

KNOX COLLEGE

2025-2026 Catalog

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The College official responsible for coordinating compliance with this Notice of Non-Discrimination is the Director of Title IX and Civil Rights Compliance. Any inquiries regarding Title IX or the College's policies that prohibit discrimination and harassment should be directed to the Director of Title IX and Civil Rights Compliance identified below. The coordinator will be available to meet with or talk to students, staff, and faculty regarding issues relating to this Notice of Non-Discrimination and the College's policies and procedures.

Director of Title IX and Civil Rights Compliance
Old Jail 12 | Campus Box K-209
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Galesburg, IL 61401
Phone: 309-341-7751
Email: *cultureofrespect@knox.edu*

Inquiries about the application of Title IX to Knox may be referred to the Director of Title IX and Civil Rights Compliance, the United States Department of Education's Assistant Secretary for Civil Rights, or both. Individuals may also contact the U.S. Department of Education's Office of Civil Rights for additional information.

Office for Civil Rights
U.S. Department of Education-Chicago Office
500 W Madison St., Suite 1475
Chicago, IL 60661-4544
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Email: *ocr@ed.gov*

Inquiries regarding the College's policies regarding the Americans with Disabilities Act of 1990 ("ADA"), or Section 504 of the Rehabilitation Act of 1973 ("Section 504") should be directed to either the Human Resources Manager or Director of Disability Support Services identified below.

For Employees:
Human Resources
Administrative Services Center 112, Campus Box K-200
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Galesburg, IL 61401
Phone: 309-341-7543 or 309-341-7162
Email: *hr@knox.edu*

For Students:
Director of Disability Support Services
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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; amended February 2017
— affirmed by the Knox College Board of Trustees, 2008; amendment approved June 2017

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 186 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 over difficult texts together, 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. Through partnerships with other institutions and programs managed by Knox faculty, there is 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**, which is 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 Center for Career Success** assists students in realizing their internship and post-graduate career goals. The **Underground Railroad Freedom Station** and 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 commons, observatory, 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 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 an 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. **Prats Field at the Whitcomb Soccer Facility**, home to the 2019 men's and women's Midwest Conference soccer champions, was renovated in 2018 with artificial turf and fencing. The **E. & L. Andrew Fitness Center**, the **Turner Track at Trevor Field**, and the **Knosher Bowl** football stadium complete the athletic facilities. Almost one-third of all Knox students engage in intercollegiate athletic competition in 18 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 1,200 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 18 teams. Women compete in soccer, volleyball, cross-country, golf, basketball, softball, swimming and indoor and outdoor track. Knox fields men's teams in football, basketball, baseball, soccer, 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 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, a major hospital, 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 Center for Career Success** 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 **Office of Disability Support Services**, 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 Education and Support 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 Learning)**. 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 Boar**d, 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 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 major with the Registrar 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 36 credits (Credit requirement), including a minimum of 13.5 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:

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.
3. **Civic Engagement:** appreciation for the local and global contexts for learning.
4. **Immersion/Active Learning:** 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 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

One credit can be taken from any of the following courses, with each course to count only once in satisfaction of the Elements requirements.

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. A student who reads, writes and speaks a language other than English may request a proficiency waiver and determine an appropriate course substitution for this requirement by contacting the Associate Dean of the College. Appropriate replacement courses must address cross-cultural communication and are subject to approval by the Curriculum Committee. Such replacement courses may include, but are not limited to, modern languages courses taught in English and cultural and area studies courses in ANSO, ASIA, CLAS, FILM, and HIST.

2. Analyze social, economic or political aspects of human behavior: AFST 122, AFST 122B-C, AFST 208, AFST 278, AFST 301, ANSO 102, ANSO 103, ANSO 201, ANSO 212, ANSO 223, ANSO 229, ANSO 247, ANSO 249, ANSO 275, ANSO 276, ART 204, ASIA 141, ASIA 142, BUS 280, CLAS 104, CLAS 110, CLAS 111, CLAS 202, CLAS 204, CLAS 232, 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 101, GWST 167, GWST 205, GWST 227, GWST 231, GWST 332, HIST 104, HIST 105, HIST 106, HIST 107, HIST 110, HIST 111, HIST 113, HIST 115, HIST 122, HIST 122A-C, HIST 133, HIST 142, HIST 143, HIST 160, HIST 161, HIST 167, HIST 181, HIST 202, HIST 226, HIST 229, HIST 231, HIST 232, HIST 281, HIST 363, JOUR 123, JOUR 223, LAST 122, LAST 227, LAST 231, PHIL 215, PJST 205, PJST 211, PJST 223, PJST 229, PJST 249, PJST 276, PS 101, PS 122, PS 125, PS 128, PS 135, PS 206, PS 210, PS 220, PS 227, PS 231, PS 234, PS 236, PS 237, PS 240, PS 245, PS 268, PSYC 205, PSYC 234, PSYC 268, PSYC 278, RELS 101, RELS 113, RELS 221, RELS 230, RELS 231, RELS 232, RELS 247, RELS 249, RELS 399, RELS 399A-C.

3. Critically examine questions of power and inequity: AFST 101, AFST 122, AFST 122B-C, AFST 208, AFST 210, AFST 227, AFST 228, AFST 254, AFST 278, AFST 301, AMST 227, AMST 241, ANSO 102, ANSO 103, ANSO 201, ANSO 212, ANSO 229, ANSO 231, ANSO 241, ANSO 247, ANSO 249, ANSO 276, ASIA 143, ASIA 221, ASIA 320, ASIA 321, BUS 214, CHIN 221, CHIN 320, CHIN 321, CLAS 203, CLAS 273K, EDUC 201, ENG 242, ENG 245, ENG 261, ENG 286J, ENG 386E, ENVS 228, ENVS 231, FILM 227, FILM 261, FREN 110E, GERM 155, GERM 332, GERM 332E, GWST 101, GWST 167, GWST 205, GWST 222, GWST 227, GWST 231, GWST 261, GWST 322, GWST 332, GWST 333, GWST 334, HIST 113, HIST 122, HIST 122A-C, HIST 133, HIST 143, HIST 160, HIST 161, HIST 167, HIST 181, HIST 226, HIST 227, HIST 228, HIST 229, HIST 281, HIST 363, IDIS 120, IDIS 220, IS 155, LAST 122, LAST 227, LAST 230B-E, LAST 231, LAST 326, LAST 334, MUS 104, MUS 130, MUS 210, MUS 216, MUS 254, PHIL 214, PJST 100, PJST 120, PJST 130, PJST 205, PJST 211, PJST 220, PJST 228, PJST 229, PJST 241, PJST 243, PJST 245, PJST 249, PJST 276, PJST 326, PJST 333, PJST 334, 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, PSYC 278, RELS 113, RELS 203, RELS 221, RELS 230, RELS 247, RELS 249, 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, ART 218, ART 284, DANC 145, DANC 152, DANC 252, ENG 104, ENG 205, ENG 206, ENG 207, ENG 208, ENG 209, ENVS 284, ENVS 384, JOUR 112, JOUR 119, JOUR 206, MUS 100, MUS 125, MUS 145, MUS 176, MUS 257, MUSL 100*, THTR 121, THTR 131, THTR 209, THTR 222, THTR 224, THTR 233, THTR 271.

5. Interpret human experience through text, sound, visual image, or performance: AFST 101, AFST 210, AFST 227, AFST 285, AMST 227, ANSO 223, ART 105, ART 106, ART 202, ART 204, ASIA 114, ASIA 221/321, ASIA 225, CHIN 221, CHIN 225, CHIN 321, CLAS 104, CLAS 110, CLAS 111, CLAS 202, CLAS 203, CLAS 204, CLAS 232, CLAS 270, CLAS 273K, DANC 132, 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 286J, ENG 351, ENG 352, ENG 353, ENG 386E, ENVS 118, ENVS 126, FILM 124, FILM 151, FILM 225, FILM 227, FILM 240, FILM 261, FILM 337, FREN 110E, FREN 215, FREN 240E, FREN 330D, GERM 151, GERM 152, GERM 155, GERM 235, GERM 337/337E, GRK 211/311 through 218/318, GWST 222, GWST 261, GWST 322, HIST 104, HIST 110, HIST 111, HIST 227, HIST 231, HIST 232, IS 155, JOUR 223, JOUR 241C, LAST 235, LAT 211/311 through 218/318, MUS 101, MUS 103, MUS 104, MUS 116, MUS 131, MUS 132, MUS 210, MUS 216, MUS 244, PHIL 114, PHIL 115, PHIL 116, PHIL 118, PHIL 123, PHIL 125, PHIL 130, PHIL 142, PHIL 206, PHIL 207, PHIL 210, PHIL 211, PHIL 212, PHIL 218, PHIL 228, PHIL 230, PHIL 244, PHIL 245, PHIL 247, PHIL 270, PHIL 276, PHIL 284, PHIL 306, PHIL 307, PJST 118, PJST 131, PJST 212, PJST 223, PJST 230, PJST 230A-B, PJST 245, RELS 114, RELS 125, RELS 203, RELS 230, RELS 231, RELS 232, RELS 241/241B-D, RELS 284, RELS 399, RELS 399C, SPAN 235, THTR 151, THTR 251, THTR 281, THTR 351, THTR 352, THTR 353, THTR 381.

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 201, 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 146, 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.

At the heart of Knox College's Civic Engagement (CE) component of the general education requirement is the conviction that civic learning should be an intentional and transformative part of every student's education. Rather than prescribing specific courses or experiences, Knox College offers flexible pathways through which students may pursue this idea. In consultation with their academic advisors, students should discuss the numerous opportunities to take courses or engage in other activities in pursuit of this goal and consider how their activities could coalesce around a theme and form a distinctive pathway.

Below we organize civic engagement opportunities into four thematically-united pathways, each with both curricular and co-curricular options. We offer these pathways to provide guidance and clarity among the many course options and myriad opportunities available to students. The examples listed under each pathway are representative, neither exhaustive nor prescriptive, and reflect Knox's distinctive integration of analytical and action-based civic learning. The courses and experiences listed represent a small sample of the type of work aligned with each theme.

Four Recommended Civic Engagement Pathways:

Democracy, Policy, and Public Participation
Focus: Governance, policy, and participation in civic life

This pathway emphasizes the structures and systems that organize democratic society. Students learn how policies are created, how rights are protected (or denied), and how citizens participate in and influence public institutions. Courses and experiences in this area explore the principles of democracy and representative governance, public service, and civic responsibility at local, national, and institutional levels.

- Potential Coursework: PS 135: Introduction to American Public Policy; PS 363: Civil Rights and Liberties; CLAS 341: Early Political Thought; HIST 363: American Liberalism; CHEM 275: Chemistry and Environmental Policy
- Co-Curricular Opportunities: Student government participation; campus forums and debates; voter registration drives; campus-based research on public issues; mock trial, model legislation, or civic simulation events

Civic Action and Systemic Change
Focus: Structural inequality and collective action for change

This pathway centers on the relationship between civic life, systems of inequality, and collective action. Students examine how race, gender, class, and other social forces shape access to power and explore strategies for democratic change. Through courses and real-world engagement, students study social movements, analyze the roots of injustice, and participate in actions that advance equity and civic transformation.

- Potential Coursework: ENVS 228: Environmental Racism; ENVS 265: Food Justice; ANSO 328: Race & Gender in the U.S. Welfare State; PJST 211: Prison Education; HIST 366: The American Civil Rights Movement; PS 334: LGBT Politics in Latin America
- Co-Curricular Opportunities: Leading campus advocacy for greater equity and inclusion; Public education campaigns (e.g., workshops, teach-ins); Collaborative work with justice-focused organizations; Organizing a campaign focused on addressing systemic injustice (e.g., climate justice)

Dialogue, Media, and Civic Communication
Focus: Public discourse, communication ethics, and civic literacy

This pathway develops the skills and sensibilities needed for effective and ethical civic participation. Students learn how to navigate media landscapes, engage across difference, and facilitate dialogue in diverse settings. Whether in the classroom, on stage, or online, students practice the art of listening, speaking, and building community through public conversation.

- Potential Coursework: IDIS 320: Social Justice Dialogues (Practicum); PS 243: Power and Social Justice in Galesburg; EDUC 301: Teaching and Learning in a Diverse World; PHIL 213: Documentary and Truth; JOUR 275: Media Law and Ethics; CS 317: Artificial Intelligence; THTR 286: Theatre and Society
- Co-Curricular Opportunities: Organizing public dialogue or town hall events; Producing podcasts, short films, or zines on civic topics; Peer facilitation, conflict resolution, or mediation roles; Leading media literacy or voter information campaigns; Participating in civic journalism or storytelling initiatives

Global Civic Perspectives
Focus: Civic questions that transcend borders

This pathway explores transnational issues such as migration, climate justice, and global democratic movements. Students examine how civic actors respond to shared challenges across borders and develop the tools to engage in global civic life.

- Potential coursework: ANSO 263: Global Migration; ENVS 360: Politics of Climate Change; PS 206: The Transnational Far Right; RELS 249: Religion, Human Rights, and Activism; SPAN 233: Translating in Legal Contexts
- Co-Curricular Opportunities: Digital civic projects with transnational communities (e.g., virtual advocacy); Conference attendance on global issues; Internships with international NGOs or human rights groups; Participation in international relief, refugee, or climate justice work

To satisfy the Civic Engagement (CE) component of the general education requirement, students must complete a survey on their activities in this area and discuss their responses with their academic advisors prior to graduation.

4. Immersion / Active Learning Experiences

Immersive and active learning experiences are quintessential features of the Knox education. When operating within these environments, students can apply what they are learning, address real-world problems, and develop the abilities to which Knox graduates should aspire. These experiences are available both on and off campus. The Power of Experience can make a wide variety of immersive and active learning experiences possible. Students may complete multiple qualifying experiences.
Students who fulfill this requirement will:

- Apply their educational experience in a student-initiated, non-traditional, or intensive learning environment
- Develop their ability to navigate complex and unpredictable situations
- Reflect upon their experience and make connections to their academic program at Knox

Knox offers multiple pathways for completing the Immersion / Active Learning Experience requirement:

- **On-Campus Courses and Credit-Bearing Opportunities:** Certain on-campus courses and other formally designated immersion programs have been pre-approved by the Curriculum Committee as satisfying this requirement when completed with a passing grade.Qualifying experiences currently include Clinical Psychology Term, Green Oaks Term, Japan Term, Repertory Theatre Term, Start

Up Term, ANSO 255/ENVS 255, ANSO 399, ART 390, BIOL 380 + BIOL 381-384, EDUC 340, ENG 399, HIST 347, JOUR 399, PHIL 399, PHYS 242, PHYS 245, PLCY 399, SPAN 221, SPAN 349, STAT 361, and one year working as a tutor for the Center for Teaching and Learning. Additional options may be approved.

- **Off-Campus Study:** Off-campus programs equivalent to at least one Knox credit will fulfill this requirement. Students should work with the Stellyes Center to identify and apply for relevant programs, which may include study abroad opportunities during the academic year and the summer.
- **College Honors:** Students engaging in year-long independent research, scholarship, or creative work under the guidance of an interdisciplinary faculty committee will fulfill the graduation requirement upon successfully completing the Honors defense.
- **Other Immersive Experiences and Internships:** Students may apply to count an internship, independent research, or other active / immersive learning experience toward the graduation requirement. These experiences must be at least 100 hours in length. Pre-approval by the Immersion Coordinator is necessary. As part of the approval process, the Immersion Coordinator will require that a reflection component take place before the experience is considered complete. Students must be in good academic standing when requesting that such an experience satisfy the requirement.

Students are permitted to complete multiple qualifying experiences.

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.

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 may seek a waiver to this second field requirement. Waiver requests must be submitted to the office of the Registrar.

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

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, which provides a minimum of $2,000 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 access these resources.

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.

The learning goals for Math Proficiency are:

- (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 19 academic departments:

Anthropology and Sociology
Art and Art History
Biology
Chemistry
Classics and Ancient Mediterranean Studies
Computer Science
Economics
Educational Studies
English
Environmental Studies
History
Mathematics
Modern Languages and Literatures
Music
Philosophy
Physics and Astronomy
Political Science and International Relations
Psychology
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, Business and Management, Data Science, Gender and Women's Studies, International Studies, Journalism, 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.
CL: cross listing

Abbreviations for Elements:

- *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

Programs	Major	Minor	Course Work	Capstone	Pre-professional	Cooperative	Off-campus
Africana Studies	•	•					•
American Studies	•	•					
Anthropology and Sociology	•	•		•			•
Archaeology		•					•
Art - Art History	•	•		•			•
Art - Studio Art	•	•		•			
Art - Art Museum Studies		•					•
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		•					•
Data Science	•			•			
Earth Science		•					
Economics	•	•		•			•
Educational Studies - Elementary	•			•	•		•
Educational Studies - Secondary	•			•	•		•
Educational Studies - Special Content Areas	•			•	•		•
Educational Studies (without licensure)	•	•					•
Engineering					•	•	
English - Creative Writing	•	•		•			•
English - Literature	•	•		•			•
Environmental Science*	•			•			•
Environmental Studies	•	•		•			•
Film Studies		•					
French	•	•		•			•
Gender and Women's Studies	•	•		•			•
German	•	•		•			•
Health Studies		•					•
History	•	•		•			•
International Relations	•	•		•			•

Programs	Major	Minor	Course Work	Capstone	Pre-professional	Cooperative	Off-campus
International Studies	•			•			•
Japanese		•					•
Journalism	•	•					
Latin American Studies	•	•		•			•
Law					•	•	•
Mathematics*	•	•		•			•
Medicine					•	•	
Modern Languages	•			•			•
Music	•						•
Music - Ethnomusicology		•					•
Music - Jazz/Popular Music Studies		•					•
Music - Musicology		•					•
Music - Music Performance		•					•
Music - Music Theory/Composition		•					•
Neuroscience*	•	•		•			
Nursing					•	•	
Occupational Therapy					•	•	
Optometry					•	•	
Peace and Justice Studies		•					•
Philosophy	•	•		•			
Physics*	•	•					•
Political Science	•	•		•			•
Psychology*	•	•		•			
Public Health					•	•	
Public Policy	•	•		•			
Religious Studies		•		•			•
Self-Designed Program	•	•		•			
Social Service		•					
Spanish	•	•		•			•
Spanish - Spanish Translation and Interpreting		•					•
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.

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, 2025. Not all courses are offered every year. A schedule of course offerings is published prior to each term with the course pre-enrollment materials.

Africana Studies

Major and Minor

Program Committee

Mary Crawford, *Phillip Sidney Post Professor of Chemistry, Associate Dean of the College,* chair
Caesar Akuetey, *Modern Languages*

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 throughout Africa and Latin America, domestically at the Washington Semester Program, and through 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:

- Introductory courses: AFST 101, AFST 145 and AFST 263
- Five Africana Studies Electives
  – Only one course at the 100 level
  – At least one course at the 300 level
  – Only one credit of Independent Study, at any level, may count towards the completion of the requirement
- Theory and Mind: AFST 389
- Seminar: AFST 399

An internship for credit, practicum or other approved community-based work may be substituted for up to one elective credit. Prior approval of the Chair of Africana Studies is required.

Requirements for the minor

5 credits in the program as follows:

- Introduction to Africana Studies: AFST 101
- Four additional credits in Africana Studies
  – Only one credit of Independent Study, at any level, may count towards compilation of the requirement
- 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. *IC; PI; STAFF*

AFST 122 American Biography: MLK
See description of HIST 122. *CL: HIST 122; SA; PI; K. Hamilton*

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. *CL: HIST 145; STAFF*

AFST 201 Apartheid in Kenya
This course provides students with a history of racial discrimination and racial violence in Kenya with a special emphasis on the town, now city of Nairobi. The course examines pre-colonial history through to contemporary histories of ethnic violence and continued group-based discrimination. Students will examine archival documents, be introduced to theories including post-colonial, critical race and post-structuralist theory. The course aims to deal with central themes of white supremacist settler-colonialism, the racialized

built environment and the reification of ethnic identity. *Prereq: AFST 101 or AFST 145; STAFF*

AFST 205 Race and Ethnic Relations
The course examines the development and role of race and ethnicity in comparative perspective. *CL: ANSO 205; STAFF*

AFST 206 Theory in the Flesh: Writings by Feminists of Color
See description for GWST 206. *CL: GWST 206, PJST 206; M. Roy-Féquière*

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; STAFF*

AFST 208 Black Lives Matter
This course examines the history of the #BlackLivesMatter movement. It considers it in its historical specificity as a 2010-2020s US activist movement, in its global (and viral) dimensions, and in its departures and intersections with other black intellectual movements. The course examines invisibility and spectacle in black death, voyeurism, and the significance of the destruction of the black body in the new public square. We ask whether it is true that black lives are more easily taken and black bodies destroyed with less legal consequence than others: What are the ways in which black lives do not matter? In search for our answers this course analyzes media coverage and debates on social media about black death. We place these discussions in conversation with the critique of race and racialized violence offered in literature, music, film and social theory. We also consider the ways in which all lives matter, racist universalisms and white supremacist anti-racist ideology paying particular attention to #AllLivesMatter, #BlueLivesMatter and #MarchForOurLives. Students will develop, employ, and critique a number of methodological approaches to the study of racialized violence and engage with interesectionality, critical race theory, womanism/feminism, queer theory, anti-colonial theory and Marxist-Fanonist theory. Open to first-year students. *Offered alternate years; STAFF*

AFST 210 Jazz History
See description for MUS 210. *CL: MUS 210; IC; PI; STAFF*

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 multicultural society. *Alternate years; CL: PSYC 215; STAFF*

AFST 220 Francophone African Literature
See description for FREN 210. *Prereq: FREN 210 or FREN 211; CL: FREN 220; C. Akuetey*

AFST 224 Black Power in America: Sociological Perspectives

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; IC; PI; M. Roy-Féquière, K. Hamilton*

AFST 228 Environmental Racism
See description for ENVS 228. *CL: ENVS 228, HIST 228, PJST 228; PI; P. Schwartzman, K. Hamilton*

AFST 229 Trap Music and Black Arts
This course puts "Trap Music" i.e. contemporary hip hop from Black lumpenproletariate/ underclass cultures into conversation poetry, plays and film from the longue durée Black Arts movement — a Black cultural and artistic movement identi-

fied with the work of Black artists such as Amiri Baraka and Sonia Sanchez of the 1960s and 1970s but extending beyond these decades. This course invites students to be scholars, requiring that they draw from their own knowledge of popular music, subject it to critical analysis and situate it in the intellectual history of the Black political thought. We will read them together to discuss commonalities and divergences, aesthetic choices, gender, race, colorism and class issues and ask what art reveals about political conditions and what political work art attempts. The course aims to have students critically examine the music they might listen to as art, ideology and political tract and at the same time brings Black popular (ized) lumpen culture into conversation with Africana Studies as not merely an object to study but a peer in conversations about Blackness and Black futures. *Prereq: a course in Africana Studies; STAFF*

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; CL: ENG 233; STAFF*

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; CL: ENG 234; STAFF*

AFST 235 African American Women Writers
See description for GWST 235. *Alternate years; CL: ENG 235, GWST 235; M. Roy-Féquière*

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-Féquière,*

AFST 254 Music of the African Diaspora
See description for MUS 254. *Prereq: sophomore standing or permission of the instructor; CL: MUS 254; PI; STAFF*

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; STAFF*

AFST 263 Slavery in the Americas
See description for HIST 263. *CL: HIST 263, LAST 263; K. Hamilton*

AFST 278 Stereotypes and Prejudice
See description for PSYC 278. *Prereq: PSYC 100; CL: PSYC 278, PJST 278; 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 contempo-

rary 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. Prereq: one course in Africana Studies or one course in Philosophy, or permission of the instructor; CL: PHIL 285; STAFF*

AFST 301 Apartheid in Kenya
See description of AFST 201. *Prereq: AFST 101 or AFST 145; STAFF*

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

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, PJST 336; M. Crawford, D. Cermaz*

AFST 366 The American Civil Rights Movement
See description for HIST 366. *Prereq: sophomore standing, HIST 285 and permission of the instructor; CL: HIST 366; K. Hamilton*

AFST 383 Women Playwrights
See description for THTR 383. *Prereq: junior standing or permission or the instructor; CL: ENG 383, GWST 383, THTR 383; 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. *STAFF*

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; STAFF*

American Studies

Major and Minor

Program Committee

Greg Gilbert, *Art and Art History*

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

The College's Competency Requirements for majors are handled as follows: 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
  - Any of the remaining courses from the core categories in any combination
- 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)
- 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.

Requirements for the minor

5 credits as follows:

- In Search of America: AMST 285
- American Political Thought: PS 245
- Three core courses - one from each of the following categories
  - 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
- 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 course must be taken for the 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, FILM 227, HIST 227; IC; PI; M. Roy-Féquière, K. Hamilton*

AMST 241 Social Movements
See description for PS 241. *PI; CL: PS 241, PJST 241; D. Oldfield*

AMST 259 America in the 1960s
See description for HIST 259. *CL: HIST 259; 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; C. Denial*

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 325 Beyond Stereotypes: Exploring Literature by Chicanas
See description for GWST 325. *Prereq: junior standing; CL: GWST 325; M. Roy-Féquière*

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. *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). 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 (WVKC 90.7). *STAFF*

Anthropology and Sociology

Major and Minor

Faculty and professional interests

William Hope, chair
Music and cultural identity, social revolutionary process, anthropology of the senses, Cuba and the Caribbean
Mary Barr
Urban sociology, race and ethnic relations
Amy Jones Haug (on leave Fall 2025)
Sociology of race and ethnicity, law and society, organizational behavior, and health and wellbeing
Gabrielle Raley-Karlin
Sociology of culture, sociology of art, inequality, work, qualitative methods
Michal Ran-Rubin
Urban studies and geographic methods; 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 for AY 2025-26)
Memory practices, science and technology, democratic politics, transitional justice and human rights, Spain and Latin America

Cooperating faculty from other programs

Duane Oldfield, *Political Science*

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 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, students 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:

- Introduction to Anthropology: ANSO 102
- Introduction to Sociology: ANSO 103
- Theory and Method: ANSO 300 and ANSO 301
- Four additional ANSO electives
  - At least one course 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:

- Introduction to Anthropology: ANSO 102
- Introduction to Sociology: ANSO 103
- Three additional ANSO electives
  - 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. *PI; SA; Offered annually in fall and winter, sometimes in spring; 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. *PI; SA; FOX course; Offered annually; G. Raley-Karlin*

ANSO 201 School and Society
See description for EDUC 201. *Prereq: Not open to first-year, first term students; CL: EDUC 201; PI; SA; STAFF*

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. *SI; Offered annually in winter; STAFF*

ANSO 205 Race and Ethnic Relations
This course examines the development and role of race and ethnicity in comparative perspective. *CL: AFST 205; Offered annually, in fall and spring; STAFF*

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-Karlin*

ANSO 212 Medical Anthropology
What role does culture play in the practice, provisioning, and experience of medicine? This course serves as an introduction to the key theoretical frameworks, ethical concerns, and empirical areas of research for medical anthropology. Moving beyond narrow conceptions of health as a solely biological process, we will focus on the complex ways that illness, health, and healing are entwined in social, economic, political, and cultural webs. Drawing on case studies from around the world, we look at a series of tensions that characterize the field: between biomedical and non-biomedical views of bodies, diseases, and health; between local understandings of health and an increasingly globalized systems of medical knowledge and practice; between the politics inherent in medical care and the political governance of access to health care; between health as a liberating condition and medicine as a vector of both productive and repressive power. *Prereq: A 100-level ANSO course or permission of the instructor; J. Rubin*

ANSO 213 Anthropology of Islam
This course provides an ethnographic introduction to contemporary Islam, highlighting the diversity of Muslim communities and reflecting on various forms of Islam practiced in different geographic, social, and cultural contexts. In addition, the course explores how Islam is represented within popular culture and considers how issues of power, identity (gender, race, ethnicity, sexuality, class), and politics intersect with religious institutions and traditions. The first half of the course will introduce a range of historical and conceptual approaches to the study of Islam. The second half of the course will look at how contemporary Muslim communities negotiate questions of ethics and politics, focusing especially on debates over kinship, gender, education, and human rights. *CL: RELS 213; M. Ran-Rubin*

ANSO 216 Music and Conflict
See description for MUS 216. *Prereq: Class standing above first-term student or permission of the instructor; PI, IC; CL: MUS 216, PJST 216; A. Mathias*

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 effective-

ly on their own. *Prereq: sophomore standing and previous coursework in ANSO or permission of the instructor; 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. *CL: AADM 221; G. Raley-Karlin*

ANSO 223 Digital Ethnography Workshop: The Politics of Fighting "Fake News"
In this class, students will gain hands-on experience conducting digital research into ongoing efforts to combat fake news. Possible research topics include digital communities, health misinformation, Wikipedia, media literacy curricula, and technological solutions. Our concern is not only with the efficacy of these projects in combating misinformation. Instead, we look at how varied methods and pedagogies for determining facts structures our politics in subtle yet powerful ways. To help build our critical analysis of fake news, we draw on anthropological and critical media literacy readings on facticity and conspiracy theories, race and gender, religion and secularism, and the public sphere. *Prereq: ANSO 102 or ANSO 103 or JOUR 123; CL: PJST 223, JOUR 223; IC; SA; J. Rubin*

ANSO 229 American Crime and Punishment: Historical and Contemporary Mappings
See description for PJST 229. *CL: PJST 229, HIST 229; PI; SA; STAFF*

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.*CL: ENVS 231; Offered annually, in fall; STAFF*

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: one course 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; STAFF*

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. *CL: ASIA 236; Offered occasionally; STAFF*

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: One previous course in ANSO or MUS, or permission of the instructor; CL: LAST 237, MUS 237; Offered occasionally; W. Hope*

ANSO 241 Social Movements
See description for PS 241. *CL: PS 241, PJST 241, AMST 241; 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 244 From Self-Help to Self-Care: The History and Politics of Working on Ourselves
This course examines the rise of a discourse on "self-care," including its historical relationship to an older and more extensive discourse on "self-help." After an historical overview, we will read examples of both advocates and critics, drawing upon a mix of popular and academic sources. Although we will concentrate primarily on examples from the United States, some consideration will be given to the global reach of these discourses. Each student will choose their own case study to explore in depth. Throughout, we will ask, what are the social and political consequences of "working on" the self? *Prereq: Sophomore standing, or permission of the instructor; STAFF*

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. *Offered occasionally; G. Raley-Karlin*

ANSO 247 Anthropology of Religion
See description for RELS 247. *SA, PI; CL: RELS 247; M. Ran-Rubin*

ANSO 249 Religion, Human Rights, and Activism
SA; PI; CL: RELS 249, PJST 249; M. Ran-Rubin

ANSO 254 Food Systems
This course examines multi-faceted systems that make possible the daily food we eat on the Knox campus and beyond. Through systems thinking and agroecological approaches, we consider the sources of our food, the ways people are socially connected, divided, and organized through food, the labor conditions and environmental consequences of small and large-scale agriculture, and the post-consumer routes of food. Through readings, films, site visits, and hands-on participation, we cover a range of practical, ethical, and logistical challenges and opportunities in our understanding of and engagements with local, regional, and global food systems. *Prereq: One previous course in ANSO or ENVS; Offered alternate years; CL: ENVS 254; W. Hope*

ANSO 255 Exploring Regenerative Agriculture
Regenerative agricultural systems seek to produce nutritious food in ways that restore habitat and biodiversity to landscapes, minimize energy and chemical inputs, and support greater social-ecological wellbeing. This class explores key principles and practices of regenerative systems design that help communities keep resources and productions more locally based, enhance local soil structure and microbiology, and provide collaborative contexts for community education and engagement. This class offers hands-on, active learning as we work together to explore annual and perennial food production at the Knox Farm, mushroom cultivation techniques, herbal plant guilds, bioregional herbalism, community-scaled composting, and organize community-based educational events. *Prereq: One previous course in ANSO or ENVS; IMMR; CL: ENVS 255; W. Hope, T. Hope*

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: One previous course in ANSO or ENVS; 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; 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 263 Global Migration
In recent years, profound changes in the global economy, climate change, and transnational politics have culminated in large movements of people in almost every region. This course examines how people experience displacement, migration, and statelessness; how home, community and belonging are reconstituted both in exile and through the making of diaspora communities. We will also pursue related questions about how international laws, national policies, and practices of social exclusion or inclusion influence the broader context of migration. How do population movements affect politics at the international, regional, and local levels – and vice versa? In what ways are relations of kinship, family, and gender being reformulated in response to transnational movements? Reading materials will include ethnographic studies of migrant and diaspora communities, policy reports on the international refugee regime, literary works produced by migrant authors, and a sampling of mainstream media reporting on immigration in the US and around the globe. *CL: IS 263; M. Ran-Rubin*

ANSO 264 Religion, Science, & Technology
See description for RELS 264. *CL: RELS 264*

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. *Prereq: a 100-level Anthropology and Sociology course or permission of the instructor; 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; CL: PJST 276; 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; Offered annually, in winter-spring; CL: PJST 280/281; STAFF*

ANSO 282 Language and Social Identity
See description of IS 282. *Prereq: Sophomore standing; CL: IS 282; offered fall term; J. Anderson*

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-Karlin*

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; STAFF*

ANSO 310 The Anthropology of STEM
In popular understanding, we tend to think of scientists, doctors, and engineers as occupying relatively apolitical positions. While debates over government funding priorities or diversity in the laboratory occasionally pop up, we usually imagine scientists at the laboratory bench, striving for the discovery of objective truths; doctors discovering cures for natural ailments; and engineers seeking to innovate new solutions to technical problems. By contradistinction, this course begins from the premise that science, technology, and medicine are inherently political acts. That is, they are both the product of social conditions and, in turn, the condition of possibility for our collective ways of life. In calling science, medicine, and technology political acts, we do not seek to dismiss their forms of practice (nor, for many of the authors we read, their claims to objectivity). Rather, in this course, we strive to understand how the existence of these expert communities affect and are affected by democratic politics. *J. Rubin*

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-Karlin*

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 ethnopsychologies. *Prereq: two courses in Anthropology and Sociology and junior standing; ANSO 102 recommended; CL: GWST 326; Offered occasionally; STAFF*

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; 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: One previous course in ANSO; 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: One previous course in ANSO or MUS; 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 345 Crime and Policing in Latin America
From San Salvador to Rio de Janeiro and from Mexico City to Bogotá, a number of Latin American cities now frequently proclaim themselves "the most violent city in the world." In this course, we examine the recent wave of violence perpetrated by non-, para-, and state actors in Latin America through an ethnographic perspective and place these ethnographies into conversation with social scientific approaches to crime, violence, and human rights. Examining law breaking in the 21st century provides a lens through which to work through the meanings of states, citizenship, and identity. In this context, we ask: What constitutes criminal activity and who decides the answer to this question? How and when does crime threaten the state? What is the relationship between the violence of state and non-state actors? How can we rethink globalization through the lens of criminal activity? Readings will examine the experience of crime in post-Civil War San Salvador, criminality resulting from the securitization of the U.S.-Mexico border, the mirroring of criminal and state enterprises in Brazil, and surveillance technologies in Mexico City. *Prereq: Sophomore standing and two ANSO courses, or permission of the instructor; Offered alternate years; CL: LAST 345; J. Rubin*

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; IMMR; Offered annually, in spring; STAFF*

Archaeology

Minor

Program Committee

Danielle Fatkin, *History*, chair
Archaeology and history of Rome, archaeology and history of southwest Asia, cultural heritage management
Katherine Adelsberger, *Environmental Studies*
Geoarchaeology, soils, paleoenvironmental reconstruction, geographic information systems

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)
- 1-2 Skills courses*: ART 130, ART 282, ENVS 188, ENVS 289, HIST 285, HIST 347, or STAT 200.
- 2-3 Specialization courses*:
  - **American Archaeology Track**: ANSO 231, ART 221, HIST 181, HIST 224, HIST 263, HIST 281
  - **Mediterranean Archaeology Track**: ART 105, CLAS 202, CLAS 204, HIST 104, HIST 110, HIST 111, HIST 271F, HIST 276C, HIST 301, HIST 371
  - **Geological Archaeology Track**: ENVS 125, ENVS 241, ENVS 242, ENVS 330, ENVS 335
  - **Self-Designed Track**: Requires Departmental Approval
- 0-1 Intensive Research Experience: Credit is not necessary to fulfill this requirement. Research Experiences require prior departmental approval. Options may include:
  - Independent study course(s) with a relevant faculty member
  - Field school transfer credit equivalent to at least 1.0 Knox credit, or otherwise documented field school experience of at least three full weeks
  - Documented internship in a museum or laboratory, of at least 100 hours

* No more than one course at the 100-level may be used to satisfy this requirement

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

Art and Art History

Majors and Minors

Faculty and professional interests

Andrea Ferrigno, chair
Printmaking, drawing, painting
Gregory Gilbert, Director, Program in Art History and Art Museum Studies Studies
(on leave Winter & Spring 2026)
Art history, critical theory, museum studies
Eugene Agyei
Sculpture and ceramics
Linda Moses
Photography, lens-based media
Donny Nie
Painting, drawing, printmaking, glass
Tim Stedman
Graphic design and new media

The Department of Art and Art History offers majors and/or minors in Studio Art, Art History, Art Museum Studies, and 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 (major/minor)

The study of art provides a rich and transformative arena to understand and develop creative potential. 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, 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 (minor only)

The Design Minor equips students with foundational understandings and skills in preparation for design professions or graduate study. Beginning with Art 112, design courses develop the ability to manipulate and critically evaluate visual relationships of line, shape, space, color, and typographic form. Throughout, emphasis is placed on the critical abilities needed to clearly communicate information and concepts through visual media. Both traditional hand-skills and computer-based tools are employed in most courses. Media theory or art history courses provide cultural and historical context.

Art History (major/minor)

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, Classics, and Journalism. There is a strong emphasis on modern and contemporary art, 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.

Art Museum Studies (minor only)

Art museums are one of the most popular and fastest growing areas of the culture industry, offering numerous professional opportunities. While Art Museum Studies is most closely aligned with Art History and Studio Art, this minor provides students with an interdisciplinary structure to learn about museums as a complement to a variety of majors. While the program will help prepare students for higher-level graduate study in the museum field, it also aims to provide professional knowledge and training for successfully obtaining internships and entry level positions. Core courses in the minor introduce students to the historical and theoretical foundation of art museums and issues of museum ethics. They also offer training in the practical skills needed in these institutions, which includes collections management, research, interpretation, exhibit design and installation. With the Arts Administration component of the minor, students will be exposed to areas of organizational leadership, grantsmanship, fundraising and marketing. There is a special emphasis in the minor on art curation, training students in the preparation of gallery, popup and online digital exhibits. The Borzello Gallery, the Box Gallery, and Special Collections and Archives in Seymour Library serve as crucial learning laboratories for this training.

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 a 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.
- 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 and Art History 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. Students will be able to identify and define the elements of key styles in Western Art History and in at least one non-Western field.
2. Students will be able to analyze the stylistic and iconographic meaning of works of art in broader historical, social, and intellectual contexts.
3. Students will be able to understand and compare the major critical methods for analyzing art and other examples of visual culture.
4. Students will be able to research and locate key secondary sources, evaluate art historical arguments and understand their relation to major theoretical trends in the field.
5. Students will be able to develop an independent research project based on a specific issue or question; thoroughly gather, evaluate and synthesize primary and secondary sources; construct an original argument supported by evidence and interpretive insights in a fully documented paper and oral presentation.

Students completing an Art Museum Studies minor will be able to:

1. Articulate the roles and functions of art museums as cultural and educational institutions.
2. Consider the ethical responsibility and expanding role of art museums as centers of social justice.
3. Identify and define different professional positions and practices in art museums.
4. Evaluate the educational, social and presentational value of exhibitions based on current museum standards.
5. Demonstrate practical skills in conceptualizing, researching and planning exhibitions.
6. Articulate qualifications for exploring internship and employment opportunities in art museums (through a resumé).

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.
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 use and experiment with various materials and techniques appropriate to their work's formal and conceptual goals.
2. Apply knowledge of and critically evaluate the use of formal elements and visual relationships.
3. Effectively articulate an awareness of the historical, cultural, and theoretical contexts informing their work.
4. Be equipped with various professional skills.
5. Develop a body of creative work that demonstrates the knowledge and commitment to sustaining an artistic practice.

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 in preparation for critiques and to develop and revise artist's 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:

- 2 Credits in Art history above ART 105
- 20th-21st Century American and European Art and Architecture: ART 226 or ART 246
- Drawing: ART 110
- Two additional 100-level studio art courses
- Two 200-level studio art courses
- Advanced Intermedia Studio Workshop: ART 351 (1 credit)
- Open Studio: ART 390 (2 credits winter term senior year)
- Exhibit Practicum: ART 392 (1 credit 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

Art Museum Studies

5.5 credits as follows:

- Introduction to Art Museum Studies: ART 130
- Art Museum Curating: ART 282
- Art History: 2 credits with one at the 200 level
- Introduction to Arts Administration: AADM 111
- Internship (one-half credit)

With permission of the program advisor, one credit outside the department may be counted as an elective in the minor.

Studio Art

6 credits as follows:

- Drawing I: ART 110
- Two 100-level studio art courses
- Two studio art courses at or above the 200-level
- One art history elective

Design

6 credits as follows:

- Drawing: ART 110
- Design: ART 112, ART 212, and ART 220
- Allied skills: ART 113, ART 115, ART 119, ART 235, or CS 340
- Theory/History: ART 226, ART 246, ART 323, JOUR 123, or JOUR 345

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. It is also permissible for a Studio Art or Art History major to minor in Art Museum Studies with the restriction that only 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. *IC; Offered every Fall; 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 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. *IC; Offered every Winter; G. Gilbert*

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. *AC; Offered every term; A. Ferrigno, D. Nie*

ART 112 Graphic Design I: Visual Literacy **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. *AC; Offered every Fall and Winter; T. Stedman*

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; Offered every Fall; A. Ferrigno, D. Nie*

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. *AC; Offered every Fall and Spring; L.Moses*

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. *AC; Offered every Fall and Winter; A. Ferrigno, D. Nie*

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. *AC; Offered every Winter and Spring; E. Agyei*

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. *AC; Offered every Fall and Winter; E. Agyei*

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. *AC; Students may not receive credit for both ART 119 and JOUR 119; Offered every term*; *L. Moses*

ART 130 Introduction to Art Museum Studies: History, Theory, Practice AH
This course is 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. *Offered every Spring; A. Ferrigno, D. Nie*

ART 202 Greek Art and Architecture AH
See description of CLAS 202. *IC; CL: CLAS 202; STAFF*

ART 204 Roman Art and Architecture AH
See description of CLAS 204. *Prereq: ART 105 or permission of the instructor; CL: CLAS 204; IC; SA; STAFF*

ART 206 Wheel-Throwing Workshop (1/2) **AS**
Wheel-throwing practice for those with prior experience wanting an opportunity to improve their skills. Course fee required. *Pre-req: ART 116 or permission of the instructor; S/U; E. Agyei*

ART 211 Experimental Drawing AS
An exploration of drawing as an experimental arena of discovery and invention, as a mode of transferring energy, as a record of rhythmic movement, and as a definer and creator of space and a marker of time. We will examine drawing as a generative system through still and moving imagery and study its relationship to language. We will look to contemporary and historical examples for critical frameworks. Beginning with guided exercises, students will work through these various concepts through creative expression and critical reflection. During the latter part of the term, students will engender an independent project, pairing theory, and practice. *A. Ferrigno*

ART 212 Graphic Design II: Theory and Practice 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. *Prereq: ART 113; Offered every Winter; A. Ferrigno, D. Nie*

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. *AC; Prereq: ART 114, or ART 119, or JOUR 119, or permission of the instructor; Offered every Winter; L. Moses*

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. *Prereq: ART 115; Offered every Spring; A. Ferrigno, D. Nie*

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. *Prereq: ART 116; E. Agyei*

ART 217 Sculpture II **AS**
Builds on concepts and techniques from Sculpture 1. 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. *Prereq: ART 117; Offered every Spring; E. Agyei*

ART 218 Clay as a Sculptural Medium
Clay is among the most elemental and ancient of artistic mediums, with a history defined equally by practical, decorative, and expressive uses. This course focuses on clay as a sculptural medium that can be used in a multitude of ways to create virtually any kind of form. In developing a series of original works, students will develop technical skills along with critical and visual understandings of ceramic art. *Prereq: ART 116 or 117, or permission of the Instructor; Offered alternate years; E. Agyei*

ART 220 Typography: Designing with Type **AS**
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 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. *Prereq: ART 105, ART 106, or permission of the instructor; CL: LAST 221; Offered even years Spring; 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. *Prereq: ART 105, ART 106, or permission of the instructor; STAFF*

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 visuality, and the role of art in relation to Absolutism. *Prereq: ART 105, ART 106, or permission of the instructor; 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. *Prereq: ART 105, ART 106, or permission of the instructor; 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. *Prereq: ART 105, ART 106, or permission of the instructor; Offered odd years Fall; G. Gilbert*

ART 233 Color Theory and Practice AS
Students will examine the properties of color from the scientific, philosophical, cultural, art historical, and poetic perspectives. Through hands-on exercises we will reflect and create visual responses addressing these perspectives, as well as examine optical phenomenon of color relationships. Students will develop a creative independent project that merges theory and practice. *Prereq: any 100-level studio art course; A. Ferrigno*

ART 235 Interactive Design
This class will focus on processes used when creating well-designed, user-centric interactive media. Course focus will be on conceptualizing and creating compelling designs and experiences while engaging in the various phases of design and pre-production (ideation, proposal, design, prototype) processes in a team environment. Self-initiated, problem-solving skills, as well as critical analysis of form and function will be heavily emphasized. Upon completing the class, students will have a working knowledge of interactive media project design and development. This approach will utilize an interdisciplinary, collaborative framework embedding visualization, narrative, and technology. *Prereq: CS 292, or ART 112.; CL: CS 335; Offered alternate years.; J. Spacco, T. Stedman*

ART 246 Contemporary American land 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. *Prereq: ART 105, ART 106, or permission of the instructor; Offered even years Fall; G. Gilbert*

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 intel-

lectual 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, 106, HIST 160, 161 are recommended; CL: AMST 261; G. Gilbert*

ART 273 Reading/Writing Art Criticism AH
The course is an introduction to the history, theory and analytical skills of writing art criticism. Course topics include both historical and metacritical approaches to the study of art criticism. It includes a chronological survey of prominent art critics and critical trends from the late 18th century to the present. A primary component of the course is a theoretical and applied study of the major analytical elements and interpretive methods of critical writing. As a means to engage students in their own active forms of critical writing, the course will provide an overview of journalistic and new digital modes of arts criticism and will feature guest presentations by practicing critics. *Prereq: an Art History course at the 100 or 200 level or a Journalism course at the 100 level, or permission of the instructor; CL: JOUR 273; 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. *Prereq: ART 130 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 ENVS 284. *AC; Prereq: acceptance into the Green Oaks Term program; Offered alternate years in the spring; CL: ENVS 284; AC; STAFF*

ART 323 Visual Culture Theory AH
This course examines the emerging interdisciplinary field of Visual Culture Theory and will introduce students to a study of modern and postmodern discourses on vision and visuality. 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, or ENG 200, or a 200-level Art History course; CL: FILM 323, IDIS 323; 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, feminism, and semiotics, the benefits and limitations of various methodological and theoretical perspectives are considered and debated. *Prereq: previous work in art history or permission of the instructor; 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; STAFF*

ART 390 Open Studio (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; Offered every Winter term; IMMR; STAFF*

ART 392 Exhibit Practicum
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. *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. *STAFF*

Arts Administration

Minor

Program Committee

Elizabeth Carlin Metz, *Theatre,* chair
Gregory Gilbert, *Art and Art History*
Joan Huguet, *Music*
Nick Regiacorte, *English*
Gabrielle Raley-Karlin, *Anthropology and Sociology*
Kathleen Ridlon, *Dance*
Jennifer Smith, *Dance*

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 organizational structures of arts 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 Self-Designed 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 and its intersections with communities, education, wealth, and race.
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 promote equity, diversity, and inclusivity as the foundation of an ongoing life in and the practice of Arts entities.

Requirements for the minor

Six credits as follows:

- Introduction to Arts Administration: AADM 111
- Principles of Microeconomics: ECON 110
- Business and Society: BUS 180
- Advanced Principles of Arts Administration: AADM 211
- Advanced Elective: ANSO 221 or BUS 240

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, shifting community demographics, 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; E. Carlin Metz*

AADM 211 Advanced 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 the non-profit sector, budgeting, fundraising, governance, labor relations, marketing, and arts advocacy. *Prereq: AADM/BUS 111; CL: BUS 215; E. Carlin Metz*

AADM 221 Art Work: Culture, Power, and Meaning in Aesthetic Practice
See description of ANSO 221. *CL: ANSO 221; G. Raley-Karlin*

AADM 349 Arts Administration Internship
Internships are intended to provide students with practical experience in applying the theory and skills acquired in the Arts Administration curriculum within an arts setting of the student's choice. Students may tailor their internship to the art discipline in which they are primarily focused and may seek experience in particularized aspects of Arts Administration. Internships may be conducted on campus or off campus, and require the approval of the program chair. *E. Carlin Metz*

Asian Studies

Major

Program Committee

Weihong Du, *Chinese*, chair
Jessa Dahl, *History* (on leave AY 2025-26)
Robert Geraci, *Religious Studies*
Natsumi Hayashi, *Japanese*
Yubin Kim, *Political Science*
Michael Schneider, *History* (on leave AY 2025-26)

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.

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.

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 a Knox-approved, semester-length or longer language and culture study program in Asia, excluding China and Japan, with approval of the program chair.
- 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.
- Senior Project: One credit of ASIA 399 or ASIA 400

Courses

ASIA 114 East Asian Philosophy
See description for PHIL 114. *CL: PHIL 114, RELS 114; IC; Normally offered alternate years; W. Young*

ASIA 141 Premodern Histories of East Asia
See description for HIST 141. *CL: HIST 141; J. Dahl; W. Du*

ASIA 142 Early Modern Histories of East Asia
See description for HIST 142. *SA; CL: HIST 142; J. Dahl*

ASIA 143 Modern Histories of East Asia
See description for HIST 143. *CL: HIST 143; SA, PI; J. Dahl*

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

ASIA 220 Orientalism, Occidentalism, and Chinese Culture
See description for CHIN 220. *Prereq: Sophomore standing; CL: CHIN 220; Offered alternate years; W. Du*

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; STAFF*

ASIA 223 Chinese Popular Culture
See description for CHIN 223. *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, RELS 235; Offered occasionally, typically in the spring; STAFF*

ASIA 236 Ethnography of Southeast Asia
See description for ANSO 236*; CL: ANSO 236; Offered occasionally, typically in the spring; STAFF*

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 240, 243 Japan Term I and II (1/2)
See description for IS 240, 241. *Prereq: prior or concurrent enrollment in a Japanese language course, HIST 242, and PHIL 114 or 205; or permission of the instructor; ASIA 240 is IMMR; CL: IS 240, 241; J. Dahl, N. Hayashi,, W. Young*

ASIA 241 Modern China
See description for HIST 241*; Prereq: HIST 141, 142, or 143 is recommended; CL: HIST 241; Normally offered alternate years; M. Schneider*

ASIA 242 Japan: from Samurai to Superpower
See description for HIST 242. *Prereq: HIST 141, 142, or 143 is recommended; CL: HIST 242; Normally offered alternate years; 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; STAFF*

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: Sophomore standing; at least one course in Asian Studies recommended, or permission of the instructor; CL: CHIN 320; 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 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; STAFF*

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. *STAFF*

Astronomy

Minor

Program Advisor

Nathalie Haurberg, *Astronomy*

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 the Knox Astronomical Observatory on the roof of the Umbeck Science and Mathematics Center. Additionally, Knox is a member of the MACRO consortium with access to the robotic, remotely controlled Robert L. Mutel Telescope at the Winer Observatory in Sonoita, AZ. 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

5 credits as follows:

- Introductory Physics: PHYS 110 or PHYS 120
- Intermediate Science: CHEM 102A or PHYS 205
- Introductory Astronomy: PHYS 161 or PHYS 167
- Observational Astronomy: PHYS 245
- Advanced Astrophysics: PHYS 316 or PHYS 317

Note: Upper-level physics courses (200-level and above) require knowledge of calculus at the level of MATH 146.

Biochemistry

Major and Minor

Program Committee

Matthew Jones-Rhoades, *Biology and Biochemistry*, chair
Diana Cermak, *Chemistry*
Janet Kirkley, *Biochemistry and Chemistry*
Macrophage activation and regulation

Cooperating Faculty for Biochemistry

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 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:

- Core Courses: BIOL 120, BIOL 130, CHEM 102A, CHEM 211, CHEM 212
- Fundamentals of Biochemistry: 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, BIOL 328, BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 338, CHEM 215, CHEM 316, CHEM 325, or CHEM 328
- Senior Capstone: BCHM 399 or BCHM 400
  - Capstone project may be completed over multiple terms

Biochemistry – Bachelor of Science

15-15.5 credits as follows:

- Core Courses: BIOL 120, BIOL 130, CHEM 102A, CHEM 211, CHEM 212
- Fundamentals of Biochemistry: 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, BIOL 328, BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 338, CHEM 215, CHEM 316, CHEM 325, or CHEM 328
- Biochemistry Focus Area
- Senior Capstone: BCHM 399 or BCHM 400
  - Capstone project may be completed over multiple terms

Chemical Biochemistry Focus (4.5 Credits):
- Calculus I and II: MATH 145 and MATH 146
- Physical Chemistry: CHEM 321
- Chemical Laboratory Principles I: CHEM 321A
- One elective from among the following list: BCHM 333, BCHM 334, BCHM 335, BCHM 340, BCHM 345, BIOL 328, BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 338, CHEM 215, CHEM 316, CHEM 325, or CHEM 328

Molecular Biology Biochemistry Focus (4 Credits):
- Molecular Biology: BIOL 332
- One course from: BIOL 331, CS 141
- One course from: MATH 145, NEUR 240, PHYS 110, PHYS 120, PHYS 130, PHYS 130A, STAT 200
- One elective from among the following list: BCHM 333, BCHM 334, BCHM 335, BCHM 340, BCHM 345, BIOL 328, BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 338, CHEM 215, CHEM 316, CHEM 325, or CHEM 328

Requirements for the minor

6 courses as follows:
- Cell Biology and Physiology: BIOL 120
- Molecular Biology and Genetics: BIOL 130
- Organic Chemistry I and II: CHEM 211 and CHEM 212
- Biochemistry I and II: 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 245 Immersion Laboratory Experience – Molecular Cell Analysis Techniques
Biomedical scientists work in a collaborative environment performing experiments in the lab. This course will immerse students in that environment. Students will learn what questions can be answered using tissue culture techniques while learning the techniques themselves that can then be widely applied to other research projects. Students will learn experimental techniques for studying cellular response at the molecular level and to analyze and present the data obtained. By the end of the course, students should feel comfortable and confident in the lab and ready to apply their new technical skills and knowledge to other research questions. *Prereq: sophomore standing with at least one laboratory course in Biology or Chemistry; IMMR; J. Kirkley*

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; 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; 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

Biology

Major and Minor

Faculty and professional interests

Matthew Jones-Rhoades, chair
Plant molecular genetics, genomics
Stuart Allison
Plant ecology, conservation biology, restoration of natural ecosystems
Nicholas Gidmark
Functional morphology, biomechanics, muscle physiology, and ichthyology
James Mountjoy
Behavioral ecology, ornithology, sexual selection and the evolution of bird song repertoires
Esther Penick
Neurobiology
Mark Slabodnick
Cellular and molecular biology, phylogenetics, microsopy, microsurgery
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 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 encouraged 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.

Requirements for the majors

Biology – Bachelor of Arts

10 credits as follows:

- Introductory courses: BIOL 110, BIOL 120, BIOL 130, and BIOL 210
- General Chemistry: CHEM 102A
- Ecology, Evolution and Behavior: BIOL 311A, BIOL 312, BIOL 314, BIOL 315, BIOL 316, BIOL 317, BIOL 318, or BIOL 319
- Organismal Biology: BIOL 320, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 328, BIOL 329, or NEUR 241
- Cell and Molecular Biology: BCHM 265, BCHM 334, BCHM 335, BCHM 340, BCHM 345, BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 336, or BIOL 338,
- One additional 300-level course chosen from the three content areas
  - Courses outside of the content areas may be approved by department chair
- Senior Research (Completed by one of the following methods):
  - BIOL 380 and BIOL 381, BIOL 382, BIOL 383, or BIOL 384
  - BIOL 400

Biology – Bachelor of Science

14 credits as follows:

- Introductory courses: BIOL 110, BIOL 120, BIOL 130, and BIOL 210
- General Chemistry: CHEM 102A
- Ecology, Evolution and Behavior: BIOL 311A, BIOL 312, BIOL 314, BIOL 315, BIOL 316, BIOL 317, BIOL 318, or BIOL 319
- Organismal Biology: BIOL 320, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 328, BIOL 329, or NEUR 241
- Cell and Molecular Biology: BCHM 265, BCHM 334, BCHM 335, BCHM 340, BCHM 345, BIOL 331, BIOL 332, BIOL 333, BIOL 335, BIOL 336, or BIOL 338,
- Two additional 300-level courses chosen from the three content areas
  - Courses outside of the content areas may be approved by department chair
- One approved course in natural science or mathematics outside of Biology:
  - BCHEM 301, BCHM 302, or BCHM 310
  - CHEM 205, CHEM 211, CHEM 212, CHEM 215, or CHEM 321
  - CS 141 or CS 142
  - ENVS 125, ENVS 170, ENVS 241, or ENVS 325
  - MATH 145 or MATH 146
  - NEUR 240, NEUR 241, or NEUR 340
  - PHYS 110, PHYS 120, PHYS 130, or PHYS 130A
  - PSYC 201, PSYC 202, or PSYC 203
  - STAT 200

- Two additional courses from any of the following:
  - Ecology, Evolution, and Behavior; Organismal Biology; Cell and Molecular Biology Content Areas
  - Approved Natural Science and Mathematics Courses
  - Additional Biology Research
    - Limited to 1 credit
- Senior Research (Completed by one of the following methods):
  - BIOL 380 and BIOL 381, BIOL 382, BIOL 383, or BIOL 384
  - BIOL 400

Note: A three-course overlap is allowed for students pursuing double majors in Biology and Environmental Science.

Requirements for the minor

6 credits as follows:

- Two Introductory Biology Courses: BIOL 110, BIOL 120, or BIOL 130
- General Chemistry I: CHEM 100A
- Statiscal Methods: ANSO 301, BIOL 210, PHYS 241, or STAT 200
- Two additional 300-level Biology courses
  - Only 1 credit of BIOL 350A, BIOL 350B, or BIOL 350C may be used

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. *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. *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. *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; 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. *Offered 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, popula-

tion, community and ecosystem are considered. Includes both laboratory and field experiments. *Prereq: BIOL 110 and either BIOL 210 or STAT 200, 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 miniscule 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; Usually offered alternate years in winter term; N. Gidmark*

BIOL 324 Pregnancy Through a Multidisciplinary Lens
Pregnancy is a biological process of great importance and change for all of the individuals involved. This class will explore the processes that are required for a successful pregnancy and development of the fetus. Students will explore applications and societal implications of pregnancy related science outside of the classroom, and gender constructions in pregnancy related situations. *Prereq: BIOL 120 and BIOL 210 or permission of instructor; J. Thorn*

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. *QR; 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 either BIOL 210 or BCHM 265, 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 spe-

cial 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; 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; Offered every term; IMMR; 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; IMMR; 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;IMMR; 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; IMMR; STAFF*

Business and Management

Major, Minor, and Pre-Professional Program

Program Committee

Elizabeth Carlin Metz, *Theatre, Arts Administration*, chair
Jeffrey Gomer, *Business and Management*
Gertrude Hewapathirana, *Business and Management*
Bryce Palar, *Business and Management*
Jaime Spacco, *Computer Science*
Tim Stedman, *Art and Art History*
Judith Thorn, *Economics*
Daniel Wack, *Philosophy*

Cooperating faculty from other programs

John Haslem, *Center for Teaching and Learning*
Todd Heidt, *International Studies*
Katie Stewart, *Political Science*

Adjunct faculty

Nancy DeWitt, *Business and Management*

Emeritus faculty

John Spittell, Professor of Practice *Emeritus*

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. Business in the 21st century is a Liberal Arts discipline representing not only the principles, concepts, and skills of business but also 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 on the full range of the Knox Liberal Arts curriculum to develop fundamental business skills: communication, problem solving, quantitative competencies, creative innovation, leadership, mastery of information technology, ethical reasoning, critical analysis, and a diverse perspective. The contemporary business 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 disciplines, including Integrative Business and Management, Economics, Mathematics, Data Science, Psychology, Political Science, International Studies, 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 program Faculty Advisors and the Bastian Family Center for Career Success to plan courses and experiential learning activities that offer rigorous preparation for an exciting career in business and management. Experiential learning activities that meet the Knox College graduation immersion requirement include credit and non-credit based internships and work experiences, studies abroad, honors projects, and Knox's unique StartUp Term.

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 spring term. It is offered every other year. 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: 360A. Design and Design Thinking, 360B. New Venture Creation, and 360C. Agile Project Management.

Department Learning Goals

Students completing an Integrative Business and Management minor will:

1. Critically analyze the interdependent nature and value of economic and social roles of business institutions and practices.
2. Articulate and apply professional functional and operational best practices in diverse domestic and global business settings.
3. Demonstrate analytical, quantitative, and information management competency from a business and managerial perspective.
4. Recognize and address ethical concerns in business practice.

Writing and Oral Presentation

Writing: Business & Management majors will be able to:

- Write clearly and accurately for academic, business, and general audiences.
- Engage in writing as a process, including use of multiple drafts, revisions, editing, and review.

Commencing in BUS 180, students are exposed to a variety of writing assignments requiring analytical writing. Writing skills are further developed in most 200 and 300 level courses across the major as students are required to explain data, propose possible courses of action, and articulate well reasoned solutions in various written assignments. In BUS 399, the capstone course for the major, students again engage in a variety of writing assignments including a culmination paper requiring students to incorporate learnings from their full business curriculum.

Oral Presentation: Business & Management 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 in many courses within the major beginning with BUS 180 where students prepare and deliver oral case studies. Class oral presentations are required in BUS 215, BUS 216, BUS 240, BUS 325, BUS 333, BUS 320, BUS 342, and BUS 399.

Requirements for the major

12 credits or credit-equivalents

- Core classes: ECON 110, ECON 120, BUS 180, BUS 211, and BUS 216 or BUS 240
- Ethics: PHIL 118, PHIL 130, PHIL 210, PHIL 212, or PHIL 213
- Statistics: STAT 200
- Business Computation: CS 141 or STAT 223
- Select one of the following focus areas. Students must complete three electives within their selected area with at least one course at the 300 level and no more than one at the 100 level.
  - Finance/Accounting: BUS 212, BUS 301, BUS 302, BUS 312, BUS 333
  - Mathematical Finance: BUS 333, MATH 146, MATH 227, MATH 321, STAT 223
  - Human Relations: ANSO 205, BUS 240, BUS 325, PSYC 205, PSYC 267, PSYC 278
  - Global Business/Policy/Development: BUS 240, ECON 302, ECON 371, ECON 373, PS 210, PS 268, PS 301, PS 312, PS 321

  - Environmental Policy and Management: ECON 263, ENVS 101, ENVS 110, ENVS 228, ENVS 256, ENVS 268, ENVS 270, ENVS 335, ENVS 360
  - Students may design a focus area in consultation with the department chair
- Capstone Experience: BUS 399, BUS 400 (Honors), StartUp Term, or approved self-designed project.

Requirements for the minor

7 credits or credit equivalents:
- Core courses: BUS 180, BUS 211, and ECON 110
- Statistics: STAT 200
- Ethics: PHIL 118, PHIL 130, PHIL 210, or PHIL 212
- Select one of the following focus areas:
  - Finance: BUS 212 and BUS 333
  - Marketing: BUS 216 and BUS 343
  - Accounting: BUS 212 and BUS 312
  - Human Resources Management: BUS 325 and ANSO 205, PSYC 205, or PSYC 267
  - Public Sector: ECON 363 or PS 235
  - International Business: ECON 371 and PS 301 or PS 312
  - Competitive Strategy: ECON 301 and ECON 365
  - Environmental Management: ENVS 263 and ENVS 368
  - Students may design a focus area in consultation with the department chair

Students majoring or double majoring in Business and Management and Economics, Environmental Studies, Financial Mathematics, or Psychology and/or 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; E. Carlin Metz*

BUS 180 Business and Society
This course introduces students to the various stakeholders, such as communities, customers, employees, shareholders, and government, by critically analyzing ethical issues facing businesses in their interactions with these stakeholders. Some of the questions examined are: How do managers assess and respond to the ecological challenges of the 21st Century including climate change, resource scarcity, pollution, and threats to biodiversity? How do businesses, both small and large, operate globally when differing country laws, customs, and ethics conflict with those of the home country? What is a business' responsibility to go beyond legal requirements when making financial, marketing, and strategic decisions in the face of competing demands from the various stakeholders? What are the ethical limitations faced by a business using its resources to influence governments and/or public policy? *Offered every year; Staff*

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

BUS 209 Business Spanish (1/2)
See description for SPAN 209. *CL: SPAN 209; F. Gómez*

BUS 211 Principles of Accounting I
The course provides an introduction to basic financial statements and their interpretation by addressing the fundamental principles, techniques, and functions of accounting. *Prereq: Sophomore standing or permission of the instructor; Offered every year; J. Gomer*

BUS 212 Principles of Accounting II
This course amplifies the accounting material presented in BUS 211. Additionally, the course addresses the accounting principles used to value assets, liabilities, and shareholders' equity. It also undertakes 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 Advanced Principles of Arts Administration
See description for AADM 211. *Prereq: AADM/BUS 111; CL: AADM 211; E. Carlin Metz*

BUS 216 Marketing and Society
This course provides a foundational understanding of core marketing concepts, processes, and metrics. It explores key marketing management issues and critically examines how businesses interact with consumers, stakeholders, governments, and society. Topics include marketing strategy, market research, product development, pricing, promotion, segmentation, marketing analytics, international marketing, and ethics. The course incorporates practical learning through videos and case studies, experiential activities, in-class discussions, and a hands-on marketing research project. *Prereq: BUS 180 and Sophomore standing or permission of the instructor; Offered every year; G. Hewapathirana*

BUS 230 Labor Economics
See description for ECON 230. *Prereq: ECON 110 and 120, or permission of the instructor; CL: ECON 230; Offered alternate years; STAFF*

BUS 233 Personal Finance (1/2)
The purpose of this course is to develop students as confident personal finance decision makers. This course will define the parameters of personal finance and encourage students to think creatively about their individual financial decisions. While common methods of decision making will be discussed, students will be encouraged to think outside the box to develop, structure, and manage individual financial goals. Course content will be engaged through lecture and open discussion, allowing for a wide range of topics to be covered including personal budgets, credit management strategies, financing big purchases, investing and risk, and short term and long term financial goal setting. *Prereq: Junior Standing or permission of the instructor. Offered in alternate years. B. Palar; J. Gomer*

BUS 240 Management Principles
This course explores how the various theories of management evolve in response to the changing nature of work and the workplace so as to understand and leverage the dynamic interplay between 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. *Prereq: BUS 180 and Sophomore Standing or permission of the instructor; Offered every year; N. DeWitt; B. Palar; G. Hewapathirana*

BUS 242 Business Computing
This course is an introduction to business computing as a crucial tool applied to problem solving in every sector of business using critical thinking skills to analyze data in the context of real-world business problems. Problem sets will address topics from the areas of accounting, finance, marketing, management, and statistics through considerations of logic, ethics, and functions. *Prereq: Sophomore standing or permission of the instructor; Offered every year; B. Palar*

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

BUS 301 Intermediate Accounting I
This course is the first of a two-course sequence that expands prior exposure to financial accounting theory and principles as applied to the balance sheet, income statement, and statement of cash flows. Special emphasis will be placed upon 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. 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 required in the preparation of financial statements. *Prereq: BUS 211 and BUS 212; Offered every year; J. Gomer*

BUS 302 Intermediate Accounting II
This course is the second of a two-course sequence and continues concepts and principles developed in Intermediate Accounting I. Students will examine in depth the Balance Sheet and income statement with special emphasis on the liability and stockholder's equity sections. 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 required in the preparation of financial statements. *Prereq: BUS 301; Offered every year; J. Gomer*

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 seeking advanced expertise in the areas of accounting and accounting research, as well as the student planning to pursue a graduate degree, such as the 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 of and issues experienced by a managerial accountant will be included. *Prereq: BUS 211 and 212; Offered every year; J. Gomer*

BUS 313 Principles of Auditing and Other Assurance Services
This course is designed for the student seeking a Certified Internal Auditor (CIA) or Certified Public Accountant (CPA) designation and career. The course introduces the field of auditing and emphasizes the philosophy and environment of the auditing profession with an emphasis on standards, professional conduct, legal liability, audit evidence, audit planning, consideration of internal control, and audit sampling. A risk-based approach to selecting appropriate auditing procedures is emphasized for obtaining audit evidence. *Prereq: BUS 211, BUS 212, sophomore standing or permission of the instructor; Offered every other year: J. Gomer*

BUS 320 Entrepreneurship and Society
This course focuses on the global entrepreneurial revolution and mindset through exploration of the value creation process and 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. Paradoxical issues are addressed including: ambiguity and uncertainty vs. planning and rigor; creativity vs. empirical 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. A culminating entrepreneurial project is an integral component of the course. *Prereq: BUS 211, 216, and 240; Offered every other year; G. Hewapathirana; B. Palar*

BUS 325 Human Resource Management
This course will introduce students to the field of human resources management as the organizational function responsible for managing the talent or human capital of the organization. Considering human resources management through its core components, students will explore strategies and practices for attracting, developing, and retaining talent working in defined roles within the organization's structure and operating consistently with business values and culture – all necessary for a business to meet its operational goals. *Prereq: BUS 240 or permission of the instructor; Offered every other year; N. DeWitt*

BUS 333 Managerial Finance
This course examines the functions, responsibilities, and the logical and analytical tools of financial management as a key imperative of sound business management. 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 180, BUS 212 or permission of the instructor; CL: ECON 333; QR; Offered every year; J. Gomer, B. Palar*

BUS 341 Advanced Management and Leadership
Suspended for academic year 2025/26
This course focuses on operating a company as an integrated enterprise and emphasizes making decisions consistent with the overall strategy of the enterprise across business functions. Students will integrate and apply strategic concepts from accounting, economics, finance, management, marketing, and production/operations to actual or simulated business situations. Strategic decisions at multiple levels set the direction of the organization as a whole and enable the realization of organizational objectives. Topics encompass the role of top management, globalization of business, and ethical perspectives. Case studies and research reports will be used extensively. *Prereq: BUS 240; N. DeWitt, B. Palar G. Hewapathirana*

BUS 342 - Strategic Management
This course examines how companies analyze and determine an overall strategic direction to operate as an ethically integrated enterprise making decisions consistent with the overall strategy as coordinated across business functions. Students will integrate and apply strategic concepts from accounting, economics, finance, management, marketing, and productions/operations to actual or simulated business situations. *Prereq: BUS 240; offered every year; STAFF*

BUS 343 Strategic Brand Management
This course will explore the important issues in devising, implementing, managing, and evaluating brand strategies. Students will analyze and compare concepts, theories, models, and other tools to make sound brand management decisions. Particular emphasis will be on understanding psychological principles at the individual and organizational levels. 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 216; Offered every other year; STAFF*

BUS 349 Internship in Business (1/2 or 1)
Interested students working under the supervision of faculty members in the program of Business and Management may arrange internships in the area of Business, either on campus or off campus. *Prereq: Advance permission of supervising instructor; May be graded S/U; May be substituted for BUS 399 with permission of the chair and a letter grade. STAFF*

BUS 351 Sports Management and Society
This course focuses on the professional field of sports management as a business practice and a social phenomenon. The course explores the role of sport in society, sporting strategy, non-profit sport, professional sport, organizational design, leadership, sport culture, financial management in sport, and sport marketing. Course objectives will be accomplished through discussion of the textbook, assigned readings, lecture, video viewing, case studies, group presentations, student participation, and examination. *CL: SPST 351; Prereq: BUS 240 or permission of the instructor; Offered every other year; B. Palar*

BUS 360B StartUp Term: New Venture Creation
See description for IDIS 360B. *CL: IDIS 360B; Prereq: Sophomore standing and acceptance to Startup Term; May be substituted for BUS 399; Offered alternate years; STAFF*

BUS 399 Senior Capstone
This is an in-depth seminar based course emphasizing real world problem analysis, critical thought, strategy development, and evaluation of real world in real time business and managerial issues. The course requires advanced considerations and applications of the competencies acquired throughout the courses taken in the Integrative Business and Management major. Students will consider simulated managerial situations and issues, through research, oral presentation, debate and discussion, written analysis, and comparative analysis. *Prereq: Designed to be taken at the conclusion of coursework completing the Business and Management major; Offered every year; STAFF*

Chemistry

Major and Minor

Faculty and professional interests

Diana Cermak, chair
Organic chemistry, synthesis of novel biologically active compounds
Thomas Clayton
Inorganic chemistry, synthesis of transition metal complexes, liquid crystals
Mary Crawford
Analytical and physical chemistry, atmospheric chemistry, kinetics
Helen Hoyt
Organometallic and green chemistry, catalysis, electronic structure
Janet Kirkley
Biochemistry and Chemistry, Macrophage activation and regulation
Nelum Perera
Analytical chemistry, microfluidics, chromatography
Lawrence Welch
Analytical chemistry, electrochemistry, chromatography

At Knox, a major in chemistry serves scientific and professional interests equally well. Over the years, about one-third of 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 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: analytical, inorganic, organic, & physical
2. Use appropriate concepts to analyze and solve problems in chemistry
3. Understand and perform experimental chemical investigations, analyze data, and form conclusions based on the data and analysis
4. Communicate chemical results through written reports and oral and visual presentation

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 321A Chemical Laboratory Principles I, through a poster presentation on laboratory results and CHEM 399 Presentation Skills in Chemistry, through both an oral presentation and a poster presentation on a separate lab research project or literature article. Several other elective courses in the Chemistry Department also have significant oral components through presentation of topics relevant to the course material: CHEM 315, CHEM 316, and CHEM 318.

Requirements for the majors

Chemistry – Bachelor of Arts

11 Credits as follows:

- General Chemistry: CHEM 100A and CHEM 102A
- Analytical Chemistry: CHEM 205
- Organic Chemistry: CHEM 211 and CHEM 212
- 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
  - An Honors Project in Chemistry or Biochemistry (for a double major)
- Calculus: MATH 145 and MATH 146

Chemistry – Bachelor of Science

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

- Three credits from: CHEM 315, CHEM 316, CHEM 317A, CHEM 317B,, CHEM 318, CHEM 319, CHEM 322/322A, CHEM 325, CHEM 328, CHEM 331, CHEM 395, CHEM 350 or CHEM 400 (up to 1.5 credit total for BA/BS combined), 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 curriculum certified by the American Chemical Society as below.

- Additional Foundations (One from): CHEM 322/322A (1.5 credits) or BCHM 265
- Chemical Instrumentation (One from): CHEM 325 or CHEM 328
- Green Chemistry (One from): CHEM 220 (0.5 or 1.0 credit) or CHEM 315
- Biological Macromolecules Topic: BCHM 301
- Additional Topic (One from):
  - Nanoscale Materials: CHEM 233 (0.5 or 1.0 credit)
  - Synthetic Polymers: CHEM 315
  - Supramolecular Aggregates: BCHM 302, BIOL 332, or BIOL 333
- One additional course to the BS from: PHYS 110, PHYS 120, PHYS 130 or PHYS 130A
- Advanced Laboratory Experience (choose an option from either I or II below):
  - I) Undergraduate research (choose one):
    - 1.5 credit of CHEM 350/400 or BCHM 399/400
    - At least 107 hours of a research experience (on or off campus) with a lab report approved by your academic advisor
  - II) Advanced Laboratory Courses (choose either: (i) two from Group A OR (ii) one from Group A and one from Group B OR (iii) one from Group A and two from Group C):
    - Group A: CHEM 317A, CHEM 317B, or BCHM 310
    - Group B: CHEM 325 or 328 (the course not used for the chemical instrumentation requirement), CHEM 319 (0.5 credit), CHEM 250/350 (0.5 credit)
    - Group C: BCHM 334, BIOL 332, or BIOL 333

In satisfying the BA, BS, and ACS-certification requirements, 5.5 credits are required from among the following "in depth" courses (or 4.5 credits if undergraduate research satisfies the advanced laboratory experience requirement): CHEM 220 (0.5 or 1.0 credit), 233 (0.5 or 1.0 credit), 315, 316, 317A, 317B, 318, 319 (0.5 credit), 325, 328, 331, BCHM 302, 310, 334, BIOL 332, 333

*Courses may satisfy requirements for both the BA and BS degrees or major/minor combinations; courses may also satisfy multiple categories unless otherwise stated.

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. *Prereq: Math placement into MATH 145 or above, or completion of a QR Element course (such as MATH 123) is recommended. Concurrent enrollment in CHEM 100A and CHEM 100AS is also recommended for students that have taken a prerequisite course. 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; 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 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; QR; SI; Offered every Spring; L. Welch; N. Perera*

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 (1/2)
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; 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; 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; N. Perera*

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 211 or 215; 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. *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 (1/2)
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.) Four periods lecture. *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. Cermak*

CHEM 317: Synthetic Research Laboratory
Students will pursue a chemical synthesis research project, which is an immersive experience in the process of building new scientific knowledge within chemistry. The laboratory skills continue

from the 200-level organic chemistry laboratories and involve advanced synthetic techniques and spectroscopic methods. Students will put the scientific method into practice through conducting literature searches, designing experiments, testing hypotheses, gathering and analyzing data, and presenting results through both informal oral presentations and writing a scientific manuscript. Students may take each version of the course (A: Organic Synthesis, B: Catalysis) for 1.0 credit. Two periods lecture and six periods laboratory.

CHEM 317A: Synthetic Research Laboratory-Organic Synthesis
Students will pursue a research project in organic synthesis. Specifically, students will participate in a multi-step synthesis project utilizing modern synthesis reactions, methods of chromatographic purification, and instrumental characterization of products. Throughout the project, air- and moisture-sensitive reagents will be used in an inert atmosphere through the use of a Schlenk line for air sensitive manipulations, which is commonly used in graduate-level and industrial settings, providing students experience with the associated advanced laboratory techniques. *Prereq: CHEM 212; D. Cermak*

CHEM 317B: Synthetic Research Laboratory-Catalysis
Students will pursue a synthetic research project in catalysis. Specifically, students will prepare and characterize a catalyst, and its synthetic precursors, to test a hypothesis related to how catalyst structure may impact its function. Preliminary catalyst testing may also be investigated. Throughout the research project, air- and moisture-sensitive reagents will be used in an inert-atmosphere glove box, which is commonly used in graduate-level and industrial settings, providing students experience with the associated advanced laboratory techniques. *Prereq: CHEM 212; 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. Four periods lecture. *Prereq: CHEM 212; CHEM 321 recommended, or permission of the instructor; Offered alternate years; H. Hoyt*

CHEM 319 Advanced Synthesis Techniques Laboratory (1/2)
This course will introduce students to graduate-level organic synthesis lab techniques, including, but not limited to: inert atmosphere manipulations, handling of chemicals via syringe and needle, advanced chemical reactions, moisture-sensitive reagents, chromatographic techniques, research-level instrumentation use, and advanced data analysis. *Prereq: CHEM 212; Offered alternate years; D. Cermak*

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 146 or 152; 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; N. Perera*

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 recommended, or permission of the instructor; Offered alternate years; L. Welch; N. Perera*

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; CHEM 321 recommended, or permission of the instructor; Offered alternate years; L. Welch; N. Perera*

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 212; CHEM 321 recommended, or permission of the instructor; Offered alternate years; 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 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; Offered every Spring; STAFF*

Chinese

Minor

Faculty and professional interests

Weihong Du
Chinese literature, film, culture, and language

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 supports off-campus study opportunities in Chinese language. 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 courses 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.

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; W. Du*

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 201, 201, 203 offered every year FA, WI, SP sequentially; W. Du*

CHIN 211, CHIN 212, CHIN 213 Chinese Language and Culture in Film
An intermediate level of Mandarin Chinese language study, delivered through a close examination of language used in Chinese TV and film. Students will use authentic media to expand vocabulary, grammatical knowledge, and common expressions, as well as improve listening, speaking, reading, and writing skills. Most lessons will contain a cultural element to accompany the language skills being developed. *Prereq: CHIN 103 or permission of the instructor; W. Du*

CHIN 220 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: Sophomore standing; CL: ASIA 220; Offered alternate years; W. Du*

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. *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 311, CHIN 312, CHIN 313 Chinese Language and Culture in Film
An advanced level of Mandarin Chinese language study, delivered through a close examination of language used in Chinese TV and film. Students will use authentic media to expand vocabulary, grammatical knowledge, and common expressions, as well as improve listening, speaking, reading, and writing skills. Most lessons will contain a cultural element to accompany the language skills being developed. *Prereq: CHIN 203 or permission of the instructor; 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: Sophomore standing; at least one course in Asian Studies recommended, or permission of the instructor; CL: ASIA 320; 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

Faculty and professional interests

Hilary Lehmann, chair
Greek and Roman rhetoric; classical mythology; gender and sexuality
Mitchell Parks
Ancient democracy and political life; allusion and intertextuality in literature; classical mythology and its reception

Cooperating faculty from other programs

Danielle Fatkin, *History*
Gregory Gilbert, *Art History*
Scott Harris, *Religious Studies*
Brandon Polite, *Philosophy*
Judith Thorn, *Biology*

Classics is the study of the languages, societies, history, art, and thought of ancient Greece and Rome, and how the products of those cultures have been studied, abused, enjoyed, and remixed through the centuries. Ancient Greece and Rome did not exist in a vacuum, however: they belonged to a nexus of ancient societies in Africa, Asia, and Europe that for millennia were involved in constant cultural interchange. Evidence from the ancient Mediterranean world is fragmentary and diverse in nature and origin . Accordingly, our department takes an integrated, multi-disciplinary approach, using many different lenses and methodologies – literary, historical, philosophical, art historical, and others – to represent a full picture of the ancient Mediterranean world. This multidisciplinary character calls for constant interactions with other fields, making the study of Classics 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. Our courses provide a valuable background for the study of literature, history, philosophy, and art history as well as creative writing, studio art, and theatre. Many of the political, legal, social, and artistic issues that remain central to us in the 21st century were also centered in the cultural products of the ancient Mediterranean.

In addition to the classicists in the department, members of other departments contribute courses to the program. The wide range of disciplines under the umbrella of Classics lends the program a special interdisciplinary character and builds bridges between Classics and other areas of the curriculum. Because of the multidisciplinary nature of the field, our students must become familiar with interpreting several different kinds of evidence from the ancient world, including literary texts, art, architecture, coins, and inscriptions. Several digital resources are available to help students engage with the ancient materials: the Knox College Library maintains subscriptions to the TLG and Loeb Classical Library databases of Greek and Latin texts, the L'Annee Philologique bibliographic index for research in classics and the ancient Mediterranean, and ArtStor, which includes images of art and architecture from ancient cultures.

Our 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 and the Intercollegiate Center for Classical Studies in Rome. Summers have taken our 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, it 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 double major in Educational Studies and Classical Languages with a focus on Latin language courses, 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.

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 ancient Greek and/or Latin texts with an awareness of their cultural contexts and of the subsequent traditions that have shaped their transmission and reception.
3. Explain the relationship between antiquity and modernity in terms of both cultural difference (how were ancient values distinct from modern social constructions?) and perceived continuity (how has the classical tradition developed and how is it still being actively negotiated?).
4. Write and speak about ancient texts and contexts thoughtfully, creatively, and accurately.

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

1. Demonstrate a general knowledge of ancient Mediterranean cultures, including knowledge of diversity among and within those cultures.
2. Analyze primary source evidence from the ancient world with an awareness of the fragmentary state of that evidence and the factors that shaped its survival.
3. Explain the relationship between antiquity and modernity in terms of both cultural difference (how were ancient values distinct from modern social constructions?) and perceived continuity (how has the classical tradition developed and how is it still being actively negotiated?).
4. Write and speak about ancient texts and contexts thoughtfully, creatively, and accurately.

Writing and Oral Presentation

Writing: All CLAS, GRK, and LAT 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- and 300-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 300, ENG 200, ART 323, 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)

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 300, ENG 200, ART 323, or ANSO 300
- One credit in a CLAS course at the 300-level
- Research paper: CLAS 390 (0 credit)

Notes about these majors:

- Because GRK/LAT 101 and 102 do not count toward the major, these majors may require 12 credits depending on prior preparation.
- With permission of the Chair, courses in related studies outside the department may be substituted for requirements designated CLAS at a similar level. These include both courses that involve substantial engagement with premodern cultures, such as ART 105, and courses that build skills relevant to the discipline, such as MODL 260E and HIST/ENVS 115. We encourage our students to explore the course offerings of programs such as AFST, ART, ASIA, HIST, and RELS

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. *IC, SA; CL: HIST 104; D. Fatkin*

CLAS 110 History of Ancient Greece
See description for HIST 110. *IC, SA; CL: HIST 110; D. Fatkin, M. Parks*

CLAS 111 History of Ancient Rome
See description of HIST 111. *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. *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. *IC; PI; CL: RELS 203; H. Lehmann, M. Parks*

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. *IC, SA; Prereq: ART 105 or permission of the instructor; CL: ART 204; STAFF*

CLAS 232 Early Christian Texts
See description for RELS 232. *SA, IC; CL: RELS 232, HIST 232; S. Harris*

CLAS 270 Greek Philosophy
See description for PHIL 270. *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"; Medical Terminology and Word Formation". May be repeated for credit on different topics. *STAFF*

CLAS 299 Classics Workshop
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; D. Fatkin*

CLAS 341 Early Political Thought: Justice, Virtue, Democracy
See description for PS 341. *Prereq: Any PS or CLAS course; sophomore standing recommended; CL: PS 341; T. Bell, M. Parks*

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 389 Collaborative Research
This course enables a student to participate in a collaborative research experience on some aspect of the ancient world. Students enrolling in this course meet approximately once per week with the members of a regularly-scheduled course in Latin or ancient Greek, which determines the topic of the research experience. Students also meet separately with the instructor to pursue structured independent work related to the topic. No experience in Latin or ancient Greek is required. To determine the topic, consult the schedule to identify which LAT or GRK course meets concurrently with this one; contact the instructor to learn more and for permission to enroll. *M. Parks, H. Lehmann*

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 101, 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. Parks, 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 occasionally; H. Lehmann, M. Parks*

GRK 211, GRK 311 Greek Historians
Selections from authors such as Herodotus, Thucydides, and Xenophon are read in Greek. *Prereq: GRK 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

GRK 212, GRK 312 Greek Epic Poetry
Selections from Homer's *Odyssey* and/or *Iliad* are read in Greek. *Prereq: GRK 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

GRK 213, GRK 313 Greek Comedy
A comedy of Aristophanes or Menander is read in Greek. *Prereq: GRK 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

GRK 214, GRK 314 Greek Philosophy
Selections from authors such as Plato, Xenophon, and Aristotle are read in Greek. *Prereq: GRK 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

GRK 215, GRK 315 Greek Rhetoric and Oratory
Selections from authors such as Lysias and Demosthenes are read in Greek. *IC; Prereq: GRK 103 or permission of the instructor; Offered on a 3-year rotation; H. Lehmann, M. Parks*

GRK 216, GRK 316 Greek Tragedy
Works of Aeschylus, Sophocles, and Euripides are read in Greek. *IC; Prereq: GRK 103 or permission of the instructor; Offered on a 3-year rotation; H. Lehmann, M. Parks*

GRK 217, GRK 317 Greek Novel
Works of Greek novels such as Longus' *Daphnis and Chloe* are read in Greek. *Prereq: GRK 103 or permission of the instructor; IC; H. Lehmann, M. Parks*

GRK 218, GRK 318 Greek Lyric Poetry
Selections from Greek lyric poets (Sappho, Archilochus and others) are read in Greek. *Prereq: GRK 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

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; Offered occasionally; H. Lehmann, M. Parks*

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; H. Lehmann, M. Parks*

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. Parks*

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 occasionally; H. Lehmann, M. Parks*

LAT 211, LAT 311 Roman Historians
Selections from authors such as Caesar, Livy, and Tacitus are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

LAT 212, LAT 312 Latin Epic Poetry
Selections from works such as Virgil's *Aeneid* are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

LAT 213, LAT 313 Roman Comedy
Selected plays of Plautus or Terence are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

LAT 214, LAT 314 Roman Philosophy
Selections from Cicero's or Seneca's philosophical works or Lucretius' *De Rerum Natura*, are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; H. Lehmann, M. Parks*

LAT 215, LAT 315 Roman Rhetoric and Oratory
Selections from Cicero's speeches and/or his works on rhetoric are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

LAT 216, LAT 316 Roman Tragedy
Selected tragedies of Seneca are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; H. Lehmann, M. Parks*

LAT 217, LAT 317 Roman Novel
Selections from Petronius' *Satyricon* and/or Apuleius' *Golden Ass* are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; H. Lehmann, M. Parks*

LAT 218, LAT 318 Roman Lyric and Elegiac Poetry
Selections from Catullus, Horace, Propertius, and Ovid are read in Latin. *Prereq: LAT 103 or permission of the instructor; IC; Offered on a 3-year rotation; H. Lehmann, M. Parks*

LAT 270 (1/2 or 1), **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

Major and Minor

Faculty and professional interests

David Bunde, chair
Parallel computing, algorithms, broadening participation in computing
Shengting Cao
Michael Gerten
Software engineering, chemical reaction networks
Jurdana Musuma Iqrah
Jaime Spacco
Software engineering, computer science education, 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.

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.

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 and CS 322 serve as the writing-intensive courses for majors.
Oral Presentation: CS 292, 322, 330, 399, and 340 serve as speaking-intensive courses for majors.

Requirements for the major

Bachelor of Arts

11 credits as follows:

- Introductory courses: CS 141 and CS 142
- Core Computer Science courses: CS 205, CS 208, CS 214, CS 220, and CS 292
- Support course: MATH 175
- Advanced study: Three additional CS courses at the 300 level.
- 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
  - completing a College Honors project
  - completing a one-term senior research seminar (CS 399), which may also count as an elective
  - completing CS 322 Software Engineering, which may also count as an elective
  - 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.

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.

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:

- Intro Courses: CS 141 and CS 142
- 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 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; *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. *Concurrent requisite: CS 141L; 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; 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; 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 262 Religion and Artificial Intelligence
See description for RELS 262. *CL: RELS 262*

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 management, 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 two CS courses numbered 205 or higher; Offered annually; STAFF*

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; 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; 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; 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 312 Data Mining and Statistical Computing
See description of STAT 312; *Prereq: STAT 200 or equivalent, an additional STAT course, CS 142, MATH 151 and 152 (or MATH 145), and MATH 185; CL: STAT 312; Offered alternate years; O. Forsberg*

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; 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; 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; Typically offered alternate years; STAFF*

CS 323 Machine Learning
See description of STAT 323. *Prereq: CS 142, MATH 151 and 152 (or MATH 145), and MATH 185. CL: STAT 323; Offered alternate years; STAFF*

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; Typically offered alternate years; STAFF*

CS 335 Interactive Design
This class will focus on processes used when creating well-designed, user-centric interactive media. Course focus will be on conceptualizing and creating compelling designs and experiences while engaging in the various phases of design and pre-production (ideation, proposal, design, prototype) processes in a team environment. Self-initiated, problem-solving skills, as well as critical analysis of form and function will be heavily emphasized. Upon completing the class, students will have a working knowledge of interactive media project design and development. This approach will utilize an interdisciplinary, collaborative framework embedding visualization, narrative, and technology. *Prereq: CS 292, or ART 112; CL: ART 235; Offered alternate years; J. Spacco, T. Stedman*

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; Offered occasionally; STAFF*

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*

Dance

Minor

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 movement as a somatic practice 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 Arts in Action. 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 Arts in Action provides community-based learning experiences 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 coursework in dance technique, dance theory, dance history, and creative practice, ensuring that students engage with dance as a performing art that 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
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

Dance Studies

6 credits as follows:

- Theory and Improvisation: DANC 145
- Somatic Practice for the Performing Artist: DANC 221
- Dance Composition: DANC 246
- Culture of Dance: DANC 260 or DANC 262
- Contemporary Dance I: DANC 152 (0.5)
- Contemporary Dance II or III: DANC 252 (0.5) or DANC 352 (0.5)
- Dance Ensemble or Workshop: DANC 341, DANC 343, or IDIS 345

Courses

DANC 132 Survey of Dance Forms
Survey of dance forms is an introduction to dance as a human experience. Through this class, students will learn how to analyze, discuss, interpret, and perform dance. Students will explore how dance deepens our understanding of ourselves, other knowledge, and events around us. A variety of dance styles and genres will be explored through viewing and discussing the work of dance artists and learning movement vocabularies related to community dance, social dance, jazz, tap, ballet, modern, and contemporary dance. This class is geared toward the student with little to no dance experience. Students should expect to think critically about dance through participation in movement/dance workshops, class discussions, and writing assignments. *IC; 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 concentration and physical abilities as they create their 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 impulses. *AC; Prereq: some movement experience recommended, but not required; Offered annually, usually in winter; 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 to define and articulate dance as a means for knowing and/or communicating movement as performance. *AC; Prereq: Some dance experience is recommended for this course but not required; 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 may include: Yoga, Pilates, the Alexander Technique, Body-Mind Centering, Laban Movement Analysis, Bartenieff Fundamentals, and Authentic Movement. *Offered annually, usually in fall; J. Smith*

DANC 222 Dance Performance Participation (1/2 or 1)
Students enroll under direct faculty supervision for individual participation in a significant dance

performance experience in either a faculty, guest artist or advanced student final choreography project. Offered each spring on a contract basis with permission of instructor. May be repeated for a maximum of 2 credits. *Prereq: permission of the instructor; S/U; J. Smith*

DANC 246 Dance Composition
Dance Composition focuses on applying the basic elements of dance to 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 by analyzing the significance of meaning and metaphor in movement performance. AC; *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 103 Music of the World. *Prereq: Any 100-level dance class and sophomore standing. SA, IC Offered every other year (alternates with DANC 260); J. Smith*

DANC 262A Cultural Immersion: Drumming and Dance in Ghana (1/2)
Cultural Immersion: Drumming & Dance in Ghana provides an international, life-transforming learning experience, grounded in the study of music and dance, yet valuable to students majoring in programs across all disciplines. In the fall term, students will develop a research or creative project and prepare for December travel to Ghana. Students will complete and present their projects in the winter term in DANC 262B. *Prereq: DANC 262, MUS 103, MUS 132, or permission of the instructors; CL: MUS 262A; J. Smith, A. Mathias*

DANC 262B Cultural Immersion: Drumming and Dance in Ghana (1/2)
A continuation of DANC 262A. *Prereq: DANC 262A; CL: MUS 262B; J. Smith, A. Mathias*

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; 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; Offered every other year (alternates with DANC 343); STAFF*

DANC 343B Choreography Workshop (1/2)
A continuation of DANC 343A. *Prereq: DANC 343A; Offered every other year (alternates with DANC 341); STAFF*

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*

Data Science

Major

Program Committee

Ole Forsberg, *Mathematics*, chair
David Bunde, *Computer Science*
Andrew Civettini, *Political Science*
Andrew Leahy, *Mathematics*
Jaime Spacco, *Computer Science*

Data Science is all about turning large amounts of raw data into knowledge. The field spans computer science, mathematics, and statistics and has many applications in other areas of study such as business and economics, as well as areas of the sciences and social sciences. Among the many questions that Data Science can shed light on are: Is a work of unknown authorship consistent with the style of a particular author? Is a customer likely to defect to a different company? Was there fraud involved in an election? Is a borrower likely to default on a debt? Is an e-mail message a spam message? Does a change in a hitting approach in baseball cause a significant increase in runs scored? Can a handwritten character be accurately recognized? The variety is practically endless, and the professional opportunities are plentiful.

Majors in Data Science build a foundation in statistics, calculus, and programming and algorithm development in courses at the introductory and intermediate level. At the advanced level, the diverse ideas and skills of the three disciplines are refined. Throughout the program courses, there will be a balanced combination of theory and practice, as students will regularly do projects in which they apply techniques, but demonstrate a broad understanding of both why the techniques work, and when they should be applied. There will be team-based projects in several courses, and students will develop and demonstrate communication skills as well, culminating in a large data analysis project with a paper and presentation.

Several courses in the program also pay explicit attention to ethical issues in the use of data to draw conclusions. In these ways, the major adheres to the principles of learning actively, thinking critically, and understanding reasons and consequences, which are central to a liberal education.

Learning Goals

Data Science majors will be able to:

1. Prepare a data set for analysis: clean the data, understand variables and transform them when necessary, and deal with missing data;
2. Understand and use standard techniques such as clustering, logistic regression, Bayesian classification, decision trees, neural networks, support vector machines, and nearest neighbor classification to identify patterns in data and develop decision-making models;
3. Evaluate and refine initial models;
4. Use software (such as R and Python) to carry out analyses proficiently and correctly;
5. Apply ethical principles to understand the biases inherent in the use of data and the selection of a model and the possible negative consequences of the analysis;
6. Communicate effectively the results of an analysis in both oral and written forms.

Requirements for the major

10.5-11 credits as follows:

- Introductory courses: STAT 200, CS 141, CS 142, MATH 145
- Core courses: STAT 223 or STAT 225, MATH 185, CS 208 or CS 220
- Advanced courses:MATH 321,CS 317 or CS 320, STAT 312 or STAT 323
- Senior Project: The culminating project is to be a large data analysis project, which may be done in conjunction with a course, or as a separate independent study worth 0.5 or 1 credit. The project must be approved by the program committee, and it requires a paper and a public presentation. It is recommended that the project focus on a field outside of mathematics, statistics, and computer science to which Data Science applies.

Note: STAT 361 meets the Immersion/Active Learning graduation requirement, but only if taken for a full credit.

Note: Students combining a major in Data Science with a major in Mathematics, Computer Science, or Integrative Business and Management may apply no more than 3 courses to both programs simultaneously. Students majoring in Data Science may not minor in Statistics.

Earth Science

Minor

Program Advisor

Katherine Adelsberger, *Environmental Studies*

Understanding the Earth as a dynamic system is a necessary prerequisite 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 immersive summer experiences, 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 200S
- 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/HIST 115, ENVS 170, ENVS 188, ENVS/CHEM 220, ENVS/ANSO 256, ENVS 289, 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.

Economics

Major and Minor

Faculty and professional interests

Judith Thorn, *Biology*, chair
Ely Fair
Macroeconomics, economic policy, poverty and inequality
Ho-Ching (Angela) Mak
Microeconomics, health economics, economics of education, labor economics
Ameesh Upadhyay
Microeconomics, econometrics, political economy, development
Moheeb Zidan
Macroeconomics, economic growth, inequality, trade

Economics is the study of the production and allocation of society's resources, with a particular emphasis on markets. Economics applies theoretical, empirical, and historical approaches to the study of markets, employment, public goods, and power.

The economics curriculum includes core classes in microeconomics, macroeconomics and econometrics, and electives in various fields of economics such as international trade, public economics, 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 analytic and problem-solving abilities that have an important place in any informed 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.

The major prepares students for study at the graduate level in economics, business, law and public policy, as well as for employment.

Since economics makes extensive use of mathematics, joint study of economics and mathematics is often pursued. Students interested in graduate work in economics should take advanced classes in mathematics and consult with members of the economics department early in their college career to ensure proper preparation.

Departmental Learning Goals

Students completing an Economics major will be able to:

1. Analyze social problems and current events using economic theories
2. Explain the strengths and limitations of economic models
3. Identify and assess the role of public policies in shaping economic outcomes
4. Analyze data to test hypotheses and interpret statistical results
5. Communicate effectively in written, spoken, and graphical form about specific economic issues

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, Introduction to Econometrics, students select their research question; collect data; estimate, diagnose and remediate regression results; and write a research paper. 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 oral presentations in introductory and elective courses. 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:

- Core Courses: ECON 110, ECON 120, ECON 301, ECON 302, and ECON 303
- Calculus: MATH 145
- Statistics: MATH 321 or STAT 200
- 3 Economics Electives: BUS 333, ECON 205, ECON 230, ECON 240, ECON 263, ECON 280, ECON 347, ECON 363, ECON 365, ECON 371, ECON 373
  - At least 1 course must be taken at the 300 level
- Senior Capstone: ECON 399

Credits in Honors (ECON 400) may substitute for ECON 399 and one of the field courses listed in the elective category above.

The best path is for students to take both Econ 301 and Econ 302 before Econ 303. Econ 301, Econ 302 and Econ 303 are prerequisites for Econ 399.

Students considering graduate programs in economics and related fields should take at least MATH 145, MATH 146, MATH 205, MATH 231 and MATH 185. By their junior year they should consult with their economics advisor about preparing for further study.

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

6 credits as follows

- Introduction to Micro and Macroeconomics: ECON 110 and ECON 120
- Calculus: MATH 145
- Statistics: PSYC 281 or STAT 200
- Advanced Micro or Macroeconomics: ECON 301 or ECON 302
- One additional ECON elective
  - ECON 399 or Independent Study cannot be used to satisfy this requirement

Courses

ECON 110 Principles of Microeconomics
Microeconomics examines the behavior of households and businesses in the economy. We use the quantitative tools of economics and contemporary data to better understand the role that markets and economic agents play in real-world issues. Topics include environmental protection, education, immigration, trade, taxes, inequality, market power, and strategic behavior. *SA; QR; Offered every term; STAFF*

ECON 120 Principles of Macroeconomics
Macroeconomics investigates the performance of the overall economy and the processes determining national income, employment and the price level. Topics include monetary and fiscal policy, inflation, unemployment, the distribution of income, and economic growth. *SA; QR; Offered every term; STAFF*

ECON 130 Economics Writing Workshop (1/2)
Students in this course write multiple drafts of short topics concerning topics in economics. The primary goal of the course is to improve students' ability to write in clear, concise and grammatically-correct ways. *Offered occasionally; STAFF*

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; E. Fair*

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 occasionally; STAFF*

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 263 Environmental and Natural Resource Economics
The course covers 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 263; E. Fair*

ECON 280 Economics of Inequality
This course examines the extent of inequality in the U.S. economy and around the world. We explore different paradigms in economics that seek to explain the causes of inequality. Topics include: the measurement of inequality, neoclassical and other economic theories of income distribution, racial and gender inequality, and the relationship between globalization, inequality, and growth. We examine the public policies and solutions that can address inequality. *Prereq: ECON 110, ECON 120, and sophomore standing; A. Upadhyay, STAFF*

ECON 301 Microeconomic Analysis
Microeconomic theory analyzes price determination in various market settings. This course develops models of consumer and producer behavior in the marketplace. Topics include consumption, labor supply, production costs, competition, strategy, and information. *Prereq: ECON 110, and equivalent of MATH 145 or MATH 151; Offered alternate terms (Winter term one year, Fall and Spring the next); A. Mak*

ECON 302 Macroeconomic Analysis
Macroeconomic theory analyzes the determinants of the income, employment, and the price level. The course covers fiscal and monetary policies for economic stabilization and growth. *Prereq: ECON 110, ECON 120, and equivalent of MATH 145 or MATH 151; Offered alternate terms (Fall and Spring one year, Winter term the following year); M. Zidan*

ECON 303 Introduction to Econometrics
In this course, students will learn to test the hypotheses of economic theory against real-world data using statistical techniques and programming languages such as STATA or R. Students will develop the tools needed to interpret statistical results and to communicate their findings in clear and concise writing and presentation. *Prereq: STAT 200 and either ECON 300 or ECON 302; Offered once each year; A. Upadhyay*

ECON 333 Managerial Finance
See description for BUS 333. *Prereq: BUS 212 or permission of the instructor; CL: BUS 333; QR; Offered annually; J. Gomer*

ECON 347 Applied Econometrics
The course extends the techniques introduced in ECON 303 and focuses on their application to policy-relevant issues. Students will test economic hypotheses with an emphasis on i) causal inference using natural experiments and quasi-experimental methods on micro-data, ii) time series and event study analyses of macro-data, and iii) machine learning applications within economics. Along with their research and presentation skills, students will further develop their statistical programming, data wrangling, and data analysis skills in R or Stata. The course involves frequent student-led presentations and culminates in a major research paper. *Prereq: ECON 303; Offered occasionally; A. Upadhyay*

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 occasionally; STAFF*

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 occasionally; STAFF*

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 a 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, population growth, agrarian change, and environmental degradation. *Prereq: ECON 110 and ECON 120; or permission of the instructor; 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; Offered anually; STAFF*

Educational Studies

Majors, Minor, and Certification

Faculty and professional interests

Scott DeWitt, chair
Social studies curriculum, middle and secondary school instruction, culturally appropriate teaching and instruction
Deirdre Dougherty
History of education, educational policy, middle school curriculum and instruction
Ming Lei
Science and math education; diversity, equity and inclusion; emerging technologies; critical race theory; culturally responsive teaching; multidisciplinary research methods
Mary Lyons, Director of Teacher Education
Early education and child development, elementary school curriculum and instruction, literacy, teacher education
Lori West
History of American education; African American museums; Critical race museology; Critical race theory; Education policy, journeys, and leadership

Lecturers

Michelle Hinkle, *Middle school methods*
Sheryl Hinman, *Secondary curriculum and instruction*
Doug O'Riley, *Coordinator of teacher education*
Wendy Parks, *Art education*
Sarah Rozny, *English language learners*
Meleiah Sims, *Special education, Teacher education*
Mary Warnsing, *Mathematics methods*

Visiting emeritus instructor

Joel Estes, *Educational foundations, educational policy, elementary curriculum and instruction*

Teaching emerita faculty

Diana Beck, *Educational psychology, science education*

Educational Studies is a field that uses several disciplinary approaches to arrive at an 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; 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 and for those interested in study in the field of education. Courses also emphasize research-based instructional strategies that help all learners.

Departmental Learning Goals

Students will:

1. Analyze historical, ethical, political, and social issues associated with education
2. Identify key knowledge and skills for assessing educational systems
3. Integrate theory into practice that is sustained through reflection.

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:

- 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 students 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

Educational Studies Major

The Department offers an Educational Studies Major focused on educational theory and research, as well as three teacher education majors leading to state licensure.

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. The Educational Studies Major is for those who want to study education without earning a P-12 teaching license at Knox.

Students wishing to declare an Elementary, Secondary, or Special Content Area Major who have not yet successfully completed early courses in the program (201, 202 or 203, and 204) may first declare as Educational Studies Majors. They will become eligible to apply for the teaching license programs once they complete the prerequisites for 300-level teacher education courses. Continuing in the Educational Studies Major is for those who want to study education without earning a P-12 teaching license at Knox.

The Educational Studies Teacher Licensure Program Requirements

Teacher licensure programs at Knox include majors in Elementary, Secondary, and Special Content Education. The Elementary Major concentrates on elementary school teaching, and the Secondary Major focuses on secondary school teaching in a variety of content areas. The Special Content Area Major prepares students to teach music, art or world languages in P-12 classrooms. Completing the requirements in any of the teacher education majors 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. Current State 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 license.

If interested in a teaching license, students can qualify for recommendation for licensure by satisfactorily completing a major in one of the three tracks: Elementary, Secondary, or P-12 Special Content. Secondary and P-12 Special Content education programs students also must complete another major in an approved content area. Students must also complete the Knox general education courses; all required field work and clinical practice, including all components of student teaching; and pass 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 content area endorsements in other grade level ranges. (See - Subsequent Endorsements below)

Admittance to the **Teacher Licensure Program** and subsequent student teaching is based on attaining a 2.5 GPA overall and in the major(s), and approval of the program application by Department faculty. In addition, the Illinois Administrative Code states: "All professional education and content-area coursework that forms part of an application for licensure, 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 prerequisites for the course, but prior to enrolling in EDUC 340: Student Teaching, a potential candidate for the Teacher Licensure Program must demonstrate:

- Successful completion of all prior Educational Studies courses and fieldwork, and in the second field of study (if applicable), with grades no lower than 'C-',
- A recommendation for proceeding to student teaching from the course instructor(s) of record in the methods course(s) in which a student is enrolled,
- Passing the appropriate Illinois State Content Area Test, and
- Maintaining a minimum overall GPA of 2.5, in the Educational Studies major, and in the second field of study (if applicable).

In order to be entitled to apply for a State of Illinois Professional Educator's License (PEL), a successful candidate must:

- Satisfy all Knox graduation requirements,
- Pass the appropriate Illinois Licensure Testing System (ILTS) Content Test, and
- Completed any additional courses required by the State of Illinois.

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. 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.

Licensure Areas Offered by Knox College and Approved by the Illinois State Board of Education (ISBE)

Elementary (1-6)
- Self-Contained Elementary Education

Secondary (9-12)
- English/Language Arts
- Mathematics
- Science – Biology
- Science – Chemistry
- Science – Environmental Science
- Science – Physics
- Social Science - History
- Social Science - Political Science
- Social Science - Psychology
- Social Science - Sociology and Anthropology

Special Content (K-12)
- Foreign Language - Latin
- Foreign Language - Spanish
- Music
- Visual Arts

Requirements for the major

Educational Studies

11.5 credits as follows:
- Introductory course: EDUC 201*
- Foundation courses: EDUC 202* or EDUC 203*, EDUC 204*, EDUC 205, EDUC 208 (0.5), and EDUC 301
- EDUC 330
- An additional 5 credits from Department offerings which match the student's career/post baccalaureate ambitions. Appropriate substitutions of coursework from other disciplines will be considered.

Educational Studies, Elementary (currently grades 1-6 leading to Illinois teaching license)

12 credits as follows:
- Introductory course: EDUC 201*
- Foundation courses: EDUC 202* or EDUC 203*, EDUC 204*, EDUC 208(0.5), EDUC 223(0.5), EDUC 301, and EDUC 310A
- Methods courses: EDUC 312A, EDUC 314, EDUC 315(0.5), EDUC 316(0.5)
- Student teaching: EDUC 340 (3 credits)

Educational Studies, Secondary (currently grades 9-12) leading to Illinois teaching license

12 credits as follows:
- Introductory course: EDUC 201*
- Foundation courses: EDUC 202* or EDUC 203*, EDUC 204*, EDUC 205, EDUC 208(0.5), EDUC 223(0.5), EDUC 301, EDUC 310B
- Methods courses: EDUC 312B, EDUC 318
- Student Teaching: EDUC 340 (3 credits)

In general, a student may receive secondary certification by completing a major in Educational Studies, Secondary, completing a major in the teaching area of interest, and passing the relevant state tests. 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.

Educational Studies, Special Content Areas:
Art (P-12), Music (P-12), and Language (P-12) leading to Illinois teaching license

12 credits as follows:

- Introductory course: EDUC 201*
- Foundation courses: EDUC 202* or EDUC 203*, EDUC 204*, EDUC 205, EDUC 208(0.5), EDUC 223(0.5), EDUC 301, EDUC 310C
- Methods course: EDUC 312C, EDUC 319
- Student Teaching: EDUC 340 (3 credits)

* EDUC 201, EDUC 202, EDUC 203, and EDUC 204 can be taken in any order, but Introductory and Foundation requirements must be completed prior to enrolling in advanced coursework

Specific coursework in Special Content Areas may vary, specific to the area. As an example: MUS 307, 308, 309 satisfy the methods requirement (replacing EDUC 319). In general, a student may receive special content certification by completing a major in Educational Studies, Secondary, and completing a major in the teaching area of interest, and passing the relevant state tests. The subject areas in which Knox offers special content area certifications are: Art, Music, and World Languages, with specific designations in Latin and Spanish

Subsequent Endorsements Added to a PEL

A Knox College teaching candidate who earns a Professional Educator License (PEL) may add additional content area endorsements. These endorsements can be added at any grade level even if the underlying teaching endorsement on the PEL is at a different grade range. The PEL serves as a foundation to which any teaching endorsement can be added after applicable coursework and testing are completed. In basic terms, these Subsequent Endorsements may be added by completing 18 semester hours (5.5 course credits) in the specific content area and passing the appropriate ILTS Content Test. The grade ranges for the subsequent endorsements are as follows: Early Childhood: Birth to Grade 2, Elementary Education: Grades 1-6, Middle Grades: Grades 5-8, Senior High: Grades 6-12 or 9-12, and Special Content PK-12. Content areas are varied and numerous and available for review either in the Educational Studies Office or the ISBE website.

Students interested in adding an endorsement are encouraged to discuss this with their Educational Studies Department advisor as early as possible in their program.

Requirements for the minor

5 credits as follows:

- Foundation courses: EDUC 201, EDUC 204
- Policy capstone: EDUC 330
- Two credits from: EDUC 202, EDUC 203, EDUC 205, EDUC 207(0.5), EDUC 208(0.5), EDUC 209, EDUC 210, EDUC 223(0.5), EDUC 225, EDUC 231, EDUC 301, or EDUC 327(0.5)

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 College4Kids 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.

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 20 hours of community service. *Prereq: First-year Preceptorial; 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; SA; Offered alternating terms; D. Dougherty, L. West*

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; SA; Offered alternating terms; D. Dougherty*

EDUC 204 Psychological Foundations of Education
This course gives students a conceptual foundation for understanding how learning takes place using theories and models from psychology and psychology adjacent disciplines. The ideas presented in this course draw from multiple paradigms, including behaviorism, cognitivism, constructivism, and social cognitivism. Some driving questions for the course include: "What is intelligence?", "What gets people motivated?" and "How do people make sense of failure?". As part of making connections between theory and practice, students are required to complete a minimum of 25 hours of practicum (in local school classrooms). Advisor note: Students without transportation have the option of using the local public transportation system (Galesburg City's Fixed Route Bus Service) or may arrange rideshare with their peers. *Preq: sophomore standing; or permission of the instructor; CL: PSYC 273; Offered twice a year (generally fall and winter); M. Lyons, M. Lei*

EDUC 205 Adolescent Development
This course introduces students to the stage of human development known as adolescence using an approach that draws theories from anthropology, sociology, psychology, and biology. Some driving questions that guide this course include: "What is the influence of nature and the environment on human development?, "How do peer relationships affect adolescent behavior?", and "How does family affect adolescents' beliefs about the world?". This course also focuses on contemporary issues in society, such as toxic masculinity, social media use, mental health, body image, and bullying. This course offers the value of helping students to better understand and support the needs of young people in their lives. Students who aspire toward careers in health care, counseling, social work, and law are especially encouraged to take this course. *Prereq: EDUC 204; CL: PSYC 206; Offered twice a year (generally fall and spring); M. Lei, STAFF*

EDUC 207 Technology in the Classroom (1/2)
This course is an introduction to the underlying principles of, and methods for, effective integration of educational technologies into classroom practice. This course will develop pre-service teachers' knowledge of specific technologies designed for educational settings (such as apps for student assessment and parent/family communication) as well as technologies with educational uses. Students will connect this new knowledge to theories of learning and content-area teaching methods to practice integrating appropriate educational technologies for specific learning goals. *Prereq: EDUC 201; Generally offered spring; M. Lei*

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 winter and spring; M. Lyons, L. West*

EDUC 209 Foundations of ESL and Bilingual Education
This course introduces students to a range of foundational topics in teaching English Language Learners (ELLs) in English as a Second Language (ESL) and Bilingual classrooms. Topics include history and current practices, ELL demographics, second language development, issues of equity in practice and assessment, and ELL advocacy. The course will also introduce students to the basic principles underlying effective ESL and Bilingual instruction. This course is applicable to any student wanting to teach ELLs in classrooms in the United States or internationally. *Prereq 201; Offered winter; S. Rozny*

EDUC 210 Methods & Materials for Teaching ESL
This course develops students' knowledge of instructional strategies for English Learners in English as a Second Language (ESL) settings. The course focuses on a range of topics fundamental to effective ESL instruction, including: Theories of academic language and second language acquisition, differentiation of instruction and assessment based on students' language needs, and assessing language proficiency and content knowledge. Students incorporate this knowledge into a variety of authentic instructional planning tasks throughout the course. *Prereq: EDUC 209 or permission of the instructor; Offered alternate years in fall or spring; S. Rozny*

EDUC 211 Prison Education: A Practicum
See description of PJST 211; *SA, PI; CL: PJST 211; L. Trapedo Sims*

EDUC 212 Inclusion in the Workplace: A Global Perspective
This course is designed to help students fully understand the concepts of multiculturalism, cultural tolerance, inclusivity, and social empowerment in the workplace. Using case studies, students are prompted to question ethical concerns surrounding cultural diversity, equity, and equality. Through inquiry-oriented tasks, they examine opportunities and challenges in the intersection of cultures in professional settings and develop multiple perspectives and strategies for supporting inclusivity. Successful completion of the course results in a critical awareness about cultural humility, color-blindness myth, linguistic and cultural responsiveness. The course provides skills for checking biases, debunking one-size-fits-all models, growing people's appreciation in multiculturalism, and cultivating flexible minds of global citizens. It builds an enhanced knowledge base for preventing micro-aggression and discriminatory practices in workplaces. *STAFF*

EDUC 213 Inside-Out: Restorative Justice
See description of PJST 213; *CL: PJST 213; L. Trapedo Sims*

EDUC 223 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 twice a year (generally winter and spring); M. Lyons, L. West*

EDUC 225 Bilingual and ESL Assessment
This course builds students' knowledge of and skills with assessment for English learners. The course focuses on three fundamental aspects: Assessment of English language proficiency, Assessment of content area knowledge, and Issues of assessment especially affecting English learners (such as validity, reliability, and bias). Throughout

the course, students create and modify formative and summative assessments for various content areas and gain exposure to standardized language proficiency tests for English learners. *Prereq: EDUC 209, or permission of the instructor; S. Rozny*

EDUC 231 History of Mexican American Education in the Midwest
Students will explore the educational and community experiences of ethnic Mexicans in Eastern Iowa and Western Illinois through a series of seminars, field trips, and service projects that will immerse them in local history and contextualize contemporary struggle. During the first half of the program, participants will be exposed to texts that situate the struggles of ethnic Mexican children and their families in the midwest and that introduce key issues related to their schooling reaching back to the Treaty of Guadalupe Hidalgo and ending with contemporary debates over the ways in which local ethnic histories should be included in school. *Prereq: permission of the instructor; D. Dougherty*

EDUC 286 History Pedagogy for Future Educators
See description of HIST 286. *CL: 286; C. Denial*

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, dis/ability, 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; Offered fall and winter; S. DeWitt, M. Lei*

EDUC 310 Perspectives on Curriculum and Instruction
This course focuses on the theories and practices utilized in planning and executing curriculum, including the crafting and delivering of 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: Secondary; C: Special Content Area. *Prereq or co-req: EDUC 301; Offered every winter; M. Lyons, 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: Secondary; C: Special Content Area. Students enrolled in EDUC 312 are responsible for completing a practicum experience of 40 hours. *Prereq: EDUC 310; Offered every spring; S. Hinman, M. Lyons*

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 312A, EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; Offered every spring; M. Warnsing*

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, 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 312A, EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; Offered every spring; M. Lei*

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 312A, EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; Offered every spring; L. West*

EDUC 317 Curriculum Development and Teaching in the Middle Grades (1/2 or 1)
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. Required for students seeking a middle school endorsement. 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; M. Hinkle*

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. 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; I: Psychology; J: Sociology. *Prereq: EDUC 310; EDUC 312B is taken concurrently; Offered every spring; 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 and Latin). Provides an opportunity for advanced study and application of principles and issues central to appropriate instruction of each learner. Separate sections apply specific content and assessment techniques appropriate to needs of the program. Music education students meet this requirement through coursework in the Music Department. B: Visual Art; C: Language. *Prereq: EDUC 310; Offered every spring; S. DeWitt, W. Parks*

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; M. Lyons, M. Lei*

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; M. Sims*

EDUC 330 American Educational Policy
The study of educational policy helps prepare you for taking up work in advocacy, leadership, academic research, and in your role as a citizen and/or teacher. In this course, we will think about the possibilities and the limits of education policy with special attention paid to how education policy often preserves oppressive structures even while it putatively attempts to mitigate their effects. We will think about what the aims of education policy should be; where policy comes from and how it is developed; who is involved and excluded from the decision-making process; how schools are governed; how policy impacts the everyday lives of students and teachers; and how scholars have approached the study of education policy from a variety of interdisciplinary perspectives. *Prereq: permission of the instructor; Offered every spring; D. Dougherty*

EDUC 340 Student Teaching (3 credits)
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 candidate's content area exam required by the State of Illinois. *Prereq: for Elementary Licensure: EDUC 310A, 312A, 314, 315, and 316; for Secondary Licensure: EDUC 310B, 312B, and 318; for Special Content Licensure: EDUC 310C, 312C, and 319; Offered fall and winter; IMMR; S/U/ M. Lyons, D. O'Riley*

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

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 Provost and 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 145 or 151, MATH 146 or 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

Faculty and professional interests

Cyn Kitchen, chair
Creative writing: creative nonfiction, fiction; editorial skills, modern and contemporary fiction and nonfiction
Emily Anderson
Enlightenment literature, Victorian literature, literary and narrative theory, film studies
Roya Biggie (on leave Winter and Spring 2026)
Shakespeare, early modern literature and culture, contemporary drama, history of science, ecocriticism, affect theory
Gina Franco
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
Nick Regiacorte, Director-Creative Writing
Creative writing: poetry, creative nonfiction; modern and contemporary poetry, prosody
Chad Simpson
Creative writing: fiction, creative nonfiction; modern and contemporary fiction
Robert Smith
American literature, literary theory, film studies
Barbara Tannert-Smith
Children's and adolescent literature; fairy tale; visual narrative; creative writing: fiction
Ryan Tracy
Modernism, race, gender, critical theory, creative writing, poetry

Cooperating faculty from other programs

John Haslem, *Center for Teaching and Learning*
Elizabeth Carlin Metz, *Theatre*

Adjunct faculty

Paul Marasa

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
3. Write clearly and compose compelling arguments based on close reading and informed critical reflection
4. Prepare, organize, and present an engaging oral presentation

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: ENG 205, ENG 206, ENG 207, ENG 208, ENG 209, ENG 306, ENG 307, ENG 308, ENG 309, or ENG 311
  - 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

English Literature

12 credits as follows:

- Reading Theories: ENG 200
- One course in creative writing or journalism: ENG 205, ENG 206, ENG 207, ENG 208, ENG 209, or ENG 270
- One survey course in American literature: ENG 231, ENG 232, or ENG 233
- One survey course in English literature: ENG 251, ENG 252, or ENG 253
- One additional survey course in American or English literature
- One period course: ENG 335, ENG 336, ENG 342, ENG 343, ENG 344, ENG 345, ENG 346, or ENG 347
- One single author course: ENG 330, ENG 331, ENG 332, ENG 380, or ENG 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
  - 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

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: 203, 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. *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. *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. *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. *IC; Offered annually, usually every term; STAFF*

ENG 123 Introduction to Theatre and Drama
See description for THTR 151. *IC; CL: THTR 151; J. Grace, E. Carlin Metz, D. Nichols*

ENG 124 Introduction to Film
See description for FILM 124. *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. *IC; Usually offered annually; CL: RELS 125; G. Franco, C. Kitchen*

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. *IC; Usually offered annually; CL: ENVS 126; STAFF*

ENG 140 Introduction to Letterpress Arts
In contrast to a dizzying array of media that are created and consumed in the instant, we will consider how the slow means involved in letterpress printing may present fresh opportunities for literary and artistic expression. The course will introduce students to the history, terminology, and practices involved in letterpress art. As a studio-based course, however, most of our time will be spent sorting and setting type, maintaining and cleaning equipment, and carrying out regular printing projects—both individual and collaborative. The class will culminate with each student's presentation of a final portfolio of eight to ten prints. *N. Regiacorte*

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. *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 Modern Business Messaging
See description for CTL 201. *CL: BUS 201, CTL 201; J. Haslem*

ENG 202 Teaching Writing
See description for CTL 202. *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. *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. *AC; Prereq: ENG 104 or 105 or 120 or 125 or permission of the instructor; CL: JOUR 206; Offered annually, usually every term; N. Regiacorte, C. Simpson, C. Kitchen*

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. *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. Kitchen, 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. *AC; Prereq: ENG 104 or 105 or 120 or 125 or permission of the instructor; Offered annually, usually every term; G. Franco, N. Regiacorte, STAFF*

ENG 209 Beginning Playwriting
See description for THTR 209. *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. *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 enthrall 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. *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 229 Creativity
The specific focus of this course is the creative process. We will address questions like: Are you creative? Are there creative "types"? How do we measure creativity? Does the definition of creativity vary as a function of discipline? Is scientific creativity like artistic creativity? Can we actually learn to be more creative? In essence, therefore, we will be exploring what creativity means, how it works, and why it matters. We will try to define creativity, understand how it is measured, and analyze processes of creativity. *R. Smith*

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. *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. *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. *IC; Offered alternate years; CL: AFST 233; STAFF*

ENG 234 African and Black Caribbean Literature
See description for AFST 234. *CL: AFST 234; STAFF*

ENG 235 African American Women Writers
See description for GWST 235. *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. *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, STAFF*

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 "Aztlan." In addition, special attention is given to the discussion of gender dynamics as they are expressed in the literature and culture. *CL: PJST 244; 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. *IC; PI; Prereq: ENG 105 or 120 or 125 or 200; Offered annually, usually multiple terms; CL: PJST 245; STAFF*

ENG 247 Revenge, Morality, and 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. *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. *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. *IC; Prereq: ENG 105 or 120 or 125 strongly recommended; Usually offered annually, usually SP; STAFF*

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. 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. *CL: JOUR 270; STAFF*

ENG 275 Novel Compositions
See description for CTL 275*.; CL: CTL 275; J. Haslem*

ENG 286 Theatre and Society
See description of THTR 286. *CL: THTR 286; D. Nichols*

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; Offered annually, multiple terms; CL: JOUR 306; N. Regiacorte, C. Kitchen

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; Offered annually, multiple terms; B. Tannert-Smith, C. Simpson, C. Kitchen, 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; Offered annually, multiple terms; N. Regiacorte, G. Franco; STAFF*

ENG 309 Playwriting and Screenwriting Workshop
See description for THTR 309. *Prereq: ENG 209 or THTR 209 or written permission of the instructor; 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; Offered occasionally; STAFF*

ENG 311A Advanced Writing: Fiction into Film (1/2 or 1)
Student writers will acquire screenwriting skills through exercises and scene work, examine adaptations of fiction into film, and finally adapt a piece of their own fiction into a screenplay. *Prereq: Written permission of the instructor; S. Kiraly*

ENG 311B Advanced Writing: Vision after Revision (1/2 or 1)
In this course, students will prioritize writing already made—in any literary genre—to develop and hone strategies for deep revision. Beginning with what Philip Metres identifies as an approach to "move toward the work as it reveals itself," we will embrace his stance that "revision isn't 'editing' or 'fixing.' Your work is not full of mistakes, and it's not broken. It's just not itself yet." Our aim, after the hard work of many drafts, will be to trace and retrace the vision of our writing. *Reserved for advanced Creative Writing majors or with permission of instructor; S. Kiraly*

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 is 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; 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; 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. *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. *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 courses 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; 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; Offered alternate years; R. Smith, STAFF*

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; 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; 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; 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; 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; N. Regiacorte, G. Franco, STAFF*

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; Usually offered alternate years; C. Simpson, STAFF*

ENG 351 Theatre History I
See description for THTR 351. *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 Theatre History II
See description for THTR 352. *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 Theatre History III
See description for THTR 353. *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." *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. *Prereq: JOUR 270 or permission of the instructor; CL: JOUR 370; STAFF*

ENG 371 In-Depth Reporting
See description for JOUR 371. *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. *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. *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; Offered annually, WI; R. Smith, E. Anderson, G. Franco, R Biggie*

ENG 399 Senior Portfolio for Writing Majors
(1/2; 1)
In this capstone experience, students collect, select, and revise their œuvre of creative writing, tracking their development of artistic voice and situating it in the tradition to which it speaks. In a formal presentation at "Milk Route," a 25-page critical essay, and annotated bibliography, students introduce this vision to the Knox community, articulate their writing's aesthetic influences, assess its strengths and limitations, and chart its potential. The course is taken over two consecutive terms as ENG 399 (1/2 credit for manuscript preparation and presentation) and ENG 399 (1/2 credit for composition), or in an intensive one-term experience ENG 399 (1 credit). *Prereq: senior standing. Offered winter/spring and spring. Given satisfactory work in winter, a grade of S is awarded until ENG 399 is completed, at which time a letter grade is awarded for both halves of the course; IMMR; N. Regiacorte, C. Kitchen, C. Simpson*

Environmental Studies

Majors and Minor

Faculty and professional interests

Katherine Adelsberger, chair
Geoarchaeology, soils, paleoenvironmental reconstruction, geographic information systems
Kaleigh Karageorge
Environmental justice, environmental policy, public policy
Peter Schwartzman
Climate change, environmental justice, renewable energy, sustainability

Cooperating faculty from other programs

Stuart Allison, *Biology*
Mary Crawford, *Chemistry*
Danielle Fatkin, *History*
Todd Heidt, *German*
William Hope, *Anthropology and Sociology*
James Mountjoy, *Biology*
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 ENVS. 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 completing 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. Understand and articulate the interdisciplinary nature of environmental challenges
2. Demonstrate proficiency in obtaining and evaluating data using at least one methodology found in environmental fields
3. Analyze the role that political and/or economic imbalances play in creating environmental vulnerability or environmental solutions
4. Effectively communicate scientific information to an audience

Students completing a major in Environmental Science will be able to:

1. Understand and articulate the interdisciplinary nature of environmental challenges
2. Demonstrate proficiency in obtaining and evaluating data using at least one scientific methodology found in environmental fields
3. Examine the role of scientific information in the advancement of environmental policy or environmental justice
4. Effectively communicate scientific information to an audience

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 ENVS 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, 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 followed by either 391 or 392, 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 either ENVS 391 or ENVS 392, 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 Environmental Studies: ENVS 101
- Introduction to Environmental Policy: ENVS 110
- Environmental Ethics: ENVS 118, ENVS 228, ENVS 254, ENVS 265, or ENVS 270
- Introductory Environmental Science: ENVS 125 or ENVS 170
- Introductory Statistics: PHYS 241 or STAT 200
- Environmental Methods: ENVS 241, ENVS 242, or ENVS 243
- Advanced Environmental Science: ENVS 317, ENVS 319, ENVS 325, ENVS 330, or ENVS 335
- Advanced Environmental Social Science: ENVS 263 or ENVS 360
  - Alternative courses may be approved by the department chair
- Interdisciplinary Elective: ECON 303, ENVS 231, ENVS 241, ENVS 242, ENVS 243, ENVS 254, ENVS 255, ENVS 256, ENVS 263, ENVS 265, ENVS 268, ENVS 270, ENVS 272, ENVS 360, GERM 203, or GERM 303
- One additional credit in Environmental Studies
- Senior Research: ENVS 390-391 or ENVS 390-392 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 102A
- Introductory Environmental Science: ENVS 125 or ENVS 170
- Introductory Statistics: PHYS 241 or STAT 200
- Environmental Methods: ENVS 241, ENVS 242, or ENVS 243
- Advanced Environmental Science: ENVS 317, ENVS 319, ENVS 325, ENVS 330, or ENVS 335
- Additional Science Elective: ENVS 220, ENVS 241, ENVS 242, ENVS 243, ENVS 270, ENVS 314, ENVS 317, ENVS 319, ENVS325, ENVS 330, or ENVS 335
- One additional credit in Environmental Studies
- Senior Research: ENVS 390-391 or ENVS 390-392 or ENVS 400

Environmental Science – Bachelor of Science**

15 credits as follows:

- Introduction to Environmental Studies: ENVS 101
- Introduction to Environmental Policy: ENVS 110
- Introductory Biology: BIOL 110
- Introductory Chemistry: CHEM 102A
- Introductory Environmental Science: ENVS 125 or 170
- Introductory Statistics: PHYS 241 or STAT 200
- Environmental Methods: ENVS 241, ENVS 242, or ENVS 243
- Advanced Environmental Science: ENVS 317, ENVS 319, ENVS 325, ENVS 330, or ENVS 335
- Additional Science Elective: ENVS 220, ENVS 241, ENVS 242, ENVS 243, ENVS 270, ENVS 314, ENVS 317, ENVS 319, ENVS325, ENVS 330, or ENVS 335
- One additional science credit from ENVS 188, ENVS 125, ENVS 170, ENVS 220, ENVS 241, ENVS 242, ENVS 243, ENVS 289, ENVS 314, ENVS 317, ENVS 319, ENVS 325, ENVS 330 or ENVS 335
- Calculus: MATH 145 or MATH 146
- Introductory Physics: One course in Physics or Astronomy
- One additional credit from BIOL, BCHM, CHEM (200 level or higher), CS, NEUR, PHYS, or MATH (131 level or higher). This credit must not cross-list with ENVS.
- One additional credit in Environmental Studies
- Senior Research: ENVS 390-391 or ENVS 390-392 or ENVS 400

A three-course overlap is allowed for students pursuing double majors (Bachelor of Arts or Bachelor of Science) in Biology and Environmental Science.

Requirements for the minors

Environmental Studies Minor*

5 credits as follows:

- Introduction to Environmental Studies: ENVS 101
- Environmental Ethics: ENVS 118, ENVS 228, ENVS 254, ENVS 265, or ENVS 270
- A 300-level course in Environmental Studies
- Two additional credits in Environmental Studies

Environmental Science Minor**

5 credits as follows:

- Introduction to Environmental Studies: ENVS 101
- Introductory Environmental Science: BIOL 110, ENVS 125, or ENVS 170
- 3 credits in Natural Resource, Climate, or Ecological Sciences: ENVS 220, ENVS 241, ENVS 242, ENVS 243, ENVS 314, ENVS 317, ENVS 319, ENVS 320, ENVS 325, ENVS 330, or ENVS 335
  - At least one course must be taken at the 300-level

Students majoring or minoring in Biology or minoring in Earth Science may only have one course }overlap with the Environmental Science minor.

* Students major or minoring in Environmental Studies may not major or minor in Environmental Science.
** Students major or minoring in Environmental Science may not major or minor in Environmental Studies.

Courses

ENVS 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. *SI; Course fee applies; Offered annually, typically in the fall and spring; P. Schwartzman, K. Adelsberger,*

ENVS 110 Introduction to Environmental Policy
This course will examine the history and evolution of environmental policy in the contemporary U.S. by exploring some ideas about the policy process and investigating different policy approaches used to confront environmental issues. We will begin by introducing some concepts related to the policy process and historical and current perspectives and concerns related to the environment. Then, we will transition to examining specific policy approaches to environmental concerns such as regulatory policy, market-based mechanisms, and community-based conservation. While investigating these approaches, we will explore substantive environmental concerns such as biodiversity loss, natural disasters, climate change and environmental injustices.. *SA; Offered annually; K. Karageorge*

ENVS 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. *SA; CL: HIST 115; Typically offered alternate years; D. Fatkin, K. Adelsberger*

ENVS 118 Environmental Ethics
See description for PHIL 118. *IC; CL: PHIL 118, PJST 118; STAFF*

ENVS 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, earthquakes, rock formation, rivers and flooding. Basic rock and mineral identification and an introduction to geologic field methods are included during laboratory periods. *SI; Course fee applies; Typically offered alternate years; K. Adelsberger*

ENVS 126 Environmental Literature, Film, and the Arts
See description for ENG 126. *IC; CL: ENG 126; Usually offered alternate years; STAFF*

ENVS 167 U.S. National Parks
U.S. National Parks introduces students to the history and management of the National Park system in the United States. It situates the development of these public lands within trends in nineteenth- and twentieth-century environmental, cultural, and intellectual history. It also uses the National Park system to explore paradigms in U.S. public lands management and, more broadly, natural resource use in the United States. *N. Mink*

ENVS 170 Atmosphere and Weather
An introduction to the field of climatology and meteorology, with an emphasis on atmospheric processes. Topically, this course examines key weather-related phenomena (e.g. hurricanes, frontal systems, air pollution) and acquaints students with their mathematical and scientific underpinnings. *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; S/U; P. Schwartzman, K. Hope*

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
An introduction to the fundamental principles and applications of mapping and the use 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; K. Adelsberger*

ENVS 201 Contemporary Biological Issues
This course explores the biological, political and social ramifications of contemporary controversial biological issues. *Prereq: sophomore standing; CL: BIOL 201; S. STAFF*

ENVS 203 The Environment in the German Imagination
See description for GERM 203. *Prereq: GERM 103; CL: GERM 203; T. Heidt*

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, PJST 228; PI; Offered alternate years; P. Schwartzman*

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; 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 groundwater 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. Algebra-level math skills are required. *Prereq: ENVS 125 or ENVS 170 or PHYS 110; 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 or CHEM 100A, or PHYS 110; Typically offered alternate years; P. Schwartzman*

ENVS 254 Food Systems
See description for ANSO 254. *Prereq: One previous course in ANSO or ENVS; CL: ANSO 254; Offered alternate years; W. Hope*

ENVS 255 Exploring Regenerative Agriculture
See description for ANSO 255. *IMMR; CL: ANSO 255; W. Hope, T. Hope*

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 263 Environmental and Natural Resource Economics
See description for ECON 263. *Prereq: ECON 110; CL: ECON 263; STAFF*

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 occasionally; CL: PJST 265; 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 occasionally; 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 272 Environmental Matters in Municipalities
Cities depend on many environmental resources and services to thrive (clean water, clean air, waste disposal, etc.). Municipal governments often are key actors in guaranteeing that these resources are available to its residents. This course will provide substantial exposure to the practices that cities use to do this effectively and with sustainability in mind. Class will include local field trips as a means to converse with municipal personnel and examine relevant municipal infrastructure first-hand. *Prereq: Sophomore standing or permission of the instructor; P. Schwartzman*

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 course's 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. *S/U. Prereq: Acceptance into the Green Oaks Term program; Offered alternate years in the spring; IMMR; 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; Offered occasionally; K. Adelsberger*

ENVS 303 The Environment in the German Imagination
See description for GERM 303. *Prereq: three 200-level GERM courses or equivalent; CL: GERM 303; T. Heidt*

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; Typically offered alternate years; 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 People and Paleoenvironments
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; Typically offered alternate years; K. Adelsberger*

ENVS 360 Politics of Climate Change
This course will explore the domestic and international debates related to climate change. After considering the origins of the climate debate, we will examine how U.S. climate policy has evolved as public opinion has changed. Shifting to international climate debates, we will examine disagreements and inequality between industrialized and non-industrialized countries, investigating

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 a course in Political Science or permission of the instructor; CL: PS 360; No background in statistics or climate science is necessary; K. Karageorge*

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 coursework 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, 243, or 246; STAFF*

ENVS 392 Immersive Senior Research
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. ENVS 390 (0.5 credit) must be taken first, followed by either ENVS 391 (0.5 credit) or 392 (1.0 credit). ENVS 392 fulfills the college Immersion/Active Learning requirement. *Prerequisite(s): Junior standing and one of ENVS 241, 242, 243, 245, or 246; IMMR; 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; May be repeated for up to 2 credits; STAFF*

Film Studies

Minor

Program Committee

Emily Anderson, *English*, chair
Greg Gilbert, *Art History*
Todd Heidt, *Modern Languages*
Rob Smith, *English*

Cooperating faculty from other programs

Weihong Du, *Asian Studies*
Scott Harris, *Religious Studies*
Antonio Prado, *Modern Languages*
Kelly Shaw, *Psychology*
Daniel Wack, *Philosophy*

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 identify visual languages and terms regarding both the production of film and its historical development
2. Apply theoretical principles that guide our understanding of film as a formal text and analyze films within theoretical contexts
3. Assess films as cultural products through studies of their cultural contexts

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
- PHIL 246: Philosophy of Film
- PSYC 270: Psychology and Film
- ENG 261: Women and Film
- ART 323: Visual Culture Theory
- FILM 363: Film Theories
- ENG 380FF: Jane Austen & Lizzy Bennet

Group B
- SPAN 307: Identity and Alterity in Latino Literature and Culture
- HIST 227: The Black Image in American Film
- CHIN 225: Introduction to Chinese Film
- SPAN 309: Contemporary Latin American Cinema
- GERM 336: Contemporary German Culture
- GERM 337: German Society and Film
- RELS 241A: Religion and Film

Note: At least two courses must be at the 300-level and no more than two courses may be at the 100-level. Special-topics or off-campus courses may be approved as substitutions at the discretion of the department chair.

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. *IC; CL: ENG 124; R. Smith, E. Anderson*

FILM 151 German History on Film
This course will examine German films (alongside some graphic novels and other texts) which take as their subject historical moments and events. We will examine the manner in which German culture views its own history via mass, popular media such as film. Such media necessarily generate collective memories and historical imaginaries which may or may not comport with historical fact. Themes may include (but aren't limited to) the legacy of the Holocaust and World War II, the division and unification of Germany, and migrants' experiences. *CL: GERM 151; IC; Offered occasionally; T. Heidt*

FILM 213 Documentary and Truth
Documentary film is, like thinking more generally, oriented and organized by truth. But what makes a representation truthful? What norms govern activities involving truth-telling? Above all, why is truth-telling so important to us? We examine these and related issues in the context of the history of documentary films. In watching documentaries and reading related philosophical and critical texts, we investigate the norms of truth-telling at work in documenting an event and in representing a particular way of life. *CL: PHIL 213; D. Wack PHIL 213; D. Wack*

FILM 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; CHIN 225; Offered occasionally; IC; W. Du*

FILM 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/sex-

uality by Hollywood vs. independent black films; the changing black image in film over time; the business and economics of filmmaking. *Prerequisite(s): sophomore standing or permission of the instructor; CL: AMST 227;HIST 227;HIST 227; IC; PI; M. Roy-Fequiere; K. Hamilton*

FILM 234 Digital Video Production
This course introduces students to the conceptual foundations and technical skills needed to produce and understand three primary approaches to film: documentary, narrative, and experimental/video art. Students will learn the aesthetics and mechanics of shooting digital video, pre-production, recording high quality audio, field and studio production, along with basic non-linear editing. Coursework includes short assignments, discussions, critiques, screenings, and a final collaborative project. *Prerequisite(s): sophomore standing or higher; CL: JOUR 234; Staff*

FILM 240 Introduction to French Cinema
The French often assert that in the domain of international cinema French films represent the only serious challenge to Hollywood's hegemony. Regardless of the truth of this assertion, it is true that film as an art form occupies a privileged position in France. The purpose of this course is to examine the evolution of filmmaking in France by studying a number of the most important periods, movements, styles and artists in the history of French cinema. *Prerequisite(s): FREN 210 or FREN 211; CL: FREN 240;FREN 240E; Course may be offered for .5 or 1 credit in a given term. Not repeatable in either case; Staff*

FILM 241A Religion and Film
See description for RELS 241A. CL: RELS 241A; IC; S. Harris

FILM 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: PHIL 246; D. Wack*

FILM 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. *Prerequisite(s): ENG 124 or permission of the instructor; CL: ENG 261;GWST 261; IC; PI; R. Smith*

FILM 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. *Prerequisite(s): PSYC 100; CL: PSYC 270; K. Shaw*

FILM 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. *Prerequisite(s): SPAN 235; CL: LAST 309;SPAN 309; A. Prado del Santo*

FILM 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 visuality.

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, poliical, 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. *CL: ART 323;IDIS 323; G. Gilbert*

FILM 337 German Society and Film
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. *Prerequisite(s): sophomore standing or permission of the instructor; CL: GERM 337E; IC; T. Heidt*

FILM 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." *Prerequisite(s): 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*

FILM 380FF Jane Austen & Lizzie Bennet
Jane Austen has fascinated both audiences and artists for the past two hundred years. In this course, we will explore Austen's more popular novels and the adaptations they have inspired. These adaptations—in literature, film, and other contemporary media—extend from *Bridget Jones's Diary*, to the BBC and Colin Firth, to Keira Knightly, and to graphic novels. Along with these texts, we will read contemporary theories of adaptation, film, narrative, and narration. *CL: ENG 380FF; E. Anderson*

French

Major and Minor

Faculty and professional interests

Caesar Akuetey

Francophone African literature, 19th century French literature, linguistics

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 target language

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:

- Intermediate French I: FREN 201
- Conversation: FREN 210
- One literature course at the 200 or 300-level
- One civilization course at the 200 or 300-level
- Five additional credits at the 300-level
- Senior Project: 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. Akuetey, STAFF*

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. Akuetey, STAFF*

FREN 110E Poodles and Boodles: French Identities and Individualities
(Taught in English) Beret, baguette, Marcel Marceau, Edith Piaf are images and icons that one associates with the French identity. But what does it mean to be French? What does it mean to be Francophone? What is this French "je ne sais quoi?" This course will focus on the multi-faceted question of French identity in France and in the Francophone world, but also in America. French is intrinsically linked to the history of America and its people, but how? Why is there such an important French presence in the US and what does it mean from an identity standpoint? This course is taught in English and is specifically designed for first year students or students interested in French and Francophone civilization with no prior knowledge of the language. Does not satisfy Second Language Element. *STAFF; PI, IC*

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; C. Akuetey, STAFF*

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; C. Akuetey, STAFF*

FREN 211 Intermediate French Grammar
This course seeks to consolidate students' skills in grammar and reinforce their listening, reading and writing abilities through dictations, written compositions, readings, and oral presentations. Readings will be taken from news articles, fiction and non-fiction, and poetry. *Prereq: FREN 103; C. Akuetey*

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. *Prereq: FREN 201 or FREN 210; may be repeated once for credit; C. Akuetey, STAFF*

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. Akuetey, STAFF*

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. *Prereq: FREN 201 or FREN 210; CL: AFST 220; C. Akuetey*

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; CL: FILM 240; Not repeatable in either case; STAFF*

FREN 240, FREN 240E Introduction to French Cinema
The French often assert that in the domain of international cinema French films represent the only serious challenge to Hollywood's hegemony. Regardless of the truth of this assertion, it is true that film as an art form occupies a privileged position in France. The purpose of this course is to examine the evolution of filmmaking in France by studying a number of the most important periods, movements, styles and artists in the history of French cinema. *Prereq: FREN 201 and preferably FREN 210 for FREN 240; IC; CL: FILM 240; Not repeatable in either case; STAFF*

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. Akuetey*

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. Akuetey, STAFF*

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; STAFF*

FREN 320 Written and Oral French
Advanced practice in written and oral expression. *Prereq: FREN 201 and FREN 210; STAFF, C. Akuetey*

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. Akuetey, STAFF*

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; C. Akuetey, STAFF*

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 some-

body 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; STAFF*

FREN 330D Liars & Impostors
From the juvenile "liar, liar pants on fire" to the biblical verse: "Lying lips are abomination to the LORD: but they that deal truly are his delight", the act or the art of lying always appears to be stigmatized. But why lie? What makes a person a liar or an impostor? Are they the same? It is around these questions that philosophers and writers have gravitated and tried to decipher if lying could be justified or has to be punished systematically. Are there any real white lies? Are there any good lies? Does everybody lie? Commonly, French people are viewed to be direct and frank, but does French literature reflect this? How does French literature treat lies? Is it different from English literature? Does literature always lie? *Prereq: For French students - FREN 215 or any literature course; for others - sophomore standing and any literature course, or permission of the instructor; IC; Offered alternate years; STAFF*

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 movement, a genre, a major historical event. Students craft a comprehensive term project which is validated by a research paper. *May be taken once for 1.0 credit or twice for 0.5 credits; C. Akuetey, STAFF*

Gender and Women's Studies

Major and Minor

Program Committee

Karen Kampwirth, *Political Science*, chair
Catherine Denial, *History*
Heather Hoffmann, *Psychology*
Hilary Lehmann, *Classics*
Elizabeth Carlin Metz, *Theatre*
Robin Ragan, *Modern Languages*
Kelly Shaw, *Psychology and Gender and Women's Studies*

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 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 under-

standing of biological "facts," literary "value" and historical "importance"? *PI; SA; STAFF*

GWST 205 Queer Indigeneities
See description for PJST 205; *Prereq: Sophomore standing or permission of the instructor; SA, PI; CL: PJST 205; L. Trapedo Sims*

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. *CL: AFST 206, PJST 206; M. Roy-Féquière*

GWST 207 Black Women in the Civil Rights Movement
See description for AFST 207. *CL: AFST 207; STAFF*

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. *CL: ENG 221; M. Roy-Féquière, STAFF*

GWST 222 Women and Modern Chinese Literature
See description for CHIN 221. *IC; PI; CL: ASIA 221, CHIN 221; Offered annually, typically winter; W. Du*

GWST 227 Women and Latin American Politics
See description for PS 227. *PI; SA; Prereq: one course in social science or gender and women's studies required; CL: LAST 227, PS 227; K. Kampwirth*

GWST 231 Populism in Latin America
See description for PS 231. *SA; PI; Prereq: One previous Political Science or History class; CL: PS 231; 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. *CL: AFST 235, ENG 235; M. Roy- Féquière*

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. *Prereq: sophomore standing; CL: LAST 238; M. Roy- Féquière*

GWST 243 Philosophies of Feminism
See description for PHIL 243. *Prereq: sophomore standing; CL: PHIL 243; W. Young*

GWST 261 Women and Film
See description for ENG 261. *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 267D History of Gender and Sexuality in the U.S.
See description for HIST 267:; *PI; SA; Offered alternate years; C. Denial*

GWST 271 Human Sexuality
See description of PSYC 271. *Prereq: one 200-level psychology course; CL: PSYC 271; 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 302 Reproductive Justice in the US since 1973
See description for HIST 302. *Prereq: HIST 285, GWST 280, or permission of the instructor; CL: GWST 302; C. Denial*

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; SA; 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 Anzaldua, Lorna Dee Cervantes, Elena Viramontes, Sandra Cisneros and Lucha Corpi among many others. *Prereq: junior standing; CL: AMST 325; 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; STAFF*

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; Offered alternate years; Not currently offered.*

GWST 332 Gender Studies in German Literature and Culture
See description for GERM 322E. *Prereq: sophomore standing or permission of the instructor; CL: GERM 332E; IC; PI; T. Heidt*

GWST 333 Global Feminism and Antifeminism
See description for PS 333. *Prereq: at least one course in which gender is a major theme; CL: PS 333; PI; CL: PJST 333; K. Kampwirth*

GWST 334 LGBT Politics in Latin America
See description for PS 334. *Prereq: Sophomore standing; CL: PS 334, PJST 334, LAST 334; PI; K. Kampwirth*

GWST 336 Science and the Social Construction of Race and Gender
See description for AFST 336. *CL: AFST 336, IDIS 336, PJST 336; 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; 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; E. Carlin Metz*

German

Major and Minor

Faculty and professional interests

Todd Heidt

Late 19th and 20th century German literature and culture, film and visual culture, narratology and media, Austrian culture, second-language pedagogy

Brandy Wilcox

Nineteenth Century to Twenty-first Century German, Austrian, and Swiss Literature and Culture, with Concentrations in Film, Refugee Literature, and Fairy Tales; Middle High German literature; World Literature; Folklore; Remediation and Adaptation; Fairy Tales and Folktales

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 text, 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. Nearly all study abroad opportunities feature opportunities for coursework in other areas, such as Environmental Studies, Political Science and International Relations, History, Business and Economics, Music and more.

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: At all levels students will approach writing as a multi-stage process embedded in specific genres and cultural norms. Writing instruction begins with shorter texts at the 100-level and progresses through longer, multi-paragraph discourse at the 300-level. All classes include assignments broken down into brainstorming, pre-writing, drafting, and revising.

Oral Presentation: At all levels students will approach oral presentation as a multi-stage process embedded in specific genres and cultural norms. Presentations at the 100-level will be shorter and focused on the immediate and concrete reality of the speaker, and students progress to increasingly abstract cultural topics and longer presentations through the 200- and 300-levels. Students are provided with model presentations and will be required to brainstorm, outline, draft and revise presentations.

Requirements for the major

11 credits as follows:

- Three credits in German at the 200 level
- Six additional credits in German at the 300-level
- Allied fields: Two credits from courses outside of the German curriculum
  - Courses will be approved by the department chair in conversation with the student
- 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
Willkommen! This sequence is focused on learning the German language by learning about the cultures and lives of people living in German-speaking Europe today. Students will engage with readings, videos, films and music. The goal of this course is increased intercultural knowledge and the ability to use that cultural knowledge to effectively communicate in German. Students demonstrate their abilities by using German to accomplish real-world tasks. Open to beginners, and placement by examination. *GERM 103 is SL; Prereq: must follow sequence or permission of the instructor; T. Heidt, STAFF*

GERM 151 German History on Film
This course will examine German films (alongside some graphic novels and other texts) which take as their subject historical moments and events. We will examine the manner in which German culture views its own history via mass, popular media such as film. Such media necessarily generate collective memories and historical imaginaries which may or may not comport with historical fact. Themes may include (but aren't limited to) the legacy of the Holocaust and World War II, the division and unification of Germany, and migrants' experiences. This course is taught in English. *IC; CL: FILM 151; Offered occasionally; T. Heidt*

GERM 152 Dungeons, Dragons, and Deutsch: The Roots of German Fantasy
In this course, students encounter dragons, heroes, gods, oaths, and courtly love, following the early roots of these themes into their modern depictions and usage today. Drawing on their experience with modern fantasies, the Dungeons and Dragons roleplaying game, and renaissance faires, students delve into the roots of the fantasy genre with Middle High German epics, lyric poetry, songs, and short stories. Additional materials from the French and English epic traditions will also be incorporated and students will discover the history of the texts' dissemination into their relevant contexts. In each unit students will navigate the texts in translation, draw connections between the Medieval referents and the modern adaptations, and then creatively incorporate the themes, characters, topics, and lessons of the literature into modern projects. These projects include but are not limited to: creating Dungeons and Dragons character sheets, assisting in developing a D&D world and/or campaign, developing a theatrical adaptation, writing knightly codes of con-

duct, and comparing modern fantasy stories with their Middle High German referrents. This course is taught in English. *IC; CL: IS 152; B. Wilcox*

GERM 155 Tolerance and Intolerance in Literature and Film
Ideas that came out of German Enlightenment spread throughout Europe and beyond. Tolerance, one of the core ideals of the Enlightenment, always faces its opposite, intolerance. This course provides an in-depth look at the reverberations of German Enlightenment in various forms of tolerance and intolerance in literature and film. Political, social, and religious tolerance and intolerance are examined through literature, film and theoretical texts in various historical moments, times of political unease, cases of religious mistreatment or coexistence etc. Specific attention is paid to topics such as racism, instances of political persecution, and interreligious amity. For each literary work or film, students get a historical background and examine the work with the help of theoretical discussions. Students will gain perspectives on diverse forms of tolerance and intolerance in different contexts. This course is taught in English. *PI; IC; CL; IS 155; Offered alternate years; T. Heidt; STAFF*

GERM 201
SL; Prereq: GERM 103 or equivalent; T. Heidt, STAFF

GERM 202 Young Rebels
Moments of crisis often bring into sharp relief the differing worldviews between generations. This course will explore historical periods through the lens of intergenerational conflicts. Youth movements often attempt to tarry with the guilt of the past and the stakes of the future. We learn about the cultural and historical contexts and trace the reactions of young people through literature, film, and historical documents. Possible topics include, but are not limited to, dissidents under the Nazi and East German Communist regimes, the 1968ers in West Germany, environmental and anti-nuclear protest movements, and more. *Prereq: GERM 103 or equivalent; T. Heidt*

GERM 203 The Environment in the German Imagination
From record-breaking renewable energy production to a historical fascination with natural spaces and woodlands in fairy tales and other literature, German-speaking central Europe has long been at the forefront of environmentalism and sustainability. This course examines both historical and contemporary environmentalist movements, examining cultural products, practices and perspectives of German-speaking peoples which make environmentalism and sustainability a priority. Topics may include contemporary laws and policies, everyday cultures of sustainability, energy production, historical movements such as Romanticism, environmentalism under various German regimes in the 20th & 21st centuries, and more. *Prereq: GERM 103 or equivalent; CL ENVS 203; T. Heidt*

GERM 211 German Traditions and Everyday Culture
This course will examine traditions, festivals, celebrations and daily culture in the German-speaking world. These analyses will provide a window into the multifaceted history, culture, and values of the various peoples and cultures calling Central Europe home (whether intergenerationally or newly arrived). Possible topics include long-standing and well-known traditions such as Oktoberfest as well as daily routines and traditions which shape life in these cultures. *Prereq: GERM 103; T. Heidt*

GERM 212 Deutschland ist (k)ein Einwanderungsland: Migration and Immigration in Germany
In this course, we will look at current political and popular debates as well as literature to explore the complex history of migration and immigration since the Second World War. Through a variety of text—including film, literature, scholarly research, poetry, and news article—we will examine the artistic, cultural, historical, political, and religious impacts of immigration on culture and life in Germany today. *Prereq: GERM 103; B. Wilcox*

GERM 213 Mystery und Mordgeschichte: Crime and Detective Stories
Whodunnit? Wer hat's getan? In this course, we will read, identify, and analyze the Krimi- (crime) and Detektiv- (detective) story genre in the German-speaking realm. From the biblical Cain and Abel up through the popular Tatort television series, this class will explore the structure and expression of the genre while lending a critical eye to the gendered, racial, and class-based stereotypes prevalent in crime and mystery stories. Students will work through a variety of texts–including short stories, novels, television, and news–culminating in solving their own mystery in a "Murder Mystery" hour at the end of the course. *Prereq: GERM 103; B. Wilcox*

GERM 235 Introduction to German Literature
Readings and discussions in German of various nineteenth- and 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. *IC; Prereq: GERM 201 or equivalent; T. Heidt*

GERM 302 Young Rebels
See description for GERM 202. Prereq: three 200-level GERM courses or equivalent; T. Heidt

GERM 303 The Environment in the German Imagination
See description for GERM 303. *Prereq: three 200-level GERM courses or equivalent; CL: ENVS 303; T. Heidt*

GERM 311 German Traditions and Everyday Culture
See description for GERM 211. *Prereq: three 200-level GERM courses or equivalent; T. Heidt*

GERM 312 Deutschland ist (k)ein Einwanderungsland: Migration and Immigration in Germany
See description for GERM 212. *Prereq: three 200-level GERM courses or equivalent; B. Wilcox*

GERM 313 Mystery und Mordgeschichte: Crime and Detective Stories
See description for GERM 213. *Prereq: three 200-level GERM courses or equivalent; B. Wilcox*

GERM 330 or GERM 330E Afro-German Culture
(In German or English) 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: three 200-level GERM courses or equivalent 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 German or English) 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: three 200-level GERM courses or equivalent 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: three 200-level GERM courses or equivalent for GERM 332; sophomore standing or permission of the instructor for GERM 332E; GERM 332E is cross listed with GWST 332; IC; PI; T. Heidt*

GERM 335 Contemporary Europe, Migration and Refugees
(In German or English) 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: three 200-level GERM courses or equivalent; for English-language sections, sophomore standing or permission of the instructor; CL: GERM 335E, IS 335, MODL 335, PJST 335; T. Heidt, STAFF*

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: three 200-level GERM courses or equivalent 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. *T. Heidt*

Health Studies

Minor

Program Committee

Judith Thorn, *Biology*, chair
Jonah Rubin, *Anthropology & Sociology*

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

5.5 or 6 Credits as follows:

- Biological Context of Health: BCHM 265, BCHM 335, BIOL 325, BIOL 328, BIOL 329, BIOL 333, or BIOL 338
- Psychological Context of Health: PSYC 203, PSYC 276, or PSYC 279
- Cultural Context of Health: ANSO 102, ANSO 103, ANSO 212, ANSO 275, ANSO 310, ANSO 326, BUS 216, ENG 245E, DANC 221, HIST 267C, ECON 205, ENVS 228, PS 135, SPAN 220, or SPAN 222
- Religious/Philosophical Context of Health: PHIL 210, PHIL 228, RELS 270, or RELS 399B
- Empirical Basis of our Current Understanding of Human Health: BIOL 210, PSYC 281, or STAT 200
- Capstone: HLTH 349(0.5 or 1.0 credit)
  - Capstone Experience must be in a Health related field and approved by department chair

Courses

HLTH 349 Health Studies Internship (1/2 or 1)
This internship course represents the capstone experience for the minor. Broadly, this course provides students the opportunity to further examine ideas learned in courses that satisfy the minor, and integrate those ideas with their experiences in a health-related internship in the Galesburg community. Students will spend either 5 or 10 hours per week at an internship site. Students will also meet as a class once per week to discuss assigned short readings about health, and will write short reading reflections once per week. *Prereq: Junior standing and courses from three of the four content areas (biological, cultural, philosophical/religious, & psychological); STAFF*

History

Major and Minor

Faculty and professional interests

Emre Sencer, chair
Modern European and German history, Middle East
John Althoff
American history, Native and Indigenous history
Jessa Dahl (on leave AY 2025-26)
Early Modern and Modern East Asia, imperialism, transnational history, gender, and sexuality
Catherine Denial
Early American history, Native and Indigenous history, women, gender, and sexuality
Danielle Fatkin
Ancient Roman and Mediterranean history
Erin Newton
Early Modern and Modern East Asia, gender, and sexuality
Michael Schneider (on leave AY 2025-26)
East Asian and international history

Cooperating faculty from other programs

Katherine Adelsberger, *Environmental Studies*
Deirdre M. Dougherty, *Educational Studies*
Mitchell Parks, *Classics and Ancient Mediterranean Studies*

It is not possible to understand the present without first understanding the past. A History degree will provide you with the skills and knowledge you need to navigate our contemporary world, as well as the ability to thoughtfully plan for its future. You will develop a global perspective on the problems we currently face, the ways in which past generations have dealt with similar problems, and an appreciation for the many and varied choices with which historical actors wrestled. You will learn not just about people who were wealthy and privileged, but about individuals from any number of racial and ethnic backgrounds, sexualities, genders, social ranks, religions, and ideological positions. In upper-level classes, you will be a working historian, immersing yourself in archival research, oral traditions, and archaeological excavation. You will put that primary-source analysis alongside your assessment of other people's scholarship to generate your own arguments about the past and why they matter.

We encourage you to study widely in related disciplines, and to approach the study of the past as creatively and thoroughly as you can. Explore the art, theater, literature, and music of different cultures in any given age; think critically about the role of science in structuring human societies; add to your intellectual toolkit with theories and practices from anthropology, sociology, political science, religious studies, and classics. Make a point of cultivating a real appreciation for a language other than your first, and the deep cultural knowledge contained within it. If you plan to head to graduate school, consider pursuing an honors project in your senior year at Knox with any of the professors in the department.

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 with the exception of HIST 300.

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 as follows*:

- Two 100-level HIST courses
- HIST 245 or 300
- Three HIST courses numbered above 300, 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 300, 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

- One 100-level HIST course
- HIST 245 or 300
- Three additional HIST courses
  - At least one course must be at the 300 leve

Courses

HIST 104 The Ancient Mediterranean World
Ancient civilizations through the fall of Rome. *IC; SA; CL: CLAS 104; D. Fatkin*

HIST 106 Revolution, Nationalism, and Empire: Europe, 1770-1914
Modern Europe. Topics include the Enlightenment, the French Revolution, industrialization, imperialism and nationalism, to the eve of World War I. *SA; E. Sencer*

HIST 107 Disaster and Hope: Europe in the 20th Century and After
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 the Cold War, and the challenges of globalization are among the major themes of the course. *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. *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. *IC; SA; CL: CLAS 111; D. Fatkin*

HIST 113 Judaism, Christianity, and Islam
See description for RELS 113. *CL: RELS 113; SA, PI; 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 133 Middle East Since 1900
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. *SA; PI; E. Sencer*

HIST 141 Premodern Histories of East Asia
This course explores the development of early societies in present-day China, Japan, and Korea up to the year 1600. Students will learn the basics of historical methodology and use primary sources to trace the transnational flow of technologies of state building, religion, and knowledge and cultural production before the modern period. Our exploration of this dynamic period will be focused on a question, event, document, or person that helps us encapsulate key themes in the region's historical development. *SA; CL: ASIA 141; J. Dahl*

HIST 142 Early Modern Histories of East Asia
This course explores the development of early modern states in East Asia, including the Qing empire in China, the Joseon dynasty in Korea, and the Tokugawa shogunate in Japan from 1600-1850. Students will learn the basics of historical methodology and use primary sources to explore what was "early" and what was "modern" about these different societies during the early modern period. Our exploration of this dynamic period will be focused on a question, event, document, or person that helps us encapsulate key themes in the region's historical development. *SA; CL: ASIA 142; J. Dahl*

HIST 143 Modern Histories of East Asia
This course explores the impact of empire and modernization in China, Japan, and Korea from 1850 through the present day. Students will learn the basics of historical methodology and use primary sources to trace the technological, ideological, and political consequences of the collision between the Qing-centered early modern world and a new globalizing system of imperial hegemony. Our exploration of this dynamic period will be focused on a question, event, document, or person that helps us encapsulate key themes in the region's historical development. *CL: ASIA 143; SA, PI; J. Dahl*

HIST 145 Introduction to African Studies
See description for AFST 145. *CL: AFST 145; STAFF*

HIST 160 Power and Inequity in America to 1865
American history from its beginning to the Civil War. *PI; SA; Offering alternates annually with HIST 161; C. Denial*

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. *PI, SA; Offering alternates annually with HIST 160; C. Denial*

HIST 167 The History of Gender and Sexuality in the United States
This course recovers the shifting history of what gender and sexual identity have meant in American history. Personal choice, cultural possibility, and the operations of the state have all come together to shape the ways in which people experienced sex and attraction (or didn't), and understood masculinity, femininity, and non-binary identities over time. *PI, SA; 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. *PI; SA; Offered alternate years; C. Denial*

HIST 202 History of Education
See description of EDUC 202. *Prereq: sophomore standing or permission of the instructor; CL: EDUC 202; SA; H. Uysal*

HIST 205 Modern Russia
This is a course on the history of Russia from roughly the 1890s to the early 21st century. While focusing mostly on political history and the major events, we will also explore the social and cultural developments during the period. The aim is to give an overview of Russia over the last 100-plus years, while also paying attention to its society, culture, and arts. *Prereq: Sophomore standing or permission of the instructor; E. Sencer*

HIST 220 History of Christianity
See description for RELS 220. *CL: RELS 220;*

HIST 225 From Empire to Nation-State: Turkey in the 20th Century and After
This is a course on the history of the late Ottoman Empire and Modern Turkey. It focuses on the last one hundred years of the Empire and the transition to the modern Turkish republic. It also examines the political, social, and cultural developments in Turkey in the 20th century. *Prereq: Sophomore standing 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 or permission of the instructor; SA; PI; E. Sencer*

HIST 229 American Crime and Punishment: Historical and Contemporary Mappings
See description for PJST 229. *PI; SA; CL: PJST 229, ANSO 229; STAFF*

HIST 231 Hebrew Bible
See description for RELS 231. *SA; IC; CL: HIST 231; S. Harris*

HIST 232 Early Christian Texts
See description for RELS 232. *SA, IC; CL: RELS 232, CLAS 232; S. Harris*

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 the 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. *Prereq: HIST 141, 142, or 143 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. *Prereq: HIST 141, 142, or 143 is recommended; CL: ASIA 242; M. Schneider, J. Dahl*

HIST 244: Colonial Power in East Asia
This course explores the connection between Euro-american imperial expansion into East Asia and the subsequent rise of the Japanese imperial state as a world power. Starting from foundational theories of postcolonial theory, we will examine the interrelationship of colonial power, race, and gender across China, Japan, and Korea from the first Opium War in 1839 into the twentieth century. In doing so, we will discover that there are sites of empire in East Asia that destabilize the most common binaries of postcolonial study: Occident/Orient, modern/traditional, and colonizer/colonized. *SA, PI; CL: ASIA 244; J. Dahl*

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, J. Dahl*

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 300 or permission of the instructor; CL: ASIA 246; M. Schneider, J. Dahl*

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. *CL: AFST 263, LAST 263; Offered alternate years, STAFF*

HIST 267B The History of Marriage in the United States
This course follows the development of legal and philosophical theories about marriage from the Enlightenment to the present day. We'll examine statutes, legal debates, and court cases to understand what marital law was intended to achieve in the United States, and the many ways in which Americans challenged those ideals. We'll analyze prohibitions against marriage under slavery, laws about interracial marriage, the effect of marriage upon a woman's citizenship, the debate over gay marriage, and contemporary transgender marriage issues. *CL: GWST 267B C. Denial*

HIST 267C The History of Birth Control and Reproduction in the United States
The history of birth control and reproduction in the United States is the history of women and gender writ large. By following contraceptive, birth, and abortion practices from the colonial period to the 1950s, we will trace key shifts in the relationship between people and their medical providers, their own bodies, and technologies related to OB/GYN care. In that history is the history of kyriarchy in this country, and the ways in which those in power have sought to control the embodied experience of gender over time. *SA, PI; CL: GWST 267C; 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. *Prereq: sophomore standing, previous course work in history or permission of the instructor; CL: RELS 271; May be repeated for credit; STAFF*

HIST 271 Topics in the History of Religion
Topics will vary year to year, focusing on a specific area within the history of religion. *Prereq: sophomore standing, previous course work in history or permission of the instructor; CL: RELS 271; May be repeated for credit; STAFF*

HIST 271D - Religions of Greece and Rome
In this course, students learn about ancient cults, rituals, and the beliefs that governed the lives of ordinary Greeks and Romans. This includes the study of sacrifice, temples, sanctuaries, funerals and ritual purification through literature and material culture. The class focuses on the intersection of the religious sphere with politics, the economy, and the military. The course is organized loosely chronologically, looking at the development of key themes over time within both the Greek and Roman worlds. *CL: RELS 271D, CLAS 271D. D. Fatkin. Offered Win or Spr term, occasionally.*

HIST 271E - The Archaeology and History of the Bible
In this course, we look at the Bible as a source of history, comparing it with the results of archaeological excavations and extra-biblical literature. Through this process, we delimit the strengths and weaknesses of the Bible as a chronicle of the Israelite and Judean past and learn how to combine evidence from a variety of sources to write accurate and compelling histories. By the end of the class, students will have a clear idea of when the Bible was written, by whom, and how it relates to the larger history of southwest Asia. Chronologically, the course covers the Late Bronze Age (c. 1500 BCE) to the destruction of the Second Temple in 70 CE. *CL: RELS 271E, CLAS 271E. D. Fatkin. Offered Win or Spr term, occasionally.*

HIST 271F: Deep History of Israeli-Palestinian Conflict
This class offers a unique approach to understanding the modern conflict and wars in Israel and Palestine by grounding its study in the recent and ancient past. Through a combination of modern history, ancient history, and political science, this course explores how and why things on the ground look the way that they do in Israel and Palestine today. This course assumes that the scientific approach to the history and geography of the southern Levant, common among archaeologists and religious communities, is freighted with political and cultural baggage – of colonialism, cultural imperialism, war, death, and political disenfranchisement. This course places the study of

the ancient past in conversation with the modern political story. To understand the true significance of the ancient Levant (and the Bible), we also need to understand how people today deploy the tropes of ancient history in the contemporary context. *D. Fatkin. Offered occasionally.*

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 281 Native American & Indigenous History Since 1871
This course examines key turning points in the history of Native people in the United States from 1870 to the present day—moments that had a profound impact upon almost all Native nations. We will take stock of the influence of federal policy on reservations, examine the experiences of children sent to boarding schools, consider what it meant to be Native during the New Deal and WWII, probe the U.S. policies of termination and relocation, analyze American Indian sovereignty movements, and consider present-day issues such as the Two-Spirit movement and efforts to eradicate Native-related mascots.*Offered alternate years. PI; SA; C. Denial*

HIST 286 History Pedagogy for Future Educators
Created for students who will become elementary teachers, high school social studies teachers, or who are headed to graduate school in history, this course offers an introduction to critical thinking (and action) in the classroom. Taking our cue from bell hooks' Teaching to Transgress, we will explore theories of inclusive, equitable history instruction, as well as practical strategies for teaching the past. *CL: EDUC 286; C. Denial*

HIST 300 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 300; HIST 104 and/or HIST 201 strongly recommended; CL: CLAS 301; D. Fatkin*

HIST 302 Reproductive Justice in the US since 1973
This course invites students to dive deep into the issue of reproductive justice in the United States since the 1973 Supreme Court decision, Roe v. Wade. Students will pursue an independent research project into a topic of their choosing, related to reproductive justice. Together we will explore assisted reproductive technologies, abortion, contraception, queer parenting rights, transgender justice, and more. *Prereq: HIST 300, GWST 280, or permission of the instructor; CL: GWST 302; C. Denial*

HIST 323 Germany Since 1945
This is a research course on post-WWII. 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 300 or permission of the instructor; E. Sencer*

HIST 336 Contemporary German Culture
See description for GERM 336E. *Prereq: HIST 300 or permission of instructor; CL: GERM 336E; 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 300; E. Sencer*

HIST 339 Weimar Germany, 1919-1933
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 300 or permission of the instructor; E. Sencer*

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 245 or HIST 300 or permission of instructor; M. Schneider, J. Dahl*

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 a public history exhibition in analog or digital format on some aspect of local (or locally) connected history by the end of the term. Alternate years. *Prereq: HIST 300 or permission of the instructor; IMMR; C. Denial, J. Dahl*

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; may be repeated for credit; STAFF*

HIST 373b Women, Gender, and the American Revolution
This class will explore some of the ways in which people of all genders, classes, racial groups, and religious traditions experienced the American Revolution. We'll also ask a lot of questions about the ways in which American popular culture remembers this period of history. *Prereq: HIST 300, GWST 280, or permission of the instructor; CL: GWST 373; 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. We will study multiple Indigenous methodologies, analyzing the intertwined concepts of spirituality, landscape, place-naming, cross-cultural contact, and social change. Alternate years. *Prereq: HIST 300 or permission of the instructor; C. Denial*

Interdisciplinary Studies

Course Work

Program Director

Melissa Glenn, *Provost and Dean of the Faculty*

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; PI; CL: PJST 120; 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. *S/U; STAFF*

IDIS 140 Magic(al) Realism in Film
The term "magic realism" was coined by art critic Franz Roh in 1925 to describe paintings that react against the distortions of expressionism by producing realistic works that, as Roh states, "approach the ultimate enigmas and harmonies of existence" in order to convey "the calm admiration of the magic of being." Soon after, writers in South and Central America produced the more familiar "magical realism," which presents a hybrid world in which the real and the unreal cohabit. This course examines both these trends as incorporated in cinema, from the "deadpan" silent comedy of Buster Keaton to the fantasy/genre films of Guillermo del Toro (The Shape of Water), from the shadowy netherworld of film noir to the alternate realities of Charlie Kaufman (Eternal Sunshine of the Spotless Mind), in an effort to understand cinema's sometimes-overlooked role in the development and continuing popularity of magic(al) realism. *P. Marasa*

IDIS 160 Forest Ecology, Culture and Earth System Processes in Germany (1/2)
This course is a preparatory seminar for students traveling to Germany in June in order to examine the intersection of German culture, forest ecology, and soil health in Freiburg, Germany, where a history of industrial policies that resulted in the production of acid rain have had significant impacts on the Black Forest. Students will learn about acid rain production and the specific historic and industrial causes of this process in northern Europe, as well as cultural reactions to forest decline and the role of the Black Forest in German cultural identity. Students will be responsible for researching and presenting to the class some aspect of the historical, cultural and environmental context of Freiburg. The seminar will be graded on an S/U basis, and students must earn an S in order to participate in the travel component in June. *Prereq: One from: any course in German numbered 103 or higher, Germ 331E (taught in English), ENVS 101, 125, 170, 241, 242, BIOL 110, 316, 317, or 319; Offered alternate years; K. Adelsberger, T. Heidt*

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. *PI; CL: PJST 220; 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 differ-

ent 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? *Prereq: junior standing; CL: GWST 312; 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 airfare are covered by a special program fee; E. Carlin 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; CL: PJST 321; 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, PJST 336; M. Crawford, D. Cermak*

IDIS 345A/B Arts in Action (1/2)
This course examines the practice of dance, theatre, music, visual arts, and creative writing as a form of community engagement through research in the foundations of the Arts Activism and Arts and Social Change. Course work will include readings about the historic development of socially engaged artists and seminal works of art, the foundations of community organizing with a focus on facilitation and collaboration, and a review of best practice models of Community Arts Education. This is a .5 credit, two-term course: term one will focus on theory and foundations, term two will entail sharing self-designed Arts-Reach projects in the local community. *K. Ridlon*

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; IMMR; 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; IMMR; STAFF*

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; IMMR; J. Spacco*

International Relations

Major and Minor

Faculty and professional interests

Andrew Civettini, chair
American politics, political behavior, political psychology
Thomas Bell
Constitutional law, political theory, American politics
Karen Kampwirth
Comparative politics, Latin America, gender and politics
Yu Bin Kim
International relations, East Asian politics
Duane Oldfield
Globalization, social movements, religion and politics
Katie Stewart (on leave Fall 2025)
Comparative politics, Russia/Eastern Europe, Nationalism

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 democratization, autocratization, and globalization.

Students interested in international relations should include in their programs introductory courses in economics, history, and public policy, and should complete the intermediate courses in one modern language. Students are strongly encouraged to participate in a study abroad program.

The department faculty bring diverse research methodologies and interests to the program. 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, and ideal models of international political and economic development.

A degree in international relations is a strong foundation for careers in government, nongovernmental organizations, and business. Graduates have joined the Peace Corps, entered diplomatic services, worked in the White House situation room, and become human rights advocates.

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:

- Survey Courses: PS 210, PS 220, and PS 317
- Global Organizations: PS 301, PS 312, or PS 315
- Research Methods: PS 230A(0.5), and PS 230B(0.5), PS 230C(0.5), or PS 230D(0.5).
- Two area courses from: PS 122, PS 125, PS 128, PS 227, PS 231, PS 236, PS 237, PS 265, PS 268, PS 301, PS 320, PS 321, PS 326, PS 333, or PS 334.
  - Off-campus study may be used to satisfy this requirement with approval of the chair.
- Three credits of electives within the department.

Requirements for the minor

5 credits as follows:

- Survey of International Relations: PS 210
- Additional Survey Course: PS 220 or PS 317
- Chose Three of the following: PS 122, PS 125, PS 128, PS 200, PS 215, PS 220, PS 227, PS 231, PS 236, PS 237, PS238, PS 265, PS 268, PS 301, PS 312, PS 315, PS 317, PS 320, PS 321, PS 326, PS 333, or PS 334.
  - At least one course must be at the 300-level
  - If PS 317 was chosen as the additional survey course, then any 3 courses can be chosen

International Studies

Major

Program Committee

Todd Heidt, *Modern Languages*, chair
Jonathan Anderson, *International Studies*
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 or thematic 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, JAPN 203, and SPAN 230A-E serve as speaking-intensive courses for majors.

Requirements for the major

12 credits, as follows:

- Introduction to Globalization: IS 100
- Social Science Core courses: ANSO 102, ECON 110 or ECON 120, PS 210 or PS 220, and HIST 245 or HIST 300
- Three courses at the 200 level or above in a foreign language
- Three Geopolitical Region or Thematic Unit* Electives. Areas that may be studied include:
  - Africa
  - Asia

  - Europe
  - Latin America
  - The Middle East
- A substantial Foreign Experience
  - 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.

*A Thematic Unit is a set of interdisciplinary courses examining one element of globalization, examples could include: International Development, Public Health, International Business, Human Rights, or Global Media. These courses must be selected with the guidance of an IS advisor.

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. *J. Anderson*

IS 152 Dungeons, Dragons, and Deutsch: The Roots of German Fantasy
See description for GERM 152. *IC; CL: GERM 152; B. Wilcox*

IS 155 Tolerance and Intolerance in Literature and Film
See description for GERM 155. *PI; IC; CL: GERM 155; T. Heidt, 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 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: sophomore standing 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; IS 240 is IMMR; CL: ASIA 240, 243; J. Dahl, N. Hayashi, W. Young*

IS 263 Global Migration
See description for ANSO 263. *CL: ANSO 263; M. Ran-Rubin*

IS 282 Language and Social Identity
This course explores the 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; CL: ANSO 282; J. Anderson*

IS 335 Contemporary Europe, Migration and Refugees
See description for GERM 335. *Prereq: Sophomore standing or permission of the instructor; CL: GERM 335; T. Heidt; STAFF*

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. Can be completed over two terms as two half-credit courses or in one term for a full credit. *STAFF*

Japanese

Minor

Faculty and professional interests

Natsumi Hayashi

Japanese language, pedagogy, culture and society

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

5 credits, as follows

- 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; N. Hayashi*

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 201, 202, 203 offered every year FA, WI, SP sequentially; N. Hayashi*

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; N. Hayashi*

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; N. Hayashi*

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 Akiyki, 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 competed 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; N. Hayashi*

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; STAFF*

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

Major and Minor

Program Committee

Emre Sencer, *History*, interim chair
Nick Regiacorte, *English*

Cooperating faculty from other programs

Cyn Kitchen, *English*
Chad Simpson, *English*

Journalist in Residence

Michael Penn

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 major and minor in journalism allow 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 website), 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 major

10 credits as follows:

- Core courses: JOUR 123, JOUR 270, and JOUR 272
- Ethics: JOUR 275
- Narrative Courses (Choose Two of the following): CTL 201, ENG 206, ENG 306, JOUR 345, JOUR 370, or JOUR 371
  - At least one course must be at the 300 Level
- Diversity and Communication: JOUR 217 or another diversity course approved by the program chair
- Understanding Images & Design: ART 112, ART 212, ART 220, or JOUR 119
- Media and Public Policy: JOUR 288, JOUR 295, PS 222, or RELS 241C
- Capstone: JOUR 399

Requirements for the minor

6 credits as follows:

- Core Courses: JOUR 123, JOUR 270, and JOUR 275
- Two upper-level Journalism narrative/production courses
  - At least one course must be at the 300 Level
- One elective credit in Journalism

Courses

JOUR 112 Graphic Design I: Visual Literacy
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. *AC*; *CL: ART 112*; *Offered every Fall and Winter; T. Stedman*

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. *AC; Students may not receive credit for both JOUR 119 and ART 119; STAFF*

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. *SA; STAFF*

JOUR 166 Public Speaking for Journalists
An introductory course to help develop the student's skills, knowledge, confidence and understanding of the public speaking process in the field of journalism. Topics include the principles of reasoning, audience analysis, collection of materials, outlining, and delivery. Emphasis is on the similarities and differences between research, preparation and delivery in public speaking, and reporting, editing and publishing in journalism. *STAFF*

JOUR 206 Beginning Creative Nonfiction Writing
See description for ENG 206. *CL: ENG 206. AC; Prereq: ENG 104 or 105 or 120 or 125 or permission of the instructor; CL: JOUR 206; Offered annually, usually every term; N. Regiacorte, C. Simpson, C. Kitchen*

JOUR 212 Graphic Design II: Theory and Practice
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; CL: ART 212; T. Stedman*

JOUR 217 Race, Gender and the Media
This course explores how minorities and women have been depicted in the mass media, particularly in the 4th Estate's news coverage, and focuses on the longstanding use of stereotypes that perpetuate inequality, racism and sexism in society. The course will also examine the history of employment—or lack thereof—of minorities and women in the media, particularly with regards to positions of power, and analyze and compare these representations to society's demographics. It will investigate gender and race anomalies to these stereotypes from female muckrakers such as Nelly Bly and Ida Tarbell to Black newspapers and Latino press. Finally, it will examine contemporary problems for minorities and women in the mass media, including alienation, fragmentation, and criticism based on racial and ethnic background, age, sex, social and economic class and sexual orientation. *STAFF*

JOUR 220 Typography: Designing with Type
See description of ART 220. *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. *CL: PS 222; STAFF*

JOUR 223 Digital Ethnography Workshop: The Politics of Fighting "Fake News"
In this class, students will gain hands-on experience conducting digital research into ongoing efforts to combat fake news. Possible research topics include digital communities, health misinformation, Wikipedia, media literacy curricula, and technological solutions. Our concern is not only with the efficacy of these projects in combating misinformation. Instead, we look at how varied methods and pedagogies for determining facts structures our politics in subtle yet powerful ways. To help build our critical analysis of fake news, we draw on anthropological and critical media literacy readings on facticity and conspiracy theories, race and gender, religion and secularism, and the public sphere. *Prereq: ANSO 102 or ANSO 103 or JOUR 123; CL: ANSO 223, PJST 223; IC; SA; J. Rubin*

JOUR 234 Digital Video Production
This course introduces students to the conceptual foundations and technical skills needed to produce and understand three primary approaches to film: documentary, narrative, and experimental/video art. Students will learn the aesthetics and mechanics of shooting digital video, pre-production, recording high quality audio, field and studio production, along with basic non-linear editing. Coursework includes short assignments, discussions, critiques, screenings, and a final collaborative project. *CL: FILM 234; STAFF*

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. *CL: ENG 270; STAFF*

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. *STAFF*

JOUR 273 Reading/Writing Art Criticism
See description for ART 273. *Prereq: an Art History course at the 100 or 200 level or a Journalism course at the 100 level, or permission of the instructor; CL: ART 273; G. Gilbert*

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. *STAFF*

JOUR 306 Creative Nonfiction Workshop
See description for ENG 306. *Prereq: ENG 206 or written permission of the instructor; May be taken three terms; Offered annually, multiple terms; CL: ENG 306; N. Regiacorte, C. Kitchen*

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; STAFF*

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; 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 significance 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; STAFF*

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*

JOUR 399 Capstone Practicum
Students will obtain an internship at a professional newspaper, broadcast station, or new media outlet, or at the campus newspaper, TKS. This practicum course is aimed at advanced journalism students who, in their senior year, are ready to put the prior 3-4 years of theoretical and practical journalism training into practice in a real-world setting. Placement in a professional setting is desired, but TKS will offer a rigorous internship closely advised by the instructor for students unable to obtain the former. Students will work 160 hours editing, reporting, writing, design and/or layout for 1 credit. The work proposals must be approved by the instructor. At the end of the the work period, student will write a reflection paper. This practicum may repeated as: 399A Broadcast Practicum, 399B New Media Practicum, and 399C Newspaper Practicum. *Prereq: Senior standing, JOUR 270, JOUR 370, and JOUR 371; IMMR;*
STAFF

Latin American Studies

Major and Minor

Program Committee

Julio Noriega, *Modern Languages and Literature*s, chair
Timothy Foster, *Modern Languages and Literatures*
Gregory Gilbert, *Art and Art History*
Fernando Gómez, *Modern Languages and Literatures*
William Hope, *Anthropology & Sociology*
Karen Kampwirth, *Political Science*
Jerome Miner, *Modern Languages and Literatures*
Antonio Prado, *Modern Languages and Literatures*
Robin Ragan, *Modern Languages and Literatures*
Jonah Rubin, *Anthropology & Sociology*

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. The student's understanding of the region and proficiency 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:

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:

- Introduction to Latin American Politics: PS 122
- Two of the following: SPAN 230B, SPAN 230C, SPAN 230D, SPAN 230E
- Six electives on Latin American topics
  - At least two must be in History/Social Science
  - At least two must be 300 Level
- Senior Capstone: LAST 399
- Approved Abroad Experience
  - Must be approved in coordination with the student and the Department Chair
  - At least a trimester in duration in a Latin American country.

Requirements for the minor

5 credits as follows:

- Two credits in Latin American History/Social Science: AFST 260, ANSO 234, ANSO 237, HIST 263, PS 122, PS 227, PS 231, PS 326, or PS 334
- Two credits in Latin American Culture: LAST 221, LAST 230B-E, LAST 235, LAST 238, LAST 240, LAST 305, LAST 306, LAST 309, LAST 335, or LAST 337
- One additional course in Latin American Studies
  - At least one of the above 5 courses should be at the 300 level
- Demonstrated competence in Spanish

- 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.

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. *PI; SA; CL: PS 122; K. Kampwirth*

LAST 221 Native Arts of the Americas: Their History and Cultural Legacy
See description of ART 221. *Prereq: ART 105, ART 106, or permission of the instructor; CL: ART 221; G. Gilbert*

LAST 227 Women and Latin American Politics
See description of PS 227. *Prereq: one course in social science or gender and women's studies required; CL: GWST 227, PS 227; PI; SA; K. Kampwirth*

LAST 230 B-E Culture of the Spanish-Speaking World
See description of SPAN 230B-E. *LAST 230B-E cross-listed in SPAN; LAST 230B-E are PI; STAFF*

LAST 231 Populism in Latin America
See description of PS 231. *Prereq: One previous Political Science or History course; CL: PS 231; 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. *IC; 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; W. Hope*

LAST 238 Latin American Women Writers
See description of GWST 238. *Prereq: sophomore standing; CL: GWST 238; M. Roy-Féquière*

LAST 240 Caribbean Literature and Culture
See description of AFST 240. *Prereq: sophomore standing or permission of the instructor; CL: AFST 240; M. Roy-Féquière*

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; STAFF*

LAST 263 Slavery in the Americas
See description of HIST 263. *CL: AFST 263, HIST 263; K. Hamilton, M. Roy-Féquière*

LAST 275 Dying, Death, and Mourning
See description for ANSO 275. *Prereq: one course in Anthropology and Sociology or permission of the instructor; CL: ANSO 275; SA; J. Rubin*

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; STAFF*

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; 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. *Prereq: previous 200 or 300 level work in social science or history required; CL: PS 326, PJST 326; PI; K. Kampwirth*

LAST 334 LGBT Politics in Latin America
See description of PS 334. *Prereq: Sophomore standing; CL: PS 334, PJST 334; PI; K. Kampwirth*

LAST 336A Bilingual Indigenous Literatures in the Americas
See description of SPAN 336A. *Prereq: SPAN 235 or any SPAN 230A-E or permission of instructor; CL: SPAN 336A; J. Noriega*

LAST 336B Bilingual Indigenous Literatures in the Americas
See description of SPAN 336B. *Prereq: SPAN 235 or any SPAN 230A-E or permission of instructor; CL: SPAN 336B; J. Noriega*

LAST 337 Hispanic American Fiction of Fantasy
See description of SPAN 337. *Prereq: SPAN 235; CL: SPAN 337; J. Miner*

LAST 339 Hispanic Writers in New York
See description of SPAN 339; *Prereq: SPAN 235 or any SPAN 230A-E or permission of instructor; CL: SPAN 339; J. Noriega*

LAST 345 Crime and Policing in Latin America
See description of ANSO 345. *Prereq: Sophomore standing or equivalent or permission of the Instructor; CL; ANSO 345; J. Rubin*

LAST 355 Developing Story-Telling in the Spanish-Speaking World
See description of SPAN 355. *Prereq: SPAN 235 or any SPAN 230A-E or permission of the instructor; CL: SPAN 355 J. Noriega*

LAST 377 Ethnicity and Marginality: Representing the Indigenous "Other" in Latin American Literature
See description of SPAN 377. *Prereq: SPAN 235 or permission of the instructor; CL: SPAN 377; T. Foster*

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*

Law

Pre-Professional & Cooperative Program

Program Advisor

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 Thomas Bell, Pre-Law Advisor.

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.

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 Bell 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 Bell.

Mathematics

Majors and Minor

Faculty and professional interests

Andrew Leahy, chair
Group representation theory, history of mathematics
Neranga Fernando
Algebra and number theory
Ole J. Forsberg
Probability, statistics, statistical modeling, electoral forensics
Torin Quinlavin
Statistics
Deborah Tonne
Applied and Computational Mathematics

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, differential algebra, and algebraic statistics. 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.

Mathematics majors have completed distinguished graduate programs in mathematics, computer science, statistics, economics, biomathematics, engineering, and finance. Other graduates have become respected teachers, or have been sought out by computer and consulting firms, insurance companies, actuaries, banks, and government agencies.

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

Writing and Oral Presentation

Writing: Starting in MATH 146, 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, students will in addition be introduced to simple mathematical proofs, and will be expected to write selected proofs on their own. In MATH 331 and MATH 341, 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

12 credits as follows:

- Core courses: MATH 146, MATH 175, MATH 185, MATH 205, and MATH 216 or MATH 217
- Two Theory Component Courses: MATH 321, MATH 322, MATH 331, MATH 333, or MATH 341
- Two Applications Component Courses: MATH 225, MATH 227, MATH 230, or STAT 200
- Two Implementation Component Courses: CS 142, STAT 223, STAT 312, or STAT 323
- Research Experience: MATH 361, MATH 399, or MATH 400
  - A research project leading to a public presentation and a written report. This may be fulfilled through MATH 361, MATH 399, or MATH 400, but must be certified by the department chair. The chair may also certify that up to one credit earned through research can satisfy a course requirement for one of Theory, Applications, or Implementation components of the major.

Mathematics – Bachelor of Science

15 credits as follows:

- Core courses: MATH 146, MATH 175, MATH 185, MATH 205, and MATH 216 or MATH 217
- Three Theory Component Courses: MATH 321, MATH 322, MATH 331, MATH 333, or MATH 341
- Three Applications Component Courses: MATH 225, MATH 227, MATH 230, or STAT 200
- Three Implementation Component Courses: CS 142, STAT 223, STAT 312, or STAT 323
- Research Experience: MATH 361, MATH 399, or MATH 400
  - A research project leading to a public presentation and a written report. This may be fulfilled through MATH 361, MATH 399, or MATH 400, but must be certified by the department chair. The chair may also certify that up to one credit earned through research can satisfy a course requirement for one of Theory, Applications, or Implementation components of the major.

Requirements for the minor

5 credits as follows:

- Core Courses: MATH 146, MATH 175, MATH 185, MATH 205, and MATH 216 or MATH 217
  - Note that the department may substitute an additional Theory or Application course (excluding STAT 200) to replace either MATH 216 or MATH 217 in the core requirement.

Suggested coursework for various career paths

- Mathematics majors intending to enter graduate school in Mathematics should complete all of MATH 215, MATH 230, MATH 313, MATH 331 and 333, and MATH 341 and 342.
- Mathematics majors 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 are considering graduate study in Statistics should take a strong program in mathematics that includes MATH 145 and 146, MATH 185, MATH 205, MATH 321 and 322, and MATH 331 and 332.
- Students interested in the actuarial profession should take introductory micro- and macroeconomics (ECON 110 and 120), MATH 145 and 146, MATH 185, MATH 205, MATH 227, and MATH 321 and 322.
- Students who wish to teach at the secondary level should complete MATH 175, MATH 216, MATH 217, 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. *QR; Appropriate math placement level; Offered every year, usually 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. *QR; Appropriate math placement level; Offered every year, usually FA and WI; STAFF*

MATH 145 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. *QR; Prereq: Appropriate math placement level or MATH 123; Offered every year, usually FA and WI; STAFF*

MATH 146 Calculus II
Topics include a brief review of differential calculus and the fundamental theorem, applications of and techniques for evaluating the integral, including elementary multivariate integrals. Also includes Taylor series and further discussion of differential equations. The course is taught laboratory-style. *Prereq: MATH 145, or equivalent; QR; 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. *QR; Prereq: MATH 123 and CS 141, or MATH 145 (or higher); 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 145 or higher, or permission of the instructor; Offered every year, usually FA and WI; 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. *QR; Prereq: MATH 146 or permission of the instructor; Offered every year, FA and SP; STAFF*

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 146; 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 146; Offered in alternate years, usually FA; STAFF*

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, model-checking, logistic regression, experimental design principles, ANOVA for one-, two-, and multiple factor experiments, and multiple comparisons. *QR; Prereq: STAT 200, MATH 145, and MATH 185; CL: STAT 225; Offered every year, WI; 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 146 or permission of the instructor*

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 235 Linear Algebra II
A continuation of MATH 185. A more abstract study of vector spaces and linear transformations. Spectral and Jordan decomposition theorems. Applications. *Prereq: MATH 205 and MATH 185; 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 145 (with MATH 146 recommended) or MATH 205, and MATH 185; CL: STAT 321; Usually offered every year, FA; CL: STAT 321; A. Leahy, 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;CL: STAT 322; Offered in alternate years, SP; O. Forsberg*

MATH 331 Introduction to Real 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 332 Real Analysis II
A continuation of MATH 331. A rigorous study of the concepts of calculus in higher dimensions. *Prereq: MATH 331; Offered occasionally; STAFF*

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 331; Usually offered in alternate years; STAFF*

MATH 341 Introduction to Abstract 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 217, MATH 235, MATH 331; 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; 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; Offered occasionally; STAFF*

Medicine

Pre-Professional & Cooperative Program

Program Advisor

Lisa Harris, *Vovis Center for Research and Advanced Study and Health Professions Advising*

Cooperating Faculty

Judith Thorn, *Biology*

Students interested in the medical profession are a part of the larger pre-health program at Knox, which includes a variety of health professions. The Vovis Center for Research and Advanced Study and Health Professions Advising serves all pre-health students at the College. Learn more about pre-health at Knox at the Vovis Center pre-health page.

Students interested in medicine specifically 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. Pre-med students are encouraged to major and minor in disciplines they are passionate about; there is no required major for any health profession. While many pre-med students choose to major in the sciences, it is common to see a double major or minor in the arts, humanities, or social sciences While you're deciding on a major, pre-health advisors encourage students to explore the health professions before making final decisions about future paths.

The Vovis Center offers many different ways to explore the health professions, from fully funded shadowing opportunities to shorter, on-campus programs and workshops. Programs such as shadowing at Graham Health System or attending a suturing workshop can help students confirm their decision to pursue medical school.

Students have support when it comes to selecting the right courses or preparing for the MCAT. The Vovis Center is here to help with:

- Course selection
- Planning study abroad experiences and timing
- Shadowing and clinical opportunities
- Medical College Admissions Test (MCAT) preparation and resources
- Medical and professional school applications

Recommended Pre-Medicine Coursework

Regardless of major, pre-med students need to complete pre-medical courses in preparation for the Medical College Admissions Test (MCAT) and as prerequisites for admission to medical school programs.

Programs vary in their prerequisites. Consult the Medical School Admissions Guide (MSAR) or speak with a pre-health advisor to determine specific coursework needed for admission. The following courses are suggested, at minimum:

- General biological sciences: BIOL 110, 120, 130
- General inorganic chemistry: CHEM 100A, 102A or CHEM 100, 101, 102
- Organic chemistry with laboratory: CHEM 211, 212
- General physics: PHYS 110, 120, 130
- One course of advanced-level biology
- Three courses in the behavioral/social sciences (psychology, anthropology, or sociology)
- Competency in statistics: PSYC 281 or STAT 200

Review the Vovis Center's Pre-Health Coursework page for more information.

Apply

Health Professions Advising will support you through graduation and until you are admitted to medical school. The office offers support for writing applications and personal statements, requesting letters of recommendation, and preparing for medical school interview.

The MCAT

Pre-medical students take courses at Knox to prepare for the MCAT. Read about Standardized Exam Support and additional course recommendations for the MCAT in the Vovis Center's Apply webpage.

Modern Languages

Majors

Faculty and professional interests

Fernando Gómez, chair
Golden Age literature, monsters in literature
Caesar Akuetey
Francophone African literature, 19th century French literature, linguistics
Timothy J. Foster
Latin American literature, indigenismo
Todd Heidt
Late 19th and 20th century German literature and culture, film and visual culture, narratology and media
Jerome Miner
Contemporary Latin American literature, advanced Spanish language
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
Brandy Wilcox
Nineteenth Century to Twenty-first Century German, Austrian, and Swiss Literature and Culture, with Concentrations in Film, Refugee Literature, and Fairy Tales; Middle High German literature; World Literature; Folklore; Remediation and Adaptation; Fairy Tales and Folktales

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 Stellyes center for Global Studies offers a diverse portfolio of opportunities for off-campus study around the world, through which students can engage in immersive language and cultural study.

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. Communicate in the target language.
2. Demonstrate cultural competence.
3. Engage with an intellectual or artistic community of a target culture to inform their own original work.

Writing and Oral Presentation

Writing: Students completing a major in French, German, or Spanish will write about 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 majors

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*

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 and the brain, language acquisition and applied linguistics. *Prereq: completion of elementary language sequence or equivalent; C. Akuetey*

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; T. Heidt, STAFF*

Music

Major and Minors

Faculty and professional interests

Joan Huguet, chair
Theory, musicology
Benjamin Penwell
Composition, music technology
Alyssa Mathias
Ethnomusicology
Bram Wayman
Director of choral activities, music education

Lecturers

Justin Haynes

Director of Piano Studies

Ashlee Mack

Staff Accompanist

Janell Johnson

Managing Director, Jazz and Instrumental Programs

Andy Crawford

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, 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, and percussion instruments, as well as lessons in improvisation, composition and orchestration.

Departmental Learning Goals

Students completing a Music major will:
1. Engage with the creative process of making music.
2. Develop musicianship skills across multiple styles and genres.
3. Describe the elements of music and apply analytical insights to unfamiliar repertoires.

4. Locate, evaluate, and synthesize information from music-related sources.
5. Communicate effectively about music in writing and oral presentation.
6. Interrogate the role of music in culture and society.
7. Acquire professional skills applicable to a variety of music-related careers.

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) and is reinforced and refined in advanced seminar courses (each of which require a major research paper). In each instance, writing is developed through draft editing, critique, revision and resubmission. Students acquire music notation writing skills in MUS 100 and a variety of specialized applied skills (rhythm, sight-singing, keyboard, Finale notation, and basic conducting and rehearsal techniques) in Skills Workshops, 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, 330, 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.

Requirements for the major

10 credits as follows:

- Proficiency:
  - Piano proficiency: development and completion of a customized piano skills plan as designed in consultation with the Director of Piano Studies
  - Participation in a music ensemble (6 terms, or equivalent participation as approved by the department)
- Core: 5 credits
  - One 100-level course (not including MUS 100, 145, 169-179, or 182)
  - Music Theory: MUS 145, MUS 245, MUS 246
  - At least 3 Skills Workshops (MUS 169-179) Note: students without previous piano experience must take MUS 176 Piano Skills Workshop
  - Research Methods in Music: MUS 201
- Advanced: 5 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 or MUS 334: Seminar in Popular Music
  MUS 334: Seminar in Popular Music
  MUS 335: Seminar in Ethnomusicology
  MUS 336: Seminar in Musical Theatre
– 2 electives (at least 1 at the 300 level) at least 1 of which engages with music outside of the Western classical tradition

Requirements for the minors

Music Performance

5 credits as follows:

- MUS 145: Music Theory I
- MUS 245: Music Theory II or MUS 257: Songwriting Workshop (If both courses are taken, the second will count toward the elective requirement)
- At least 2 Skills Workshops: MUS 169-MUS 179
- Three electives (not including MUS 100, 182, MUSL 100, or MUSL 200) note: two terms of MUSL 300 taken for credit may be used to fulfill one elective
- Advanced performance as demonstrated by one of the following: Senior Recital, membership in the Cherry Street Combo (minimum 3 terms), or membership in Chamber Singers (minimum 6 terms)

Theory/Composition

6 credits as follows:

- MUS 145: Music Theory I
- MUS 245: Music Theory II
- MUS 246 Music Theory III
- At least 2 Skills Workshops: MUS 169-MUS 179
- MUS 201: Research Methods in Music
- 2 electives, at least one at the 300-level, from: MUS 125, MUS 225, MUS 257, MUS 303, MUS 331, MUS 332, MUS 336, MUS 306, MUS 340 (1.0 credit), or MUS 345

Musicology

6 credits as follows:

- MUS 145: Music Theory I
- MUS 245: Music Theory II
- At least 2 Skills Workshops MUS 169-MUS 179
- MUS 201: Research Methods in Music
- 3 electives, at least one at the 300-level, from: MUS 131, MUS 195C, MUS 270, MUS 330, MUS 331, MUS 332, MUS 333, MUS 334, or MUS 336

Ethnomusicology

6 credits as follows:

- MUS 132: Exploring Ethnography
- MUS 145: Music Theory I
- At least 2 Skills Workshops MUS 169-MUS 179
- MUS 201: Research Methods in Music
- 2 electives at the 100- or 200-level (excluding MUS 100, MUS 182, and all workshops)
- MUS 333, MUS 334, MUS 335, MUS 336, or an Independent Study at the 300 level

Jazz/Popular Studies

6 credits as follows:

- MUS 145: Music Theory I
- At least 2 Skills Workshops: MUS 169-MUS 179
- MUS 116: History of Rock or MUS 210: Jazz History (If both courses are taken, the second will count toward elective requirement.)
- 4 Electives from: MUS 131, MUS 195C, MUS 201, AFST 226, MUS 254, MUS 257, MUS 270, MUS 333, MUS 334 or MUS 336

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.

Students interested in music education should contact both Professor Huguet (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 the music theory sequence in their first year. Specific requirements to prepare for certification in music education are as follows:

Music

- Proficiency:
  - Piano proficiency: development and completion of a customized piano skills plan as designed in consultation with the Director of Piano Studies
  - Participation in a music ensemble (2 half credits, 6 terms, or equivalent participation)
- Core: 5 credits
  - One 100-level course (not including MUS 100, 145, 169-179, or 182)
  - Music Theory: MUS 145, MUS 245, MUS 246
  - At least 3 Skills Workshops (MUS 169-MUS 179) Note: students without previous piano experience must take MUS 176 Piano Skills Workshop
  - Research Methods in Music: MUS 201
- Advanced: 5 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
    MUS 335 Seminar in Ethnomusicology
    MUS 336: Seminar in Musical Theatre
  - 2 electives (at least 1 at the 300 level) at least 1 of which engages with music outside of the Western classical tradition
- 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
  - 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. *AC; Offered every term; A. Mathias, J. Huguet, B. Wayman*

MUS 101 Listening to Music
This course equips students to listen to, understand and discuss music. Selected works and traditions are considered from a variety of analytical, historical and cultural perspectives. *IC; Offered occasionally; B. Penwell*

MUS 103 Music Around the World
This course introduces students to a wide range of music from around the world. Guided by questions of where, why, and how humans make music, we will cover traditional, classical, and popular music from Africa, Asia, Europe, the Middle East, and North and South America. We will discuss the significance of music to daily life, politics, and religion, and cover how listeners engage with music as recorded media and live performance. Course materials are drawn from scholarship in the field of ethnomusicology. Students do not need previous music performance experience to succeed in this class. *IC; Offered annually; A. Mathias*

MUS 104 Global Pop Music
This course surveys a wide range of popular music from around the world. Taking a social and cultural perspective, we will discuss contemporary genres like K-Pop, Afrobeats, and Bollywood alongside their twentieth-century precedents. We ask: What makes music popular? How do songs travel across the globe? Who shapes our listening habits? Case studies include music in social movements, state-sponsored music industries, and international copyright conundrums. Course materials are drawn from multimedia scholarship in the field of ethnomusicology. Students do not need previous music performance experience to succeed in this class. *PI, IC; Offered annually; A. Mathias*

MUS 106 Music, Sports, and Fitness
This course explores the relationship between music and athletics in the global entertainment industry. Topics include national anthem controversies, football chants, dance fitness, video game music, and traditional sports like Brazilian capoeira and the Iranian zurkhaneh. We ask: How does music shape our perceptions of what a healthy body looks like? What is the role of music in sustaining fan communities? What happens when ritual practices like yoga and meditation become global trends? Course materials are drawn from multimedia scholarship in ethnomusicology and related disciplines. Students do not need previous music performance experience to succeed in this course. *PI, IC; A. Mathias*

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. *IC; Offered alternate years; B. Penwell*

MUS 125 Digital Audio Production 1
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. *AC; Offered annually; B. Penwell*

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 occasionally; CL: PJST 130; STAFF*

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 132 Music in the Moment: Exploring Ethnography
Ethnography is the study of the living art of music and musical behavior. Drawing from the fields of anthropology, sociology, musicology, and ethnomusicology, the musical ethnographer examines a living musical practice (an individual performance, a local music scene, a community musical practice, a virtual music community, etc.), employing a variety of methods to observe, interpret, and describe music as a social phenomenon. Students in this course will familiarize themselves with foundational studies in ethnography and ethnomusicology in order to design and conduct an individual ethnographic project. *IC; Offered alternate years; A. Mathias*

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). *Prereq: MUS 100 or successful completion of Music Reading Placement Test; AC, QR; Offered annually, in winter; J. Huguet*

MUS 169 Global Musicianship Workshop (0 or ½)
This workshop invites students to develop practical skills for performing in cross-cultural musical environments. Topics include diverse systems of melodic and rhythmic organization, notation styles from around the world, and organology (the study of musical instruments). Students will work on creative, analytical, and aural skills applicable to a wide variety of genres, while exploring techniques of respectful intercultural communication. *Prereq: MUS 100, a passing Music Reading Placement Test, or equivalent study in a non-western genre; S/U; A. Mathias*

MUS 170 Conducting and Score Study Workshop (0 or ½)
This workshop enables students to develop skills that will enhance their ensemble work, whether participating in a Knox ensemble or their own band or performing group. Students will learn basic conducting patterns, rehearsal techniques, and strategies for decoding musical scores. *Prereq: MUS 100 or a passing Music Reading Placement Test; S/U; B. Wayman*

MUS 171 Music Notation Workshop (0 or ½)
In this workshop, students will develop the skill of setting music notation in Finale, the industry-standard notation software. Students will consider music notation as a form of communication and will learn strategies for creating an accurate, attractive, and efficient musical score for their compositions. *Prereq: MUS 100 or a passing Music Reading Placement Test; S/U; B. Wayman*

MUS 172 Transcription Workshop (0 or ½)
In this workshop, students will develop the skill of notating the music that they listen to, with an emphasis on popular genres. Through individual and group transcription projects, students will consider how musical elements such as meter, rhythm, melody, harmony, and timbre combine in popular music. *Prereq: MUS 100 or a passing Music Reading Placement Test; S/U; STAFF*

MUS 173 Sight-Singing Workshop (0 or ½)
This workshop invites students to develop their ability to accurately and musically sing a notated melody from a variety of genres including both classical and popular music. Students will work individually and in groups to master scale-degree solmization, melodic pattern recognition, and tuning. *Co- or pre-requisite of MUS 100 or a passing Music Reading Placement Test; S/U; B. Wayman*

MUS 174 Rhythm Workshop (0 or ½)
This workshop invites students to engage with the temporal aspects of music, experiencing how meter, rhythm, and tempo are fundamental to our experiences as performers and listeners. Students will work individually and in groups to master rhythmic and metrical techniques such as subdivision of the beat, compound meters, and polyrhythms, both with and without notation. *Co- or pre-requisite of MUS 100 or a passing Music Reading Placement Test; S/U; B. Wayman*

MUS 175 Improvisation Workshop (0 or ½)
This workshop invites students to participate in the real-time creation of music. Through a variety of individual and group activities, students will learn strategies for motivic creation and development, pattern recognition, and introductory approaches to melodic improvisation within various harmonic contexts. *Prereq: MUS 100 or a passing Music Reading Placement Test; S/U; STAFF*

MUS 176 Piano Skills Workshop (0 or ½)**)**
This workshop is designed for students from all disciplines with little or no keyboard experience who have always wanted to learn the basics of playing the piano. Students will develop functional keyboard skills including reading, rhythm, technique, and musical style in a group instruction setting. *Co- or pre-requisite of MUS 100, passing Music Reading Placement Test, or permission of the instructor; S/U;AC; A. Mack*

MUS 177: Middle-Eastern Music Workshop
(0 or ½)
This workshop invites students to develop their performance skills through the exploration of Middle Eastern musical traditions. Through a variety of individual and group activities, students will develop their melodic and rhythmic aural skills, as well as gain an appreciation for the varied techniques of Middle Eastern music. *S/U; A. Mathias*

MUS 178 Latin-American Music Workshop
(0 or ½)
This workshop invites students to develop their performance skills through the exploration of Latin-American musical traditions. Through a variety of individual and group activities, students will develop their melodic, rhythmic, and harmonic aural skills, as well as gain an appreciation for the varied techniques of Latin music. *Prereq: MUS 100 or a passing Music Reading Placement Test; S/U; STAFF*

MUS 179 How to Practice Workshop (0 or ½)
This course is a practicum in practice techniques, designed to help students hone the tools of preparing music for performance. Aimed at improving students' efficiency at building a "toolkit" for learning music, this course covers a wide range of key practice and musicianship techniques, including: knowing what to practice and what technique to use to do it; when to repeat, stitch together, or move on; fixing mistakes; reliably feeling meter; deciphering tricky rhythms, ledger lines, and other sheet-music challenges; audiating and using solfège; quickly reading key signatures; and producing even runs of quick notes. *Prereq: MUS 100 or a passing Music Reading Placement Test or permission of the instructor; S/U; B. Wayman*

MUS 182 Voice Class (1/2)
Class instruction in singing. Basic techniques, skills and vocal literature. This course is particularly for those who have musical ability but little or no previous vocal instruction. *May be repeated once for credit; STAFF*

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; Offered every year, in fall; J. Huguet*

MUS 206 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 145 or permission of the instructor; Offered alternate years; B. Penwell*

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. *PI; IC; CL: AFST 210; STAFF*

MUS 216 Music and Conflict
This course examines the role of music in situations of violence and displacement. We ask: What are the sounds of conflict? Why make music as a refugee? How does music shape collective memories of war? What are the possibilities and limits of arts-based peacebuilding? Through music, we will explore how ethnicity, religion, class, gender, and sexuality inform wartime experiences; how current crises compare to history; and how people bear witness to trauma. Course materials include scholarly sources, firsthand accounts, and audiovisual media from Eastern Europe, the Middle East, Southeast Asia, Central America, and East Africa. No musical experience required. *Prereq: Class standing above first-term student or permission of the instructor; PI, IC; CL: ANSO 216, PJST 216; Offered alternate years; A. Mathias*

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. *Prereq: permission of the instructor and two terms of private voice; May be repeated once for credit; B. Wayman*

MUS 225: Digital Audio Production II
This course continues the themes and content from Digital Audio Production I, where students explored society's digital reality through the creative, productive, and distributive process of sound and music. As such, this course advances students' technical knowledge by diving deeper into digital audio production through modular synthesis, advanced mixing projects, creative use of analog technologies blended with digital audio, computer music programming, as well as the theory and techniques of sound synthesis. In doing so, students will explore interactive and reactive creativity by deploying new and old technologies in unusual or critically relevant ways for musical composition. *Prereq: MUS 125 or permission of the instructor. B. Penwell*

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; W. Hope*

MUS 244 Philosophy of Music
See description of PHIL 244. *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. *QR; Prereq: MUS 145; Offered annually, in spring; 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. *Prereq: MUS 245; Offered annually, in fall; 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; STAFF*

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; B. Penwell*

MUS 262A Cultural Immersion: Drumming and Dancing in Ghana (1/2)
See description for DANC 262A. *Prereq: DANC 262, MUS 103, MUS 132, or permission of the instructors; CL: DANC 262A; J. Smith, A. Mathias*

MUS 262B Cultural Immersion: Drumming and Dancing in Ghana (1/2)
See description for DANC 262B. *Prereq: DANC 262B; CL: DANC 262B; J. Smith, A. Mathias*

MUS 270 Musical Improvisation – Critical Perspectives
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; STAFF*

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; B. Penwell*

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; J. Haynes*

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; J. Haynes*

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; B. Wayman*

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; STAFF*

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; B. Wayman*

MUS 313 Intermediate Choral Conducting
Students continue to develop their conducting technique, both with and without the baton. Students study score preparation and rehearsal techniques, with a focus on choral literature. *Prereq: MUS 246 and 311; B. Wayman*

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; B. Wayman*

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; B. Penwell*

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 or permission of the instructor; Offered alternate years; STAFF*

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; J. Huguet, A. Mathias*

MUS 335 Seminar in Ethnomusicology
This course examines musical culture and practice in a variety of non-western traditions. Course texts include musical recordings and scores; treatments of music in contemporary criticism, journals, letters, and reviews; and contemporary scholarship from the field of ethnomusicology and associated academic disciplines. Topics and foci vary from year to year. Coursework will include a major research paper. *Prereq: MUS 145 and MUS 201, or permission of the instructor; A Mathias*

MUS 336 Seminar in Musical Theatre
This course examines culture and practice in musical theatre. 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; J. Huguet*

MUS 340 Advanced Composition Studio (1/2 or 1)
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; B. Penwell*

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*

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)
B. Wayman
MUSE 180B Knox-Galesburg Symphony (1/2)
A. Crawford
MUSE 180C Knox College Chamber Singers (1/2)
B. Wayman
MUSE 180D Knox College Jazz Ensemble (1/2)
A. Crawford
MUSE 180G Combos (1/2)
A. Crawford
MUSE 180H Galesburg Community Chorus (1/2)
T. Pahel
MUSE 180I Small Ensembles (1/2)
A. Crawford
MUSE 180K Enharmonic Fire (1/2)
T. Demaree
MUSE 180L TriTones (1/2)
T. Demaree
MUSE 180M New Music Ensemble (1/2)
J. Marasa
MUSE 180N Knox Chamber Winds (1/2)
J. Haynes
MUSE 180O Knox Chamber Brass (1/2)
J. Haynes
MUSE 180P Knox Chamber Percussion (1/2)
A. Crawford
MUSE 180Q Piano Chamber Ensemble (1/2)
A. Mack, S. Lee-Clark

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 4.5 credits of music lessons (at any level) may be counted towards graduation AC; *Note: There is a fee for private lessons. See Other General Fees, under Tuition and Fees. STAFF*

MUSL 100A Bassoon (0 or 1/2)
A. Lyle Mason
MUSL 100B Cello (0 or 1/2)
S. Jackson
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)
M. Wood
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)
STAFF
MUSL 100J Organ (0 or 1/2)
P. Brecht
MUSL 100K Percussion (0 or 1/2)
J. Brannon
MUSL 100L Classical Piano (0 or 1/2)
A. Mack, J. Johnson, P. Chiang
MUSL 100M Saxophone (0 or 1/2)
J. Curless, J. Marasa
MUSL 100N Trombone (0 or 1/2)
D. Ericson
MUSL 100O Trumpet (0 or 1/2)
M. Boore
MUSL 100P Tuba (0 or 1/2)
STAFF
MUSL 100Q Viola (0 or 1/2)
K. Martin
MUSL 100R Violin (0 or 1/2)
K. Martin
MUSL 100S Voice (0 or 1/2)
R. Blackburn, T. Demaree, A. Jiménez, J. Mendoza
MUSL 100SS Jazz Voice (0 or 1/2)
S. McCord
MUSL 100T Jazz Guitar (0 or 1/2)
S. Anderson
MUSL 100U Jazz Piano (0 or 1/2)
M. Boore
MUSL 100UU Jazz Composition (0 or 1/2)
STAFF
MUSL 100V Euphonium (0 or 1/2)
D. Ericson
MUSL 100W Jazz Percussion (0 or 1/2)
J. Brannon
MUSL 100X Jazz Saxophone (0 or 1/2)
J. Curless
MUSL 100Z Jazz Bass (0 or 1/2)
A. Crawford, S. Anderson
MUSL 100ZZ Jazz Improvisation (0 or 1/2)
A. Crawford

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. *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. *STAFF*

Neuroscience

Major and Minors

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.

Requirements for the major:

Bachelor of Arts

10 or 11 credits as follows:

- Core requirements: BIOL 120, BIOL 130, CHEM 100A, CHEM 102A, NEUR 240, NEUR 241, and NEUR 340
- Electives: 2 credits from among: BCHM 265, BCHM 340, BCHM 345, BIOL 328, BIOL 329, BIOL 332, BIOL 338, CS 317, NEUR 360, PSYC 276, PSYC 312, PSYC 364, PSYC 366

- Choose one of the Research Methods Focus Areas:
  - Cellular/Molecular Neuroscience (2 Credits):
    - Research methods: BIOL 210 and BIOL 380
    - Senior research: NEUR 399(0.5)
  - Behavioral Neuroscience (3 Credits):
    - Research methods: PSYC 281 and PSYC 282
    - Senior research (1 credit): NEUR 399

Bachelor of Science

- Core requirements: BIOL 120, BIOL 130, CHEM 100A, CHEM 102A, NEUR 240, NEUR 241, and NEUR 340
- Electives: 2 credits from among: BCHM 265, BCHM 340, BCHM 345, BIOL 328, BIOL 329, BIOL 332, BIOL 338, CS 317, NEUR 360, PSYC 276, PSYC 312, PSYC 364, PSYC 366
- Choose one of the Research Methods Focus Areas:
  - Cellular/Molecular Neuroscience (2 Credits):
    - Research methods: BIOL 210 and BIOL 380
    - Senior research: NEUR 399(0.5)
  - Behavioral Neuroscience (3 Credits):
    - Research methods: PSYC 281 and PSYC 282
    - Senior research (1 credit): NEUR 399
- Introduction to Computer Science: CS 141
- Additional science curriculum: 3 credits from among:
  - BCHM courses at the 300 level
  - BIOL courses at the 300 level
  - CHEM 211, CHEM 212
  - CS courses at 142 and above
  - MATH 145, MATH 175, Math courses at the 200 or 300 level
  - PSYC 362, PSYC 365, PSYC 367, PSYC 369, PSYC 372
  - PHYS 110, PHYS 120, PHYS 130, Physics courses at the 200 level or above
  - NEUR 360

Requirements for the minor

6 credits as follows:

- Intro Biology Course: BIOL 120 or BIOL 130
- Neuroscience I and II: NEUR 240 and NEUR 241
- Research Methods: BIOL 210 or PSYC 281
- Electives: 2 credits from among: BCHM 265, BCHM 340, BCHM 345, BIOL 328, BIOL 329, BIOL 332, BIOL 338, CS 317, NEUR 360, PSYC 276, PSYC 312, PSYC 364, PSYC 366

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 245 Immersion Laboratory Experience – Cell Culture Techniques (1/2)
Biomedical scientists work in a collaborative environment performing experiments in the lab. This course will immerse students in that environment. Students will learn what questions can be answered using tissue culture techniques while learning the techniques themselves that can then be widely applied to other research projects. Students will learn how to grow cells in culture, perform an experiment, and analyze and present the data obtained. By the end of the course, students should feel comfortable and confident in the lab and ready to apply their new technical skills and knowledge to other research questions. *Prereq: Sophomore standing with at least one laboratory course in Biology or Chemistry; S/U; 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 of 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; May be repeated up to two times for up to 1 credit; STAFF*

Nursing

Pre-Professional and Cooperative Program

Program Advisor

Lisa Harris, *Vovis Center for Research and Advanced Study and Health Professions Advising*

Cooperating Faculty

Judith Thorn, *Biology*

Pre-nursing students are a part of the larger pre-health program at Knox, which includes a variety of health professions. Pre-nursing students are encouraged to major and minor in disciplines they are passionate about; there is no required major for any health profession. While many of pre-health students choose to major in the sciences, it is common to see a double major or minor in the arts, humanities, or social sciences. Learn more about pre-health at Knox at the Vovis Center pre-health page.

Pre-nursing students at Knox typically pursue a 2-year Master of Science in Nursing (MSN) degree after graduation from Knox. Others pursue an accelerated bachelor of science in nursing degree, typically 15 months long, upon graduation from Knox. Either path allows one to complete a Registered Nurse (RN) license. Prerequisite coursework varies considerably by program but often includes the following coursework: BIOL 100, 120, and 130; CHEM 100A, 102A; STAT 200; PSYC 100; 1-2 courses in English, and 1-2 courses in the social sciences. Programs usually also require the following upper level science courses: human anatomy and physiology and developmental psychology.

Knox-Rush Cooperative Program

Knox offers a cooperative program with Rush University College of Nursing. Through this program, students receive a bachelor's degree from Knox and a master's degree (GEM) from Rush, which also gives the student a Clinical Nursing Leader (CNL) certification.

To take advantage of this program, pre-nursing students must complete the required preparatory biology and chemistry courses for nursing study while at Knox in addition to gaining a broad background in the humanities, arts, and social sciences. Participants may study any major field they wish, provided the required science courses are completed. Students interested in nursing may wish to consider the minor in Health Studies, although this is not a requirement for admission to the cooperative program.

Upon completion of your bachelor's degree—with cumulative and pre-requisite science GPAs of 3.0 or higher, a recommendation from the Dean of the College, and a successful interview with Rush's College of Nursing—you will have a guaranteed seat in the Graduate Entry Master's program at Rush, which culminates in a master's degree following twenty-four months of study. GRE scores are not required. Program participants must matriculate to Rush within nine months of graduating from Knox. Program alumni will typically sit for both RN and CNL certification upon the completion of training.

Knox-Rush Nursing Course Requirements:

- General Chemistry: CHEM 100A or CHEM 100-101
- Comparative Vertebrate Anatomy: BIOL 325
- Physiology: BIOL 328
- Microbiology: BIOL 333

All prerequisite courses must be completed with a grade of C or better prior to the admissions deadline.

Occupational Therapy

Pre-Professional and Cooperative Program

Program Advisor

Lisa Harris, *Health Professions Advising*

Cooperating Faculty

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
- be recommended for the program by the Dean of the College or, upon request, by the faculty program advisor
- 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 prehealth advisor advisor early to discuss the specific requirements and to plan their courses accordingly.

Optometry

Pre-Professional and Cooperative Program

Program Advisor

Lisa Harris, *Health Professions Advising*

Cooperating Faculty

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 requirements for the Knox degree (excluding the residency requirement).
- be recommended for the program by the Dean and Provost 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, and either 323 or 333
- CHEM 100A, 102A, CHEM 211
- PHYS 110, 120, and 130
- MATH 145 or 151
- One course in statistics or research methods (STAT 200, BIOL 210, or PSYC 281)
- One course in psychology
- One course in the social sciences
- At least one upper-level elective from: BCHM 265, BIOL 325, 328, or 329

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.

Peace and Justice

Minor

Program Committee

Jonah Rubin, *Anthropology and Sociology*, chair
Andy Civettini, *Political Science*
Duane Oldfield, *Political Science*
Gabrielle Raley-Karlin, *Anthropology and Sociology*
Michael Schneider, *History*
Leanne Trapedo Sims, *Peace and Justice Studies*

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

- Students will be able to recognize and apply key concepts of social justice and conflict studies.
- Students will demonstrate an understanding of a variety of methods for studying conflict and social injustice.
- Students will engage with debates over the causes of and varied responses to conflict and social injustice.
- Students will be able to take concrete action to bring about peace and social change.
- Students will be able to reflect on how one's identities shape our engagements with peace and social justice.

Requirements for the minor

5 credits and an Active Learning Experience

- Introduction to Peace and Justice Studies: PJST 100
- Working for Peace & Social Change: Methods & Strategies: PJST 201
- Three Peace & Justice Related Electives: AFST 215, AFST 285, ANSO 205, ANSO 208, ANSO 218, ANSO 243, ANSO 328, ART 323, ECON 280, ECON 340, EDUC 201, EDUC 301, ENG 235, ENVS 245, ENVS 272, GWST 221, GWST 280, GWST 325, HIST 263, HIST 281, HIST 363, HIST 366, HIST 224, PHIL 210, PHIL 243, PS 229, PS 243, PSYC 275, RELS 113, RELS 221, or THTR 233
- Active Learning Experience: An Internship, Summer Work, or Study Abroad Experience related to Peace and Justice Issues

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; STAFF*

PJST 118 Environmental Ethics
See description for PHIL 118. *IC; CL: ENVS 118, PJST 118; STAFF*

PJST 120 Social Justice Dialogues
See description for IDIS 120. *Prereq: By application only; PI; CL: IDIS 120; STAFF*

PJST 130 Music and Social Movements
See description for MUS 130. *PI; Offered alternate years; CL: MUS 130; STAFF*

PJST 131 Ethics and Business
See description for PHIL 130. *IC; D. Wack*

PJST 201: 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. *Offered every year; STAFF*

PJST 205 Queer Indigeneities
We will explore the power of Queer Indigeneities to disrupt fictions around Indigenous peoples imposed by Western hetero-patriarchy and Christian mythologies about Indigenous sexualities. We will trace a genealogy of theorists, activists, creative writers, performance artists, and filmmakers who employ Indigenous-centered approaches to understanding gay, lesbian, bisexual, transgender, queer, and Two-Spirit (GLBTQ2) lives and communities. This course traverses disciplines including literature, performance studies, queer theory, and Indigenous feminisms, while critiquing the relationship between colonialism and hetero-patriarchy. The course foregrounds contemporary queer Indigenous lived experience(s) and conversations in Two-Spirit/Queer Indigenous Studies. *Prereq: Sophomore standing or permission of the instructor; SA, PI; CL: GWST 205; L. Trapedo Sims*

PJST 206 Theory in the Flesh: Writings by Feminists of Color
See description for GWST 206. *CL: AFST 206, GWST 206; M. Roy-Féquière*

PJST 211 Prison Education: A Practicum
Drawing on theories of critical pedagogy and critical race, this course will use the text *Turning Teaching Inside Out: A Pedagogy of Transformation for Community-based Education* to explore community-based learning, especially as it relates to communities who are incarcerated. Students will engage with the theory and currently identified best practices for educative partnering with people in prison. Classroom experiences will interrogate the journey from safe spaces to brave spaces, while introducing strategies for developing anti-oppression, non-hierarchical classrooms. *SA, PI; CL: EDUC 211; L. Trapedo Sims*

PJST 212 Value and Exchange
See description for PHIL 212. *CL: PHIL 212; IC; D. Wack*

PJST 213 Inside-Out: Restorative Justice
This course introduces students to the process of Restorative Justice: its transformative potential

and limitations. We focus on models of restorative justice within Indigenous communities in North America and restorative justice (pu'uhonua) in Hawai'i and other transnational models—the Rangatahi Courts of New Zealand and the Pasifika Youth Courts. We focus on the vital contributions of Indigenous feminism (s) to restorative justice: healing as resistance, organizing movements around healing; and resistance to mental health, engaging in radical acts of self-love, from the identities of Native and Indigenous women. *Prereq:PJST 211, permission of the instructor, and clearance to enter Hill Correctional Facility; CL: EDUC 213; L. Trapedo Sims*

PJST 216 Music and Conflict
See description for MUS 216. *Prereq: Class standing above first-term student or permission of the instructor; PI, IC; CL: ANSO 216, MUS 216; CL: MUS 216, ANSO 216; A. Mathias*

PJST 220 Social Justice Dialogues: Facilitator Training
See description for IDIS 220. *PI; CL: IDIS 220; STAFF*

PJST 223 Digital Ethnography Workshop: The Politics of Fighting "Fake News"
See description for ANSO 223. *Prereq: ANSO 102 or ANSO 103 or JOUR 123; CL: ANSO 223, JOUR 223; J. Rubin*

PJST 228 Environmental Racism
See description for ENVS 228. *CL: AFST 228, ENVS 228, HIST 228; PI; Offered alternate years; P. Schwartzman, K. Hamilton*

PJST 229 American Crime and Punishment: Historical and Contemporary Mappings
The United States imprisons one in every hundred of its citizens, establishing it as the world's largest incarcerator. The over-representation of non-white bodies reflects the racial and economic apartheid persistent in America. This course traces historical and contemporary mappings of America's approach to crime and punishment in the context of broader political, social, and cultural currents. Some of the thematic concerns of this course include: slavery and the birth of the penitentiary; anti-prison resistance and reform movements; prison arts as resistance; prison writing; Indigenous incarceration; solitary confinement; queer abolition; and the carceral refracted through race, class, gender, sexuality, and disability. *PI; SA; CL: ANSO 229, HIST 229; STAFF*

PJST 230 Life Writing as Social Engagement
In this course, we will explore how writers and artists write about and perform their lives, and how their lives are "written" upon their bodies as they resist oppressive traditions, with an inclusive eye to cultural dissonances and intersections related to gender, race, class, and sexuality. Looking at a variety of mediums, including music videos, photography, poems, fiction, and film, we will consider the complexity of lives across desire, intimacy, nostalgia, and love. We will examine the ways in which these artists negotiate their renderings of self, family, genealogy, home, and sexuality, as well as their creative strategies to depict exile and alienation. Students will gain familiarity with critical concepts, terms and approaches used to analyze life narratives, and with debates relating to authenticity, identity, truth, memory, and self-representation. *IC; L. Trapedo Sims*

PJST 238 Peace, Sport, and Policy
See description for PS 238. *CL: SPST 238, PS 238; Offered alternate years; A. Civettini*

PJST 241 Social Movements
See description for PS 241. *CL: AMST 241, ANSO 241, PS 241; PI; D. Oldfield*

PJST 243 Power and Social Justice in Galesburg
See description for PS 243; *Prereq: PS 101 or sophomore standing or permission of the instructor; CL: PS 243; PI; D. Oldfield*

PJST 244 U.S. Latino Literature: Identity and Resistance
See description for ENG 243. *CL: ENG 243; M. Roy-Féquière*

PJST 245 Literature and Power
See description for ENG 245. *IC; PI; Prereq: ENG 105 or 120 or 125 or 200; Offered annually, usually multiple terms; CL: ENG 245; STAFF*

PJST 249 Religion, Human Rights, and Activism
See description for RELS 240; *SA; PI; CL: RELS 249, ANSO 249; M. Ran-Rubin*

PJST 265 Food Justice
See description for ENVS 265. *Prereq: ENVS 101 or permission of the instructor; Offered alternate years; CL: ENVS 265; N. Mink*

PJST 276 Human Rights and Humanitarianism: Anthropological Approaches
See description for ANSO 276. *Prereq: ANSO 102 or 103 or PREC 124 or permission of the instructor; SA; PI; CL: ANSO 276; Offered alternate years; J. Rubin*

PJST 278 Stereotypes and Prejudice
See description for PSYC 278. *Prereq: PSYC 100; CL: AFST 278, PSYC 278; Offered annually; K. Shaw*

PJST 280/281 Social Service Internship
See description for ANSO 280/281. *Prereq: junior standing; ANSO 280 is a prerequisite for ANSO 281; offered annually, in winter-spring; CL: ANSO 280/281; STAFF*

PJST 310 Organizing and Advocating for Social Change
See description for PS 310. *Prereq: PS 101 or PS 135; PS 230 is recommended; CL: PS 310; Offered alternate years; A. Civettini*

PJST 321 Social Justice Dialogues: Practicum
See description for IDIS 320. *Prereq: IDIS 220 and permission of the instructor; May be taken twice for credit; CL: IDIS 320; STAFF*

PJST 326 Comparative Revolution
See description for PS 326. *Prereq: previous 200 or 300 level course work in social science or history; CL: LAST 326, PS 326; PI; K. Kampwirth*

PJST 333 Global Feminism and Antifeminism
See description for PS 333. *Prereq: at least one course in which gender is a major theme; CL: GWST 333, PS 333; PI; K. Kampwirth*

PJST 334 LGBT Politics in Latin America
See description for PS 334. *Prereq: Sophomore standing; CL: GWST 334, LAST 334, PS 334; PI; K. Kampwirth*

PJST 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, MODL 335; T. Heidt, STAFF*

PJST 336 Science and Social Construction of Race and Gender
See description for AFST 336. *CL: AFST 336, GWST 336, IDIS 336; M. Crawford, D. Cermak*

Philosophy

Major and Minor

Faculty and professional interests

Brandon Polite, chair
Aesthetics, Philosophy of Music
Samantha Seybold
Applied Ethics
Daniel Wack
Aesthetics, Ethics, Philosophy of Film

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, (b) incorporating and responding to primary sources, and (c) integrating 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 399 serves as the writing-intensive courses for majors.
Oral Presentation: PHIL 399 serves as the speaking-intensive course for majors.

Requirements for the major

10 credits in philosophy as follows:

- Core Courses: PHIL 210, PHIL 270, PHIL 306 or PHIL 307, 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 as follows:

- 5 credits in Philosophy, at least 4 of which are at the 200-level or above
  - PHIL 299 or 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). *IC; 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. *IC; STAFF*

PHIL 116 Introduction to Metaphysics
In brief, metaphysics is the branch of philosophy that examines the natures of things. In this course, students will be introduced to the study of metaphysics by considering such questions as: (1) Is a hotdog a sandwich? (2) Does a band or other group become a new entity each time it loses or gains a member? (3) Are characters in works of fanfiction truly "the same" as those that appear in the canonical source material? and (4) Are you the same person now as you were ten years ago (or even when you started reading this course description)? *IC; Normally offered alternate years; B. Polite*

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. *IC; CL: ENVS 118, PJST 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 hypotheses, the methods of confirmation and falsification, legal reasoning, and problem solving. Examples are taken from the arguments of journalists, lawyers, scientists and philosophers. *STAFF*

PHIL 123 Bad Art, Bad Taste, and Bad Artists
This course deals with questions of value and the arts, focusing on three main topics. The first is about aesthetics: What makes some works of art "bad," and why do we sometimes enjoy bad art? The second is about culture: What does it mean for someone to have "bad" taste, and how do we cultivate our taste? The third is about morality: Is it ever okay to enjoy art with morally troubling content or that was created by morally bad artists? We address these issues by considering a number of perspectives held by contemporary philosophers of art. *IC; B. Polite*

PHIL 125 Time, Time Travel, and Personal Identity
This course considers the nature of time, the possibility of time travel, and what makes each of us one and the same person over time. We will approach these topics through a careful examination of texts and arguments, primarily by contemporary philosophers, as well as through a number of fictional texts, especially sci-fi films. *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? *IC; CL: PJST 131; 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. *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. *Prereq: sophomore standing or permission of the instructor; QR; Normally offered alternate years; 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 206 Early Modern Philosophy
This course explores some exciting developments of the 17th and 18th centuries. Specifically, we will look at how the study of metaphysics, epistemology, and the mind were transformed by the scientific revolution. We specifically consider the relationships between the mind and the body, and between the human person and the natural world. Philosophers studied include: Descartes, Elisabeth of Bohemia, Amo, Conway, Cavendish, Spinoza, Leibniz, Berkeley, Hume, and Kant. *IC; STAFF*

PHIL 207 Philosophy after Kant
Kant's work marks a decisive turn for modern thinking. In this course, we trace different ways of responding to two basic Kantian insights: that freedom depends on acknowledging our ability to give ourselves laws and that contemporary reality is best analyzed in terms of forms of experience and the conditions that make particular forms of experience possible. We trace these responses in the work of Wollstonecroft, Hegel, Marx, Douglass, DuBois, Emerson, Nietzsche, and others. Our emphasis in reading these texts is on identifying ways in which these thinkers offer tools for helping us to better understand contemporary forms of experience. *IC; Normally offered alternate years; STAFF*

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; CL: PJST 212; D. Wack*

PHIL 213 Documentary and Truth
Documentary film is, like thinking more generally, oriented and organized by truth. But what makes a representation truthful? What norms govern activities involving truth-telling? Above all, why is truth-telling so important to us? We examine these and related issues in the context of the history of documentary films. In watching documentaries and reading related philosophical and critical texts, we investigate the norms of truth-telling at work in documenting an event and in representing a particular way of life. *CL: FILM 213; D. Wack*

PHIL 214 History of Self-Government
Contemporary life is largely structured by shared practices of self-government. When we make decisions as consumers, as employees, as citizens, we decide what is best for ourselves and act in ways that businesses and other social institutions can coordinate. But what are the terms by which contemporary self-government occurs? In this course, we examine the modern history of reasoning about self-government in order to trace the emergence of contemporary neoliberal practices of self-government out of earlier liberal practices. *CL: BUS 214; D. Wack*

PHIL 215 Philosophy of Education
See description of EDUC 203. *Prereq: sophomore standing or permission of the instructor; CL: EDUC 203; SA; 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. *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. *IC; CL: MUS 244; B. Polite*

PHIL 245 Philosophy of Games
This course explores some philosophical questions about games. These fall into three broad categories. (1) Metaphysical: What makes video games, board games, role-playing games, sports, etc., all games? What is it to play a game? Must one follow the rules to count as genuinely playing a game? (2) Aesthetic: Can games be works of art? How does our engagement with games compare to our engagement with other forms of art? (3) Social /Moral: What is the value of playing games? Can games help us better understand ourselves? Can playing games transform our lives in positive ways? *IC; 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 Revenge, Morality, and Literature
This course investigates the moral and psychological contours of revenge through a careful examination of philosophical texts and some of Shakespeare's plays. We are especially interested in what revenge can tell us about the value of persons, along the dimensions of gender, class, race, and religion. The questions we consider are: (1) What relationship does revenge bear to justice? (2) What sorts of actions inspire a desire for revenge? (3) Is revenge ever morally permitted? (4) When should forgiveness or mercy be granted? (5) Does genre affect how revenge functions—for instance, tragedy vs. comedy? *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. *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. *IC; 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. *D. Wack*

PHIL 284 Global Aesthetics
This course examines aesthetic traditions from around the world, including: Aboriginal Australian, African, Indian, Indonesian, Japanese, and Persian. Among the issues we consider are: (1) the extent to which we can understand and appreciate art and artifacts from aesthetic traditions other than our own; (2) differences, continuities, and exchanges between Western and Non-Western aesthetic practices; (3) the relationship between aesthetic and religious practices in these traditions; and (4) whether art (particularly music) can ever induce mystical experiences. We address these issues by considering the work of a number of philosophers and other scholars. *IC; CL: RELS 284; B. Polite*

PHIL 285 Black Philosophy
See description of AFST 285. *Alternate years. Prereq: one course in Africana Studies or one course in Philosophy; CL: AFST 285; 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. *Prereq: sophomore standing or consent of the instructor; D. Wack*

PHIL 299 Seminar in Philosophy
This seminar will focus on a key issue in contemporary philosophy, the topic of which will depend on the instructor. The course will culminate in a significant piece of writing. Special attention will be paid to the key steps of research, drafting, and revision, as well as to developing careful textual analyses and compelling arguments. PHIL 399 students will present their paper and answer audience questions in a symposium on campus to fulfill the capstone requirement. The course can be taken once for credit as PHIL 299 and once for credit as PHIL 399. *Prereq: at least two previous courses in Philosophy, or permission of the instructor; STAFF*

PHIL 306 Early Modern Philosophy
See description for PHIL 206. *Prereq: one course in philosophy or permission of the instructor; IC; STAFF*

PHIL 307 Philosophy after Kant
See description for PHIL 207. *IC; Normally offered alternate years; STAFF*

PHIL 399 Seminar in Philosophy
See description for PHIL 299. *Prereq: junior standing and at least three previous courses in Philosophy, or permission of the instructor; IMMR; STAFF*

Physics

Major and Minor

Faculty and professional interests

Mark Shroyer, chair
Mössbauer spectroscopy, magnetic susceptibility, condensed matter physics
Thomas Moses
Liquid crystals, condensed matter physics, laser physics
Nathalie Haurberg
Extragalactic astronomy and astrophysics, chemical evolution of galaxies, stellar populations

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 astronomical observation and spectroscopy, 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 fully-equipped rooftop astronomical observatory with a 17-inch PlaneWave Instruments telescope as well as portable microprocessor controlled 10-inch Meade and 8-inch Nexstar 8-GPS telescopes. In addition, we are part of the MACRO consortium.

Departmental Learning Goals

Students completing a Physics major or minor will:
1. demonstrate understanding of physical principles and solve problems in core-content areas of physics.
2. demonstrate understanding of applied mathematics and skill in its application to physics.
3. demonstrate physics laboratory skills and collect, analyze, and interpret data.
4. articulate ideas and concepts related to physics through written, graphical, and oral communication.

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

Bachelor of Arts

11 credits as follows:

- Core Courses: PHYS 110, PHYS 130 or PHYS 130A, PHYS 205, PHYS 241 or PHYS 245
- Two Advanced PHYS Electives: PHYS 310, PHYS 312, PHYS 313, or PHYS 314
- Three additional PHYS electives numbered above 200
  - PHYS 248, 348, and 340 may not be used to satisfy this requirement.
- Calculus III: MATH 205
- Additional Mathematics Elective: MATH 185, MATH 215, MATH 230 or PHYS 300.

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

Bachelor of Science

15 Credits as follows:

- Core Courses: PHYS 110, PHYS 130 or PHYS 130A, PHYS 205, PHYS 241 or PHYS 245
- Two Advanced PHYS Electives: PHYS 310, PHYS 312, PHYS 313, or PHYS 314
- Three additional PHYS electives numbered above 200
  - PHYS 248, 348, and 340 may not be used to satisfy this requirement.
- Calculus III: MATH 205
- Additional Mathematics Elective: MATH 185, MATH 215, MATH 230 or PHYS 300.
- Two additional PHYS credits numbered 200 or above.
  - PHYS 340 may not be used to satisfy this requirement.
- Additional Science Elective: BIOL 110, BIOL 120, BIOL 130, CHEM 100A, CHEM 102A, ENVS 125, or ENVS 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:

- Mechanics: PHYS 110
- Electricity and Magnetism: PHYS 130 or 130A
- Modern Physics: PHYS 205
- Two additional PHYS credits
  - At least one credit must be at the 300-level or above
  - Electives 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, 185, and 230
- CS 141 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. *SI; QR; Offered every fall; STAFF*

PHYS 110S, PHYS 120S, PHYS 130S Supplemental Instruction in PHYS 110, PHYS 120, PHYS 130/130A (1/2)
PHYS 110S, PHYS 120S, and PHYS 130S are reserved exclusively for students who are simultaneously enrolled in PHYS 110, PHYS 120, PHYS 130, or PHYS 130A. Specific content of the course will be determined by the difficulties that students encounter in the primary courses. The supplemental course will focus on review of course topics, mathematical fundamentals, and problem-solving skills as well as study skills and organizational skills. *Prereq: concurrent enrollment in PHYS 110, PHYS 120, or PHYS 130/130A; N. Haurberg, M. Shroyer, T. Moses*

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. *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. *Prereq: MATH 145 or permission of the instructor; 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. *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. *SI; Offered 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. *SI; Offered winter odd years; STAFF*

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. *SI; Offered spring 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. *Prereq: PHYS 110 and MATH 146, or permission of the instructor. A prior course covering electricity (PHYS 130, 130A, or a high school course) is recommended; 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 146, or permission of the instructor; 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; SI; Offered winter even years; IMMR; 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 146, or permission of the instructor; Offered spring even years; IMMR; 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 146 and at least one other course in mathematics or physics numbered 200 or above; 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 146, or permission of the instructor; 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; 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 146, or permission of the instructor; 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 146 (MATH 205 recommended); Offered fall odd years; STAFF*

PHYS 314 Quantum Physics
Interpretation of atomic and particle physics by wave and quantum mechanics. Topics include solutions 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; Offered fall even years; STAFF*

PHYS 316 Stellar Astrophysics
A survey at an intermediate level of 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; 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; 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; 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; Offered winters odd years; STAFF*

Political Science

Major and Minor

Faculty and professional interests

Andrew Civettini, chair
American politics, political behavior, political psychology
Thomas Bell
Constitutional law, political theory, American politics
Karen Kampwirth
Comparative politics, Latin America, gender and politics
Yu Bin Kim
International relations, East Asian politics
Duane Oldfield
Globalization, social movements, religion and politics
Katie Stewart (on leave Fall 2025)
Comparative politics, Russia/Eastern Europe, Nationalism

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 bring diverse research methodologies and interests to the program.

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 politics, American constitutional law, international relations and comparative politics.

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, public policy, 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., the Czech Republic, Morocco, Denmark, Jordan, Japan, or London.

As undergraduates, students have presented their research at the Midwest Political Science Association and American Association of Public Opinion Research's Annual Meetings. They have participated in Model United Nations, Model Arab League, the Iowa caucuses, and the Justice Corps program at the Knox County Courthouse.

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.

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:

- Core Courses: PS 101, PS 210, PS 220
- Political Theory: PS 245, PS 341, or PS 342
- Research Methods: PS 230A(0.5) and PS 230B(0.5), 230C(0.5), or 230D(0.5)
- Political Science Research: PS 227, PS 231, PS 234, PS 236, PS 301, PS 306, PS 308, PS 310, PS 320, PS 321, PS 326, PS 333, or PS 334
- Three PS Electives
- Statistics: STAT 200
- At least two of the courses counted toward the major must be at the 300-level

Requirements for the minor

5 credits as follows:

- Core Courses: PS 101 or PS 220
- Four PS Electives
  - One course must be at the 300 level

Courses

PS 101 Introduction to American Politics
An introductory study of U.S. politics. The Constitution, political institutions, and various forms of citizen mobilization are analyzed in order to evaluate the functioning of American democracy. *SA; Usually offered Fall and Spring; D. Oldfield, A. Civettini, T. Bell*

PS 105 Anger and American Politics (1/2)
This course examines the role of anger in American politics. It begins with a consideration of the effects of anger generally on decision-making, memory, attitudes, and behavior. The majority of the course is then dedicated to the analysis of the ways in which anger affects American politics, including voting, campaigns, protests, public policy preferences, public opinion formation and persuasion. *Offered alternate years; A Civettini*

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. *PI; SA; CL: LAST 122; 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. *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 year, usually in the Fall; 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. *QR; Prereq: Math Proficiency; A. Civettini*

PS 205 World Legal Systems
Judicial politics is the study of how political dynamics shape courts and how courts shape politics and society. This course engages with different theories to compare and contrast how law, politics, and judiciaries interact around the world. This course will attempt to answer questions such as the following: What is the political logic that gives rise to judicial power? How do different courts make decisions? How do different political contexts (democracy, authoritarianism) shape the way courts make decisions? Why are some judiciaries more independent than others? Can courts bring about social and political change? *T. Bell*

PS 206 The Transnational Far Right
Racist, anti-immigrant, and religious nationalist forces have gained ground in many countries in recent years. Focusing on the United States and Europe, this course analyzes the emergence, activities, and impact of these far right movements and parties. We analyze transnational connections betwen these groups and their relation to more 'mainstream' political forces. The course concludes with an examination of responses to far right activism. *SA; D. Oldfield*

PS 207 Russian Foreign Policy
This course examines the motivations, strategies, and effects of Russian foreign policy in its neighborhood and in the international system. We analyze contemporary and historical cases of conflict and cooperation in political, cultural, and economic issue areas through policy paper and simulation assignments. *K. Stewart*

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 multinational corporations and their impact on third world states. *SA; Usually offered in the Fall; K. Stewart*

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. *Prereq: PS 101 or PS 210 recommended; SA; Usually offered in the Winter; K. Kampwirth, K. Stewart*

PS 222 Media & Politics
See description of JOUR 222. *CL: JOUR 222; STAFF*

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. *Prereq: one course in social science or gender and women's studies required; CL: GWST 227, LAST 227; PI; SA; K. Kampwirth*

PS 230A Political Science Research Methods (1/2)
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 230B Public Policy Analysis (1/2)
This course is an introduction to the tools of public policy analysis. Students will become familiar with the major theoretical and methodological approaches to the study of public policy. Policies discussed will primarily be those drawn from American federal public policy, but this course is appropriate for students interested in public policy at all levels of government and society. *Prereq: Sophomore standing or PS 135; Civettini*

PS 230C Survey Research (1/2)
This course is an introduction to conducting survey research in the social sciences. Students will become familiar with all aspects of survey design, including its strengths and weaknesses as a method, question wording and ordering, sampling, data organization, and preliminary data analysis. *Prereq: sophomore standing; A. Civettini, K. Stewart*

PS 230D Interviews and Ethnography
Interviews and ethnography (also called participant-observation) are two major ways in which political scientists test hypotheses, collect data, uncover or develop interpretations, and learn more about the world in which they live. In this course, students will read about fieldwork: how to do it ethically, how to deal with the many things that inevitably will go wrong, how fieldwork often muddles what "the literature" told you. This is also a hands-on course in which students will do a fieldwork project of their own choosing, right here in Galesburg. *Prereq: PS 230 recommended; K. Kampwirth*

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. *Prereq: One previous Political Science or History course; CL: GWST 231, LAST 231; 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, PJST 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. *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, LGBT movements, the Labor movement, the Christian Right, climate change movements, and Black Lives Matter. *CL: AMST 241, ANSO 241, PJST 241; 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. *PI; Prereq: PS 101 or sophomore standing or permission of the instructor; CL: PJST 243; D. Oldfield*

PS 245 American Political Thought
This course examines the nature and substantive commitments of the American regime through a study of select thinkers in the American political tradition. Considerable attention is devoted to the constitutional ratification debates between the Federalists and the Anti-Federalists. The course also considers the justice of the American constitutional enterprise given the enduring legacy of slavery and racism. Particular attention is devoted to the speeches and writings of Abraham Lincoln in addition to a number of African American thinkers such as Frederick Douglass, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X *Prereq: PS 101 recommended; 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, religious freedom, and religiously based terrorism. *Prereq: PS 210 or PS 220 or sophomore standing; CL: RELS 265; 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. *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 constitutional order with an emphasis on the uses, abuses, and limitations of presidential power. In particular, the course examines a series of constitutional issues surrounding the office of the presidency including: the problem of executive energy in the American Constitution; presidential selection and the problem of political legitimacy; separation of powers; impeachment and oversight; delegation of powers; the constitutional status of war and foreign affairs; emergency powers; administration and bureaucracy; presidential character; and the meaning of leadership in the constitutional order. *Prereq: PS 101; A. Civettini, D. Oldfield, T. Bell*

PS 308 Parties, Legislatures, and Public Policy
This course examines the role of the institutions of political parties and legislatures in shaping the outcomes of the public policy process in American politics. This course covers the role of political parties in American politics, the structure and processes of American legislatures, and the ways in which public policy is formed, adopted, monitored, changed, and terminated through the role of parties, legislatures, and particularly the actions of parties within legislatures. *Prereq: PS 101 or PS 135; PS 230 is recommended; A. Civettini*

PS 310 Organizing and Advocating for Policy Change
This course examines the role of organized interest groups in American politics, with focus on the ways citizens organize and advocate for policy change. 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 or PS 135; PS 230 is recommended; CL: PJST 310; Offered alternate years; 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; 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. *Prereq: sophomore standing; Offered in the Winter; STAFF*

PS 317 Advanced International Relations: War and Conflict
This course examines the causes, dynamics and consequences of war and conflict drawing on examples from Asia (disputes in the South China Sea, Taiwan, Sri Lanka, Kashmir, Afghanistan). Students will analyze these cases based on the various approaches on war and conflict resolution. They will also evaluate the relevance of IR theoretical paradigms (Realism, Liberalism and Constructivism) to these cases. *Prereq: PS 210, junior standing; Offered in the Spring; K. Stewart, C. Mukherjee*

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; 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. *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. *Prereq: previous 200 or 300 level course work in social science or history; CL: LAST 326, PJST 326; 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 course in which gender is a major theme; CL: GWST 333, PJST 333; 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, PJST 334; PI; K. Kampwirth*

PS 341 Early Political Thought
This course examines political theories from the remote past and invites students to consider their influence in the present. Greek theorists such as Thucydides, Plato, and Aristotle are read as examples of pre-modern thought. This course strikes a balance between understanding these works within their historical context and applying their ideas to circumstances beyond the authors' imagining. *Prereq: Any PS or CLAS course; sophomore standing recommended; CL: CLAS 341; T. Bell, M. Parks*

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. *Prereq: sophomore standing recommended; 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; STAFF*

PS 362 Constitutional Law
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; Offered every year; T. Bell*

PS 363 Civil Rights and Liberties
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: sophomore standing; 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

Program Director

Melissa Glenn, *Provost and Dean of the Faculty*
Scott Harris, *Faculty Liaison to the First-Year Experience*

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: https://www.knox.edu/academics/majors-and-minors/first-year-preceptorial/course-descriptions). 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

Faculty and professional interests

Heather Hoffmann, chair
Human sexuality, behavioral neuroscience
Hannah Bradshaw
Social and evolutionary psychology, friendships, disgust
Jeffrey Grimes
Process and outcomes in counseling psychology, sports psychology, group dynamics
Kelly Shaw
Gender, stereotyping and prejudices, film
Morgan Snyder
Health psychology, mind-body interventions, sleep
Patricia M. Xi
Cognitive psychology, cognitive aging, language and memory

Emeritus Teaching Professor

Frank T. McAndrew
Social and evolutionary psychology, organizational behavior

Cooperating faculty from other programs

Andrew Civettini, *Political Science*
James Mountjoy, *Biology*
Esther Penick, *Biology*
Jennifer Templeton, *Biology*
Judy Thorn, *Biology*

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.

Requirements for the major

Psychology - Bachelor of Arts

10 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, PSYC 202, or PSYC 240
  - Group B: PSYC 203, PSYC 205, PSYC 206, or PSYC 207
- Statistics and Research Methods: PSYC 281, PSYC 282, PSYC 360(0.5), and PSYC 361(0.5)
  - PSYC 400 may substitute for PSYC 360 and 361.
- Applied Psychology Course: PSYC 215, PSYC 234, PSYC 265/300D, PSYC 263, PSYC 264, PSYC 266, PSYC 267, PSYC 268, PSYC 270, PSYC 271, PSYC 273, PSYC 275, PSYC 276, PSYC 277, PSYC 278, or PSYC 279
- Two Advanced Psychology Electives: PSYC 312, PSYC 362, PSYC 363, PSYC 364, PSYC 366, PSYC 367/300B, PSYC 369, PSYC 370, PSYC 376, or PSYC 377
- Human Diversity: PSYC 270, PSYC 271, PSYC PSYC 275, PSYC 277, PSYC 278, or PSYC 367

Psychology - Bachelor of Science

14 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, PSYC 202, or PSYC 240
  - Group B: PSYC 203, PSYC 205, PSYC 206, or PSYC 207
- Statistics and Research Methods: PSYC 281, PSYC 282, PSYC 360(0.5), and PSYC 361(0.5)
  - PSYC 400 may substitute for PSYC 360 and 361.
- Applied Psychology Course: PSYC 215, PSYC 234, PSYC 265/300D, PSYC 263, PSYC 264, PSYC 266, PSYC 267, PSYC 268, PSYC 270, PSYC 271, PSYC 273, PSYC 275, PSYC 276, PSYC 277, PSYC 278, or PSYC 279
- 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, 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, BIOL 150, BIOL 160, or BIOL 201
  - Chemistry
  - Computer Science, except CS 127
  - Mathematics, except MATH 121 or MATH 123
  - Neuroscience, except NEUR 240
  - Physics

Please note when planning for the PSYC major that the Research Methods & Statistics sequence of PSYC 281, PSYC 282, PSYC 360, and PSYC 361 must be taken sequentially (although not necessarily consecutively) across 4 terms. PSYC 282 is only offered in Spring term. We therefore recommend that students plan to take PSYC 282 NO LATER THAN the spring of their junior year.

Students who major in Psychology and minor in Business and Management may count no more than 3 courses simultaneously in both programs.

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, PSYC 202, or PSYC 240
  - Group B: PSYC 203, PSYC 205, or PSYC 207
- Research Methods and Statistics: PSYC 281 or STAT 200
- Applied or Advanced Psychology: PSYC 265/300D, PSYC 263, PSYC 264, PSYC 266, PSYC 267, PSYC 270, PSYC 271, PSYC 275, PSYC 276, PSYC 277/300A, PSYC 278, PSYC 279, PSYC 362, PSYC 363, PSYC 364, PSYC 366, PSYC 367, PSYC 369, PSYC 371, or PSYC 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. *SI; Offered annually, usually every term; 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. *Prereq: PSYC 100; Offered annually; P.M. Xi*

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. *Prereq: PSYC 100; Offered alternate years; SI; 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; P.M. Xi*

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; H. Bradshaw*

PSYC 206 Adolescent Development
See description of EDUC 205. *Prereq: EDUC 204; CL: EDUC 205; H. Uysal*

PSYC 207 Theories of Personality
This course provides a broad overview of historical, contemporary, and scientific theories of personality psychology to foster a more sophisticated appreciation of what makes people think, feel, and behave in certain ways. Such topics include research methods devoted to studying personality, personality judgment, historical and current paradigms of personality, genetic and environmental influences of personality, and cultural differences in personality. *Prereq: PSYC 100; Offered alternate years; STAFF*

PSYC 215 Black Psychology
See description of AFST 215. *Alternate years. CL: AFST 215; STAFF*

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; 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 263 Mind-Body interventions
The objective of this course is to provide an introduction to mind-body interventions. Some of the specific topics covered include hypnosis/hypnotherapy and mindfulness/meditation, among others. The course will focus on research on these interventions, including their efficacy for certain mental and physical health outcomes, and the mechanisms underlying their effectiveness. The course will also include an experiential learning component where students will engage in some mind-body interventions or measures and reflect on their experiences, and a research component where students will be expected to write a research study proposal to test the efficacy of a mind-body intervention of their choosing for an outcome of their choosing. *Prereq: One 200-level psychology class; CL: PSYC 300G; M. Snyder*

PSYC 264 Sports Psychology and Performance
This course offers a foundational exploration of psychological principles as they apply to sport, exercise, and performance. Students will examine topics such as motivation, confidence, goal setting, focus, team cohesion, and anxiety management, with an emphasis on how these mental skills influence athletic performance and well-being. The course also explores the psychological aspects of injury, burnout, and recovery, as well as cultural and developmental considerations. Through a blend of lectures, case studies, and hands-on training, students will gain insight into the mental strategies used by athletes, coaches, and sport psychologists to optimize performance. This course is ideal for students pursuing careers in psychology, coaching, kinesiology, or athletic training. *Prereq: PSYC 100 or BUS 351; J. Grimes*

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: One 200-level psychology class; A lower-level statistics course (BIO 210, STAT 200, PSYC 281) is strongly recommended; CL: PSYC 300D; Offered alternate years; STAFF*

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
See description for RELS 399A. *Prereq: one course in Religious Studies or Psychology, or permission of the instructor; CL: RELS 399A; 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; Offered annually; H. Hoffmann*

PSYC 273 Psychological Foundations of Education
See description for EDUC 204. *Prereq: sophomore standing or permission of the instructor; CL: EDUC 204; M. Lyons*

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 psychology course; Offered annually; J. Grimes*

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, PJST 278; Offered annually; SA; PI; 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 psychology course or both PSYC 100 and BIOL 130; Offered annually; M. Snyder*

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. *Prereq: One 200-level psychology course, Math Proficiency satisfied, and sophomore standing; QR; Offered annually, usually fall and winter; STAFF*

PSYC 281S Supplemental Instruction in Research Methods and Statistics (PSYC 281)
PSYC 281S is exclusively for students who are simultaneously enrolled in PSYC 281. Course

content will be determined by the difficulties that students encounter in the primary course. *Prereq: concurrent enrollment in PSYC 281; 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; Offered annually, usually spring; STAFF*

PSYC 300B Clinical Psychology Term: Theories & Methods of Psychotherapy
See description for PSYC 367. *Prereq: C+ or better in PSYC 277 and permission of the department; PSYC300B, PSYC300C, and PSYC300G must be taken concurrently; CL: PSYC 367; IMMR; STAFF*

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, PSYC 300C, and PSYC 300G 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; IMMR; STAFF*

PSYC 300D Psychological Assessment
See description for PSYC 265. *Prereq: C+ or better in PSYC 277 and permission of the department; PSYC 300B, PSYC 300C, and PSYC 300D must be taken concurrently (in the case that a different course is offered in the place of 300D, that course must be taken concurrently); A lower-level statistics course (BIO 210, STAT 200, PSYC 281) is strongly recommended; CL: PSYC 265; IMMR; STAFF*

PSYC 300F Developmental and Acquired Disabilities
This course will review models, etiology, assessment, and intervention for various developmental and acquired disabilities. This course is organized through a lifespan developmental approach beginning with etiology diagnosis and moving through early intervention, special education, dating and sexuality, vocation, community involvement, and healthcare. Specific disabilities will be examined through a biopsychosocial lens. Autism spectrum disorder, AD/HD, intellectual disability, learning disabilities, traumatic brain injury, spinal cord injury, acquired blindness, and related conditions will be covered as we move through the course. *Prereq: PSYC 277; PSYC 203 is highly recommended; PSYC 300B and 300C must be taken concurrently; STAFF*

PSYC 300G Clinical Psychology Term: MInd-Body Interventions
See description for PSYC 263. *Prereq: C+ or better in PSYC 277 and permission of the department; PSYC 300B, PSYC 300C, and PSYC 300G must be taken concurrently; CL: PSTC 263; IMMR; M. Snyder*

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; Offered annually, every term; STAFF*

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 366 Language and 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. Additionally, definitions of memory are examined through the interaction of memory and other cognitive processes like language. Topics covered include eye-witness testimony, memory and aging, amnesia, language and memory, bilingualism, and memory in the classroom. *Prereq: PSYC 201 and PSYC 282; P.M. Xi*

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 282 and one of PSYC 207 or PSYC 277; CL: PSYC 300B; Students enrolled in Clinical Psychology Term have priority enrollment in this course; Offered alternate years; J. Grimes*

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 370 Psychology of Sex and Gender
This course examines theoretical perspectives (e.g., socialization, evolutionary, and biological) and empirical research on sex and gender differences and similarities in the field of psychology. Topics including achievement, communication, and interpersonal relationships will be explored through assigned readings, class discussions about readings, and an empirical research project. *Prereq: PSYC 282 or permission of the instructor; Offered annually; H. Bradshaw*

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 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 377 Cognition and Aging
This course provides an overview of how human cognition changes throughout adulthood. Cognitive processes discussed include autobiographical memory, decision-making, and language. Central to these processes will be the question of what it means to age gracefully. Students will work together to collect and analyze data from older adults in the Knox and greater Galesburg communities. *Prereq: PSYC 282, and either PSYC 201 or PSYC 203; P.M.Xi*

Public Health

Pre-Professional and Cooperative Program

Program Advisor

Judith Thorn, *Biology*

Public health strives to improve and protect the health of individuals and communities by conducting research, creating and implementing evidence-based policy and education. Public health touches almost every aspect of our lives. Knox offers a five-year combined Public Health with Saint Louis University College for Public Health and Social Justice (SLU). Students from any academic major are eligible to participate in this program; transfer students are eligible.

Students (ordinarily in their fourth year at Knox) will remain at Knox during their first year of cooperative study, taking no more than five courses with Saint Louis University. The SLU courses will be taken remotely in addition to the student's Knox courses. The SLU courses will double-count toward the completion of their bachelor's degree at Knox as well as their Masters degree from SLU.

After graduation from Knox, students will complete a second year of cooperative study as full-time students with SLU, earning a Masters in Public Health (MPH).

The Masters in Public Health requires on-campus enrollment in all concentrations except Biosecurity and Disaster Preparedness, which may be completed online or on-campus.

Application Process

Students interested in applying to this program must consult with the program advisor no later than the end of fall term of their junior year. Candidates approved by Knox will submit their applications to SLU via SOPHAS EXPRESS by December 31 of their junior year. Admissions decisions will be made before the Fall registration period for their senior year (mid-April or before). No GRE is required. After earning their bachelor's degree in year four, Knox graduates will then fully matriculate into the SLU College for Public Health and Social Justice. No further application is required. Students may also be eligible for SLU scholarships in their final year with SLU.

Courses

Representative courses offered by SLU at Knox through this program:

PUBH 5010 Mission and Practice of Public Health
This course introduces students to the context of public health practice, including its legal basis, history, mission, the core functions of public health, and institutional structure of public health practice. Theoretical and practical perspectives are presented to illustrate the workings of public health at local, state, national, and global levels.

PUBH 5030 Methodological Approaches to Understanding Public Health
This course explores the determinants of a population's health focusing on the methodological approaches used to help identify, understand, and address population health challenges and inequities in health at the organizational, community, and societal levels. Emphasis will be placed on understanding and selecting appropriate quantitative and qualitative data collection methods for a given public health context while considering the role of study design, causal inference, sources of random and systematic error, and other threats to validity. Students will learn to interpret results of data analysis and translate this information to practice in considering how evidence is used to inform health policy, address population health challenges, and communicate with diverse audiences.

PUBH 5040 Generating Evidence from Public Health Data
This course will provide students the foundation to analyze data arising from surveys and studies of public health. Students will learn methods of experimental design, to analyze and interpret results of descriptive and inferential statistics.

PUBH 5050 Health Care Across the Life Course – From Policy to Practice
This course is intended as an introduction to healthcare and policy in the United States. Topics Include the structure, organization, and financing of health care; developing, advocating, and evaluating policy; and specific skills such as leadership and systems thinking. It is geared towards graduate students in public health, medicine, nursing, and allied health fields. In general, the course has a macro-level orientation; however, the material necessitates considering how the many facets of the US healthcare system affect communities, families and individuals. The perspective taken is from a larger systems perspective - that is that the US healthcare system is like an ecosystem with various sub-components that interact with each other and with broader social, economic and political forces to create a complex, dynamic and intricate system. We can change the health care system, but we need to consider how proposed changes will affect other components of the system and broader society as well as what resistance various stakeholders will likely put forth.

PUBH 5060 Environmental and Biological Determinants of Health
This course examines the environmental and biological determinants of health, emphasizing the interrelatedness of personal and community health and how environmental issues directly affect our lives. Here the environment is defined in the broadest sense, including the natural environment, the built environment, and the social environment. Students will recognize the reciprocal nature of environmental health, our dependency on natural systems and the impact of anthropogenic activities on those systems. The course introduces the biological basis for public health, demonstrating the effect of toxins on health and the ecology of infectious disease. Students will also recognize the global nature of environmental health, as well as the opportunities and challenges for controlling environmental health concerns.

PUBH 5070 Translating Evidence and Theory for Community Practice
Assessment, planning, implementing and evaluating health promotion and health education programs are key skills to master in order to function effectively as a public health professional. Assessing community needs helps determine appropriate approaches for addressing needs. Using evidence and theory enhances the likelihood of program effectiveness. Evaluating programs is critical in order to ensure they are maximally effective and efficacious and able to be sustained over time for lasting improvements in health. This course provides an overview of these core public health competencies to prepare students to function effectively in public health practice.

Public Policy

Major and Minor

Program Committee

Andrew Civettini, *Political Science*, chair
Scott DeWitt, *Educational Studies*
Dierdre Dougherty, *Educational Studies*
Ole J. Forsberg, *Statistics*
Moheeb Zidan, *Economics*

Public policy is the set of actions, or sometimes purposeful inaction, that public bodies undertake to address public problems. In an increasingly complex world, understanding how public policy comes to exist as it does, how it changes, and what the consequences are of those processes are essential skills. Knox students and alumni are active and engaged citizens - in their communities and in countries across the world. Students come to Knox precisely because they have passion for the communities around them and the world in which they live. The public policy program is designed to ensure students have the knowledge and skill set to engage in work in public policy beyond Knox, whether in government or outside of it, seeking to impact the course of public policy.

The public policy program is an interdisciplinary program that empowers students to be engaged in the formation, implementation, and analysis of public policy. The program design ensures that students develop a foundation of knowledge in the public policy process, including a particular understanding of the role of institutions in shaping policy. Students will further engage multiple substantive policy areas of concern while developing a skill set to both understand and produce public policy analysis. Coursework on substantive issues of public policy will ensure students have the opportunity to tailor their Public Policy major or minor to their specific policy area interests, while also requiring substantive courses from multiple majors. The coursework on policy analysis will ensure students have the skills to begin entry-level policy work, or to continue with advanced study of public policy in graduate school. Finally, the program asks students to explore the ethical concerns of policy as well as to engage in practical public policy work. By combining policy study with policy engagement and ethical consideration, the program ensures students are fully prepared for either advanced study in public policy or work in the policy field. Students completing a major in Public Policy will complete three of the seven elements in the general education program by virtue of completing major requirements; students will moreover complete the Civic Engagement and Immersion/Active Inquiry components of the General Education Program.

Program Learning Goals

1. Students will demonstrate knowledge of the policy process, including the central role of institutions.
2. Students will engage multiple substantive policy areas.
3. Students will be able to produce and disseminate public policy analysis.
4. Students will be able to articulate the ethical ramifications of public policy decisions and outcomes.

Writing and Oral Presentation

Students will develop skills of writing and oral presentation in required courses and will demonstrate those skills most clearly in PLCY 399. The Capstone course requires a substantial piece of policy research in a written report as well as a public, oral presentation of that research.

Immersive Learning Requirement

The Capstone course, PLCY 399, is pre-approved as satisfying the immersive learning requirement of the Knox curriculum.

Requirements for the major

10-11 credits as follows:

- Policy Process: ECON 110, PS 135, and PS 306, PS 308, PS 310, or PS 312
- Three Substantive Policy Concerns Courses: AFST 208, ANSO 246, ANSO 254, ANSO 262, ANSO 310, ANSO 345, CHEM 275, ECON 205, ECON 230, ECON 280, ECON 365, ECON 371, ECON 373, EDUC 201, EDUC 330, ENVS 110, ENVS 360, PS 238, or PS 243
  - No more than two courses from the same home department may be taken
  - At least one course must be at the 300 Level or above
- Three Policy Analysis Courses: PS 230A(0.5), PS 230B(0.5), STAT 200,
- Ethics: PHIL 118, PHIL 130, PHIL 210, or PHIL 212.
- Capstone: PLCY 399 or PLCY 400.
- A substantial experience in Policy Engagement.
  - This may be done for credit, but the credit for the internship can not be used to satisfy any of the other requirements for the major.

Requirements for the minor

5-6 credits in as follows:

- Policy Process: ECON 110 and PS 135
- Two Substantive Policy Concerns Courses: AFST 208, ANSO 246, ANSO 254, ANSO 262, ANSO 310, ANSO 345, CHEM 275, ECON 205, ECON 230, ECON 280, ECON 365, ECON 371, ECON 373, EDUC 201, EDUC 330, ENVS 110, ENVS 360, PS 238, or PS 243
  - No more than two courses from the same home department may be taken
  - At least one course must be at the 300 Level or above
- Policy Analysis: PS 230A(0.5) and PS 230B(0.5)
- A substantial experience in Policy Engagement.
  - This may be done for credit, but the credit for the internship can not be used to satisfy any of the other requirements for the minor.

Courses

PLCY 399 Policy Analysis Capstone
The capstone in policy analysis is an in-depth, advanced research project analyzing public policy. Students will draw on the foundational knowledge of the institutions of public policy, substantive issues of policy, and the skills and tools from prior coursework in the major to engage a substantial question of interest and importance to the field of public policy. Students will meet with their major adviser in the term prior to commencing their research to establish a clear plan for the methodological approach of their research and get approval for the topic. Students will produce a final research paper and give a public presentation of their findings. While this course should be completed in one term at the end of the senior year, it can be completed over the course of two terms with permission of the program faculty. *Prereq: All other coursework for the major in Public Policy should be completed before undertaking this course, or, permission of the instructor; IMMR; A. Civettini, STAFF*

Religious Studies

Minor

Faculty and professional interests

Robert M Geraci, Knight Distinguished Chair for the Study of Religion and Culture
Religion, science, & technology; Asian religions
Jovi L Geraci
Religion in America; Judaism; Native American Religions
Scott Harris
Biblical studies; Hellenistic Judaism; Ancient Egypt; pop culture; video game studies

Cooperating faculty from other programs

Danielle Steen Fatkin, *History*
Gina Franco, *English*
Cyn Kitchen, *English*
Hilary Lehmann, *Classics*
Duane Oldfield, *Political Science*
Mitchell Parks, *Classics*
Brandon Polite, *Philosophy*
Michal Ran-Rubin, *Anthropology & Sociology*
Judy Thorn, *Biology*

Religious Studies considers the critical role religion plays in human life through the diversity of world religions and their impact on culture. Specific courses may chart the intersections of religion with science, film, games, music, and art; probe political, philosophical, and psychological implications of religious practice; or examine the development of religious institutions, texts, rituals, and beliefs. C rosslisted courses from History, Philosophy, Psychology, Political Science and International Relations, English, American Studies, Asian Studies, and Film Studies, contribute to the wide variety of scholarly disciplines and methodologies available in the study of religion. Given the importance of religion to understanding the modern world, 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:

- Introduction to Religious Studies: RELS 101
- Three RELS elective courses
- Seminar in Religious Studies: RELS 399

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. No prerequisites. *SA*.

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. No prerequisites. *SA, PI. CL HIST 113*.

RELS 114 Buddhism, Confucianism, and Shinto
See description of PHIL 114. *IC. CL PHIL 114, ASIA 114*

RELS 115 South Asian Religions
This course investigates the history and contemporary dynamics of religion in South India: India, Pakistan, Bangladesh, Tibet, and Nepal. This region is the crucible for two of the world's global religions and is home to extraordinary religious diversity beyond these. The course provides an overview of the doctrines, practices, and cultural interactions of Hinduism, Islam, Buddhism, Jainism, Sikhism, Christianity, and Adavasi ("tribal") religions. No prerequisites. *SA. CL: ASIA 115*.

RELS 116 Native American Religious
This course examines Native American religious practices in the 19th, 20th, and 21st centuries. During this period, Euro-American people, religions, and legal structures have systemically sought to disenfranchise indigenous people, in part by attempting to control, silence, and legislate against their religious practices. We will learn about some of the ways that Native American communities have fought to maintain their religious traditions, and how they have used religion to further their resistance to assimilation. No prerequisites. *SA*, *IC*.

RELS 118 Introduction to Judaism
This course investigates the concept of Jewish civilization, religion, and "Jewishness" using religious, social, cultural, material, textual, political and historical lenses. The development of Judaism as a religion is central to this course, which focuses on Jewish traditions, culture, and history in the past and present. No prerequisites.

RELS 125 The Bible in Literature
See description of ENG 125. *IC. CL: ENG 125*.

RELS 203 Classical Mythology
See description of CLAS 203. *IC; PI. CL: CLAS 103*.

RELS 213 Anthropology of Islam
See description of ANSO 213. *CL: ANSO 213*.

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*.

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. No prerequisites. *CL: HIST 220*.

RELS 230 Qur'an
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. No prerequisites. *SA, IC*.

RELS 231 Hebrew Bible
This course introduces students to formative texts of the Hebrew Bible, also known as the Tanakh or the Old Testament. We will situate these texts in their own historical moment, considering them within Israelite religion, Judaism, the Ancient Near East and the Greco-Roman world. This course will also introduce modern methods of interpreting the Bible, including historical and literary approaches. This course considers the different questions related to the construction of Ancient Israelite religion and its development into Judaism. This course will familiarize students with the history of Ancient Israel, as well as relevant non-canonical and extra-biblical texts. Different interpretive methods will structure the course material, with a focus on ecological, gender, and rhetorical interpretation, among others. No prerequisites. *SA, IC. CL: HIST 231, CLAS 231.*

RELS 232 Early Christian Texts
This course introduces students to formative texts in early Christianity, including texts of the New Testament as well as non-canonical texts. We will situate these texts in their own historical moment, considering them within Hellenistic Judaism and the Greco-Roman world. Diverse portrayals of the life and teaching of Jesus will emerge, and we will analyze ways that variety extends to the teachings of his followers. This course will also introduce modern methods of interpreting the Bible, including reading the New Testament in terms of postcolonialism, gender, sexuality, disability, and empire, in addition to historical and literary approaches. This course considers the different questions each scholarly method asks of a text, and the tools it uses to answer them. This course will familiarize students with the history and literary types of early Christianity, as well as different approaches to interpretation in the interest of equipping students for knowledgeable and respectful dialogue about the Bible. No prerequisites. *SA, IC. CL: CLAS 232, HIST 232.*

RELS 241 Religion and Pop Culture
From music videos to computer games, advertisements to sporting events, religious imagery permeates popular culture. But popular culture does more than just make use of religious images. It can take on the trappings of religious practice, fill social desires for transcendent experience, even influence the self-perceptions of religious communities. This course examines the intersections between popular culture and religion in contemporary America by asking how popular culture may be functioning as religion, how it may shape what a society understands about religion, and how it may permeate the faith experiences of religion's adherents. No prerequisites. *IC*.

RELS 243 Religion and Video Games
This course investigates how playing interactive video games constructs narratives that resemble ritual enactments of religious myth. The "reader" of a game plays an active role by actualizing the game's narrative even as the game's structure steers any action towards a predetermined conclusion. This dynamic tension, in which the player feels an illusory sense of narrative agency, will be our starting point for exploring how religion influences the narrative structure of video games. In addition to asking whether the mechanics of video games resemble the mechanics of myth and ritual, students will evaluate the intertextual relationships between particular games and real-world religious traditions. No prerequisites. *IC. CL: CS 243.*

RELS 244 Religion and the Environment
From sacred mountains to polluted rivers, religion cannot be separated from our experience of the natural world or from our modern environmental crisis. Religion offers a strategic resource for environmental action even as it has been part of the occasional excuse for environmental neglect. This course includes an overnight stay at Green Oaks when there is no conflict with the Green Oaks Term. *No prerequisites. SA. CL: ENVS 244.*

RELS 245 Religion and Contemporary Art
A study of the ways in which contemporary artists explore sacred themes, such as the construction of utopia, the development of communi-

ty, and the search for transcendence. The course follows various artists and movements of the 20th and 21st centuries, and the ways in which they reflect upon modern religious life. The course shows how the sacred has remained a relevant concern for artists from modern to postmodern art. No prerequisites. *IC. CL: ART 245 (AH).*

RELS 246 Religion and Science Fiction
Speculative fiction in the various incarnations of science fiction and fantasy wanders in realms traditionally considered the purview of religion, asking questions about the ordering of the universe, the nature of existence, and the proper basis for human (and non-human) relations. Through careful reading/viewing of novels, short stories, movies and television episodes, this course explores the ways science fiction and some fantasy invent systems of meaning that are either explicitly or implicitly religious, both in recasting or adapting received religious forms, and in imagining new forms of their own. No prerequisites. *IC.*

RELS 251 Anthropology of Religion
This course provides an anthropological introduction to the study of religion, highlighting the diversity of faith communities and reflecting on various forms of religion and ritual practiced in different geographic, social, and cultural contexts. In addition, the course explores how religion is represented within popular culture and considers how issues of power, identity (gender, race, ethnicity, sexuality, class), and politics intersect with religious institutions and traditions. The first half of the course will introduce a range of historical and conceptual approaches to the study of religion. The second half of the course will look at how contemporary faith communities negotiate questions of ethics and politics, focusing especially on debates over kinship, gender, education, and human rights. No prerequisites. *SA, PI. CL: ANSO 247.*

RELS 252 Religion, Human Rights, and Activism
From the UN human rights council to civil rights in the US and anti-apartheid activism in South Africa, global rights-based movements have deep roots in faith-based communities. This course will explore the intersection of social movements, human rights, and religion. On the one hand, we look at how states and international bodies manage the right to religious freedom through legal regimes and minority rights. On the other hand, we look at faith-based social movements working on civil rights, women's rights, genocide, and indigenous activism. In so doing, we examine the complex interplay between diverse religious practice and emerging social movements in an increasingly globalized world. No prerequisites. *SA; PI. CL: ANSO 249, PJST 249.*

RELS 261 Future-Proofing Humanity
The fear of human extinction and the promise of radical salvation through technology intertwine in a religious worldview unique to the contemporary world. We will explore this worldview and discuss the political and social implications of transferring our religious impulses and hope of salvation into technological forecasting. No prerequisites. *SA, IC.*

RELS 262 Religion and Artificial Intelligence
This course explores how religious ideas helped shape the development of artificial intelligence (AI) and how AI impacts the practice of religion. Topics include automata, the Turing Test, the Singularity, the simulation hypothesis, digital resurrection, robotic priests, and more. No prerequisites. *SA, IC. CL: CS 262.*

RELS 264 Religion, Science, & Technology
A study of historical and contemporary interactions between religion, science, and technology, with particular reference to their political implications and ethical ramifications. Themes vary, but include biotechnology, environmentalism, the teaching of evolution, and digital technologies (artificial intelligence, robotics, and/or virtual worlds). No prerequisites. *IC. CL: ANSO 264.*

RELS 265 Religion and World Politics
See description of PS 265. *Prereq: PS 210 or PS 220 or sophomore standing; CL: PS 265.*

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 considered when useful for comparison. No prerequisites.

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, Ancient Egyptian Religion and others. *Prereq: sophomore standing, previous course work in history or permission of the instructor. CL: HIST 271; May be repeated for credit when topics vary.*

RELS 284 Global Aesthetics
See description of PHIL 284. *IC. CL: PHIL 284.*

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.*

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: CLAS 371, HIST 371; Course may be repeated for credit when topics vary.*

RELS 399 Seminar in Religious Studies
Specific seminar offerings vary year to year. Topics have included: Religions of Spaceflight, Psychology and Religion, Gnosticism, and more. *Prereq: at least one course in RELS or permission of instructor.*

Self-Designed Programs

Major and Minor

Program Advisor

Robin Ragan, *Professor of Modern Languages*

Self-Designed Major

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.

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.

Self-Designed Majors require the approval of the Faculty Curriculum Committee. If a student is interested in pursuing a Self-Designed program, they should contact Professor Robin Ragan for more information.

Self-Designed Minor

Students cooperating with a faculty sponsor may propose a self-designed minor that combines work in several departments.

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.

Social Service

Minor

Program Committee

Duane Oldfield, *Political Science*, chair

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: AFST 101, AFST 215, ANSO 205, ANSO 208, ANSO 218, ECON 340, ENVS 228, GWST 101, PJST 100, PS 227, PS 333, or PSYC 278
- Government Institutions: ECON 310, ECON 363, EDUC 201, or PS 135
- One credit in working with the socially disadvantaged: EDUC 301, PS 243, PSYC 277, PSYC 367
- 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

Spanish

Major and Minors

Faculty and professional interests

Fernando Gómez, chair
Golden Age literature, Business Spanish, Flamenco, second-language acquisition
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, Latin American film, the Spanish Civil War
Robin Ragan
Translation and interpreting, border and immigration narratives, Oaxaca immersion program, representation of women

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. The Stellyes Center for Global Studies provides information on other off-campus study opportunities.

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 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 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.

Requirements for the major

10 credits as follows:

- Core Courses: SPAN 201, SPAN 230, SPAN 235
- One 200-level credit in SPAN
- Five 300-level credits in SPAN
  - At least one credit in Hispanic-American literature
  - At least one credit in Peninsular Spanish literature.
- Advanced Seminar: SPAN 399

Requirements for the minors

Spanish

5 credits

- Three 200-level SPAN electives
- Two 300-level SPAN electives

Spanish Translation and Interpreting

5-5.5 credits

- 1.5-2 credits in Spanish Translation or Interpreting: ENG 205, SPAN 205(0.5), SPAN 206(0.5), SPAN 222, or SPAN 233
- One credit in cultural context of the Spanish-speaking world:
  - SPAN 230A-E or
  - Two of: SPAN 209(0.5), SPAN 208(0.5), SPAN 220(0.5), or SPAN 221(0.5)
- One 300-level credit taught in Spanish
- One credit of the following: ANSO 270, ENG 263, ENG 264, IS 282, MODL 260E, or one additional 300-level SPAN credit
- SPAN 349 Practicum/Internship (.5 credit)

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; 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 using case studies. The course will focus on recognizing the common pitfalls of English speakers such as false cognates, common grammatical and syntax errors, spelling errors not caught by automation, common AI errors, etc. We will work on a variety of texts responding to local community needs and through partnerships with NGOs. Finally, we will investigate many aspects of becoming a freelance translator, including how to place a professional bid, how to certify a translation the use of translation tools and professional opportunities. *Prereq: SPAN 201; R. Ragan*

SPAN 206 Introduction to Spanish Interpreting (1/2)
This course offers students the opportunity to refine their oral language skills, improve memory and fluency while learning about career opportunities for interpreters. We will focus on exercises in three main areas: educational, medical, and legal interpreting. In addition to protocols, the course covers aspects of the profession including: ethical dilemmas, the right to language access, and the standards of practice of the interpreting profession. In class, students will perform mock scenarios using 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 208 Flamenco: The Music and its Social History (1/2)
From the poorest and most marginalized areas of 19th-century Andalucia, Spain emerged a unique musical art form known as flamenco that has since mesmerized audiences across the globe. In this course, students acquire basic vocabulary to analyze and discuss key features of flamenco singing, dance, and guitar, including the various song structures (*palos*) that constitute flamenco as a musical genre. Attention to the cultural traditions of Andalucia that involve flamenco is also essential, as is the influence that certain ethnic groups, particularly the gitanos (*Romani*) of Andalucia, have had on the art form over time. Taught in Spanish. No prior knowledge of music is necessary. *Prereq: SPAN 201 or equivalent.; Offered alternate years.; F. Gómez*

SPAN 209 Spanish in Business and Other Professional Contexts (1/2)
Introduction to what business and other professional contexts look like in the Spanish-speaking world. In addition, we will study the language structures and cultural formalities needed to engage in effective communication and to develop successful relationships in these professional environments. Attention is also given to professional writing and oral tasks in accordance with appropriate cultural conventions. In this way, the course is not only for students wanting to use Spanish for business purposes, but also for those planning to work in non-profit organizations, the public sector, community organizations, or engage in activism. Taught in Spanish. *Prereq: SPAN 201 or equivalent.; CL: BUS 209; Offered alternate years; F. Gómez*

SPAN 210 Spanish Conversation and Composition (1/2)
Practice in understanding, speaking, and writing Spanish through the use of cultural texts, such as literature, online articles and blogs, film, and music. Course can be repeated for credit if the topic is different. Instructor's permission is required to take the course a second time. *Prereq: SPAN 103(A) or SPAN 201; F. Gomez*

220 Spanish for Healthcare (1/2)
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 Healthcare, Social Work, and Education in Oaxaca (1/2)
During the term on-campus, the course meets weekly to learn geography, culture, linguistics, social issues and demographics of Oaxaca, Mexico. Once on-site in Oaxaca, students are assigned to one of three areas: education, social work, or medical. For this portion, students spend several hours at the participating institution shadowing professionals through a collaboration with Child Family Health International. The on-site component is designed for students interested in a career in Spanish-English language interpreting, or careers in healthcare, social work and education. The travel component requires an additional fee of approximately $1,950 plus airfare. *Prereq: Two 200-level Spanish courses; Offered alternate years; IMMR; R. Ragan*

SPAN 222 Medical Interpreting (1/2)
This course is designed for intermediate-high language learners interested in a career in medical interpreting or who want to improve their knowledge of medical Spanish. 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 sight translation. This course along with Spanish 206 qualifies students to take of the National Certification Exams (NBCMI or CCHI). *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; SPAN 230B-E cross-listed in LAST; T. Foster, F. Gómez, J. Noriega, A. Prado del Santo, R. Ragan*

SPAN 233 Translating and Interpreting in Legal Contexts (1/2)
This .5-credit course explores the field of interpretation and translation (Spanish-English, English-Spanish) in the context of immigration and the crisis at our border. We will read about immigration issues in the United States, with a focus on asylum seekers, the application process, and recent changes to guidelines. Additionally, we will practice interpreting with mock scripts, and carry out translations for real asylum cases. Students will learn about the country conditions that are leading to an increase in asylum claims in the Northern triangle, Venezuela, Nicaragua and Cuba through first-person narratives, police reports, sworn statements and newspaper accounts. This course will be ideal preparation for anyone looking to serve as a translator or interpreter in this field. *Prereq: SPAN 205 or SPAN 206; 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, 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. *Prereq: SPAN 201; CL: LAST 235; STAFF*

SPAN 241/341 Knox & Peru Term
See description for LAST 241/341. *IC; Prereq: SPAN 201, any SPAN 230 course, or permission of the instructor; CL: LAST 241/341; J. Noriega*

SPAN 301 Advanced Spanish Language
In this course, students will develop their language competence through in-depth study and practice with key grammatical and usage topics through diverse texts. This course is for students who have studied Spanish abroad or for advanced majors or minors who wish to improve their Spanish proficiency. *Prereq: two full credits in Spanish at the 200 level and two full credits in Spanish at the 300 level; J. Miner*

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, Garcia 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; T. Foster*

SPAN 308 Don Quixote
This course is dedicated to reading and discussing both parts of *Don Quixote* (1605, 1615) in order to understand the text's profound influence on world literature, why many call it the first modern novel, and its relevance to issues in the 21st century. Our primary focus is on the narrative innovations that Miguel de Cervantes created to not only transform and undermine the literary genres of European literature known during the seventeenth century, but also to expose and dismantle the "idealisms" found in the social, political, religious, historical, and literary discourse of his day, the outcome of which is a literary and philosophical text unlike any other seen before or since. *Prereq: For SPAN 308, 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: two 200-level courses in Spanish; CL: FILM 309, LAST 309; A. Prado del Santo*

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 Hispanic Literature
This course examines the figure of the "monster" as a literary device in the literature and cinema from around the Spanish-speaking world. Specifically, the course analyzes preternatural entities, such as zombies, ghosts and demons, as well as humans allegedly associated with evil, such as women, 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 history, and what can be learned about different Hispanic cultures by examining the monsters they have produced. Films are rated R and contain graphic images. *Prereq: Two 200-level SPAN courses; Offered alternate years; F. Gómez*

SPAN 330 or SPAN 330E Great Themes of Spanish or Spanish American Literature
(In Spanish or English) A study of major topics in Hispanic studies. Some recent topics have been Spanish American literature of New York, bilingual indigenous literature in America, and anarchist culture in Spain. 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; 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 336A Bilingual Indigenous Literatures in the Americas
A study of experimental and hybrid literary texts written both in Spanish and Indigenous languages. This course examines emergent bilingual Indigenous literatures that reach beyond the traditional monolingual paradigm of literary studies, unveiling their authors' transcultural disposition and translingual practice in the process of creative writing. It also argues that bilingual Indigenous literatures in the Americas merit recognition amongst canonical Latin American literatures. There are two sections of this course, organized geographically: A) South America and B) Central America and Mexico. Students may take either section for 1.0 credit or register for both sections for 2.0 credits. *Prereq: SPAN 235 or any SPAN 230A-E or permission of instructor; CL: LAST 336A; J. Noriega*

SPAN 336B Bilingual Indigenous Literatures in the Americas
See description for SPAN 336A. *Prereq: SPAN 235 or any SPAN 230A-E or permission of instructor; CL: LAST 336B; J. Noriega*

SPAN 337 Hispanic American Fiction of Fantasy
This course will investigate the development of the Hispanic 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; CL: LAST 337; J. Miner*

SPAN 339 Hispanic Writers in New York
This course examines the relevance of literary works written by Hispanic writers living in New York from 1880 to 2020 who discuss the impact of their displacement. It examines how Hispanics have helped shape the cultural identity of New York and how, simultaneously, the influence of this cosmopolitan city has transformed the work of its newcomers into a modern and international masterpiece. From the perspective of transatlantic and interdisciplinary studies, the class discussions promote dialogue beyond borders with dialogues on America and Europe, Spanish and English, literature and architecture, journalism, photography, fine arts, and travel, within the context of global, multicultural, and transnational communities. *Prereq: SPAN 235 or any SPAN 230A-E or permission of instructor; CL: LAST 339; J. Noriega*

SPAN 349 Translation and Interpreting Practicum (1/2)
This course is aimed at the advanced language learner who is ready to put translation and interpreting skills into practice in a real-world setting. Students will participate in an internship or volunteer experience in which translation and/or interpreting are the main skill sets. Students will contribute 50 hours for .5 credit. Sample placements are: Access Now, Esperanza Center, Crisis Response Translation, District 205, among others. At the end of the experience, students will present at a form or panel, or write a reflection paper. May be repeated for up to 1 credit. *Prereq: SPAN 205 or SPAN 206, and permission of the instructor; S/U; IMMR; R. Ragan*

SPAN 355 Developing Story-Telling in the Spanish-Speaking World
A study of orality and literacy as complementary techniques that narrate the process of modernization within the Spanish-Speaking World. Special attention is given to the complex and intriguing development from story-telling to story-writing, and even to story-telling again. An analysis of selected colonial, modern, and contemporary stories from Spain and Latin America reveals that the metropolitan-dependence model embraced by many modern travelers and writers is an echo of the former storytelling experience of servants and messengers interacting with their masters prior to the 19th Century. Differences in cultural frameworks between Europe and America use of traditionally-delivered letters and baggage as a kind of "traveling metaphor" is also examined. Further analysis then traces how the colonial sender and

receiver turn into elite readers within the modern literary network. *Prereq: SPAN 235 or any SPAN 230A-E or permission of the instructor; CL: LAST 355; J. Noriega.*

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 "Crónicas" 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. *STAFF*

Sports Studies

Course Work

Faculty and Head Coaches

Justin Newell
Director of Athletics
Andy Gibbons
Assistant Director of Athletics-Head Strength and Conditioning Coach, Fitness Center, Club Sports
Tyler Sheikh
Men's Soccer
Maliah Feller-Blakemore
Volleyball
Emilly Carpenter
Women's Basketbal
Annie Gerdes
Women's Soccer
Corey Harvey
Men's Basketball
Casey Hipp
Softball
Drake Sykes
Baseball
Aaron Willits
Football

The Department of Sports Studies encourages all students to pursue fitness activity and to recognize its contribution to well-being. Many students participate in some portion of the program offered by the department: intercollegiate athletics, intramural and club sports, and special courses.

The intercollegiate athletic program offers 8 varsity sports for women (soccer, volleyball, cross-country, basketball, softball, indoor & outdoor track, and golf) and 8 varsity sports for men (football, soccer, cross-country, basketball, baseball, indoor & outdoor track, and golf).

The College also has several intramural sports, such as volleyball, basketball, indoor soccer, dodgeball, and other events. The College also offers club sports such as Ultimate Frisbee, equestrian, and Fencing.

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, 238, 255, 260, and 288.

Courses

SPST 110 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; STAFF*

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. These classes begin in the fifth week of each term. *S/U; STAFF*

SPST 238 Peace, Sport, and Policy
See description for PS 238. *CL: PS 238, PJST 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; STAFF*

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 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; A. Willits*

SPST 262 Coaching and Fundamentals 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; STAFF*

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; K. Akpore, A. Gerdes*

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; STAFF*

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, STAFF*

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; L. Welch*

SPST 351 Sports Management and Society
See description for BUS 351; *CL: BUS 351; prereq: BUS 180 and SPST 110; B. Palar.*

Statistics

Minor

Program Committee

Ole J. Forsberg, *Mathematics*, Chair
Andrew Civettini, *Political Science*
Janet Kirkley, *Biochemistry and Chemistry*
Andrew Leahy, *Mathematics*
Jaime Spacco, *Computer Science*
Moheeb Zidan, *Economics*

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:

- Introductory Statistics: STAT 200 or PSYC 281
- Calculus I: MATH 145
- Linear algebra: MATH 143, MATH 185, or MATH 210
- Linear models: MATH 225
- Research Methods - one of BIOL 210, ECON 303, MATH 322, PHYS 241, or PSYC 282
- Research Project:
  - 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 program faculty advisor or department chair.

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. *Not open to first-year, first-term students; Prereq: satisfaction of the Mathematics Proficiency requirement; 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 Excel and R is recommended; Offered every year Spring; A. Leahy*

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 312 Data Mining & Statistical Computing
A rigorous exploration of statistical methods designed to glean information from a data set. Techniques include categorical analysis, clustering, trees and forests, dimensionality reduction, outlier detection. Further topics include graphical and statistical methods for exploring data, as well as evaluating statistical methods. Computer programs, such as Python and R, will be used. *Prereq: STAT 200 or equivalent, an additional STAT course, CS 142, MATH 145, and MATH 185; CL: CS 312; Offered alternate years, Winter; STAFF*

STAT 321 Mathematical Statistics I
See description for MATH 321. *Prereq: MATH 145 (with MATH 146 recommended) or MATH 205, and MATH 185; CL: MATH 321; Usually offered every year FA; A. Leahy, O. Forsberg*

STAT 322 Mathematical Statistics II
See description for MATH 322. *Prereq: MATH/STAT 321; CL: MATH 322; Offered alternate years, usually SP; O. Forsberg*

STAT 323 Machine Learning
In this course, students learn and use several of the data analysis algorithms and methodologies that are common in Machine Learning to use historical data to predict or classify a target variable using other feature variables. Specifically, you will be able to understand and implement common supervised learning models such as logistic regression, nearest neighbors, support vector machines, and decision trees for prediction and classification; you will learn methods to evaluate and optimize the success of these models; you will apply appropriate technological tools to carry out data analysis; you will communicate the results of analyses effectively orally and in writing; and you will gain understanding of ethical considerations in the use of data. *Prereq: CS 142, MATH 145, and MATH 185; CL: CS 323; Offered alternate years, Winter; A. Leahy*

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; IMMR if taken for a full credit; STAFF*

Theatre

Major and Minors

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

Professor of Practice and Writer in Residence

Sherwood Kiraly, *Playwriting, screenwriting, fiction*

Lecturer

Allison Smith Hahn, *Costume design, technical artistry*

Knox offers a broad range of theatre 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 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.

The Department of Theatre seeks to create a supportive, inclusive, and 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, medicine, politics, 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
3. Recognize and identify historically and culturally significant authors and movements throughout global theatre history, and the racial, 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)
- 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:

- Introduction to Theatre and Drama: THTR 151
- Theatre History: THTR 351, THTR 352, and THTR 353
- Dramatic Literature: THTR 380-389

Performance

5 credits as follows:

- Core Courses: THTR 121, THTR 131, and THTR 151
- Acting Studios: THTR 231 or THTR 232
- Advanced Acting: THTR 310A or THTR 331

Directing

5 credits as follows:

- Core Courses: THTR 121, THTR 131, and THTR 151
- Introduction to Directing: THTR 261
- Theatre Participation: THTR 371 or 350C
  - Special projects, either practical or theoretical, to be approved by the directing faculty

Design and Technology

6 credits as follows:

- Core Courses: THTR 121 and THTR 151
- Scenic Lighting & Design: THTR 222 and THTR 223
- Two from THTR 224, THTR 325, or THTR 350C
  - Special projects, either practical or theoretical, to be approved by the directing faculty

Playwriting

5 credits as follows:

- Core Courses: THTR 121, THTR 131, and THTR 151
- Beginning Playwriting: THTR 209
- Playwriting and Screenwriting Workshop: THTR 309 or THTR 350C
- Special projects, either practical or theoretical, to be approved by the directing faculty

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. *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 lecture/demonstrations. Designed to develop students physically, vocally, emotionally, and experientially as interpreters of what it means to be human. *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, 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. *CL: ENG 123; 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. *Prereq: THTR 151/ENG 123, THTR 131, or ENG 207, or ENG 208, or permission of the instructor; CL: ENG 209; AC; Offered annually, usually multiple terms; S. Kiraly*

THTR 222 Scenic and Lighting Design I
An examination of the elements of design as they relate to the translation of a playscript into the physical environment of a production. This process includes the lighting of the scenic environment by addressing such qualities as mood, modeling, selective focus, and overall atmosphere. Shared foundational concepts of both fields of design are explored including color theory, light and shadow, positive and negative space, line, mass, form, perspective, and how the two design fields interact in 3 dimensional space. Includes the completion and critique of several original design projects. Emphasis is on developing a personal design process and aesthetic through the application of theory to practical experience. *Prereq: THTR 121 or permission of the instructor; AC; Offered in alternate years in the spring; C. Choma*

THTR 223 Scenic and Lighting Design II
A higher-level exploration of the fields of Scenic and Lighting Design as visual storytelling. Through the carefully considered manipulation of the elements of design and the principles of composition, advanced projects will engage the interstices between Scenic and Lighting Design and their reliance on one another to create space and form. These projects will build upon experience gained in THTR 222: Scenic and Lighting Design I in both magnitude and complexity. Students will further develop a considered personal design process and aesthetic through the theoretical and practical experience gained from each project. Includes the completion, presentation, and critique of multiple original design projects. *Prereq: THTR 121 and THTR 222 or permission of the instructor; Offered in alternate years in the spring; C. Choma*

THTR 224 Costume Design
An introduction to the principles and techniques of costume design and technical artistry for the stage. Includes the completion and critique of multiple design projects. *AC; Prereq: THTR 151/ENG 123 or THTR 121 or permission of the instructor; Offered annually, 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; 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; 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 to creating 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. *AC; Non-theatre majors are encouraged to enroll; offered occasionally; E. Carlin Metz, J. Grace, D. Nichols*

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 compose essays and features on plays and productions for audience consumption. In many respects, the course functions like a workshop: most of the work is shared with and discussed by the class as a group. *IC; Offered occasionally; 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, rehearsal preparation, and staging. *E. Carlin Metz, J. Grace*

THTR 271 Theatre Participation (1/2 or 1)
Faculty-supervised participation in productions or projects of an immersive nature. Proposed projects must be in an area of theatre performance or production in which the student has studied previously and have prior approval from a supervising faculty member. Can be taken for .5, 1.0, or 1.5 credits, with a cumulative maximum of 1.5 credits. *Offered each term; S/U; Prereq: Permission of the instructor*

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 286 Theatre and Society
See description of THTR 386. *CL: ENG 286; D. Nichols, J. Grace, E. Carlin Metz*

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; 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 may satisfy the Immersion or Active Learning requirement for participation in Repertory Term.

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, dramaturgs, or stage managers.

THTR 310B Drama and Theatre Seminar
A seminar that examines the context, themes and styles of the plays selected for production.

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; Only 1 credit from the Repertory Term sequence may be counted toward meeting the requirements of the Theatre major; IMMR; STAFF*

THTR 325 Design Workshop
Advanced study of theory and the creative process leading to the realization of a design in the areas 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, A. Smith Hahn*

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. *Prereq: THTR 131, THTR 231, and sophomore standing or permission of the instructor; usually offered in alternate years; E. Carlin Metz, J. Grace*

THTR 351 Theatre History I: Classical Antiquity through the Renaissance
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. *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 Theatre History II: The Restoration to Expressionism
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. *IC; Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: ENG 352; offered two years out of three; J. Grace, D. Nichols*

THTR 353 Theatre History III: Historical Avant-garde to the Present
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. *IC; Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: ENG 353; offered two years out of three; J. Grace, D. Nichols*

THTR 361 Advanced Collaboration: Directing, Design, Playwriting
Directors, designers, and playwrights collaborate to consider advanced theory and concepts in production realization for the stage. This course focuses on the collaborative process of manifesting theme, meaning, and play structure via the manipulation of three-dimensional stage space through form, metaphor, motivation, composition, positive/negative space, and movement and

the creative relationships between the director, the designers, and the author's intent. Students will collaborate with the professor to determine the particular focus of each offering to determine the content to which the concepts will be applied. *Prereq: THTR 121, 131, 151, 261, and junior standing, or permission of the instructor; Usually offered in alternate years; E. Carlin Metz, J. Grace*

THTR 371 Theatre Participation (1/2 to 1 1/2) Faculty-supervised participation in productions or projects of an advanced and/or immersive nature. Proposed projects must be in an area of theatre performance or production in which the student has studied previously and have prior approval from a supervising faculty member.Can be taken for .5, 1.0, or 1.5 credits, with a cumulative maximum of 1.5 credits. Offered each term. *S/U; Prereq: Permission of the instructor*

THTR 381 Shakespeare: Histories and Comedies
See description of ENG 331. *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; IC; R. Biggie*

THTR 382 Shakespeare: Tragedies and Romances
See description of ENG 332. *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; 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, post-modernism, 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, 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 (examples of past topics include: Queer Black Playwrights, Staging the Nation, and Contemporary Plays by Women of Color). *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 (e.g. 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)
An exploration of academic literacy skills, including reading, writing, listening, learning, and speaking through numerous projects and individual learning assignments. Emphases on the effective expression and comprehension of ideas in academic contexts. *Prereq: first-year standing; J. Haslem*

CTL 101 Language Skills II (1/2)
Further work in academic literacy skills with an emphasis on the development of critical thinking skills. *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 thorough review of algebra and analytic geometry, individually tailored to each student's particular needs. This course is intended to prepare students for STAT 200. *STAFF*

CTL 121 Tutoring in the Community (1/2)
The Community Tutoring Initiative is an immersive learning experience for Knox students who are interested in tutoring, mentoring, and improving learning outcomes for local students. Knox students will travel to various sites in the Galesburg area to work with low income, often first-generation students taking core classes (Math, Science, English, social studies). Tutors will receive training in learning skills instruction, assessment, tutoring, metacognitive learning strategies for students, and supportive communication. They will work at least 35 hours tutoring at community partner sites and will meet weekly with the CTL Student Success Coordinator to discuss and reflect upon their community experience. Students will earn the immersive learning experience requirement by completing the course requirements two times. *Prereq: Not open to first-time, first-year students. In order to be eligible to tutor in the community, students must maintain an overall GPA of 3.3 and earn at least an A in the subjects that they tutor. K. Wallenfelsz*

CTL 140 Pedagogy in Practice (0)
The course will help tutors improve their understanding of writing pedagogy with a particular emphasis on putting theory into practice when helping their fellow students as CTL writing tutors. Through readings, writing assignments, and class discussion, tutors will reflect upon their own experiences and 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; S/U; J. Haslem*

CTL 151 Introduction to Peer Tutoring (0)
An introductory study of the tutoring process reserved for CTL tutors and departmental teaching assistants who provide tutoring. Examines the essential components of a successful one-on-one tutoring session, including developmental and learning theory, the tutoring cycle, and challenging tutoring situations. Also explores learning skills instruction and strategies, the development of critical thinking skills, and tutor self-evaluation. *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 group tutorials, cultural dynamics, learning theory, tutoring session analysis, resource development, and collaboration with sponsoring academic 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, special populations, and group management skills. The course combines readings, discussions, study of academic support programming, and collaborative projects. This course culminates with the planning and execu-

tion 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; K. Wallenfelsz*

CTL 155: Success Learning (0):
A course in contemporary learning theories (cognitive, transformational, behavioral, and psychological) and especially the learning practices which extend from them. Special attention given to cognitivism, constructivism, conditioning, metacognition, and learning skills instruction. *Prereq: Sophomore standing, CTL 140, 151, or 152; S/U; J. Haslem*

CTL 161 College Success Seminar (1/2)
Life and learning skills instruction for all but especially students interested in enhancing their academic achievement. Topics include learning strategies, study skills, academic goal setting, and campus resource utilization. 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. *S/U; K. Wallenfelsz*

CTL 201 Modern Business Messaging
Intended for students wishing to study and write modern business communications, including transactional and converged messages. Special emphases include study and utilization of various semiotic sign systems, converged and digital rhetoric, including persuasive technology. *CL: BUS 201, ENG 201; 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; J. Haslem*

CTL 275 Novel Compositions
An examination of specific strategies which can be utilized to revive and reimagine the act of writing in a variety of writings. Drawing upon a structuralist approach to understanding writing, we will explore authorial choice and the acts of envisioning, speculating, and crafting compositions to challenge "old" ways of writing and to create novel–or new–compositions. *CL: ENG 275; J. Haslem*

McNair Program

MCNR 200 McNair Research Seminar (1/2)
(over 3 terms) This course emphasizes preparation for academic research and the summer internship with the McNair Scholars Program. We focus on the definition of research and the various ways in which research happens and how it takes place. In order to pave the way for successful independent research with a faculty mentor, this course provides training in general research skills and guides students through the development of a research or project proposal. Students also develop and practice their presentation skills and prepare a presentation of their proposal. Students meet with research librarians to learn how to search for scholarly sources as well as faculty members to learn about research in their academic fields. Scholars specifically receive instruction on the analysis and use of scholarly publications and are exposed to academic culture through social and academic activities. *Prereq: Admission into the McNair Scholars Program; STAFF*

MCNR 300 McNair Graduate School Seminar (1/2)
This seminar course emphasizes preparation for the graduate school application process. Topics covered include applying to graduate school, identifying graduate programs of interest, funding graduate education, writing statements of purpose, writing CVs, and letters of recommendation. Students will also learn more about the

structure of graduate programs and the activities that graduate students engage in during their doctoral studies. Scholars may also have the opportunity to participate in graduate school visits and receive support for GRE preparation. This course is also acontinuation of MCNR 200. Students will continue to prepare for a McNair Summer Research Internship by submitting final versions of their project proposals and presenting their work in an on-campus, public symposium. *Prereq: MCNR 200 or concurrent enrollment with junior standing 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 Delta Phi: French
Pi Kappa Lambda: Music
Pi Sigma Alpha: Political Science
Psi Chi: Psychology
Sigma Delta Pi: Spanish
Sigma Xi: Scientific Research

Bastian Family Center for Career Success

The Center for Career Success works with all Knox College students and alumni to help them discover and successfully pursue all aspects of their career, providing a full range of resources and tools, programming and initiatives designed to help students pursue their individual goals based on their specific interests. We emphasize the importance of experiential learning to enable students to make informed career decisions. Students are encouraged to utilize the office beginning their first year at Knox. Through the Center students can connect to opportunities for:

- Career exploration through internships and experiential programs, networking and career prep programs, as well as part-time on-campus and local positions
- Full-time postgraduate careers, fellowships and graduate/professional school

Assistance is provided on a walk-in basis but appointments are available as well. All students have 24/7 access to our CareerSuite of online tools, covering all aspects of the job, internship and graduate school preparation process, application, connections and acceptance process. Location: 222 Alumni Hall. *Mr. Scott Crawford, Director.*

Kleine Center for Community Service

Working closely with the Bastian Family Center for Career Success, 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.

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, offers pre-departure orientation for overseas study, and coordinates programs and advising for students after they return from study abroad. The Stellyes Center is also home to Knox's Peace Corps Preparatory Program. *Prof. Tim Foster, 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. *Lisa Harris, 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.

Engineering.....Prof. Moses
Law.....Prof. Bell
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, Lisa Harris, 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.....Lisa Harris
Marshall.....Lisa Harris
Mellon.....Lisa Harris
National Science Foundation.....Prof. Jones-Rhoades (Natural Science)
Rhodes.....Lisa Harris
Others.....Lisa Harris

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 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.

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 Center for Career Success.

The following partial list of those institutions that sponsored internships for Knox students during 2022-23 provides an idea of the range of experiences covered by the internship program:

Angel By the Minute, Ada, MI
Aurora Downtown, Aurora, IL
Baker & McKenzie LLP, Chicago, IL
Barry Wehmiller, St. Louis, MO
Beth Israel Deaconess Medical Center (BIDMC), Boston, MA
Changing Children's World Foundation, Geneva, IL
City of Galesburg Parks & Recreation, Galesburg, IL
Cornucopia Natural Market & Deli, Galesburg, IL
EnVía, Oaxaca, Oaxaca México
Eric Sorensen for Illinois, Galesburg, IL
F&M Bank, Galesburg, IL
Foundation for Jewish Camps, Atlanta, GA
Galesburg Area Chamber of Commerce, Galesburg, IL
Goldman Sachs, New York City, NY
GW Associates, Chicago Heights, IL
Henry Street Settlement, Manhattan, NY
Hidden Hills Vineyard and Winery, Galesburg, IL
Intellizence Inc., Toronto, Canada
Jamieson Community Center, Monmouth, IL
Johnson & Johnson, Da Nang, Vietnam
Knox College Office of Advancement, Galesburg, IL
Knox County Child Advocacy Center, Galesburg, IL
Knox Farm, ASSET Program, Galesburg, IL
Laurel Parc, Portland, OR
Lead PT CEUs, Illinois
Lear Werts LLP, Columbia, MO
Live Oak Wilderness Camp, New Orleans, LA
Living Vine Mental Health Ministries, Holland, MI
Loving Bottoms Diaper Bank, Galesburg, IL
Mandalay Sports, Studio City, CA
MDX Software, Columbia, MO
Mike Halpin for State Senate, Galesburg, IL
Milhouse, Chicago, IL
Minerva Advisory Services, LLC, Havertown, PA
Missouri DNR Volunteer Program, Kirksville, MO
National Renewable Energy Lab SULI Program, Denver, CO
Native Restoration Services, Inc., Lake Bluff, IL
Nicole Havelka Consulting, Columbus, OH
Open Context, Galesburg, IL
Orpheum Theater, Galesburg, IL
Park District of Highland Park, Highland Park, IL
PayNest Fintech Ltd., Dubai
PitchAgency, South Yarra, Australia
Project Destined - US Bank, Chicago, IL
RAP 3 MHLR, Nepal
Reserve Artisan Ales & The Vault, Galesburg, IL
Rocket Mortgage, Detroit, MI
Ronin Audio Productions, South Deerfield, MA
Saluki Athletics Student Services, Carbondale, IL
Seminary Street Merchant Association, Galesburg, IL
Shakespeare Theatre New Jersey, Madison, NJ
Shenandoah Summer Music Theatre, Winchester, Virginia
Shoals Marine Laboratory, Durham, NH
Shoreline Sightseeing, Chicago, IL
Supercomputing Facility for Bioinformatics and Computational Biology at the Indian Institute of Technology, Delhi
The Nature Conservancy, Wilma, MN (Intern)
The Ohio State University, Wexner Medical Center, Columbus, OH
The U.S. Forest Service, Lansing, MI
Tina's Botanicals, Knoxville, IL
TRiO Educational Talent, Greyslake, IL
Tropp Analytics, LLC, Sacramento, CA
TryItOn AI, Columbia
UBS, Chicago, IL
Understanding Works NFP, Galesburg, IL
University of California San Francisco (UCSF), San Francisco, CA
University of Iowa, Iowa City, IA
University of Minnesota Masonic Cancer Center, Minneapolis, MN
University of Tennessee Chattanooga, Chattanooga, TN
UT Health Houston Dental School, Houston, TX
Viet Tech Society, Pembroke Pines, FL
Vietcombank, Vietnam
Y of the North, Ely, MN
Zarandona Counseling LLC, South Bend, IN

Internships for course credit may be taken in the summer or during a regular academic term. In addition, the Bastian Family Center for Career Success 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. 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 IS 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.*

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.

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, Director*.

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. *Ms. Lopez, 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. *Prof. Tim Foster, Director, Stellyes Center for Global Studies.*

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 Center for Career Success. These individuals assist students in formulating their plans; they do not substitute for the student's regular faculty advisor

Architecture ..... Prof. Gilbert
Business Administration ..... Prof. Gomer
Dentistry ..... Prof. Thorn
Engineering: ..... Prof. Moses
Government: ..... Prof. Civettini
Law ..... Prof. Bell
Medicine ..... Prof. Thorn
Nursing and Allied Health Sciences ..... Prof. Thorn
Occupational Therapy ..... Prof. Thorn
Optometry ..... Prof. Thorn
Religious Vocations ..... Prof. Geraci
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. *Professor Spacco, Director.*

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. Normally, students can count up to 2.0 credits of teaching assistantships toward the 36 credits required for the bachelor's degree.

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://study-abroad-knox-college.via-trm.com/visitor-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 four bilateral exchange programs (Europa-Univerität Flensburg, Akita International University, Kansai Gaidai University, and the University of Franche-Comté). Knox also offers an array of programs (Pre-Approved Programs) in other parts of the country and the world through highly reputable 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.

All applicants for term-, semester-, and full year-length 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 exceptions for programs that have early deadlines for applications for admission — see below). The Stellyes Center's Off-Campus Study Committee reviews 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. 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 Student Financial Services. 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

Pre-Approved Programs

ACM/GLCA Japan Study and IES Oxford	December 1
All other programs	February 1
Student Initiated Petitions	December 1

Knox College Programs

Availability of Knox College programs in a given year is dependent on sufficient student enrollment.

France-Besançon (Suspended for 2023-2024)

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 studies 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. Akuetey*

Spain-Barcelona (Suspended for 2023-2024)

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.*

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 (Suspended for 2023-2024)

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 NGOs 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
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 Great Lakes College Association (GLCA), the Institute for the International Education of Students (IES), the Council on International Educational Exchange (CIEE), 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), 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. Heidt*

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 are not required but are 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. Heidt*

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 on-going 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 Winter and Spring; 9 for full year. Program advisor: Prof. Heidt*

France-Besançon (Exchange Program)
The program provides students an opportunity to study 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. *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), 4.5 for spring semester, 9 for the academic year. Period: the academic year, fall term, spring semester. Program advisor: Prof. Akuetey*

Knox is pleased to offer excellent opportunities for off-campus study within the United States

Augsburg University River Semester
This non-traditional experiential program takes students down the Mississippi River over 100 days in paddle- and sail-powered catamarans from the Headwaters in Lake Itasca, Minnesota to the Gulf of Mexico. The curriculum is primarily based in environmental studies and interdisciplinary social science and draws on critical, democratic, and place-based pedagogy, allowing student input into the program's structure. The non-traditional learning environment allows for discussions on matters of race, equity, and environmental justice woven into the natural science curriculum. *Credit: 4.5 for the semester. This program is offered fall semester in odd-numbered years. Program advisor: Prof. Heidt*

SEA Semester Field Programs in Marine and Environmental Studies
This program is designed especially for ENVS 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: 4.5 for the. Program advisor: Prof. Allison*

College for Social Innovation - Semester in the City
Semester in the City provides college students the opportunity to spend a semester learning through well-supported internships in the social sector. Undergraduates join as Social Innovation Fellows and participate in a transformative 15-week program that allows them to address current social issues while developing essential skills and networks that prepare them for life and work after graduation. Students are matched with internships based on what's important to them and are assigned a dedicated mentor. Simultaneously, students enroll in two classes taught by in-house faculty. The curriculum focuses on social innovation and the social impact sector, giving students ample time to reflect on their internship work. *Credit: 4.5 for the semester. Program advisor: Prof. Heidt*

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 (in fall term in the academic year before students plan to study abroad or earlier). 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 1. 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 Student Financial Services). 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 210 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). All students planning to graduate and to participate in a Spring Commencement must complete the Graduation Application, notifying the Registrar of their intent to graduate, no later than May 1 of the expected graduation year.

Residence

At least 13.5 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. "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.

Certifying that Degree Requirements are Completed

Each student is responsible for completion of all requirements for the degree and should check progress regularly with their advisor and by reviewing their Advising Worksheet.

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 105) prior to the close of the student's final proposed term in residence. The Office of the Registrar does not certify completion of the require-

ments 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 approved through petition 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 earned credits versus attempted credits and as the maintenance of a grade point average consistent with graduation requirements.

Students who have earned 18 or more credits are considered to be making satisfactory academic progress if their earned credits versus attempted credits exceeds 67% and achieve a grade point average of at least 2.0. Students who have earned less than 18 credits, Satisfactory Academic Progress is defined using the following table:

Credits Earned	GPA Required	Credits Earned/Attempted
0 - 2.9	1.4	50%
3 - 5.9	1.5	53%
6 - 8.9	1.6	56%
9 - 11.9	1.7	59%
12 - 14.9	1.8	61%
15 - 17.9	1.9	64%
18 or more	2.0	67%

The table above 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 6 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. 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. An overload fee will be charged to all students enrolled for more than 3.5 credits. Overload Request forms may be obtained from the Office of the Registrar or at the Registrar's website. Student requests for overload fee waivers must be brought to the Academic Standing Committee, and the Associate Dean can offer advice on what such a request entails.

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.

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 Vice President of Enrollment and 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 re-enroll 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 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 7.8 credits, as juniors after they have earned 16.8 credits, and as seniors after they have earned 25.8 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 transfer 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.) Eighteen credits are accepted from community colleges. 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 two-year IAI colleges by which students graduating from those institutions with an Associate in Arts or Associate in Science degree will be guaranteed a minimum of 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 canceled. All students continuing study in the discipline should consult with the chair of the department to determine the proper course in which to begin work at Knox.

Advanced Placement Examinations (AP)

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 & 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 235	SPAN 103 and 235
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 challenges 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 BIOL 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 sent electronically to campus email 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	-
HB	Honor Board	-
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	
T	transfer	-

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.

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 the incomplete grade. 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. z

When an incomplete has been granted, the faculty member records a provisional grade based upon the work completed by the student at the time, taking the entire course into consideration, including the missing assignments. 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 becomes 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 designated for S/U grading. 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.

Changes may be made until the eighth week of the term. No changes to or from elective S/U status may be made after the eighth week of the 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. 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 submitted to 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 their 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 Provost and 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 craft 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. Robin Ragan 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. 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 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."

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 105.

Students who fail to turn in a course change form by the deadline will be subject to a late fee of $40.

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. 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 elect S/U grading. (See section on the S/U option for this.) To request withdrawal from a course:

1. 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.
2. 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 105.

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 Emergency Absences

Consistent with the goals of a residential educational experience, 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. Instructors set the attendance policies for their courses. Reasonable standards of humanity and responsibility are expected to prevail.

Sponsored Activities: The College recognizes that sponsored activities and programs (e.g., athletics competitions, course-related field trips, ensembles, etc.) contribute to student success but may cause students to be absent from regularly scheduled classes. The Associate Dean of the College will provide a list of these sponsored activities to instructors at the start of the term. Inclusion in the list of sponsored activities does not constitute an excused absence from class or the required coursework for that class meeting. Students missing class due to a sponsored activity must communicate with their instructor at

least one week prior to the expected absence. In formulating a plan to address the missed class time, instructors and students must recognize shared purpose and mutual responsibility to navigate these absences in the best interests of both success in academic coursework and the benefits of participation in such programs.

Emergency Absences: In rare instances, students may be required to miss extended class time due to circumstances beyond their control. The Associate Dean of the College can approve an emergency absence in these instances so long as appropriate documentation is provided. Emergency absences mean that a student's absence from class itself is not penalized. However, students are not excused or exempt from that class meeting's work or assignments.

Short-Term Absences: Emergency absences are not provided for short term absences, such as brief illness, graduate school or career preparedness activities, work, religious holidays, and other common reasons for class absences. These absences are covered by instructors' stated class attendance policies.

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 their 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 Provost and 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 105, x7214.

Personal leaves are granted when a student desires to interrupt their 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 Provost and 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 their 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 their transcript record. Students who legally 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. 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

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
Email: *admission@knox.edu*
Web: *www.knox.edu/admission*

Tuition and Fees

Tuition and Fees, 2025-2026

Tuition for all regular undergraduates	$59,190	
Room, double occupancy	$5,349	
Board, full meal plan	$5,976	
Student activity fee	$411	
Health services fee	$351	
Accident fee	$99	
Total Comprehensive Fee	$71,376	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, 2025. If a family chooses an installment payment plan, arrangements should be made with Transact 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, 2025
- Winter Term — December 15, 2025
- Spring Term — March 15, 2026

Please note that delinquent payments (payments received after the due date) may result in a $200 late payment fee. A student whose account is delinquent is not entitled to board, room, admission to classes, or recieve their 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 if the Office of Student Financial Services is aware.

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.

Transact CASHNet Payment Options

The student may select one of these plans. Transact 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, 2025-2026

Enrollment deposit - nonrefundable $300

Other General Fees for Regular Undergraduates, 2025-2026

Tuition, registration for more than 3 1/2 credits in a term, per half-credit ("Overload Fee") $3,288
Tuition, off-term independent study, per credit $6,577
Tuition, part-time degree-seeking students, per credit $6,577
Distance Student Teaching Fee $750
Music lesson fee, per half-credit $365
Pre-International orientation fee $200
Intensive English Language Program fee $1,800
Ethernet connection in Residence Hall (year) $100
Ethernet connection relocation (per move) $10
Accident Fee (term) $33
Health Services Fee (term) $117
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 $200
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, 2025-2026

Continuing Education for students who are not candidates for a Knox degree, or Knox graduates taking additional work, per credit $2,193
Students enrolled in local high schools taking Knox courses, per credit (maximum 1 credit per term) $991
Auditing, per credit $991

Tuition and Fees for Off-Campus Programs, 2025-2026

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 2025-2026 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 student 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 classes begin 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 $5,349 Students may request a single room and, if assigned one, are charged $6,147 for a single in a residence hall and $6,354 for a single in a house. The room fees for Hamblin Hall are $6,111 for a double and $6,613 for a single. The apartment fee at 240 W. Tompkins and 284 W. Tompkins is $5,854.

For 2025-2026, there are three meal plan options. The board fee for each plan is $5,976. Each plan has a specific number of meals associated with it that may be used in the Hard Knox Café, and Outpost Express 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, non transferable 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 $365 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 canceled.

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.)

Veterans Education Benefits

Beginning August 1, 2019, and despite any policy to the contrary, Knox College will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

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 2024-2025, 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 Student Aid Index (SAI) . The Office of Student Financial Services compares your SAI to our college costs. If our costs exceed the amount of your aid index, 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 *studentaid.gov*. New students should submit no later than February 1 for priority consideration. Returning students should submit no later than February 1, and must turn in all required documents by March 31. Illinois residents should submit the FAFSA as soon as possible due to limited state grant funding. For complete instructions and forms, *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 Office 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 the appropriate deadline. (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) in January at *studentaid.gov*. Additional documents, including parent and student tax information, may also be required. Priority for financial assistance is given to new students who submit by January 15 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/understanding-costs-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 the Spring term 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 Office of Student Financial Services. 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. If the Academic Standing Committee, while on Financial Aid Probation places the student on an academic plan, the student must meet the criteria of the academic plan 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 the Spring term 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. Students that change their major will have all courses taken 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. 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 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

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 offer. 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:

- 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 Fall Term, beginning on September 15 and ending on November 23 (70 days). Student withdraws from all courses on October 12.

Refund Calculation

Total Charges for Tuition, Room, and Board $23,505
September 15 to October 12 (withdrawal date)
= 28 days/70 days in term = 40.01% of the term
Pro-rata charges: 40.0% x $23,505 = ... $9,402
Refund/cancellation of charges = $23,505 - $9,402 = ... $14,103

Return of Title IV Aid Calculation

Step 1. Title IV Aid Disbursed on September 23:
Subsidized Direct Loan ..... $ 1,156
Unsubsidized Direct Loan..... $661
Federal Pell Grant $2,165
Federal SEOG Grant $1835
Total aid disbursed $4,165
Step 2. Percentage of Title IV Aid Earned:
28 days of enrollment/70 days in term = 40.0%
Step 3. Amount of Title IV Aid Earned: 40.0% x $4,165 = ... $1,666
Step 4. Total Title IV Aid to be Returned: $4,165 - $1,666 = ... $2,499
Step 5. Amount of Unearned Title IV Aid Returned by the School:
Subsidized Direct Loan $1,156
Unsubsidized Direct Loan..... $661
Federal Pell Grant $682
Total Title IV aid returned to federal programs $2,99

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)
Nancy Todd Ackerman
Robert P. Albrecht
Allensworth Fund
David A. & Sara Jane Allensworth
W. Rolland & Frances Mason Allensworth
Robert Reed Allison
Alpha Delta Epsilon
Gary L. & Judy Middleton Anderson
Ezra Dean Arnold
Ann Asplund
Ron Asplund
Ralph M. & Dorsey Davisson Atterbury
Madge G. Bailey & George W. Bailey
Edgar A. Bancroft
Watson P. Bartlett
Joseph '67 & Diane Bastian
Gladys G. Bayne
Alfred W. Bays
Beard-Lewis
Bertram W. Bennett
Mary Elizabeth Bennett Memorial
Eric Martin Berg
Elery T. Boynton
Smith Brand
Cleaveland F. Bridgman Memorial
Edwin W. & Mary Elizabeth Hand Bright '44
William C. Brown
The Buck Family
Lily M. & Henry J. Budde
Bob Burden '55
Mary Mangieri Burgland '68 & George Burgland
Burlington Northern Santa Fe Railway
Thomas R. Butts
Tressler W. Callihan '01
Paul W. Calvert '81
James W. & Gertrude L. Carney
Robert A. & Claire Goodsill Chandler '04
Raymond A. '44 & Lois S. Charles
William J. Charles '50
Paul V. Church
Willard/Clark
Class of 1956
Class of 1961
Schuyler M. Coe
Sam & Bernice Scharfenberg Coffman '24
Louise Cooley 1898
Susan Clisbee Countryman
Marcus C. Craft '18
Robert J. Crawford '47
Carol Klimich Cyganowski '69
Ken & Ruth Dunbar Davee
Thomas J. Dean '65-W.B. Dean '19
Delta Delta Delta
Mukund & Meera Deoras
Dick Family Foundation
Sidney Barrs Dilks
James Doyle '70
James L. Duffy '51
Robert H. & Bernice E. Eastman
R. Calvin Ebersole '62
David & Holly Metzler Eiss
J. Burke Elliot
Georgia Ellsworth-Wesner
Lois Carlin Fisher '30
Jane B. Frankenburger
Oscar & Emma Fredrickson
Richard A. Fritz
Galesburg Kiwanis Club
Galesburg Sunrise Rotary
Irving G. & Evelyn Garcelon
Gaynor Family
Joseph B. Glossberg
Marshall Curtis Goodsill & Effie Lockwood Goodsill
Max & Rita Goodsill '12
Roger K. '26 & Mildred Rife Goodwin
Harry T. & Leone Goulding
Hall/Lombard Memorial
Dr. Herschel H. Halladay
Adolph P. Hamblin, Sr. & Adolph P. Hamblin, Jr.
Lehan H. & Dorothy P. Hamlin
Calvin Hammond
Philip Smyth Haring
Earl & Carla Harris
Franz S. Harshbarger '17
Suzanne Hart '93
David Hartmann/Sigma Nu
Robert R. & Marion Lindsten Hawkinson '49
John '71 & Carolee Burns Hayes
Paul B. Headland
William Randolph Hearst
Bernhard Philip Heubner & Inez Goodsill Heubner
Etta W. Hibbard
Hieronymus Family
Hinman Fund
William L. Hipsley
William L. Honnold
Walter E. Hoover '27
Reverend Pete Hosutt '55
Eloise Howland
C. Milton Hult '19
Edward N. Hurley
John T. Illick, Jr. & Warren C. Illick
Jennie Ingersoll
Roy C. Ingersoll '08
Eugene B. Jr. & Julie Ingmand
Frank J. Jirka, Jr.
Christian A. Johnson Endeavor Foundation
Darwin G. Johnson
Polly & Ed Johnson
Vinton C. Johnson
Lexie Kamerman '08
William & Ida Carson Karnes
William A. Kasley
Harold K. & Helen O. Kester
Frances W. Kinkead '22
Rich Kirkpatrick '51
Harley Knosher
Robert & Durema Kohl
Kohler Trust for Arts and Education
Len A. '53 & Mary C. Kuchan
Charles G. & Mildred Kutal
Philip H. & Dorothy A. Lass
Lauver Family
Norma & Roy Lewis
Freda Mary Liggett '22
Flint Lindsay
Ernest & Lydia K. Lollar
Oliver O. '35 & Josephine Ellison Loomis '35

Julian '18 & Virginia Stearns Mack '28
David M. Marino '82
Garnett Babbitt Martin 50-Year Club
Rick Mathers
C. H. Mathews
Eliza Sheldon Mathews
Charles I. Maurer
Vada Mayall-Ettlinger 1898
Louise G. & Robert M. '27 Maynard
Kellogg D. McClelland '05
Nellie H. McCool, Delta Delta Delta Alumnae Chapter
Lois McDaniel
Valjean McLenighan '67
Archie J. McMaster '24
Edward Emmerich Mendius
Cora M. Meyer
Fred A. 1896 & Olive S. Miller 1894
J. Paul Mitchell '59
Mitsubishi
George Morel
Merry L. Mosbacher '80 & James E. Mosbacher
Samuel 1897 & Bessie Claudon Mosiman
Charles W. Mueller
Robert W. Murphy '31 — Borg Warner
Tom '59, Dick '53 & Harry '51 Neumiller
Harold F. & Amy C. Nichols '13
Jeannette Paddock Nichols
Louis & Katherine H. Nielson
Betsy North
LaVerne Noyes
Maureen Tanning Nyman '27
Joy Larson Padgitt '52
Robert E. & Elma M. Parke
Harry A. Parkin 1900
Ruth E. Petersen
Harold F. Peterson
Paul Pickrel
Catherine Stone Pierson
Wilbur F. Pillsbury
James T. Poor '54
Philip Sidney Post
Frances Lafferty '39 & Frederick B. Rabenstein '39
Henry Rasmussen, Jr.
Ravenswood Congregational Church
Helen L. Rearick
Marie O. Rearick '18
Thomas V. '68 & Susan G. Reilly
Marilyn Veith Roberts '57
Charles B. & Katherine P. Robison
Katherine Parkins Robison AAUW Scholarship
Dale H. & Frances Hazen Rowe
St. Mary's School
Walter & Rose Sampson
John M. Santos '77
Carl Sandburg-Lombard
Raymond A. & Bertha Collins Sapp
Ralph M. & Louise A. Sargent
Clara Louise Walker Scott
Sally Nelson Scott
Marsha Waters Sebasta '68
Richard Seigel '67
Janet Miner Sessions '60
Charles W. Seymour
Bruce Stuart Shadbolt
John and June Skok
Eudora Slosson 1915
Maude I. Smith 1913
Jeremiah Galvan Smithwick
Katherine St. Cyr '68
Rothwell Stephens
Ralph D. Stevenson 1900
Phyllis Stisser
Joseph & Lucille Strasburger '34
William Suhring '47
Samuel J. & Clara Beacham Swanson
Robert Szold
Bertha Davis Taggart Memorial
Henry S. Taylor '30
Robert Cunningham Taylor, Jr.
Roger & Anne Zweifel Taylor
John Winter Thompson & Mary Moon Thompson
Caroline McCollum Toothe
Frank H. Tucker
Tori Tuncan
Stefano C. '91 & Whitney Witt Viglietti '92
G. Louis Vitale '35
Joseph Wagner
Jim Wakefield '01
Sonja Marakoff Wallace
Arthur C. Walton
Elsie Bastert Walton '50
Watts Family
Niven Clay Welch
Vernon M. 1913 & Fanita Ferris Welsh 1913
Scott '84 & Gail Westerman
Charles & Helen Wetherbee
Dennis J. Whimpey
Dick Whitcomb '57 & Joan Whitney Whitcomb '56
Mr. & Mrs. E. L. Whiteside
Frederick Wicks '65
Thomas W. Williams & Creston S. Klingman
James W. Winebright '58
Maude Alice & Ernest J. Wood '13
John E. Wright
Lee W. & Claire Salzberg Wright
Mark J. Yates
Harold Emerson Young and Betty C. Young

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).

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 Fox, President of Knox College, 1974-82.

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 Weigel, Lombard Class of 1908.

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 a gift from Mrs. Atwood.

Art

Beverly Bender Prizes in Sculpture (1968)
Awarded at the Blick Art Materials Student Exhibit. Established by Bender, Class of 1940.

Beverly Bender Scholar in Art (1968)
Awarded at the Blick Art Materials Student Exhibit for scholarly work in art. Established by Bender, Class of 1940.

Blick Art Materials Student Prizes
Awarded at the Blick Art Materials Student Exhibit. Prizes are awarded in the areas of ceramics, drawing, painting, photography, and non-traditional media. Established by Blick Art Materials.

Blick Senior Award
Awarded at the Blick Art Materials Student Exhibit. Established by Blick Art Materials.

Elda Crichton Campbell Print Prizes (1966)
Awarded for excellence in printmaking at the Blick Art Materials Student Exhibit. Established by Dr. James A. Campbell, Class of 1939, in honor of his wife.

Matthew Dale Gunther Prize in Drawing (1982)
Awarded at the Blick Art Materials Student Exhibit. Established by Marie Maltby Gunther, Class of 1936, in memory of her grandson.

Isaac O. Peterson Studio Award (1973)
Awarded to an art student at the Blick Art Materials Student Exhibit to recognize and encourage exceptional promise. Established by his former student, Gale S. Hurd, Class of 1965, in honor of Peterson, Knox faculty 1948-79.

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 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 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 coexistence with the other species of this planet. Established by the International Club to memorialize Ooi, Class of 1984.

Chemistry

Leland Harris Award for Outstanding Undergraduate Research 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 Sutton, professor emeritus of chemistry (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 (CS). Recipient need not be a CS major but must have exhibited problem-solving skills and an enthusiastic interest in CS. Established by Cecile Smith, longtime employee of Knox, in honor of her brother, Paul H., 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 Hofsas, Class of 1970.

Economics

Vinton C. Johnson Prize (1979)
Awarded to the outstanding senior economics major. Established by 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 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 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 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 Edwards, 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 Sherwin, Knox faculty, 1924-1957.

Elizabeth Haywood English Award (1997)
Research award created in memory of Haywood, Class of 1988, 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 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 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 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 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 Donham, Class of 1966.

International Relations and Comparative Politics
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 Seibert, Class of 1963, Knox faculty, 1967-2013.

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 anonymous alumna to commemorate 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 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.

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 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 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 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 Lowry, Class of 1997. The award is given annually to a student 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 Sudbury, Lombard Class of 1929. Up to two annual prizes may be awarded to recognize the best student work of the academic year.

Peace and Justice

Peace and Justice Studies Student Prize (2023)
This prize is awarded annually to the junior(s) and/or senior(s) who demonstrate exceptional commitment to Peace and Justice Studies through academic achievement, community involvement, and activism in pursuit of social justice, peace, conflict resolution, or other program goals. Preference will be given to students who are minors or majors in the program.

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 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 Mariner, Class of 1941, and his daughter, Nancy Mariner, Class of 1969.

Political Science

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 or 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.

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 in some area of 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 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 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 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 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 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 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 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 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.

Cleaveland 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 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 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.

Harley Knosher Male Athlete of the Year Award (1994)
Awarded in honor of Knosher, head basketball, golf, and baseball coach, as well as assistant football coach and athletic director.

K Club Award
Presented to a sophomore who wins two varsity letters and ranks among the top three in grade point of all two-letter winners.

Women

Evelyn Bielefeldt Award (1976)
Awarded to the senior with the most outstanding career in intercollegiate athletics. Established by Mortar Board in honor of Bielefeldt, Knox faculty 1932-69.

K Club Award
Presented to a sophomore who wins two varsity letters and ranks among the top three in grade point of all two-letter winners.

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 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.

Harley Knosher Female Athlete of the Year Award (1994)
Awarded in honor of Knosher, head basketball, golf, and baseball coach, as well as assistant football coach and athletic director.

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 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.

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 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 Haring, Knox faculty 1954-81, and 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 Arnold, Class of 1937.

William Fern Prizes in Memory of Jeanne Zemek Bohn, Thalia Manganari Papavas, and 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 Fern, Class of 1950, to honor his 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.

Glenn M. Nagel Undergraduate Research Fund Awards in Chemistry and Biochemistry (2003)
Provides annual awards to support undergraduate student research in chemistry and/or biochemistry. 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, neuroscience, chemistry, or biochemistry. Established by Steven J. Phillips '71 in honor of his aunt and uncle.

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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B.A., Knox College, 1975; M.S., Troy University 1988; M.M.A.S., U.S. Army Command and General Staff College, 1989; Graduate, U.S. Army War College, 1998.
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Oak Park, Illinois

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B.A., Knox College, 2012; M.S. University of Rochester (Simon Graduate School of Business), 2013; Honorary Doctorate of Humane Letters, Knox College, 2022
(2024 - 2028)
Managing Director and Finance Advisor
Climate Vulnerable Forum and V20 Finance Ministers
Davao City, Philippines

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(2025-2029)
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(2017-2029)
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(2016-2020*)(2020-2028)
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Special Counsel
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(2025 - 2029*)
Senior Manager, Internal Controls
Revlon Consumer Products Corporation
New York, New York

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B.A., Knox College 1967; J.D., University of Chicago Law School 1972; LLM, Boston University, 1975.
(2020-2028)
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Michael E. Chubrich, P.A.
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B.A., Knox College, 1989; B.S., University of Illinois, 1990; M.S., University of Massachusetts Amherst, 2004.
(2015-2027)
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B.A., Knox College, 1989.
(2021-2029)
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River City Electric Company
Mankato, Minnesota

*Alumni Trustee
**Past Chair, Alumni Council

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(2024-2028)
President
Kleine Companies, LLC, Retired
Galesburg, Illinois

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(2025-2029)
Chief Executive Officer
Tanvex BioPharma
Santa Rosa Valley, California

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(2022-2026*)
Bilingual Clinician and Therapist
Center for Family Life
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Principal
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(2014-2027)
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(2023-2027*)
Chief of Staff, Chicago Transit Board
Chicago, Illinois

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(2024-2028*)
Corporate Strategy Associate
Cargill, Inc.
Wayzata, Minnesota

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(2024-2028)
Senior Director, Government Relations & Civic Engagement
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Park City, Utah

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(1979-1982*)(1994-2018)(2019-2027)
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(1976-1979*)(1989-2016)(2020-2028)
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(2013-2026)
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(2016-2028)
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Knox College 2005-2013.

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B.A., Smith College, 1972; Ph.D., Boston College, 1980.
Knox College 2011-2021

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B.S., 1965, M.A., 1967, Northern Illinois University; Ph.D., University of Illinois, 1972.
Knox College 1972-2014.

Mary Vlastnik Armon
Associate Professor Emerita of Mathematics
B.A., Knox College, 1985; Ph.D., University of Michigan, 1994.
Knox College 1991-2024.

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Professor Emeritus of History
B.A., 1960, Ph.D., 1966, University of Chicago.
Knox College 1965-2010.

Diana Beck
George Appleton Lawrence Distinguished Service Professor Emerita of Educational Studies
B.A., 1970, M.A., 1990, Ph.D., 1997, University of Illinois at Urbana-Champaign.
Knox College 1992-2018.

Neil Blackadder
Professor Emeritus of Theatre
B.A., Goldsmith's College, University of London, 1986; M.A., University of California-Los Angeles, 1989; Ph.D., Princeton University, 1994.
Knox College 1998-2019

Lawrence B. Breitborde
Professor Emeritus of Anthropology
B.A., Clark University, 1971; M.A., 1973, Ph.D., 1978, University of Rochester.
Knox College 1995-2017.

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B.S., Iowa State University, 2017; M.A., Texas State University; Ph.D., Baylor University, 2023.
Knox College 2023-

Ryan Tracy
Visiting Assistant Professor of English
B.M., Chapman University, 1999; M.M., Mannes College of Music, 2002; M.A., Central European University, 2013; M.Phil., 2021, Ph.D., City University of New York, 2023.
Knox College 2023-

Ameesh Upadhyay
Assistant Professor of Economics
B.A., Franklin & Marshall College, 2015; M.A., 2018; Ph.D. American University, 2022.
Knox College 2022-

Bram Wayman
Assistant Professor of Music
B.A., Yale University, 2009; M.M., University of Texas, 2012; M.M., University of Missouri, 2016; D.M.A., The Ohio State University, 2023
Knox College 2023-

Lori West
Visiting Assistant Professor of Educational Studies
B.A., University of Illinois Urbana-Champaign, 1994; M.A., Pennsylvania State University, 1997; Ph.D., University of Illinois Urbana-Champaign, 2021.
Knox College 2024-

Brandy Wilcox
Visiting Assistant Professor of Modern Languages/German
B.A., Truman State University, 2010; M.A., 2016; Ph.D. 2024, University of Wisconsin, Madison.
Knox College 2022-

Patricia Xi
Assistant Professor of Psychology
B.A., Whitman College, 2011; M.A., Boston University, 2012; Ph.D., Claremont Graduate University, 2019.
Knox College 2020-

Moheb Zidan
Assistant Professor of Economics
B.A., 2006, M.A., 2009, University of Haifa; M.S., 2017, Ph.D., 2019, University of Wisconsin, Madison.
Knox College 2019-

Instructors

Joshua Althoff
Visiting Instructor of History
B.A., Knox College, 2019; Ph.D. Candidate, University of Minnesota Twin-Cities.
Knox College 2025-

Ely Fair
Visiting Instructor of Economics
B.A., The Evergreen State College, 2007; M.A., University of Kassel, 2010; Ph.D. Candidate, University of Missouri.
Knox College 2022-

Michael Gerten
Visiting Instructor of Computer Science
B.A., Knox College; Ph.D. Candidate, Iowa State University
Knox College 2024-

Natsumi Hayashi
Instructor of Japanese
B.A., Ryukoku University, 1999; M.A., Florida State University, 2021.
Knox College 2022-

Benjamin Penwell
Visiting Instructor of Music
B.A., University of Oregon/School of Music and Dance, 2016; M.A., Boston University, 2018; Ph.D. Candidate, Northwestern University/Bienen School of Music.
Knox College 2025-

Kelly Shaw
Instructor in Psychology and Gender and Women's Studies
B.A., Knox College, 1991; M.S., Purdue University, 1994.
Knox College 1998-

Deborah Tonne
Visiting Instructor of Mathematics
B.A./B.S., California State University, 2016; M.S., California State University, 2019; M.S., University of California, 2021; Ph.D. Candidate, University of California.
Knox College 2025-

Lecturers and Other Appointments

Jane Carlson
Advisor, *The Knox Student*
B.A., Monmouth College, 1998.

Andy Crawford
Managing Director Music Performance Programs, Cherry St Combo Director
B.A., Music & Economics, Knox College (2000).

Nancy DeWitt
Lecturer in Business and Management
B.A., Hope College, 1981; J.D. George Washington University, **1984.**

Sandra Gray
Adjunct Lecturer in Center for Teaching and Learning
B.A., Millikin University; M.A., Northwestern University.

Allison Smith Hahn
Supervisor, Theatre Costume Shop; Lecturer in Theatre
B.A., Knox College, 2010.

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.

Ashlee Mack
Director, Piano Activities and Piano Chamber Ensemble
B.M., Bucknell University (2003)

Paul Marasa
Lecturer in English
B.A., St. Joseph's University, 1978; M.A., Indiana University, 1984.

Michael Penn
Visiting Journalist in Residence
B.A., University of California-Santa Barbara, 1992; M.A., University of Texas at Austin, 1996.

Meleiah Sims
Lecturer in Educational Studies
B.A., Western Illinois University, 1988; M.A., Western Illinois University, 2000.

Bradley E. Sturgeon
Visiting Lecturer in Chemistry
B.S. 1987, M.S. 1989, Illinois State University; Ph.D., University of California-Davis, 1994.

Affiliates and Research Appointments

Associates in Applied Music

Jim Betts: French Horn
Mason Boore: Trumpet, Jazz Piano, Combo Director
Timothy Bostwick: Voice
Jason Brannon: Classical and Jazz Percussion
Polly Brecht: Accompanist, Organ
Lenna Burnett: Accompanist
Jim Curless: Saxophone
Tyler Demaree: Voice and Director of Tritones and Enharmonic Fire
Dave Erickson: Trombone
Justin Haynes: Director of the Knox Jazz Ensemble and the Chamber Brass
Steve Jackson: Classical Bass, Cello
Janell Johnson: Piano
Alma Rocío Jiménez: Voice
John Lane: Combo Director
Jill Marasa: Clarinet, Chamber Winds, New Music Ensemble
Karen Martin: Violin, Viola, Director of String Ensemble
Annie Mason: Bassoon
Semenya McCord: Jazz Voice
Randy Pobanz: Classical Guitar
Lucy Rieke: Accompanist
Madeline Wood: Flute, Flute Choir
Lucas Wood: Voice, TriTones

Administrative Offices and Staff

President's Office

C. Andrew McGadney
President
B.A., Wesleyan University; M.P.A., Columbia University; Ed.D., University of Pennsylvania

Heather Bumps
Chief of Staff and Vice President for Strategic Initiatives
B.A., Bates College; M.B.A., Thomas College

Stacia Mattan
Secretary of the College

Gwendolyn Merrick
Executive Assistant to the President
B.S., Knox College

Athletics

Justin Newell
Vice President and Director of Athletics
B.S., University of Delaware, M.Ed., Millersville University

Charles Bender
Assistant Director of Athletics for Communications & Marketing
B.A., Davidson College

Ryanne Breckenridge
Associate Director for Athletics for Compliance & Administration
B.A., St. Ambrose University, M.A., Loras College

Andrew Gibbons
Assistant Director of Athletics-Fitness Center, Club Sport, Intramurals/Head Strength & Conditioning Coach
B.S., Culver-Stockton College; M.S., Western Illinois University

Durham Avant
Assistant Coach, Track and Field
B.S., Culver-Stockton College

Seth Bontrager
Assistant Coach, Football
B.A., Midland University, M.A., University of Jamestown

Emily Carpenter
Head Coach, Women's Basketball
B.S., University of Wisconsin-Superior

Ruby Davis
Assistant Coach, Softball
B.S., Southwest Baptist University

Peyton Doughty
Assistant Coach, Football
B.A., Eureka College

Eric Farbes
Assistant Coach, Football
B.A., Southwestern College

Maliah Feller-Blakemore
Assistant Athletics Director for Student Programming, Head Coach, Volleyball
B.S., Lincoln Christian University, M.S., Hannibal-LaGrange University

Annie Gerdes
Head Coach, Women's Soccer
B.A., Knox College

Corey Harvey
Head Coach, Men's Basketball
B.A., Lourdes University, M.B.A., Heidelberg University

Casey Hipp
Head Coach, Softball
B.A., Knox College

Randy Jackson
Assistant Coach, Men's Basketball
B.S., Misericordia University

Tim Ladewig
Assistant Athletic Trainer
B.S., Ripon College, M.S., University of Wisconsin-Oshkosh

Ryan Monson
Head Coach, Cross Country and Assistant Coach, Track
B.A., Loras College

Mark Nelson
Director of Track and Field and Cross Country, Head Coach, Track and Field
B.A., Augustana College, M.Ed., National-Louis University

Dom Parello
Assistant Coach, Football
B.A., Knox College, M.A., Cardinal Stritch University

Preston Roth
Head Coach, Men's and Women's Golf
B.S., Whitworth University

Tyler Sheikh
Head Coach, Men's Soccer
B.A., Quinnipiac University, M.A., University of Connecticut

Drake Sykes
Head Coach, Baseball
B.A., Knox College, M.A., William Penn University

Adam Taylor
Assistant Coach, Football
B.A., Concordia University-Wisconsin

Jacob Verduin
Assistant Coach, Football
B.A., Knox College

Aaron Willits
Head Coach, Football
B.A., Knox College

Erica Witkowski
Head Athletic Trainer
B.S., Northern Illinois University; M.S., Western Illinois University

Kate Worthy
Assistant Coach, Volleyball
B.S., Olivet Nazarene University

Academic Affairs

Melissa J. Glenn
Provost and Dean of the Faculty
B.S., Memorial University of Newfoundland, 1994; M.S., 1997; Ph.D., 2003, Concordia University

Jane Carlson
TKS Advisor
B.A., Monmouth College
Mary Crawford
Associate Dean of the College
B.A., Knox College; Ph.D., Purdue University

Ole Forsberg
Associate Dean for Faculty Affairs
B.S. University of Portland; M.A.T., M.S.E., Johns Hopkins University; M.A., Ph.D., University of Tennessee; Ph.D., Oklahoma State University

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Executive Assistant to the Provost and Dean of the College
A.A.S., Midstate College; A.A., Carl Sandburg College

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Faculty Liaison to the First Year Experience
B.A., M.A., Ph.D., Loyola University Chicago

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Coordinator of Teacher Education
B.S., University of Iowa, M.A., Western Illinois University

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Digital Scholarship Coordinator
B.S., University of Wisconsin-Platteville, M.A., University of Iowa, Ph.D. James Madison University

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Administrative Assistant to the Associate Dean and Director of the Library
B.S. Winona State University; M.A., University of Iowa

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B.A., Grinnell College; Ph.D., University of North Carolina-Chapel Hill

Center for Teaching and Learning

John Haslem
Director, Center for Teaching and Learning
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Disability Support Services

Stephanie Grimes
Director, Disability Support Services
B.A., Wilberforce University; M.Ed., Kent State University

Craig Southern
Accessibility Counselor
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Institutional Research and Assessment

Anna Clark
Director of Institutional Research
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Lindsey Steele
Institutional Research Analyst
B.S., University of Illinois

Library

Anne Thomason
Director of the Library
B.A., Macalester College; M.A., Emory University; MSI, University of Michigan School of Information

Thomas Colclasure
Circulation Manager
B.A., M.A., Western Illinois University

Jason Connell
Archives Specialist/Public Services Assistant
B.A., Knox College

Alex Fluegel
Makerspace Technician
B.A., Knox College

Kaitlyn Godsil
Collections and Shared Resources Manager
B.A., Knox College

Gail Heideman
Collections Strategies Librarian
B.A., Trinity International University; M.L.I.S., University of Illinois

Michael Joseph
Research and Instruction Librarian
B.A. Monmouth College; M.L.I.S., Dominican University

David Lavender
Public Services Assistant

Kennedy Pasley
Student Success Librarian
B.A., University of Alabama; M.L.I.S., University of Illinois, Urbana-Champaign

Laurie Sauer
Associate Librarian for Digital Initiatives and Collections
B.A., Monmouth College; M.A., University of Wisconsin-Madison

Joseph Taylor
Archives and Special Collections Librarian
B.A., University of Wisconsin-Green Bay; M.A., University of Wisconsin-Madison

Registrar

Patrick Hathaway
College Registrar
B.S., M.A., West Virginia University

Jamie Wollrab
Assistant Registrar

Terri Dickerson
Administrative Assistant to the Registrar
A.A.S., Carl Sandburg College

TRIO Achievement Program

Risa Lopez
Executive Director of TRIO and McNair Programs
B.A., M.S., Illinois State University

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B.S., Wilberforce University; M.S., University of Wisconsin

Laura Bush
TRIO Academic Counselor
B.S., University of Illinois at Urbana-Champaign; M.A. University of Missouri

Kendall Thompson
TRIO Academic Counselor
B.A., Monmouth College; M.A., Western Illinois University

Special Programs

– 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

– Lincoln Studies Center

Douglas Wilson
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B.A., Doane College; M.A., Ph.D., University of Pennsylvania

– Ronald E. McNair Program

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Jyotsna Seesala
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Jonathan Anderson
Director of McNair Research
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– Eleanor Stellyes Center for Global Studies

Tim Foster
Director, Stellyes Center for Global Studies
Associate Professor of Modern Languages
A.B., Grinnell College; A.M., M.Phil., Ph.D, Columbia University

Lindsey Rogers
Power of Experience Coordinator and Academic Counselor
A.A., Illinois Central College

– Gerald and Carol Vovis Center for Research and Advanced Study

Lisa Harris
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B.A., M.S., Loyola University Chicago

Liz Slabodnick
Assistant Director
B.A., The Ohio State University

Sandy Jones
Administrative Assistant, Vovis Center for Research and Advanced Study

Instructional Support

Allison Byrd
Chemistry Lab Coordinator
B.S., University of Wisconsin-Platteville

Allison Smith Hahn
Supervisor, Theatre Costume Shop
B.A., Knox College

Miava Reem
Technical Assistant, Biology
B.A., Knox College

Donna Robinson
Chemistry Stockroom Manager
A.A., Southeastern Community College; B.S., Iowa State University; M.S., Western Illinois University

Cyrus Salazar
Interim Stockroom Manager, Chemistry
B.S. Centre College

Faculty Support

Kelly Fisk
Administrative Assistant, Umbeck Science-Mathematics Center
B.A., Knox College

Jennifer Lazarz
Administrative Assistant, Ford Center for the Fine Arts
B.A., Millikin University

Lorri Landon
Administrative Assistant, George Davis Hall
B.A., Knox College

Information Technology Services

James C. Stevens Jr.
Chief Information Officer
B.S., Millikin University

Caleb Bennett
Director of Information Systems and Strategic Analytics
B.A., Monmouth College

Charles Schulz
Programmer
B.S., Knox College; M.S., Ph.D., University of Illinois

Student Development

Jennie Hemingway
Interim Vice President for Student Development
B.S., Old Dominion University, M.Ed., University of Idaho, Ph.D., Illinois State University

Debra Southern
Assistant Vice President and Dean of Students
B.A., Illinois Wesleyan University; M.A., University of Iowa

Kamilah Williams
Assistant Vice President for Student Success & Retention
B.A., St. Ambrose University, M.A., M.B.A., University of Arizona Global, Ed.D., Bradley University

Steven Cheesman
Director of George Washington Gale Scholars Program
B.A., Knox College

Becky Chambers
Executive Assistant to the VP for Student Development

Civil Rights & Title IX Compliance

Kari Hohn
Interim Title IX Coordinator
B.A., Grinnell College, M.A., University of Minnesota

Emma Thompson
Civil Rights Program Coordinator
B.S., Pennsylvania State University

Campus Life

Jake McLean
Associate Dean for Campus Life
B.A., Monmouth College; M.S., St. Ambrose University

Corgan Ball
Assistant Director of Campus Engagement
B.A., Knox College

Missy Kratz
Administrative Assistant, Campus Life
B.A., Knox College

Bastian Family Center for Career Success

Tiffany Springer
Associate Director of Career Exploration & External Relations
B.A., Illinois State University

Lexi Hunter
Assistant Director of Programming & Partnerships
B.A., Western Kentucky University

Jiyou Galloway
Career Success Advisor
B.B.A., Sejong University

HOPE Center

Daniel Marlin
Director of Spiritual Life
M.A., Lincoln Christian University

Natasha Bernius
Assistant Director of Intercultural Life & LGBTQ+ Advisor
B.A., Monmouth College

Clarissa Kampe
Director of International Student Services
B.A., Monmouth College

Jade Shelby
Assistant Director of Intercultural Life
B.F.A University of Evansville, M.A., Indiana University

Health and Counseling Services

Jeanine Fox
Assistant Dean of Health and Wellness
B.S., Western Illinois University; M.S.Ed., Western Illinois University; LCPC, CADC, NCC

Karene Cummings
Director of Health Services
B.S.N Graham Hospital School of Nursing

Brittany Dean
Assistant Director of Counseling Services
B.A., Ashford University; M.S., Capella University

Tiara Dais
Staff Nurse
A.S. Carl Sandburg College; B.S.N Methodist College

Heather Dennis
PRN Registered Nurse
B.S., University of Iowa

Harley Spero
Mental Health Counselor

Vicki Swedlund
Administrative Assistant, Counseling Center
A.A., Carl Sandburg College

Kleine Center for Community Service

Teresa Nelson
Director of Civic Engagement
B.A., Monmouth College

Kay Sage
Administrative Assistant Intercultural Life/HOPE Center Kleine Center for Community Engagement

Wesley Talley
Shuttle Driver

Admissions and Student Financial Services

Admissions

Nathan Ament
Vice President of Enrollment
B.A., Augustana College; M.A., Saint Mary's University of Minnesota

Jamie Blanch
Assistant Vice President of Admissions
B.A., M.Ed., University of New Orleans; MLA, Tulane University; Ph.D., The College of William & Mary

Alexandra Altman
Assistant Director of Chicago Recruitment
B.A., Kalamazoo College; M.S., Erikson Institute

Kyran Blissett
Assistant Director of Chicago Recruitment
B.A., Knox College

Natasha Caudill
Digital Communications Specialist
B.A., Knox College

Toni Chandler
Associate Director of Texas Recruitment
B.S.Ed., Stephen F. Austin State University; M.A., Bradley University

Jonathan Clifford
Assistant Director of Admissions Technology
B.A., Lasell College; M.B.A., Lasell University

Sarah Colangelo
Director of Regional Recruitment
B.A., Knox College

Patricia Harden
Assistant Director of Admissions
A.A., Carl Sandburg College; B.S., M.A., Western Illinois University

Andrew Harper
Associate Director of St. Louis Recruitment
B.S., Loyola University New Orleans

Greer Henderson
Director of International Admissions
B.A., Centre College

Shadeed Khan
Assistant Director of International Admissions
B.A., Salisbury University; M.A., Missouri State University; M.S., Missouri State University

Jaime Lam
Fine Arts Admissions Counselor
A.A., Indian Hills Community College; B.A., Knox College

Carson Lilley
International Admissions Counselor
B.A., University of Iowa

Hannah Murphy
Associate Director of Denver Recruitment
B.A., Regis University

Tyler Podwojski
Admissions Counselor of Athletic Recruitment
B.A., Knox College

Norma Rodriguez
Executive Assistant and Visit Experience Coordinator
A.A, Patricia Stevens Career College

Bridgett Thompson
Director of Admissions Operations
B.A., Miami University

Keegan White
Senior Associate Director of Transfer & Transitions
B.M., Lawrence University; M.A., Western Michigan University

Student Financial Services

Leigh Brinson
Assistant Vice President of Student Financial Services
B.A., Northern Illinois University; M.B.A., Robert Morris University

Patty Jo Bailey
Assistant Director of Student Financial Services
B.A., Knox College

Autumn Cantarini
Assistant Director of Student Financial Services
A.S., Carl Sandburg College

Gabriel Hennessey
Senior Associate Director of Operations & Technology
B.A., M.B.A., M.M.M., Robert Morris University

Erin Lorenzen
Assistant Director of Student Financial Services
B.A., Monmouth College

Communications

Megan Scott
Vice President for Communications
B.A., Knox College

Steve Davis
Visual Media Specialist-Photographer

Sarah Dean
Director of Digital Initiatives
B.A., Southern New Hampshire University

Scott Holland
College Media Specialist
B.A., Western Illinois University

Ami Jontz
Senior Graphic Designer
B.S., Illinois State University

Paige McKinney
Junior Graphic Designer
B.F.A., Murray State University

Dakota Pruemer
Video Content Creator and Storyteller
B.A , Eastern Illinois University; M.A. Eastern Illinois University

Sherri Rader
Web Content Manager
B.A., Eureka College

Advancement

Fallon Allison
Director of College Grants
B.A., Bradley University; M.A., Loyola University Chicago

Brayden Bathgate
Assistant Director, Athletics Fundraising
B.A., Knox College

Ashley Cecil
Senior Gifts and Records Coordinator
A.A.S., Carl Sandburg College

Megan Clayton
Associate Director of College Engagement, Lifelong Learning
A.A.S., Carl Sandburg College

Jennifer Gallas
Associate Director of Donor Relations
B.A., Augustana College; M.A., University of Illinois-Springfield

Sandra Gray
Assistant Vice President for Advancement Operations
B.S., Millikin University; M.B.A., Northwestern University

Levi Morgan
Associate Director of College Engagement
B.A., Knox College

Angie Olivas
Assistant Director of Annual Giving, Young Alumni, and Student Giving
B.A., Knox College

Nick Pigg
Philanthropy Officer
B.S., University of Central Missouri

Tracy Pigg
Assistant Director of Prospect Development
B.A., Park University

Kevin Plumer
Associate Director, Business Strategy and Analysis
B.A., Bradley University

Megan Rehberg
Senior Director of Engagement & Stewardship
B.A., Knox College; J.D., University of Dayton School of Law

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Advancement Coordinator

Jacob Secrist
Philanthropy Officer
B.A., Arizona State University

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B.A., Monmouth College

Paul Steenis
Director of Gift Planning
B.A., Knox College

Mark Thomas
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A.A., Carl Sandburg College, B.S., Lincoln College-Normal

Peggy Jo Ware
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A.S., San Diego City College

Shavon Watkins
Assistant Director of Annual Giving
B.A., Talladega College

J. Mark Wilson
Associate Vice President, Principal Gifts
B.S., Monmouth College

Business and Finance

William Winter
Assistant Vice President for Budget

Stacy Bearce
Payroll Supervisor and Student Employment Coordinator

Tara Hanson
Director of Financial Projects
B.A., Monmouth College, M.A., Western Illinois University

Angela Hopping
Controller
B.A., Monmouth College

Brittany Mason
Staff Accountant

Sherri Motz
Staff Accountant

Brian Snyder
Staff Accountant
B.S., Cornerstone University; M.B.A., Florida Institute of Technology

Derek Timmons
Senior Accountant
B.A., Western Illinois University

Administrative Services

Bradley Nolden
General Counsel and Vice President for Administration
B.B.A., University of Iowa; J.D., University of Missouri School of Law

Emma Thompson
Executive Assistant, Division of Finance and Administration
B.S., Pennsylvania State University

Human Resources

Stacey Cary
Assistant Vice President of Human Resources
B.A., University of Northern Iowa, M.B.A., St. Ambrose University

Erin Shipp
Senior Human Resources Coordinator

Rachel Russell
Human Resources Generalist
A.A., Black Hawk College, B.A., Illinois State University

Postal Services

Cimberly Walters
Manager of Postal Services

Campus Store

Jaime Larner
Campus Store Manager
B.A., Southern Illinois University

Heather Pfeiffer
Campus Store Assistant Manager

Sustainability

Kristina Hope
Director of Sustainability
B.S., Converse College; M.S., Winthrop University

Emme Patton
Campus as a Living Lab Coordinator
B.S., Knox College

Facilities Services

Patrick Pendergast
Manager of Campus Operations and Maintenance

Ed Anderson
General Maintenance Worker

Trenton Avery
Custodian

Robert Barry
Painter

Brad Bergren
Director of Grounds

Larena Blackman
Custodian

Cathleen Brush
Custodial Foreman

Brett Bowman-Burgess
Journeyman Electrician

Ryan Carlson
General Maintenance Worker

Marvin Cooper
Custodian

Dale Coupland
Heating Plant Operator

Troy Crum
General Maintenance Worker

Jonathan Dewees Jr.
Custodian

Kevir Donnelly
Custodian

Rodney Fegan
Custodian

John Garcia
Custodian

Terry Gray
Custodian

Thomas Griffith
Lead Carpenter

William Hedrick
General Maintenance Worker

James Hodierne
Custodian

Angela Hollowell
Custodian

Cassie Johnson
Custodian

Tom Johnson
Custodian

Douglas King
Director of Building Services

Monty Little
Heating Plant Operator

Linda McGoff
Custodian

Luz Moralia Gonzalez
Custodian

Curtis Phillips
Grounds Worker

Linda Rice
Custodian

Arnold J. Salsman
Custodial Foreman

Aaron Scott
Journeyman Mason

Thomas Seroka
Custodian

John Steele
Journeyman Plumber

Shyanne Todd
Custodian

Gregory Washabaugh
Grounds Worker

Thomas Welch
Custodian

Timothy Welch
Custodian

Douglas Wessels
Custodian

Dining Services

Jaimie Avery
Dining Coordinator/Catering Assistant/Odyssey/Clover Programmer

Campus Safety

Nathan Kemp
Director, Campus Safety

Derrick Boyd
Campus Safety Officer

Andrew Chernin
Campus Safety Officer
B.A., Knox College; M.A., L.B.S.1, Western Illinois University

Joshua Cook
Campus Safety Officer

Vanessa Gibbs
Campus Safety Officer

Tawon Hill
Campus Safety Officer

Kevin Ingles
Campus Safety Officer

Michael Ingles
Campus Safety Officer

Brian Kane
Campus Safety Officer
B.A., Western Illinois University

Kristy Ladendorf
Campus Safety Administrative Support Officer
A.S., Carl Sandburg College

Mikila Lewis
Campus Safety Officer

Joshua Lorentzson
Campus Safety Officer

Raul Martinez
Campus Safety Officer
A.S., Carl Sandburg College

Kevin McCoy
Campus Safety Officer
A.S., Carl Sandburg College

Daniel Robinson
Associate Director of Campus Safety

Jeffrey Royer
Campus Safety Officer

Stanley Simonson
Campus Safety Officer

Joseph Sims
Campus Safety Officer

Keondre Spanbauer
Campus Safety Officer

Jonathan Webb
Campus Safety Officer

Alumni Council Officers (2025-26)

Chair
Kathryn A. Mahaffey '78
Aurora, IL

Vice Chair
Timothy Schmeling '11
Washington, DC

Secretary
B. Pamela Hernandez '02
Houston, TX

Immediate Past Chair
Thomas Bazan '05
Springfield, IL

Alumni Council Members

Atlanta Knox Club
Scott D. Calhoun '81
Smyrna, GA

Chicago Knox Club
Natasha Caudill '20
Chicago, IL

Colorado Knox Club
Ann Feldman Perille '76
Englewood, CO

DC Knox Club
John Sauter '63
Reston, VA

FYC Representative
Mary Lu Aft '60
Cincinnati, OH

Galesburg Knox Club
Jaynee Bowker '20
Galesburg, IL

Iowa City Knox Club
Samuel P. L. Jarvis '09
Iowa City, IA

Kansas City Knox Club
Valerie J. Blevins '86
Shawnee, KS

Milwaukee Knox Club
A. John Heyer '68
Cedarburg, WI

New England Knox Club
J. William Budding '13
Brookline, MA

New York Knox Club
Alex Kemmsies '09
North Bethesda, MD

Portland Knox Club
Chava Solberg '19
Portland, OR

Puget Sound Knox Club
Douglas Hill '77
Tacoma, WA

Springfield Knox Club
Thomas Bazan '05
Springfield, IL

St. Louis Knox Club
Rose McAndrew '02
Kirkwood, MO

Twin Cities Knox Club
Elisabeth Zarnoti '17
Minneapolis, MN

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Bend, OR

Jeffrey Gipson '94
Long Grove, IL

Cortney Hill '17
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Joseph Moore '80
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Julie Scannell '91
Washington, MO

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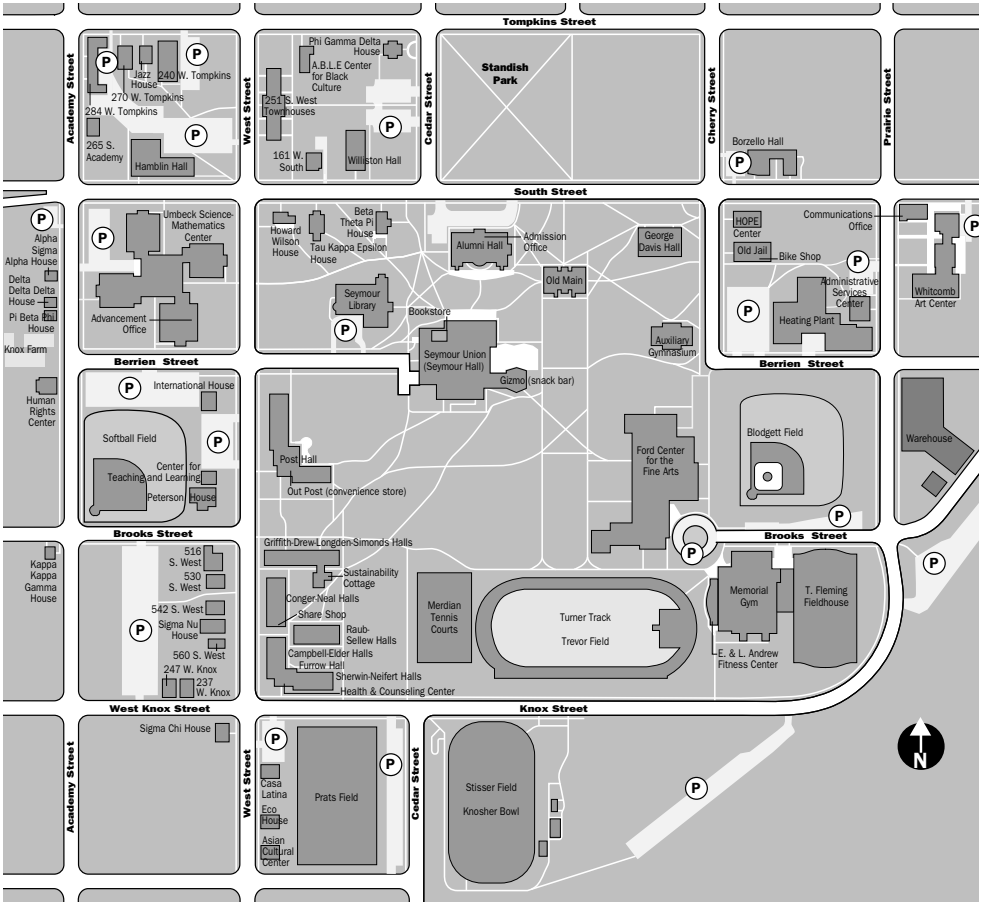
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Campus Map



Department and Office Locations

Administrative Services ..... Administrative Services Center
Admission ..... Alumni Hall
Advancement Office ..... Umbeck Science-Mathematics Center
Africana Studies ..... Borzello Hall
Alumni Relations ..... Umbeck Science-Mathematics Center
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 Center for Career Success ..... 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
Gender and Women's Studies ..... Borzello Hall
Health Services ..... 175 W. Knox St.
History ..... Old Main
Human Resources ..... Administrative Services Center
Information Technology Services ..... Umbeck Science-Mathematics Center
Insurance Office ..... Administrative Services Center
Institutional Research and Assessment ..... Borzello Hall
Integrated International Studies ..... Old Main
Journalism ..... Borzello Hall
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 ..... Alumni Hall
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
Student Financial Services ..... Alumni Hall
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
WVKC Radio Station ..... George Davis Hall

Academic Calendar

Fall Term 2025

September 9-14, Tuesday-Sunday
New student orientation

September 13, Saturday
Residence halls open for returning students.
Online registration check-in opens.

September 8-13, Sunday-Friday
Online registration check-in

September 15, Monday
8:00 a.m. - Classes Begin
11:00 a.m. - Opening Convocation

September 19, Friday
Last day to add or drop a class

October 9, Monday
Fall Open House

October 9-12, Friday-Sunday
Homecoming / Family and Friends Weekend

October 20, Monday
Midterm grades due by 1:00 p.m.

October 20-31, Monday-Friday
Registration for Winter 2024

October 22, Wednesday
Fall Institute (No class meetings)

November 7, Friday
Last day to withdraw from a class without permission of Academic Standing Committee.
Last day to declare a class elective S/U.

November 19, Tuesday
Classes end. Last day to request a transcript from Registrar's Office; request due at noon.

November 19-20, Wednesday, Thursday
Reading Days

November 21-23, Friday-Sunday
Final Examination Period

November 24, Monday
Winter vacation begins. Board ends with breakfast. Residence halls close.

December 2, Tuesday
Grades due at 1:00 p.m.

December 10, Wednesday
Transcript processing re-opens

December 24-January 1
College closed

Winter Term 2026

January 3, Sunday
Residence halls open. Board begins with supper.
Online check-in opens.

January 4-13, Sunday-Tuesday
Online registration check-in

January 5, Monday
Classes begin

January 9, Friday
Last day to add or drop a class

January 12, Monday
Winter Open House

February 9, Monday
Midterm grades due by 1:00 p.m.

February 9-20, Monday-Friday
Pre-enrollment for Spring 2026

February 11, Wednesday
Day of Dialogue (No class meetings)

February 27, Friday
Last day to withdraw from a class without permission of Academic Standing Committee.
Last day to declare a class elective S/U.

March 10, Tuesday
Classes end. Last day to request a transcript from Registrar's Office; request due at noon.

March 11-12 Wednesday, Thursday
Reading Days

March 13-15, Friday-Sunday
Final Examination Period

March 16, Monday
Spring vacation begins. Residence halls close.
Board ends with breakfast.

March 17, Tuesday
Final grades due by 1:00 p.m.

March 23, Monday
Transcript processing re-opens

Spring Term 2026

March 24, Tuesday
Residence halls open. Board begins with supper. Online check-in opens.

March 24-April 1, Tuesday-Wednesday
Online registration check-in

March 25, Wednesday
Classes begin

March 31, Tuesday
Last day to add or drop a class

April 27, Monday
Midterm grades due by 1:00 p.m.

April 27-May 8, Monday-Friday
Pre-enrollment for Fall 2026

May 19, Tuesday
Last day to withdraw from a course without permission of Academic Standing Committee. Last day to declare a class elective S/U.

May 28, Thursday
Classes end. Last day to request a transcript from Registrar's Office; request due at noon.

May 29-May 30, Friday-Saturday
Reading Days

May 31-June 2, Sunday-Tuesday
Final Examination Period

June 3, Wednesday
Residence halls close. Board ends with lunch, except seniors and those with permission from Dean of Students.

June 3, Wednesday
Senior grades due by 1:00 p.m.

June 7, Sunday
Commencement. Residence halls close. No meals served.

June 10, Wednesday
Underclassmen grades due by 1:00 p.m.

June 14, Thursday
Transcript processing re-opens

Summer Term 2026

June 10, Wednesday
Session 1 Classes begin

June 19, Friday
Juneteenth holiday (no class meetings)

July 3 Friday
July 4th holiday (no class meetings)

July 10, Friday
Session 1 Classes end; Final examination

July 16, Thursday
Grades due by 1:00 p.m.