Cruz, Bolívar, Sarmiento, Isaacs, Hernández, Martí, Dario. Alternate years. *Prereq: equivalent of SPAN 235, or permission of the instructor; CL: LAST 305; T. Foster*

SPAN 306 Twentieth Century

Spanish-American Literature

The development of the contemporary Spanish-American narrative: Gallegos, Asturias, Carpentier, Rulfo, García Márquez, Vargas Llosa, Borges, Cortázar, and Ferré. Representative works in poetry: Vallejo, Mistral, Storni, Neruda. Alternate years. *Prereq: equivalent of SPAN 235, or permission of the instructor; CL: LAST 306; J. Dixon-Montgomery, T. Foster*

SPAN 307 or SPAN 307E Identity and Alterity in Latino Literature and Culture

(In Spanish or English) This course examines the question of identity and alterity as experienced by American-raised Hispanics from the 1940s to the present. This course considers among other things the way they define their cultural, racial and national heritage in relation to that of their parents, and how they conceptualize their identity through the Other. The course also focuses on the bicultural and/or bilingual experiences of Latinos through the analysis of literary and cinematographic works by Americans of Mexican, Puerto Rican, Cuban and Dominican origin who have resided primarily in the continental United States. *CL: LAST 307; Prereq: For SPAN 307, SPAN 230C and SPAN 235 or equivalent or permission of instructor; for SPAN 307E, permission of the instructor; SPAN 307E cross-listed as AMST 307. SPAN 307E satisfies HUM Foundations; DV; J. Dixon-Montgomery*

SPAN 308 Don Quixote

Reading of Don Quixote with an emphasis on analyzing the narrative techniques and themes that explain why Don Quixote is considered to be the first modern novel. *Prereq: SPAN 235 or equivalent or permission of the instructor; F. Gómez*

SPAN 309 Contemporary Latin American Cinema

A survey of contemporary cinema of Spanish speaking countries of Latin America. We follow a trend starting with the avant-garde cinema of the political revolutionary turbulence of the 1960's, the "New Latin American Cinema", which continues today with a series of films that originated as a reaction to the neo-liberal and globalized capitalism of the 1990's. The films are treated as visual texts, studying the film as a genre with particular stylistic forms and techniques to represent social reality ideologically and in the context of social and cinematic history. *Prereq: SPAN 235; CL: FILM 309, LAST 309; A. Prado del Santo*

SPAN 310 Contemporary Spanish Youth: Challenges and Achievements

An exploration of contemporary representations of and expressions by Spanish youth, from 1975 (with Franco's death) through today. The course examines social factors such as affordable housing, late emancipation, unemployment, drugs, political activism, low birthrates, and gender struggles, guided by questions about the motivations of Spanish youth and their level of involvement in all these areas. Sources will include academic studies of Spanish youth, as well as the analysis of song lyrics, films, and some literary texts. Students are also required to interview Spanish young people throughout the course. For final projects, students will research a contemporary activist movement. This course does not fulfill the Peninsular literature requirement. *Prereq: SPAN 230A; R. Ragan*

SPAN 322 Golden Age Theatre of Spain

This course surveys examples of the theatrical masterpieces written by the most renowned playwrights of Spain during the 16th and 17th centuries in Spain, including Lope de Vega, Miguel de Cervantes, Tirso de Molina, and Pedro Calderón de la Barca. Much attention is given to the historical context of the plays and to some of the most polemic issues of the time concerning the Counter Reformation, the code of honor, purity of blood, the representation of women, the uses and abuses of power, as well as the (im)morality of the theatre itself. *Prereq: SPAN 235; F. Gómez*

SPAN 328 Monsters in Spanish Literature

This course examines the figure of the “monster” as a literary device in the literature and cinema of Spain. Specifically, the course analyzes supernatural entities, such as ghosts and demons, as well as humans associated with evil, such as witches, criminals, and the “enemy.”

Fundamental questions of the course include: what makes a particular entity a monster, how have monsters been used to shape cultural values and a sense of identity during pivotal moments in Spanish history, and what can be learned about Spanish culture by examining the monsters it has produced. Films are rated R and contain graphic images. *Prereq: Two 200-level SPAN courses; Offered alternate years; F. Gomez*

SPAN 330 or SPAN 330E Great Themes of Spanish or Spanish American Literature

(In Spanish or English) A study of the development of major topics and their adaptation and transformation in non-Hispanic literatures. Some topics have been ethnicity and marginality in Latin American literature, twentieth century Puerto Rican literature, the epic (*El Cid*), the picaresque (*Lazarillo de Tormes*), and myths (*Don Juan* in Spanish Literature). Course may be repeated for credit under different topics. *Prereq: For SPAN 330, SPAN 235 or equivalent or permission of the instructor; for SPAN 330E, permission of the instructor; SPAN 330E satisfies HUM Foundations. May be counted toward LAST minor with approval of program chair; STAFF*

SPAN 332, SPAN 332E The Spanish Civil War (1936-1939): History, Memory, and Culture

A study of the Spanish Civil War from a rich variety of written and visual texts representing the multiple sides of a nation torn by war, trauma, and radicalism. Stress is put not only on the historical information these texts provide but in how that information is shaped by cultural representations. We will look at how the main ideologies of the 20th century played out in this conflict: socialism, anarchism, communism (Stalinism and anti-Stalinism), feminism, liberal democracy, catholic traditionalism, fascism, and nationalism. The course also responds to the historical memory debate occurring in Spain since the late 90's: from blogs, public discussions and

publications, to new laws and even grave exhumations. *Prereq: For SPAN 332, two 200-level courses in Spanish; for 332E, sophomore standing; SPAN 332E in English; A. Prado del Santo*

SPAN 335 “Afridentity” and “Hispanity” in Caribbean Literature from the 19th Century to the Present

This course examines the intersectionality of race, class, and color in the literatures of Cuba, Puerto Rico, and the Dominican Republic from the 19th century to the present. Through literature, film and other media, we analyze the images and experiences of blacks and mulattoes in relation to the conceptualization of Latin American identity in these countries. The course focuses on the relationship between literary texts and the socio-historical context in these post-colonial societies. *Prereq: SPAN 235 or equivalent; or permission of instructor; CL: AFST 335, LAST 335; J. Dixon-Montgomery*

SPAN 337 Borges and the Fantastic

This course will investigate the development of the Latin American short story of fantasy, addressing such literary themes as: the fantastic, magic realism, doubles, dreams, metaphysics, and notions of time. Course readings will include essays and stories by Jorge Luis Borges, his main precursors and followers, and critical articles. Taught in Spanish. *Prereq: SPAN 235; J. Miner*

SPAN 377 Ethnicity and Marginality: Representing the Indigenous “Other” in Latin American Literature

This course examines literary strategies that attempt to describe, represent, and give voice to Latin American indigenous peoples in pre-Columbian indigenous literature, in the “Cronicas” detailing the Conquest as well as more contemporary literary attempts to incorporate indigenous voices into Latin Literature such as first-person ethnography, Surrealist techniques, mestizo realism, drug-induced “visions” that approximate the indigenous world view, testimonial literature and New Age appreciations of indigenous practices. IN SPANISH. *Prereq: SPAN 235 or permission of the instructor; CL: LAST 377; T. Foster*

SPAN 399 Advanced Seminar

Survey of literary theories that help students generate analytical questions about a topic of their interest and build the theoretical framework for their senior research paper. Attention is given to how researchers in Hispanic Studies engage in the intellectual community by building on the work of other academics and positioning their own ideas against these prior studies in order to make their own unique contribution to the field. At the end of the course, students participate in a conference in which they give presentations of their research and take part in the Q and A sessions with the audience that follow. *W; STAFF*

Sports Studies

Course Work

Special Facilities

T. Fleming Fieldhouse (6-lane 200-meter track, indoor tennis courts, cages for softball and baseball, basketball courts)
Lay Natatorium (pool)
Schmid Golf Performance Center Memorial Gymnasium (basketball/volleyball courts, locker rooms)
E. & L. Andrew Fitness Center (state-of-the-art strength and fitness facility)
Outdoor facilities include:
Blodgett Field (baseball),
Turner Track at Trevor Field (track/field), Stisser Field in the Knosher Bowl (football), women's softball field, Jorge Prats Field (soccer), Merdian Tennis Courts

Knox Student-Athlete

Alumni of Note

C.J. Rugh '05, Manager of Special Events, Minnesota Vikings, Minneapolis, Minnesota
Sara Burton '91, Senior Associate Athletic Director for Sports Administration, University of Illinois
Bridget C. Coughlin '94, President/CEO, Shedd Aquarium
Brian Glashagel '94, Head Football Coach, Antioch High School, Antioch, Illinois.
Brynna Barnhart '03, Director of Enforcement, NCAA, Indianapolis, Indiana
Todd Monken '89, Offensive Coordinator, Cleveland Browns
Gwen Lexow '90, Title IX and Civil Rights Compliance, Bates College
Jon Ripperger '86, Web Project Manager, Athletics, University of Michigan

Faculty and Coaches

Daniella Irle
Director of Athletics
Pat Barry
Volleyball
Cory Bonstead
Assistant Football
Emily Cline
Women's Basketball
Ben Davis
Men's Basketball
Andy Gibbons
Strength and Conditioning
K.C. Harding
Men's and Women's Golf
Taylor Houck
Women's Soccer
Jami Isaacson
Baseball
Brian O'Connor
Men's Soccer
Jonathan Powers
Men's and Women's Swimming and Diving
Erin Rutledge
Softball
Scott Sunderland
Associate Director of Athletics
Damon Tomeo
Football
Lexie Vernon
Associate Director of Athletics, Senior Woman Administrator
Evander Wells
Track and Field/Cross Country
Meredith Witherell
Men's and Women's Tennis

Teaching emeritus faculty

Harlan Knosher

The Department of Sports Studies encourages all students to pursue fitness activity and to recognize its contribution to well-being. More than half of the student body participates in some portion of the program offered by the department: intercollegiate athletics, intramural and club sports, and special courses.

The intercollegiate athletic program offers 10 varsity sports for women (soccer, tennis, volleyball, cross-country, basketball, swimming and diving, softball, indoor & outdoor track, and golf) and 10 varsity sports for men (football, soccer, cross-country,

basketball, swimming and diving, baseball, tennis, indoor & outdoor track, and golf).

The College has several intramural sports, such as volleyball, basketball, indoor soccer, and other events. The College also offers club sports such as Ultimate Frisbee, equestrian, and women's and co-ed water polo.

Courses offered by the department provide the theory and skills in the area of sports administration, athletic training, coaching of selected sports and health and fitness.

Note: The department offers no major in physical education and athletics. All courses are graded S/U except SPST 210, 255, and 260.

Courses

SPST 201 Lifetime Fitness (1/2)

The primary objective of this course is to help students understand the importance of achieving and maintaining lifetime physical fitness. Class periods will consist of actual physical activity with some lecture. In addition, this class will explore and experience a variety of ways to achieve and maintain a healthy fitness level.

S/U; STAFF

SPST 210 Sports Administration

Analysis of administrative philosophies as they apply to the sports industry to demonstrate how they can affect the lives of various constituencies within the community. An introduction to potential careers in the sport industry exploring practical problems and administrative strategies dealing with critical thinking, ethical decision making, leadership, finance, facilities, liability and more. All arenas of the sport industry are explored to prepare students to be informed consumers and/or future athletic administrators.

Graded A-F; L. Vernon

SPST 238 Peace, Sport, and Policy

See description for PS 238. *CL: PS 238; Offered alternate years; A. Civettini*

SPST 255 Fundamentals of Coaching (1/2)

The course objective is to explore the different aspects of coaching, pre-season/post-season conditioning, scheduling, practice session design, recruitment, retention, academic monitoring, community relations, fundraising and player-relations. *Graded A-F; E. Cline*

SPST 260 Care and Prevention of Athletic Injuries

Students will explore sports medicine through the perspective of the field of athletic training. We will look at the components of an athletic training facility, the different professions that provide athletic medical care, emergency preparedness for the athletic environment, and specific injuries and illnesses that are common

Recent Student Achievements

Recent graduates have gone on to obtain degrees and good starting positions in professional sports administration, teaching and coaching, physical therapy and athletic training.

Recent Internships

"In-House Internships" with various staff for students interested in sports medicine, sports marketing, sports administration, and coaching

Related Co-Curricular Clubs and Activities

20 varsity sports teams
4 Club programs
3 Intramural leagues

in sports. The course will discuss the basics of injury evaluation, care, treatment, protective taping/bracing/splinting, rehabilitation and prevention of athletic injuries. The course requires fifteen hours of observation in the Knox College Athletic training facility to be performed during the term. *Graded A-F; S. Sunderland*

Coaching Specific Sports

A student can earn a maximum of 1.5 credits in Coaching courses 261-269

SPST 261 Coaching of Football (1/2)

Analyzes problems confronted by the coach in football. Individual and team fundamentals are studied. Practice organization and game strategy are discussed. Philosophy of coaching is covered, as well as discussion on the challenges of careers in coaching football. Basic care and prevention of injuries common to football are also covered. *Prereq: permission of the department; S/U; SPST 261-269 Coaching Specific Sports A student can earn a maximum of 1.5 credits in Coaching courses 261-269; A. Gibbons*

SPST 262 Coaching of Volleyball (1/2)

The basic skills are described, analyzed, and attempted. Systems of play, team tactics, common errors, season/practice planning, conditioning, rules, scoring, and common terminology are studied. Issues related to coaching in general are also discussed. *S/U; P. Barry*

SPST 263 Coaching of Soccer (1/2)

The primary objective of this course is that students learn methodologies for effective soccer coaching. Students will discuss physical, emotional/mental, technical, tactical and ethical elements of soccer. The student will be able to implement best coaching practices into their own progressive training session “taught” to their peers. Students learn valuable information to prepare them for introductory positions in youth, high school, or college coaching. Practical coaching experience is emphasized. *S/U; B. O'Connor, T. Houck*

SPST 264 Coaching of Basketball (1/2)

Analyzes problems confronted by the coach. Individual and team fundamentals are studied.

Practice organization and game strategy are discussed. Philosophy of coaching is covered, as well as basic care and prevention of injuries common to basketball. Practical experience is included. *S/U; E. Cline*

SPST 268 Coaching of Baseball and Softball (1/2)

Analyzes problems confronted by the coach. Individual and team fundamentals are studied. Practice organization and game strategy are discussed. Philosophy of coaching is covered, as well as basic care and prevention of injuries common to baseball and softball. Practical experience is included. *S/U; J. Isaacson, E. Rutledge*

SPST 288 Analytics in Athletics (1/2 or 1)

This course will introduce the concept of using analytic measures to guide assessment of individual and team performance in differing sports. Primary emphasis will be placed on calculating important statistical parameters from existing databases, and learning to make sound management decisions from interpretation of the data. Some time will also be spent on the collection of original data and the organization of the raw information into useful forms. *Prereq: One Knox Math course or math placement above CTL 120, and sophomore standing; Offered alternate years; D. Tomeo, L. Welch*

Program Committee

Ole J. Forsberg, *Mathematics*, Chair
Andrew Civettini, *Political Science*
Kevin Hastings, *Mathematics*
Janet Kirkley, *Biochemistry and Chemistry*

The Statistics Program at Knox College offers a rigorous and exciting curriculum designed to foster an understanding of the effects of randomness, to define and solve problems, and to present analysis results in a coherent and compelling manner. In addition to the two basic statistics courses, the program offers students the opportunity to explore special topics through independent studies, directed research, and supported consulting with non-profit and for-profit entities in the Galesburg area.

Statistics students begin with a two-term foundation in applied statistics before moving on to applications in various disciplines. All statistics minors are required to complete a capstone experience before graduating. These projects may be mathematical or applied in nature. Internships and extended consulting experiences will also satisfy this requirement. Recent projects have dealt with a variety of topics, such as electoral forensics, sports analytics, machine learning, and business data analysis.

Students who pursue the Statistics Minor learn the skills for turning raw data into organized information and organized information into arguments for action. This makes them more prepared for graduate school programs in the sciences and for opportunities in non-profit and for-profit organizations that rely on understanding data.

Program Learning Goals

Students completing a minor in Statistics will be able to:

1. Describe data both graphically and numerically in order to tell a meaningful story about them
2. Express the rationale behind, and carry out, standard statistical techniques for analyzing single and multiple variable data, attending to assumptions and limitations
3. Demonstrate knowledge of the probabilistic underpinnings of statistical models
4. Carry out common statistical procedures proficiently using appropriate software

Requirements for the minor

5.5 credits as follows:

- STAT 200 or PSYC 281
- MATH 145 or MATH 151
- MATH 143 or MATH 185 or MATH 210
- MATH/STAT 225

- Research Methods - one of PS 230, PSYC 282, ECON 303, BIOL 210, PHYS 241, or MATH 322
- Research Project (1/2 credit) - a data analysis or theoretical project under the supervision of program faculty resulting in a paper and presentation. The project may be done as part of an internship or other off-campus experience, but must be approved by campus program faculty.

Courses

STAT 200 Introductory Statistics

A study of the acquisition, presentation, analysis, and interpretation of data. Topics include: descriptive statistics and statistical graphics, experiments vs. observational studies, elementary probability, random variables and distributions, sampling distributions of statistics, confidence intervals, hypothesis testing for means and proportions, correlation, linear regression, and an introduction to ANOVA. *QSR*; *Prereq: sophomore standing and satisfaction of the Mathematics Proficiency requirement*; *QL*; *QR*; *STAFF*

STAT 223 Applied Analytics

This course teaches students several of the main methodologies that are used in Applied Analytics, and gives them experience in doing analyses of large real (or realistic) data sets. Specifically, students will learn to: (1) predict values of continuous response variables using ordinary regression; (2) form models for time series data that enable forecasting of future values of the series; and (3) use historical data on the dependence of a binary response (success or failure) on several possible predictors to classify new data as probable success or failures. For each of these types of problems, they will learn how to carry out the analysis using appropriate technological tools, for instance Excel or R. An introduction to macro programming in Excel is included. Ethical issues in the use of analytics are also addressed. *Prereq: STAT 200 or equivalent. Previous experience with R and Excel is recommended*; *Offered every year Spring*; *K. Hastings*

STAT 225 Linear Models and Statistical Software

See description for MATH 225. *Prereq: STAT 200, MATH 145 or 151, and MATH 185*; *CL: MATH 225*; *QR*; *Offered every year Winter*; *Formerly STAT 222*; *O. Forsberg*

STAT 321 Mathematical Statistics I

See description for MATH 321. *Prereq: MATH 205 & MATH 210*; *CL: MATH 321*; *W*; *Usually offered every year FA or WI*; *K. Hastings*, *O. Forsberg*

STAT 322 Mathematical Statistics II

See description for MATH 322. *Prereq: MATH/STAT 321*; *CL: MATH 322*; *Offered alternate years, usually WI or SP*; *K. Hastings*, *O. Forsberg*

STAT 360 Research in Statistics I (1/2)

STAT 360-361 is a sequence of two courses in which students engage in research of a topic not normally covered elsewhere in the statistics curriculum. If the research topic is to take one term, the student should register for STAT 361. If the research is to take place over two terms, the student should register for STAT 360 for the first term, then STAT 361 for the second. *Prereq: STAT 225 or permission of the instructor*; *STAFF*

STAT 361 Research in Statistics II (1/2 or 1)

Students conclude their statistical research, producing a written report and an oral presentation of their results. *Prereq: STAT 225 or permission of the instructor*; *W*; *O*; *STAFF*

Faculty and professional interests

Elizabeth Carlin Metz, chair

Acting, directing, dramatic literature, arts administration

Craig Choma

Scenic design, lighting design, videography design, theatre technology

Jeff Grace

Theatre history, dramatic literature, directing, acting

Deana Nichols

Theatre history, dramatic literature, directing, acting

Distinguished Writer-in-Residence

Sherwood Kiraly, Playwriting, screenwriting, fiction

Lecturer

Allison Smith Hahn, *Costume design, technical artistry*

The study of theatre in a liberal arts context cultivates many widely applicable capacities such as communication skills, aesthetic understanding, creative problem-solving, and intuitive as well as analytical thinking. Knox offers a broad range of courses at introductory and advanced levels in performance, design, and literature and history. Those curricular offerings complement and are integrated with extensive co-curricular opportunities for students to act in, write, direct, manage, design, and create theatre.

The Department of Theatre seeks to create a supportive, collaborative environment in which students can put into practice what they learn in the classroom, the rehearsal studio and the design studio. All of the department's curricular and co-curricular experiences are grounded in the belief that the rigorous study and practice of theatre provide students with a unique and vital means of investigating and making significant discoveries about the world and their own place in it.

Students who major or minor in theatre emerge well prepared for advanced study in playwriting, management, performance, directing, design, and dramatic literature and history. Those students who do not pursue careers in theatre gain at Knox a wealth of experience beneficial to professional life in many other areas, including business, law, and education, among many diverse fields.

Departmental Learning Goals

Students completing a major in Theatre will:

1. Recognize, identify, and analyze genre, structure, and the creation of meaning in playscripts.
2. Demonstrate understanding of the processes whereby a playscript is manifested as live storytelling—encompassing non-verbal as well as verbal language—through acting technique, design, dramaturgy, and/or directing

Knox Alumni at Work in the Profession

New York City Stages:

Broadway (Tony Award Best Musical Design/*Big River*: Richard Riddell; Best Set Design/*Not About Nightingales*: Richard Hoover), Off-Broadway, Lincoln Center, The Roundabout, The Women's Project, The Public Theatre, Manhattan Theatre Club

Television and Film:

Another World (Best Actress Emmy nomination: Amy Carlson), *Guiding Light*, *Third Watch*, *Law and Order: Special Victims Unit*, *Law and Order: Trial by Jury*, *The Office*, *Blue Bloods*, *Twin Peaks*, *Dean Man Walking*, *The Cradle Will Rock*, *Ed Wood*, *Girl Interrupted*, *Storyville*, *Failsafe*, *The Black Dahlia*, *Jimmy Kimmel Live*, *Netflix*, *Hulu*, *CNN-IBN*, *CNBC-TV 18*, *Hail Caesar!*, *The History of the World... For Now*

Chicago Stages:

Steppenwolf, The Neo Futurists, Second City, The Goodman Theatre, Chicago Shakespeare Theatre, Vitalist Theatre, The Court Theatre, Bailiwick Theatre, Victory Gardens Theatre, The Lyric Opera, The House Theatre, Red Moon Theatre, Lifeline, Fury Theatre, Vitalist Theatre, International Voices Project (Chicago), The Court Theatre, Timeline Theatre, Writers Theatre, The Side Project, Strawdog Theatre, Porchlight Theatre, Trap Door Theatre, Griffin Theatre Company, Red Orchid Theatre, Windy City Theatre, Rasaka Theatre, Lookingglass Theatre, Eclipse Theatre, Northlight Theatre, Chicago Shakespeare Theatre

National Stages:

American Players Theatre, The Folger Library Theatre, The Old Globe Theatre, The Ford Theatre, The Guthrie, La Jolla Playhouse, Alabama Shakespeare Festival, Oregon Shakespeare Festival, Illinois Shakespeare Festival, The American Repertory Theatre, Yale Repertory Theatre, The Public Theatre, Colorado Shakespeare Festival, Playmakers Repertory Theatre, Pasadena Playhouse, Laguna Beach Playhouse, Milwaukee Rep, Geva Theatre, Williamstown Theatre Festival, Celebration Barn Theatre, Los Angeles Opera Company, St Louis Repertory Theatre, Hartford Stage, The O'Neill Theatre Center, Theatre by the Sea, Cleveland Playhouse

Graduate School Programs attended by Knox Graduates

American Academy of Dramatic Art
Carnegie Mellon University
George Washington University, Academy of Classical Acting
Harvard University: American Repertory Theatre
Indiana University
New York University: Performance Studies
Northwestern University
Bowling Green State University
San Diego University/Old Globe Theatre
School of the Art Institute Chicago
University of California at San Diego
University of Colorado at Denver
University of Massachusetts at Amherst
University of Southern California
University of Texas at Austin
Yale School of Drama
Royal College of Art (London)

3. Recognize and identify historically significant authors and movements throughout global theatre history, and the cultural and social realities that governed the origins and evolution of performance.
4. Articulate literacy in the verbal and visual vocabulary of theatrical production, including terms and concepts fundamental to acting, design, script analysis, directing, playwriting, and stage mechanics.
5. Identify and analyze the social and political implications and effects of performance.

Writing and Oral Presentation

Writing: Theatre majors will be able to:

- Write clearly and accurately in multiple forms including essay, research, and argument.
- Engage in writing as a process, including use of multiple drafts, revisions, editing, and review.

Writing occurs as a component of every course in the major. Writing essays and argument initiates in the primary gateway course, THTR 151, and skills are evolved and honed as students encounter more complex concepts and theory that interconnect each subset within the discipline. Writing culminates in the research papers required for the 300 level World Theatre History courses, as well as the 300 level courses in Dramatic Literature and Directing.

Oral Presentation: Theatre majors will be able to:

- Deliver a prepared oral presentation with substance, organization, and poise.
- Articulate oral critiques by making clear arguments and providing substantive commentary.

Oral presentation occurs to some degree in every course within the major, beginning in the 100 level gateway courses. In THTR 121, students prepare and deliver graded oral presentations that are provided feedback and application to a second presentation. Students in THTR 131 study the means by which oral communication is structured and how effectively the body and voice can be maximized for greatest impact. These skills then are further developed throughout the 200 and 300 level courses in which students routinely give oral critiques in class and deliver oral presentations.

Requirements for the major

11 credits in the Department, including:

- Core:THTR 121, THTR 131, THTR 151, THTR 261
- Intermediate two THTR courses at the 200 level or above (DANC 221 may also be used)
- World Theatre History: THTR 351, 352, and 353
- Advanced two additional 300-level THTR courses, one of which must be numbered between 381 and 395.

Requirements for the minors

Dramatic Literature and History

5 credits as follows:

- THTR 151
- THTR 351, 352, and 353
- One 380-level course in dramatic literature

Performance

5 credits as follows:

- THTR 121, 131, and 151
- THTR 231 or 232
- THTR 310, 331, or 361

Directing

6 credits as follows:

- THTR 121, 131, and 151
- THTR 261, 361
- THTR 350 – A special project either practical or theoretical to be approved by the directing faculty

Design and Technology

5 credits as follows:

- THTR 121, 151
- THTR 261
- One course from THTR 222, 223, or 224
- THTR 325 or THTR 350-A special project either practical or theoretical to be approved by the Design faculty

Playwriting

5 credits as follows:

- THTR 131, 121, and 151
- THTR 209
- THTR 309 or THTR 350 - an independent study approved by the department

Courses

THTR 121 Design and Technology for Stage and Screen

An introductory overview of scenic illusion and technical devices, starting from ancient Greece through to modern design and production techniques. Scenery, lighting, costumes, make-up, properties, sound and technical effects are examined in the classroom and through workshop experiences as they apply to live performance and to film and television. The course includes three design projects structured to demonstrate creative problem-solving. *ARTS; O; AC; Offered annually in the fall; C. Choma*

THTR 131 Beginning Acting

Exploration and development of imaginative processes and basic techniques of acting. Training through class exercises, scene and monologue work, discussions, readings and

Internships held by Knox Graduates

Milwaukee Repertory Theatre (WI)
 Williamstown Theatre Festival (MA)
 American Conservatory of Theatre (CA)
 American Repertory Theatre (MA)
 Berkeley Repertory Theatre (CA)
 Playwrights Horizons (NYC)
 Chicago Shakespeare Theatre (IL)
 Oak Park Festival Theatre (IL)
 The Berkshire Festival (MA)
 The Actors Theatre of Louisville (KY)
 The Eugene O'Neill Theatre Center (CT)
 The 13th St. Theatre (NYC)
 Steppenwolf Theatre (IL)
 Victory Gardens Theatre (IL)
 The Goodman Theatre (IL)
 Lifeline Theatre (IL)
 Ko Festival (MA)
 New Jersey Shakespeare Festival
 Peninsula Players (WI)

Sample Theatre Honors Projects

Torvald: The Musical (Original Book, Lyrics, and Score)
Virtue Rewarded: Bringing Samuel Richardson's Pamela to the Stage
 A Director's Insights: Female Sexuality and Lesbian Identity in *Stop Kiss* by Diana Son
The Devil is Bored, Performing Evil: Meaning and Creation Through Devised Theatre
 Refugees in Time: The Politics of Memory in Harold Pinter's "Fourth Stage." A Study of *Landscape, Old Times, and No Man's Land*
Deserters: Writing and Directing an Original Full Length Play

lecture/demonstrations. Designed to develop students physically, vocally, emotionally, and experientially as interpreters of what it means to be human. *ARTS; O; AC; Offered annually, usually multiple terms; J. Grace, E. Carlin Metz, D. Nichols*

THTR 151 Introduction to Theatre and Drama

An introductory study of theatre as a collaborative art form, examining dramatic writing and theatrical production, and the process whereby scripts are translated into performance by theatre artists, and exploring theatre's capacity to reflect and promote social, political, and cultural change. *HUM; CL: ENG 123; W; IC; Offered annually, usually multiple terms; D. Nichols, J. Grace, E. Carlin Metz*

THTR 209 Beginning Playwriting

A seminar in the practice of writing for the stage, through workshops and the examination of various forms. This course will foster opportunities to develop one's voice through focused attention upon essential craft elements such as dialogue, dramatic action, writing for a collaborative medium, etc. *ARTS; Prereq: THTR 151/ENG 123, THTR 131, or ENG 207, or ENG 208, or permission of the instructor; CL: ENG 209; W; AC; Offered annually, usually multiple terms; S. Kiraly*

THTR 222 Scene Design

An examination of the elements of design as they relate to the translation and reinforcement of a playscript into the scenic environment of a production. Emphasis is on practical experience in developing a personal design aesthetic. Includes the completion and critique of several original design projects. *Prereq: THTR 121 or permission of the instructor; Offered in alternate years in the spring; C. Choma*

THTR 223 Lighting Design

An examination of the elements of design as they relate to the translation and reinforcement of a playscript into the lighting of a production by addressing such qualities as mood, modeling, selective focus and overall atmosphere. Includes the completion and critique of several original design projects. Emphasis is on practical experience in developing a personal design aesthetic.

Prereq: THTR 121 or permission of the instructor; Offered in alternate years in the spring; C. Choma

THTR 224 Costume Design

An examination of the history of costuming, and an introduction to the principles and techniques of costume design and technical artistry for the stage. Includes the completion and critique of several original design projects. *ARTS; AC; Prereq: THTR 151/ENG 123 or permission of the instructor; Offered alternate years usually in the fall; A. Smith Hahn*

THTR 231 Acting Studio: Psychological Realism

The study of acting as applied to psychologically motivated text. Class work includes text analysis, critical analysis of performance, and text study and performance. Students repeating the course will undertake successively advanced concepts, applications, and projects. *Prereq: THTR 131 and sophomore standing or permission of the instructor; may be taken up to 3 times; O; THTR 231 may not be taken in the term immediately after a student has completed THTR 131, if both courses are taken in the same academic year; THTR 231 and 232 may be taken in either order; usually offered annually; E. Carlin Metz, J. Grace*

THTR 232 Acting Studio: Style

Theoretical concepts and practicum approaches to acting as practiced historically and in world theatre. Study will include multiple approaches to acting in a wide array of texts and performance settings, including historical epochs of western theatre, non-western physical theatre, socio-political theatre, and story theatre. Students repeating the course will undertake successively advanced concepts, applications, and projects. *Prereq: THTR 131 and sophomore standing or permission of the instructor; may be taken up to 3 times; O; THTR 231 and 232 may be taken in either order; usually offered in alternate years; E. Carlin Metz, J. Grace*

THTR 233 Devised Theatre for Social Change

This course undertakes an interdisciplinary approach, through devising, to create original performance texts that entertain and enlighten on themes of social responsibility and change. No prior experience in theatre or performance is

necessary. Topics may be drawn from literary sources, life, current events, the news, history, or sociopolitical issues, among many other possibilities. *ARTS; AC; Non-theatre majors are encouraged to enroll; offered occasionally; E. Carlin Metz, J. Grace*

THTR 251 Dramaturgy

Students learn about the multiple tasks of the dramaturg primarily by carrying them out. The course requires students to read and analyze numerous plays, to conduct and present historical research, to select and edit scripts, and to produce many pages of writing conceived for various different contexts. In many respects, the course functions like a workshop: most of the work is shared with and discussed by the class as a group. *HUM; IC; Usually offered in alternate years; STAFF*

THTR 261 Introduction to Directing

Introduction to the process of directing a play as the source of the unifying vision for play production. Topics include the history of directing, directing styles, world of the play research, script analysis, collaboration, rehearsal preparation, and visual metaphor. *E. Carlin Metz, J. Grace*

THTR 271 Theatre Participation (1/2 or 1)

Students enroll for elective credit (a minimum of 1/2) under direct faculty supervision for individual participations of significant undertaking by proposing and having approved a particular project. Students may satisfy the Experiential Learning goal for significant work in Main Stage and/or Studio Theatre productions. Offered each term on a contract basis with permission of an instructor. *ARTS; AC; Prereq: permission of the instructor; S/U; May be repeated for a maximum of 1.5 credits; STAFF*

THTR 275 London Theatre, History, and Culture (1/2)

Optional capstone experience for specific Theatre courses in performance and dramatic literature and history as designated by the department. Enrolled students will travel to London for two weeks at the conclusion of Fall Term to attend theatre productions, have class with theatre professionals in which they will examine the work they have seen, and visit relevant cultural sites.

Graded S/U. *Prereq: concurrent enrollment in designated THTR course; An additional program fee is required; STAFF*

THTR 281 Introduction to Shakespeare

See description of ENG 227. *Prereq: ENG 120 or 123 or sophomore standing or permission of the instructor; IC; CL: ENG 227; STAFF*

THTR 309 Playwriting and Screenwriting Workshop

Introduction to writing for the screen, and intensive work in the reading and writing of plays and screenplays; workshops and individual conferences. *Prereq: ENG 209 or THTR 209 or written permission of the instructor; CL: ENG 309; W; May be taken three times; Offered annually; S. Kiraly*

THTR 310 Repertory Theatre Term (2 to 3)

An immersive experience in theatre art composed of three interrelated sections that must be taken concurrently. The enrollment of students not majoring in theatre is encouraged. Students enroll in all three of the following courses:

THTR 310A Rehearsal and production

Participation in the rehearsal and production process as actors, assistant directors, assistant designers, technicians, or stage managers.

THTR 310B Research and dramaturgy

Dramaturgical research leading to program notes and lobby displays for the productions, and to independent research and creative assignments.

THTR 310C Production technology

Contributions in multiple areas—including set and costume construction, publicity and marketing, etc.—are selected by the faculty to suit individual students' interests and capabilities and address need. *Prereq: THTR 121 or THTR 131, sophomore standing, and permission of the department; For meeting the requirements of the Theatre major, participation may be counted as the additional 300 level course not in dramatic literature; STAFF*

THTR 325 Design Workshop

Advanced study of theory and the creative process leading to the realization of a design in the areas

Theatre

of scenography, costume, lighting, sound, videography, and scenic art; experiential projects, workshops, and individual conferences. *Prereq:* THTR 121 & one of the following: THTR 222, 223, or 224; and/or permission of the instructor; Repeatable 3 times for credit; offered annually; C. Choma

THTR 331 Advanced Acting: Shakespeare and Beyond

Advanced integration of traditional and non-traditional acting theory and practical application (from Shakespeare to the Absurd) through text, voice, and movement. Scene and monologue study, text analysis, and philosophical and historical context are examined in terms of central questions regarding what it means to be human as revealed through performance. *Prereq:* THTR 131, THTR 231, and sophomore standing or permission of the instructor; O; usually offered in alternate years; E. Carlin Metz, J. Grace

THTR 351 World Theatre History I

A study of the origins and evolution of drama and theatre beginning with Greece, Rome, and medieval Europe through Early Modern England, Italy, and France. Additional examination of the development of theatrical practice in Japan, China, and India. *HUM; IC; Prereq:* At least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: ENG 351; Offered two years out of three; J. Grace, D. Nichols

THTR 352 World Theatre History II

A study of the developments of dramatic forms and major theatrical movements from Restoration era comedies (1660) through Expressionism (1915). Additional examination of influences from nonwestern traditions. Focus placed on the theatre as a cultural, social, political, industrial, and economic institution. *HUM; IC; Prereq:* at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: ENG 352; W; offered two years out of three; J. Grace, D. Nichols

THTR 353 World Theatre History III

A study of the developments of dramatic forms and major theatrical movements throughout the

world from the Historical Avant-Garde to the present. The plays are discussed in their literary, cultural, social, political, and theatrical contexts. *HUM; IC; Prereq:* at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: ENG 353; DV; offered two years out of three; J. Grace, D. Nichols

THTR 361 Advanced Directing

Advanced theory and concepts in directing for the stage. This course focuses on the manipulation of three dimensional space through form, metaphor, motivation, composition, picturization, positive/negative space, and movement and the relationships between the director and the actors and the director and the designers. Applied projects will include staging scenes and preparation of a One Act Play. *Prereq:* THTR 121, 131, 151, 261, and sophomore standing, or permission of the instructor; Usually offered in alternate years; E. Carlin Metz, J. Grace

THTR 381 Shakespeare: Histories and Comedies

See description of ENG 331. *HUM; Prereq:* two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently, or permission of the instructor; CL: ENG 331; Usually offered in alternate years; R. Biggie

THTR 382 Shakespeare: Tragedies and Romances

See description of ENG 332. *HUM; Prereq:* two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently, or permission of the instructor; CL: ENG 332; Usually offered in alternate years; R. Biggie

THTR 383 Women Playwrights

Analysis of the works of female playwrights who represent diversity in race, nationality, perspective, and style. A brief review of the evolution of feminisms is traced in order to identify the areas of thought and conflict that most influence the condition of the female writer and specifically the playwright. *Prereq:* junior standing or permission of the instructor; CL: AFST 383, ENG 383, GWST 383; W; DV; offered occasionally; E. Carlin Metz, J. Grace, D. Nichols

THTR 384 American Drama and Theatre

A survey of dramatic writing and theatrical expression in America. Close investigation placed on themes such as the American dream, the American family, and the struggle for racial, ethnic, economic, and sexual equality. Plays are discussed within particular social, historical, political, and artistic frameworks. *Prereq: junior standing or permission of the instructor; CL: ENG 384; Offered occasionally; J. Grace, D. Nichols*

THTR 385 Dramatic Theory and Criticism

This course undertakes a practical approach to the major theories of the theatre that emerged during the late nineteenth century and throughout the twentieth century. Topics may be drawn from semiotics, phenomenology, post-structuralism, deconstruction, psychoanalysis, feminism, gender and queer studies, reception theory, postmodernism, and post-colonialism. *Prereq: junior standing or permission of the instructor; Offered occasionally; J. Grace, D. Nichols*

THTR 386 Theatre and Society

A study of the relationship between theatre and society. This course examines a variety of plays and theatre practitioners and theoreticians, focusing on theatre's capacity to reflect and participate in social, political and cultural discourse. Specific topics vary from term to term. *Prereq: junior standing or permission of the instructor; CL: ENG 386; Offered occasionally; J. Grace, E. Carlin Metz, D. Nichols*

THTR 387 Studies in Dramatic Literature

Close examination of the work of a single playwright or theatre practitioner (such as Caryl Churchill or Bertolt Brecht), or of a period (e.g., Jacobean) or genre (e.g., tragedy). *Prereq: junior standing or permission of the instructor; CL: ENG 387; Offered occasionally; J. Grace, E. Carlin Metz, D. Nichols*

Non-Departmental Courses

Center for Teaching and Learning

CTL 100 Language Skills I (1/2)

Practice in academic skills of English including reading, writing, listening, and speaking through intensive projects and extensive writing assignments. Emphasis is on the effective expression and comprehension of ideas. *Prereq: first-year standing; J. Haslem*

CTL 101 Language Skills II (1/2)

Further work in academic language skills with an emphasis on development of reading and writing. *May be repeated once for credit provided that credit has not been earned in CTL 100; J. Haslem*

CTL 120 Mathematical Concepts for Algebra and Statistics (1/2)

A review of basic high school mathematics, including algebra and basic analytic geometry, individually tailored to each student's particular needs. This course is intended to prepare students for MATH 121 and/or STAT 200. Upon completion of the course, students are recommended to move directly into one of those courses in the subsequent term. *Prereq: course placement as identified by the Registrar; Credit may not be earned for both CTL 120 and CTL 130; E. Hutchings*

CTL 140 Pedagogy in Practice (0)

The course will help students improve their understanding of writing pedagogy with a particular emphasis on putting theory into practice when helping their fellow students as CTL writing tutors. Students will be given an opportunity, through readings, writing assignments, and class discussion, to reflect upon their own experiences and to develop appropriate methods for addressing a variety of tutoring scenarios. *Prereq: ENG/CTL 202; Students who take this course must be employed as CTL writing tutors; J. Haslem*

CTL 151 Introduction to Peer Tutoring (0)

An introductory study of the tutoring process reserved for subject-specific CTL tutors and departmental teaching assistants who provide tutoring. Examines the essential components of a successful tutoring session, including

developmental theory, the tutoring cycle, and challenging tutoring situations and dynamic. Also explores learning and study skill strategies, critical thinking, subject-specific tips, and tutor self-evaluation. *Prereq: Sophomore standing or permission of the instructor. Prereq: Sophomore standing or permission of the instructor; S/U; K. Wallenfelsz*

CTL 152 Advanced Peer Tutoring (0)

Continued study of the tutoring process and protocols, including cultural dynamics, learning theory, analysis of the tutoring session, resource development, and collaborating with faculty and departments. Space reserved for subject-specific tutors and departmental teaching assistants who engage in tutoring. *Prereq: CTL 151. Must have earned CRLA Level I certification; S/U; K. Wallenfelsz*

CTL 153 Master Peer Tutoring (0)

Advanced study of the processes and protocols associated with peer tutoring, including self-regulated learning, collaborative and inclusive learning, structured learning experiences, tutor supervision skill development, group management skills, and tutoring special populations. The course combines readings, discussions, study of academic support programming, and collaborative projects. This course culminates with the planning and execution of collaborative projects designed to enhance CTL support initiatives. *Prereq: Sophomore standing, CTL 151 & 152. Must have earned CRLA Level I & II Certification (50 hours of cumulative tutoring for the CTL); S/U; J. Haslem, STAFF*

CTL 155: Success Learning (0)

A course in contemporary learning theories (cognitive, transformational, behavioral, and psychological) and the life and learning practices which extend from them. Special attention given to cognitivism, constructivism, conditioning, metacognition, and to pre- and deep-learning strategies, note-taking, reading for academic purposes, test preparation, and time management. *Prereq: Sophomore standing, CTL 140, 151, or 152; S/U; J. Haslem*

CTL 161 College Success Seminar (1/2)

College Success Seminar will support eligible first-year through junior-standing students interested in enhancing their academic achievement. Topics include learning strategies, study skills, academic goal setting, and campus resource utilization and are taught in a discussion-based weekly seminar. Students will have guided opportunities to explore and reflect upon their current learning practices, study holistic learning practices, and enact new ways of learning to promote academic and personal success. *Prereq: Open by invitation only to first-year through junior standing students who are eligible for the CTL Student Success program; permission of the instructor; K. Wallenfels*

CTL 201 Business and Technical Writing

The course is intended for any student wishing to improve written communication skills, but especially for those students who want to gain skills in writing clear and effective business-related prose. The course focuses on the business and technical writing skills necessary to communicate effectively in a variety of professional

settings. Students analyze, evaluate, and create a variety of professional documents: letters, memos, resumes, reports, proposals, business plans, presentations, etc. *CL: BUS 201, ENG 201; W; J. Haslem*

CTL 202 Teaching Writing

The course is designed to provide students with a thorough understanding of the theory, practice, and pedagogy of writing. What defines good writing? How do we learn to write? What are the most effective ways to work with writers one-on-one and in the classroom? As we answer these questions, students learn not only how to effectively teach writing, but also how to improve their own writing. *CL: ENG 202; W; J. Haslem*

CTL 275 Advanced Composition

Students will be given formal instruction in advanced composition with a particular emphasis on written argumentation as a part of the rhetorical tradition. Topics will include the history of rhetoric and its relevance today, particularly as a way to construct knowledge. *CL: ENG 275; W; J. Haslem*

McNair Program

MCNR 200 McNair Sophomore Seminar (1/2)

(over 3 terms) This course emphasizes preparation for the Summer Research internship. Scholars receive instruction on the analysis and use of scholarly publications and are exposed to academic culture through social and academic activities. The seminar prepares the Scholars for independent research by teaching them research skills and supporting their development of research proposals. *Prereq: Admission into the McNair Scholars Program; STAFF*

MCNR 300 McNair Junior Seminar (1/2)

(over 3 terms) A continuation of MCNR 200. This seminar emphasizes preparation for graduate school. Topics covered include preparing for the Graduate Record Exam (GRE), applying to graduate schools, personal statements, obtaining letters of recommendation, and financial aid. Scholars also have the opportunity to prepare for a second summer of independent research and to visit potential graduate schools. *Prereq: MCNR 200 and good standing as a McNair Scholar; STAFF*

MCNR 400 McNair Senior Seminar (1/2)

A continuation of MCNR 300. This seminar focuses on writing personal statements and curriculum vitae, obtaining letters of recommendation, applying to graduate programs, and securing grants, fellowships, and other financial aid. Scholars are encouraged to visit potential graduate schools. *Prereq: MCNR 300 and good standing as a McNair Scholar; STAFF*

Trio Achievement Program

TRIO 100 Writing for First-Year Preceptorial (1/2)

Reserved for first-year TRIO-eligible students only who are enrolled in First-Year Preceptorial, this course is designed as a supplement to FP, focusing on critical reading and writing, as well as an introduction to the skills necessary for success in college. Through group discussion and individual instruction, students will explore strategies for producing clear and effective arguments and documents, integrated with instruction in a variety of study skills. *Prereq: students must be currently enrolled in FirstYear Preceptorial; Open only to students who are TRIO-eligible; permission of instructor required; STAFF*

Special Programs and Opportunities

In addition to majors and minors offered by Knox's academic departments, the educational program of the College makes available many special opportunities through which students enhance their four-year experience. These opportunities range from study abroad, to special intensive academic programs focused on a discipline, to student independent research, and to service activities that benefit the local community. Some special programs are linked closely to students working in specified academic areas, while others are open to any member of the student body.

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Academic Honor Societies

Several honor societies initiate student members who excel in the activities and qualities emphasized by each society. Membership is based upon guidelines determined by each organization. Phi Beta Kappa is the most prestigious and oldest academic honor society. Others include:

Alpha Psi Omega: Theatre

Eta Sigma Phi: Classics

Mortar Board: General

Nu Rho Psi: Neuroscience

Omicron Delta Epsilon: Economics

Pi Kappa Lambda: Music

Pi Sigma Alpha: Political Science

Psi Chi: Psychology

Sigma Delta Pi: Spanish

Sigma Xi: Scientific Research

Bastian Family Career Center

Located in Alumni Hall, the Center assists students in the career development process. Individual counseling sessions, workshops and seminars are scheduled to guide students in their decision-making about potential career paths. The Center coordinates recruiting visits from graduate schools and employer representatives. The College's internship program is also headquartered here. The Center maintains a library of career-related information, including job postings, internship opportunities, resume, interview, and job search advice, information on graduate and professional school exams, and graduate study information. *Mr. Crawford, Director.*

Kleine Center for Community Service

Working closely with the Bastian Family Career Center, the Center for Community Service was established in 2006. The Center works with students, faculty and staff to make connections with community partners to enhance outreach activities. Current initiatives include several tutoring programs with local organizations, student musical performances at local nursing homes, and the recent "Alternative Spring Break" through which nearly 100 students traveled to New Orleans and Mississippi to participate in Katrina relief projects. In 2006-2007, the Center for Community Service formed a partnership with Big Brothers, Big Sisters Organization to create a Knox College based program focused on mentoring youth from Galesburg and Knox County. *Ms. Ridlon, Coordinator.*

Stellyes Center for Global Studies

Knox established its Center for Global Studies, located in Alumni Hall, in September 2002. The Center sponsors speakers and colloquia on international topics, provides information on off-campus study opportunities and application procedures, coordinates faculty and curriculum development projects focused on strengthening international expertise, and works with students who need pre-departure orientation for overseas study. *Dr. Brenda Tooley, Director.*

Vovis Center for Research and Advanced Study

The Gerald and Carol Vovis Center for Research and Advanced Study is dedicated to supporting Knox students and their exceptional achievements. The Center administers the Paul K. Richter and Evalyn Elizabeth Cook Richter Memorial Fund for independent work beyond the classroom, recruits and advises students seeking national and international post-graduate scholarships and fellowships, and organizes the unique Knox program for outstanding juniors, Artists, Scientists, Scholars and Entrepreneurs of Tomorrow, and HORIZONS: A Celebration of Student Research, Scholarship, and Creative Work. *Dr. Sara Kitsch, Director.*

Center for Teaching and Learning

Located in a newly renovated facility at 466 S. West Street, the Center nurtures academic excellence through one-on-one or group instruction in writing, peer tutoring in all subject areas, academic counseling and learning skills instruction. Along with the Associate Dean of the College, the Center assists faculty and students with the provision of federally mandated academic accommodations. The Center also houses Knox's TRIO Achievement Program, a federally funded program that provides support for academic excellence for first-generation college students from underrepresented groups and those who have academic needs. *Dr. Haslem, Director; Ms. Lopez, Director, TRIO Achievement Program.*

HOPE Center

The House of Peace and Equity (HOPE Center) is home to the College's Intercultural Life and Spiritual Life Offices, which are part of the College's Division of Student Development. Intercultural Life strives to create an inclusive campus community by acknowledging and celebrating the diverse cultures of our students, faculty, and staff. Spiritual Life seeks to help students navigate and define their own experiences, whether religious, humanist, atheist, or something beyond or in between. The HOPE Center is a place where all students can feel welcome, whatever their race, ethnicity, sexual orientation, religion, disability status, or gender.

Artists, Scholars, Scientists, and Entrepreneurs of Tomorrow (ASSET)

The Artists, Scholars, Scientists, and Entrepreneurs of Tomorrow (ASSET) program recruits a student cohort with a wide range of aspirations. ASSET Fellows pursue intensive individual projects and together they identify and discuss connections across disciplinary boundaries, emphasizing a deepening understanding of how to create constructive dialogue across those boundaries.

Juniors with a 3.3 GPA or higher are invited to apply to the ASSET program. Meetings during the winter and spring term allow Fellows time to build a sense of community and pursue an individual project during the summer. Summer dialogues focus on technology, ethics, education, and other issues relevant to all disciplines. During the summer Fellows also engage in educational and social activities and prepare for their senior year and for post graduate experiences. Fellows receive substantial stipends to support them during their summer research projects. *Vovis Center for Research and Advanced Study.*

Clinical Term in Psychology

Students interested in the areas of clinical psychology, counseling psychology and social work have an in-depth experience of the field, both in and out of the classroom. Students register in two courses, PSYC 300B, Theories & Methods of Psychotherapy and PSYC 300D Psychological Assessment, while completing an internship in the Galesburg area that is related to clinical psychology. Students gain an increased knowledge of clinical psychology through the integration of academic information and assignments in the two classes and the hands-on experience of working in settings typical of clinical psychologists, counselors, and social workers. *Prof. Hoffmann, Chair, Department of Psychology.*

Cooperative Degree Programs

For a small number of specialized programs outside the core liberal arts disciplines, Knox offers cooperative degree programs with institutions that recognize liberal arts as the best preparation for more specialized study. Typically, these programs involve 3 years of Knox study combined with two years of more specialized study at a cooperating institution. Students interested in cooperative programs should consult early in their careers with the advisors listed below.

EngineeringProf. Moses
 Forestry/Environmental ManagementProf. Allison
 George Washington University Early Selection Program (Pre-Med).....Associate Dean Foster

| | |
|----------------------------|------------------|
| Law | Prof. Sunderland |
| Nursing | Prof. Thorn |
| Occupational Therapy | Prof. Thorn |
| Optometry..... | Prof. Thorn |

George Washington Gale Scholars Program

Knox College, Carl Sandburg College, and Galesburg School District 205 sponsor the George Washington Gale Scholars Program. Gale Scholars are a group of high-potential, high risk middle-school students involved in a 4-year program that provides special counseling and educational planning to augment their high school experience and encourage college attendance. After graduating high school, Gale Scholars attend Carl Sandburg College to earn an A.A. degree, and transfer to Knox to complete their B.A. Knox students participate as tutors, summer program counselors and in other capacities in the Gale Scholars program.

Graduate and Special Fellowship Advisors

Knox students are encouraged to consider applying for national fellowships for graduate and post-baccalaureate study. Except as noted below, Dr. Sara Kitsch, Vovis Center for Research and Advanced Study, serves as special advisor for these programs and interested students are encouraged to contact her early in their academic careers.

| | |
|-----------------------------------|---------------------------------------|
| Fulbright | Dr. Kitsch |
| Marshall..... | Dr. Kitsch |
| Mellon..... | Dr. Kitsch |
| National Science Foundation | Prof. Jones-Rhoades (Natural Science) |
| Rhodes | Dr. Kitsch |
| Others | Dr. Kitsch |

Green Oaks Term

In Spring 2002, the College introduced the Green Oaks Term, a residential interdisciplinary off-campus program at Green Oaks, Knox’s 704-acre field station. The program involves a small group of students with majors in the sciences, social sciences and humanities in the exploration of ecological, cultural and historical, and aesthetic qualities of the landscape. Staffed by three faculty from departments in the Arts, Social Sciences, and Sciences, students have an intensive, 10-week experience, including sharing responsibility for cooking, cleaning and the stewardship of the field station. The College offers the Green Oaks Term every two to three years. Students participating in the program receive 3.5 credits. The courses are as follows; full descriptions may be found in the Courses of Study section of the Catalog under Environmental Studies.

- ENVS 282/382 Deep Maps of Place
- ENVS 283/383 Natural History of Green Oaks
- ENVS 284/384 The Natural Imagination
- ENVS 285 Dynamics of Intentional Community

There is no additional cost for students who are on both room and board. For other students, a program fee is calibrated to cover room and board expenses for the term. Financial aid eligibility and arrangements are the same as for on-campus study.

Sophomores, juniors or seniors of all academic persuasions are eligible. An applicant should have enough introductory work in biology, creative arts, or anthropology-sociology to enroll in at least one of the three courses 282-284 at the advanced (300) level.

Applications should be made to the program director in the month of November. Notifications of acceptance are mailed during December break. *Profs. Mountjoy, Gant, and Adelsberger, Green Oaks Term Co-Directors.*

Honors Program

Students may seek to graduate with College Honors through completion of a program of advanced independent study, producing a major piece of research or creative work. The Knox Honors Program has been recognized by graduate, law, and medical schools around the country as offering outstanding preparation for careers in research and the professions. It has been cited by the federal Fund for the Improvement of Post-Secondary Education as one of two model programs in the nation.

Honors may be undertaken as early as the junior year. Normally it is done in the senior year. Each candidate normally completes three credits (under no circumstances more than five) of advanced study, under the supervision and guidance of a faculty advisor and committee chosen by the student. Credit is only awarded for work done on campus. Courses undertaken for Honors may be either in addition to or in place of regular departmental requirements. At the end of the project, the student submits a thesis or creative portfolio and takes a final examination. The examination, which is oral, is given by the student's advisory committee, assisted by a scholar from another college or research university who has special knowledge of the student's field.

A candidate for College Honors must have the endorsement of his or her major department, (and of the department in which the work is done, if different from the major department). An applicant is expected to have a cumulative grade point average of 3.3 or above. The final authority for approval to undertake College Honors rests with the Academic Standing Committee. Applications may be submitted to the Associate Dean of the College in the third term of the junior year but must be submitted no later than the following September (exact date announced annually by the Associate Dean). Application forms are available from the Office of the Registrar.

Independent Study

Independent study is used to enrich Knox's academic program by providing students with opportunities for study that cannot be pursued in regular courses. While all students who would benefit from independent study are encouraged to pursue it, this opportunity may be limited by the faculty's obligations to the regular offerings of the College. Hence, independent study may not be used to duplicate in whole or in part courses regularly offered, nor may it be used for introductory work of any kind.

A student discusses the proposed plan of study thoroughly with the faculty supervisor. Once that faculty member has agreed to direct the project, the student works out a final application. Enrollment in independent study can be done by the student on the web at the Registrar's site, accompanied by the signed consent of the supervising faculty member, using a form obtainable from the Registrar's Office.

Independent study pursued "off-term," i.e., during vacation periods or when the student is not regularly enrolled for the term, must have the approval of the Associate Dean of the College. The deadline for such applications is registration day of any regular term or December break, and in May for the summer, as noted in the Academic Calendar. Off-term independent study work is due by the last day of examinations of the term during which it is undertaken and by Fall Registration Day for summer work. The usual procedures for incompletes or dropping the course apply.

International Summer Program in Management

In 2005, Knox became an affiliated College with the International Summer Program in Management, operated jointly by the University of Michigan-Dearborn School of Management and the University of Padua (Italy) School of Economics and Business, and located at the University of Michigan, Ann Arbor. This program teaches about recent business trends in a cross-cultural setting. Courses have included Entrepreneurial Marketing, Management Skills Development, and International Accounting. Coursework is transferable to Knox. For more information, see Prof. Spittell.

Internships

Knox College encourages students who are interested in working and learning with an off-campus organization to pursue internships. Such internships often prove of great value for students who are preparing for careers or who intend to undertake further study in graduate or professional school. Interested students should contact the Bastian Family Career Center.

The following partial list of those institutions that sponsored internships for Knox students during 2018-19 provides an idea of the range of experiences covered by the internship program:

- A Christian Ministry in the National Parks, West Glacier Villiage, MT (Barista)
- AbbVie Pharmaceuticals, North Chicago, IL (Policy Analyst Intern)
- Ali and Bains Law Firm, Queens, NY (Intern)
- Allen-Guerra Architecture, Frisco, CO (Assistant Designer)
- AMIDEAST: Summer Arabic Intensive Program, Amman, Jordan (Student - Gilman Recipient)
- Applied Behavioral Consulting, Chicago, IL (Line Therapist)
- ASSET, Galesburg, IL (Research Scholar)
- Atlantis, Caceres, Spain (Shadower/Observer)
- Body Passages, Chicago, IL (Marketing Intern)
- Camp Friendship, Palmyra, VA (Senior Counselor and Horse Riding Instructor)
- Camp Newayo, Newayo, MI (Summer Camp Counselor)
- Camp Silverbrook Girls Camp, West Bend, WI (Camp Counselor)
- Camp Walt Whiteman, Piermont, NH (Cabin Counselor)
- Campfire Columbia, Sandy, OR (Camp Unit Director)
- Cesar Chavez Language Academy, Santa Rosa, CA (Teacher)
- Christian Appalachian Project, Paintsville, KY (Food Bank Volunteer)
- Citi Group, San Francisco, CA (Equity Research)
- City Year, Milwaukee, WI (City Year Member)
- City Year, Chicago, IL (City Year Employee)
- Concierge Preferred, Chicago, IL (Content Marketing Intern)
- Connections Marketing, Chicago, IL (Intern)
- Connection's Therapy Center, Roscoe, IL (Intern)
- Contemporary Art Museum St. Louis, St. Louis, MO (Learning and Engagement Intern)
- Counseling Center of Illinois, Chicago, IL (Counselor Intern)
- Days End Farm and Horse Rescue, Woodbine, MD (Horse Training Intern)
- District 205, Galesburg, IL (Assistant)
- District Office of State Senator Julie Morrison, Deerfield, IL (Intern)
- Doctors In Italy, Rome, Italy (Student)
- DSP, Seoul, South Korea (Manager)
- Duke University, Durham, NC (Research Assistant)
- Eat Greater Des Moines, Des Moines, IA (Intern)
- Elective Africa, Mombasa, AL (Student)
- Enterprise, St. Louis, MO (Entry Level Software Engineer)
- FedEx Ground, Champaign, IL (Manager)
- Feenix Venture Partners, New York City, NY (Summer Venture Capital Intern)
- First Stage Children's Theatre, Milwaukee, WI (Teaching Apprentice)
- Florida Museum of Photographic Arts, Tampa, FL (Intern)
- Foreign Ministry of Cyprus, Nicosia, AL (Assistant)
- Fulbright, Vietnam (Fulbright)
- Fulbright Organization, Indonesia (Fulbright ETA)
- G&M Distributors Inc., Galesburg, IL (Summer Intern)
- Galileo Summer Camps, Naperville, IL (Camp Counselor)
- Galpagos Rockford Charter School, Rockford, IL (Summer Teaching Fellow)
- Girl Scouts of Greater Chicago Northwest Indiana, East Troy, WI (Unit Counselor)
- Great Lakes Academy, Chicago, IL (Elementary School Teacher)
- Headfirst Summer Camp, Washington, D.C., (Counselor)
- HillSprings Academy, Colorado Springs, CO (Marketing Assistant)
- House of Representatives, Washington, D.C., (Intern)
- Icon Identity Solutions, Rolling Meadows, IL (Project Manager)
- Illinois JusticeCorps, Galesburg, IL (Intern/Fellow)
- Illinois JusticeCorps, Galesburg, IL (Legal Information Intern)
- Indianapolis Local Public Improvement Bond Bank, Indianapolis, IN (Intern)
- Information Technology Services, Galesburg, IL (Helpdesker)
- Irish Institute of Celebrants, Dublin, Ireland (Intern)
- Jameson Camp, Indianapolis, IN (Camp Counselor)
- Justice Corps, Galesburg, IL (Justice Corps Intern)
- KEMRI, Kisumu, Kenya (Lab assistant)
- Knox College, Galesburg, IL (Summer Painter)
- Knox College, Galesburg, IL (Summer Student Research)
- Knox College Chemistry Department, Galesburg, IL (Student Researcher)
- Knox College ENVIS Department, Galesburg, IL (Research Assistant)
- Knox College Office of Communications, Galesburg, IL (Internship/Student Worker)
- Knoxville High School, Knoxville, IL (Student Teaching)
- Kohl's, Galesburg, IL (Sales Associate)
- Kohl's Diamond Gallery, Galesburg, IL (Jeweler)
- La 72 Hogar Refugio para Personas Migrantes, Tenosique, Mexico (Farm Intern)

- La Fundacion Gestion Social y Ambiental, Medellin, Colombia (Teacher & Translator Intern)
Lake Dillon Theatre Company, Silverthorne, CO (Patron Services Apprentice)
Leo Burnett, Chicago, IL (Summer Intern)
LOGIVAN, Hanoi, Vietnam (Marketing)
Lu's Baked Goods, Galesburg, IL (CEO and Founder)
Lutheran Social Services, Peoria, IL (Foster Care Caseworker)
Mandalay Sports Media , Studio City, CA (Intern)
Matteson School District, Matteson, CO (Intern)
McGraw YMCA, Evanston, IL (Enrichment Leader)
Medix, Chicago, IL (Recruiter)
Mike Lange Tennis Association, St. Charles, IL (Head tennis coach)
Mississippi State University Computational Biology Department, Starkville, MS (Research Intern)
Monk Botanical Gardens, Wausau, WI (Horticulture Intern)
Mount Vernon Historic Preservation Society, Mount Vernon, IA (Intern)
NASA, Irvine, CA (Research Intern)
National Endowment for the Humanities, Washington, D.C., (Library Intern)
National Institute of Health, Bethesda, MC (Research Assistant)
Nature Museum, Chicago, IL (Museum Youth Coordinator Assistant)
Neighborhood Boys and Girls Club, Chicago, IL (Summer Staff)
Newberry Library, Chicago, IL (Intern for the Events Office)
Noble Street, Chicago, IL (Para-Professional)
Northwestern Mutual, Chicago, IL (Financial Advisor)
NRG Energy Inc/Open Circle Marketing, Chicago, IL (Development and Sales Intern)
Oak Park Montessori, Oak Park, IL (Teacher Assistant)
Oakland Museum of California, Oakland, CA (Curatorial Internship)
Oaxaca Trip, Galesburg, IL (Teacher for ESL)
Oracle Corporation, Hanover, NH (Data Analyst)
OSF Clinic, Galesburg, IL (Shadowing Student)
OSF Galesburg Clinic, Galesburg, IL (Shadowing with General Surgery)
Own, Galesburg, IL (Freelance Artist/Writer)
Parker Lloyd, London, United Kingdom (Investment Analyst)
Peace Corps, South Africa (Youth Development Volunteer)
Peace Corps, Botswana (Life Skills Educator)
Peninsula Players Theatre, Fish Creek, WI (Production Intern)
Performing Arts Abroad, Sinamune, Quito, Ecuador (Music Teacher)
Powerhouse Theater, Poughkeepsie, NY (Scenic Carpenter)
Prairie Restorations, Princeton, MN (Seasonal Services Worker)
Prime Publishing LLC, Northbrook, IL (Digital Editorial Intern)
PWC, Mumbai, India (Intern)
Rainbow Children Japan, Delhi, India (volunteer)
Rep. Cheri Busto's Rock Island Congressional Office, Rock Island, IL (Intern)
ReSOURCE, Williston, VT (Summer Intern Facilitator)
River Styx, St. Louis, MO (Intern)
Riveredge Nature Center, Saukville, WI (Community Outreach Intern)
Rockford Public Schools, Rockford, IL (3rd Grade Teacher)
Rush University Medical Center, Chicago, IL (Diet Clerk/New Unknown Position)
SAS Institute, Raleigh, NC (Associate Technical Consultant)
Save Our wild Salmon Coalition, Seattle, WA (Intern)
SEASPAR, Westmont, IL (Inclusion Aid)
Shakespeare Theatre of New Jersey, Madison, NJ (General Management Intern)
SHPEP, Omaha, NE (Scholar)
Sogeti USA, Westchester, IL (Associate Consultant)
St. Mary's Medical Hospital (OSF), Galesburg, IL (Observer)
Stark County Elementary School, Wyoming, IL (K-5 PE Teacher)
Stark County High School, Toulon, IL (High School Teacher/Football Coach)
Student-Athlete Abroad, Sydney, Australia (Instructor)
Superior Ambulance Service, Markahm, IL (EMT-B)
Supervalu, Collinsville, IL (Grocery)
Swift Nature Camp, Minong, WI (Camp Counselor)
Trails End Camp, Beach Lake, PA (Beach Volleyball Instructor)
Tri States Public Radio, Galesburg, IL (Marketing Coordinator)
U.S. Census, Chicago, IL (Conductor)
University of Colorado Anschutz Medical Campus, Aurora, CO (GEMS Intern)
University of Michigan, Ann Arbor, MI (Research Assistant in the Warneken Lab)
University of Wisconsin-Madison, Madison, WI (Undergraduate Researcher)
Utkarsha, Kathmandu, Nepal (Intern)
Valli Produce and City of Evanston, Evanston, IL (Shelver)
Van Drunen Farms/Futureceuticals, Momence, IL (Quality Tech Intern)
VTV (Vietnam Television), Hanoi, Vietnam (Sports News Editor)
Wal-Mart, Galesburg, IL (Part-time Associate)
Walton Rural Life Center, Walton, KS (3rd Grade Teacher)
Watch Station International Outlet, Aurora, IL (Sales Associate)
YMCA, Chicago, IL (Camp Counselor)
Yollocalli Arts Reach, Chicago, IL (Public Art Intern)
Zoological Society of London, Kathmandu, Nepal (Intern)

Internships for course credit may be taken in the summer or during a regular academic term. In addition, the Bastian Family Career Center sponsors paid and unpaid internships that do not confer academic credit. Students interested in the internship program who wish to earn credit should plan the experience in advance, working closely with a faculty supervisor. In addition to field work, additional academic work and a major paper are usually required. Internship courses may be graded S-U or on the conventional A-F scale. Some departments offer internships as part of the regular course listings; others treat them as special courses. *Mr. Scott Crawford, Internship Coordinator.*

Japan Term

Japan Term is an integrated set of Fall Term courses combined with a December break study trip to Japan. It is designed to provide students with intense study of Japanese language, culture, and society. Students enroll in a Japanese language course, courses in Japanese history, religion and culture, together with a 1/2-credit course IIS 240 Japan Term I. This course consists of weekly meetings to prepare students for travel in Japan and to help students design study projects during the December break trip. Students will also have the option to enroll in an additional 1/2-credit course IIS 241 Japan Term II during the Winter Term, providing opportunities for students to complete longer research and creative projects from their experience. A special program fee covering airfare, housing in Japan, group travel within Japan, a modest stipend for meals, and special event costs will be assessed. *Professors M. Schneider and Young, Co-Directors.*

Kemper Scholars Program

In 2002 Knox was selected to join a small group of institutions nationwide who participate in the Kemper Scholars Program. Operated by the James S. Kemper Foundation of Chicago, the program is meant to encourage outstanding students in the liberal arts to gain experience, contacts, and training potentially leading to careers in administration of business. One new Kemper Scholar is selected each year from the first-year class. The selected Scholar receives an annual scholarship of between \$3,000 and \$10,000 during each of the sophomore, junior, and senior years; a \$6,900 stipend for an internship in Chicago; and participates in Kemper Scholars program activities during the summer following the sophomore year; and after the junior year, Scholars receive a paid internship in the insurance industry, one of a wide variety of fields in cities around the United States. *Prof. Spittell, Campus Coordinator*

KnoxCorps

In the Fall of 2012, Knox College and the Galesburg Community Foundation (GCF) launched KnoxCorps, an innovative community engagement initiative that connects Knox students and recent graduates with Galesburg area non-profit agencies and entrepreneurial projects. Graduate Fellows are placed with organizations for approximately 10 months, receive a stipend, and support and staff important community initiatives. Undergraduate participants make a two-year commitment for at least eight hours per week. In addition to their service, undergraduates meet weekly with the KnoxCorps Graduate Fellows to develop skills and exchange ideas. *Ms. Heartlein, Program Coordinator.*

Lincoln Studies Center

To honor Knox's Lincoln connections and to enhance the knowledge and understanding of the life and work of Abraham Lincoln, the Lincoln Studies Center was established in 1997. The Center is engaged in research projects, publications, public events and occasional classroom instruction. These projects include a new edition of William A. Herndon's 1889 biography of Lincoln, which appeared in 2006 as the inaugural volume of the Knox College Lincoln Studies Center Monograph Series (University of Illinois Press). The Center also co-sponsors the Lincoln Colloquium, an annual national presentation by leading Lincoln scholars; every four years the colloquium is held on the Knox campus. In addition to its

research and writing projects, the Center has participated in the production of a video commemorating the 150th anniversary of the Lincoln-Douglas debate held on the Knox campus, which was distributed nationally on Public Broadcast System stations. Student research assistants and summer interns are regularly employed to work on the Center's projects. *Prof. Wilson and Prof. R. Davis, Co-Directors.*

Ronald E. McNair Program

Funded through a grant from the U.S. Department of Education, the McNair program encourages students from under-represented groups to prepare for academic careers. McNair Fellows participate in special career-focused seminars, receive special counseling, and are supported for summer research experiences. Admission to the McNair program is by competitive application. *Dr. Jonathan Anderson, Director.*

Open Studio

Open Studio is the capstone experience of the Knox Studio Art major. Seniors spend winter term developing a body of work in an intensive environment of support and critical dialogue with faculty and peers. In addition to 6 hours of critiques and discussion weekly, each senior is assigned a faculty mentor with whom they meet regularly. A series of workshops provides the professional skill needed by artists: writing artists' statements, developing presentations, hanging exhibits, website development, photographing art, etc. The course culminates with senior exhibits during spring term. *Prof. Holmes, Chair, Department of Art and Art History.*

Peace Corps Preparatory Program

In 2007, Knox College became the first college in the nation to enter into an agreement with the United States Peace Corps to create a Peace Corps Preparatory Program. Through this program, Knox and the Peace Corps aim to better equip students for international service and widen the pool of qualified candidates for the Peace Corps' rigorous application process. Knox's Peace Corps Preparatory Program boasts many successful graduates and now serves as a model for other colleges and universities.

Students majoring in any field may apply to the program. All participants are expected to complete the requirements of the Peace Corps Prep program, preferably by the beginning of the senior year; these requirements include second language study, sector-specific coursework, substantive leadership and volunteer experience, and global competency coursework. Study abroad experience is highly recommended for program participants.

Completion of the Peace Corps Prep Program does not guarantee that applicants will be accepted as volunteers. However, the specialized curriculum and experiences help students become strong candidates for Peace Corps and other international service organizations. *Dr. Brenda Tooley, Director, Stellyes Center for Global Studies.*

Post-Baccalaureate Fellowship Program

The Post-Baccalaureate Fellowship program is designed to provide a special opportunity for a limited number of Knox students to complete additional academic work immediately after graduation, combined with a project which helps strengthen the educational programs of the College. In the past some students have taken courses in areas of the curriculum that they did not have the opportunity to pursue while earning their B.A., or which strengthen their preparation for graduate and professional school. In addition, these students have completed an array of campus projects, including, for example, serving as a teaching or department assistant, updating the catalog of the College's art history slide collection, curating parts of Knox's natural history collections, assisting faculty members in their laboratory research, and designing a departmental web page.

Post-Baccalaureate Fellows receive a waiver of tuition for four academic courses. Grades for courses completed while on a Post-Baccalaureate fellowship appear on the Knox transcript but do not alter the student's Bachelor's degree. All other costs (room and board, if requested) are the student's responsibilities. More information on the Post-Baccalaureate Fellowship program is available from the Office of the Dean of the College.

Pre-Professional Advising

Several faculty and staff serve as special advisors for pre-professional areas of study. Students with particular career interests should discuss their plans with the pre-professional advisors and with the Director of the Bastian Family Career Center. These individuals assist students in formulating their plans; they do not substitute for the student's regular faculty advisor.

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| Architecture..... | Prof. Gilbert |
| Business Administration..... | Prof. Spittell |
| Dentistry..... | Prof. Thorn |
| Engineering..... | Prof. Moses |
| Government..... | Prof. Civettini |
| Journalism..... | Prof. Dyer |
| Law..... | Prof. Sunderland |
| Medicine..... | Prof. Thorn |
| Nursing and Allied Health Sciences..... | Prof. Thorn |
| Occupational Therapy..... | Prof. Thorn |
| Optometry..... | Prof. Thorn |
| Religious Vocations..... | Prof. Thrall |
| Social Work..... | Prof. Oldfield |
| Veterinary Medicine..... | Prof. Thorn |

Quick Start Language Instruction

Initially established through a major grant from the U.S. Department of Education, "Quick Start" is an innovative introductory beginning language program integrating grammar and cultural studies on the Knox campus with a short intensive course abroad. The goals of the program are (1) to prepare students for an active personal and professional life within the emerging global economy; (2) to give them a broad feel for how the study of language is, in fact, the study of an entire historical and cultural context; (3) to give the students a sound footing for their continued language study; and (4) to motivate and prepare students for a longer-term study of language both within language classes and in others as well. The program began in the 1995-96 academic year with German; in 1996-97, the program included Spanish; in 1997-98, French was added, with expansion to other languages possible in subsequent years. See entries under these languages in "Courses of Study." Quick Start is not offered in each language every year. *Prof. Gómez, Chair, Department of Modern Languages and Literatures.*

Repertory Theatre Term

Since 1970, the Knox Theatre department has offered Repertory Theatre Term every three years. Rep Term students spend an entire ten-week term researching, designing, rehearsing and performing in two full-length plays. The term includes in-depth academic work on the historical and literary periods of the plays, and on other playwrights and plays from those periods, plus training in voice and movement, as well as immersive experiential learning through work on all aspects of the two productions. Rep Term is open to majors from any department in the college. *Prof. Carlin Metz, Chair, Department of Theatre.*

Richter Memorial Scholarships Program

Students can apply for funding to support an Honors project, senior research, independent research, an experiential learning project, and travel costs to present at a professional conference. Any student in any discipline is eligible to apply for funds from the Richter program. Application forms are available online under the Vovis Center for Research and Advanced Study.

StartUp Term

StartUp Term is an intensive immersion experience where students work in teams on an entrepreneurial business plan and product in a professional work environment. Students attend daily status meetings (“standup meetings”), demonstrate progress at weekly milestone presentations, and give a “pitch” at the end of the term to a panel of judges who will weigh the merits of their proposal. Ideally, students will also deliver at least an alpha version of their product or service at the end of the term. Entrepreneurship is broadly construed to include social entrepreneurship and other types of non-profit work. *Professors Spacco and Spittell, Co-Directors*

Student Teaching Assistantships

Teaching Assistantships allow highly qualified students to work closely with individual professors in course management and development. Responsibilities can entail a range of supportive assignments, including assistance with classroom instruction, facilitating discussions, evaluation of student work, organizing and preparing course materials, and maintaining classroom facilities.

At Knox, Teaching Assistants never take the place of their mentoring professors. Arranged at the discretion of individual faculty members, Teaching Assistantships are incorporated into certain courses only when they will enhance academic instruction and student learning. Teaching Assistantships provide students with a number of important and unique opportunities. Working under the close supervision of a faculty member further strengthens the TA’s knowledge and skill in a particular subject area. Assisting professors with their pedagogical and academic endeavors also serves as an important and widely recognized preparation for graduate schools and professional careers.

Study Abroad and Other Off-Campus Study Programs

All currently pre-approved programs are listed on the Knox College Study Abroad and Off-Campus Programs website: <https://www.knox.edu/academics/study-abroad-and-off-campus-programs>

Knox encourages participation in off-campus programs, both abroad and in the United States, when such study enhances a student’s liberal education. The College provides a wide range of off-campus study opportunities to meet the varied needs and interests of its students.

Knox offers three off-campus programs of its own (Knox Programs): one in Besançon, France, one in Barcelona, Spain and one in Buenos Aires, Argentina. Knox offers three bilateral exchange programs (Flensburg University, Akita International University, and Kansai Gaidai). Knox also offers an array of programs (Pre-Approved Programs) in other parts of the country and the world through highly reputed program providers that are leaders in the field, such as DIS, CIEE, ISA, FIE, SIT, SFS and more. A number of these programs are highly competitive (AIT, SIT, SFS, AMIDEAST) and prestigious, serving as valuable preparation for Fulbright and Peace Corps applications as well as for international careers. In addition, students may apply for permission to enroll in programs other than those listed as pre-approved via the Student Initiated Programs option.

The Knox programs in Besançon, Barcelona, and Buenos Aires require one application, which is due on February 1 of the year before the study abroad experience occurs. All other applicants for off-campus study must submit a two-part application. The first part is a Knox application for approval to study off-campus and the second part is the program-specific application for admission into the chosen program. The Knox internal application for approval for off-campus study is due February 1 (with a few excep-

tions for programs that have early deadlines for applications for admission — see below). The Center's Off-Campus Study Committee and the program advisors review these applications for approval to study abroad and make determinations by the end of February so that students can move forward in their applications for admission to their chosen programs.

Evaluation of applications focuses on the extent to which participation in an off-campus program is demonstrably central to the student's academic program. Approval of off-campus study is based on merit, including the quality of the student's overall academic program and strength of the student's academic performance, the student's specific preparation for the chosen program and the quality and persuasiveness of the application.

Students wishing to participate in an off-campus program are advised to plan their schedules well in advance, in conversation with their academic advisors and with staff in the Stellyes Center, in order to complete relevant coursework including the prerequisites for their chosen program. Planning ahead also allows students to complete the requirements for graduation, including majors, in a timely manner after returning to Knox.

Students normally earn a maximum of 3 credits for a trimester, 4.5 for a semester, or 9 credits for a year program. For the Knox Barcelona and Buenos Aires programs, students are permitted to enroll in up to 4 credits without overload during one trimester of the program. In order to earn their full amount of credit, students are expected to enroll in academically substantial courses (e.g., not wind-surfing) and in what the program defines as a full-time load, usually the equivalent of 15 semester hours for semester programs. Students who enroll for less than a full-time load are not entitled to a partial refund.

Credits applied toward a major or minor must be approved by the chair of the major/minor program and the Registrar. Approval for off-campus study is granted with the understanding that Knox is not responsible for any academic difficulties students may encounter while studying elsewhere, or for alterations in programs that make it difficult for students to earn as many credits as they like. Students are expected to be in good academic standing to be eligible for off-campus study.

Credits and grades earned on off-campus programs are included on a student's Knox record when evidence that the student has successfully completed the program is received by the Registrar. Grades from off-campus programs are not calculated into the student's grade point average.

Students who receive approval to study off-campus are, if they regularly receive financial aid awards, eligible for assistance to study off-campus. Specific questions as to the amount of their eligibility should be addressed to the Director of Financial Aid. Due to credit differences between semesters and trimesters, study abroad during the Fall semester is more costly, before factoring in program-provider scholarships and other scholarship awards, than at any other time of the year.

Knox Application Deadlines

Knox Programs – *Availability in a given year is dependent on sufficient student enrollment.*

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| Barcelona, Besançon, Buenos Aires | February 1 |
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Pre-Approved Programs

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| ACM/GLCA Japan Study and IES Oxford | December 1 |
| All other programs | February 1 |
| Student Initiated Petitions | December 1 |

Knox College Programs

Availability in a given year is dependent on sufficient student enrollment.

France-Besançon

The Knox program is the principal American program at the Université de Franche Comté. Besançon is a city of 116,353 people, with 20,000 students at the University. Participants take courses for foreign students in language and culture at the Centre de Linguistique Appliquée, plus several courses chosen from the regular University curriculum to meet individual needs. All courses are taught in French by

the Université de Franche Comté professors. Students with majors other than French may continue study in their major fields. All students stay with French families for the October orientation period, then live during the year or trimester in University dormitories with French and other foreign students. *Prerequisite: junior or senior standing with good academic record; a minimum of two 200-level French courses or equivalent. Credits: 3 or 3.5 for one trimester (fall or spring), 6 to 7 for two trimesters (fall and winter or winter and spring), 9 to 10.5 for the academic year. Period: the academic year, fall, fall-winter, winter-spring. On-campus director Prof. Aquetey.*

Spain-Barcelona

Knox, in cooperation with the University of Barcelona, offers academic study in language, the humanities and the social sciences. Students pursue a combination of courses, all taught in Spanish by professors from the University of Barcelona. Some of the courses are fitted to the particular needs of program students; other courses are from the regular University curriculum offered to Spanish students. All students live in the homes of Spanish families in Barcelona. The program sometimes offers a two-week trip throughout southern Spain during Winter Break, and always includes short educational field trips each term. *Prerequisite: SPAN 201 and good academic standing; preference given to juniors and seniors. Credits: 9 or 10 for the one-year program, 6 or 7 for two trimesters, 3 or 4 for one trimester. Students are permitted to enroll in up to 4 credits without overload during one trimester of the program. Period: the academic year; two trimesters (fall-winter or winter-spring); or any one trimester. On-campus director: Prof. Ragan. On-site director: Grace Moran.*

Courses offered:

HIST 315 Struggle and Coexistence: Origins of the Iberian Peninsula
 HIST 317 Struggle and Coexistence: The Development of Plural Spain
 PS 346 Society and Politics in Europe Today
 PS 347 Democracy in Spain
 SPAN 240, SPAN 241 Spanish Theory and Practice I, II
 SPAN 303 Contemporary Spanish Novel
 SPAN 313 Contemporary Spain
 SPAN 323 Language and Culture
 SPAN 323A Written Texts Workshop
 SPAN 338 Barcelona in the Spanish Novel
 SPAN 361 Spanish Cinema
 SPAN 363 Contemporary Spanish Theatre

Argentina-Buenos Aires

In cooperation with the University of Palermo in Buenos Aires, Knox offers a trimester of accredited academic study designed to emphasize the social sciences and language. Distinctive features of the program are its social justice outlook, its concentration on the southern cone of South America, and its direct enrollment in courses alongside other University of Palermo students. Courses are taught in Spanish by University of Palermo professors. The program includes field trips to Iguazu, Puerto Madryn and/or Perito Moreno Glacier Park. Shorter educational trips to NGO's and social justice groups are arranged throughout the term as well. All students live in the homes of Argentine families in Buenos Aires. *Prerequisite: Three 200 level courses in Spanish and good academic standing; preference given to juniors and seniors. Credits: 3 Fall trimester. Students are permitted to enroll in up to 4 credits without overload. On-site coordinator: Alejandra Vassallo. On-site director: Prof. Prado.*

Courses Offered:

ANSO 202 Culture & Society in Argentina
 ART 324 Latin American Art
 HIST 314 Modern Latin America
 HIST 332 Evolution of Argentine Society

Special Programs and Opportunities

JOUR 234 Radio Workshop

PS 331 Politics and Government in Latin America

PS/LAST 343 Argentine Society, Social Thought, and Culture

SPAN 239, 241 Advanced Spanish Grammar and Composition I and II

SPAN 312 Latin American Literature

SPAN 333 Social Cinema of Argentina

Pre-Approved Programs

Pre-approved programs are organized by highly regarded third-party providers such as the Associated Colleges of the Midwest (ACM) of which Knox is a member, the Great Lakes College Association (GLCA), the Council on International Educational Exchange (CIEE), the Higher Education Consortium for Urban Affairs (HECUA), the School for International Training (SIT), the International Sustainable Development Studies Institute (ISDISI) in Thailand, the School for Field Studies (SFS), College Year in Athens, the Intercollegiate Center for College Studies in Rome (Duke University), International Studies Abroad (ISA), the China Studies Institute, and more.

A strong preference in approving applications for off-campus study is given to students with junior standing. Although Knox does not have a minimum GPA requirement for off-campus study, many programs have their own GPA and prerequisite requirements, of which the student applicant for admission should be aware. Most course work is at the advanced level. With departmental approval, a student may substitute appropriate courses for major requirements. Additional information on each program is available from each program advisor and on the program websites.

Knox has partnership agreements with a number of universities that provide for exchange opportunities, allowing the College to welcome international non-degree students to campus. These are described below.

Kansai Gaidai Exchange. Asian Studies Program

Kansai Gaidai is a private university in Osaka focusing on foreign language studies. This program provides international students with a means of exploring Japan and Asian studies through classroom instruction and interaction with Japanese people. Japanese language courses range from the introductory through the advanced levels. All courses, except for Japanese language courses, are taught in English. Homestay is available. The program includes a three-day orientation program in which students stay in the dormitories and learn about academics, immigration procedures and basic Japanese culture. Other features are a multitude of extracurricular activities, a speaking partner program and the Experience Japan program. *Prerequisite: Japanese language courses recommended, though not required. Credits: 4.5 per semester (equivalent of 15 semester hours). Period: One semester (Fall or Spring) or one year. Program advisor: Prof. Matsuda.*

Akita International University Exchange

AIU is the first and only national liberal arts institution in Japan. AIU has a student population of about 800 and is located in Akita prefecture (pop. 300,000) on the northern seaboard of the main island of Japan, in the Tohoku region of northern Japan. International students receive a rigorous academic curriculum as well as the opportunity to experience and understand the people and culture of Japan through extracurricular activities. Courses are taught in English. Japanese language skills not required but recommended. Japanese language courses are available at all levels. The university organizes various events, activities, and field trips providing students with a hands-on experience in Japanese culture. Housing is provided in dorms or apartments with a Japanese roommate, and a home visit program is available. *Prerequisite: A minimum 2.5 GPA. Period: One or two semesters. An optional Winter break program (January-March) is available for no additional fee. Fall or Spring earn only 4.5 Credits. Fall and (optional Winter) earns 4.5. Full year earns 9 credits. Program advisor: Prof. Matsuda*

Germany: Knox-Flensburg Exchange Program

This program provides students the opportunity to participate directly in the life of a small German university. Europa-Universität Flensburg is located in Flensburg, a port town on Germany's northern border with Denmark. Its two-thousand student university with new facilities overlooks the quaint town, the farm fields, and the harbor below. The university's intimate size allows it to provide a highly personalized international student support network as well as an unusually high level of student interaction with internationally recognized professors and scholars. Students live in residence halls with their German colleagues and attend regular university classes. Students are encouraged to participate in a language-intensive 3-week orientation prior to the beginning of the semester, which also includes cultural programming. Language courses continue during the semester to provide students with ongoing support for their other courses at the university. For students who don't speak German, English-language degree programs are on offer, especially in the areas of Business, Economics, and related fields. *Prerequisite: For English-language studies, GERM 101-103 is highly recommended though not required. GERM 201, GERM 202, and GERM 210 or equivalent plus consent of program advisor for students interested in taking coursework in German. Credit: 3 for Fall or 4.5 for and Winter and Spring; 9 for full year. Program advisor: Prof. Heidt*

Knox is pleased to offer excellent opportunities for off-campus study within the United States

Argonne Science Semester

Scientific research is the focus of this program, offered through Knox College in cooperation with Argonne National Laboratory. Knox students apply to the Argonne Student Research Participation Program in the spring for acceptance as assistant members of research teams at the internationally prominent laboratory to begin the following fall. Scientific problems under investigation at Argonne span the gamut from high-energy particle physics to alternative energy research and materials science. Alternatively, students may apply through the Department of Energy's Science Undergraduate Laboratory Internship (SULI) Program for a fall semester internship at a wide range of participating national laboratories, including Brookhaven, Fermilab, Lawrence Berkeley, and Los Alamos National Laboratories. *Prerequisites: junior standing during participation, in-depth preparation in the natural sciences, computer science, or mathematics. Credits: 3. Program advisor: Prof. Moses.*

Newberry Library Program in the Humanities (An ACM/GLCA Programs)

One of America's great research libraries provides the setting and resources for this program. In the Fall semester, students participate in a seminar and complete a research project under supervision of two faculty members who are chosen from ACM and GLCA schools. Each year the seminar focuses on a particular theme or issue, which is approached from an interdisciplinary perspective. Topics are designed to take advantage of the Library's strong holdings in American, European, and Latin American culture. *Prerequisite: sophomore standing at time of application; strong course work in history, the humanities, or another field relevant to the seminar; strong desire and ability to carry out independent research. Credits: 4.5. Standard load is the equivalent of 15 semester hours (Fall). Program advisor: Prof. Gilbert.*

Oak Ridge Science Semester (An ACM/GLCA Program)

The Oak Ridge Science Semester is designed to allow qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or in the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal

Special Programs and Opportunities

ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. *Prerequisite: strong preparation in area of proposed research (biology, chemistry, economics, geology, mathematics, or physics). Credits: 4.5. Period: one semester (Fall). Program advisor: Prof. Leahy.*

SEA Semester Field Programs in Marine and Environmental Studies

This program is designed especially for ENVIS and BIO/CHEM students. SEA Semester is based at Cape Cod in the oceanographic research community of Woods Hole, Massachusetts. Students spend part of their time in academic courses and cultural immersion on shore and part of their time at sea, conducting experiments and learning how to operate a ship. SEA is an educational institution dedicated to exploration, understanding and stewardship of the oceans, and to the study of humanity's relationship with the oceans. SEA offers students an interdisciplinary curriculum, on shore and at sea aboard tall ships, that provides challenging voyages of scientific discovery, academic rigor, and personal growth. Locations are available at different sites around the world. *Credit: 3.0 for the term (note that SEA Semester academic calendars do not easily match academic calendars for either term or semester – review the website information carefully). Program advisor: Prof. Allison*

Washington Semester – American University

The Washington Semester Program allows students the opportunity to pursue study and internship in our nation's capital in the following academic disciplines: American Politics, Global Economics & Business, Economic Policy and Global Trade, Foreign Policy, International Environment and Development, International Law and Organizations, Journalism and New Media, Justice, Peace and Conflict Resolution, Public Law, and Sustainable Development. This combination academic/experiential learning format is designed so that the academic work complements the internship component. Three days per week, students participate in a two course seminar taught by Washington Semester professors who host professionals from the student's field of study. Two days per week, students participate in an internship relevant to their course of study. Students also have the option to complete a research project or to enroll in an elective course at American University. *Prerequisite: depending on program theme, at least two courses in an appropriate field. Credits: 4.5. Period: one semester (Fall or Winter/Spring). Program advisor: Prof. Civettini.*

Student Initiated Programs

Students may apply for approval to participate in programs other than those listed as pre-approved on the Knox College webpage. Students with interests in another program are urged to consult with the Stellyes Center for Global Studies staff early in the application process. Approval is granted if the student demonstrates sufficient academic preparation for the program, makes a compelling case for the academic benefit of the proposed program, and if the program of study is comparable in academic content and quality to study at Knox.

Students complete a Preliminary Petition by December 1st. If permission to apply for a student-initiated program is given, the student completes the usual Knox internal application for study abroad by the February 1 deadline. If the Committee approves the student's petition, the student is eligible to continue receiving financial aid during the study abroad program (in accordance with percentages of aid per term or semester determined by the Financial Aid Office). The student is billed for program costs through the Knox College Business Office. Students receive credit for their work, although grades are not included in grade point average calculations.

The application for approval of a student-initiated program should contain all the information specified in "Approved Programs." It should also contain:

- a plan for the evaluation of the studies so that the Registrar can determine the number of credits to be accepted toward satisfaction of Knox degree requirements (this plan must be worked out with the student's faculty advisor, as well as with the Registrar).
- information showing that the program of study is of an academic content comparable in quality to study at Knox and consistent with a liberal education.

Academic Rules and Regulations

General Requirements For Graduation

Definition of a Knox Credit

Each full (1.0 Knox credit) course includes, at a minimum, the equivalent of 180 minutes per week of instructional time for 10 weeks (inclusive of the final exam period). Some courses carry additional lab or discussion sections. Students are expected to devote a minimum of 2 hours of study outside of class time for every hour in class.

Credits Earned, Grade-Point Averages

To graduate, a Knox student must successfully complete at least 35.8 credits. These include any approved transfer credits, off-campus program credits and credit-by-examination. (For details, see the sections on “Transfer credits,” and “Credit-By-Examination”) To graduate, students must have a 2.0 (C average) or better grade point average in courses counted for graduation. Students must also have a 2.0 average or better in all courses required for the major and minor.

Participation in Commencement

All students who have satisfied the requirements for the degree can participate in Commencement, including those who have officially graduated in the middle of the year and those who have graduated out of residence. Students who have not satisfied all graduation requirements but have completed at least 32.3 credits by the end of the spring term are allowed to participate in Commencement without receiving the degree. Such students who will have completed at least 29.3 credits at the end of winter term and who wish to participate in Commencement must register for at least 3 credits in the spring term and must sign a form acknowledging that failure to complete at least 32.3 credits by the end of spring term will keep them from participating in Commencement; the form must be submitted to the Registrar no later than the end of winter term. Students who participate in Commencement but have 2.5 or more credits remaining typically must return to campus to complete those remaining credits in residence (see below). Students who participate in one Commencement are not allowed to participate again in a later Commencement, unless they have earned a second degree (see below).

Residence

At least 17.0 of the credits required for graduation must be earned at Knox College. Students must be enrolled in residence at Knox for at least two of the last three terms immediately before graduation and for at least six of the final twelve credits. The final term must be in residence, except for students on approved off-campus programs; in the common event that the off-campus transcript does not arrive promptly, neither the degree nor Latin Honors can be conferred on the student until the next faculty vote to award degrees the following October. “In residence” means taking classes taught on the Knox campus by Knox faculty. This requirement is waived for students completing approved cooperative programs leading to professional degrees.

The normal time for earning a Knox degree is four years. Students may graduate in fewer than four years if they have completed all requirements, including residency, by the end of their last term and if they notify the Registrar of their desire to graduate early by the second week of the term preceding the final term. (e.g. by the second week of the winter term for a spring graduation.)

Certifying that Degree Requirements are Completed

Each student is responsible for completion of all requirements for the degree and should check progress regularly with his or her advisor and by reviewing the Degree Audit, which is available continuously at the Registrar’s website.

In cases where the student is finishing degree requirements out of residence the student must receive permission from the Associate Dean of the College (Old Main 101) prior to the close of the student’s

final proposed term in residence. The Office of the Registrar does not certify completion of the requirements until it has received an official transcript from each of the institutions where the work has been done. In exceptional cases, where the Registrar has determined that the official transcript is forthcoming, the Registrar may accept informal communication from another institution.

There are cases when students require substitutions for degree requirements. These must be made prior to the last term before graduation. Note also that all majors and minors must also be declared prior to the last term before graduation. Such late substitutions or declarations may incur a late fee as indicated in the “Tuition and Fees” portion of this catalog. The use of transfer, off-campus, or exam credits toward major or minor requirements must be approved by the appropriate program chair. Other substitutions must be petitioned to the Curriculum Committee by the second week of the term preceding the student’s final term.

When the Office of the Registrar certifies that degree requirements have been completed, the degree is ordinarily conferred at the next meeting of the Knox faculty at which such business is normally conducted. Exceptions may be approved by the Registrar.

Students Proceeding to Cooperative Degree Programs

Students participating in a cooperative program leading to a professional degree as well as a Knox degree should consult with the Registrar by the third week of the fall term of their final year at Knox to ensure that they complete the necessary Knox requirements before leaving for the professional school. The end of the first year at the cooperating institution is the earliest possible time a student may receive a degree. In many cases, additional time is necessary. Students should check with the Registrar if they have questions regarding when the Knox degree will be received.

Academic Difficulty: Probation and Dismissal

In cases where students fail to meet the academic standards of the College, Knox reserves the right to place students on academic probation, on academic leave, or to dismiss them from the College. The Academic Standing Committee monitors students’ academic status at the end of each term. In considering students’ academic situations, the committee treats each student’s case on its merits. It may consider courses attempted, credits and grades earned and the trend of performance.

Academic Probation

Students are placed on academic probation if their cumulative GPA or their number of credits earned fail to meet the guidelines for Satisfactory Academic Progress defined in the table below, or if they receive two credits of F or U in one term. Three terms is the maximum time normally allowed for a student to return to good academic standing. Students on academic probation may be returned to good standing at the discretion of the Academic Standing Committee after the cumulative grade point average is raised to 2.0 or above and they have met the standard required for number of credits earned per term. Transfer, summer study, and exam credits count toward the credit accumulation rate, at the rate of 1/3 of a Knox term per Knox course credit.

Satisfactory Academic Progress

To remain at Knox, degree-seeking students are expected to make satisfactory academic progress. Satisfactory academic progress is defined in terms of accumulation of credits toward a degree and as the maintenance of a grade point average consistent with graduation requirements.

Students are considered to be making satisfactory academic progress if they accumulate credits per term and achieve a grade point average consistent with the following table. The table is consistent with the principle that Satisfactory Academic Progress at Knox requires that a student be able to complete the graduation requirements in no more than 5 years with a cumulative Grade Point Average of 2.00. Courses graded S/U do not count toward the grade point average in satisfactory academic progress.

| Credits Earned | GPA Required | Credit/Term Required |
|----------------|--------------|----------------------|
| 0 - 2.9 | 1.4 | 1.5 |
| 3 - 5.9 | 1.5 | 1.7 |
| 6 - 8.9 | 1.6 | 1.9 |
| 9 - 11.9 | 1.7 | 2.0 |
| 12 - 14.9 | 1.8 | 2.1 |
| 15 - 17.9 | 1.9 | 2.2 |
| 18 or more | 2.0 | 2.33 |

Students enrolling in 2.5 credits or more in a term are considered to be full time. For those enrolling in fewer than three credits, each credit of enrollment is counted as 1/3 of a term toward satisfactory academic progress.

For federal financial aid purposes, full-time enrollment is defined as enrollment in 12 semester hours per academic term or 24 semester hours per academic year. Since one Knox credit is equivalent to 3.33 semester hours, a Knox student enrolling in 2.5 credits each of the three Knox terms would earn 7.5 Knox credits or 25 semester hours per academic year.

For details on the financial aid implications of unsatisfactory academic progress, see the section on Financial Aid.

Academic Leave

Where the Academic Standing Committee wishes to impose a penalty short of dismissal, it may place a student on mandatory academic leave for one or more (in most cases two) terms. Students on mandatory academic leave need not petition for readmission to the College. Upon their return, they will be placed on academic probation with a requirement that they earn three credits and a GPA of 2.0 in the new term. During the time they are on leave, their transcripts show that they were dropped for unsatisfactory scholarship. Normally students will be placed on mandatory academic leave after a term has ended, but if a student fails to attend class or submit work for three continuous weeks the Academic Standing Committee may place a student on mandatory academic leave in the course of a term and award the student grades of W for the term. If the Academic Standing Committee places a student on mandatory academic leave in the course of a term, the Associate Dean of the College shall determine the student's withdrawal date.

Students who withdraw from all courses during a term in which they are on probation, thereby delaying determination of whether probationary conditions have been met, are put into a non-mandatory academic leave status and must obtain approval from the Associate Dean of the College, Old Main 101, at least four weeks prior to the start of the next term for which they wish to enroll.

Unresolved Grades

Students in academic difficulty who return to the College with unresolved grades (i.e., grades of I or NR) do so at their own risk. In such cases the Academic Standing Committee may drop a student if the final grades replacing the grades of I or NR prove to be unsatisfactory, and in these cases dismissal is effective immediately.

Dismissal from the College

Students placed on probation are expected to consult with their faculty advisors and make immediate plans to improve their academic performance. If they do not show evidence of the ability to meet the College's academic standards, they should expect to be dismissed from the College. The Academic Standing Committee may also set specific requirements for a student to attain in a given term if the student is to avoid being placed on mandatory leave or dismissed at the end of that term. Students should not assume that they have three terms on probation before being dismissed from the College.

A student who has been dismissed for a first time has the right to request readmission. At the time a student is notified of the decision to dismiss (within a week or two after grades for a given term are recorded), that student will also be notified whether the Academic Standing Committee will allow an appeal to that decision immediately or if the student must wait a designated period of time before submitting an appeal. As such, the timeline for submitting an appeal can vary depending on the particular case. A student who is granted readmission and is then dismissed for a second time for poor scholarship does not have the right to appeal. The Academic Standing Committee may also dismiss a student from the College because of a disastrous term (see below).

Disastrous Term

Students are generally dismissed from the College after a disastrous term. The determination of a disastrous term and decision to dismiss are made by the Academic Standing Committee. The Academic Standing Committee usually considers a disastrous term to be one in which the student has earned 3 units of F, or 2 units of F and 1 unit of D, U, or W. A disastrous term may result in dismissal even if a student has not previously been on probationary status.

Appeal Process

A student dismissed from Knox for academic reasons may petition the Academic Standing Committee for readmission by contacting the Associate Dean of the College. Although the student should first discuss with the Associate Dean the basis for the petition, all such petitions must be submitted in writing to the Associate Dean and require favorable action by the Academic Standing Committee. As stated above, the timeline for submission of the petition can vary depending on the circumstances, and that timeline will be included in the letter that the student receives from the Associate Dean of the College. The petition should indicate that the student has overcome the problems that led to earlier dismissal and include substantial evidence that the student is now ready and willing to meet the College's academic standards. Such evidence may include:

- a statement from the student indicating he or she believes the problems that led to earlier dismissal have been overcome or have been successfully addressed, e.g., through counseling or medical care;
- an academic transcript showing acceptable or better work at another comparable institution;
- a supporting statement from an individual such as the student's employer, physician, or counselor; and
- any other evidence the student feels may be appropriate.

A petition may be submitted immediately after dismissal; however, the most persuasive petitions are ordinarily presented after the student has had sufficient time away from the College to correct the problems that resulted in dismissal. In many cases, the College may refuse to consider petitions before a term has elapsed. Where appropriate, the College may readmit a student only under specific conditions. A student may not petition the Committee for readmission more than once in any given term.

Essential Terms and Procedures

Pre-Enrollment and Registration Check-in

Students currently enrolled and those ending leaves of absence must pre-enroll for each succeeding term. Course changes may be made during the first week of the term; after that any changes incur a late fee as indicated in the Tuition and Fees section of this catalog.

Registration check-in takes place at the start of each term, at the times listed in the Academic Calendar, and serves the purpose of verifying attendance for the term. Payment of the balance of fees is due at that time. Students who do not perform registration check-in by the end of the term's specified check-in period are assessed a late registration fee listed in the Tuition and Fees section. All students receive instructions prior to registration check-in and pre-enrollment dates.

Full-Time Enrollment

All degree-seeking students are expected to enroll full-time. The normal full-time load is three credits per term, with a range of 2.5 to 3.5 credits. Students may enroll for fewer than 2.5 credits, but should be aware of potential ramifications. (See paragraph below on Part-Time Enrollment.) Students enrolled for fewer than 2.5 credits pay full tuition unless granted permission to enroll part-time. Two and one-half credits are considered “full-time” for the purpose of intercollegiate athletics.

Part-Time Enrollment

Degree-seeking students who wish to enroll for fewer than 2.5 credits and pay tuition on a per credit basis must obtain permission from the Associate Dean of the College. Permission is normally granted only when the student has an approved academic accommodation to pursue course work at a slower pace, has permanent employment or family obligations or needs fewer than 2.5 credits to satisfy all degree requirements. It is the responsibility of students to determine the ramifications of enrolling part-time, e.g., how it may affect eligibility for health insurance and financial aid, including outside scholarships. Part-time students are expected to make satisfactory academic progress at the same rate that is expected of full-time students relative to the course load for which they are enrolling (i.e. making Satisfactory Academic Progress as defined by the above table).

Overload Fees

Students in good academic standing may enroll for 3.5 credits. Students on academic probation must have approval of the Associate Dean of the College to enroll for more than 3 credits and may be especially encouraged to do so if the additional half-credit is a support course designed to help them succeed in all other courses. Students may enroll for 4 credits only with permission of the Associate Dean of the College. Permission is normally granted to students on the Dean’s List or with a cumulative grade index of 3.25 or better. Normally, no student may enroll for more than 4 credits. Overload Request forms may be obtained from the Office of the Registrar or at the Registrar’s website. The College normally charges students an overload fee for enrollment in more than 3.5 credits in a given term. However, students are not charged overload fees if the credit putting them into an enrollment overload is one of the following

- half credit for an entire academic year’s involvement in a musical ensemble, choir, or seminar series (e.g., one of several MUSE 180 involvements, CHEM 299);
- half or whole credit for serving as a course teaching assistant (provided that this TA credit is not necessary for the student to reach a total of 36 graduation credits);
- course training to be a resident advisor or peer leader (e.g., IDIS 130);
- credit for a specially designated support course (e.g., SPARK bridge program, TRIO 100, PSYC 150, Intensive English Language Program)
- credit for a half-credit course constituting the travel component specifically paired with a full-credit course preceding the travel.

Students seeking a course overload fee waiver for any of the situations outlined above must bring a completed course overload form (available at the Registrar’s Office) to the Associate Dean of the College for verification and signature before submitting the form to the Registrar’s Office. Other requests for tuition waivers must be brought to the Academic Standing Committee, and the Associate Dean can offer advice on what such a request entails.

Auditing

Students may register to audit a course. Regular attendance is required; the extent of participation in class is determined by the instructor. No auditing fee is charged to degree-seeking undergraduates. Within the first three weeks of each term, an audit can be changed to a credit. A student may audit a course previously taken for credit, with permission of the instructor. The audit will appear on the student’s transcript, but does not alter the record of the first taking.

Enrollment by Non-Degree-Seeking Students

College and university graduates who hold a bachelor of arts or equivalent degree may take courses at Knox College as continuing education students. Tuition is reduced and enrollment is limited to one course per term and is on a space-available basis. Knox students may return as post-baccalaureate students to complete requirements for teaching certification or to take up to two credits, if approved by the Associate Dean of the College. Credits for this course work may not be used to satisfy requirements for a second degree.

High school honors students may, with a letter of recommendation from a counselor, take one course at the College in any term at a reduced cost. As with other continuing education students, enrollment is on a space-available basis. An "Early College" program is also available, in which a small group of local high school seniors with exceptional academic records may be approved to take one course per quarter, tuition free.

In special cases, the Dean of Admission may recommend that an applicant for admission, although not granted admission, may for one term be enrolled for up to three credits. In such cases, the decision for either granting or denying permission to reenroll will be based on the candidate's academic performance during this trial term.

Dependents of employees of the College may take up to one course per term at the College. The Registrar is in charge of advising for all non-degree-seeking students. Preliminary arrangements to take courses on this special basis should be made three or more weeks before the beginning of the term in which the student wishes to enroll. Final registration is on the second day of the term. All non-degree-seeking students are subject to the usual rules and deadlines for dropping, adding and withdrawing described in this catalog. Non-degree-seeking students may be refused permission to re-enroll if they do not maintain a C average (2.0).

Second Bachelor's Degree

A person who holds a bachelor's degree from Knox may be admitted as a candidate for a second bachelor's degree. In order to earn a second degree, the candidate must satisfy the residence requirement and established degree requirements, including a major field or fields other than those presented for the first degree. In the case that the first degree was earned at Knox, the minimum residence requirement is nine full-term courses. The tuition rates outlined in the "Tuition and Fees" section also apply to those seeking a second degree.

Credits

Classification

Students are classified as sophomores after they have earned 8 credits, as juniors after they have earned 17 credits, and as seniors after they have earned 26 credits.

Transfer Credits

Credits earned prior to matriculation at Knox are evaluated for transfer by the Registrar on the basis of official transcripts submitted by the student before arrival. Course credits earned at other colleges or universities subsequent to matriculation must be approved in advance by the Registrar. Students must return a completed "Transfer Approval" form to the Registrar's Office no later than two weeks before the end of the Knox term prior to when the transfer course is to be taken. Approval is not given for more than 3 credits taken during a single summer. Official transcripts for transfer credits are reviewed by the Registrar in consultation with members of the faculty when necessary. In general, liberal arts subjects in which grades of C or better were earned are accepted. Transfer work is credited at the rate of .3 Knox credits per semester hour, or .2 credits per quarter hour. (Equivalently, one Knox credit is credited per 3 1/3 semester hours or 5 quarter hours.) No more than 18 credits are accepted from

community colleges. No more than two credits may be earned through correspondence or Internet courses. Because of the residency requirement, no more than 19.0 transfer credits overall may be accepted. With the permission of the department chair, transfer credits may satisfy major or minor requirements. Transfer credits are not counted into the grade point average. A course must transfer as 0.8 credits or more to satisfy Knox Elements, major, and minor requirements. Knox has established articulation agreements with Carl Sandburg College and Illinois Central College by which students graduating from those institutions with an Associate in Arts or Associate in Science degree will be guaranteed 18 transfer credits upon enrollment at Knox.

Repeating Courses

Only a few courses may be taken more than once for credit; the Catalog notes “may be repeated for credit” for such courses. If a student repeats any other course, only the credit earned the second time is counted toward graduation, but the record of the first taking remains on the student’s transcript and in the grade point average.

Credit-By-Examination

Credit is granted for the College Entrance Examination Board’s Advanced Placement (AP) examinations and International Baccalaureate (IB) examinations. Credit may also be awarded for A Level examinations taken in secondary education abroad. A maximum of 9 credits in all subjects may be earned through credit-by-examination. If more than one type of examination (AP, IB, A-levels) is offered in the same subject, credit is awarded for only one of the exams. Credits earned by examination do not satisfy Elements requirements. With the permission of the department chair, credits earned by examination may satisfy major or minor requirements.

The specific courses for which a student can earn credit on the basis of credit-by-examination are explained below. Each course is one credit. A student who takes multiple exams can only earn credit for a specific Knox course once. A student may take a course for which he or she has been exempted, but the credit earned by examination is then cancelled. All students continuing study in the discipline

at Knox should consult with the department chair to determine the proper course in which to begin work. Credits are awarded according to the score received, as follows:

| Examination | 3 | 4 | 5 |
|-----------------------------|-----------------|--------------------|--------------------|
| Art History | ART 105 and 106 | ART 105 and 106 | ART 105 and 106 |
| Biology | - | BIOL 120 | BIOL 120 |
| Calculus AB | - | MATH 151 | MATH 151 |
| Calculus BC | MATH 151 | MATH 151 and 152 | MATH 151 and 152 |
| Chemistry | - | CHEM 100A and 102A | CHEM 100A and 102A |
| Chinese | - | CHIN 201 | CHIN 201 |
| Computer Science A | - | CS 141 | CS 141 |
| Computer Science Principles | - | CS 127 | CS 127 |
| Economics-Macroeconomics | - | ECON 120 | ECON 120 |
| Economics-Microeconomics | - | ECON 110 | ECON 110 |
| English Lang and Comp | ENG 101 | ENG 101 and 102 | ENG 101 and 102 |
| English Lit and Comp | ENG 101 | ENG 101 and 102 | ENG 102 and 120 |
| Environmental Science | - | ENVS 101 | ENVS 101 |
| European History | - | HIST 105 and 106 | HIST 105 and 106 |
| French Language | FREN 103 | FREN 103 and 201 | FREN 103 and 201 |
| German Language | GERM 103 | GERM 103 and 201 | GERM 103 and 201 |
| Gvt & Politics-US | - | PS 101 | PS 101 |
| Gvt & Politics-Comparative | - | PS 220 | PS 220 |
| Human Geography | - | One credit in GEOG | One credit in GEOG |
| Japanese | - | JAPN 201 | JAPN 201 |

| | | | |
|-------------------------------------|-------------------|--------------------|--------------------|
| Latin-Vergil | - | LAT 103 | LAT 103 |
| Latin-Literature | - | LAT 103 | LAT 103 |
| Music Theory | - | MUS 145 | MUS 145 |
| Physics 1 | - | PHYS 110 | PHYS 110 |
| Physics 2 | - | PHYS 130A | PHYS 130A |
| Physics C:Mechanics | - | PHYS 110 | PHYS 110 |
| Physics C:Electricity and Magnetism | - | | PHYS 130 PHYS 130 |
| Psychology | - | PSYC 100 | PSYC 100 |
| Spanish Language | SPAN 103 | SPAN 103 and 201 | SPAN 103 and 201 |
| Spanish Literature | SPAN 103 | SPAN 103 and 201 | SPAN 103 and 201 |
| Statistics | - | STAT 200 | STAT 200 |
| Studio Art-Drawing | No credit awarded | | |
| Studio Art-2-D Design | No credit awarded | | |
| Studio Art-3-D Design | No credit awarded | | |
| U.S. History | - | HIST 160 and 161 | HIST 160 and 161 |
| World History | - | One credit in HIST | One credit in HIST |

International Baccalaureate Examinations

Knox recognizes the challenge and rigor of the International Baccalaureate curriculum, whose principles are consistent with the educational goals of the College. Students completing an IB Diploma with a score of 30 or above will receive one year of credit toward the completion of their Knox degree. Credit will be granted to Diploma recipients and to students completing only IB certificates as follows: Credit for two Knox courses will be awarded for each IB Higher Level examination passed with a score of 4 or above. Standard examinations passed with a score of 5 or above will receive credit for one Knox course. The limit of 9 total credits-by-exam of any kind applies. If two credits of English are awarded, the courses will be ENG 102 and ENG 120. If two Biology courses are awarded, they will be BIOL 101 and 120.

Cambridge A-Level Examinations

Students who have completed their secondary education abroad and who have “Advanced Level” or “Advanced Subsidiary Level” passes in liberal arts subjects may apply to the Registrar to have credits awarded which count toward graduation. The awarding of credit is not automatic; it depends on the A-level grade received, the testing syndicate that granted it, a recommendation to the Registrar from the relevant department at Knox and the approval of the Registrar. The application for credit must be made during the first year of residence at Knox. Knox also recognizes the Cambridge Pre-U examinations. A maximum of two credits may be awarded for each examination, but one or no credit may be recommended by the department. A grade of C (3) is the passing requirement for A-levels, and M1-M3 or D1-D3 for the Pre-U exams. Departments may also require a student first to pass a course for which the A-level credit is a prerequisite. Credit is not awarded for ordinary level examinations.

Grading

Grade Reports

Grades are reported at the close of each term to the student, faculty advisor, Associate Dean of the College and Dean of Students. Instructors are asked to inform the Associate Dean of the College whenever a student’s work in a course becomes unsatisfactory during the term. Grade reports are e-mailed to campus addresses unless paper copies are explicitly requested. Students may request copies of their grades to be sent to their parents or guardians by contacting the Office of the Registrar.

Midterm grades are required for all students doing work below C, for the purpose of directing students to appropriate helpful campus resources. Midterm grades are also required for all students, including transfers, in their first year at Knox. These grades are distributed to students, their faculty advisors and the deans. Midterm grades do not affect the grade point average.

Grading System

Knox uses the conventional A to F grading system, with pluses and minuses, which translates into numerical equivalents ranging from 4.0 to zero as below.

| Grade | Description | Grade Points per Credit |
|-----------|--|-------------------------|
| A+, A, A- | outstanding | 4.0, 4.0, 3.7 |
| B+, B, B- | superior | 3.3, 3.0, 2.7 |
| C+, C, C- | competent | 2.3, 2.0, 1.7 |
| D+, D, D- | passing, but inferior | 1.3, 1.0, 0.7 |
| F | failing | 0.0 |
| S | satisfactory, C- or better | - |
| U | unsatisfactory, below C- | - |
| I | incomplete | - |
| NR | not recorded | - |
| W | withdrawal | - |
| P | passing-used in advanced work for Honors to indicate passing work for which a grade will be assigned when the 3-term sequence is completed | |

Incomplete Work

A grade of incomplete (I), with an extension of time to complete work after the end of the term, is granted for situations beyond the student's control. It is not granted for work simply neglected. In the absence of an approved incomplete, each student's work for the term, including all examinations, reports, notebooks, essays and laboratory work must be handed in by 10 p.m. on the last day of examinations (or such earlier due dates as the instructor sets). Instructors do not have the authority to set later due dates.

To request an incomplete, a student should:

- obtain an "Application for an Incomplete" form from the Office of the Registrar (or website) or from the Associate Dean's office;
- obtain the approval of the instructor on the application form listing coursework to be completed and a due date;
- receive the approval of the Associate Dean of the College;
- return the completed form to the Office of the Registrar by the first day of final examinations.

Only in exceptional cases, such as serious illness, is the application procedure abridged, when the Associate Dean of the College may initiate the award of a grade of incomplete. Requests for incompletes submitted after the first day of final exams are granted only if they involve unforeseen circumstances such as illness arising during examination week; all such late requests must be submitted by the end of exam week.

If an incomplete grade is approved, the student normally has four weeks from the last day of exams to complete the work unless another date is specified on the application for an incomplete. All incomplete work must be submitted before the end of the term following the one in which the incomplete is granted. Petitions for extensions of the completion deadline may be submitted to the Associate Dean of the College, but will normally not be granted except in extraordinary circumstances. **The student is responsible for submitting the completed work to the instructor. No credit is given for late work. Work sent by U.S. mail to the instructor should be sent by registered mail; the College is not responsible for materials lost by regular mail or electronic transmission. Students using electronic**

transmission should keep copies of the work they have sent as well as proof of transmission. They should also request verification that their work arrived and arrived in a format that could be read. **Work should not be sent by campus mail or entrusted to a third party for delivery.** The instructors are encouraged to submit grades within one week of receipt of the remaining course work.

When an incomplete has been granted, the faculty member records a provisional grade based upon required work for the entire course if the missing work were not completed. The grade of I is reported to the student by the Office of the Registrar. If the student fails to submit any further work by the stipulated deadline, the provisional grade become the final grade.

Students on probation and others whose records are reviewed by the Academic Standing Committee should note that incompletes delay review; such delays may result in late placement on probationary status or in late dismissal even though the committee's action has to be taken after the start of the next term.

Approval of an incomplete does not grant the student permission to stay in the residence halls after the usual closing date.

Satisfactory/Unsatisfactory Option

Sophomores, juniors, and seniors who have a cumulative grade point average of at least 2.0 may stipulate for one letter-graded course per term that the grade shall be S or U. A maximum of four courses may be so taken. Instructors do not know when a student has elected to take a course on an S/U basis. They issue a letter grade that is converted afterwards to S or U. In order to earn an S this letter grade must be C- or higher. Grades of U do not earn credit and do not satisfy any graduation requirement. No course used to satisfy the Preceptorial, or Elements requirements, no course required for a student's major or minor, nor in the department of the student's major may be taken for elective S/U grading, since the intent of elective S/U is to encourage students to enroll for courses beyond their major field of study. An exception is made, however, for students enrolling in independent studies in their major where the instructor explicitly requests that the course be graded S/U.

A student registers for the S/U option by filing a completed Election of Satisfactory/Unsatisfactory Grading Form with the Office of the Registrar. Changes may be made during the first three weeks of the term. No changes to or from elective S/U status may be made after the end of the first three weeks without approval from the Academic Standing Committee.

Sequenced Courses

If a student receives a grade below C- in a course that is part of an established sequence, he or she should meet with his or her faculty advisor to review the wisdom of taking the next course in the sequence.

Cumulative Grade Point Index

This is defined as the grade point average of all courses taken in residence at Knox. This index is used to determine class rank and graduation honors. Transfer and off-campus grades do not figure into the cumulative grade point average.

Major Index

This is defined as the grade point average of all courses required for the major. When choices exist, the Registrar selects those courses with the highest grades. Required courses outside the major department specified by course number are counted in this index. A major index of 2.0 or better is required for graduation. If a course required for the major is repeated, the first attempt is not included in calculating the major index. A grade point average of 2.0 or better is also required for minors.

Grade Changes

A grade entered by the Registrar may be changed only if the instructor's request is approved by the Associate Dean of the College, in the case of clerical or judgmental errors, or by the Academic Standing Committee in all other cases. Requests based on an evaluation of work submitted after the last day of examinations are not granted.

Faculty regulations require that all grades be based on performance in the course. At the discretion of the instructor, the work to be evaluated may include written work, oral work, studio performance, class participation and attendance or any other forms of work appropriate to the course. Grading or classroom practices that reflect sex or race discrimination or harassment are a violation of faculty regulations. A student who believes his or her grade was based on factors other than performance in the course should first speak with the instructor. The student may make an appeal to the Associate Dean or Dean of the College; if, in the Dean's opinion, the student establishes a reasonable probability that the grading was not in accord with faculty regulations, the Dean may constitute a review board.

Academic Distinction

Dean's List and Graduation Honors

For the Dean's List, a student must have earned at least 2.5 credits in the term, with an average of 3.60 or better and no C, D, F, U or I grades. The Dean may include in the Dean's List a candidate for College Honors who receives a P.

Graduation honors are based on a student's cumulative grade point index with the minimum requirements as follows: cum laude 3.50; magna cum laude 3.75; summa cum laude 3.90. Such honors must also be recommended by the Academic Standing Committee and voted by the faculty. For summa the Committee normally requires at least 27 Knox credits, 18 of which must be graded on the A-F scale, and no U grades. The quality of transfer credit is also considered for summa. Students participating in Commencement but with remaining requirements to satisfy (including any incompletes or student teaching) are not accorded Latin Honors until all course work is complete.

Phi Beta Kappa

The Delta Chapter of Illinois was founded at Knox College in 1916, the first chapter of Phi Beta Kappa in a liberal arts college in Illinois. Seniors and a small number of juniors distinguished for high academic achievement are elected annually.

Majors

Self-Designed Majors

Students working with two or more faculty members may design a self-designed major that combines work in several departments. Approval of the Curriculum Committee is required and can occur no later than the end of the second term of the junior year. Heather Hoffmann, Psychology, will act as the contact person for advice on the development of self-designed majors, and students are advised to contact her either late in their first year or very early in the sophomore year if they wish to pursue this route. Students may also declare a self-designed minor with faculty sponsorship. See "Departments and Courses of Study."

Multiple Majors and Minors

Students may graduate with a major and a minor; a double major; or a major and two minors. The approval of the Curriculum Committee is required for all such combinations. Combinations are approved only if the course work in one program shows substantial quantity in fields of study distinct from the other program(s). Each program must be essentially independent of the other(s) and the total

educational plan of the student must present a sound liberal education. Normally, no more than two credits may overlap between two programs in an approved combination.

Multiple Majors and Minors

Students may graduate with a major and a minor; a double major; or a major and two minors. Therefore, three majors, two majors plus a minor, a major and three minors, and the like are not permitted. The approval of the Curriculum Committee is required for all major and minor combinations. Combinations are approved only if the course work in one program shows substantial quantity in fields of study distinct from the other program(s). Each program must be essentially independent of the other(s) and the total educational program of the student must present a sound liberal education. Normally, no more than two credits may overlap between two programs in an approved combination.

Major and Minor

The Curriculum Committee grants blanket approval, subject to the restrictions noted in the Courses of Study section of the catalog, to the following combinations of a major and a minor:

- two different departments or two modern foreign languages
- major-minor combinations within a single department so long as the major and minor represent distinct fields of study. Thus, combinations of Chemistry and Biochemistry or Studio Art and Art History would be acceptable, while the combination of a History major and a History minor would not.

Combinations involving certain interdisciplinary majors and minors create the possibility of enough overlap so as to jeopardize the independence of each program. Blanket approval is granted to combinations of interdisciplinary programs and a departmental program as long as no more than two credits are used in both programs.

Students wishing to elect combinations other than those granted above should consult with the Registrar. Some combinations may require a special petition to the Curriculum Committee. Students who wish to combine a self-designed major with a self-designed minor must have the approval of the Curriculum Committee.

Double Majors

Blanket approval has been granted to all double major combinations involving two different departments, two modern languages, a departmental major and an interdisciplinary major, as long as no more than two credits are used in both majors. Blanket approval has been granted for a combination of International Studies and another major, in the following circumstances:

- With a second major in a modern language, as long as no more than three credits are used in both majors;
- With a second departmental major, as long as no more than two credits are used in both majors.

Blanket approval has been given to the combination of Studio Art and Art History majors and to combinations among Classics majors under the restrictions stated in the Courses of Study section of the Catalog.

Students who wish to complete a double major other than those given blanket approval must petition the Curriculum Committee. In particular, students who wish to complete a double major, one of which is a self-designed major, must have the approval of the Curriculum Committee.

Students who complete a double major may not also add a minor.

Double Minors

For students electing two minors in addition to their major, each minor is subject to the same restrictions as stated above in the subsection on major-minor combinations. Students wishing to elect two minors not given blanket approval must petition the Curriculum Committee.

Adding, Dropping or Withdrawing from Courses

Courses may only be added or dropped during the first week of classes of each term. This time is referred to as the “drop-add period.”

To add a course:

1. A student completes a Change of Course Form from the Office of the Registrar and obtains the permission of his or her faculty advisor and the instructor of the course.
2. The student then returns the signed form to the Office of the Registrar.
3. After the drop-add period, courses may be added only in exceptional circumstances and only with the approval of the Associate Dean of the College, acting on behalf of the Academic Standing Committee. Students seeking permission for a late drop-add should consult first with their academic advisor and then with the Associate Dean of the College in Old Main 101.

Students who fail to turn in a course change form by the deadline will be subject to a late fee of \$40.

To drop a course:

1. A student completes a Change of Course Form available from the Office of the Registrar and obtains the permission of his or her faculty advisor.
2. The student returns the completed form to the Office of the Registrar by the end of the drop-add period. Courses dropped do not appear on a student’s transcript.

Students must enroll for all work for which they desire credit. They must accept responsibility for verifying that they are officially enrolled in the courses that they are attending. To assist students in verifying their enrollments, the Office of the Registrar e-mails students their enrollments as of the first day of the term and after the drop-add period. Students should check the final enrollment carefully and report discrepancies to the Office of the Registrar. Students can check their enrollment at any time by consulting the Office of the Registrar’s website.

After the drop-add period a student may only withdraw from a course or, by the end of the third week, elect S/U grading. (See section on the S/U option for this.) To request withdrawal from a course:

1. The student completes a course withdrawal form, available from the Office of the Registrar.
2. A “W” (withdrawal) is recorded as of the date the student submitted the completed withdrawal request to the Office of the Registrar. A “W” does not count in grade indices. Although individual course withdrawals do not affect a student’s status as “full-time” (e.g., for financial aid purposes), the withdrawal option should be used very sparingly.
3. Withdrawal from First Year Preceptorial is allowed only under very unusual circumstances (i.e., those outside of the student’s control). A student who believes such a withdrawal is warranted must obtain a course withdrawal form from the Office of the Registrar and seek the permission of the Associate Dean of the College, Old Main 101.

After the eighth week of classes, withdrawals are permitted only in extenuating circumstances such as illness. For half-credit courses that meet for only 5 weeks, withdrawal is permitted only up to the end of the fourth week of class. Requests based on loss of interest or desire to improve one’s grade point average are not approved. Students claiming extenuating circumstances must:

1. Make a withdrawal request to the Associate Dean of the College, who may approve such a request on behalf of the Academic Standing Committee.
2. In the event that a student requests permission to withdraw after the deadline and bases the request on health reasons, the Associate Dean (as proxy for the Committee) will require written verification of illness from a health professional. This verification should be submitted in a timely way and should show that the professional writing the letter worked with the student during the time the student was ill.

Class Attendance and Excused Absences

Students are expected to attend classes regularly and to participate fully in class activities. Students who are absent from class, regardless of the reasons for their absence, are responsible for all work assigned in the course. In all cases of excused absence, appropriate deadlines for the completion of work missed must be arranged by the student with the instructor. Students who fail to attend the first day of class and who have not been excused may be dropped from that class.

If a student has been ill and has been treated at campus health services or by another physician, it is a student's responsibility to see that written verification of the illness is obtained from the treatment facility. In case of a verified illness, the student is normally excused from the class; but the decision for any excused absence is the prerogative of the instructor.

Instructors may adopt more specific attendance policies in their courses. It is the student's responsibility to be familiar with the instructor's policy and to abide by it. Students should be prepared to accept a grade of an F in a course for failure to adhere to the instructor's attendance policy. It is the instructor's decision whether to excuse a student from class attendance. Reasonable standards of humanity and responsibility are expected to prevail.

Examinations

Quizzes and examinations are administered during the term at the discretion of the instructor. Students who expect to be absent from class due to scheduled athletic events or class field trips should check well in advance with their instructors about possible examinations.

Final examinations must be held according to the published examination schedule. A student should not make plans to leave the campus before his or her last scheduled final examination. Faculty members may not make changes in the time of final examination for an entire course without prior approval of the Dean of the College, although in situations of urgent need a faculty member may permit an individual student to take an exam at an alternate time. A student is not normally permitted to make up missed final examinations, except with a documentation of illness submitted to and approved by the Associate Dean of the College.

Leaves of Absence, Voluntary Withdrawal and Readmission

Leaves of Absence

A leave of absence, whether for personal or medical reasons or for participation in individually arranged off-campus study programs, is requested through and recorded by the Office of the Associate Dean of the College. A student who wishes to take a leave should schedule an appointment with the Associate Dean, OM 101, x7214.

Personal leaves are granted when a student desires to interrupt his or her progress toward a degree for up to one year without withdrawing from candidacy for a Knox degree. Personal leaves enable students to work, travel or pursue interests not involving formal studies that would count towards graduation from Knox. For a student in good academic standing, no qualifications are necessary to obtain a personal leave.

A student who is on academic probation may be required by the Academic Standing Committee to submit a statement of how he or she proposes to complete the degree program after returning from leave.

When a student requests a leave in the middle of a term, the Associate Dean of the College assists the student in arranging for incomplete grades or course withdrawals. No refund of enrollment deposit is made to students who withdraw from the College after going on leave unless approved in advance by the Dean of the College. Students who are on leave at the time of the housing lottery are not eligible to reserve residence hall space until their return to campus.

Withdrawal from the College and Readmission

When a student withdraws or takes a leave of absence from all classes during a term, it is the College's responsibility to determine the student's withdrawal date for the purpose of the return of Title IV (federal) financial aid and the refund/cancellation of charges and non-federal financial assistance. (See Refund Policy, in Tuition and Fees, and Withdrawals, Refunds and Return of Title IV Funds, in Financial Aid.)

Official Withdrawal

For students to be considered officially withdrawn, they must notify the College of the intent to withdraw by contacting the Associate Dean of the College, who will guide the student through the withdrawal process. The withdrawal date is the date that the student notifies the Associate Dean of the College of the intent to withdraw and/or begins the withdrawal process by completing a withdrawal/leave of absence form.

Re-enrollment

Students who have withdrawn must make an official request to re-enroll by contacting the Associate Dean of the College; the agreement of the Academic Standing Committee is required for the re-enrollment of students who withdrew while on any form of probationary status. Students who re-enroll may be required to satisfy the graduation requirements in effect at the time of their re-enrollment.

Unofficial Withdrawal

If a student ceases attendance without providing official notification to the College, the withdrawal date is the midpoint of the term, except that the College may use as the withdrawal date the student's last date of attendance at an academically related activity, as documented by the College. Students who leave campus or do not attend classes during a term without providing official notification are dropped from the College and receive failing grades in all their courses (unless the Associate Dean of the College in consultation with the Dean of Students determines that such grades should not be awarded). Such action is not typically taken without notification of the student.

Special Circumstances

If the College determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the Associate Dean of the College may determine a withdrawal date related to that circumstance.

Student Records

Privacy and Access to Student Records

All educational records of the College are managed in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. The act provides that a student may inspect certain records and also limits who may have access to a student's records without the student's permission. To inspect his or her records, a student should obtain a request form from the Office of Student Development. Pursuant to the Higher Education Act, students have the option of specifying a confidential contact who will be notified in the event that the student has been reported missing for a period of at least 24 hours. More detailed information on student rights under these acts may be obtained from the Student Handbook or from the Office of Student Development.

Name Changes

At the time of initial enrollment, the full name of a student is entered on his or her transcript record. Students who change their names while they are enrolled may ask that their name be changed on their

transcript records. Appropriate documentation should accompany such requests. Such changes are made only if requested by students and only while students are enrolled at Knox. At the time of graduation, the names used on diplomas are those that appear on transcript records. Students who return to Knox with new legal names after receiving their degrees have separate, cross-referenced records established under their new names, but the names that appear on their pre-graduation transcript records are not changed.

Admission

Knox College welcomes applications from students around the world who value the challenges and rigor of a liberal arts education. Students with initiative, imagination, eagerness for learning, and personal maturity are best able to benefit from the opportunities at Knox. We also appreciate the varied perspectives that students of diverse backgrounds, talents, and interests bring to our campus community.

In evaluating applications for admission, we carefully review the information provided by the student and his or her recommenders. The greatest weight is given to the applicant's academic transcripts. The difficulty of the courses selected as well as the level and consistency of academic performance are important predictors of future achievement at Knox. Beyond transcripts, we evaluate written communication skills, motivation and maturity, ability to make a contribution to the Knox community, and other personal qualities. Recommendations, admission interviews, the application itself, and the student's personal essay all provide valuable insights that assist the Admission Committee in making a decision.

An interview with an admission counselor is highly recommended for all applicants. Interviews generally take place on the Knox College campus or at off-campus locations during the fall. To schedule a campus visit and interview, or to inquire about the availability of an interview in a particular area, contact the Office of Admission, or go to www.knox.edu/admission.

The submission of SAT or ACT scores is optional for most applicants. If provided, they will be considered and can be helpful in assessing preparation for college. Scores can be submitted either directly from the testing agency or on an official secondary school transcript. (Home-schooled students and applicants from secondary schools that do not provide grades are required to submit test results. Students not submitting scores for admission are asked to provide them prior to enrollment at Knox for the purposes of advising and placement.)

Applying for Admission

The Common Application

Apply to Knox College, and more than 140 distinguished colleges and universities, using the Common Application online at www.commonapp.org.

The Coalition Application

Apply to Knox College, and nearly 750 highly selective colleges and universities, using the Coalition Application online at www.coalitionforcollegeaccess.org.

The Knox Application

Apply to Knox College using the Knox Application online at www.knox.edu/apply.

Complete instructions needed to apply for admission, scholarships, and financial aid are available on the Knox College website at www.knox.edu/apply.

When to apply

Knox has several application deadlines for first-year students:

Early Decision (binding)

Students who determine early in the fall that Knox is their #1 choice can consider applying Early Decision. They are among the first applicants reviewed by the Admission Committee—and will be among the first to receive a decision. Early Decision is a binding commitment. Students admitted to

Admission

Knox must agree to withdraw their applications to any other colleges. Applicants may not apply Early Decision to more than one institution. Complete an application by November 1.

Early Action (non-binding)

Early action is available to students who have decided early in their senior year that Knox is among their top college choices. Early action applicants apply early and receive the benefit of learning their admission decision sooner. The Early Action option is non-binding, meaning students may apply to other colleges and still have until May 1 to make a final college selection. Knox offers two rounds of early application consideration. Complete an application by November 1 (Early Action I) or by December 1 (Early Action II).

Regular Decision

Regular Decision candidates should submit all portions of their application for admission by January 15. Candidates receive an admission decision by March 15.

| | Apply By | Decision By | Enroll By |
|------------------|----------|-------------|-----------|
| Early Decision | Nov 1 | Nov 15 | Dec 15 |
| Early Action I | Nov 1 | Dec 15 | May 1 |
| Early Action II | Dec 1 | Jan 15 | May 1 |
| Regular Decision | Jan 15 | Mar 15 | May 1 |

Home-Schooled Students

Applicants who have been home-schooled for all or some of their secondary education should provide a transcript which lists the subjects studied each year or other detailed documentation with a description of each course of study, major texts used, and/or literature read. Home-schooled students must submit SAT or ACT scores and complete an admission interview.

Transfer Admission

Students who seek to transfer after a semester or more of full-time work at another college or university can apply for entrance in fall, winter, or spring terms. Applications should be submitted according to the dates in the following table. Applications received after these dates will be considered as long as spaces remain available.

| | Apply By | Decision By | Enroll By |
|-------------|----------|-------------|-----------|
| Fall Term | Apr 1 | May 1 | Jun 1 |
| Winter Term | Nov 1 | Nov 15 | Dec 1 |
| Spring Term | Jan 15 | Feb 1 | Feb 15 |

Transfer Credit

Transfer credit is awarded for course work in the liberal arts and sciences taken at accredited colleges or universities. A final grade of "C" or better is required for credit. If not indicated on the transcript, a statement of good standing must be supplied from each institution previously attended. The Knox Registrar evaluates each transcript to determine which credits are accepted.

Note that 3.3 semester hours are equivalent to 1 Knox credit. To receive a Bachelor of Arts or Bachelor of Science degree from Knox, students must earn at least 17 credits in residence at Knox College.

Campus Visits

The Office of Admission encourages interested students and their families to visit the campus. The best time to visit is when classes are in session, which provides an opportunity to attend classes, talk with professors, and meet students, as well as tour the campus and complete an interview with an admission counselor. Campus tours and admission interviews are generally available year-round.

For more information or to make arrangements for visiting campus, contact the Office of Admission or visit our website at www.knox.edu/visit.

For More Information

For complete application instructions and to apply online, visit www.knox.edu/apply.

To request further information or to schedule a campus visit or interview, contact the Office of Admission at:

Office of Admission

Knox College

2 East South Street

Galesburg, Illinois 61401-4999

Telephone: 800-678-KNOX (toll free in U.S) or 309-341-7100

Fax: 309-341-7070

E-mail: admission@knox.edu

Web: www.knox.edu/admission

Tuition and Fees

Tuition and Fees, 2019-2020

| | |
|--|--|
| Tuition for all regular undergraduates | \$47,385 |
| Room, double occupancy..... | \$5,040 |
| Board, full meal plan | \$5,028 |
| Student activity fee..... | \$384 |
| Health services fee..... | \$300 |
| Accident fee..... | \$99 |
| Total Comprehensive Fee | \$58,236 with health and accident fees |

The Comprehensive Fee covers the majority of the cost of educational services provided by the College. The balance is made up from other sources including Knox's endowment and gifts to the College. The Comprehensive Fee includes admission to all athletic events, regular productions of the Knox theatre department, concerts, recitals and most other extracurricular events. The fee also includes use of all athletic facilities and subscriptions to *The Knox Student*, the student newspaper; and *Catch*, a literary magazine. It does not include books, student supplies or music lessons. Knox reserves the right to change, with due notice, the rates charged.

Payment of Fees

To accommodate the range of financial situations of its families, the College offers two options to pay tuition, room and board, and other fees. Payment arrangements for the year must be made in advance of the Fall Term due date of August 15, 2019. If a family chooses an installment payment plan, arrangements should be made with CASHNet. If a student plans to use a Federal PLUS or other supplemental loan to pay charges, arrangements should be made with the Knox College Office of Student Financial Services at 309-341-7149.

Payment in Full by Term

The student pays Knox College a term's total charges, less financial aid, approximately three weeks prior to the beginning of each term.

Payment Due Dates:

- Fall Term — August 15, 2019
- Winter Term — December 13, 2019
- Spring Term — March 13, 2020

Please note that delinquent payments (payments received after the due date) may result in a \$50 late payment fee. A student whose account is delinquent is not entitled to board, room, admission to classes, issue of a transcript, or diploma. In addition to late payment fees, delinquent accounts may be assessed collection costs and reasonable attorney fees necessary to recover such delinquencies. Delay in the receipt of either a loan or outside scholarship will not result in a late payment fee or collection costs. In establishing your student account, Knox College, a nonprofit institution of higher learning, extends credit to you solely for the purpose of financing your education. Therefore, any balance due is a student loan and will not be considered a dischargeable debt pursuant to the Bankruptcy Abuse and Consumer Act of 2005 effective October 17, 2005.

CASHNet Payment Options

The student may select one of these plans. CASHNet charges an enrollment fee based on the type of plan chosen. The Monthly Payment Plan allows you to maximize your savings and income by spreading

your educational expenses over a 4 month payment plan per term or a 3 month payment plan per term instead of one large payment. Your only cost is an enrollment fee of \$35 each term.

Making Payments Online

Knox's convenient payment plan options allow you to make full or partial payments to your account any time. From your *my.knox.edu* page you can click to access CASHNet to view payment options or make a payment using a checking or savings account or a credit card.

Fees for New Students, 2019-2020

| | |
|---|-------|
| Application fee: payable upon application for admission and nonrefundable | \$ 40 |
| Enrollment deposit - nonrefundable | \$300 |

Other General Fees for Regular Undergraduates, 2019-2020

| | |
|--|---------|
| Tuition, registration for more than 3 1/2 credits in a term, per half-credit ("Overload Fee")..... | \$2,632 |
| Tuition, off-term independent study, per credit | \$5,265 |
| Tuition, part-time degree-seeking students, per credit..... | \$5,265 |
| Distance Student Teaching Fee..... | \$750 |
| Music lesson fee, per half-credit | \$335 |
| Pre-International orientation fee..... | \$200 |
| Intensive English Language Program fee | \$1,500 |
| Ethernet connection in Residence Hall (year)..... | \$100 |
| Ethernet connection relocation (per move)..... | \$10 |
| Accident Fee (year) | \$99 |
| Health Services Fee (term)..... | \$100 |
| Senior Fee (year)..... | \$100 |
| Late registration fee, through fifth day of classes..... | \$40 |
| Late registration fee, after fifth day of classes | \$60 |
| Late course change fee, for enrollment changes after the first week | \$40 |
| Late petition fee | \$40 |
| Late payment of bills..... | \$50 |
| Returned checks fee, each | \$35 |
| Transcripts ordered, each | \$5 |
| Excess printing fee, for each page over 300 per term..... | \$0.05 |

Accident insurance is automatically provided and billed. Please contact the Student Development Office at 309-341-7863 or visit www.knox.edu/accidentinsurance for more information.

Tuition for Students Other than Regular Undergraduates, 2019-2020

| | |
|---|---------|
| Continuing Education for students who are not candidates for a Knox degree, or Knox graduates taking additional work, per credit | \$1,759 |
| Students enrolled in local high schools taking Knox courses, per credit (maximum 1 credit per term)..... | \$850 |
| Auditing, per credit..... | \$850 |

Tuition and Fees for Off-Campus Programs, 2019-2020

Tuition and fees for approved off-campus programs are paid to Knox College. Knox forwards the appropriate fees to the agency managing the specific program. The cost of this and other administrative

services related to off-campus study programs is included in the fees specified. Tuition charges are based on Knox's on-campus tuition for a comparable period. A term is charged at 3 Knox credits and a semester at 4.5 Knox credits or 50% of annual tuition. Tuition and fees for off-campus programs for the 2019-2020 academic year are available through the Stellyes Center for Global Studies.

All inquiries should be directed to the Director of the Stellyes Center for Global Studies. All fees are subject to change without notice.

Explanation of Fees

Enrollment Deposit

An enrollment deposit of \$300 is required to confirm a student's acceptance of the College's offer of admission. Payment for Fall Term enrollment must be postmarked no later than May 1 for first-year applicants, and June 1 for transfer students. The enrollment deposit is nonrefundable for admitted students who do not enroll.

After a student enrolls at Knox, the deposit is credited to his or her enrollment deposit account. Any unpaid damages, fines, or other charges to the student's account may be deducted from this deposit. The balance is typically refunded to a student within three months after graduation.

The balance is also refunded when one of the following conditions is met: (1) a student withdraws at the end of the academic year, only if notice is given to the Dean of Students by June 1; (2) a student withdraws during the year because of illness, accident, grievous personal loss, or other such circumstance beyond the student's control; or (3) a student leaves the College due to academic suspension or dismissal. No refund is made to students who are dismissed for disciplinary reasons or who voluntarily withdraw during the academic year.

Students who reenroll after withdrawing from the College are assessed a new \$300 enrollment deposit.

Room and Board

The room fee covers the period when the residence halls are officially open, from the day before registration to the last day of examinations in each regular academic term. The fee also covers, for new students, the orientation period in the autumn; and for graduating seniors, the period prior to Commencement in the spring. Students who wish to occupy their rooms at other times must make special arrangements with the Dean of Students. Knox College reserves the right to enter and examine residence halls at any time.

Students living in double rooms in College residence halls and houses are charged \$5,040. Students may request a single room and, if assigned one, are charged \$6,086 for a single in a residence hall and \$6,291 for a single in a house. The room fees for Hamblin Hall are \$6,050 for a double and \$6,548 for a single. The apartment fee at 240 W. Tompkins and 284 W. Tompkins is \$5,796.

For 2019-2020, there are three meal plan options. The board fee for each plan is \$5,028. Each plan has a specific number of meals associated with it that may be used in the Hard Knox Café, Oak Room, Outpost Express and Grab-N-Go Cart locations in Seymour Union and Post Hall. Each plan also has a specific amount of Dining Dollars included that may be used like cash at all Dining Service locations to pay for additional meals, as well as to make purchases at the Gizmo and Out Post. Also, additional spending power may be added at any time with the purchase of Flex Dollars. Details of each meal plan are available from Dining Services.

Entry into the student dining halls is monitored by means of an electronically coded, nontransferable identification card, which carries a penalty for misuse. A \$15 fee is assessed for replacement of a lost identification card.

Music Fees

The charge for music lessons is \$335 per term. All students receive one hour of instruction per week. The fee is waived for declared music majors taking lessons for credit, but the fee will be reinstated if the student drops the music major. Declared music minors must pay for three terms (1.5 credits) of MUSL 100 and the first three terms of MUSL 200 music lessons; the fee is waived for a maximum of three terms (1.5 credits) at the 300-level. Minors desiring additional private lessons are responsible for fees. No refund will be made for withdrawal from private music lessons after the second week of classes. A refund for the first week to two weeks will be prorated accordingly.

Refund Policy**Refund/Cancellation of Knox Charges: On Campus Enrollment**

Students who officially withdraw between the beginning of a term and the end of 60% of a term are entitled to a pro-rata cancellation of that term's charges for tuition, room and board. There are no refunds for the student activity fee. (For an explanation of the requirements for an official withdrawal, see "Official Withdrawal," in the "Academic Rules and Regulations" section.) After 60% of the term has been completed, no charges are cancelled.

If, as of the official withdrawal date, a student has consumed a larger portion of the board plan than determined by the pro-rata refund/cancellation calculation, that student will be billed for the difference.

Refund/Cancellation of Knox Charges: Off Campus Enrollment

Only students who withdraw from a program officially and by the end of 60% of the term are eligible for a refund. Insofar as possible, refunds for off-campus programs will be made on a pro rata basis. Exceptions: No part of a program fee expended on a student's behalf is refunded in the event of the student's withdrawal from a program before its completion. In some cases, students are obligated for expenses incurred before the program begins. (Note: this policy applies to Knox, ACM and other approved off-campus programs.)

Financial Aid

Knox College maintains a comprehensive program of scholarships, grants, loans and campus employment for students whose personal and family financial resources are not sufficient to meet the cost of a Knox education. The Knox financial aid program is designed to help make Knox affordable for every student admitted to the College. In 2018-2019, approximately 85% of Knox students demonstrated financial need.

Determining Eligibility

Eligibility for need-based financial aid depends on how much you and your family can contribute to college costs. All need-based assistance programs are based on the premise that students and parents should pay for college to the extent they are able, and that financial aid should attempt to bridge the gap between the cost of the school and what you can afford.

When you submit an application for financial aid, the federal needs analysis formula is used to calculate your Expected Family Contribution (EFC). The Office of Student Financial Services compares your EFC to our college costs. If our costs exceed the amount of your expected contribution, you are eligible for need-based financial aid. A typical financial aid award may include a combination of grants, scholarships, loans, and campus employment from state, federal, and institutional sources. The amount and type of financial aid our students receive varies according to their eligibility and the availability of funds.

Application for all need-based financial aid must be made after October 1 each year by submitting the Free Application for Federal Student Aid (FAFSA), which is available at fafsa.gov. New students should submit no later than December 1 for priority consideration. Returning students should submit no later than December 1, and must turn in all required documents by March 31. Illinois residents should submit the FAFSA as soon as possible after October 1 due to limited state grant funding. For complete instructions and forms, see www.knox.edu/cost-and-financial-aid.

The College will provide institutional (Knox) grants and scholarships for no more than 15 terms, pro-rated for transfer students. Appeals based on special circumstances may be made to the Director of Student Financial Services.

Eligibility for federal and state financial aid has statutory limits. For students receiving the State of Illinois MAP Grant, 14 terms is the maximum. A student enrolled beyond 15 terms is likely to be unable to borrow because of the federal loan maximums. Students who expect to be enrolled beyond 14-15 terms (pro-rated for transfer students) should check on financial aid availability with the Office of Student Financial Services.

Applying for Financial Aid

U.S. Citizens and Permanent Residents

To apply for financial aid at Knox, students must complete the following steps:

1. New Students: Apply for admission to Knox College by November 1 (Early Decision and Early Action I), December 1 (Early Action II), or by January 15 (Regular Decision). (See complete instructions and forms online at www.knox.edu/apply)
2. New and Returning Students: Complete and submit a Free Application for Federal Student Aid (FAFSA) after October 1 at fafsa.gov. Additional documents, including a Knox Financial Aid Application, as well as parent and student tax information may also be required. Priority for financial assistance is given to new students who submit by December 1 and returning students who submit all requested documents by March 31. Application for all need-based financial assistance, including federal, state, and Knox grants, campus employment, and educational loans, must be made annually.
3. On the FAFSA, list Knox College (school code 001704) to receive the results.

International Students

International students requiring financial assistance should contact the Knox Office of Admission for financial aid application procedures. Information is also available on the web:
<https://www.knox.edu/admission/cost-and-financial-aid/financial-aid-for-international-students>.

Financial Aid Implications of Various Academic Topics

Financial Aid and Satisfactory Academic Progress

The requirements for achieving satisfactory academic progress outlined in the “Academic Rules and Regulations” section of this catalog pertain also to students’ eligibility for receiving federal financial aid. Review of Satisfactory Academic Progress for financial aid purposes occurs at the end of each academic year. Students not making progress will not be awarded federal and/or state financial aid unless they submit a successful appeal to the Academic Standing Committee. The appeal must explain the circumstances that led to the unsatisfactory progress and present a plan for how they will overcome those circumstances to regain satisfactory progress. If the appeal is approved, the student can be awarded financial aid for the following term and is placed on Financial Aid Probation. The student must meet the criteria of the academic plan for the term outlined by the Academic Standing Committee in order to continue receiving financial aid.

Knox College, in accordance with Federal Regulations, reviews all students’ academic records to determine if each student is making Satisfactory Academic Progress (SAP) towards earning their degree. This review is conducted at the conclusion of each academic year and includes both qualitative and quantitative requirements.

Incomplete grades (I), Failed (F) or Withdrawn (W) will be considered attempted credits but not successfully completed. Also, all transfer credits accepted towards degree requirements will be included in attempted and earned credits. Each multiple attempt at any given course will count towards attempted credits regardless of how they are treated in a student’s GPA. Student’s that change major will have all courses taking into consideration for both the GPA requirement and the completion requirement.

Incompletes

If an incomplete grade is approved, the student normally has four weeks from the last day of exams to complete the work. An incomplete grade may delay review by the Academic Standing Committee. Such a delay may result in probationary status or dismissal even though the Committee’s action has to be taken after the start of the next term. If a student who has begun a new term has received any federal and/or state financial aid to meet the new term’s educational costs and is dismissed by the Academic Standing Committee, all federal and/or state aid provided for the new term will be recovered from the student. The student’s financial aid budget and financial need will not be adjusted due to any additional costs incurred because of an incomplete grade, e.g., adjustment to living allowance because of extended stay on campus to complete work.

Withdrawals

After the add/drop period, a student may only withdraw from a course. The student will receive a “W.” A “W” does not count in grade indices. There is no adjustment in financial aid when a student withdraws from a course, and no adjustment is made in the tuition charged by the College. A student who withdraws from all courses during a term should refer to the section Withdrawals, Refunds, and Return of Title IV Funds. Withdrawals are counted in the credit accumulation requirement except by successful petition to the Academic Standing Committee.

Repeated Courses

Only a few courses may be taken more than once for credit. The Catalog notes “may be repeated for credit” for these courses. If a student repeats any other course, only the credit earned the second time is counted toward graduation, but the record of the first taking remains on the student’s transcript and counts in grade indices and toward the credit accumulation rule.

Transfer Credits

Credits earned prior to matriculation at Knox are evaluated for transfer by the Registrar. In general, liberal arts subjects in which grades of C or better were earned are accepted. No more than 18 credits are accepted from community colleges. No more than two credits may be earned through correspondence or Internet courses. Because of the residency requirement, no more than 19 transfer credits overall may be accepted. Transfer credits are not counted into grade indices, but they count toward the credit accumulation rule.

Remedial Courses

Credit is given for remedial courses and they count toward the satisfactory academic progress requirements. Examples of these courses include “English as a Second Language”, “Language Skills”, and “Mathematical Concepts for Algebra and Statistics”. Financial aid is available for these courses.

Credit-By-Examination

A maximum of 9 credits may be earned through Advanced Placement, International Baccalaureate, or A-Level programs. Credits earned by examination are not counted into the grade indices, but they count toward the credit accumulation rule.

Correspondence Courses and Non-Credit Courses

Knox does not offer correspondence, on-line, or non-credit courses.

Outside Financial Assistance

The Office of Student Financial Services contacts within 30 days any institution and/or agency that provides a student with outside financial assistance, e.g., federal loans, Veteran’s Educational Benefits, when there is a change in the student’s status that affects his or her eligibility for those funds.

Financial Aid Award Policy for International Students and Students

Ineligible for Federal Student Aid Student

An international student or student who is ineligible for federal student aid who receives financial aid should review the financial aid award policy notification that was part of his/her financial aid award. The amount of grant assistance awarded is guaranteed for four years, or a pro-rated length of time for transfer students, contingent upon the following:

- the student enrolling full-time for each term;
- the student residing and taking meals on campus;
- the student maintaining satisfactory academic progress; and
- the student meeting all financial obligations to the College, that is, the student paying all bills in a timely manner.

Financial assistance is adjusted accordingly if these conditions are not met.

Withdrawals, Refunds and Return of Title IV Funds

Withdrawal from the College

When students withdraw from all classes during a term, it is the College's responsibility to determine their withdrawal date for the purposes of the return of Title IV (federal) financial aid and the refund/cancellation of charges and non-federal financial assistance.

Official Withdrawal

For students to be considered officially withdrawn, they must notify the college in writing or orally of their intent to withdraw by contacting the Associate Dean of the College. The withdrawal date is the date that the student notifies the Associate Dean of the College of their intent to withdraw and/or begin the withdrawal process by completing a withdrawal/leave of absence form. The Associate Dean of the College can be located in Old Main, Room 101, 8-12 and 1-4:30, Monday through Friday.

Unofficial Withdrawal

If students cease attendance without providing official notification to the College, the withdrawal date is the mid-point of the term, except that the College may use as the withdrawal date a student's last date of attendance at an academically related activity, as documented by the College.

Special Circumstances

If the College determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the Associate Dean of the College may determine a withdrawal date related to that circumstance. If the Academic Standing Committee places a student on mandatory academic leave in the course of a term, the Associate Dean of the College shall determine the student's withdrawal date.

Refund/Cancellation of Knox Charges: On-Campus Enrollment

Students who officially withdraw between the beginning of a term and the end of 60% of a term, based on the Knox College calendar, are entitled to a pro-rata cancellation of that term's charges for tuition, room and board. For example, if the student has completed 30% of the term, 70% of his/her charges will be cancelled. After 60% of the term has been completed, no charges are cancelled.

If students remain on campus beyond their official withdrawal date, they are charged for room and board costs through the date of departure, as determined by the Division of Student Development.

Refund/Cancellation of Knox Charges: Off-Campus Enrollment

Only students who withdraw from a program officially and by the end of 60% of the term, based on the Knox College calendar, are eligible for a refund. Insofar as possible, refunds for off-campus programs follow the pro-rata cancellation policy stated above. Exceptions: No part of a program fee expended on a student's behalf is refunded in the event of the student's withdrawal from a program before its completion. In some cases, students are obligated for expenses incurred before the program begins. (Note: this policy applies to Knox, ACM, and other approved off-campus programs.)

Return of Title IV (Federal) Financial Aid

When a student withdraws during a term, the amount of federal financial aid earned by the student is determined on a pro-rata basis up to the end of 60% of the term. For example, if the student has completed 30% of the term, he or she has earned 30% of the aid originally scheduled to be received. Once a student has completed more than 60% of the term, he or she has earned all of his or her federal financial aid. (Federal Work Study funds are excluded from the return of Title IV funds requirements.) If a student has received excess funds, the College must return a portion of the excess equal to the lesser of:

Financial Aid

- the student's institutional charges multiplied by unearned percentage of funds, or
- the entire amount of the excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time.

If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50% of the grant rather than 100%.

Within 30 days of the date of Knox's determination that a student withdraws, Knox will provide written notification to the student, or parent in the case of parent PLUS loan, that outlines results of the refund calculation and post-withdrawal disbursement eligibility, if applicable. Any unearned Title IV funds are returned within 45 days of the date Knox determined the student withdrew.

Order of Funds to be Returned

The funds must be credited to outstanding loan balances or to any amount awarded for the term in which a return of funds is required in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal PLUS Loans received on behalf of the student
4. Federal Pell Grants
5. Federal SEOG Grants

Refund of Funds from the Illinois Student Assistance Commission Monetary Award Program (MAP)

Per the rules of the Illinois Student Assistance Commission, if a MAP recipient withdraws after the census date (the end of the second week of the term), the student may receive MAP grant payment for the costs incurred up to the term award provided the college's tuition refund policy indicates that the student has incurred charges in the amount of the claim.

Cancellation of Institutional Financial Aid

Institutional financial aid consists of Knox Grant, Knox Scholarships and Knox Loans. The refund/cancellation of institutional financial aid follows the pro-rata policy for the cancellation of institutional charges. When a student withdraws by the end of 60% of a term, a pro-rated portion of her or his institutional financial aid is returned to the program(s) from which the student received funds. After 60% of a term has been completed, there is no cancellation of financial aid.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor or a private scholarship, grant or loan award, the refund/cancellation of private financial assistance follows the pro-rata policy for the cancellation of institutional charges and institutional financial aid.

Example of a Refund and Return of Title IV Financial Aid

Student enrolls for Spring Term, beginning on March 23 and ending on May 31 (70 days). Student withdraws from all courses on April 29.

Refund Calculation

| | |
|--|----------|
| Total Charges for Tuition, Fees, and Board (student lives off-campus)..... | \$14,163 |
| March 23 to April 29 (withdrawal date) | |
| = 38 days/70 days in term = 54.3% of the term | |
| Pro-rata charges: 54.3% x \$14,162 = | \$7,690 |
| Refund/cancellation of charges = \$14,162 - \$7,690 = | \$6,473 |

Return of Title IV Aid Calculation

Step 1. Title IV Aid Disbursed on March 29:

| | |
|-------------------------------|----------|
| Subsidized Direct Loan..... | \$ 1,156 |
| Unsubsidized Direct Loan..... | \$661 |
| Federal Pell Grant | \$1925 |
| Federal SEOG Grant | \$160 |
| Total aid disbursed..... | \$4,502 |

Step 2. Percentage of Title IV Aid Earned:

38 days of enrollment/70 days in term = 54.3%

Step 3. Amount of Title IV Aid Earned: 54.3% x \$4,502 =\$2,445

Step 4. Total Title IV Aid to be Returned: \$4,502 - \$2,445 =\$2,057

Step 5. Amount of Unearned Title IV Aid Returned by the School:

| | |
|--|----------------|
| Subsidized Direct Loan..... | \$1,156 |
| Unsubsidized Direct Loan..... | \$661 |
| Federal Perkins Loan..... | \$240 |
| Total Title IV aid returned to federal programs..... | <u>\$2,057</u> |

Scholarships

Knox College offers scholarships to recognize the talents and achievements of students applying for first-year and transfer admission to the College. Scholarships may have specific application, audition, or submission requirements. Contact the Office of Admission or visit the Knox website at www.knox.edu/scholarships for more information and specific application procedures.

Sources of Scholarship Funds

The income from endowed scholarship funds and regular annual gifts is awarded each year to Knox students in accordance with the wishes of the donors. Knox gratefully acknowledges the sources of these funds, which are either given by or in honor of the following individuals and organizations.

| | | |
|------------------------------------|----------------------------------|-------------------------------------|
| Anonymous (2) | William J. Charles | Hall/Lombard Memorial |
| Nancy Todd Ackerman | Paul V. Church | Dr. Herschel H. Halladay |
| Robert P. Albrecht | Class of 1908 | Adolph P. Hamblin, Sr. & Adolph P. |
| Allensworth Fund | Class of 1909 | Hamblin, Jr. |
| David A. & Sara Jane Allensworth | Class of 1910 | Lehan H. & Dorothy P. Hamlin |
| W. Rolland & Frances Mason | Class of 1911 | Calvin Hammond |
| Allensworth | Class of 1912 | Philip Smyth Haring |
| Robert Reed Allison | Class of 1956 | Franz S. Harshbarger '17 |
| Alpha Delta Epsilon | Class of 1961 | Suzanne Hart '93 |
| Gary L. and Judy Middleton | Schuyler M. Coe Memorial | David Hartmann/Sigma Nu |
| Anderson | Sam & Bernice Scharfenberg | Robert R. & Marion Lindsten |
| Ezra Dean Arnold | Coffman | Hawkinson |
| Ann Asplund | Louise Cooley | Paul B. Headland Memorial |
| Ron Asplund | Susan Clisbee Countryman | William Randolph Hearst |
| Associated Colleges of Illinois | Marcus C. Craft | Mabel Heren |
| Ralph M. & Dorsey Davison | Robert J. Crawford | Bernhard Philip Heubner & Inez |
| Atterbury | Hubert M. & Georgette Curry | Goodsill Heubner |
| Cyrus M. Avery | Ken & Ruth Dunbar Davee | Etta W. Hibbard |
| Madge G. Bailey & George W. Bailey | Thomas J. Dean-W.B. Dean | Hieronymus Family |
| Edgar A. Bancroft Memorial | Mukund and Meera Deoras | Hinman Fund |
| Watson P. Bartlett | Dick Family Foundation | William L. Hipsley |
| Joseph & Diane Bastian Gladys G. | Sidney Barrs Dilks Memorial | William L. Honnold |
| Bayne | James Doyle; Edward R. & | Walter E. Hoover |
| Alfred W. Bays | Harriet Stone Drake | Reverend Pete Hosutt |
| Beard-Lewis | James L. Duffy '51 | Eloise Howland Memorial |
| William R. Beattie | Robert H. and Bernice E. Eastman | Milton C. Hult Memorial |
| Bertram W. Bennett | R. Calvin Ebersole Endowed | Edward N. Hurley |
| Mary Elizabeth Bennett Memorial | Scholarship | John Theron Illick, Jr. & Warren C. |
| Clarence E. Bogren | David & Holly Metzler Eiss | Illick |
| Elery T. Boynton Memorial | J. Burke Elliot | Jennie Ingersoll Memorial |
| Smith Brand | Ellsworth-Wesner Fund | Roy C. Ingersoll |
| Cleaveland F. Bridgman Memorial | Sterling Ferguson | Eugene B. Jr. & Julie Ingmand |
| Edwin W. & Mary Elizabeth Hand | John H. Finley | Elna Jeffries Besançon Scholarship |
| Bright | Lois Carlin Fisher | Frank J. Jirka, Jr. |
| William C. Brown | Richard A. Fritz | Christian A. Johnson Endeavor |
| The Buck Family | Alta B. Fox | Foundation |
| Lily M. & Henry J. Budde | Oscar & Emma Fredrickson | Darwin G. Johnson |
| Bob Burden '55 | Galesburg Kiwanis Club | Vinton C. Johnson |
| Savina Karl Burkhalter | Galesburg Sunrise Rotary | Vivian A. & Emily Seymour Johnson |
| Burlington Northern Santa Fe | Galesburg Scholarship Fund | Lexie Kamerman |
| Railway | Irving G. & Evelyn Garcelon | William & Ida Carson Karnes |
| Tressler W. Callihan | Manie E. Garwood | William A. Kasley |
| Paul W. Calvert Memorial | Joseph B. Glossberg | Harold K. & Helen O. Kester |
| James W. & Gertrude L. Carney | Marshall Curtis Goodsill & Effie | Frances W. Kinkead |
| Clark Ezra & Grace Mills Carr | Lockwood Goodsill | Rich Kirkpatrick |
| Robert A. & Claire Goodsill | Max & Rita Goodsill | Harley Knosher |
| Chandler | Roger K. & Mildred Rife Goodwin | Robert & Durema Kohl |
| Raymond A. & Lois S. Charles | Harry T. & Leone Goulding | Len A. & Mary C. Kuchen |

- Charles G. and Mildred Kutal
 Philip H. & Dorothy A. Lass
 Lauer Family
 Norma and Roy Lewis
 Freda Mary Liggett Memorial
 Flint Lindsay
 Ernest & Lydia K. Lollar
 Oliver O. & Josephine Ellison
 Loomis
 Julian & Virginia Stearns Mack
 David M. Marino '82
 Garnett Babbitt Martin 50-Year Club
 Rick Mathers
 C. H. Mathews
 Eliza Sheldon Mathews
 Charles I. Maurer
 Mayall-Ettinger Memorial
 Louise G. and Robert M. Maynard
 McCall-Lounsbury
 Kellogg D. McClelland Educational
 Fund
 Nelle H. McCool, Delta Delta Delta
 Alumnae Chapter
 Lois McDaniel
 McKnight Trust
 Valjean McLenighan
 Archie J. McMaster
 Edward Emmerich Mendius
 Cora M. Meyer Memorial
 Frederick A. Middlebush Memorial
 Robert K. Midkiff
 Fred A. & Olive S. Miller
 Mitsubishi Endowment
 Merry L. Mosbacher & James E.
 Mosbacher
 Samuel & Bessie Claudon Mosiman
 Charles W. Mueller Memorial
 Robert W. Murphy—Borg Warner
 Tom, Dick & Harry Neumiller
 Harold F. & Amy C. Nichols
 Jeannette Paddock Nichols
 Louis & Katherine H. Nielson
 Betsy North
 LaVerne Noyes
 Maureen Tanning Nyman
 Florida Omeis
 Carole Ottum
 Joy Larson Padgitt
 Oak Park Panhellenic
 Robert E. & Elma M. Parke
 Memorial
 Harry A. Parkin Memorial
 Ruth E. Petersen
 Harold F. Peterson
 Paul Pickrel
 Catherine Stone Pierson
 Wilbur F. Pillsbury
 Lambert J. Pomeroy
 James T. Poor '54
 Irvin L. Porter
 Philip Sidney Post
 Frances Lafferty & Frederick B.
 Rabenstein
 Henry Rasmussen, Jr.
 Ravenswood Congregational Church
 Reader's Digest Foundation
 Helen L. Rearick
 Marie O. Rearick
 Thomas V. & Susan G. Reilly
 Marilyn Veith Roberts
 Charles B. & Katherine P. Robison
 Katherine Parkins Robison AAUW
 Scholarship
 Will & Grace A. Robson
 Frank W. & Clara M. Roskopf
 Dale H. & Frances Hazen Rowe
 St. Mary's School
 Walter & Rose Sampson
 John M. Santos
 Carl Sandburg-Lombard
 Raymond A. & Bertha Collins Sapp
 Memorial
 Ralph M. & Louise A. Sargent
 Clara Louise Walker Scott
 Sally Nelson Scott
 Marsha Waters Sebasta '68
 Charles W. Seymour
 Bruce Stuart Shadbolt
 John and June Skok
 Eudora Slosson
 Maude I. Smith
 Jeremiah Galvan Smithwick
 Zachary Snider Memorial
 Rothwell Stephens
 Ralph D. Stevenson
 William & Eleanor Dodds Stevenson
 Phyllis Stisser Memorial
 Strasburger Scholarship
 Lucille Sudbury
 William Suhring
 Samuel J. Swanson & Clara Beacham
 Swanson
 Robert Szold
 Bertha Davis Taggart Memorial
 Henry S. Taylor
 Robert Cunningham Taylor, Jr.
 Memorial
 Roger & Anne Zweifel Taylor
 John Winter Thompson & Mary
 Moon Thompson
 Caroline McCollum Toothe
 Frank H. Tucker
 Stefano C. & Whitney Witt Viglietti
 G. Louis Vitale
 Jim Wakefield '01
 Sonja Marakoff Wallace
 Arthur C. Walton
 Watts Family
 Niven Clay Welch
 Vernon M. & Fanita Ferris Welsh
 Scott '84 & Gail Westerman
 Endowed Scholarship
 Charles & Helen Wetherbee
 Dennis J. Whimpey
 Dick Whitcomb
 Joan Whitney Whitcomb
 Mr. & Mrs. E. L. Whiteside
 Frederick Wicks
 Willard/Clark Memorial
 Thomas W. Williams & Creston S.
 Klingman
 Willard/Clark Memorial
 Maude Alice & Ernest J. Wood
 John E. Wright
 Lee W. & Claire Salzberg Wright
 Mark J. Yates Memorial
 Harold Emerson Young and Betty C.
 Young Endowed Scholarship

Awards and Prizes

Prizes for Academic Achievement

General

Faculty Scholarship Prize (1922)

Awarded to a member of the junior class who has shown exceptional ability both in scholastic pursuits and in at least one extra-curricular activity (e.g., athletics, music, dramatics, college publications or governance, religious or humanitarian service).

Elbridge Pierce Prize for Scholastic Improvement (1957)

Awarded to the senior who has made the greatest scholastic improvement since the end of the freshman year. Established by Mr. Pierce, Knox College trustee 1956-60.

John C. Weigel Prize (1961)

Awarded to the member of the graduating class with the highest scholastic achievement. Amount of prize is increased if the winner plans to attend graduate school. Established anonymously in honor of Mr. Weigel, Lombard class of 1908.

E. Inman Fox Prize (1982)

Awarded to the senior student whose scholarly achievement and pursuit of a truly liberal education are exceptional among peers and who has demonstrated a thirst for knowledge and well developed habits of rational inquiry and intellectual discourse, as well as a desire to understand varieties of human expression. Established by gifts received to honor E. Inman Fox, President of Knox College 1974-82.

American Studies

Hermann R. Muelder Prize (1974)

Awarded for academic excellence in American Studies. Established by gifts of friends and colleagues to honor Professor Muelder, class of 1927, upon his retirement.

Anthropology and Sociology

Howell Atwood Award (1980)

Awarded to the graduating senior doing the most outstanding work in anthropology and sociology. Established by an anonymous donor in memory

of J. Howell Atwood, professor of sociology 1930-60, and subsequently endowed by gift from Mrs. Atwood.

Art

Elda Crichton Campbell Print Prizes (1966)

Awarded for excellence in printmaking. Established by Dr. James A. Campbell, class of 1939, in honor of his wife.

Beverly Bender Prizes in Sculpture (1968)

Awarded at the Al Young Art Contest and Exhibit. Established by Beverly Bender, class of 1940.

Beverly Bender Scholar in Art (1968)

Awarded for scholarly work in art. Established by Beverly Bender, class of 1940.

Young Prizes in Art (1968)

Awarded at the Al Young Art Contest and Exhibit. Established by Albert C. Young, class of 1969, to honor his father and mother, Albert George and Anna Elisabeth Young. Continued by his sister Ann Young, class of 1968, upon his death in 1993. Prizes are awarded in the areas of ceramics, drawing, painting, photography and non-traditional media.

Isaac O. Peterson Studio Award (1973)

Awarded to an art student to recognize and encourage exceptional promise. Established by his former student, Gale S. Hurd, class of 1965, in honor of Isaac Peterson, Knox faculty 1948-79.

Matthew Dale Gunther Prize in Drawing (1982)

Awarded at the Al Young Art Contest and Exhibit. Established by Marie Maltby Gunther, class of 1936, in memory of her grandson.

Blick Art Materials Prize in Graphic Design (2005)

Awarded at the Al Young Art Contest and Exhibit for excellence in graphic design. Established by Dick Blick Company.

Asian Studies

Mikiso Hane Asian Studies Prize (1992)

Awarded to the Knox student who has done the most distinguished work relating to Asian Studies. This interdisciplinary field encompasses a variety of subjects, including history, political science, anthropology, economics and Japanese language. Established by colleagues and friends to honor Professor Mikiso Hane, Knox faculty, 1961-92.

Biology

Alvah Peterson Biology Prize (1972)

Awarded to a junior or senior student majoring in biology who has demonstrated outstanding academic performance in biology courses and/or research. Established by Mrs. Peterson, family and friends in memory of Alvah Peterson, class of 1911.

David "Burney" Dunn Fund for Students' Field Research (1994)

Provides resources needed by students who are conducting field research in biology, ecology and/or environmental science. The Fund was established by family and friends in memory of David "Burney" Dunn, class of 1990.

Inn-Siang Ooi Prize (1986)

Awarded to the Knox student who has demonstrated skill in field biology, a commitment to conservation, and a concern about human co-existence with the other species of this planet. Established by the International Club to memorialize Inn-Siang Ooi, class of 1984.

Chemistry

Leland Harris Award in Chemistry (1989)

Awarded to the graduating senior chemistry major who, in the judgment of departmental faculty, has conducted the best undergraduate research in chemistry. Additional awards are available for selected other students to carry out independent research activities. Established by colleagues and former students in honor of Leland Harris, Knox faculty 1957-87.

Russell P. Sutton Prize in Organic Chemistry (2000)

Awarded to a sophomore or other student(s) with the highest achievement in Knox's organic chemistry course sequence. Established with gifts from family, colleagues, friends and former students of Professor Emeritus of Chemistry Russ Sutton (faculty 1958-91) following his death in 1998.

Classics

Lawrence Prizes in Latin and Greek (1894)

Awarded to students in recognition of academic excellence in the study of first year Latin, first year Greek, advanced Latin, and advanced Greek. Established by George A., class of 1875, and Ella Park Lawrence, class of 1878.

Computer Science

Paul's Prize in Computer Science (1982)

Awarded annually to a senior showing great potential for a distinguished career in computing or computer science. Recipient need not be a computer science major but must have exhibited problem solving skills and an enthusiastic interest in computer science. Established by Cecile Smith, longtime employee of Knox, in honor of her brother, Paul H. Smith 1927-97.

Dance

John Hofsas Prize in Dance (1997)

Awarded to a junior or senior student deemed by the faculty to have given the most outstanding dance performance of the year, either in a public performance or in a dance performance class. Established by Daniel R. and Carol Klimick Cyganowski, in memory of their friend and fellow Knox alumnus John Hofsas, class of 1970.

Economics

Vinton C. Johnson Prize (1979)

Awarded to the outstanding senior economics major. Established by Vinton C. Johnson, class of 1926.

Charles and Arvilla Timme Fellowship Award (1993)

Awarded to students for projects in economics and related fields. Established by estate gift of Colonel Charles Timme.

Sylvia and Irwin Jaffe Memorial Prize (2008)

Awarded to an outstanding female student majoring in economics based on academic achievement, participation in extra-curricular activities, leadership and service to others. Established by Kent and Theresa Jaffe to honor Sylvia and Irwin Jaffe, grandparents of Erica A. Jaffe, class of 2008.

Educational Studies

Educational Studies Department, Diana Beck Honor Award (2012)

Awarded to the graduating seniors (Elementary and Secondary) who best exemplify the following qualities: scholarship, good character, dedication to the field, success in student teaching, and consistently excellent classroom performance.

English

Lorraine Smith Prize in English (1929)

Awarded to the sophomore writing the best essay in an English course. Prize given in books. Established by Nellie Johnson Smith, class of 1898, in memory of her daughter, class of 1930.

A. Eugene and Ella Stewart Davenport Literary Awards (1960)

Prizes in creative writing of fiction, nonfiction, playwriting, and poetry. Established by John Davenport, Knox faculty 1945-72, in memory of his parents.

The Scripps Prize (1974)

Awarded to the graduating senior receiving the highest grades in English. Established by Mrs. Wayne Haynes in memory of her father, William Scripps, class of 1878.

Howard A. Wilson Prize (1986)

Annual prizes awarded to the Knox students writing the best pieces of literary criticism during an academic year. Named in honor of Professor Howard Wilson, Knox faculty 1946-80. Established by members of the faculty, former students, and friends.

Beverly K. White and Friends Creative Writing Prize (1987)

Awarded annually to a beginning writer for the outstanding piece of creative writing during the

year. Established by friends and classmates in memory of Beverly White, class of 1979.

Nina Marie Edwards Memorial Fund (1989)

Provides assistance to junior and senior students carrying out independent or honors projects in the fields of Literature or Creative Writing. Established by colleagues to honor Ms. Edwards, a member of the class of 1921.

Proctor Fenn Sherwin Short Story Award (1995)

Awarded to a senior student who submits the best original short story. Established by Mary-Louise Dilworth Rea, class of 1936, in honor of Proctor Fenn Sherwin, Knox faculty 1924-1957.

Elizabeth Haywood English Award (1997)

Research award created in memory of Elizabeth Haywood, a 1988 Knox graduate, by her parents, husband and sister. The fund provides a monetary grant to a worthy junior or senior female English major (not creative writing) who desires to continue her study of the English language and Literature for a term or summer in England.

William E. Brady Award (2008)

Awarded each year to honor the senior literature major with the best performance in the senior seminar. Established in memory of Professor William E. Brady, Knox faculty from 1962 to 1994, by family, faculty, former students, and friends.

Audrey Collet-Conard Prize (2016)

Awarded annually to the student who submits a series of 3-5 poems reflecting both aesthetic excellence and spiritual resonance (broadly defined). Established by Jo Ann Robinson, class of 1964, in memory of Audrey Collet-Conard, class of 1965. Environmental Studies

Lawrence L. DeMott Prize (1982 - Revised 2002)

Awarded to a senior with outstanding grades who has taken all available earth sciences courses and whose senior project is focused on a subject/research relevant to geological field. Established by family, friends and former students of Dr. DeMott, Knox faculty 1962-82.

Desmond Fortes Environmental Studies Prize (2016)

Awarded annually to a junior or senior student who has demonstrated outstanding academic performance in environmental studies courses and/or research, with preference given to an international student. Established by friends and family in memory of Desmond Fortes, class of 2000.

First-year Preceptorial**Proctor Fenn Sherwin Prize in Freshman Writing (1987)**

Awarded to the student writing the best First-year Preceptorial paper. Established by Robert H. Russell, class of 1949.

History**Szold Prize in History (1943)**

Awarded for extraordinary merit in the field of history. Established by Robert Szold, class of 1909.

Dorothy Inness Stanford Award (1979)

Awarded annually to the student with the highest scholastic average in American history for the academic year. Established by bequest of Mabel Inness, class of 1909, in memory of her sister.

Dennis E. Donham Prize in History (1982)

Awarded annually for the best essay written in a history class. Established by Mr. Donham, class of 1966.

Journalism**Theodore Hazen Kimble Memorial Award in Journalism (1954)**

Awarded in the spring to the Knox student who, during the preceding year, has contributed the best feature article or series. Established by Ralph A. and Ruth Hazen Kimble, both class of 1918, to memorialize their son, class of 1946.

Ida M. Tarbell Memorial Prize for Investigative Reporting (1999)

The Tarbell Prize was established in 1999 by an Betty Nowlen Walton, Class of 1950, to commemorate Miss Tarbell's effectiveness as an investigative reporter and her ties to Knox College. The prize is awarded to the student who,

during that academic year, presented the best article or series based on investigative reporting.

Library**Bookfellow Library Prize (1976)**

Given for the research paper showing the most sophisticated and productive use of library resources.

Mathematics**Clark Mills Carr Prize in Mathematics (1901)**

Awarded on the basis of a comprehensive examination in mathematics through calculus. Examination not open to seniors. Established by Col. Clark E. Carr, class of 1859, and Sarah Mills Carr, class of 1872, in memory of their son, class of 1898. The principal was enlarged in 1962 by a gift from Carl Ohman, class of 1951.

Victoria Legner Junod Prize in Mathematics (1986)

Awarded annually to the outstanding senior math major. Established in memory of Victoria Legner Junod, class of 1964, by her husband, Charles F. Junod, class of 1964, Knox classmates, friends, and family.

Mathematics Department Endowed Fund Student Research Award (2012)

Awarded to a student to expand their knowledge of math and its related subject matter. The fund that supports this research award also provides support to bring to campus well-known and respected mathematicians and statisticians for lectures annually. Established by Dale Nelson, class of 1958.

Medical Sciences**Sylvia and Irwin Jaffe Memorial Prize (2008)**

Awarded to an outstanding female student majoring in the sciences and who demonstrates an intention to pursue a career in medicine. Selection is based on academic achievement, participation in extra-curricular activities, leadership and service to others. Established by Kent and Theresa Jaffe to honor Sylvia and Irwin Jaffe, grandparents of Erica A. Jaffe, class of 2008.

Awards and Prizes

Lazlo J. Nemeth Memorial Research Scholarship Award (1992)

Provides for awards to support scientific research by Knox students who are preparing for careers in medicine or related fields. Awards are made annually by Knox College faculty on the basis of merit and need. The Fund was established by a bequest from Lazlo J. Nemeth, M.D., class of 1973.

Modern Languages

Lorraine Smith Prize in French (1929)

Awarded to the sophomore doing the best work in French writing. Prize given in books. Established by Nellie Johnson Smith, class of 1898, in memory of her daughter.

Helen Rudd Arnold Prize (1981)

Awarded at the end of the junior year to the student majoring in French who has the highest overall grade point average and is ranked in the top 30 percent of the class. Established by David R. Arnold, class of 1937, in memory of his mother.

Sally Coleman Prize in Spanish Literature (1981)

Awarded annually to a senior who, in the judgment of the Spanish faculty, has made the most distinguished record in the study of Spanish letters. Established by Robert H. Russell, class of 1949, in memory of Miss Coleman, Knox faculty 1922-54.

Lilly Lindahl Prize in German (1990)

Awarded each spring to the graduating senior German major who has established the best record in the major while maintaining a distinguished record overall. Established by Ross and Kay Vander Meulen to honor Lilly Lindahl, Knox faculty 1928-68.

Music

Janet Greig Post Prize in Music (1947)

For original composition in music or for excellence in performance, to the senior who, in the judgment of the music faculty, merits this distinction. Established by Mrs. Post, class of 1894.

Ruth Lockwood Goodsill Prize (1966)

Awarded to an upperclass music major deemed an outstanding performer, composer, or author of

a scholarly paper. Established by Claire Goodsill Chandler, class of 1904; Inez Goodsill Heubner, class of 1910; and M. Max Goodsill, class of 1912, in memory of their sister who attended the Knox conservatory 1902-04.

Clarence Hubert Johnson Award (1967)

Awarded to the student who makes the greatest voice improvement in the music department. Established by bequest of Jessie Van Clute Johnson, class of 1902, in memory of her husband.

Don C. M. Bracker Award (1985)

Awarded to a senior music major on the basis of leadership, character, and service to the band or orchestra. Established by Ada May Bracker in memory of her son, class of 1944.

David Lowry Jazz Award (2001)

Established by friends and family in memory of David O. Lowry, class of 1997. The award is given annually to a student(s) who shows great improvement as a jazz performer, who is nurturing and helpful to other musicians, who is a zealous promoter of jazz music and Knox College's Jazz program, or who is simply an outstanding jazz musician.

Lucile Sudbury Prize (2005)

Established through a trust presented to the College by the estate of Lucile Sudbury, Lombard class of 1929. Up to two annual prizes may be awarded to recognize the best student work of the academic year.

Philosophy

Merritt H. Moore Prize in Philosophy (1957)

Awarded to the author of the outstanding philosophy paper during the preceding year. Established anonymously to honor Dr. Moore, professor of philosophy at Knox 1933-55.

Physics

Andreas Prize (2016)

Awarded in combination with the Porter Prize, for excellence in solving difficult practical physical problems requiring solution of differential equations through the iterative process. Established in memory of Edgar L. Andreas, class of 1969.

Smith Prize in Physics (1955 - Revised 2003)

Awarded to a senior physics major who has demonstrated outstanding ability and performance in the classroom and laboratory. Established in memory of Murray and Alice Wolfram Smith, both class of 1925, and his grandmother Elizabeth B. Smith by George W. and Mary Lee Sackett Smith, both class of 1954.

Porter Prize (1978)

Awarded for excellence in solving difficult practical physical problems requiring solution of differential equations through the iterative process. Established by Carroll D. Porter, class of 1932.

Robert R. Mariner Family Research Award (1989)

Awarded annually to a junior student who is conducting a research project in physics during his or her senior year. Established by family and friends in memory of Robert R. Mariner, class of 1941, and his daughter, Nancy Mariner, class of 1969.

Political Science and International Relations

John W. Burgess Prize in Political Science (1975)

Awarded annually to a senior political science major for scholarly excellence and community leadership. Established anonymously in honor of Professor Burgess, Knox faculty 1869-73.

Dean Acheson Prize (1979)

Awarded to the senior political science and international relations major who best combines a distinguished academic performance with those personal qualities that give promise of a significant contribution in the field of foreign affairs. Established by John A. Houston, professor of political science at Knox 1954-80.

Robert F. Seibert Prize (2013)

Awarded annually to the outstanding senior International Relations major who has demonstrated scholarly and classroom excellence in International Relations and Comparative Politics. Established by colleagues, family, former students, and friends in honor of Robert F. Seibert, class of 1963, Knox faculty 1967-2013.

Psychology

Edith Powers Van Dyke Memorial Award in Psychology (1981)

Awarded annually to the student who, during the previous academic year, made the greatest contribution to psychology at Knox College. Established by Clifford C. Van Dyke, class of 1951, and family friends in memory of his wife, class of 1952.

Robert Stevens Harper Prize (1987 - Revised 2007)

Awarded annually to the student who best exemplifies Professor Harper's philosophy of education, and who has been accepted into a Ph.D. program or Masters program in some area of psychology, preferably for some area of experimental psychology. In addition, awards may also be made to the two best research projects of senior students toward completion of the requirements for a major in psychology. Named in honor of Professor Robert S. Harper, Knox faculty 1949-87. Established by his family, colleagues, former students, and friends.

Social Sciences

Steve Floyd Memorial Fund Awards (1994)

Provides for awards to support Ford Fellows and other students who are conducting research and majoring in philosophy, political science and other social sciences. The Fund was established by his wife, Carol Everly Floyd, class of 1968, and family and friends in memory of L. Stevens "Steve" Floyd, class of 1970.

Theatre

Colton Prize For Excellence in Public Performance (1876)

Awarded annually to the student judged most outstanding in a public performance in speech or theatre. Established for the Gnothautii Literary Society by Gen. David D. Colton, class of 1853.

Van Clute Prize (1967)

Awarded to the student making the greatest improvement in the department of Theatre. Established by bequest of Jessie Van Clute Johnson, class of 1902.

Linda Elizabeth Karger Award in The Theatre Arts (1982)

Awarded to the senior student, selected by the theatre faculty, who has demonstrated extraordinary ability in the field of the theatre arts. Established by an anonymous donor in honor of Linda Elizabeth Karger, class of 1961.

Jean Bloomquist McBath Memorial Production Award in Studio Theatre (1990)

Awarded annually to cover direct expenses associated with productions in Studio Theatre. Established in memory of Jean Bloomquist McBath, class of 1958, by her parents, Paul W. '32 and Mildred Bloomquist.

Awards and Prizes For Athletic Achievement

Men or Women

Arvid Pierre Zetterberg, Jr. Prizes (1945 and 1976)

Awarded to the sophomore man and woman showing an interest in sports and deemed most outstanding in character and leadership during the freshman year. Established by Arvid P. Zetterberg, class of 1905, and Winifred Ingersoll Zetterberg, class of 1912, in memory of their son.

John W. Hilding Prize (1964)

Awarded to a senior athlete, chosen by coaches and team captains, whose career in varsity sports at Knox is outstanding. Established by Mabel Anderson Adams, class of 1908, in memory of her first husband, class of 1907.

David Agar Athletic Service Award (1980)

Awarded annually to the person making the most significant contribution to Knox athletics in a non-competitive capacity. Established by gifts from family and friends in memory of David Agar, son of Woodbury S. Agar, class of 1956, and Kathryn Berg Agar, class of 1957.

Jeff Sandburg Mental Toughness Award (1995)

Awarded to the senior athlete who is judged to have dealt most effectively with adversity during his or her Knox career. Chosen by a vote of the full-time coaching staff and the Director of Alumni Programs. Established by gifts from

family and friends in honor of Jeff Sandburg, class of 1964.

Men

Hunter Trophy (1920)

Awarded to the two-letter male athlete making the highest scholastic average during the junior year. Established by Dr. George W. Hunter, Professor of Biology 1920-26.

Cleveland Bridgman Trophy (1970)

Awarded in the spring to the outstanding performer in individual sports at Knox. Established by the Knox chapter of Tau Kappa Epsilon in memory of Cleave Bridgman, class of 1968.

Dean Trevor Memorial Award (1973)

Medallion awarded to a senior demonstrating competitive excellence, integrity, honesty, and commitment to scholarship as well as competition. Established by the Knox chapter of Phi Delta Theta in memory of Dean S. Trevor, class of 1926, Knox faculty 1926-69.

Don C. M. Bracker Memorial (1974)

Awarded to the Knox senior voted most valuable to his team by the basketball squad. Established by a gift from Emil M. D. Bracker in memory of his son, class of 1944.

Women

Evelyn Bielefeldt Award (1976)

Awarded to the senior with the most outstanding career in intercollegiate athletics. Established by Mortar Board in honor of Miss Bielefeldt, Knox faculty 1932-69.

Moller Cup (1976)

Awarded to the two-letter athlete making the highest scholastic average during the junior year. Established by Dale Litney, class of 1966, in memory of Glenn Moller, Jr., class of 1968.

Michel Loomis Award (1980)

Awarded by the coaching staff to commemorate the special contributions made by Michel Thompson Loomis during her tenure as a member of the Knox faculty. It is given annually to the outstanding performer in individual sports at Knox.

Dean S. Trevor Award For Women (1980)

Medallion awarded to a senior demonstrating competitive excellence, integrity, honesty, and commitment to scholarship as well as competition. Presented by Delta Delta Delta Sorority.

Awards and Prizes For Special Accomplishments**Pearl Harris Award (1937)**

Awarded to a junior woman who has made the greatest contribution as a campus citizen to the life of the College. Given annually by Chapter W, P.E.O., to memorialize Miss Harris, class of 1896.

Outstanding Senior Award (1952)

Awarded to the senior who has inspired others through effective leadership given to the community through generous service, and upheld intellectual standards through example. The Fund was originally established by the Knox Association of Women Students as the Senior Woman's Award and is currently administered by Mortar Board.

Ray M. Arnold Prize (1957)

Awarded to a member of Xi Chapter of Beta Theta Pi who gives promise of being of greatest value to his fellow men, selected by senior members of the fraternity. Established by bequest of Ray M. Arnold, class of 1902.

James and Helen Huntington Johnston Prize (1964)

Awarded to a sophomore woman cited for character and scholarship during the freshman year. Established by Leslie J. Johnston, class of 1903, to memorialize his mother, Knox 1866-67, and father.

Dean Deborah Wing Award (1980)

Plaque awarded each year by Mortar Board to the senior woman whose achievements in scholastic, campus and community activities, and endeavors toward life goals, command respect so as to advance the status of women in the Knox community. Established to honor Deborah Wing, Dean of Women 1958-80.

Philip Haring and John Houston Award (1984)

Awarded to a graduating senior who has contributed the most to promoting international understanding on the campus. Established by the International Club in honor of Philip S. Haring, Knox faculty 1954-81, and John A. Houston, Knox faculty 1954-80.

David R. Arnold Award (1986)

Awarded annually to a student doing an independent research project that supports or enhances the research of a faculty member. The award rotates each year among the divisions of the College. Established by David R. Arnold, class of 1937.

In Memory of Jeanne Zemek Bohn, Thalia Manganari Papavas, and In Memory of Theodore Yelich, all class of 1950, Research Awards (1989)

Awarded annually to junior students conducting independent research, assisting faculty in research and/or experimental or innovative teaching, or Honors projects. Established by William H. Fern, class of 1950, to honor his fellow classmates.

Donald L. Benedict Student Research Fund Award (1999 - Revised 2015)

Awarded to a student pursuing independent academic research. Rotates each year between the physics and mathematics departments. Established in memory of Donald L. Benedict, class of 1938, by his widow, Helen H. Benedict, and his family.

Max Schwartzman Labor Prize (2001)

Awarded to a student who best exemplifies a commitment to working people. Must show a submission of a published newspaper article or op-ed piece, a record of a public performance, or a record of leadership in a non-violent demonstration that focus attention on the history of the labor movement and/or the continued struggles for workers' rights. Established by Associate Professor Peter Schwartzman in memory of his grandfather.

Glenn M. Nagel Undergraduate Research Fund Awards in Chemistry and Biochemistry (2003)

Provides annual awards to support undergraduate student research in chemistry and/or biochem-

Awards and Prizes

istry. Established by gifts from family and friends in memory of Dr. Glenn Nagel, class of 1966. Dr. Nagel was an advocate for undergraduate research, inquiry-based learning, and the integration of research and education as vital components of college life.

Frank & Ruth Schmitt Student Research Award (2004)

Awarded annually to a junior or senior student(s) pursuing independent research in biology, chemistry, or biochemistry. Established by Steven J. Phillips '71 in honor of his aunt and uncle.

Dean Acheson Prize (1979)

Awarded to the senior political science and international relations major who best combines a distinguished academic performance with those personal qualities that give promise of a significant contribution in the field of foreign affairs. Established by John A. Houston, professor of political science at Knox 1954-80.

Knauss Student Research Award for the Lincoln Studies Center (2011)

Awarded annually to a student conducting research related to the life, times, or impact of Abraham Lincoln. Established by Thomas A. and Suzanne Summers Knauss, both class of 1961, in honor of the class of 1961's 50th Reunion.

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Steven P. Luetger

B.A., Knox College, 1975; M.B.A.,
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(2007-2019)
Senior Managing Director, Retired,
Mesirow Financial
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B.A., Knox College, 1984; J.D.,
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Evening Division, 1992
(2017-2021)
President, The Civic Federation
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B.A., Knox College, 2001;
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(2017-2021*)
Sports Medicine Physician,
Miami Orthopedics &
Sports Medicine Institute
Key Largo, Florida

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B.A., Knox College, 1986
(2018-2022)
Birmingham, Michigan

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B.A., Knox College, 1987; M.B.A.,
University of Texas-Austin, 1991
(2012-2016*)(2018-2022)
Chief Executive Officer,
Schuler Educational Consulting
Jacksonville, Florida

Daniel J. Spaulding

B.A., Knox College, 1999;
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at Urbana, 2000
(2016-2020)
Chief People Officer, Zillow Group
Seattle, Washington

John J. Straus Jr.

B.A., Knox College, 1973;
M.A.T., Smith College, 1974
(2017-2019**)
Manager, Client Services, Exponent
Chicago, Illinois

Adam G. Vitale

B.S., University of Delaware 2001;
M.B.A., Pepperdine University, 2007
(2016-2020)
President, G & M Distributors, Inc.
Galesburg, Illinois

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B.A., Knox College, 1965;
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University, 1971
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President and Chief Executive
Officer, Vovis Enterprises
Executive-in-Residence,
Connecticut Innovations
Cheshire, Connecticut

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B.A., Knox College, 1983;
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Managing Director,
3G Capital Advisors
Little Rock, Arkansas

Trustees Emeriti

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B.A., Knox College, 1986; M.B.A.,
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(1998-2018)
Emerita Trustee (2018-)
Director and Treasurer,
Andrew Family Foundation
Orland Park, Illinois

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B.A., Knox College, 1962;
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University of Iowa
(1992-2012)
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Associate Dean of Graduate School,
Professor of Zoology, Retired
University of Rhode Island
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Emerita Trustee (2017-)
Executive Consulting and
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B.A., Knox College, 1970;
M.A.T., Colorado College, 1972
(1986-2010)
Emerita Trustee (2010-)
President, Village of Northbrook
Northbrook, Illinois

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B.Sc., 1963, M.B.A., 1965, Wharton
School University of Pennsylvania
(1994-2018)
Emeritus Trustee (2018-)
Senior Partner,
Gofen & Glossberg, Inc.
Chicago, Illinois

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B.A., Knox College, 1962;
M.B.A., Stanford University, 1964
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Emeritus Trustee (2003-)
Vice President, Retired,
The Gillette Company
Alexandria, Virginia

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(1991-2007)
Emerita Trustee (2007-)
President, Retired,
F. Thomas Heller, Inc.
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Emeritus Trustee (2018-)
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Financial Officer,
Sinclair Research Center, LLC
Auxvasse, Missouri

Robert J. Jamieson

Knox College 1961-62;
B.A., Bradley University
(1991-1995*)(1997-2012)
Emeritus Trustee (2012-)
Journalist
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B.A., Knox College, 1970;
M.B.A., University of Chicago, 1974
(1992-2011)
Emeritus Trustee (2011-)
Founding Partner, Centerview
Capital, former Chairman, President
and Chief Executive Officer
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University
(1987-2003)
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Managing Director, Retired,
Critical Ecosystem Partnership Fund
and Senior Scholar, Woodrow
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Emeritus Trustee (2010-)
Chairman,
Masterson Foods, Inc.
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Knox College 1960-63;
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(1997-2015)
Emeritus Trustee (2015-)
Of Counsel, FordHarrison LLP
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Chair Emeritus

Chair Emeritus

Dushan Petrovich

B.A., Knox College, 1974;
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(2005-2015)
Emeritus Trustee (2015-)
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B.A., Knox College, 1971;
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(2001-2013)
Emeritus Trustee (2013-)
Chairman, Washington Center
for Equitable Growth
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M.B.A., University of Chicago, 1979
(1979-1982*)(1994-2018)
Emeritus Trustee (2018-)
Attorney and President,
Londrigan, Potter and Randle, PC
Springfield, Illinois

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B.A., Knox College, 1968; M.B.A.
University of Chicago, 1971
(1997-2001*)(2001-2009)(2014-2015)
Emeritus Trustee (2015-)
Retired, Putnam Investments
Boston, Massachusetts and
London, UK
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Chair Emeritus

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B.A., Knox College, 1972;
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(2005-2018)
Emeritus Trustee (2018-)
Vice President and
University Secretary
Duke University
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Chair Emerita

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(1989-2013)
Emerita Trustee (2013-)
Chair of the Board, Retired
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Yale University
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Emeritus Trustee (2016-)
Director, Media Freedom &
Information Access Clinic, Clinical
Lecturer and Senior Research
Fellow, Yale Law School
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B.A., Knox College, 1956
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Emeritus Trustee (1998-)
President, Retired,
United Federal Savings Bank
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B.A., Knox College, 1964;
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Temple University
(1992-2014)
Emerita Trustee (2014-)
Obstetrician-Gynecologist, Retired
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(1985-2001)
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Teacher, Retired, PRIME
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B.A., Knox College, 1969;
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(1996-2016)
Emeritus Trustee (2016-)
Limited Partner, Kayne Anderson
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Medical School, 1960
(1998-2009)
Emeritus Trustee (2009-2010)
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Consultant
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B.A., Knox College, 1960;
M.S., University of Wisconsin, 1961;
M.L.S., Lake Forest College, 1994;
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University of Texas
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A.B., College of The Holy Cross,
1949; M.A., 1952, Ph.D., 1955,
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Honorary Doctorate of Humane
Letters, Knox College, 1993
Knox College President (1982-1993)
Professor Emeritus of English and
President Emeritus (1993-)

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B.A., Knox College, 1963;
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1971; Honorary Doctorate of Laws,
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Honorary Doctorate of Laws,
Knox College, 2013
Knox College Trustee (1988-2011)
Chair, Knox College Board of
Trustees (2000-2001)
Acting Knox College President
(2001-2002)
Knox College President (2002-2011)
President Emeritus (2011-)
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Faculty

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Knox College 1969-2014.

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Knox College 1968-1995.

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Knox College 1987-2002.

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B.A., University of Chicago, 1969;
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Knox College 1976-2013.

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B.A., University of Michigan, 1963;
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Knox College 1968-2004.

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B.A., 1962, M.A., 1966, M.F.A.,
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Knox College 1967-1995.

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B.A., Vanderbilt University, 1988;
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of Rochester.
Knox College 1995-2019

Harlan Deal Knosher

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B.S., Miami University, 1957;
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1959.
Knox College 1960-2000.

John McCall

Professor Emeritus of English,
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A.B., Holy Cross College, 1949;
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Princeton University.
Knox College 1982-1993.

Edward Lee Niehus

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B.A., 1961, M.A., 1962, University of
Illinois; Ph.D., University of
Minnesota, 1971.
Knox College 1968-2003.

Frederick Ortner

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B.A., University of Virginia, 1968;
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Knox College 1979-2002.

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B.A., Cornell College, 1950;
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Knox College 1954-1984.

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Knox College 1967-2002.

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B.M., University of Southern
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Knox College 1983-2018.

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B.A., 1952, M.A., 1960, University
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Knox College 1962-1964, 1966-2000.

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Knox College 1967-1999.

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Ph.D., University of Bonn, 1950.
Knox College 1959-1985.

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B.S., Amherst College, 1956;
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Knox College 1965-1995.

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Knox College 1973-2015.

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Knox College 2008-2018.

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Knox College 1968-2000.

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Knox College 1973-2015.

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Knox College 1961-1997.

Professors

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Knox College 1994-

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B.S., The University of Puget
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Knox College 1997-

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B.A., Smith College, 1972; Ph.D.,
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Knox College 1997-

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Knox College 1984-

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Knox College 2005-

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Knox College 1984-

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Cornell University.
Knox College 2003-

Gregory Gilbert

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B.F.A., University of Kansas, 1981;
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Knox College 1995-

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Knox College 1986-

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Knox College 1987-

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Knox College 1980-

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Knox College 1995-

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Knox College 1992-

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B.A., Washington University, 1979;
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1989.
Knox College 1983-

Andrew S. Leahy

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Knox College 1995-

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B.A., Goldsmith's College,
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Knox College 1990-

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Knox College 1979-

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Knox College 1993-

Elizabeth Carlin Metz

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Knox College 2009-

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Knox College 2000-

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Knox College 1973-

Michael A. Schneider

Provost and Dean of the College
Professor of History
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Knox College 1992-

Charles E. Schulz

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Knox College 1981-

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Knox College 1996-

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Knox College 2007-

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Knox College 1981-

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Knox College 1988-

Associate Professors

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University of Iowa.
Knox College 2013-

Cyn Fitch

Associate Professor of English
B.A., Knox College, 2000; M.F.A.,
Spalding University, 2005.
Knox College 2008-

Timothy J. Foster

Associate Professor of
Modern Languages; Associate
Dean of the College
A.B., Grinnell College, 1981; A.M.,
1984, M.Phil., 1988, Ph.D., 1994,
Columbia University.
Knox College 1989-

Tony Gant

Associate Professor of Art
B.F.A., Kansas City Art Institute,
1985; M.F.A., Yale University, 1988.
Knox College 1993-

Andrew Gibbons

Adjunct Associate Professor
of Sports Studies
B.S., Culver-Stockton College, 1990;
M.S., Western Illinois University,
1993.
Knox College 1991-

Fernando Gómez

Associate Professor of
Modern Languages
B.A., 1997, M.A., California
State University, Chico, 2001;
M.A., 2001, Ph.D., 2007, University
of California-Santa Barbara.
Knox College 2005-

Jeff Grace

Associate Professor of Theatre
B.A., Brigham Young University,
1997; M.S. 2004, Ph.D. 2008,
Indiana University.
Knox College 2009-

Konrad Hamilton

Burkhardt Distinguished Associate
Professor of History
B.A., University of Oregon, 1982;
M.A., University of California-
Santa Barbara, 1984; Ph.D.,
Stanford University, 1998.
Knox College 1995-

Nathalie Haurberg

Associate Professor of Physics
B.A., Knox College 2006;
Ph.D., Indiana University, 2013.
Knox College 2013-

Todd Heidt

Associate Professor of
Modern Languages
B.A. University of Cincinnati, 2002;
M.A., University of Chicago, 2004;
Ph.D., University of Cincinnati,
2010.
Knox College 2009-

Andrew W. Hertel

Associate Professor of Psychology
B.A. St. Olaf College, 1999; Ph.D.,
University of Minnesota, 2009.
Knox College 2013-

Mark Holmes

Associate Professor of Art
B.A., Hope College, 1983;
M.F.A., Yale University, 1985.
Knox College 2004-

William Hope

Associate Professor of
Anthropology/Sociology
B.A., College of Charleston, 1992;
M.A., Winthrop University, 1997;
Ph.D., University of Illinois at
Urbana-Champaign, 2009.
Knox College 2012-

Helen M. Hoyt

Associate Professor of Chemistry
B.A., Knox College, 2001;
Ph.D., University of California-
Berkeley, 2007.
Knox College 2011-

Matthew Jones-Rhoades

Associate Professor of Biology
B.A., Grinnell College, 1999;
Ph.D., Massachusetts Institute of
Technology, 2005.
Knox College 2008-

Nicole Malley

Associate Professor of Music
B.A., Knox College, 1998;
M.A., Washington University-
St. Louis, 2002; Ph.D., University
of Iowa, 2012.
Knox College 2003-

Mat R. Matsuda

Associate Professor of Asian Studies
B.Ed., Tokyo University of
Education, 1978; M.A., 1982;
M.Ed., 1993, University of Hawaii
at Manoa; Ph.D., Indiana
University, 2000.
Knox College 1999-

Monica McGill

Associate Professor of
Computer Science
B.S., University of Illinois Urbana-
Champaign, 1986; M.S., George
Washington University, 1989;
Ph.D., University of Hawaii at
Manoa, 1993; Ph.D., Illinois State
University, 2010.
Knox College 2017-

Jerome Miner

Associate Professor of Modern
Languages; Acting Registrar
B.A., Coe College, 1985; M.A., 1988,
Ph.D., 1995, University of Iowa.
Knox College 1994-

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Associate Professor of Biology
B.S. University of Guelph, Ontario,
1982; M.S., Queen's University,
Kingston, Ontario, 1986; Ph.D.,
McGill University, Montréal, 1994.
Knox College 2001-

Duane Oldfield

Associate Professor of
Political Science
B.A., Reed College, 1982;
M.A., 1984, Ph.D., 1992,
University of California-Berkeley.
Knox College 1995-

Esther Penick

Associate Professor of Biology
B.A., Saint Louis University; Ph.D.,
Wayne State University, 2000.
Knox College 2005-

Brandon Polite

Associate Professor of Philosophy
B.A., Knox College, 2003; M.A.,
2005, Ph.D., 2010, University of
Illinois at Urbana-Champaign.
Knox College 2008-

Antonio Prado

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B.A., 1996, M.A., 1999, Ph.D., 2006,
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Knox College 2000-

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Associate Professor of
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B.A., Evergreen State College, 1995;
M.A., 2002, Ph.D., 2010, University
of University of California-Los
Angeles.
Knox College 2010-

Nicholas Regiacorte

Associate Professor of English
B.A., Roanoke College, 1996;
M.F.A., University of Iowa, 1998.
Knox College 2002-

Magali Roy-Féquièrre

Associate Professor of Gender and
Women's Studies
B.A., University of Puerto Rico,
1980; M.A., Harvard University,
1982, Ph.D., Stanford University,
1993.
Knox College 1995-

Carol R. Scotton

Associate Professor of Economics
and Business and Management
B.A., University of Tennessee-
Chattanooga, 1978; M.Ed., 1986,
Ph.D., 2000, Georgia State
University.
Knox College 2005-

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Associate Professor of History
B.A., The City College of New
York, 1996; M.A., 2000, Ph.D., 2008,
Ohio State University.
Knox College 2008-

Mark Shroyer

Associate Professor of Physics
B.S., Truman State University, 1993;
M.S., 1995, Ph.D., 1999, Oregon
State University.
Knox College 2005-

Chad Simpson

Associate Professor of English
B.A., Monmouth College, 1998;
M.F.A., Southern Illinois
University, 2005.
Knox College 2007-

Jennifer Smith

Associate Professor of Dance
B.A., 1995, M.A., 2000, Columbia
College; M.F.A., University of
Wisconsin-Milwaukee, 2007.
Knox College 1999-

Jaime Spacco

Associate Professor of
Computer Science
B.A., Haverford College, 1998;
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of Maryland-College Park.
Knox College 2010-

Barbara Tannert-Smith

Associate Professor of English
B.A., 1987, M.F.A., 1992, University
of Massachusetts.
Knox College 1997-

Pedro Teixeira

Associate Professor of Mathematics
B.Sc., 1994, M.Sc., 1996, University
of São Paulo; Ph.D., Brandeis
University, 2002.
Knox College 2006-

James Thrall

Knight Distinguished Associate
Professor for the Study of Religion
and Culture
B.A., Colby College, 1978; M.A.R.,
Yale University Divinity School,
1986; Ph.D., Duke University, 2005.
Knox College 2010-

Daniel Wack

Associate Professor of Philosophy
B.A., Amherst College, 1995;
Ph.D., University of Chicago, 2009.
Knox College 2005-

William Young

R. Lance Factor Endowed
Associate Professor of Philosophy
B.A., University of Rhode Island,
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Dame, 1992.
Knox College 1992-

Assistant Professors

Rea Amit

Visiting Assistant Professor
of Asian Studies
B.A., Tel Aviv University, 2005;
M.F.A., Tokyo University of the
Arts, 2010; M.A. 2014, M. Phil.,
2014, Ph.D., 2016, Yale University.
Knox College 2018-

Jonathan Anderson

Visiting Assistant Professor of
International Studies
B.A., University of California,
Berkeley, 2005; M.A., 2010,
Ph.D., 2018, Indiana University.
Knox College 2014-

Thomas Bell

Assistant Professor of
Political Science
B.A., Trinity University, 2011;
Ph.D., The University
of Texas at Austin, 2019.
Knox College 2019-

Roya Biggie

Assistant Professor of English
B.A., St. Mary's College of
Maryland, 2008; M.A., Georgetown
University, 2010; Ph.D., City
University of New York, 2017.
Knox College 2018-

Ashon Bradford

Assistant Professor of
Anthropology-Sociology
B.A., Grambling State University,
2008; M.S., 2012, Ph.D., 2018,
Cornell University.
Knox College 2019-

Christie Cirone

Visiting Assistant Professor
of Journalism
B.A., Knox College, 1979;
M.F.A., University of Illinois at
Urbana-Champaign, 1992.
Knox College 2008-

Christopher Conner

Visiting Assistant Professor of
Anthropology-Sociology
B.A., 2007, M.A., 2010, Indiana
University; Ph.D., University of
Nevada, 2015.
Knox College 2018-

Scott W. DeWitt

Assistant Professor of
Educational Studies
B.A., Hope College, 1981; M.A. Ed.,
Northern Kentucky University,
1996; Ph.D., University of
Wisconsin, Madison, 2004.
Knox College 2014-

Eric M. Dickens

Assistant Professor of
Educational Studies
B.A., Texas A&M University, 2001;
M.A., 2007; Ph.D., 2015,
Michigan State University.
Knox College 2015-

Deirdre Dougherty

Assistant Professor of
Educational Studies
B.A., Smith College, 2005; M.A.,
Georgetown University, 2008;
Ph.D., Rutgers University, 2018.
Knox College 2018-

James S. Dyer

Assistant Professor of Journalism
B.A., University of Minnesota-
Morris, 1989; M.A., 2002,
M.A., 2006, Ph.D., 2017,
University of Iowa.
Knox College 2013-

Benjamin Farrer

Assistant Professor of
Environmental Studies
B.A., University of Leeds, 2007;
Ph.D., Binghamton University,
2014.
Knox College 2015-

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Assistant Professor of
Educational Studies
B.A.Ed., Gonzaga University, 2003;
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2010; Ph.D., University of
Wisconsin-Madison, 2017.
Knox College 2017 -

Ole J. Forsberg

Assistant Professor of Mathematics
B.S. University of Portland, 1990;
M.A.T., 1992, M.S.E. 2010, Johns
Hopkins University; M.A., 2005,
Ph.D., 2006, University of
Tennessee; Ph.D., Oklahoma State
University, 2014.
Knox College 2016-

Nicholas J. Gidmark

Assistant Professor of Biology
B.S., University of Minnesota, 2006;
Ph.D., Brown University, 2012.
Knox College 2016-

Pierce Gradone

Assistant Professor of Music
B.M., Florida State University, 2009;
M.M., University of Texas at
Austin, 2011; Ph.D., University of
Chicago, 2018.
Knox College 2018-

Michael Hattem

Visiting Assistant Professor
of History
B.A., The City University of New
York, 2011; M.A., 2013, M. Phil.,
2014, Ph.D., 2017, Yale University.
Knox College 2018-

Christopher Holland

Visiting Assistant Professor
of Psychology
B.A., Knox College, 2013;
M.S., 2016, Ph.D., 2018,
Texas Christian University.
Knox College 2019-

Joan Campbell Huguet

Assistant Professor of Music
B.A., Rhodes College, 2008; M.A.,
McGill University, 2010; Ph.D.,
Eastman School of Music, 2015.
Knox College 2016-

Hilary Lehmann

Assistant Professor of Classics
B.A., St. Olaf College, 2006;
M.A., 2010, Ph.D., 2016, University
of California-Los Angeles.
Knox College 2016-

Yannick Marshall

Assistant Professor of
Africana Studies
B.A., University of Toronto, 2007;
M.A., 2010, M.A., 2012, M.Phil.,
2014, Columbia University.
Knox College 2019-

Elizabeth Marzoni

Visiting Assistant Professor
of English
B.A., Knox College, 2004; Ph.D.,
Western Michigan University, 2010.
Knox College 2018-

Kara Moore

Assistant Professor of Psychology
B.A., The University of Texas at
Arlington, 2012; M.A., 2014, Ph.D.,
2017, The University of Arkansas.
Knox College 2017-

Deana Nichols

Visiting Assistant Professor
of Theatre
B.A., Abilene Christian University,
1999; M.A., 2008, Ph.D., 2014,
Indiana University.
Knox College 2019-

Sara M. O'Brien

Assistant Professor of Psychology
B.A., Miami University, 2004; M.A.,
University of Iowa, 2010; Ph.D.,
University of Notre Dame, 2014.
Knox College 2014-

Mitchell Parks

Assistant Professor of Classics
B.A., Grinnell College, 2008;
Ph.D., Brown University, 2014.
Knox College 2017-

Jonathan G. Powers

Assistant Professor of Economics
B.A., Amherst College, 1987; Ph.D.,
Northwestern University, 2002.
Knox College 2000-

Kathleen Ridlon

Assistant Professor of Dance;
Director, Kleine Center for
Community Service
B.A., City College of New York,
1996; M.F.A., Smith College, 1998.
Knox College 2005-

Jonah Rubin

Assistant Professor of
Anthropology/Sociology
B.A., 2006; M.A., 2009;
Ph.D., 2016, University of Chicago.
Knox College 2017-

Anne Schaefer

Assistant Professor of Modern
Languages and Literature - French
Licence, 2004; Maîtrise, 2005, Paris
3 La Sorbonne Nouvelle;
M.A., University of Oregon, 2008;
Ph.D., The University of North
Carolina-Chapel Hill, 2013.
Knox College 2013-

Tim Stedman

Visiting Assistant Professor of Art
B.A., Knox College, 2009; M.F.A.,
University of Illinois-Chicago, 2011.
Knox College 2011-

Katie Stewart

Assistant Professor of
Political Science
B.A., Dickinson College, 2010;
Ph.D., Indiana University, 2017.
Knox College 2017-

Scott Sunderland

Adjunct Assistant Professor
of Sports Studies
B.S., 1990, M.S., 1991,
Illinois State University.
Knox College 1993-

Nurettin Ucar

Visiting Assistant Professor of
Modern Languages and Literature -
German
B.A., Fatih University, 2002;
M.A., Universitaet Bayreuth, 2007;
Ph.D., Indiana University, 2016.
Knox College 2016-

Scott Weiss

Assistant Professor of Classics
B.A., Swarthmore College, 2011;
M.A., The City University of New
York Graduate Center, 2013;
Ph.D., Stanford University, 2019.
Knox College 2019-

Nathaniel A. Williams

Assistant Professor of
Educational Studies
B.A., 2009, M.Ed.Psyc., 2012,
Ph.D., Indiana University, 2015.
Knox College 2015-

Moheb Zidan

Assistant Professor of Economics
B.A., 2006, M.A., 2009, University
of Haifa; M.S., 2017, Ph.D.,
University of Wisconsin, 2019.
Knox College 2019-

Instructors**Andrew Arnold**

Visiting Instructor in Psychology
B.A., Knox College, 2008;
M.A., University of Chicago, 2011;
Ph.D. candidate, University of
California- San Diego.
Knox College 2019-

Joel Estes

Visiting Instructor in
Educational Studies
B.A., Illinois Wesleyan University,
1976; M.S.Ed., Western Illinois
University, 1989; Ed.D. candidate,
Illinois State University.
Knox College 2008-

Michael J. Godsil

Instructor in Art
B.A., Knox College, 1976, 2004.
Knox College 2005-

Jeffrey N. Gomer

Visiting Instructor in Business
and Management
B.B., 1985, 1992; MBA, 1989,
Western Illinois University.
Knox College 2017-

Sherwood Kiraly

Visiting Instructor in English and
Theatre and Writer-in-Residence
B.A., Knox College, 2007.
Knox College 2009-10; 2011-

Michal Ran-Rubin

Visiting Instructor in
Anthropology-Sociology
A.B., University of Chicago, 2005;
M.A., University of California at
Berkeley, 2007; M.A., University of
Chicago, 2009; Ph.D. candidate,
University of Chicago.
Knox College 2018-

Kelly Shaw

Instructor in Psychology and
Gender and Women's Studies
B.A., Knox College, 1991;
M.S., Purdue University, 1994.
Knox College 1998-

**Lecturers and Other
Appointments****Tianna Cervantez**

Lecturer in Anthropology/Sociology
B.A., Knox College, 2006;
A.M., University of Chicago, 2008.

Kim Drobushевич

Lecturer in Educational Studies
B.A., Knox College, 2005; M.S.W.,
Loyola University Chicago, 2009;
M.S., Western Illinois University,
2013.

Diane Estes

Lecturer in Educational Studies
B.A., Eastern Illinois University,
1977; M.S.Ed., Western Illinois
University, 1989.

Nate J. Friberg

Lecturer in Educational Studies
B.A., Saint Ambrose University,
2000; M.A., University of Hawaii at
Manoa, 2010.

Angie Gamez

Teaching Assistant, Educational
Studies

Steven Hall

Lecturer in Computer Science,
Chief Information Officer
B.S., Bradley University, 1985.

John Haslem

Lecturer in English, Director,
Center for Teaching and Learning
B.A., 1983, M.A., 1985, Purdue
University; Ph.D., University of
Denver, 1990.

Sheryl Hinman

Lecturer in Educational Studies
B.S., Western Illinois University,
1979.

Wendel Hunigan

Lecturer in Anthropology/Sociology
B.S., Western Illinois University,
1968; M.S., Illinois State University,
1971.

Paul Marasa

Lecturer in English
B.A., St. Joseph's University, 1978;
M.A. Indiana University, 1984.

Thomas Martin

Advisor, The Knox Student
B.A., University of Iowa, 1983.

Mike Panther

Lecturer in Educational Studies
B.A., Knox College, 1973; B.S.,
University of North Dakota, 1974;
M.S. Ed., Western Illinois
University, 1989.

Wendy Parks

Lecturer in Educational Studies
B.A., Wesleyan University, 2008;
M.A.T., Rhode Island School of
Design, 2011.

Shuyan Shipplett

Lecturer in Chinese
B.A., Shanxi University-China,
1986; M.S., Western Illinois
University, 2005.

Margo Shively

Lecturer in Theatre, Designer,
Supervisor Costume Shop
B.F.A., Art Institute of Chicago,
1968.

Kathlyn Kling Smith

Lecturer in Educational Studies
B.S., University of Illinois, 1970;
M.A., National-Louis University,
1989; M.A., Northeastern Illinois
University, 1995.

Ellen Spittell

Lecturer in Educational Studies
B.A., Ripon College, 1972; M.S.Ed.,
Northern Illinois University, 1975

Kristen Strom

Lecturer in Educational Studies
B.A., University of Illinois at
Urbana-Champaign, 2005;
M.A., Bradley University, 2010;
Ph.D., Illinois State University,
2018.

**Affiliates and
Research
Appointments**

Associates in Applied Music

Jim Betts, French horn

Jason Brannon, classical and
jazz percussion

Tom Clark, Enharmonic Fire,
Tri Tones

Denise Cooksey, flute, flute choir

Andy Crawford, jazz guitar,
jazz bass, combo

Casey Dierlam, piano, full
time accompanist

Sharon Faust, oboe

Josh Forbes, saxophone

Mary Harlan, piano, organ
composition, combo

Steve Jackson, classical bass

Janell Johnson, piano

Carolyn Kellert, music education

Anne Lyle, bassoon

Metro Lyle, trumpet, jazz
composition and arranging

Ashlee Mack, piano, coordinator
of piano instruction

Jill Marasa, clarinet, Chamber
Winds, New Music Ensemble

Semenya McCord, jazz voice

Alison Meuth, voice

Tim Pahel, Galesburg
Community Chorus

Dean Petrie, tuba, euphonium,
and Chamber Brass

Randy Pobanz, classical guitar

Carolyn Suda, cello, string
ensemble, string quartet

Lucas Wood, voice, TriTones

Administrative Offices and Staff

President's Office

Teresa L. Amott

President
B.A., Smith College;
Ph.D., Boston College

Peggy Jo Ware

Executive Assistant to the President
and Assistant Secretary to the
Board of Trustees
A.S., San Diego City College

Government and Community Relations

Karrie Heartlein

Director of Government and
Community Relations
B.A., M.A., Bradley University

Institutional Research and Assessment

Anna Clark

Assistant Director of
Institutional Research
B.A., Marycrest International
University; M.A., St. Ambrose
University

Sustainability

Deborah Steinberg

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B.S., University of Michigan;
M.Ed., University of Illinois at
Chicago; MLA, Chatham
University

Kristina Hope

Food Systems Coordinator
B.S., Converse College;
M.S., Winthrop University

Academic Affairs

Michael Schneider

Provost and Dean of the College
B.A., Michigan State University;
M.A., Ph.D., University of Chicago.

Nancy Fennig

Executive Assistant to the Provost
and Dean of the College

Timothy J. Foster

Associate Dean of the College
A.B., Grinnell College;
A.M., M.Phil., Ph.D., Columbia
University

Mary Armon

Associate Dean for Faculty Affairs
B.A., Knox College;
Ph.D., University of Michigan

Jean Bird

Administrative Assistant to the
Associate Dean of the College
M.A., Oklahoma State University

Academic Assessment

Leah Adams-Curtis

Director of Academic Assessment
B.S., Millsaps College; M.S., Ph.D.,
Washington State University

Center for Teaching and Learning

John Haslem

Director, Center for Teaching
and Learning
B.A., M.A., Purdue University;
Ph.D., University of Denver

Kelly Wallenfels

Student Success Coordinator
B.A., Washington State University;
M.A., Western Illinois University

Disability Support Services

Stephanie Grimes

Director, Disability Support Services
B.A., Wilberforce University;
M.Ed., Kent State University

Craig Southern

Student Support Specialist
B.A., Illinois Wesleyan University;
M.S., Illinois State University

Library

Jeffrey Douglas

Director of the Library
B.A., University of Louisville;
M.S.L.S., University of Kentucky

Sharon Clayton

Associate Librarian
B.A., West Virginia Wesleyan
College; M.A., University of
Maryland; M.A., University of
London

Thomas Colclasure

Collections Acquisitions and
Access Manager
B.A., M.A., Western Illinois
University

Jason Connell

Public Services Assistant
B.A., Knox College

Tanna Cullen

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B.A., Knox College;
M.B.A., Thunderbird School of
Global Management

Kaitlyn Godsil

Resource Sharing & Interlibrary
Loan Manager
B.A., Knox College

Ryan Hitchings

Serials Acquisitions and
Access Manager
B.A., Illinois State University

Michael Joseph

Circulation Librarian
M.L.I.S., Dominican University;
B.A. Monmouth College

David Lavender

Public Services Assistant

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Public Services Assistant
A.A., Art Institute of Pittsburgh

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B.A., Monmouth College; M.A.,
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Assistant Librarian for Research
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B.A. Transylvania University;
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– Special Collections and Archives

Maryjo McAndrew

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B.S., Misericordia University

Kay Vander Meulen

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B.Ed., National College of
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Micaela Terronez

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B.A., Augustana College

Registrar

Jerome Miner

Acting Registrar
B.A., Coe College; M.A.,
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Karen Benedict

Assistant Registrar

Donna Browne

Administrative Assistant,
Office of the Registrar

Title IX

Kim Schrader
Title IX Coordinator

TRIO Achievement Program

Risa Lopez

Director, TRIO Achievement
Program
B.A., M.S., Illinois State University

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B.S., University of Illinois at
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Paul Marasa

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B.A., Western Illinois University

Lisa Welch

Program Assistant, TRIO
A.A.S., Carl Sandburg College

Special Programs

**– Association for Black
Culture Centers**

Frederick L. Hord

Professor, Black Studies
B.S., M.S., Indiana State University;
Ph.D., Union Graduate School

Terry Hord

Administrative Assistant, Black
Cultural Center

– Burkhardt Language Center

**– Green Oaks Biological Field
Station**

Stuart Allison

Director of Green Oaks
Co-Director, Green Oaks Term
B.S., The University of Puget
Sound; M.S., University of Rhode
Island; Ph.D., University of
California-Berkeley

Tony Gant

Co-Director, Green Oaks Term
B.F.A., Kansas City Art Institute;
M.F.A. Yale University

– Lincoln Studies Center

Rod Davis

Co-Director, Lincoln Studies
Center
B.S., University of Kansas;
M.A., Ph.D., University of Iowa

Douglas Wilson

Co-Director, Lincoln Studies
Center
B.A., Doane College; M.A., Ph.D.,
University of Pennsylvania

**– Ronald E. McNair
Postbaccalaureate**

Fellows Program

Jonathan Anderson

Director, McNair Program
B.A., University of California,
Berkeley; M.A., Ph.D., Indiana
University

Sam Leinbach

Assistant Director of McNair
Program
B.S., The Pennsylvania State
University; M.S., University of
Wyoming

William Hope

Faculty Tutorial Director
B.S. College of Charleston;
M.A. Winthrop University;
Ph.D. University of Illinois at
Urbana-Champaign

**– Eleanor Stellyes Center for
Global Studies**

Brenda Tooley

Director, Stellyes Center
for Global Studies
B.A., M.A., Fort Hays State
University; Ph.D., Notre Dame
University

Monica Smith

Administrative Assistant, Stellyes
Center for Global Studies
B.A., EARTH University

**– Gerald and Carol Vovis
Center for Research and
Advanced Study**

Sara Kitsch

Director of the Vovis Center for
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B.S., M.S., Central Michigan
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University

Sandy Jones

Administrative Assistant, Vovis
Center for Research and Advanced
Study

Athletics

Daniella Irlle

Director of Athletics
B.S., Lamar University; M.P.A.,
University of New Orleans

Scott Sunderland

Associate Director of Athletics for
Sports Medicine and Performance,
Event and Facility Management
and Internal Operations
B.S., M.S., Illinois State University

Alexandra Vernon

Associate Director of Athletics for
Compliance, Business, and Internal
Operations/Senior Woman
Administrator
B.A., Lewis University; M.S.,
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Bill Allison

Assistant Coach, Coach
B.A., Knox College; M.S., Western
Illinois University

Sara Baker

Assistant Coach, Volleyball
A.S., Carl Sandburg College; B.A.,
M.A., University of Springfield

Patrick Barry

Head Coach, Volleyball
B.A., Carthage College

Cory Bonstead

Offensive Coordinator, Football
B.A., Knox College

James Clark

Sports Information Director
Assistant Coach, Baseball
B.A., Knox College; M.S., Western
Illinois University

Emily S. Cline

Head Coach, Women's Basketball
B.A., Cornell College; M.S.,
Mercyhurst College

Ben Davis

Head Coach, Basketball
B.A., University of Minnesota; M.S.,
Ohio University

Dalton Davis

Assistant Coach, Baseball
B.A., Knox College

Anna Gerdes

Assistant Coach, Women's Soccer
B.A., Knox College

Andrew Gibbons

Director, E. & L. Andrew Fitness
Center; Head Coach, Strength and
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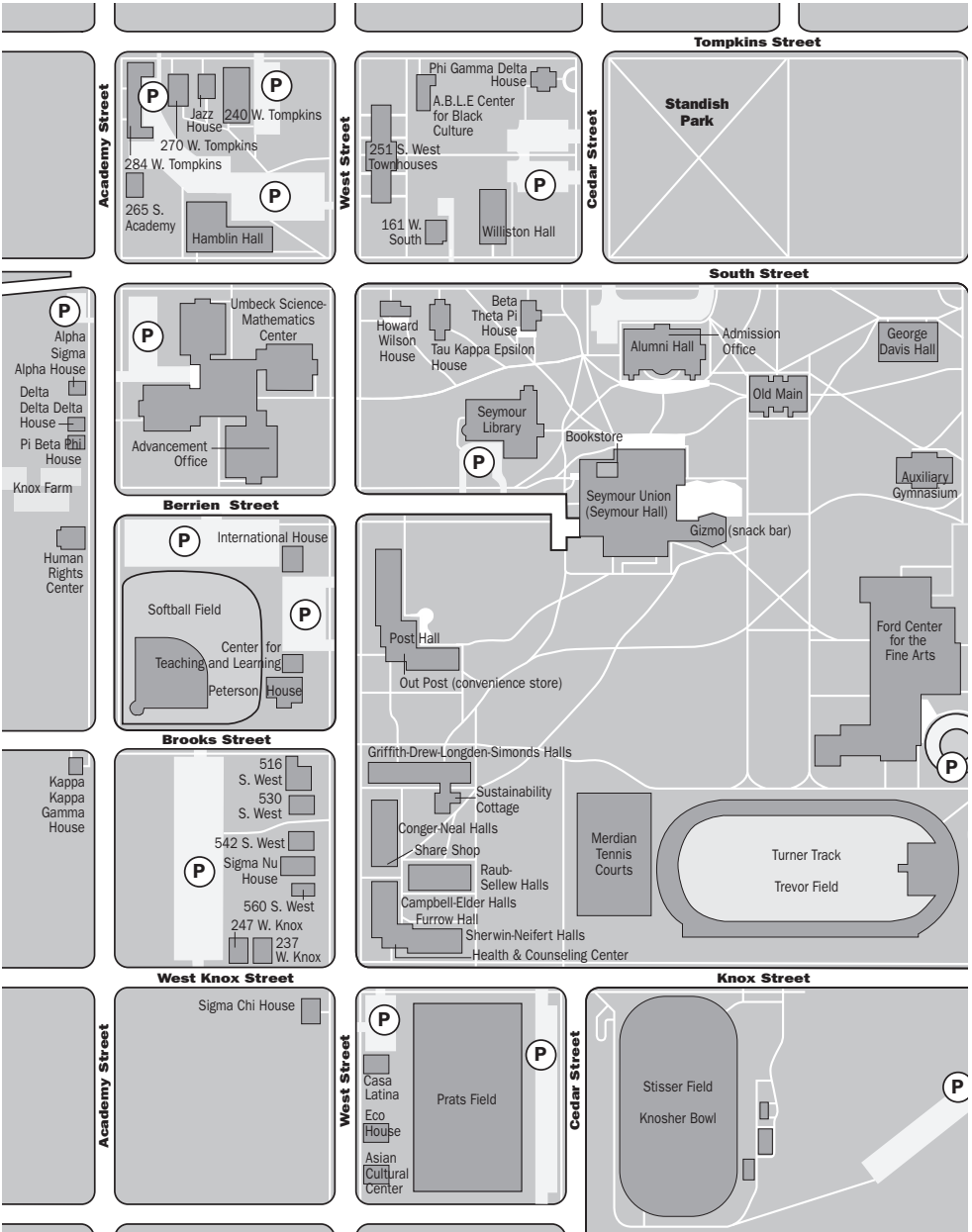
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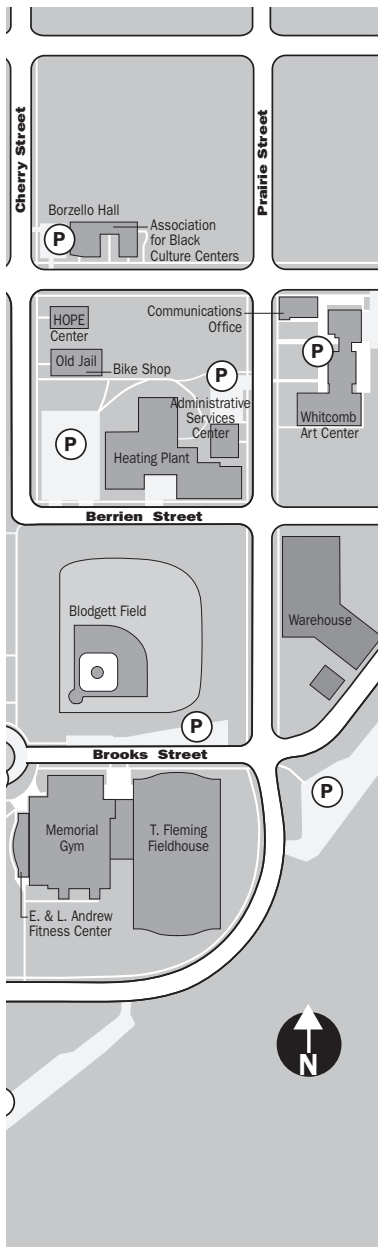
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Campus Map





Department and Office Locations

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|--|-----------------------------------|
| Administrative Services | Administrative Services Center |
| Admission | Alumni Hall |
| Advancement Office | Umbeck Science-Mathematics Center |
| Africana Studies..... | Borzello Hall |
| Alumni Relations..... | Alumni Hall |
| American Studies | Old Main |
| Anthropology and Sociology..... | George Davis Hall |
| Art and Art History..... | Whitcomb Art Center |
| Asian Studies | Old Jail |
| Athletics | T. Fleming Fieldhouse |
| Audio Visual Services | Umbeck-Science Mathematics Center |
| Biochemistry..... | Umbeck Science-Mathematics Center |
| Biology | Umbeck Science-Mathematics Center |
| Bookstore | Lyman K. Seymour Hall |
| Business and Management | George Davis Hall |
| Business Office..... | Old Main |
| Campus Life | Lyman K. Seymour Hall |
| Campus Safety..... | Administrative Services Center |
| Centers: | |
| Bastian Family Career Center..... | Alumni Hall |
| Center for Teaching and Learning | 466 S. West St. |
| HOPE Center..... | 305 S. Cherry St. |
| Kleine Center for Community Service..... | Alumni Hall |
| Stellyes Center for Global Studies..... | Alumni Hall |
| Vovis Center for Research and Advanced Study | Alumni Hall |
| Chemistry | Umbeck Science-Mathematics Center |
| Classics | George Davis Hall |
| Communications Office..... | 311 S. Prairie St. |
| Computer Science..... | Umbeck Science-Mathematics Center |
| Convenience Store..... | Post Hall |
| Counseling Service..... | 175 W. Knox St. |
| Dance | Ford Center for the Fine Arts |
| Dean of the College..... | Old Main |
| Dean of Students | Old Main |
| Dining Services | Lyman K. Seymour Hall |
| Disability Support Services | Umbeck Science-Mathematics Center |
| Economics..... | George Davis Hall |
| Educational Studies..... | George Davis Hall |
| English | Old Main |
| Environmental Studies | Umbeck Science-Mathematics Center |
| Facilities Services | Administrative Services Center |
| Film Studies | Old Main |
| Financial Aid..... | Alumni Hall |
| Gender and Women's Studies..... | Borzello Hall |
| Government and Community Relations..... | Alumni Hall |
| Health Services | 175 W. Knox St. |
| History | Old Main |

Campus Map

| | |
|--|-----------------------------------|
| Human Resources..... | Administrative Services Center |
| Information Technology | |
| Services..... | Umbeck Science Mathematics Center |
| Insurance Office..... | Administrative Services Center |
| Institutional Research and Assessment..... | Borzello Hall |
| Instructional Technology | |
| Support..... | Umbeck Science-Mathematics Center |
| Integrated International Studies | Old Main |
| Journalism..... | Borzello Hall |
| Knox-Galesburg Symphony | Ford Center for the Fine Arts |
| Latin American Studies..... | George Davis Hall |
| Lincoln Studies Center | Alumni Hall |
| Mathematics | Umbeck Science-Mathematics Center |
| McNair Program | Umbeck Science-Mathematics Center |
| Modern Languages..... | George Davis Hall |
| Music..... | Ford Center for the Fine Arts |
| Neuroscience | Umbeck Science-Mathematics Center |
| Philosophy | Old Main |
| Physics..... | Umbeck Science-Mathematics Center |
| Political Science & Intl. Relations..... | George Davis Hall |
| Postal Services | Lyman K. Seymour Hall |
| President | Old Main |
| Psychology | Umbeck Science-Mathematics Center |
| Purchasing | Old Main |
| Registrar..... | Umbeck Science-Mathematics Center |
| Religious Studies..... | Borzello Hall |
| Science-Mathematics | |
| Library | Umbeck Science-Mathematics Center |
| Social Service Program | George Davis Hall |
| Sports Studies..... | T. Fleming Fieldhouse |
| Student Activities..... | Lyman K. Seymour Hall |
| Student Development Office | Old Main |
| Sustainability Office | 523 S. West St. (The Cottage) |
| Telecommunications | Umbeck-Science Mathematics Center |
| Theatre | Ford Center for the Fine Arts |
| Treasurer..... | Old Main |
| TRIO Achievement Program (TAP) | 466 S. West St. |
| Whitcomb Heritage Center..... | Alumni Hall |
| WVCC Radio Station..... | George Davis Hall |

Academic Calendar

Fall Term 2019

September 13-16, Friday-Monday

New Student Orientation; new student advising time TBD

September 16, Monday

Residence halls open for returning students at noon. Board for returning students begins with supper. Online check-in opens.

September 17, Tuesday

8:00 a.m. - Classes Begin (shortened schedule)
11:00 a.m. - Opening Convocation.

September 23, Monday

Last day to add or drop a class

October 7, Monday

Last day to declare a class elective S/U

October 14, Monday

Fall Open House (Columbus Day)

October 18-20, Friday-Sunday

Family & Friends Weekend

October 21, Monday

Midterm grades due by 1:00 p.m.

October 23, Wednesday

Day of Dialogue & Fall Institute

October 21-25, Monday-Friday

Pre-enrollment for Winter 2019

November 1-3, Friday-Sunday

Homecoming

November 11, Monday

Last day to withdraw from a class without permission of Academic Standing Committee

November 11, Monday

Fall Open House (Veteran's Day)

November 20, Wednesday

Classes end at 5:00 p.m. Last day to request a transcript from Registrar's Office; request due at noon

November 21-22, Thursday-Friday

Reading Days

November 23-25, Saturday-Monday

Final Examination Period

November 26, Tuesday

Winter vacation begins. Board ends with breakfast. Residence halls close at noon.

December 3, Tuesday

Grades due at 1:00 p.m.

December 6, Friday

Transcript processing re-opens.

December 24-January 2 (tentative)

College closed

Winter Term 2020

January 5, Sunday

Residence halls open at 10:00 a.m. Board begins with supper. Online check-in opens.

January 6, Monday

Classes begin

January 6-10, Monday-Friday

Online registration check-in

January 10, Friday

Last day to add or drop a class

January 20, Monday

Winter Open House (Martin Luther King Jr. Day)

January 24, Monday

Last day to declare a class elective S/U

February 10, Monday

Midterm grades due by 1:00 p.m.

February 10-21, Monday-Friday

Pre-enrollment for Spring 2020

February 12, Wednesday

Reading Day

February 28 Friday,

Last day to withdraw from a class without permission of Academic Standing Committee

March 10, Tuesday

Classes end at 5:00 p.m. Last day to request a transcript from Registrar's Office; request due at noon.

March 11-12, Wednesday-Thursday

Reading Days

Academic Calendar

March 13-15, Friday-Sunday

Final Examination Period

March 16, Monday

Spring vacation begins. Residence halls close at noon. Board ends with breakfast

March 18, Wednesday

Final grades due by 1:00 p.m.

Spring Term 2020

March 24, Tuesday

Residence halls open at 10:00 a.m. Board begins with supper. Online check-in opens.

March 24-31, Tuesday-Tuesday

Online registration check-in

March 25, Wednesday

Classes begin

March 31, Tuesday

Last day to add or drop a class

April 14, Tuesday

Last day to declare a class elective S/U

April 20, Monday

Midterm grades due by 1:00 p.m.

April 20-May 1 Monday-Friday

Pre-enrollment for Fall 2020

May 19, Tuesday

Last day to withdraw from a course without permission of Academic Standing Committee

May 28, Thursday

Classes end at 5:00 p.m. Last day to request a transcript from Registrar's Office; request due at noon.

May 29-30, Friday-Saturday

Reading Days

May 31-June 2, Sunday-Tuesday

Final Examination Period

June 3, Wednesday

Residence halls close at 5:00 p.m. Board ends with lunch, except seniors and those with permission from Dean of Students.

June 3, Wednesday, 12:00 p.m.

Senior grades due.

June 7, Sunday

Commencement. Residence halls close 5:00 p.m.

No meals served.

June 10, Wednesday

All grades due by 1:00 p.m.

Profile

| | |
|--|--|
| The College | Four-year liberal arts. Independent, coeducational, residential, non-denominational. Founded in 1837. |
| Location | Galesburg, Illinois. County seat, Knox County. Pop. 32,200. Located mid-way between Chicago and St. Louis, Missouri. Accessible via Interstate 74, two national Amtrak rail lines, and by air via Moline and Peoria airports. |
| Student Body | 1,300 students from 48 states and 51 countries. Diverse and well-balanced geographically. 35% are students of color, 17% are international. |
| Faculty | Size: 112; 95% hold Ph.D. or appropriate professional degree from nation's top graduate schools. |
| Student-Faculty Ratio | 11 to 1 (Average Class Size 14 students) |
| Degree Conferred | Bachelor of Arts; Bachelor of Science offered in nine programs; 40 majors and 51 minors in the sciences, mathematics, social sciences, humanities, and fine and performing arts. |
| Academic Calendar | Three 10-week terms; three courses per term (3-3). |
| Preceptorial Program | Innovative, interdisciplinary first-year courses focusing on the core issues of a liberal education. |
| Facilities | 45 academic and residential buildings on 82-acre campus. Green Oaks, 700-acre biological field station. |
| Libraries | Two libraries: Henry M. Seymour Library, Amott Science Commons. Collection of more than 250,000 volumes, direct online access to more than 85,000 journals and magazines. Active participant in interlibrary loan networks with 90 Illinois university and college libraries, selective liberal arts colleges throughout the U.S. and with the Center for Research Libraries at the University of Chicago.. |
| Graduates | 65% of Knox alumni typically pursue advanced professional and graduate degrees within five years of graduation. Others go directly into a wide variety of careers. |
| Accreditations And Affiliations | North Central Association of Colleges and Secondary Schools; American Chemical Society; Phi Beta Kappa; Pew Mid-States Science and Mathematics Consortium; Associated Colleges of the Midwest; Association of American Colleges and Universities; American Council on Education; College Entrance Examination Board; Association for the Advancement of Sustainability in Higher Education; and other regional and national educational organizations. |

For More Information:

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