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Knox College

KNOX COLLEGE CATALOG

KNOX COLLEGE

SHARVY G. UMBECK
SCIENCE MATHEMATICS CENTER

2010-2011

2010-2011 CATALOG

- Recognized as one of America's 40 *Colleges That Change Lives*, where students and their professors develop the kind of meaningful relationships that result in life-changing experiences.
- #16 in the nation for "students happy with financial aid," #10 in the nation for "great college radio station," and a "Best Value" according to Princeton Review's *The Best 368 Colleges*.
- #26 in the nation for in the percentage of international students and one of the most diverse liberal arts colleges in the nation as ranked by the U.S. News & World Report's *2008 Best Colleges*.
- In the top 2 percent of all U.S. colleges and universities in the proportion of graduates who earn doctoral degrees.
- 11th among all U.S. colleges in the percentage of graduates earning doctoral degrees in the natural sciences and mathematics.
- In the top 20% of all U.S. colleges in number of alumni who are corporate executives, according to Standard & Poor's *Executive College Survey*.
- Awards students over \$200,000 annually in grants to support their undergraduate research and creative projects.
- One of 50 colleges recognized nationally for its strength in international education.
- Knox's Ford Undergraduate Research Fellows Program, one of only fifteen selected programs nationally funded originally by the Ford Foundation to promote careers in research and teaching.
- Knox's *Catch* is the six-time winner of the nation's best college literary magazine award.

About This Catalog

Knox College Catalog is published for the academic year 2010-2011. Information is accurate as of June 30, 2010. Costs for 2011-2012 will be available in the Winter of 2011; please inquire to the Office of Admission at that time. For enrolled students, detailed information about the timing of course offerings is provided by the Office of the Registrar before each academic term.

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The College	Four-year liberal arts. Independent, coeducational, residential, non-denominational. Founded in 1837.
Location	Galesburg, Illinois. County seat, Knox County. Pop. 33,500. Located mid-way between Chicago and St. Louis, Missouri. Accessible via Interstate 74, two national Amtrak rail lines, and by air via Moline and Peoria airports.
Student Body	1,407 students from 45 states and 48 countries. Diverse and well-balanced geographically. 18% are students of color, 7% are international.
Faculty	Size: 137; 98% hold Ph.D. or appropriate professional degree from nation's top graduate schools.
Student-Faculty Ratio	12 to 1
Average Class Size	18 students
Degree Conferred	Bachelor of Arts; 39 majors and 48 minors in the sciences, mathematics, computer science, social sciences, economics, humanities, and fine and performing arts.
Academic Calendar And Course Load	Three ten-week terms; three courses per term (3-3).
Preceptorial Program	Innovative, interdisciplinary first-year courses focusing on the core issues of a liberal education.
Facilities	45 academic and residential buildings on 90-acre campus. Green Oaks, 700-acre biological field station.
Libraries	Henry M. Seymour Library with more than 300,000 volumes, over 600 current periodicals, and access to more than 3,000 additional online periodicals through a variety of full text databases. Separate Science-Mathematics and Music libraries. OCLC Interlibrary Loan, internet and on-line databases; automated catalog accessible from remote workstations around campus.
Graduates	More than 65% of Knox graduates attain advanced professional and graduate degrees. Others go directly into a wide variety of careers.
Accreditations And Affiliations	North Central Association of Colleges and Secondary Schools; American Chemical Society; Phi Beta Kappa; Pew Mid-States Science and Mathematics Consortium; Associated Colleges of the Midwest; Association of American Colleges and Universities; American Council on Education; College Entrance Examination Board; and other regional and national educational organizations.

Statement of Non-Discrimination

Knox College does not discriminate on the basis of sex, gender identity or expression, race, color, creed, national or ethnic origin, sexual orientation or affectional preference, age, marital status, disability, or other irrelevant factors in admission, financial aid, employment, athletics, or any of its educational policies and programs. Questions and comments concerning this policy should be addressed to the Affirmative Action Officer, Gina Zindt.

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2010-2011 Catalog

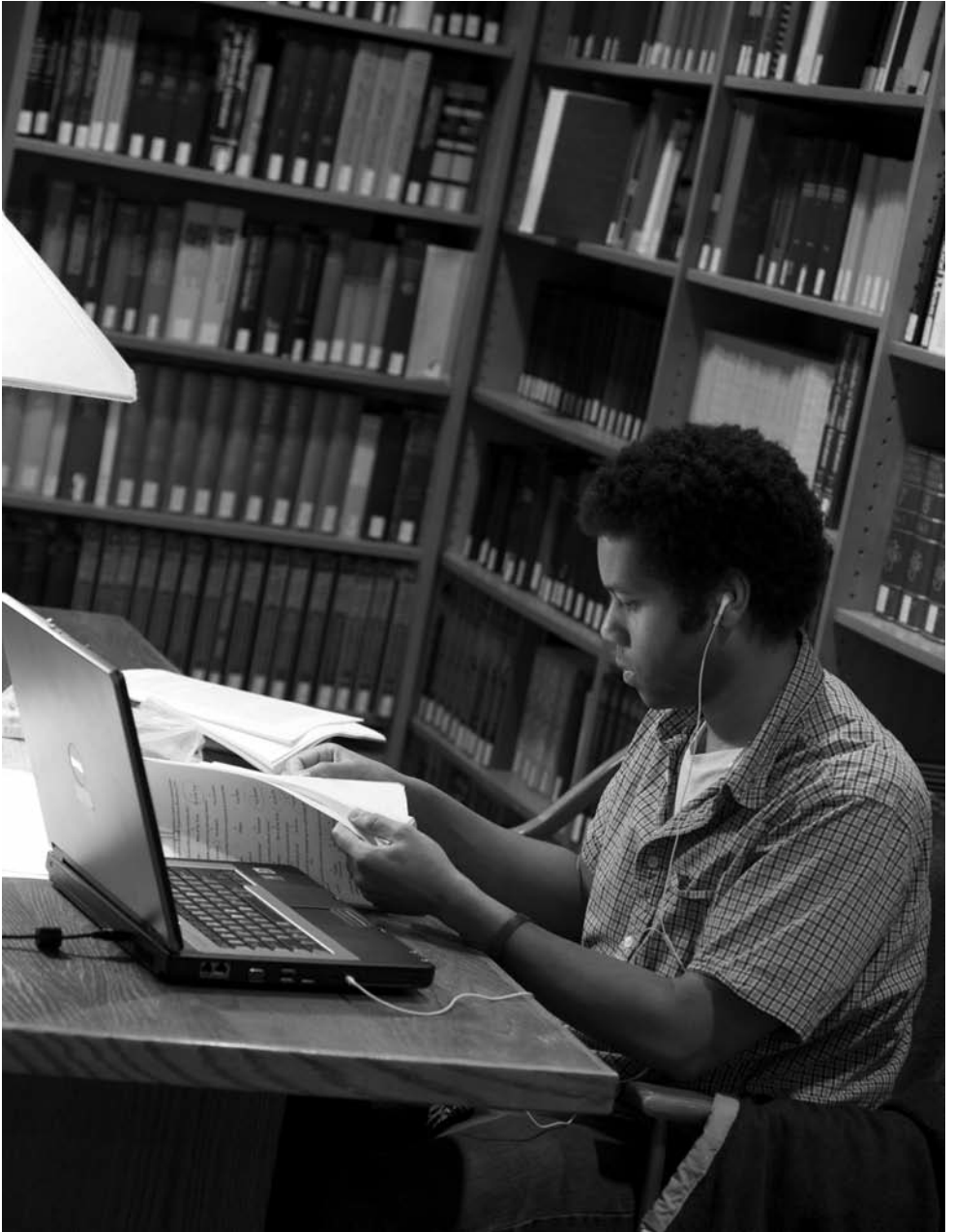


Photo by Chuck Savage. Cover Photo by Peter Bailley '74.

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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, tolerant and engaged campus community through supportive residential opportunities, numerous student organizations, a wide array of creative activities and cultural programming, and opportunities for intercollegiate and recreational sports.
- our community: reaffirming and extending our ongoing commitment to a diverse community of students, faculty, and staff with each new hiring and admission.

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

– approved by the Knox College Faculty, May 1993

– affirmed by the Knox College Board of Trustees, 2008

A Knox Education

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

— Ellen Browning Scripps Knox Class of 1859

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

A private, independent college for its entire history, Knox's traditions have shaped those who have become a part of the College. At its core, the College is a community of teachers and students, working closely together and dedicated to the values of independent thought, personal integrity, and community responsibility. These values, rooted in Knox's early history, continue after 173 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.

In a lighter vein, Knox is also proud of its past as the inspiration for the rambunctious and lively college immortalized in George Fitch's humorous stories about "Good Old Siwash," which were hugely popular in the 1920s, 30s and 40s. Fitch, a Knox graduate of 1897, published his stories in the *Saturday Evening Post*, fondly depicting a college of high-spirited young men and women making the most out of the extracurricular, athletic and social aspects of a residential college. Knox students were delighted to find themselves parodied in stories that grew into several books and eventually a Hollywood movie (*Those Were the Days*, starring William Holden, filmed on the Knox campus in 1940). They adopted "Old Siwash" as a cherished College nickname, symbolizing for generations the deep affection and attachment to friends, professors and the College they carry with them for a lifetime after graduation. The memory of "Old Siwash" may have faded in the public mind, remaining now only as a somewhat obscure and controversial addition to the English language, but for generations of Knox alumni it lives on as the beloved nickname for their alma mater.

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 Knox biochemist is pioneering research on biochemistry and cell molecular biology, which has been sponsored by the National Science Foundation. A political scientist served as a United States Supreme Court Fellow. An English professor's book on Emily Dickinson has won a national award. A theatre professor recently produced several award-winning plays in Chicago. 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, Educational Foundation of America, Howard Hughes Medical Institute, National Science Foundation, and the U.S. Department of State Fulbright Program.

However, 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

The Honor Code is at the center of student learning. The Honor system 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 Knox Honor system 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.

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

This focus on self-reliance extends to other parts of students’ lives through the learning that occurs as part of the residential experience. Residence at Knox involves more than the halls where students live. From a system of self-governance and establishment of community standards through the Student Senate, to the participation of students on faculty governance committees, living within the Knox community provides challenging experiences through which students learn to take responsibility.

The Curriculum—A Guiding Structure

Rooted in more than a century and a half of experience, yet continually evolving, the Knox curriculum provides breadth and depth of learning. The curriculum is organized in ways that yield the following outcomes for students:

- Acquiring the essentials—the proven strengths of a liberal arts education are acquired through an introduction to the foundations of liberal learning, the development of key competencies, and mastery of a major field of study.
- Adapting to an interconnected world—infusing students’ classroom and residential experiences with an awareness of the increasing interdependence of cultures, technologies and forms of knowledge.
- Connecting knowledge with experience—integrating experiential forms of learning (including internships, community service and independent research) throughout the educational program; and
- Taking responsibility for one’s education—guiding students to develop the ability to shape their educational paths in ways that will help them achieve their personal and career goals; and leading them to take greater personal responsibility for their own educational choices.

Through the advising system, students are encouraged, particularly during the first two years, to follow their interests and explore widely in the curriculum. By the end of the sophomore year, students sharpen their focus to arrive at a major field of study. The major provides the core of studies during the junior and senior years, and it is through work in the major that students learn to master a body of

knowledge and methods of inquiry, to understand the principles for sorting the significant from the spurious and to stand on their own intellectually.

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 50 percent of all Knox students take advantage of the wide array of off-campus programs the College makes available. Its own programs in Spain, France and Argentina draw students not only from Knox but from other leading colleges and universities as well. Moreover, the Associated Colleges of the Midwest, a consortium that Knox helped to found, as well as several other organizations operate programs open to Knox students in Latin America, Africa, Asia, and Europe, as well as domestic programs in Chicago and the Oak Ridge National Laboratory.

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 fifty 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.

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. Old Main also houses the Center for Research and Advanced Study, which coordinates and funds many of the College's student research programs.

In **Seymour Library**, Knox is fortunate to have one of the most gracious undergraduate libraries in the country. Built in 1928 and totally 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. Knox has more than a quarter million books and subscribes to almost 700 periodicals. With its computer-based catalog, the library also provides access through the Internet to collections at other institutions. The College's **Special Collections** include the Finley Collection, which holds every important primary source on the Midwest printed since 1820; the Strong Collection of 18th- and 19th-century maps and photographs; and the Hughes Collection of manuscripts and first editions of Hemingway and the "Lost Generation" of American expatriate writers. The Famulener Collection of prints includes works by Rembrandt, Dürer and other leading printmakers. These collections have enabled generations of Knox students to sink their teeth into major research projects.

In addition to the usual laboratories and classrooms, the **Sharvy G. Umbeck Science-Mathematics Center** houses the College's science library and special laboratories equipped for student-faculty research in all the sciences. These labs are furnished with electron microscopes, an NMR, spectrometers and chromatographs, darkrooms, X-ray equipment and instrumentation for experimental psychology. Thanks in part to a series of major grants from the National Science Foundation, the National Institute of Health and the Howard Hughes Medical Institute, Knox is continually adding new scientific equipment, all of which is regularly used by students. Students also make use of the 704-acre **Green Oaks Field Study Center**, 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 all the arts. 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; a music library; and spacious ceramics, printmaking, sculpture, drawing and painting studios. The **Auxiliary Gymnasium** provides dance facilities.

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 **Founders Lab**, located in Seymour Union, provides 50 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 newly re-designed **Dorothy Johnson '39 and Richard Burkhardt '39 Language Center**, located in Davis Hall, also houses 20 Mac workstations. The Office of Instructional Technology Support, located in the Umbeck Science-Mathematics Center, provides assistance to students for printing posters and for the use of other digital technologies. Additional assistance is provided by the Help Desk in the Computer Center.

The College also has excellent facilities for athletics and recreation. Recently renovated **Memorial Gymnasium** is an outstanding 1000-seat hardwood gymnasium for varsity basketball and volleyball, a swimming pool, weight and Nautilus facilities, as well as exercise and practice rooms. The campus contains six outdoor tennis courts, five playing fields, and a new outdoor track for recreation and intercollegiate competition in football, soccer, softball, baseball, tennis and track. In addition, the **T. Fleming Fieldhouse** houses a 200-meter, six-lane running track and additional courts for tennis, volleyball and basketball. The **E. & L. Andrew Fitness Center** (2006), the new **Turner Track at Trevor Field** (2007), and the newly renovated **Knosher Bowl** football stadium (2008) complete the athletic facilities. Almost one-third of all Knox students engage in intercollegiate athletic competition in 21 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 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 (composition, rhetoric); University of California-Berkeley (chemistry, ethnic studies); John Marshall School of Law; Yale (psychology, medicine); New York University (creative writing, theatre); Notre Dame University (history, economics); Stanford University (creative writing); Cornell University (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); 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., Citibank, and Pharmacia Upjohn.

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, to Peace Corps volunteers.

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 1,350 students who live in the residence halls and nearby 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 to be found relaxing at the mall, in downtown shops, at the city's many varied restaurants or at the movies, the symphony, the civic theatre, or 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.)

Most housing is arranged by suites, with a group of student rooms opening onto a common living area, which often becomes the site for informal social activities. Some residence halls are arranged along a single hallway, while others are set up as apartments. Generally, student rooms are doubles (two persons sharing a room). In addition to the residence halls, 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. Similarly, several suites within the residence halls proper are organized around common interests and themes. Most residence halls also have upperclass resident assistants (RAs) living in the suites as peer counselors. The social fraternities maintain houses, each of which holds 15 to 25 upperclass men.

Knox operates its own Dining Services in Seymour Union for all students residing on campus. The Gizmo snack bar, named in the late 1940s by students who were World War II veterans, 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 “tech” support in the several 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** serves as a forum for dancers to express themselves and to provide opportunities for dancers and choreographers to meet and organize projects.

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. Varying with student interest and initiative from year to year, such groups have focused on rock ‘n’ roll, jazz and other popular musical forms.

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.

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 Athletic Conference**, in which Knox fields a total of 21 teams. Women compete in soccer, tennis, volleyball, cross-country, golf, basketball, softball, swimming and indoor and outdoor track. Knox fields men’s teams in football, basketball, baseball, soccer, tennis, golf, swimming, cross-country, wrestling 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.

Seymour Union has a game room for table-tennis and billiards, as well as a multi-purpose room for films and parties. Camping equipment is available for check-out at the Union. 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 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, perhaps surprisingly, to those not familiar with Knox, in the social fraternities. 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 (ABLE); Lo Nuestro; Korean Club; Chinese Club; Japanese Club; Amnesty International; Tertulia; 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.

Knox also provides professional support services for students of different backgrounds, especially those for whom the transition to a traditional American liberal arts college poses particular challenges. The Center for Intercultural Life, for example, has staff members charged particularly with responding to the needs of U.S. students of color, women and international students.

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 concerns. Among these are the Chi Alpha Campus Ministries, InterVarsity Christian Fellowship, the Fellowship of Christian Athletes, Newman Club, Hillel Club, and Islamic Club. These groups sponsor speakers, films, social gatherings, community service activities and opportunities for worship.

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. Other, more literary visitors 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 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 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 social 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 city train station; on the other, modern banks, pizza places, two major hospitals, Sandburg Mall and the municipal airport. 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 and political issues**—local, national, and international. Among these are the Latin American Concerns Committee, the Model United Nations Club, College Republicans, 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, Sigma Nu) maintain their own residential houses. A sixth has organized as an official interest group of Psi Sigma Phi. Three national sororities (Delta Delta Delta, Pi Beta Phi, and Kappa Kappa Gamma) have their own activity houses and group suites within the residence halls. A fourth sorority, Alpha Sigma Alpha, has recently been organized. The campus "Greek" organizations comprise about 35 percent of Knox students and sponsor many social and community service events throughout the year. The Interfraternity Council is the governing body of the fraternities on campus. Pan-Hellenic Council governs the sororities.

Support Services

Student 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 a **faculty 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 writing. 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 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 **Center for Career and Pre-Professional Development** 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 **Center for Community Service** helps to coordinate volunteer and service opportunities that fit well with the College's theme of connecting knowledge with experience.

Informal personal counseling is available from the Office of Student Development. In addition, the College's **Counseling Service** provides confidential professional counseling to students who experience emotional stress or personal problems. The Counseling Service also offers workshops throughout the year on tension reduction, interpersonal relationships, optimal performance, focusing, and concentration. A new **Student Health Center** opened in Fall 2007.

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 tolerance 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, harassment, sexual harassment and sexual misconduct are heard by the College Grievance Panel.
- Other allegations involving violations of community expectations, college policies, and rules and regulations are handled by the Conduct Council.

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 four goals, or guideposts: an understanding of the four broad areas of human inquiry (Foundations), developing expertise in a field of study (Specialization), acquiring competencies in key areas required for personal and professional success in the new century (Key Competencies); and applying classroom learning through hands-on experience (Experiential Learning). The advising system engages students in a four-year dialogue with faculty through which they develop a personalized Educational Plan addressing these four goals, but tailored to their own unique aspirations, values, and talents.

In addition to addressing Knox's four broad academic goals, each student's Educational Plan is enriched by special opportunities, such as off-campus study, internships, independent research, the Ford Fellowship Program, the Honors Program, the McNair Program, Repertory Term, or other special departmentally-sponsored projects (see the Special Programs and Opportunities section of this catalog).

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. Each is morally responsible for the integrity of his or her own work. The Honor System is overseen by the Honor Board, consisting of two seniors, two juniors, two sophomores and two 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. Decisions of the Board may be appealed to the Dean of the College.

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

Degree Requirements

What follows are the requirements for a Knox degree. The terms used here are explained in more detail in subsequent sections. Students may fulfill the general degree requirements and major requirements which are 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). For both the general requirements and major requirements, students who withdraw may be required to fulfill the degree requirements that are in effect after they are readmitted. Students seeking a substitution for or an exception to the degree requirements listed must submit a petition to the Curriculum Committee, which is chaired by the Dean of the College, 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.

Degree Requirements

The requirements for a Knox degree include the satisfactory completion of at least 36 credits, including:

1. Foundations: First-Year Preceptorial and at least one designated Foundations course in each of four broad areas of human inquiry (Arts, History and Social Sciences, Humanities, and Mathematics and Natural Sciences).
2. Specialization: a major field of study, plus a second field of concentration (a second major, or a minor, or two minors)
3. Key Competencies, including writing, oral presentation, quantitative literacy, information literacy and informed use of technology, second language and understanding diversity
4. Experiential Learning: an out-of-classroom hands-on learning experience
5. Educational Plan

1. Foundations

Students must pass the interdisciplinary First-Year Preceptorial 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 also pass First-Year Preceptorial. International students entering as first-year students may defer the Preceptorial until the fall of the sophomore year.

Entering students with at least one year of credit from full-time study on a college campus are not required to take First-Year Preceptorial. However, they must do one of the following:

1. choose to take First-Year Preceptorial
2. complete an additional Writing Intensive course (see Key Competencies below) and an additional designated Diversity course (see Key Competencies below).

A student must also pass one credit or credit-equivalent in a designated Foundation course in each area of the curriculum (Arts, History and Social Sciences, Humanities, and Mathematics and Natural Sciences). Designated Foundation courses in the student's area of specialization, as well as courses which address key competencies and/or experiential education may also count toward the Foundation requirement.

Courses Meeting the Foundations Goal

The current list of courses meeting the Foundations goal is below. Note that course descriptions in the Departments and Courses of Study section of the Catalog also indicate Foundation area when appropriate.

Arts (ARTS)

Art and Art History: 110, 113, 114, 115, 116, 117, 118, 119, 163, 214, 262, 314

Dance: 141, 142, 143, 145, 241, 242, 243, 244

English: 205, 206, 207, 208, 209, 319*

Environmental Studies: 284

Journalism: 118, 119, 206

Music: 101, 102, 145, 220, 300A-ZZ

Preceptorial: 319*

Theatre: 121, 131, 209, 221, 271, 324

* on approval of program director

History and Social Science (HSS)

American Studies: 259, 260

Anthropology and Sociology: 102, 103, 201, 205, 215, 228, 236, 241, 265, 270

Asian Studies: 236

Black Studies: 101, 145, 205, 263, 264

Business: 280

Classics: 104

Economics: 110, 120

Educational Studies: 201

Gender and Women's Studies: 101, 214, 227, 228, 312

History: 104, 105, 106, 113, 120, 121, 122, 140, 145, 160, 161, 214, 221, 222, 223, 230, 231, 241, 242, 259, 263, 264, 269, 271, 280, 281, 282, 283

The Academic Program

Integrated International Studies: 100
Journalism: 305
Latin American Studies: 121, 222, 227, 263, 314, 326
Political Science: 101, 210, 220, 222, 227, 240, 241, 245, 260, 275, 305, 314, 315, 321, 326, 341, 342
Religious Studies: 113, 260, 271

Humanities (HUM)

American Studies: 307, 325
Art and Art History: 202, 221, 222, 223, 224, 225, 226, 231, 232, 246, 342
Black Studies: 206, 210, 220, 231, 233, 234, 235, 285
Classics: 201, 202, 203
English: 120, 123, 124, 200, 221, 231, 232, 233, 234, 235, 242, 245, 251, 252, 253, 270, 319*, 331, 332, 363, 380
Educational Studies: 203
French: 214, 220, 311E, 330E
Gender and Women's Studies: 206, 221, 235, 238, 243, 325, 332
German: 202, 323E
Greek: 211, 212, 213, 214, 215, 216, 217, 218
History: 201

Journalism: 270
Latin: 211, 212, 213, 214, 215, 216, 217, 218
Latin American Studies: 221, 238, 330E
Music: 112, 130, 210, 230
Philosophy: 115, 118, 120, 125, 215, 243, 285
Preceptorial: 319*
Religious Studies: 153
Spanish: 307E, 308E, 325E, 330E
Theatre: 123, 200, 240, 300A, 331, 332
** on approval of program director*

Mathematics and Natural Science (MNS)

Biology: 101, 110, 120, 130, 150, 160, 201
Chemistry: 101, 102, 161, 273, 275
Computer Science: 141, 142
Environmental Studies: 101, 125, 140, 150, 160, 201, 275
Mathematics: 141, 151, 152, 175, 205, 210
Physics: 110, 120, 130, 163, 167, 205, 241
Psychology: 100*, 201, 202
Science: SCI 100
**Transfer credit for PSYC 100 satisfies MNS Foundations only if the course has a laboratory component*

2. Specialization: Major Requirements

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. The chair of the major department (or a colleague designated by the chair) becomes the student's academic advisor. Although students may declare a major before junior year pre-enrollment, there is no obligation to do so. Students are encouraged to explore several fields during their first two years, which better prepares them for choosing a major field. Forms for declaring a major are available from the Office of the Registrar.

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 gradepoint average of at least 2.0 is necessary in courses required for a major or minor.

The specifications for each departmental 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 Dean of the College on behalf of the Curriculum Committee. All requests for exceptions must be submitted at least one term prior to graduation. Requests should be made by the student and must have the program chair's statement of approval.

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 are counted for the major or minor if the program chair is willing to accept them, and so notifies the Registrar. This must be done at least one term prior to 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.

3. Key Competencies

Writing

Every student is required to complete with a grade of C or better three writing-enhanced (W) courses (ENG 101 does not count as a W course), including the following:

- First-Year Preceptorial. Students who do not receive a grade of C or better are required to pass with a grade of C or better an additional W course. (Transfer students not required to take PREC 100 must transfer in the equivalent of ENG 101 or ENG 102, or pass an additional credit from any W course beyond the following requirements.)
- One W course in a student's major. A student with two majors need satisfy this goal for only one major.
- One additional W course

Independent Studies, Senior Research/Seminars (399), and College Honors courses may count as W courses if the faculty sponsor certifies that they will meet the appropriate criteria.

Writing-enhanced courses currently approved are as follows:

American Studies: 261, 390	Environmental Studies: 399
Anthropology and Sociology: 330, 399	French: 211, 399
Art and Art History: 221, 222, 224, 225, 226, 246, 261, 342	Gender and Women's Studies: 227, 312, 333, 373
Asian Studies: 340, 399	History: 202, 320, 321, 338, 339, 340, 345, 359, 361, 363, 366, 371, 373, 380, 381, 385
Biochemistry: 140, 310	Journalism: 270, 370, 371
Biology: 210, 347, 380, 381, 382, 383, 384 (a total of one credit in 38x courses)	Latin American Studies: 221, 314, 326
Black Studies: 336, 390	Mathematics: 300, 321, 331, 341
Center for Teaching and Learning: 275	Music: 322, 324
Chemistry: 212, 215	Neuroscience: 399
Classics: 100, 201, Greek 310-318, Latin 310-318	Philosophy: 215, 399
Computer Science: 127, 292, 322	Physics: 241
Economics: 303	Political Science and International Relations: 227, 245, 314, 315, 317, 326, 333, 342, 362, 363
Educational Studies: 202, 203, 310	Preceptorial: 312, 336
English Literature and Creative Writing: 120, 123, 206, 207, 208, 270, 275, 306, 307, 308, 311, 330, 335, 336, 342, 343, 344, 345, 347, 370, 371, 375, 376, 398	Psychology: 361, 365, 368
	Religious Studies: 371
	Spanish: 302, 399
	Theatre: 123, 375, 376

Oral Presentation

Each student must acquire oral presentation skills through practice and feedback in a manner determined by their major program and approved by the Curriculum Committee.

Courses currently approved as meeting the oral presentation skills goal are as follows:

American Studies: 392	Black Studies: 254, 392
Anthropology and Sociology: 261, 399	Chemistry: 399
Studio Art: ART 390	Chinese: 203
Art History: ART 399A	Classics: All Greek and Latin 200-level courses, CLAS 399
Biochemistry: 265	Computer Science: 292, 322, 330, 340, 360
Biology: 210	

The Academic Program

Creative Writing: 306, 307, 308, 311 (the preceding must be accompanied by a Writer's Forum reading)

Economics: 399

Educational Studies: 204, 314, 315, 316, 318, 319

English Literature: 398

Environmental Studies: 399

French: 210

Gender & Women's Studies: 271

German: 210

History: 392

Japanese: 210

Mathematics: 361, 399, 400

Music: 254, 260, or two of: 345, 361, 363

Philosophy: 399

Physics: 241

Political Science and International Relations: 306, 312, 315, 317, 362, 363

Psychology: 271, 282

Spanish: 230A-E

Theatre: 121, 131, 232, 233, 325

Mathematics Proficiency and Quantitative Literacy

All students must demonstrate both proficiency in elementary mathematics and quantitative literacy.

A. 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 570 or above on the SAT Level 1 math component
3. Receiving credit for a course in the mathematics department at the level of MATH 121 or above, or completing CTL 120 or CTL 130
4. Passing a full-credit course with a grade of C or better at or above the level of College Algebra at another college or university

b. Quantitative literacy is demonstrated by receiving credit for a course designated by the Curriculum Committee as QL. The current list of QL courses appears below.

Chemistry: 101, 102, 205, 321

Computer Science: All 1 credit courses except CS 127

Economics: 302, 303

Mathematics: any course, with the proviso that MATH 121 cannot be used to satisfy both proficiency and quantitative literacy

Physics: any course except 242

Psychology: 282

Statistics: 200

Notes: A passing grade in any mathematics course (with the exception of MATH 121—see above) will simultaneously satisfy both math proficiency and quantitative literacy. STAT 200 has math proficiency as a prerequisite, and so fulfills only quantitative literacy.

Information Literacy and Informed Use of Technology

Each Knox student must demonstrate information literacy and develop an informed understanding of the use of technology as determined by their major program and approved by the Curriculum Committee.

By developing these skills, students acquire the ability to adapt to continuously evolving technologies and information resources in various formats. Essential skills include:

- familiarity with at least one of the standard operating systems (Windows and Macintosh systems are commonly used and supported throughout the campus)
- word processing techniques, including document formatting and editing
- use of the campus network and e-mail system to store and transmit documents
- ability to effectively locate, assess, and use information resources on the World Wide Web
- ability to use the campus on-line library catalog, as well as digital indexes and full-text resources licensed by the library

The Computer Center and Seymour Library regularly provide assistance to students with basic skills. In addition, some courses have specific information and educational technology needs, such as:

- presentation software
- spreadsheets
- statistical packages
- graphics design programs and packages
- mathematical programs

In cases in which specialized technology is used for a course, a combination of in-class instruction, library instruction, and Computer Center support enables students to develop the necessary skills.

Second Language

Each student must demonstrate understanding of a second language by satisfying one of the following:

1. Passing a language course numbered 103 or above
2. Receiving at least 1 credit granted through the Registrar's Office for a language course numbered 103 or above. This can be accomplished through transfer work at the college level or through a sufficiently high score on the Advanced Placement exam.

A student who reads, writes, and speaks a language other than English may petition the Associate Dean of the College to have the requirement waived.

Understanding Diversity

All students should acquire an understanding of diversity through appropriate coursework or experiences as designated by the faculty. Courses and experiences which satisfy this requirement are those that help students (a) to think about the cultural limitations of their own perspectives; (b) to explore the power relations that help define groups and their interactions; and (c) to develop skills and strategies that enable them to interact effectively with people different from themselves.

Currently designated diversity (DV) courses are as follows:

American Studies: 259, 260, 307, 325	History: 113, 133, 228, 259, 263, 264, 366
Art and Art History: 221, 231	Latin American Studies: 221, 222, 227, 238, 263
Anthropology and Sociology: 102, 105, 201, 205, 215, 228, 231, 236, 261, 270, 280, 281	Music: 210, 230, 254, 260
Asian Studies: 236	Philosophy: 285
Black Studies: 101, 205, 206, 210, 228, 231, 235, 254, 263, 264, 278, 285, 336, 366, 377	Political Science: 220, 222, 227, 260, 265, 311, 323, 333
Educational Studies: 201, 301	Preceptorial: 312, 319, 336
English: 221, 235, 242, 245, 347, 376, 377	Psychology: 269, 278
Environmental Studies: 228, 231	Religious Studies: 113, 221, 260, 265
Gender and Women's Studies: 101, 206, 221, 227, 228, 235, 238, 278, 312, 325, 333, 377	Spanish: 307, 307E
	Theatre: 376, 377

4. Experiential Learning

Each student's program of study must include at least one experiential learning project that involves the application of knowledge completed after the first year of study. Experiential learning may include internships, study abroad or other off-campus programs, courses that involve a substantial experiential component, community service, independent research, teaching assistantships or other activities. An experiential learning project may earn academic credit, subject to the approval of a sponsoring faculty member.

5. Educational Plan

In consultation with his or her pre-major advisor, each student will develop an Educational Plan by the end of the sophomore year when the major is declared. The plan should assess the first two years' experience and set out a preliminary plan for the remaining two years of study. An educational plan should indicate how the student is meeting (or will meet) the goals of general education (Foundations, Key Competencies, Experiential Learning), explain the choice of a major and second field, discuss any proposed internships and/or experiential learning as well as potential plans for off-campus study, community service and/or independent research. The plan requires the approval of the pre-major advisor and may be revised during the student's subsequent terms of study.

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	History
Art and Art History	Mathematics
Biology	Modern Languages and Literatures
Chemistry	Music
Classics	Philosophy
Computer Science	Physics
Economics	Political Science and International Relations
Educational Studies	Psychology
English	Theatre and Dance
Environmental Studies	

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 (American Studies, Asian Studies, Biochemistry, Black Studies, Gender and Women's Studies, Integrated International Studies, Neuroscience) and interdisciplinary minors (Black Studies, Business and Management, Film Studies, Gender and Women's Studies, Journalism, Latin American Studies, Neuroscience, 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 recommended to first-year students and having no prerequisites except when courses form a sequence, such as a first-year language sequence.
- 200:** Introductory and intermediate courses, which have some prerequisites or which require class standing above first-term students.
- 300:** Advanced courses, with one or more prerequisites in specific courses or in general educational preparation and maturity. Courses at this level are both for majors and for any student with the requisite preparation.
- 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:

<i>Prereq:</i> prerequisites.	<i>W:</i> course satisfies Writing Key Competency requirement
<i>CL:</i> cross listing	<i>O:</i> course satisfies Oral Presentation Key Competency requirement
<i>QL:</i> course satisfies Quantitative Literacy Key Competency requirement	<i>ARTS:</i> satisfies Arts Foundation requirement
<i>DV:</i> course satisfies Understanding Diversity Key Competency requirement	

HSS: satisfies History and Social Science
Foundation requirement
HUM: satisfies Humanities Foundation
requirement

MNS: satisfies Mathematics and Natural Science
Foundation requirement

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.

250: Independent Study (1/2 or 1 credit)

Intermediate-level guided reading, guided research, or other independent study

350: Independent Study (1/2 or 1 credit)

Advanced-level guided reading, guided research, or other independent study

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. May be graded S/U at instructor's discretion.

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 June 30, 2010. Not all courses are offered every year. A schedule of course offerings is published prior to each term with the course pre-enrollment materials.

Courses of Study

Programs	Major	Minor	Course Work	Capstone	Pre-professional	Cooperative	Off-campus
American Studies	•	•	•				
Anthropology and Sociology	•	•	•				•
Architecture					•	•	•
Art - Art History	•	•	•				•
Art - Studio Art	•	•	•				•
Asian Studies	•		•				•
Biochemistry	•	•	•				•
Biology	•	•	•				•
Black Studies	•	•	•				•
Business and Management		•					
Chemistry	•	•	•	•			•
Chinese		•					•
Chinese Studies		•					•
Classics - Greek and Roman Culture	•	•	•				•
Classics - Greek	•	•	•				•
Classics - Latin	•	•	•				•
Computer Science	•	•	•				•
Dance		•					•
Economics	•	•	•				•
Educational Studies - Elementary	•		•	•			•
Educational Studies - Secondary	•		•	•			•
Educational Studies - Special Content Areas	•		•	•			•
Educational Policy Studies		•					
Engineering					•	•	
English - Creative Writing	•	•	•				•
English - Literature	•	•	•				•
Environmental Studies	•	•	•				•
Film Studies		•					
Forestry/Environmental Management						•	•
French	•	•	•				•
Gender and Women's Studies	•	•	•				•
German	•	•	•				•
History	•	•	•				•
Integrated International Studies	•		•				•
International Relations	•	•	•				•

Programs	Major	Minor	Course Work	Capstone	Pre-professional	Cooperative	Off-campus
Japanese	•						•
Japanese Studies	•						•
Journalism	•						
Latin American Studies	•		•				•
Law					•	•	•
Mathematics	•	•	•				•
Medical Technology						•	
Medicine					•	•	
Modern Languages	•		•				•
Modern Languages and Classics	•		•				•
Music	•	•	•				•
Neuroscience	•	•	•				
Nursing							•
Occupational Therapy					•	•	
Optometry					•	•	
Philosophy	•	•	•				
Physics	•	•					•
Political Science	•		•				•
Political Science - American Politics		•					
Political Science - Comparative Politics		•					
Psychology	•	•	•				
Religious Studies		•	•				•
Self-Designed Major	•	•	•				
Social Service		•					
Social Studies Education	•						
Spanish	•	•	•				•
Sports Studies			•				
Teacher Certification					•		•
Theatre	•		•				•
Theatre - Design and Technology		•					
Theatre - Directing		•					
Theatre - Dramatic Literature and History		•					
Theatre - Performance		•					
Theatre - Playwriting		•					

American Studies

Major and Minor

Program Committee

Konrad Hamilton, *History*, chair (on leave, 2010-2011)

Greg Gilbert, *Art and Art History*

Lane Sunderland, *Political Science*

Cooperating faculty from other programs

Jon Wagner, *Anthropology/Sociology*

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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - Students enroll for AMST 390 in conjunction with a research project done for an AMST 350, 400, or other appropriate course as approved by the program chair. Several core category courses, including PS 362 and 363, HIST 366, AMST 261, ART 225 and 226, and ENG 335 and 336 are also writing intensive.
- *Speaking Key Competency* - Students enroll for AMST 392 and do a presentation outside formal coursework, as approved by the program chair.
- *Information Literacy and Informed Use of Technology* - Students in American Studies develop important professional skills, and fulfill the college's goal to foster Informed Use of Technology,

through the application of new research methods in digital resources as well as the analysis and development of multi-media presentations.

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, PS 363
 - History: AMST 259, AMST 267, HIST 122, HIST 160, HIST 161, HIST 263, HIST 363, or HIST 366
 - Social Structure and Institutions: AMST 272, ANSO 103, ANSO 215, BKST 101, EDUC 201, ENVS 228, GWST 101, JOUR 323
 - Cultural Identity: AMST 227, AMST 243, AMST 260, AMST 307, ANSO 231, ANSO 233, ART 221, ART 225, ART 226, BKST 233, BKST 235, ENG 231, ENG 232, ENG 335, ENG 336, ENVS 232, GWST 206, GWST 325, MUS 120, PHIL 273, or THEA 378
- Four elective courses, which may be drawn from the core category courses above in any combination
- At least two courses for the major must focus upon a non-white American culture, history, or literature (one of these courses may include the same course being used to satisfy the college Understanding Diversity requirement, as long as it is drawn from one of the four core categories).
- No more than four 100-level courses will count for the major.
- At least three 300-level courses must be taken for the major.
- Two written projects
 - state of the field essay (completed in AMST 285)
 - capstone research project (AMST 390, 0 credit)
- Experiential Learning Activity: Majors will be required to choose and participate in one of the following off-campus programs: Washington Semester; ACM Urban Studies program; ACM Chicago Arts program; an approved internship (e.g. museum, government agency, NGO).
- Oral Presentation (AMST 392, 0 credit)

Requirements for the minor

5 credits as follows:

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

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

Courses

AMST 227 The Black Image in American Film

See description for BKST 227. *CL: BKST 227, FILM 227, HIST 227; M. Roy-Féquièrre, K. Hamilton*

AMST 233 American Utopias

This course treats nineteenth century and modern communal societies from a social science viewpoint, examining conditions under which the societies arose, and the social and cultural characteristics of “successful” and “unsuccessful” utopias. *CL: ANSO 233; J. Wagner*

AMST 243 U.S. Latino Literature: Identity and Resistance

Examines major works by U. S. Latino writers. We explore the themes of identity and resistance as they are developed in the poetry, fiction, theater, and essays of Chicano and Puerto Rican authors. Taking as our starting point the cultural nationalist discourses developed by the Chicano writers in the late 1960s, we analyze Puerto Rican and Chicano critiques of the American ideal of the “melting pot.” We see how poets, novelists, and dramatists have grappled with questions regarding Spanish as a proud marker of identity, with the impossibility of the return to an ideal Island paradise, or to an “Aztlán.” In addition, special attention is given to the discussion of gender dynamics as they are expressed in the literature and culture. *CL: ENG 243; M. Roy-Féquièrre*

AMST 259 America in the 1960s

The 1960s was one of the defining periods in American history, when great conflict served to reveal fundamental elements of the American character. American values and practices regarding sex and race, poverty and justice, apathy and activism, violence and peace, drugs, music, and other issues all came under intense scrutiny during this era. This class immerses students in the “sixties experience”—the events, ideas, values, sights and sounds of this exciting and important decade—and asks what this era reveals about America’s past, present and future. *HSS; CL: HIST 259; DV; HSS; K. Hamilton*

AMST 260 Religion and Politics

See description for PS 260. *HSS; CL: PS 260, RELS 260; DV; D. Oldfield, S. Hulett*

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

This course examines the way in which debate has informed American history—the issues that inhabitants of the continent have found pressing; the means by which they have articulated and advanced their perspectives; and the consequences of their successes and failures over time. By focusing on one broad issue—such as women’s rights, election to political office, or abolitionism—this course examines debate as a cultural creation and explores connections between present-day debates and those of the past. *CL: HIST 267; Course may be repeated for credit; C. Denial*

AMST 272 Alternatives to Consumerism

Many thinkers have criticized the manner in which consumerism, overconsumption, and profit-seeking dominate both American and global culture. This course uses these criticisms as the starting point for an exploration of various alternatives which might lead humans toward not only a more sustainable lifestyle, but one which is also more personally enlivening and socially just. These alternatives include changes in personal lifestyles, economic organization, media practices, and social structures. We discuss not only the scholarly ramifications of these ideas, but how to act upon them in our lives and society more broadly. *Prereq: AMST 285, ANSO 103, ENVS 101, or BUS 280; CL: ENVS 272; T. Kasser, D. Beck*

AMST 273 American Philosophy and Postmodernism

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

AMST 285 In Search of America

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

AMST 307 Identity and Alterity in Latino Literature and Culture

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

AMST 325 Beyond Stereotypes: Exploring Literature by Chicanas

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

AMST 390 Senior Research Project (0)

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

AMST 392 Oral Presentation (0)

Majors shall acquire the oral presentation skills appropriate to the field of American Studies through completing a project that fosters honest and reasoned discussion on issues of fundamental American values, problems, and issues, outside formal coursework. All projects must be

pre-approved by the chair of the program, and are subject to review upon completion by the chair or designated representative before receiving credit (students will register their project under the 0 credit designation, AMST 392). To be pre-approved the project must meet college standards for oral presentation (O) courses. Examples of acceptable presentations could include: debates and panel discussions; individual presentations—e.g. papers, art shows, recitals; radio show production and hosting on Knox radio station (WVVC 90.7). *O; STAFF*

Anthropology and Sociology

Major and Minor

Capstone Work

Aided by one-on-one faculty tutors, each senior undertakes an extended research project of his or her own design, culminating in a formal paper and a seminar presentation.

Recent Student Achievements

Ford Fellowship
Haring Huston Award
Howell Atwood Prize
Max Schwartzman Labor Prize
McNair Fellowship
Mikiso Hane Asian Studies Prize
Phi Beta Kappa

Recent Off-Campus Study Locations

Argentina, Chicago, Chile, China, Costa Rica, Egypt, England, Fiji, France, Holland, India, Jordan, Mexico, Poland, Scotland, Spain, Tanzania, Thailand, Uruguay

Faculty and professional interests

Nancy Eberhardt, chair

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

David Amor

Media and social change, political economy of media

Lawrence Breitborde

Anthropological linguistics, language and identity, sociolinguistics, Africa

William Hope

Music and nationalism, tourism, expressive culture, embodiment and place, revolutionary movements, Cuba, Caribbean, Latin America, African diaspora

Young-a Park (on leave, Fall 2010)

East Asia, anthropology of media, globalization, transnational migration

Gabrielle Raley

Work and occupations, family, inequality, gender/sexuality, commercial art, sociology of emotions, ethnography

Amy Singer (on leave, Winter 2011)

Sociology of gender, popular culture, social inequality

Jon Wagner

North America, contemporary mythology, human evolution and adaptation

Distinguished Research Affiliates in Anthropology

James L. Watson

Social anthropology, migration and diasporas, food systems, China

Rubie S. Watson

Family and kinship, gender, history and anthropology, China

Cooperating faculty from other programs

Diana Beck, *Educational Studies*

Sarah Day-O'Connell, *Music*

Jason Helfer, *Educational Studies*

Frederick Hord, *Black Studies*

Duane Oldfield, *Political Science*

Lecturers

Tianna Cervantez

Wendel Hunigan

Carol St. Amant

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 have resulted in somewhat different traditions of emphasis and approach, the two fields draw from a common body of theory and, increasingly, a common toolkit of research methods.

For these reasons, the department presents the two disciplines as interdependent.

Students majoring in Anthropology/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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - ANSO 399 serves as a writing-intensive course for majors
- *Speaking Key Competency* - ANSO 399 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - The following skills are developed in various departmental courses through a combination of relevant assignments, tutorial guidance, classroom presentation, and formal workshops.
 1. Ability to assess reliability of sources on the World Wide Web
 2. Use of bibliographic databases
 3. Effective use of PowerPoint presentation software
 4. Ability to prepare and format academic research for submission in digital form

Students are required to culminate and demonstrate each of these skills in the core course sequence required of all majors: Theories, Methodologies, Research Design, and Research Seminar.

Requirements for the major

10 credits in the department, as follows:

- Two introductory 100-level courses
- Area course: ANSO 231, ANSO 233, ANSO 235, or ANSO 236
- Theory and method: ANSO 300 and ANSO 301
- Electives: three other courses in the department, of which at least one must be at the 300-level
- Senior research courses: ANSO 398 and ANSO 399

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

Recent Internships

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

Requirements for the minor

5 credits in the department, including:

- No more than two 100 level courses
- At least one 300 level course(which cannot be ANSO 301)

Courses

ANSO 101 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. *J. Wagner*

ANSO 102 Introduction to Culture and Society

This class introduces students to a wide range of human societies and cultural forms throughout the world, along with some of the major concepts and methods that anthropologists have used to understand them. Our approach is ethnographic and comparative, with an emphasis on appreciating cultural complexity, understanding the global connections that link one society to another, and most of all, learning to think analytically about other people's lives and our own. *HSS; DV; STAFF*

ANSO 103 Contemporary Social Issues

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

ANSO 105 American Culture and Inequality

This course is designed to introduce students to some central ideas and perspectives in sociology by examining the construction and maintenance of critical social inequalities. It provides an introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and

Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in the class order. Students will read and critically assess both sociological studies and an award-winning work of contemporary non-fiction. *HSS; DV; A. Singer*

ANSO 123 The Centrality of Media

See description for JOUR 123. *CL: JOUR 123; STAFF*

ANSO 201 School and Society

See description for EDUC 201. *HSS; Prereq: Not open to first-year, first term students; CL: EDUC 201; DV; J. Helfer*

ANSO 205 Race and Ethnic Relations

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

ANSO 208 The Sociology of Gender

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

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; A. Singer*

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; DV; J. Wagner*

ANSO 233 American Utopias

This course treats nineteenth century and modern communal societies from a social science viewpoint, examining conditions under which the societies arose, and the social and cultural characteristics of “successful” and “unsuccessful” utopias. *CL: AMST 233; J. Wagner*

ANSO 235 Globalization and

East Asian Culture

This course explores the contemporary global and intra-regional cultural interactions in East Asia. It will examine the applicability of recent theories of globalization in the East Asian region, with special focus on consumerism, popular culture, and migration, drawing on material from Korea, Japan, and China. Although we will review the history of the encounters between the West and East Asian countries since the late 19th century, the focus will be the impact of contemporary interactions on the region. *Prereq: At least one course in Anthropology/Sociology or Asian Studies; CL: ASIA 235; Y. Park*

ANSO 236 Ethnography of Southeast Asia

This course uses ethnographic inquiry to study the diverse nations, ethnicities, religious traditions, and cultural processes that comprise contemporary Southeast Asia. Highlighting the way Southeast Asia has always been deeply

connected to other parts of the world, it considers the legacy of colonialism, religious and social transformations, internal and external migration, the consequences of tourism, and the role of global capital in local economies. *HSS; CL: ASIA 236; DV; N. Eberhardt*

ANSO 241 Social Movements

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

ANSO 243 Migration Across

Ideological Borders

The long-term impact of the Cold War is particularly complex in nations that have been divided along an ideological border that has prevented the free movement of people. With political, social, and economic changes, however, people move across these ideological borders. The goal of this course is to understand the ideology and practices of socialism and the experience of migration from a socialist state to a neoliberal environment. This course focuses on three case studies: (1) North Korean refugees in China and South Korea, (2) former East German residents in the borderland between East Germany and West Germany after the reunification, and (3) mainland Chinese migrants in Hong Kong. *Prereq: Sophomore standing or permission of the instructor; CL: IIS 243; Y. Park*

ANSO 261 Topics and Methods in Ethnomusicology

See description for MUS 260. *CL: MUS 260; O; DV; S. Day-O'Connell*

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

ANSO 280 -ANSO 281

Social Service Internship

This course combines experiential learning and academic study to investigate the practical, social and theoretical issues of social work. At the beginning of this two-term, two-credit course sequence, students are placed as interns in local social service organizations. Students have interned with a wide variety of populations (e.g. the elderly, the developmentally delayed, at-risk teens, domestic violence victims) across a broad range of issues and practices (e.g. teen reproductive health and education, public housing, Teen Court, individual counseling, legal assistance). In the classroom, students discuss and analyze their internship experiences, while also exploring the principles of introductory social work practice. *Prereq: junior standing; ANSO 280 is a prerequisite for ANSO 281; DV; T. Cervantes*

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; STAFF*

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; N. Eberhardt*

ANSO 315 Paleoanthropology

This course uses lab materials, computer simulations, internet activities and seminar discussions to cover basic archeological methods, primate and hominid anatomy, and current issues in the study of hominid evolution. Students pursue and present individual research

projects based on the latest developments and sources. *Prereq: ANSO 101 and sophomore standing; J. Wagner*

ANSO 323 Media and Society

See description for JOUR 323. *Prereq: junior standing or permission of the instructor; CL: JOUR 323; D. Amor*

ANSO 324 Media and Globalization

See description for JOUR 324. *Prereq: Junior standing or permission of the instructor; CL: JOUR 324; D. Amor*

ANSO 325 The Social Practice of Media

In recent years the extraordinary expansion of global media industries has reinforced the idea of an emerging “global village”, with globalization as a uniform and homogenizing process. But when we ask how communication technologies are incorporated into the social practices of everyday life across the globe, complex configurations arise. The cultural meanings of media technologies and the social relations they create must be produced through local negotiations and struggles. This is an anthropological examination of these social spaces of negotiation in which media technologies are produced, circulated and consumed. For such investigations, the course will set up a conversation between cultural studies and anthropology. *Prereq: previous coursework in Anthropology and Sociology and junior standing; Y. Park*

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; N. Eberhardt

**ANSO 336 The Sociology of Food:
Production and Consumption**

The primary aim of this course is to help students understand theories and patterns of production and consumption, through the lens of food. Examining what people eat, how much they eat, where their foods come from, and the meaning they attribute to them can shed light on contemporary food production and consumption systems. *Prereq: Previous coursework in Sociology and sophomore standing; A. Singer*

**ANSO 337 Divisions of Labor:
The Sociology of Housework**

This course introduces students to the history of American housework, to theories of housework's meaning, to studies of household divisions of labor, to the home economics movement, and to contemporary approaches to "the housework problem." It will focus on sociological literatures that intersect around issues of the family, of public and private spheres of influence, of divisions of labor, of gender, and of social and cultural change. *Prereq: Permission of the instructor; A. Singer*

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: senior standing or ANSO 300, ANSO 301, or permission of the instructor; STAFF*

ANSO 399 Research Seminar

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

Architecture

Pre-Professional & Cooperative Program

Recent Graduate Study

University of Texas-Austin
University of Illinois-
Urbana-Champaign
University of Illinois-Chicago
University of Minnesota

Recent Summer Programs

Career Discovery Program,
Harvard Design School

Recent Internships

John Banks Architects, Chicago

Program Advisor

Gregory Gilbert, *Art and Art History*

Completion of four years of undergraduate study is recommended as preparation for many specialized programs outside the core liberal arts discipline. Students wishing to pursue a career in architecture can establish a strong undergraduate liberal arts preparation at Knox. They should take as many mathematics and physics classes as possible. All courses in the art department are extremely relevant to developing visual literacy, learning creative problem-solving, and building a portfolio. In particular, future architects should be sure they learn to draw with great control. It is also crucial to take courses in art history that survey developments in architectural design and urban planning.

Although Knox does not offer architecture courses per se, Knox students who apply to architecture schools traditionally have been very well-prepared, have been accepted into prestigious programs, and done well in their subsequent careers.

Knox-Washington University Cooperative Program

In cooperation with the School of Architecture of Washington University in St. Louis, Knox offers a 3-4 program through which qualified students can receive a Bachelor of Arts degree from Knox and a Master of Architecture degree from Washington University.

Prior to starting study at Washington University, a Knox student must:

- have received at least 27 credits with at least a 2.0 grade point average;
- have been in residence on the Knox campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for a Knox degree except the requirements for the major, for total credits, and that the last credits and terms before the degree be in residence;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

In addition to these general Knox requirements for participation in a cooperative program, students must have completed at Knox at least one course in calculus, one course in physics, two courses in the history of art and four courses in studio art.

Students interested in this program should contact the program advisor.

Art and Art History

Faculty and professional interests

Tony Gant, co-chair

Printmaking, sculpture, design, African art history

Lynette Lombard, co-chair

Printmaking, drawing, painting, art theory

Gregory Gilbert, Director, Program in Art History

Art history, critical theory

Michael Godsil

Photography

Mark Holmes

Sculpture, ceramics, drawing

Sherry Lindquist

Art history

Claire Sherman

Painting, drawing

Knox/Box Artist-in-Residence

Cris Reno

Cooperating faculty from other programs

Christie Ferguson Cirone, *Journalism*

Stephen Fineberg, *Classics*

Jon Wagner, *Anthropology and Sociology*

The mission of the Department of Art and Art History is to educate students in the foundational concepts of visual literacy, as well as to foster critical, historical and contextual understanding of visual culture within a global society. In keeping with the interdisciplinary nature of a liberal arts education, the Art and Art History curriculum stresses the vital cultural role of art. Students are encouraged to integrate the making and theoretical study of art with a broader knowledge of disciplines in the humanities, social sciences and natural sciences. In fact, studio art and art history courses are incorporated into such diverse programs as American Studies, Asian Studies, Classics, Environmental Studies, Latin American Studies, and Journalism. Students in other majors also actively pursue elective study of studio art and art history as a means to enrich knowledge and research in their own disciplines. Majors and minors are offered in either Studio Art or Art History, but the department offers the unique opportunity for students to double major in Studio Art and Art History or combine a major in Studio Art or Art History with a minor in the complementary field. These combinations are particularly ideal for students contemplating a teaching career in the visual arts.

Majors in Studio Art initially take courses introducing them to a variety of media and creative practices, and during their junior year choose a specialized focus: ceramics, painting, photography, printmaking, sculpture, or cross-media approach. Studio Art

Majors and Minors

Special Facilities

Spacious north light painting, drawing, printmaking, sculpture and ceramics studios in the Ford Center for the Fine Arts
Famulener Collection of prints, Seymour Library
Sigsbee Slide Reference Room
The “Box”—off-campus gallery

Special Programs

“Open Studio” term allows studio majors to work as full-time artists during one term.
“Knox in New York”—an intensive on-site introduction to the New York City art world
Lakeview Museum, Peoria – formal museum internship program
Figge Art Museum, Davenport – formal museum internship program
Knox/Box Artist-in-Residence

Recent Off-Campus Programs

ACM London/Florence Program
ACM Chicago Arts Program

Recent Internships in Art History

National Museum of Women in the Arts, Washington, D.C.
Art Institute of Chicago
Museum of Contemporary Art of Chicago
St. Louis Museum of Art
Lakeview Museum, Peoria
Bishop Hill, State Historical Site
Oriental Institute, University of Chicago
Nelson-Atkins Museum of Art, Kansas City

Summer Programs in Studio Art

Chautauqua Institute School of Art
New York Studio School of Painting Drawing and Sculpture
Vermont Studio Center
Norfolk School of Art & Music, Yale University
Ox-bow, Summer Program of the School of the Art Institute of Chicago
International School, Italy

Graduate Schools Attended by Knox Graduates

American University
Yale University
University of Pennsylvania
New York Studio School
School of the Art Institute of Chicago
San Francisco Art Institute
University of Western Carolina
Brandeis University
Tyler School of Art
Mills College
University of Texas at Austin
University of Iowa
Seton Hall University
University of Illinois at Urbana-Champaign
University of Massachusetts, Amherst
Texas Tech University
Rhode Island School of Art and Design
Alfred University

majors take the Studio Seminar, which exposes them to issues of integrating studio praxis with critical discourse. Majors then pursue advanced training in integrated media courses, and during the senior year they develop a body of work during Open Studio term, an intensive experience of working in dialogue with a creative community. Open Studio culminates in a senior thesis exhibit and focuses on building the practical and critical skills which will sustain artists once they have left an academic setting. Students can also pursue courses and independent study projects in areas such as graphic design, architecture, and photojournalism, which make use of digital technologies.

The 'Box' is the Art and Art History Department's off-campus gallery. With 1,500 square feet of space, the gallery is located in a refurbished industrial building in downtown Galesburg. The Box is used as an experimental and teaching gallery for large works and hosts an Artist-in-Residence program each year. This program provides studio and exhibit space to a working artist for the duration of a term. These artists work with advanced students and frequently assist in intermediate and advanced critiques. Resident artists produce a one-person exhibit in the Box Gallery.

The Art History program encompasses a comprehensive range of courses focusing on a variety of stylistic periods and cultures, which includes multicultural offerings in African Art, Japanese Art, and Native Arts of the Americas. As a complement to the Studio Art program, there is a strong emphasis on courses in modern and contemporary art, as well as courses in the new methodological fields of Visual Culture Studies and Critical Theory. Art History majors traditionally take introductory surveys of art history, which are followed by more advanced period surveys. These courses are dedicated to examining art and architecture in relation to such interdisciplinary issues as politics, religion, socio-economic trends, philosophy, and gender. The major's abilities in analysis and research are further developed in special topic seminars and a capstone course in Art History methodology. All students complete a senior thesis project, which involves intensive research on a focused art historical topic that is formally presented in a senior symposium.

The Department of Art and Art History is also dedicated to various mentoring structures for pre-professional development and preparation for applying to graduate programs. Studio Art majors are given assistance in applying to summer art residency programs, and workshops are offered on developing portfolios and other artworld skills. Art History majors are also advised on graduate school preparation and careers in art history, and the department offers various curatorial internships for students interested in museum or gallery careers. In 2009, a major affiliation was established between Knox College and the Figge Art Museum in Davenport, Iowa, which involves students in a variety of internships and museum programs.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - ART 221, 222, 224, 225, 226, 246, 261, and 342 serve as writing-intensive courses for majors
- *Speaking Key Competency* - ART 390 serves as a speaking-intensive course for Studio Art majors. ART 399A serves as a speaking-intensive course for Art History majors
- *Information Literacy and Informed Use of Technology* - Studio Art majors acquire technology and information literacy skills through the use of appropriate software in photography, digital art, and through the development of design skills. Studio Art majors are also required to take Art History courses through which both information literacy and appropriate use of technology are further developed. Art History courses numbered 200 and above include library research workshops, in which they are introduced to a variety of technological research tools and sources, including journal databases, online dictionaries, electronic journals, informational web sites, and digital images.

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

11 or 12 credits as follows:

- Art history: 3 credits including ART 246 and 2 others at the 200-level or above
- Drawing: ART 110
- Media Specialization: one 100-level and one 200-level course in a single medium (painting, printmaking, sculpture, ceramics, or photography)
- Studio Seminar: ART 258
- Advanced Intermedia Studio Workshop: ART 351 (must be taken twice for a total of 2 credits)
- Open Studio: ART 390 (2 or 3 credits)
- Senior show: no credit

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

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 THEA 123.

Requirements for the minors

Art History

5 credits as follows:

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

Studio Art

6 credits as follows:

- ART 110
- One 100-level and one 200-level course in single media specialization (painting, printmaking, sculpture, ceramics or photography)
- Advanced Intermedia Workshop: ART 351 (must be taken twice for a total of 2 credits)
- Art History: 1 credit

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

Courses

ART 105 Art History I

AH

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

S. Lindquist

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.

S. Lindquist

ART 110 Drawing I

AS

Drawing is the probity of art, said Ingres. Since drawing is the basis for constructing visual form, ART 110, 210, 310, and 312 constitute an ongoing drawing workshop available to all students every term. Focusing on observation and working primarily from the life model, composition, proportion, space and volume are addressed within a context of contemporary artistic practice and theory. A variety of media including charcoal, ink, and collage are explored. *ARTS; STAFF*

ART 113 Painting I

AS

Explores a variety of approaches and attitudes. Fundamentals of color harmony, shape, and space; two and three-dimensional organization of a painted surface. Projects in still life, figure, landscape, and non-objective painting. Grade is based on work presented at weekly group critiques. *ARTS; STAFF*

ART 114 Photography I

AS

Includes fundamentals of exposing, developing, printing, and displaying black and white photographs. Group critiques of class work. Students supply camera, film, printing paper, and mounting supplies. Darkroom facilities and processing chemicals are supplied with a lab fee applied. This course focuses on both technical competence and conceptual creativity. *ARTS; M. Godsil*

ART 115 Printmaking I

AS

Projects in intaglio (etching and drypoint) relief printing techniques, monotypes, mixed media prints, book art and collographs. *ARTS; T. Gant, L. Lombard*

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. *ARTS; M. Holmes*

- ART 117 Sculpture I** AS
An introductory creative exploration of the ideas and practices of contemporary sculpture. The course broadly exposes students to the material, visual, and conceptual foundations of modern and recent sculpture. Students complete four directed and one independent project with the goal of developing their own understandings and creative interests. *ARTS; M. Holmes*
- ART 118 Graphic Design I** AS
This course surveys the history, theory, and techniques of graphic design. Students learn the principles and techniques of contemporary design and image-making, using Mac platforms with Adobe CSS software. *ARTS; CL: JOUR 118; C. Cirone*
- ART 119 Digital Photography I** AS
Includes fundamentals of composition, proper exposure, and image editing processes. Students may provide a suitable digital camera, or the college will have a limited number of digital cameras for check out. PhotoShop software is used to edit photos, but this is not primarily a course to learn PhotoShop. Weekly group critiques of class work. This course focuses on both technical competence and conceptual creativity. *ARTS; Students may not receive credit for both ART 119 and JOUR 119; M. Godsil*
- ART 123 History of Architecture** AH
Surveys world architecture from the Neolithic to the present. Singles out key monuments and architects for special emphasis, e.g., the Parthenon, Alhambra, Chartres Cathedral, Palladio, Borromini, Frank Lloyd Wright. *STAFF*
- 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 conjunction with visual issues such as space color and composition the course will focus on poetic, historical, and psychological experience of place. *ARTS; L. Lombard*
- ART 202 Greek Art and Architecture** AH
Greek vase-painting, sculpture, and temple-architecture are surveyed with attention to style and chronology as well as to the political, social, and intellectual contexts in which the works were created. *HUM; CL: CLAS 202; S. Fineberg*
- ART 210 Drawing II** AS
ARTS; STAFF
- ART 213 Painting II** AS
ARTS; Prereq: ART 113; L. Lombard, T. Gant
- ART 214 Photography II/
Digital Photography II** AS
Students select one or two photographic projects and explore those in depth. Weekly group critiques of work, and class discussions of assigned readings. Students who have only completed ART 114 will be required to work only in analog black and white film. Students who have only completed ART 119 or JOUR 119 will be required to work only in digital images. Students who have completed both 114 and 119 may work in black and white film or digital or both. *ARTS; Prereq: ART 114, ART 119 or JOUR 119, or permission of the instructor; Students may not receive credit for both ART and JOUR 214; M. Godsil*
- ART 215 Printmaking II** AS
ARTS; Prereq: ART 115; T. Gant, L. Lombard
- ART 216 Ceramics II** AS
ARTS; Prereq: ART 116; M. Holmes
- ART 217 Sculpture II** AS
ARTS; Prereq: ART 117; M. Holmes
- ART 218 Graphic Design II**
This course will further develop graphic design skills with a focus on complex design problems. Current trends will be studied, and students will learn the history, contexts and theory of design concept. They will also complete comprehensive design projects. *Prereq: ART 118 or permission of the instructor; CL: JOUR 218; C. Cirone*

ART 219 Sculpture From The Figure AS

This course will introduce students to making clay sculpture directly from the life model. Students will work on clay sketches, portraits, and sculptures of the entire figure. The practical aspects of armature construction and plaster casting will be explored. Fundamentally, the course will emphasize how principles of rhythm, proportion, volume, gravity, tension and mass create expressive and dynamic form. *T. Gant*

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

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

ART 222 Medieval Art and Architecture AH

Early Christian, Byzantine, Carolingian, Romanesque and Gothic art and architecture. Shows how Western art emerged and developed under the influence of classical, near eastern and barbarian traditions. *HUM; Prereq: ART 105, ART 106, or permission of the instructor; W; G. Gilbert*

ART 223 Renaissance Art and Architecture AH

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

ART 224 Baroque Art and Architecture AH

Seventeenth century European painting, sculpture, and architecture. Special attention is

given to major artists such as Bernini, Gentileschi, Poussin, Rubens, and Rembrandt in the context of social, political, cultural and religious trends. Particular emphasis is given to such topics as artistic identity, gender, Baroque theories of visuality, and the role of art in relation to Absolutism. *HUM; Prereq: ART 105, ART 106, or permission of the instructor; W; 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, Cézanne, Rodin, and Van Gogh in the context of political, social, and philosophical trends. *HUM; Prereq: ART 105, ART 106, or permission of the instructor; W; G. Gilbert*

ART 226 Twentieth Century European and American Art and Architecture AH

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

ART 231 African Art History AH

Traces the history of African art from ancient Nubia to contemporary work from the Ivory Coast. Encompasses as well the study of ritual, African and western aesthetics and the influences of African art on the art of the West. *HUM; CL: BKST 231; DV; T. Gant*

ART 232 Japan: Art and Idea AH

This course provides a general introduction to Japanese art from the prehistoric period through the present day. The development of painting, sculpture, architecture, photography and print media will be examined in light of various socio-political and historical contexts. Select topical themes include: Shinto and Buddhist art and architecture; imperial and feudal court

patronage of the arts; the changing status and role of the artist in Japanese society; the utilization of art to construct national identity and the shifting policies and opinions regarding the values of cross-cultural exchange. *HUM*; *Prereq: One course in art history or permission of the instructor; STAFF*

ART 246 Contemporary American and European Art **AH**

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

ART 247 Knox in New York **AS, AH**

Knox in New York is a unique course that combines Studio Art and Art History. It is a Fall Term course that extends into Winter Break. At Knox, students participate in a seminar course that focuses on European and New York artists and art movements from the early 20th century to the present. Students should also take a drawing course in preparation for the intensive drawing classes at the New York Studio School. In New York, students visit galleries and museum collections, present a research project, and attend classes and lectures at the Studio School. In the last week, students return to Knox to resolve a body of work based on their experiences in New York. *Prereq: Concurrent registration in ART 310; one 200-level art history course and one 200-level studio art course; or permission of the instructor; The cost of the New York segment is covered by a special program fee; L. Lombard, T. Gant*

ART 258 Studio Seminar **AS**

Combines creative and analytical approaches in exploring the role of the artist and nature of the creative process. Students experiment with a variety of formal, material and conceptual modes presented through directed studio work, readings and discussion. Creative and intellectual encounters with alternative artistic practices are intended to inform and expand a

student's emerging artistic interests. *Prereq: sophomore standing, ART 246, and one 200-level studio course except ART 210; STAFF*

ART 261 American Art, Architecture and Culture **AH**

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

ART 262 Site-Specific Art **AS**

Questions the traditional role of art by taking works outside the studio context and placing them in a public arena. Incorporates performance art, 2-D and 3-D work and installations. Temporary work is installed around campus. Students learn to build preliminary scale models of their proposed projects, as well as procedures necessary for the installation of public works of art. *ARTS; Prereq: Any prior art course; T. Gant*

ART 310 Drawing III

ART 310-ART 317

Continuing investigations of the methods, concepts and materials of the 200-level courses. Individual development and experimentation are encouraged. *ARTS; STAFF*

ART 312 Continuing Life Drawing (1/2) **AS**

Prereq: ART 210; May be taken three times; L. Lombard, T. Gant

ART 313 Advanced Painting **AS**

Prereq: ART 213; Occasionally offered; L. Lombard

**ART 314 Advanced Photography/
Advanced Digital Photography** AS
ARTS; Prereq: ART 214 or JOUR 214, or permission of the instructor; Occasionally offered; STAFF

ART 315 Advanced Printmaking AS
Prereq: ART 215; Occasionally offered; T. Gant, L. Lombard

ART 316 Advanced Ceramics AS
Prereq: ART 216; Occasionally offered; M. Holmes

ART 317 Advanced Sculpture AS
Prereq: ART 217; Occasionally offered; STAFF

ART 323 Visual Culture Theory
This course examines the emerging interdisciplinary field of Visual Culture Theory and will introduce students to a study of modern and post-modern discourses on vision and visibility. Drawing from art history, sociology, psychology, film and media studies, Marxism, feminist and post-colonial theory, Visual Culture Theory analyzes the role of visual images in shaping philosophical, cultural, political, racial and sexual notions of identity. The course also investigates the meaning of images in relation to such popular media as photography, film, television, video, animation, advertising, pornography and the digital culture of the web. *CL: FILM 323, PREC 323; 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. *HUM; Prereq: previous work in art history or permission of the instructor; W; G. Gilbert*

ART 351 Advanced Inter-Media Studio Workshop (1/2 or 1)
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. *Prereq: ART 110 and any 200-level studio course and either an art history or studio seminar course; or permission of the instructor; May be taken up to three times as a substitute for any 300-level studio course; STAFF*

ART 390 Open Studio (1 to 3)
Independent study with a faculty mentor. 40- hours a week of studio work. To be taken in the term before student's Senior Show. Required of all studio art majors. *Prereq: One credit of ART 351; O; Note: 1 credit of 390 will be graded after the completion of the student's Senior Show; STAFF*

ART 399A Senior Research in Art History
Independent study of a selected topic with a faculty mentor and production of a research paper. The research paper is also presented in the form of a conference talk at a departmental symposium, in which students answer questions from the audience. *O; STAFF*

Program Committee

Michael Schneider, *History*, chair
Weihong Du, *Chinese*
Nancy Eberhardt, *Anthropology/Sociology*
Kaori Furuya, *Japanese*
Ryohei Matsuda, *Japanese*
Young-A Park, *Anthropology/Sociology*
Robert Seibert, *Political Science*
Shuyan Gao Shipplett, *Chinese*
William Young, *Philosophy*

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

The strength of Asian Studies at Knox is East Asia, with the established Japanese language program and the newly created Chinese language program. Asia-related courses in Anthropology/Sociology, Political Science, History, and Philosophy provide additional opportunities. In addition to the Asian Studies major, students may minor in Japanese Language, Japanese Studies, Chinese Language, or Chinese Studies.

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

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

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

Special Library Collections

Edgar A. Bancroft (US
Ambassador to Japan 1924-25)
Papers
Mikiso Hane Papers

Special Opportunities

Japan Term
Mikiso Hane Prize in Asian
Studies

Recent Off-Campus Study

ACM India
Antioch Buddhist Studies,
Bodh Gaya (India)
Antioch Buddhist Studies, Kyoto
Beijing University
CIEE Khon Kaen, Thailand
CIEE Shanghai, China
GLCA / ACM Japan Study
Kansai Gaidai University (Japan)
Sophia University (Japan)

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

The program's curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - 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.
- *Speaking Key Competency* - JAPN 210 and CHIN 203 are speaking-intensive courses for majors. Students who do not study Japanese or Chinese should select an Asian Content or Allied Field course that has O designation.
- *Information Literacy and Informed Use of Technology* - Language courses will introduce students to the variety of tools for second language acquisition, word processing, and electronic reference works. In area studies courses, students will develop skills for accessing and evaluating web-based resources about Asia. Advanced courses cultivate students' understanding of the issues and controversies surrounding representation of Asians in old and new media, as well as exploring questions of access, connectivity, and censorship. The senior capstone ASIA 399 will allow students to employ and refine skills in library database searches, evaluation of web-based materials, and presentation of research outcomes.

Requirements for the major

11 credits as follows:

- Language and Context Component: 3 credits of study in an Asian language and its social context. This requirement can be satisfied in one of two ways:
 1. 3 credits of Japanese or Chinese language beyond the 103 level; or
 2. Participation in an approved, semester-length or longer language and culture study program in Asia, excluding China and Japan.
- Asian Content Component: 4 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: 3 credits in a single department, selected in consultation with the academic advisor. One credit must be at the 300 level. Credits used to satisfy the Asian Content Component cannot be used to satisfy the Allied Field Component
- Senior Project: 1 credit of 399 or 400

Courses

ASIA 141 Introduction to Chinese Civilization

This course is a preliminary introduction to Chinese civilization, beginning with the archaeological record and extending to the nineteenth century. This course will focus on a few themes and a few approaches instead of providing a comprehensive survey of the history of Chinese civilization. The purpose of this course is to provide a basic understanding of the development of Chinese tradition and the complexity of its culture by looking in depth at the following questions: what forces came together to produce Chinese civilization and how did they contribute to the formation of the notion of "Chineseness" over time? What were the roles

of intellectual or philosophical thinkers in the development of Chinese cultural tradition? How can literature reveal details of the way people lived, the values they held and the ideas they followed? *CL: HIST 141; W. Du*

ASIA 142 Introduction to Japanese and Korean Civilizations

See description for HIST 142. *CL: HIST 142; M. Schneider*

ASIA 205 Buddhism and Japanese Buddhism

See description for PHIL 205. *CL: PHIL 205, RELS 205; W. Young*

ASIA 220 The Chinese Literary Tradition

This course is an introduction to the rich literary tradition of China. It explores major literary genres such as poetry, historical narrative, drama, and vernacular fiction in pre-modern China. All readings are in English translation. *W. Du*

ASIA 221 Women and Modern Chinese Literature

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: GWST 222; W. Du*

ASIA 222 Japanese Popular Culture

See description for JAPN 220. *CL: JAPN 220; R. Matsuda*

ASIA 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. *W. Du*

ASIA 235 Globalization and East Asian Culture

See description for ANSO 235. *Prereq: At least one course in Anthropology/Sociology or Asian Studies; CL: ANSO 235; Y. Park*

ASIA 236 Ethnography of Southeast Asia

See description for ANSO 236. *HSS; CL: ANSO 236; DV; N. Eberhardt*

ASIA 241 Modern China

See description for HIST 241. *HSS; Prereq: one course in history; HIST 141 is recommended; CL: HIST 241; M. Schneider*

ASIA 242 Modern Japan

See description for HIST 242. *HSS; Prereq: one course in history; HIST 142 is recommended; CL: HIST 242; M. Schneider*

ASIA 340 Culture and Diplomacy in Modern East Asia

East Asian international relations from the early twentieth century to the present, focusing on the relationship between China and Japan, between these nations and the Western powers, the course of the major wars (Russo-Japanese, Sino-Japanese and the Pacific wars), and the influence of internal forces and developments on foreign policy decisions in China and Japan. *Alternate years. Prereq: HIST 241, 242, and 285, or permission of the instructor; CL: HIST 340; W; STAFF*

ASIA 399 Senior Project

Preparation of an independent research project under the guidance of Asian Studies faculty members. *W; STAFF*

Biochemistry

Major and Minor

Special Facilities

Cellular immunology lab
Magnetic resonance lab
Separations facility (GC, GC-MS, HPLC, CE, FPLC)
Molecular biology lab

Capstone work

Senior independent research project

Graduate and Medical School Acceptances

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

Recent Employment

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

Program Committee

Janet Kirkley, *Biochemistry*, chair
Macrophage activation and regulation
Diana Cermak, *Chemistry*
Linda Dybas, *Biology*
Andrew Mehl, *Chemistry*
Esther Penick, *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, phosphor imaging, UV-vis spectroscopy, circular dichroism spectroscopy, peptide synthesis and analysis, 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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - BCHM 140 and 310 serve as writing-intensive courses for majors
- *Speaking Key Competency* - BCHM 265 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Scientific knowledge in the field of Biochemistry and related biomedical disciplines is growing at a pace that increases every year. To ensure that Knox Biochemistry majors acquire the ability to find, evaluate, and utilize scientific information correctly, the Biochemistry major incorporates instruction in the skilled use of technological and informational resources and tools. Required courses in the Biochemistry core curriculum (Biochemistry 265, 301, 302, and 310 teach specific skills (e.g., data capture and analysis, molecular modeling, literature searches, word processing) that a professional biochemist needs. Examples of software packages and computer resources that Biochemistry majors learn to use are Excel (data analysis), QuantityOne (data capture and analysis), RasMol (molecular modeling), GenBank (bioinformatics), KaleidaGraph (data presentation), and PubMed (literature searching).

Requirements for the major

11 credits as follows:

- BIOL 120, CHEM 101, CHEM 102, CHEM 211, CHEM 212
- BCHM 265, BCHM 301, BCHM 302, BCHM 310
- One elective from among the following list: BCHM 295, BCHM 333, BCHM 334, BCHM 335, BCHM 340, BCHM 345, CHEM 215, CHEM 325, BIOL 328, BIOL 332, or BIOL 338.
- The senior capstone experience, requiring a research project or in-depth library project: BCHM 399 or BCHM 400.

Recent Off-Campus Programs

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

Recent Internships

Galesburg Cottage Hospital
Proctor and Gamble
Merck Research Laboratories

Recent Student Achievements

Presentation at American Association of Immunologists annual meeting
Co-authoring scientific journal articles with professors:
Biochemical and Biophysical Research Communications
Scandinavian Journal of Immunology
Fulbright Scholarship

Regular Participation at Scholarly Meetings

Illinois State Academy of Sciences
Pew Midstates Science/
Mathematics Consortium

Requirements for the minor

5 courses as follows:

- BIOL 120 (Cell Biology and Physiology)
- CHEM 211 and CHEM 212 (Organic Chemistry)
- BCHM 301 and BCHM 302 (Structure and Function; Chemistry of Metabolism)

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 140 Bioterrorism: Understanding Biological, Chemical, and Radiological Threats

An interdisciplinary, discussion-based approach to understanding bioterrorism from a variety of angles, including the biological, historical, social, psychological, ethical, legal, and political viewpoints and ramifications. *W; 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. Four periods lecture and two periods laboratory. *Prereq: CHEM 212 or BIOL 130; O; 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. Four periods lecture. *Prereq: CHEM 212 and BIOL 120; J. Kirkley, A. Mehl*

BCHM 302 Biochemistry II: Chemistry of Metabolism

A survey of metabolism focusing on major biochemical pathways and molecular biology. Four periods lecture. *Prereq: BCHM 301; 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. Two periods lecture and six periods laboratory. *Prereq: CHEM 212 and BIOL 120; W; J. Kirkley, A. Mehl*

BCHM 333 Biological Spectroscopy

An investigation of the spectroscopic techniques employed in biochemical research including electronic, vibrational and magnetic resonance, with emphasis on identification and partial quantitation of biological molecules. Two period lectures and four periods laboratory. *Prereq: BCHM 301 (Biochemistry majors) or permission of the instructor (others); 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. Three periods lecture and three periods laboratory. *Prereq: BCHM 301 (Biochemistry majors) or permission of the instructor (others); A. Mehl*

BCHM 335 Immunology

An investigation of the mammalian immune system at the systemic, cellular and molecular levels. Three periods lecture and two periods laboratory. *Prereq: BCHM 265, or BIOL 120 and 130 with permission of the instructor; J. Kirkley*

BCHM 340 Pharmacology

An introduction to basic pharmacological principles: drug distribution, drug metabolism and excretion, receptor binding and toxicology. Three periods lecture and two periods

laboratory. *Prereq: BCHM 265, or BIOL 120 and 130 with permission of the instructor; 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.; J. Kirkley, A. Mehl*

BCHM 399 Independent Research

Prereq: BCHM 310; STAFF

Biology

Major and Minor

Special

Facilities/Collections

Center for Cell and Molecular

Biology

Center for Cell and Tissue Culture

Center for Microscopy

Green Oaks Field Station

Herbarium

Natural History Collection in the

Hurd Museum

Ellen Browning Scripps

Greenhouse

Related Co-Curricular

Activities

AIDS Consciousness Today (ACT)

Knox Advocates for Recycling and

Environmental Support

(KARES)

American Medical Student

Association Premed Chapter

Sigma Xi, The Scientific Research

Society

Participating Universities for Cooperative Programs

Duke University, Masters in

Forestry/Environmental

Management

George Washington University

Early Selection Medical

Program

Rush University, Medical-

Technology

Rush University, Knox-Rush Early

Identification Program

Rush University, Nursing

Washington University, Masters in

Occupational Therapy

Faculty and professional interests

Stuart Allison, chair (on leave, 2010-2011)

Plant ecology, conservation biology, restoration of natural ecosystems

Linda Dybas

Invertebrate zoology, structure/function correlations at the cell and subcellular level in sipunculan worms and ptiliid beetles

Mathew Jones-Rhoades

Plant molecular genetics, genomics

James Mountjoy

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

Esther Penick

Neurobiology

Jennifer Templeton

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

Judith Thorn (on leave Fall 2010)

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

Cooperating faculty from other programs

Janet Kirkley, *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 I and II support 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 informed use of technology via the use of state-of-the-art presentation, data analysis, and word processing technology. 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. (Each year about 20-30% of biology majors complete Honors Theses).

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. General physics and calculus 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

Regular Participation in Scholarly Meetings

American Society of Plant Physiologists
 Animal Behavior Society
 Ecological Society of America
 Illinois State Academy of Sciences
 Pew Midstates Science/
 Mathematics Consortium
 Society for Conservation Biology
 Society for Developmental Biology
 Society for Ecological Restoration

Recent Honors Projects

"Telomerase Upregulation During Tissue Regeneration in *Dugesia tigrina*"
 "The Nuclear Localization of Both Isoforms of Intersectin During *Xenopus laevis* Development"
 "Ecological Census of Coral Reef Habitats in the Vicinity of Tobacco Caye, Belize C.A."

Graduate School Admissions

Rush University Medical School
 University of Illinois, Medical School
 University of Wisconsin-Madison
 University of Iowa
 University of Chicago
 Washington University
 Rutgers University
 University of North Carolina
 Washington State University
 Yale University
 University of Washington
 Southern Illinois University

Student Employment

Abbott Laboratories
ROWVA High School Teacher
St. Charles High School
Pfizer
Illinois State Natural History
Survey
Peace Corps
Americorps

Recent Student Achievements

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

Recent Internships

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

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, a faculty pre-medical advising committee, and a student run pre-medical club.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - BIOL 210 and 380-384 serve as writing-intensive courses for majors
- *Speaking Key Competency* - BIOL 210 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Biology majors develop advanced manuscript editing, spreadsheet, presentation, database research, and data analysis skills which are developed in BIOL 210 and through 300-level courses. Specialized technology (e.g., scanning electron microscopy, PCR, advanced data analysis, image analysis, etc.) is acquired through advanced courses and through individualized independent research projects.

Requirements for the major

11 credits as follows:

- Introductory courses BIOL 110, BIOL 120, BIOL 130 and BIOL 210
- Ecology, Evolution and Behavior: at least one from BIOL 311A, BIOL 312, BIOL 314, BIOL 315, BIOL 316, BIOL 317, BIOL 318, BIOL 319
- Organismal Biology: at least one from BIOL 320, BIOL 321, BIOL 322, BIOL 323, BIOL 324, BIOL 325, BIOL 328, BIOL 329
- Cell and Molecular Biology: at least one from BIOL 332, BIOL 336, BIOL 338, BCHM 265, BCHM 334, BCHM 335, BCHM 340, BCHM 345
- One additional 300-level biology course
- Research course: at least one from BIOL 380-BIOL 384 or BIOL 400 (Honors)
- General Chemistry: CHEM 101 and CHEM 102.

Requirements for the minor

6 credits as follows:

- Two introductory courses from: BIOL 110, BIOL 120, BIOL 130
- BIOL 210 or other methods/statistics course (STAT 200, PHYS 241, ANSO 301, PS 230)
- Two additional 300-level biology courses, one of which may be independent research
- CHEM 101

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 101 General Biology

This course is an introduction to biological principles for those students who are not majoring in Biology. Emphasis is placed on understanding how organisms sense, respond to, and survive in their environments. Examples from bacterial, plant, and animal kingdoms are presented in both lab and lecture to reinforce how all life is interconnected. Human diseases and their causes are also covered. This course covers many content areas required for teacher certification. *MNS; STAFF*

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. *MNS; J. Mountjoy, J. Templeton*

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. *MNS; L. Dybas, E. Penick, S. Allison*

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. *MNS; Prereq: CHEM 101 or permission of the instructor; J. Thorn, M. Jones-Rhoades*

BIOL 150 Human Genetics

Classical and molecular genetics as applied to humans are surveyed in this course for non-majors. Human reproduction and the segregation of traits are covered. Genetic diseases that are due to enzyme defects and chromosomal abnormalities are illustrated, and the application of molecular biology methods to cure diseases are discussed. Gene function and the genetics of cancer, as well as current issues in genetics research, are also included. Alternate years. *MNS; J. Thorn*

BIOL 160 Plants

Structured around experiences in the greenhouse, garden plot, and field station, this course brings the principles of plant biology to practical use for non-majors interested in plants and interested in cultivating a richer appreciation of the plant life around them. Alternate years. *MNS; CL: ENV5 160; S. Allison*

BIOL 201 Contemporary Biological Issues

This course is designed for both science and non-science majors and explores the biological, political, and social ramifications of contemporary controversial biological issues. Alternate years. *MNS; Prereq: Sophomore standing; CL: ENV5 201; L. Dybas*

BIOL 210 Introduction to Research

In this course, students develop the skills required to do scientific research, and gain an understanding of how knowledge within the natural sciences is accumulated. Through active participation in research, students explore the fundamental concepts involved in the scientific method and develop proficiency in all aspects of conducting a research project from the initial formulation of a hypothesis through to the presentation of results. Topics covered include experimental design, data analysis and presentation, conducting literature searches, writing scientific research papers, and giving scientific talks and posters. *Prereq: two from BIOL 110, BIOL 120, and BIOL 130; O; W; 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. Students are responsible for participating in discussions of readings and films, and for presenting their research on various topics including the evolution of domestication, methods of ritual and standard slaughter, vivisection and animal welfare, and the human-animal bond. Guest speakers and field trips enhance these discussions. *Prereq: Sophomore standing; 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 311A Marine Biology - Field Research on the Belizean Barrier Reef

In this course we cover the basic concepts of marine biology. In addition to the 10-week course on the Knox campus there is an optional 2-week field component for an additional .5 credit on Tobacco Cay, Belize. The instruction is motivated by the trip to Belize, therefore the specific examples of tropical marine ecosystems we study-coral reef, sea grass, mangrove, and coastal communities-are those found there. Belizean history, culture, and government, with emphasis on the environmental issues that have become a priority in the Belizean development agenda are also course topics. On Tobacco Cay, students will have the opportunity to participate in faculty guided research experiences and underwater filming. *MNS; CL: ENVS 312A; L. Dybas*

BIOL 311B Field Research on the Belizean Barrier Reef (1/2)

Two-week field component of BIOL 311A/ENVS 312A on Tobacco Cay, Belize. *MNS; CL: ENVS 312B; L. Dybas*

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 BIOL 210; or permission of the instructor; CL: PSYC 312; 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; J. Mountjoy*

BIOL 316 Field Biology of Higher Plants

An examination of the ecology, evolution, and systematics of higher 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; S. Allison*

BIOL 317 Principles of Ecology

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

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. Alternate years. *Prereq: BIOL 110 and BIOL 210; or permission of the instructor; 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; 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; S. Allison*

BIOL 321 Algae and Fungi

A comparison of the different groups of algae and fungi, with reference to variations in form, reproduction, and physiology. Human utilization of algae and fungi and the undesirable features of certain genera are considered. Alternate years. *Prereq: BIOL 120; CL: ENVS 311; STAFF*

BIOL 322 Invertebrate Biology

Invertebrate diversity, form, and function. Through a phylogenetic approach, all of the major phyla are considered. Both terrestrial and aquatic forms and their ecology are included. Saltwater aquariums in the Umbeck Center furnish live marine forms for laboratory study. Alternate years. *Prereq: BIOL 110, BIOL 120, BIOL 130, and BIOL 210; CL: ENVS 322; L. Dybas*

BIOL 323 Microbiology

The structure, physiology, and genetics of bacteria and viruses are considered, along with their growth and death. Interactions between human defenses and selected pathogenic microorganisms are also covered. *Prereq: BIOL 120, BIOL 130, and BIOL 210; M. Jones-Rhoades*

BIOL 324 Medical Microbiology

A survey of pathogenic viruses, bacteria, and fungi. Morphology, virulence, diagnosis, and chemotherapy are considered. Some laboratory work. Alternate years. *Prereq: BIOL 120 and BIOL 130; STAFF*

BIOL 325 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 mammalian species, drawing functional comparisons between the muscular, circulatory, nervous, visceral and skeletal systems of each. *Prereq: BIOL 120, BIOL 210, or permission of the instructor; J. Mountjoy*

BIOL 328 Physiology

The biology of animal developmental, respiratory, circulatory, immune, digestive, nervous, sensory, renal, muscle and skeletal systems is developed into an integrative model of how the body works. The course and laboratory are problem based and investigative. *Prereq: BIOL 120 and BIOL 210; or permission of the instructor; J. Thorn*

BIOL 329 Histology

The main objective is to provide students with a knowledge of the microscope 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; L. Dybas*

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. Alternate years. *Prereq: BIOL 130 and CHEM 101; or permission of the instructor; 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; M. Jones-Rhoades*

BIOL 336 Physiology and Anatomy of Vascular Plants

Anatomical features and physiological processes that underlie the structure and function of leaves, shoots, roots and flowers are presented to build an integrative model of how plants work. Emphasis is placed on how plants respond to the environment. The laboratory is project-based and investigative. *Prereq: BIOL 130 and BIOL 210; or permission of the instructor; 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; J. Thorn*

BIOL 341 Methods of Field Biology

This course provides an introduction to research methods in field biology, focusing on local species and habitats. Topics include species identification, field techniques, data analysis and scientific writing. Students design and conduct experiments individually or in groups. *Prereq: BIOL 210, and one course from BIOL 312-BIOL 319; CL: ENVS 341; S. Allison*

BIOL 342 Electron Microscopy

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

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.

Alternate years. *Prereq: BIOL 210 and BIOL 312; J. Mountjoy, J. Templeton*

BIOL 344 Advanced Microbiology

The primary emphasis of this course is experimental investigation of microbial ecology, bacterial growth, enzyme kinetics, mutation rates and bioassays using bacteria and yeasts.

Alternate years. *Prereq: BIOL 323 and CHEM 211; or permission of the instructor; STAFF*

BIOL 345 Gene Expression

This course offers hands-on experience with current technologies in molecular biology. Gene expression is examined at the protein, RNA, and DNA levels. Students are expected to work in the lab in addition to the normally scheduled periods. Course enrollment is limited to allow students to sharpen their molecular biology lab skills. *Prereq: BCHM 265, BIOL 332, BIOL 336, or BCHM 301; M. Jones-Rhoades*

BIOL 346 Developmental Biology Techniques

This course is designed to give students hands-on experience in developmental biology. Students will use microscopy, micromanipulation, genetics and molecular biology to design their own experiments to examine the development of several animal and plant model systems. The course will be entirely laboratory based and will focus on the scientific reasoning skills necessary for successful experimental design and analysis. *Prereq: BIOL 338 or permission of the instructor; J. Thorn*

BIOL 380 Research:**Library Project and Seminar (1/2 or 1)**

As a capstone experience, students select one of the BIOL 380-384 research courses. Enrollment

in these courses is arranged on an individual basis with one of the biology professors whose interests and expertise match those of the student. An original research project is undertaken culminating in both a written and oral presentation. *Prereq: a 300-level biology course in related area and permission of the instructor; May be repeated for a maximum of 1.0 credit; W; STAFF*

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

Prereq: at least one course from BIOL 310-BIOL 319 and permission of the instructor; May be repeated for a maximum of 1.0 credit; W; STAFF

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

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

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

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

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

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

Black Studies

Major and Minor

Special Facilities

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

Recent Off-Campus Programs

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

Related Co-Curricular Activities

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

Community, Regional and National Affiliations

African Heritage Studies
Association
Carver Community Center
Support Group for African-
American Affairs
Illinois Committee for Black
Concerns in Higher
Education
National Council for Black
Studies

Program Committee

Frederick Hord, *Black Studies*, chair
Caesar Akuetey, *Modern Languages* (on leave, Fall 2010)
Steven Cohn, *Economics*
Mary Crawford, *Chemistry*
Jessie Dixon, *Modern Languages*
On-Site Director, Besançon Program
Tony Gant, *Art*
Konrad Hamilton, *History* (on leave, 2010-2011)
Nicole Malley, *Music*
Magali Roy-Féquièrre, *Gender and Women's Studies*
(on leave, 2010-2011)
Kelly Shaw, *Psychology*

The major in Black 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 Black Studies major seeks to produce knowledgeable, well-rounded individuals with strong analytical, writing and interpersonal skills. Graduates in Black Studies can look forward to careers in law, foreign services, business, social work, academia, public affairs and other opportunities.

Majors in Black Studies may also take advantage of opportunities for off-campus study through Knox's Program in Buenos Aires, the ACM Urban Studies Program, the Washington Semester, the Dakar Program, the ACM Botswana Program, the ACM Costa Rica Program, the ACM Tanzania Program and individually-arranged internships.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - BKST 390 serves as a writing intensive course for majors under the conditions outlined in the course description.
- *Speaking Key Competency* - BKST 254 and BKST 392 serve as speaking intensive courses for majors under the conditions outlined in the course descriptions.

- *Information Literacy and Informed Use of Technology* - The Black Studies Program develops basic computer literacy in the discipline through all individual courses, and develops advanced computer literacy in the discipline through both capstone courses for majors.

Requirements for the major

10 credits in the program as follows:

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

Requirements for the minor

- BKST 101
- 4 additional credits in Black Studies, of which one may be taken as an independent study
- A student project that applies the perspectives of Black Studies to material experience outside the context of an explicitly Black 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 Black Studies.

Courses

BKST 101 Introduction to Black Studies

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

BKST 145 Introduction to African Studies

An interdisciplinary introduction to African history and culture, with consideration given to the philosophies, religions, politics, economics, social life, education, and the arts of African peoples. Beginning with African classical civilization, the course explores the early African presence in Asia, Europe, and the Americas, traditional African philosophies and

religions, the impact of Islamic and European slavery, the experiences of colonialism, neo-colonialism and apartheid, and the ideas of twentieth-century leaders. We also explore the major problems of contemporary African development. Alternate years. *HSS; CL: HIST 145; F. Hord*

BKST 205 Race and Ethnic Relations

See description for ANSO 205. *HSS; CL: ANSO 205; DV; W. Hunigan*

BKST 206 Theory in the Flesh: Writings by Feminists of Color

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

BKST 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; F. Hord*

BKST 210 Jazz History

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

BKST 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; F. Hord*

BKST 227 The Black Image in American Film

Since the beginning of the American film industry, white, black and other filmmakers have used the black image to interrogate American identity. This course focuses upon the often contentious dialog between white and black filmmakers, critics, and activists over the creation and control of the black image— a struggle that has been a fundamental component of the American film industry since its creation. Examination of this artistic conflict helps students to explore the larger social struggles and issues surrounding race in American society, as well as to experience the richness of African American culture and the vibrant history of American film and criticism. Above all, students learn to see the political, social and economic context in which film is created, viewed, and understood. Some of the issues to be discussed include: the black

aesthetic; representations of the black family, religion, and gender/sexuality by Hollywood vs. independent black films; the changing black image in film over time; the business and economics of filmmaking. *CL: AMST 227, FILM 227, HIST 227; M. Roy-Féquière, K. Hamilton*

BKST 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 of this course 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: ENVS 228, HIST 228; DV; P. Schwartzman, K. Hamilton*

BKST 231 African Art History

See description for ART 231. *HUM; CL: ART 231; DV; T. Gant*

BKST 233 African American Literature

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

BKST 234 African and Black Caribbean Literature

A survey of twentieth-century African and Black Caribbean literature. After tracing the eighteenth- and nineteenth-century backgrounds of that literature, we explore the Indigenism, Negritude, and Negrista movements, including the interaction between

African and Black Caribbean writers. Post-World War II writing includes emphasis on its increased visibility in the 1950s; the art, nationalism/Pan-Africanism, and orality orientations since 1960; and the question of language. Alternate years. *HUM*; *CL*: *ENG 234*; *F. Hord*

BKST 235 African American Women Writers
See description for GWST 235. *HUM*; *CL*: *ENG 235*, *GWST 235*; *DV*; *M. Roy-Féquièrè*

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

BKST 251 History of Modern Africa
This course examines Africa's history and social political development since colonization (1900-). Beginning with the Berlin Conference, we focus on colonial policies, nationalism and nation-building, and Africa's international affairs. *Prereq*: *BKST/HIST 145 recommended*; *CL*: *HIST 251*; *STAFF*

BKST 254 Music of the African Diaspora
See description for MUS 254. *Prereq*: *Sophomore standing or permission of the instructor*; *CL*: *MUS 254*; *O*; *DV*; *N. Malley*

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

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

BKST 278 Stereotypes and Prejudice
See description for PSYC 278. *Prereq*: *PSYC 100*; *CL*: *PSYC 278*; *DV*; *K. Shaw*

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

BKST 335 "Afridentity" and "Hispanity" in Caribbean Literature from the
See description for SPAN 335. *Prereq*: *SPAN 235 or equivalent; or permission of instructor*; *CL*: *LAST 335*, *SPAN 335*; *J. Dixon*

BKST 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*: *PREC 336*; *DV*; *M. Crawford*, *D. Cernał*

BKST 366 The American Civil Rights Movement
See description for HIST 366. *Prereq*: *sophomore standing; also HIST 161 or HIST 264, or permission of the instructor*; *CL*: *HIST 366*; *DV*; *K. Hamilton*

BKST 377 Women Playwrights: The Search for the Female Voice in Contemporary World Theatre
See description for THEA 377. *Prereq*: *junior standing or permission of the instructor*; *CL*: *ENG 377*, *GWST 377*, *THEA 377*; *DV*; *E. Metz*

BKST 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 (BKST 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 Black Studies. *F. Hord*

BKST 390 Research Paper (0)

Students enroll for BKST 390 in conjunction with a research project done for BKST 350, 366, 399, 400, or other appropriate course as approved by the program chair. *W; STAFF*

BKST 392 Oral Presentation (0)

Students enroll for BKST 392 and do a presentation outside of formal coursework, as approved by the program chair. Suitable examples could include the successful completion of honors in Black Studies, or a process consisting of an oral practice, instructor critique, and public oral presentation of work done for BKST 350, 366, or 399. *O; STAFF*

BKST 399 Advanced Seminar

Based on the theory and method studied in BKST 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 Black Studies, 4 Black Studies electives, BKST 389; or permission of the instructor; F. Hord*

Business and Management

Minor

Program Committee

John Spittell, chair
John Dooley, *Computer Science* (on leave, Fall 2010)
Frank McAndrew, *Psychology*
Carol Scotton, *Economics and Business and Management*
Richard Stout, *Economics* (on leave, Winter-Spring 2011)
Daniel Wack, *Philosophy*

Cooperating faculty from other programs

Steve Cohn, *Economics*
Mark Holmes, *Art and Art History*
L. Sue Hulett, *Political Science*
Duane Oldfield, *Political Science* (on leave, Winter-Spring 2011)
Jonathan Powers, *Economics*
Robert Seibert, *Political Science* (on leave, Winter-Spring 2011)

Lecturer

Carissa Murphy

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 and management today rely on ideas, leadership, communication and problem solving. Students interested in business and management careers should take advantage of the full range of the Knox liberal arts curriculum to develop fundamental skills: communication, problem solving, creative innovation, leadership, mastery of information technology, and diverse perspective for careers in business and management in a global community.

The business and management minor helps to focus students' abilities in these fields, providing insight as to how these skills are applied at businesses, financial institutions and nonprofits. Combining the business and management minor with any other major at Knox serves to enhance the liberal arts education with knowledge of business and management techniques, technical applications, philosophy, ethics, and roles in international commerce.

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

Recent Internships

Allstate Insurance
Ameriprise Financial
Appalachia Service Project
Archer Daniels Midland
AT&T
Bosch
Calamos Investments
Center for American Progress
City of Galesburg, Economic Development
Coleman Epstein Berlin & Co. LLC
Council on Foreign Relations
Economic Development Department, Embassy of Pakistan
International Container Terminal Service (Manilla)
Kellogg Specialty Channels
Morgan Stanley Smith Barney
OSF St. Mary Medical Center
RSM McGladrey
Scranton Gillette Communications
TNT Express (Singapore)
Wadell & Reed
Wahl Clipper Corporation

Notable Business Leaders Among Knox's Alumni

Douglas L. Bayer '66, Retired,
Microsoft Corporation

Michael J. Burns '69,
Executive Director, Alaska
Permanent Fund
Corporation

Shalini Gupta '89, Director of
Marketing, Quaker Oats
Company

James Kilts '70, Former CEO,
The Gillette Company,
Founding Partner,
Centerview Partners

Mrudula (Chickoo) Lal '02,
Finance Rotation Program
Manager, The Walt Disney
Company

John Lawler '88, Chief
Financial Officer, Asia,
Pacific and Africa, Ford
Motor Company

Steven Luetger '75, Senior
Managing Director,
Mesirow Financial

Camilla Neri '65, Financial
Planner, Retirement
Capital Strategies

Dushan Petrovich, '74,
President, William
Wrigley, Jr. Company

John D. Podesta '71, President
and CEO, Center for
American Progress

Diane Rosenberg '63, Chair,
Olson Rug Company

Charles F. Smith '84, Attorney
and Partner, Skadden Arps

Brett Tilly '95, Business Risk
Management Consultant,
Caterpillar

Lee Woolley '85, President,
Northern Trust

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

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

Requirements for the minor

7 courses in the program:

- Three core courses: ECON 110, BUS 211, BUS 280
- One course in statistical methods: STAT 200 (see Non-Departmental Courses), MATH 321, or PS 230
- One course in ethics: PHIL 118 or PHIL 130
- Students also select a two course sequence from among the following areas of Business and Management:
 - Finance: BUS 212 and BUS/ECON 333
 - Human resources management: PSYC 272 and either PSYC 278 or ANSO 205
 - Competitive strategy: ECON 301 and ECON 365
 - Environmental management: ENV5 260 and ENV5 368
 - Public sector: ECON 363 and PS 235
 - International business: ECON 371 and either PS 301 or PS 312
 - Independent sequence: Two courses chosen in consultation with the major advisor and the business program advisor

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

Courses

BUS 201 Business and Technical Writing

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

BUS 211 Principles of Accounting I

Fundamental principles, techniques and functions of accounting. An introduction to the basic financial statements and their interpretation. *Prereq: sophomore standing or permission of the instructor; C. Murphy*

BUS 212 Principles of Accounting II

Amplification of accounting material presented in BUS 211. An introduction to the accounting principles used to value assets,

liabilities, and shareholders' equity. Further emphasis on the interpretation and analysis of financial statements. *Prereq: BUS 211 or permission of the instructor; C. Murphy*

BUS 249 Internship in Business (1/2 or 1)

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

BUS 280 Business and Society

This course introduces basic business concepts and critically analyzes issues facing business in its interactions with government, people and the environment. Basic business finance, accounting, human resources, operations, marketing, management and strategy concepts and practices are studied through the lens of their impact on society. Some of the questions examined are: How do managers make financial, marketing, and strategic decisions in the face of competing demands of the various stakeholders? What are product pricing, distribution, and promotional strategies and what are ethical dilemmas faced in implementing them? What impacts are e-business and global business having on business, society, laws, and business decisions? How can businesses manage human resources for both quality of life and success? *HSS; Prereq: ECON 110 and sophomore standing or permission of instructor; J. Spittell*

BUS 285 Marketing and Society

This course introduces basic marketing concepts and critically analyzes marketing issues facing business in its interactions with people and government. Basic concepts related to marketing strategy; marketing ethics and social responsibility; marketing research; product development, pricing, and promotion; market segmentation; international marketing and E-marketing are studied through the lens of their impact on society. *Prereq: BUS 280 and sophomore standing or permission of the instructor; J. Spittell*

BUS 310 The Economics of Nonprofit Enterprises

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

BUS 330 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: ECON 330; C. Scotton*

BUS 333 Managerial Finance

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

BUS 340 Management Principles

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

BUS 343 Strategic Brand Management

This course will explore the important issues in planning, implementing, managing and

evaluating brand strategies. It will also provide concepts, theories, models, and other tools to make better brand management decisions. Particular emphasis will be on understanding psychological principles at the individual and organizational level. This course will also incorporate principles of marketing research. This course is relevant for any type of organization regardless of size, nature of business, or profit orientation. *Prereq: BUS 285; J. Spittell*

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

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

Faculty and professional interests

Thomas Clayton, chair

Inorganic chemistry, synthesis of transition metal complexes, liquid crystals

Diana Cermak

Organic chemistry, synthesis of novel biologically active compounds

Mary Crawford

Analytical and physical chemistry, atmospheric chemistry, kinetics

Andrew Mehl (on leave, Fall 2010)

Biochemistry, enzymology, protein structure and function

Lawrence Welch

Analytical chemistry, electrochemistry, chromatography

Cooperating faculty from other programs

Janet Kirkley, *Biochemistry*

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

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

Throughout the required curriculum, students will be exposed to a wide variety of techniques and approaches to improve their oral presentation skills. These approaches include working and explaining problems to their peers, giving short presentations on special topics, and giving presentations (both traditional and poster

Special Facilities

Magnetic Resonance Laboratory

Separations Facility

(GC, GC-MS, HPLC, CE)

Inorganic Synthesis Facility

Laser Laboratory

Organic Synthesis Facilities

Recent Student Achievements

Peoria Section of the American

Chemical Society Student

Research Poster Competition:

1st and 3rd Place – 2000

1st and 2nd Place – 1999

Co-authoring scientific journal

articles with professors:

Protein Science

Journal of Chemical Education

Talanta

Journal of Liquid

Chromatography

Journal of Chromatography

Analytica Chimica Acta

International Journal of

Chemical Kinetics

Recent Off-Campus Study

Oak Ridge National Lab

Center for Plasma Aided

Manufacturing

Recent Internships

Baxter Healthcare

Pharmacia Upjohn

Ethyl Corporation

Colloid Environmental

Technology Company

Commonwealth Edison

U.S. Dept. of Agriculture

Co-Curricular Activities

Chemistry Club

Student Research

Two student presentations at the Spring 2008 National Meeting of the American Chemical Society, Salt Lake City

Three student presentations at the Spring 2006 National Meeting of the American Chemical Society, Atlanta

One student presentation at the Spring 2002 National Meeting of Black Chemists and Chemical Engineers, New Orleans

Specific Topics:

“Investigation of MBTH Ketone Derivations for Passive Ozone Monitors”

“Progress toward the Synthesis of Nonracemic Oxygenated Crystals”

“Synthesis and Characterization of Reduced Symmetry Copper (II) Liquid Crystals”

“Relative Rate Studies of Atmospheric Degradation Processes”

“Using High Performance Affinity Chromatography and On-Line Pulsed Electrochemical Detection on Biotinylated Protein and 2-Iminobiotin”

format) on laboratory experiments and projects. The capstone oral presentation experience will occur upon completion of CHEM 399. In this course students will give an oral presentation and poster on their own research; either an in-depth library project or a laboratory project.

The departmental curriculum contributes to the College’s Key Competency Requirements as follows:

- *Writing Key Competency* - CHEM 212 and 215 serve as writing-intensive courses for majors
- *Speaking Key Competency* - CHEM 399 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Instruction in specialized information literacy skills begins in the 200-level courses (CHEM 211 and CHEM 215) and continues in the 300-level courses (CHEM 321, CHEM 399, independent research and various electives: CHEM 316 and CHEM 331). Students encounter a variety of uses of technology, specific for chemistry, in many courses throughout the curriculum.

Requirements for the major

At least 10 credits in the department as follows:

- General Chemistry: CHEM 101 and CHEM 102
- 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
- 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:
 1. 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)
 2. An independent research project at the 350 level for a minimum of one credit
 3. A second major or a minor in Biochemistry
 4. An Honors Project in Chemistry or Biochemistry (for a double major)
- Calculus: (MATH 141 or MATH 151) and MATH 152.

Requirements for the minor

5 credits as follows:

- General Chemistry: CHEM 101 and CHEM 102
- 2 courses from: CHEM 205, CHEM 211, or CHEM 215

- 1 course from: CHEM 212, CHEM 220, CHEM 250, CHEM 325, CHEM 328, or 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.

Professional Preparation

Students considering graduate study or careers in chemistry should, in addition to the above, take:

- CHEM 322, CHEM 322A, CHEM 325, CHEM 328, CHEM 331
- PHYS 110, PHYS 130 or PHYS 130A

Certification by the American Chemical Society

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

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

Two units of independent study may be substituted for these two electives. An advanced physics course (beyond PHYS 130) or an advanced mathematics course (beyond MATH 152) may be substituted for one elective, with permission.

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

Courses

CHEM 100 Foundations in Chemistry

An introduction to the fundamental principles of chemistry, including nomenclature of chemical compounds, stoichiometry and gas laws, with special attention paid to the use and manipulation of mathematical relationships applied to chemical concepts. This course serves to prepare those students with little or no chemistry background for Chemistry 101. Three periods lecture, one period laboratory. *Prereq: First-year or sophomore standing, or permission of the instructor; STAFF*

CHEM 101 General Chemistry I

An introduction to the fundamental concepts of chemistry, including atomic and molecular structure, solids, liquids, gases,

Recent Graduate Schools Attended

University of Wisconsin-Madison
University of North Carolina-Chapel Hill
Vanderbilt University
Cornell University
University of California-Berkeley
Texas A & M University
University of Kentucky
University of Michigan
University of Iowa
Purdue University

Recent Student Employment

Sigma-Aldrich
Pharmacia
Ethyl Corporation
Medichem
Cole-Palmer
Abbot Laboratories
Pizer

and chemical calculations. Four periods lecture and three periods laboratory. *MNS; QL; STAFF*

CHEM 101S -CHEM 102S Supplemental Instruction in Chemistry 101 or 102 (1/2)

These courses are reserved exclusively for students who are simultaneously enrolled in Chemistry 101 or 102. 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. *Prereq: Concurrent enrollment in CHEM 101 for 101S or CHEM 102 for 102S; STAFF*

CHEM 102 General Chemistry II

A continuation of CHEM 101. Solution chemistry, thermodynamics, equilibrium, acids and bases, kinetics, and nuclear chemistry. Four periods lecture and three periods laboratory. *MNS; Prereq: CHEM 101; QL; 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. *MNS; Prereq: CHEM 101 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 102; QL; L. Welch*

CHEM 211 Organic Chemistry I

Structures, reactions, physical and chemical properties of aliphatic and aromatic compounds

and their functional groups. The laboratory covers classical and modern techniques of preparation, separation, and identification. Four periods lecture and three periods laboratory. *Prereq: CHEM 102; D. Cermak*

CHEM 212 Organic Chemistry II

A continuation of CHEM 211. Four periods lecture and three periods laboratory. *Prereq: CHEM 211; W; 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 102; W; T. Clayton*

CHEM 220 Environmental Chemistry (1/2 or 1)

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

CHEM 233 Nanochemistry

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.
Prereq: CHEM 102; 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. *MNS; Prereq: sophomore standing; 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. *MNS; Prereq: CHEM 101 or ENVS 101 or permission of the instructor; CL: ENVS 275; M. Crawford*

CHEM 299A, B, C Seminar Series in Chemistry (0)

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

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; D. Cernak*

CHEM 317 Advanced Organic Laboratory

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

CHEM 318 Physical Organic Chemistry

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

CHEM 321 Physical Chemistry I

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

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

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

CHEM 322 Physical Chemistry II

An introduction to quantum chemistry, atomic and molecular structure, and spectroscopy. The detailed consequences of quantum theory are examined in the light of the molecular model.

Four periods lecture. *Prereq: CHEM 321; 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: CHEM 321A or concurrent enrollment in CHEM 322; M. Crawford*

CHEM 325 Instrumental Methods of Analysis

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

CHEM 328 Chemical Instrumentation (1/2 or 1)

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

CHEM 331 Advanced Inorganic Chemistry

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

CHEM 399 Presentation Skills in Chemistry (1/2)

The preparation and experience of giving an oral presentation in a manner that is consistent with the Chemistry discipline will be addressed. Students may make use of one of the following for their seminar: an in-depth literature review, a research project at the 350 level, or an Honors

project. The poster format for presentation will also be taught and students will be required to prepare a poster. *Prereq: junior standing; O; STAFF*

Faculty and professional interests

Weihong Du

Chinese language, modern Chinese literature and culture

Shuyan Gao Shipplett

Chinese language and culture

Coursework in Chinese emphasizes language study as a gateway to understanding another culture, the world, and our place in it. The Asian Studies Program offers elementary language instruction in Chinese. For more intensive experience, the College also cooperates with the CIEE Chinese Language Program at Beijing University. 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.

Requirements for the minors

Chinese

5 credits, as follows:

- Three courses in Chinese language beyond the 103 level
- Two courses in Chinese language and literature at the 200 level or above, with at least one at the 300-level; MODL 260E may also be counted toward this requirement.

Chinese Studies

5 credits, as follows:

- Three courses in Chinese language beyond the 103 level
- Two courses in Chinese area studies at the 200 level or above, with at least one at the 300 level

With the approval of the minor advisor, a student may substitute appropriate 200-level or 300-level credits approved by the program advisor in Chinese or Chinese 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 language skills: listening, comprehension, speaking, reading and writing. Essentials of grammar complemented by readings in literature and culture, with extensive practice in speaking. *STAFF*

CHIN 201, CHIN 202, CHIN 203 Intermediate Chinese

Intermediate study of modern 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 equivalent; CHIN 203 is 0; STAFF*

Faculty and professional interests

Stephen Fineberg, chair

Greek language and literature, Greek art and architecture

Brenda Fineberg

Latin language and literature, ancient Mediterranean culture, critical theory

Ryan C. Fowler

Greek philosophy and rhetoric

Cooperating faculty from other programs

Lance Factor, *Philosophy*

Danielle Fatkin, *History*

Jeff Grace, *Theatre*

Classical Studies focuses more on a period of time rather than a specific subject matter — that period is the time when the cultures of ancient Greece and Rome flourished. Because the ancient evidence is fragmentary and dates to more than 2,000 years ago, information must be pooled from more than one discipline to reconstruct a full picture. Accordingly, Classical Studies takes an integrated, multi-disciplinary approach, using many different disciplinary lenses — historical, art historical, literary and others — in its attempt to recover what are, in effect, two lost cultures.

Classics offers three major (and minor) options: Greek, Latin, and Greek and Roman Culture. Some of our students have gone from Knox to graduate school in Classics to pursue a career in teaching, but many Classics students — indeed the majority — study the classics primarily for two reasons. Greece and Rome mark the beginning of Western culture and so prove an especially valuable background for students of literature, history, philosophy, and art history as well as creative work in writing, studio art, and theatre. More broadly, however, the classics have a time-honored place in a liberal arts education because study of the ancient languages and cultures has proven valuable as a way of thinking. Study of the ancient languages develops strong analytic skills and an eye for detail, and many of the issues that remain central to us in the 21st century — political, legal, social, artistic, and others — were first articulated and deeply considered by the ancient Greeks and Romans. Indeed the American Founders looked to the ancient authors as they laid out their plans for the new Republic.

In addition to the classicists in the department, members of other departments contribute courses to the program. This diversity in faculty, as well as the wide range of disciplines embraced under the umbrella of classical studies, lends the program a special interdisciplinary character and serves to build bridges between classics and other areas of the curriculum.

Classics students regularly spend a term on an off-campus program; among these are the College Year in Athens, the

Recent Student Achievements

Mellon Fellowship

Javits Fellowship

Recent Honors Projects

“Spectacle and the Respectable in Juvenal *Satires* 2 and 6”

“Imagined Spaces: Propertius, Vergil, and their Poetic Romes”

“More Faithful than He Intended to Be: A Reexamination of

Catullus’ *Lesbia Cycle*”

“Homer’s *Iliad*, Book 19:

Commentary and Interpretation”

“Art Out of Voice: a Study of Vergilian Ecphrasis”

“The New Testament Book of Hebrews: a Word Study of the Greek Root *TELEI*”

“Illusion and Desire: Disguising the Self in the Erotic Epigrams of Callimachus”

Co-Curricular Activities

Amicae/i Antiquitatis (Classics Club)

Annual Mediterranean Dinner and Reading

Eta Sigma Phi

Recent Off-Campus Study

College Year in Athens

Intercollegiate Center for

Classical Studies in Rome

Florence Program

Newberry Library Program

London Arts Alive

University of St. Andrews

Washington Semester

Special Resources

Thesaurus Linguae Graecae
(Complete Corpus of Greek
texts on CD with indices)
PHI (Complete Corpus of Latin
texts on CD with indices)
Bibliotheca Teubneriana Latina

Recent Graduate School Admissions

Indiana University
University of Buffalo
University of Chicago
University of Kansas
University of Michigan
University of Pennsylvania
University of Toronto
University of Washington
Washington University in
St. Louis

Classics Majors after Knox

FBI Agent
U.S. Naval Intelligence
High School Latin teacher
Dentist
Attorney
University Librarian
Accountant
Teach for America
Elementary School Principal

Intercollegiate Center in Rome, and the Associated Colleges of the Midwest Florence and London/Florence programs. Summers have taken Classics students to archaeological excavations close to home in Southern Illinois and as far away as Jordan. One student worked as a summer intern at Global Informational Systems learning sophisticated computer mapping skills, another spent the summer working with a scholar on another campus to gain specialized knowledge in support of a research project completed at Knox. Often, in their senior year, students write an Honors thesis — an extended, independent research project under close faculty supervision — recent Honors work has included a close study of the Roman satirist, Juvenal, work on the idea of place as it is found in the Roman Augustan poets, a linguistic analysis of the New Testament book of Hebrews, and an interpretative commentary on a book of Homer's *Iliad*. These Honors projects, as well as classroom research projects, are supported by an excellent library and a range of research technology (machine readable databases of Greek and Latin texts, the broadly based collection of images and texts contained in Persius and ArtStor, and a variety of on-line bibliographic resources).

Knox supports a local chapter of Eta Sigma Phi, the national honorary collegiate society for students of Latin and/or Greek. Knox has a large membership in its Classics Club, which is comprised of students of philosophy, history, classics, English, and other departments across the campus.

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 more subtle understanding of the ancient texts. The courses that require no knowledge of Latin or Greek (listed as Classics) are intended to develop skills of reading, seeing, and interpreting the texts and material remains of the ancient cultures.

Teacher Certification in Latin

Knox offers State of Illinois certification in Latin (grades six through twelve). In general terms, students can qualify for certification by completing a major in Latin; a major in Educational Studies; and by passing 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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - All GRK and LAT courses at the 300-level, CLAS 100, and CLAS 201 serve as writing-intensive courses for majors
- *Speaking Key Competency* - All Greek and Latin courses at the

200-level serve as speaking-intensive courses for majors

- *Information Literacy and Informed Use of Technology* - Because of the multidisciplinary nature of the field of classics, our students must become familiar with several different kinds of information from the ancient world, including literary texts, art and architecture, coins, and inscriptions. Classicists have been at the forefront of the technological revolution from the start. Perseus, a digital library of texts and images (coordinated at Tufts University), exemplifies the excellence of what is available in the public domain, but it is only one of many such electronic resources. For this reason, students must learn to evaluate the quality of websites that purport to provide information about antiquity, and to make effective use of information in presenting their works in written form and in oral presentation. Knox subscribes to databases that contain all extant Latin and Greek literature (PHI and Biblioteca Teubneriana Latina for Latin texts, and Thesaurus Linguae Graecae for Greek texts). All 300-level courses in Greek and Latin, and most Classics courses at the 200-level require students to make use of these tools.

Requirements for the majors

Greek and Roman Culture

10 credits as follows:

- Three credits in Latin or Greek beyond 103, at least one of which must be at the 300 level
- CLAS 201, 202, and 203
- Two additional courses in Classics
- ART 105
- One credit in theory or methodology to be negotiated with the faculty advisor and approved by the Chair of the Department - examples: ANSO 270, ANSO 300, ANSO 301, ART 323, ART 342, ENG 200, GWST 280, HIST 285, PHIL 243, or THEA 379
- Research paper: CLAS 390

Latin

9.5-10 credits as follows:

- LAT 210
- Six additional credits in Latin, at least two of which must be at the 300 level
- Two credits in Classics: CLAS 201, and either CLAS 202 or CLAS 203
- One credit in theory or methodology to be negotiated with the faculty advisor and approved by the Chair of the Department - examples: ANSO 270, ANSO 300, ANSO 301, ART 342, ENG 124, ENG 200, GWST 280, HIST 285, PHIL 243, or THEA 379
- Research paper: CLAS 390

Greek

9.5-10 credits as follows:

- GRK 210
- Six additional credits in Greek, at least two of which must be at the 300 level
- Two credits in Classics: CLAS 202, and either CLAS 201 or CLAS 203
- One credit in theory or methodology to be negotiated with the faculty advisor and approved by the Chair of the Department - examples: ANSO 270, ANSO 300, ANSO 301, ART 342, ENG 124, ENG 200, GWST 280, HIST 285, PHIL 243, or THEA 379
- Research paper: CLAS 390

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

With permission of the chair, courses in related studies outside the department may be substituted for requirements designated CLAS for all three majors.

A student may major in any combination of two of the above majors, under the restriction that at most two courses offered by the Classics Department may count for both majors. Only 1 credit in theory or methodology is required in this case, and for the second major one additional course in Latin, Greek, or Classics at the 200- or 300-level must be taken in place of another theory or methodology course.

Requirements for the minors

Greek and Roman Culture

5 credits as follows:

- Two credits in Latin or Greek beyond 103
- CLAS 201 and CLAS 202
- One additional credit in Classics, Latin, or Greek at the 200- or 300-level

Latin

5 credits as follows:

- Three credits in Latin beyond 103
- CLAS 201
- One additional credit in Classics or Latin at the 200- or 300-level

Greek

5 credits as follows:

- Three credits in Greek beyond 103
- CLAS 202
- One additional credit in Classics or Greek at the 200- or 300-level

Students may combine a major with a different minor in the department under the restriction that no more than two courses may count for both.

Courses

Greek and Latin Languages

GRK 101, GRK 102, GRK 103

Elementary Greek

The first two terms concentrate on grammar; the third term provides an introduction to classical Greek poetry and prose. *Prereq: GRK 102 and GRK 103 each require the completion of the preceding course or permission of the instructor; STAFF*

GRK 210 Greek Prose Composition (1/2 or 1)

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; O; S. Fineberg

GRK 211, GRK 311 Greek Historians

Selections from Herodotus' *Histories* are read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 311 is W; S. Fineberg*

GRK 212, GRK 312 Greek Epic Poetry

Selections from Homer's *Odyssey* and/or *Iliad* are read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 312 is W; STAFF*

GRK 213, GRK 313 Greek Comedy

A comedy of Aristophanes is read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 313 is W; S. Fineberg*

GRK 214, GRK 314 Greek Philosophy

Selections from Plato and Aristotle are read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 314 is W; S. Fineberg*

GRK 215, GRK 315 Greek Rhetoric and Oratory

Selections from the speeches of Lysias and Demosthenes and from Aristotle's *Rhetoric* are read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 315 is W; S. Fineberg*

GRK 216, GRK 316 Greek Tragedy

A play of Euripides is read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 316 is W; S. Fineberg*

GRK 217, GRK 317 Greek Novels

Longus' *Daphnis and Chloe* is read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 317 is W; STAFF*

GRK 218, GRK 318 Greek Lyric Poetry

Selections from Greek lyric poets (Sappho, Archilochus and others) are read in Greek. *HUM; Prereq: GRK 103 or permission of the instructor; O; GRK 318 is W; S. Fineberg*

GRK 220 Reading Greek (1/2 or 1)

Through sight reading of a Greek prose text and periodic grammar review, this course will strengthen the students' reading skills. *Prereq: GRK 103 or permission of the instructor; May be repeated a maximum of 3 times for a maximum of 1.5 credits; O; S. Fineberg*

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; STAFF*

LAT 210 Latin Prose Composition (1/2 or 1)

This course reviews the fundamentals of Latin grammar and works toward refined knowledge of Latin idioms 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; O; B. Fineberg*

LAT 211, LAT 311 Roman Historians

Selections from Caesar, Livy, and Tacitus are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 311 is W; S. Fineberg*

LAT 212, LAT 312 Latin Epic Poetry

Selections from one or more of the major Roman epics, Virgil's *Aeneid* or Ovid's *Metamorphoses* are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 312 is W; STAFF*

LAT 213, LAT 313 Roman Comedy

Selected plays of Plautus are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 313 is W; B. Fineberg*

LAT 214, LAT 314 Roman Philosophy

Selections from Cicero's philosophical works or Lucretius' philosophic epic, *De Rerum Natura*, are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 314 is W; STAFF*

LAT 215, LAT 315 Roman Rhetoric and Oratory

Selections from Cicero's speeches and/or his works on rhetoric are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 315 is W; STAFF*

LAT 216, LAT 316 Roman Tragedy

A tragedy of Seneca is read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 316 is W; STAFF*

LAT 217, LAT 317 Roman Novels

Selections from Petronius' *Satyricon* and Apuleius' *Golden Ass* are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 317 is W; STAFF*

LAT 218, LAT 318 Roman Lyric and Elegaic Poetry

Selections from Catullus, Tibullus, Propertius, and Ovid are read in Latin. *HUM; Prereq: LAT 103 or permission of the instructor; O; LAT 318 is W; B. Fineberg*

LAT 270 Topics in Latin Literature

Topics will vary from year to year, focusing on a particular text or theme in Latin literature. Examples: Ovid's *Metamorphoses*; Horace and Rome; Roman Satire. *STAFF*

LAT 370 Topics in Latin Literature

See LAT 270. *STAFF*

Greek and Roman Civilization and Related Topics

(All courses taught in English)

CLAS 100 Athens, Rome, and Jerusalem

This course explores core Greek, Roman and Biblical texts that have had a marked impact on Western thought. It prepares students for further work in literature, philosophy, and religious studies across the disciplines. It also demonstrates the development of an intellectual tradition—the ways in which fundamental questions are passed from one generation to the next and reframed anew in changing cultural and historical contexts. Finally, in the belief that these are not only the questions of books and

ages past, but of all people and all ages, the course provides a forum for student discussion of some of the important issues of their own lives. *W; S. Fineberg, R. Fowler*

CLAS 104 The Ancient Mediterranean World
Ancient civilizations through the fall of Rome. *HSS; CL: HIST 104; STAFF*

CLAS 200 Greek Civilization
A close reading of selected Greek authors from Homer to Aristotle is supplemented by lectures on the historical and artistic context in which the works were written. *HUM; CL: HIST 200; STAFF*

CLAS 201 Ancient Rome
Roman culture and society from Romulus and Remus (753 BCE) through Marcus Aurelius (180 CE). This course will call upon both literary and visual texts to trace the development of Roman social and cultural institutions from the city's beginnings as a small settlement on the Tiber to its dominance over the Mediterranean world. *HUM; CL: HIST 201; W; B. Fineberg*

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

CLAS 203 Classical Mythology
The bewildering variety of the Greek and Roman myths defies explanation by a single theory. This course makes use of a variety of approaches, which should each yield some partial truth. The following questions are considered: What is the relationship between myth and science, religion or history? To what extent are myths the product of the unconscious or of society? How do myths define masculine and feminine gender roles? *HUM; S. Fineberg*

CLAS 270 Greek Philosophy
See description for PHIL 270. *CL: PHIL 270; L. Factor*

CLAS 273 Topics in Greek and Roman Culture
Topics vary from year to year. Courses recently taught under this rubric include “Greek and Roman Love Stories;” “Shakespeare and Ovid;” “Dangerous Women of the Ancient Mediterranean.” May be repeated for credit on different topics. *Prereq: Sophomore standing, previous coursework in classics, or permission of instructor; STAFF*

CLAS 299 Classics Workshop: Seminar on Theory and Method
This course is designed for Classics students. It introduces students to a range of theoretical approaches, source material, professional writing in the field (journal articles), and bibliographical resources. Brief in-class presentations and final research paper are required. *Prereq: One course in Latin or Greek at the 200 or 300 level. Students will be reading material that requires some knowledge of the original languages.; S. Fineberg*

CLAS 341 The Great Theorists
See description for PS 341. *Prereq: sophomore standing recommended; CL: PS 341; L. Sunderland*

CLAS 372 Classical and Medieval Drama and Theatre
See description for THEA 372. *Prereq: junior standing or permission of the instructor; CL: THEA 372; N. Blackadder, J. Grace*

CLAS 373 Topics in Greek and Roman Culture
See description for CLAS 273. *Prereq: Sophomore standing, previous coursework in classics, or perm; STAFF*

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

Computer Science

Faculty and professional interests

John Dooley, chair (on leave, Fall 2010)

Software development, cryptography, computer science education

David Bunde (acting chair, Fall 2010)

Parallel computing, algorithms

Jaime Spacco

Software engineering, configuration management systems

Cooperating faculty from other programs

Mary V. Armon, *Mathematics*

Charles Schulz, *Physics*

Computer Science is all about solving problems—mostly other people's problems. The Computer Science department teaches students to think precisely and abstractly in order to solve complex problems. With computational applications springing up in virtually every discipline, the programming and analytical abilities of the computer scientist are useful contributions to any modern liberal arts education. Students who choose computer science as their major field of specialization will find themselves in high demand for their ability to adapt to rapidly-changing technologies and to devise solutions using tools that didn't exist just a few years earlier.

Flexibility and techniques for learning are as important as the specific material of any course. The department emphasizes the development of logical reasoning and problem solving skills, using a variety of approaches, programming languages, and computer systems. Students also learn to communicate effectively in the language of the discipline, in writing as well as in discussion and formal presentation. The curriculum integrates the traditional and the innovative, teaching the background that computer professionals are expected to know along with the current state of the science and informed speculation about future directions.

Knox students enjoy excellent computing facilities, with comprehensive Internet connectivity via a campus-wide wireless network. In addition, computer laboratories are readily available, and through a generous grant from the Caterpillar Foundation the department has acquired a multi-processor Linux server and a state-of-the-art computer classroom. Two smaller laboratories containing Macintosh computers are also used for lab work in upper level classes and are available for individual work outside of class. These laboratory computers can boot OSX, Windows 7, or Linux.

Computer Science majors all take several core courses at the 100 and 200 level, and choose advanced courses based on their preferences and career goals. Those students with particular individual interests are encouraged to pursue independent research through independent study courses, summer research programs, or a

Major and Minor

Facilities

Computer Science labs with

Linux, Macintosh, and
Windows environments

Campus wireless network inter-
connects every lab, classroom,
office, and residence hall

Off-Campus Programs

University of Aberdeen, Scotland

GLCA/ACM Japan Study
Program

Oak Ridge Science Semester
Argonne Science Semester

Recent Student Honors

Ford Fellowship

ACM Minority Scholars
Fellowship

Clare Booth Luce Scholarships

Recent Honors Projects

“RUMU: A Non-WYSIWYG

Web Editor for Non-Technical
Users”

“A Visual Approach to Parallel
Programming”

“Understanding and Defending
Against Denial of Service
Attacks”

“Refining the Search: Improving
the Mental Model for Complex
Queries”

“The Quest for a Beautiful Chess
Program”

“3D Computer Graphics Engines
and Dynamic Virtual
Environments”

“The Advanced Encryption
Standard: Balancing Speed and
Security”

“Modular Neural Networks”

“An Exploration of Non-
photorealistic Rendering
Techniques using Virtual
Scene Painter”

“Deducing Relative Coordinates
of Points in a Scene from Low-
Resolution Images”

Recent Internships

Abbott Laboratories
American Red Cross
Bloomberg Financial Markets
Click Commerce
Computer Associates
Everen Securities
Follett Software Company
Goldman Sachs
Grameen Cybernet Ltd. (Dhaka)
Hewlett Packard (Malaysia)
Knox County Health Department
Project Performance Corporation
REU (Hope College)
Tata Consultancy Services
(Bombay)

Recent Employment

Accenture
Adobe Systems, Inc.
Alcatel
AT&T Global Networking
Bloomberg Financial Markets
Click Commerce
Electronic Arts
Epic Systems Corp.
Federal Reserve Bank (Chicago)
Hewitt Associates
IBM
Krumm and Associates
Lucent
Microsoft
Midway Games, Inc.
National Security Agency
Netscape
Oracle Corporation
Sears
Sprint
State Farm
Wells Fargo

Recent Graduate School Admissions

Harvard Law School
Illinois Institute of Technology
Indiana University
Southern Illinois University
University of Iowa
Washington University in
St. Louis

College Honors project. Students considering careers in engineering should read the catalog description of the cooperative 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 the Computer Center 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.

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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - CS 292 and 322 serve as writing-intensive courses for majors. CS 127 is a writing-intensive course offered for non-CS majors
- *Speaking Key Competency* - CS 292, 322, 330, 340, and 360 serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Information literacy and use of technology are central to Computer Science. All CS courses at the 200-level and above require students to critically evaluate both computer science literature and information acquired via the Internet. CS courses numbered 142 and above address knowledge of reading and evaluating on-line manual pages and programming language APIs.

Requirements for the major

13 credits as follows:

- Introductory courses: CS 141, CS 142
- Core Computer Science courses: CS 201, CS 205, CS 226, CS 262, and CS 292
- Support courses: MATH 175 plus two additional courses chosen from the following: PSYC 201, PHIL 202, PHYS 242, STAT 200, MATH 151, 152, 155, 180, 210, 214, 216, 217, 227, 300, or 311. MATH 140 and MATH 141 (both courses must be taken) may substitute for MATH 151. MATH 300 can substitute for MATH 175 but a total of three support courses must still be taken.
- Advanced study: Three additional CS courses at the 300 level. MATH 311 can substitute for one of these if it is not being counted as a support course.

- Capstone experience: After completion of CS 292, students must engage in a capstone experience during their senior year resulting in a written report and an oral presentation. Students may select from:
 1. completing a College Honors project;
 2. completing a one-term senior research seminar (CS 399), which may also count as an elective;
 3. completing CS 322 Software Engineering, which may also count as an elective;
 4. completing a full-credit independent study or topics course, which may also count as an elective.

The department chair must certify fulfillment of the capstone experience requirement.

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

Requirements for the minor

5 credits as follows:

- CS 141 (Introduction to Computer Science)
- CS 142 (Program Design and Methodology)
- Three credits above the 100-level, of which at least one must be at the 300-level. With permission of the chair, one of these may be substituted with a related course from a different department.

Courses

CS 127 Computing, Technology, and Society

Introduction to computers and an overview of computer science. Topics include history and future of computing, computer hardware, information storage and retrieval, 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; W; 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. *MNS; QL; 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. *MNS; Prereq: CS 141 or permission of the instructor; QL; 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; STAFF*

CS 162 Survey of Information Management

See description for CS 262. CS 162 is designed for non-majors; there is no programming required for this course. *Prereq: Satisfaction of math proficiency requirement; QL; 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, shell programming, and OpenGL. *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 201 Computer Organization and Assembly Language

Computer organization and assembly language programming, machine language, arithmetic and logical operations, indexing and indirect addressing, subroutines, pipelining, memory hierarchy, input/output devices, buses, control units, secondary storage techniques. *Prereq: CS 142 or permission of the instructor; QL; 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, data structures for search and sort, development of complex abstract data types typically with an object-oriented approach. *Prereq: CS 142 and MATH 175, or permission of the instructor; QL; D. Bunde*

CS 226 Operating Systems and Networking

Covers the fundamentals of operating systems and the basics of networking and communications. Topics include process and memory management, concurrency, process synchronization and scheduling, network architectures, simple network protocols, and

APIs for network operations. This course also introduces the C programming language, which is widely used in the implementation of operating systems and networking applications. *Prereq: CS 142; QL; STAFF*

CS 262 Information Management

Uses the idea of information as a unifying theme to investigate a range of issues in database systems, artificial intelligence, and data communications. Topics covered include information models and systems, database systems, relational databases, knowledge representation and reasoning, intellectual property, and privacy and civil liberties. *Prereq: CS 142; QL; STAFF*

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, 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 200-level Computer Science course.; O; W; QL; J. Dooley*

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: CS 205 and MATH 152 (or equivalent); QL; 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 226 and CS 201; QL; D. Bunde*

CS 306 Automata Theory and Programming Languages

Automata theory (finite machines, Turing machines, regular expressions, context-free languages); computability theory (decidable and undecidable languages, problems that are solvable and not solvable by computers); complexity theory (time and space complexity of algorithms, NP-completeness, intractability); a critical study of the design issues that underlie modern programming languages including the study of lexical and syntactic analysis and the important programming paradigms. *Prereq: CS 142 and MATH 175; QL; D. Bunde*

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 226; QL; STAFF*

CS 310 Compilers and Interpreters

Theory and practice of computer programming language translation. Lexical analysis, syntax analysis, finite state automata, parsing methods, error handling, error recovery, compiler organization, interpretation, intermediate languages, code generation and optimization techniques. *Prereq: CS 201 and CS 306; QL; STAFF*

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: CS 262 or permission of the instructor; QL; STAFF*

CS 320 Database Systems

Theory and management of database management systems, including database models, design

principles, file organizations, 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: CS 262; QL; STAFF*

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. Different development models are examined including the waterfall model, the spiral mode, rapid prototyping, and extreme programming. Students typically work together in teams to build a term-long project, gaining practical experience with developing larger systems. *Prereq: CS 292; O; W; QL; J. Dooley*

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 226 and MATH 175; O; QL; J. Dooley*

CS 340 Human-Computer Interaction

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 262; O; QL; STAFF*

CS 360 Natural Language Processing

Getting computers to process human language intelligently was one of the earliest goals in computer science, and the task continues today. This course gives a survey of the area, including both ‘pure’ topics like morphological analysis and parsing, and applications, such as machine translation, question answering, and dialogue systems. There is a strong emphasis on statistical methods. *Prereq: CS 262; O; QL; STAFF*

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: senior standing; STAFF*

Faculty and professional interests

Jennifer Smith

Dance theory and improvisation, dance history, dance composition, modern dance technique

Kathleen Ridlon

Jazz technique, ballet, modern dance

The Knox College Dance Program is a modern dance based program in the context of a liberal arts education. Students who participate in dance may choose to complete a minor in the program through course work that includes: Modern, Jazz and Ballet Technique, as well as theory course work in: Dance History and Contemporary Trends in Choreography, Dance Theory and Improvisation, and Dance Composition. Students can choose to focus their advanced studies in dance on either performance or choreography by participating in either the Dance Ensemble course or the Choreography Workshop course. The Dance Ensemble course is designed to create an experience similar to working in a dance company, while Choreography Workshop is a course that focuses on the artistic, administrative and technical work of producing a full evening dance concert.

Along with these courses, students have the opportunity to participate in an off-campus program in dance that is offered over winter break. This program takes place in Chicago over a two-week period, during which students participate in daily dance technique classes at local dance studios, attend several dance performances and take trips to area museums.

In support of the academic course work in dance, there are several performance opportunities that occur throughout the year. Included in these opportunities are the dance performance series, sponsored by the student dance organization, the Terpsichore Dance Collective and the Spring Dance Concert produced yearly by the Department of Theatre and Dance, which includes work choreographed by students, faculty and visiting guest artists. Other possible performances may take place at the American College Dance Festival, Dance Chicago, or other local or national performance events.

The dance program has a long-standing tradition of supporting dance residencies with professional choreographers, master teachers and performing dance companies. Past dance residencies include: The Chicago Moving Company (1997), Jan Erkert & Dancers (1998) Jellyeye Drum Theater (2000), Jump Rhythm Jazz Dance Ensemble (2001), Kalapriya Dance Troupe (2002), The Dance COLective (2003), The Anatomical Theatre (2004), Doug Elkins (2005), and David Dorfman Dance (2006 and 2007).

The goal of the Knox College Dance Program is to enable students to develop a well-rounded understanding of the world of dance through the practice, performance, research and

Performance Opportunities

Numerous performance and choreographic opportunities exist throughout the year for both enrolled dance students and students campus wide. Possible opportunities include: The Department of Theatre and Dance's Main Stage Dance Concert, The Student Choreography Workshop, Studio Theatre or various local and national performing arts events.

Recent Residencies

AMEBA acrobatic and aerial Dance Company (2008)
Chicago Moving Company (1997)
Jan Erkert and Dancers (1998)
Jellyeye Drum Theatre (2000)
The Dance COLective (2003)
David Dorfman Dance (2006 & 2007)
Doug Elkins (2005)

Recent Student Achievements

Students annually attend the American College Dance Festival to present selected choreography. Many students have had the opportunity to perform in professional dance concerts, both nationally and internationally, most recently at the Dance Chicago Festival in 2008 and the Off 'Avignon Festival, located in southern France, in 2007.

development of the art form. In achieving this goal, the program strives to: 1) support students of all levels and backgrounds in dance, 2) foster the creative development of each individual, and 3) provide an educational environment in which students can draw connections between their dance course work and how it relates with that of the greater Knox College curriculum.

Requirements for the minor

5 credits as follows:

- Theory and improvisation: DANC 145
- 1 credit in intermediate dance technique from two of DANC 241 [Intermed. Mod. - Dance], DANC 242 [Intermed. Ballet], DANC 243 [Intermed. Jazz Dance] and DANC 260A [Chicago Dance Project] (with permission of the instructor)
- Composition: DANC 246
- History and contemporary choreography: DANC 260
- 1 additional credit from: DANC 341 or DANC 343

Courses

DANC 141 Beginning Modern Dance (1/2)

Beginning technique develops physical proficiency in the performance of basic dance materials while promoting intellectual understanding of fundamental principles, practices, and vocabulary common to modern dance. The weekly technique classes consist of a series of exercises that condition the body for strength, flexibility, endurance, and coordination; develop a physical and conceptual awareness of the elements of space, time, and energy; and exhibit performance skills of concentration, focus, and musicality. *ARTS; May be repeated once for credit; STAFF*

DANC 142 Beginning Ballet (1/2)

Beginning ballet is an introductory course that develops a basic understanding of ballet movement vocabulary and dance terminology with an eye toward the modern dancer. The class structure will include a full barre warm-up, center combinations and basic ballet turns, as well as lectures on the history and development of ballet and video viewings. *ARTS; May be repeated once for credit; STAFF*

DANC 143 Beginning Jazz Dance (1/2)

Jazz, a common form of dance used in musical theatre and commercial and entertainment industries, has its roots in social dance and is heavily influenced by African-American

traditions. Beginning Jazz Dance introduces students to basic movement vocabulary, dance terminology, and human anatomy as they explore different styles of jazz dance technique. Class work may include quizzes, essays, research papers, and attending one or more campus performances. *ARTS; May be repeated once for credit; STAFF*

DANC 145 Theory and Improvisation

Theory & Improvisation guides the student in exploring the elements of dance through spontaneous movement. Participants work with, define, and discuss principles of dance such as space, time, shape, and force. Students focus their concentrations and physical abilities as they create their own movements in response to specific kinesthetic problems. They work as individuals, in duets, trios, and larger groupings, learning to respond to and work with fellow dancers as well as follow their own impulses. *ARTS; Prereq: DANC 141; J. Smith*

DANC 221 Somatic Practice for the Performing Artist

This class will develop a basic understanding of the roots of the somatic approach; the relationship between the mind and movement; the kinds of results obtained with somatic techniques; and the causes of sensory-motor conflicts. The course will begin with the study

of experiential anatomy and move into the analysis of both the theory and practice behind various somatic techniques. These techniques will include: the Alexander Technique, Body-Mind Centering, Laban Movement Analysis, Bartenieff Fundamentals and Authentic Movement. *J. Smith*

DANC 241 Intermediate Modern Dance (1/2)
Intermediate modern dance focuses on the physical technique of modern dance, with a primary emphasis on building advanced skills. The elements of dance learned in beginning modern: space, time, the body and energy, will be used as students explore these skills. Lectures on human anatomy and dance terminology will be included in this course. *ARTS; Prereq: DANC 141 and/or permission of instructor; May be repeated once for credit; J. Smith*

DANC 242 Intermediate Ballet (1/2)
Intermediate ballet utilizes the basic skills of ballet dance technique with the primary emphasis of developing advanced skills. The class structure will include a full barre warm-up, advanced center combinations, and turns. Partner work may also be introduced. *ARTS; Prereq: DANC 142 or permission of the instructor; ARTS; May be repeated once for credit; STAFF*

DANC 243 Intermediate Jazz Dance (1/2)
This course focuses on building students' musicality and performance skills. Students are expected to demonstrate knowledge of dance terminology and anatomy and movement vocabulary as introduced in Beginning Jazz. Class work may include attending campus performances, completing research papers, and/or incorporating the tools of technology into dance. *ARTS; Prereq: DANC 143, or permission of the instructor; J. Smith*

DANC 244 Continuing Dance Technique (1/2)
This course allows students who have completed any Intermediate level technique class, the opportunity to continue to develop their dance technique skills. A strong understanding of the fundamentals of dance found in ballet will be emphasized while modern dance techniques will be the focus of the course.

ARTS; Prereq: DANC 241, 242, or 243 or permission of the instructor; May be repeated once for credit; J. Smith

DANC 246 Dance Composition
Dance Composition focuses on applying the basic elements of dance into the creation of original dance compositions. Students enrolled in this course participate in weekly critiques that focus on learning how to articulate artistic thoughts and ideas in discussions while developing individual artistic goals and voices. *Prereq: DANC 145; J. Smith*

DANC 260 Dance History & Contemporary Trends in Choreography
This course introduces students to the history of western theatrical dance. We begin the study of this history within the courts of France and follow it through post-modern dance in America. The class meets three times a week; two of those meetings are used for lectures, the third for an experiential lesson that draws connections between dance and other fields of study. This course serves as the pre-requisite for the Chicago Dance Project (260A) where students experience dance in an urban setting. *J. Smith*

DANC 260A Chicago Dance Project (1/2)
Two-week December break program held in Chicago that is open to all students who have taken, or are currently enrolled in, the Dance History course. Students will participate in daily technique classes held at a professional studio of dance training, as well as attend four to six dance concerts over the program's duration. Trips will also be taken to the city's many art and cultural museums to create a full interdisciplinary art experience. *Prereq: DANC 260; May be repeated once for credit. Requires an additional program fee; J. Smith*

DANC 341A Dance Ensemble (1/2)
Dance Ensemble provides advanced students with an opportunity to study contemporary trends in performance and choreography. Each year, ensemble participants learn two to three new dance works, created by faculty and/or guest choreographers. These new works are presented by the ensemble in a Spring Dance

Concert. *Prereq: DANC 241 and audition; The grade is awarded only after the completion of DANC 341B; J. Smith*

DANC 341B Dance Ensemble (1/2)

A continuation of DANC 341A. *Prereq: DANC 341A; The grades for DANC 341A and B are awarded after the completion of 341B; J. Smith*

DANC 343A Choreography Workshop (1/2)

Choreography Workshop focuses on creating an intensive learning environment for dance students who have focused their dance studies on examining the choreographic process. Students work independently on developing dance works to be presented in a spring concert. Students are also required to write an artistic statement and proposal explaining what their goals are in creating their choreographic work, and they will participate in class sessions that focus on understanding how to communicate and collaborate with costume and lighting designers in creating a finished choreographic work, ready for performance. *Prereq: DANC 246; and previous choreographic experience; The grade is awarded upon the completion of DANC 343B; STAFF*

DANC 343B Choreography Workshop (1/2)

A continuation of DANC 343A. *Prereq: DANC 343A; The grades for DANC 343A and B are awarded upon completion of DANC 343B; STAFF*

Faculty and professional interests

Richard A. Stout, chair (on leave Winter-Spring 2011)

Microeconomics, macroeconomics, statistics, nonprofit enterprises

Roy R. Andersen

Microeconomics, international economics, development

Steven M. Cohn (on leave Fall 2010)

Heterodox economics, macroeconomics, environmental economics, China's economy

Daniel N. Conceição

Heterodox economics, macroeconomics, microeconomics, modern monetary theory, economic development

Jonathan Powers

Microeconomics, industrial organization, game theory, economics of information

Carol Scotton

Microeconomics, business, public economics, healthcare economics

Cooperating faculty from other programs

Carissa Murphy, *Business and Management*

John Spittell, *Business and Management*

Economics is primarily concerned with how to allocate scarce resources among the many competing demands for them, how to distribute the fruits of their productive efforts among the members of the group, and how to stabilize economies at high rates of employment and low rates of inflation. The study of economics applies theoretical, historical, institutional and quantitative approaches to the analysis of these questions.

In economics, students first study principles and techniques of economic analysis, then do more specialized and applied work in such fields as international trade, public economics, environmental economics, industrial organization or econometrics. Students also have the opportunity to explore diverse paradigms in economics. Students may pursue research in independent study or in senior honors projects.

The faculty stress the development of problem-solving abilities and familiarity with computer applications. Particular attention is given to developing orderly and critical thinking through emphasis on analytical tools and their uses. In all work, the faculty stress the implicit and explicit value judgments involved in economic analysis and decision-making.

The study of economics has a place in any citizen's education. Students may involve themselves deeply in public policy analysis, which takes advantage of the close relation between economics and political science, and may continue their study in several off-campus programs in Washington, Chicago, or abroad.

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

Recent Student Achievements

Fulbright fellowship

Fellowships and assistantships recently offered students for graduate study at University of Chicago, University of Wisconsin-Madison, University of Massachusetts-Amherst, University of Colorado, Indiana University, American University; admission to Harvard and Duke Business Schools, London School of Economics

Peace Corps volunteers in Georgia, Benin, and Costa Rica

Recent Internships

Deloitte and Touche, Chicago
Morgan Stanley Dean Witter, Washington, D.C., Chicago
Wells Fargo Financial, Galesburg, Peoria

Recent Off-Campus Programs

ACM Costa Rica Program
Washington Semester Program
ACM Urban Studies Program
Knox Barcelona Program
ACM Business, Entrepreneurship, and Society
Copenhagen
London

Recent Independent Studies and Honors Projects

"Price Dispersion Among Internet Book Retailers"
"Health Economics"
"Mergers and Acquisitions in the Software Industry"
"Paradigm Debates in Environmental Economics"
"The Effect of Code-Sharing Agreements on Prizes and Profits in the Airline Industry"
"Modeling the US Corn Market During the Ethanol Boom"

Because economics makes extensive use of mathematics, joint study of economics and mathematics is often pursued. Students interested in graduate work in economics should plan on taking additional classes in mathematics and consult with a member of the department early in their college career to ensure proper preparation.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - ECON 303 serves as a writing-intensive course for majors
- *Speaking Key Competency* - ECON 399 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Information Literacy skills are developed in most courses required for the major, especially in the statistics sequence (STAT 200, ECON 303), ECON 302, most elective courses and Senior Seminar (ECON 399). In these classes students learn how to collect and analyze data (on-line and in print) using modern search techniques and various statistical methods.

Requirements for the major

11 credits as follows:

- 5 required courses forming the foundation of the major: ECON 110, ECON 120, BUS 211, ECON 301, and ECON 302
- Mathematics: MATH 141 or MATH 151 or equivalent
- A statistics sequence: STAT 200 (see Non-Departmental Courses) or MATH 321, and ECON 303
- 2 300-level electives: ECON 310, ECON 330, BUS/ECON 333, ECON 340, ECON 347, ECON 361, ECON 363, ECON 365, ECON 368, ECON 371, ECON 372, or ECON 373
- A seminar capstone experience: ECON 399

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

Students majoring in Economics and minoring in Business and Management can apply no more than three courses to both programs simultaneously.

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

Requirements for the minor

5 credits as follows

- ECON 110 and ECON 120
- STAT 200 or PS 230 or PSYC 281
- ECON 301 or ECON 302 or ECON 303
- Another 300-level economics course excluding ECON 350 and ECON 399

Courses

ECON 110 Principles of Microeconomics

Microeconomics is concerned with the behavior of the individual economic agents—consumers, households and businesses—that make up the overall economy. The goal of this course is to introduce students to the analytical tools and techniques used by economists to better under-

stand the choices that economic agents make and how markets function. This course also provides an introduction to fields that apply microeconomics such as environmental economics, international trade, industrial organization, labor economics and public finance. *HSS; STAFF*

ECON 120 Principles of Macroeconomics

Macroeconomics: the determination of national income, employment and the price level. Topics include monetary and fiscal policy, inflation, unemployment, and economic growth. *HSS; 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 301 Intermediate Microeconomics

Microeconomic theory: the study of price determination in various market settings. *Prereq: ECON 110, and equivalent of MATH 141 or MATH 151; J. Powers*

ECON 302 Intermediate Macroeconomics

Macroeconomic theory: an analysis of the determinants of the income, employment, and the price level. Fiscal and monetary policies for economic stabilization and growth are examined. *Prereq: ECON 110, ECON 120, and equivalent of MATH 141 or MATH 151; QL; S. Cohn, R. Stout*

ECON 303 Statistical Research Methods

A continuation of STAT 200. The course emphasizes the use and interpretation of statistical techniques in economics, particularly regression methods, and the written communication of statistical results. *Prereq: STAT 200 and one 300 level economics course; QL; W; R. Stout, J. Powers*

ECON 310 The Economics of Nonprofit Enterprises

Students examine the role of nonprofit enterprises in society and the variety of ways non profits find to finance the goods and services they produce. Students survey economic and political theories about the social need for nonprofits then examine the legal organization, management, and performance of 501c(3) nonprofit organizations. Topics that receive particular attention include: defining the

mission, marketing, pricing services and products, charitable fundraising, recruiting paid staff, recruiting volunteer staff, and building effective boards of trustees. *Prereq: ECON 110; CL: BUS 310; R. Stout*

ECON 330 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 330; C. Scotton*

ECON 333 Managerial Finance

See description for BUS 333. *Prereq: BUS 212 or permission of the instructor; CL: BUS 333; J. Spittel*

ECON 340 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; S. Cohn*

ECON 347 Econometrics

The course focuses on estimating and testing economic relations. Topics include: estimation by ordinary least squares, estimation methods for panel data, estimation with instrumental variables, dummy variables, lagged variables, model evaluation and testing, and coping strategies for autocorrelation and heteroscedasticity. *Prereq: ECON 110, ECON 120, ECON 303 or MATH 322, and equivalent of MATH 151; or permission of the instructor; R. Stout*

ECON 349 Internship in Economics (1/2 or 1)

Interested students working with Economics faculty members, business and government agencies may arrange internships in the areas of economics and public policy. *Prereq: Permission of instructor; May be graded S/U at instructor's discretion; STAFF*

ECON 361 Money and Banking

The course briefly surveys how money and financial markets developed and how they facilitate savings and investment. The focus of the course is on a microeconomic treatment of financial markets, portfolio theory, the banking firm, and banking regulation. *Prereq: ECON 301 or permission of the instructor; R. Stout*

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; R. Andersen, C. Scotton*

ECON 365 Industrial Organization

This course examines the impact of imperfect competition on the behavior of firms and the performance of markets. It extends the analysis introduced in ECON 301 by systematically relaxing the assumptions of the model of perfect competition. The course explores topics such as collusion, predatory behavior, mergers and acquisitions, product differentiation, advertising and anti-trust policy. *Prereq: ECON 301; J. Powers*

ECON 368 Environmental and Natural Resource Economics

The study of the economics of renewable and exhaustible resources, environmental problems and policy responses. Topics include: the economics of air and water pollution control, the economics of recycling, the use of cost-benefit analysis, the 'limits to growth' debate, and philosophical issues in environmental policy making. *Prereq: ECON 110; CL: ENVS 368; S. Cohn*

ECON 371 International Economics I

A study of the variants of comparative advantage, barriers to trade, environmental effects, multinational firms and related topics. *Prereq: ECON 110 and ECON 120; R. Andersen*

ECON 372 International Economics II

A study of the international financial considerations, including the balance of payments, exchange rate regimes, financial globalization, and international debt. *Prereq: ECON 110 and ECON 120; R. Andersen*

ECON 373 Economic Development

Study of the processes of economic development in low income countries. Theories and experience of the accumulation and allocation of productive resources in high income countries. *Prereq: ECON 110 and ECON 120; or permission of the instructor; R. Andersen*

ECON 399 Senior Seminar in Economics

An in-depth analysis of a selected topic with emphasis on the "doing" of economics. *Prereq: ECON 301, ECON 302, ECON 303 and senior standing; or permission of the instructor; O; STAFF*

Educational Studies

Faculty and professional interests

Jason Helfer, chair

Philosophy of education; curriculum and teaching; aesthetic education

Diana Beck

Cognitive processes of science learning, theory and practice of teacher preparation, elementary curriculum and methods, educational psychology

Stephen Schroth

Differentiated instruction, literacy, effective teaching methods for high ability students, talent development in English language learners, middle school curriculum and methods

Barry Swanson

Teacher leadership, middle and secondary school curriculum and instruction

Lecturers

Joel Estes, *Educational Foundation*

Victoria Romano, *Instructional Technology*

Educational Studies is a field that uses several disciplinary approaches to arrive at an integrative understanding of the educational process and of what it means to be an educated person within institutions that are themselves part of larger personal, social, and historical contexts. As an area of inquiry, the study of education is expansive, investigating such issues as the nature of knowledge and the ways in which people construct knowledge, the ways in which it can be most effectively learned, the relationships between social justice and a variety of educational practices and institutions, and the values that we need to survive and flourish within a global and multicultural context that is increasingly interconnected, yet fragile.

The Department of Educational Studies offers a wide variety of courses in the academic study of education and in the practical dimensions of teaching and learning. These courses provide inquiry into issues such as the relationship between educational theory, policy and practice and issues of race, ethnicity, social class and gender; the politics of knowledge within schools and other institutions; the different ways in which people learn and how we make sense of our experiences; and the interconnections between educational and other institutions and phenomena such as the family, the economic sector, culture and politics; as well as broader questions of ideology.

The department's courses provide a strong intellectual foundation for students preparing to enter the profession of teaching or for those interested in study in the field of education. The department's courses also emphasize research-based instructional strategies that help all learners.

Majors and Certification

Special Facilities

Educational Resources Center

Recent Achievements

Teacher Certification Program meets all requirements of the NCATE 2000 standards
Teacher candidates include several Golden Apple Scholars
Faculty have published over a dozen articles and presented at numerous local, national, and international conferences, including AERA, NAGG, and others.

Recent Internships

Practicum experience in
Galesburg and regional schools; suburban Chicago and Peoria schools; University of Chicago laboratory school
Associated Colleges of Illinois' High-Need Schools Summer Internships in Galesburg and Chicago
REACH Fellows in Knox's Summer College for Kids
Tutors in the Jail Literacy Program, a collaboration with Altrusa

Special Programs

Teacher Advisory Committee
Faculty participate in a Collaborative Learning Partnership with Galesburg C.U.S.D. #205
Fieldwork placements locally in diverse classrooms
Maurine Tanning Nyman Scholarship competition for elementary teacher candidates
Knox College 4 Kids, a summer enrichment program serving approximately 200 Knox County children from grades 1 through 9

Special Programs (continued)

Teaching English in China: After completing EDUC 209 at Knox, students travel with faculty to China to teach English to undergraduates at Anhui Normal University in Wuhu, a university enrolling more than 19,000 students.

Junior Great Books Enrichment Program: Staffed by Knox faculty and Educational Studies students, this program meets weekly for gifted and talented first through fifth grade students from the surrounding community.

Teach in Chicago Program: During Fall Term, students may apply to student teach in the Chicago Public School District while living in Hyde Park.

Teaching on the Navajo Reservation: Following a Spring Term of studying Navajo history and culture, Knox faculty and Educational Studies students travel to the Navajo Nation Reservation where they facilitate professional development workshops for teachers and classroom experiences for Navajo elementary school age students.

The department offers majors with four distinct tracks. The elementary track concentrates on elementary school teaching, and the secondary track focuses on secondary school teaching in a variety of content areas. A third track prepares students to teach music, art, or world languages in K-12 classrooms. The fourth track is a Social Science Education program, which prepares students to teach a range of social science courses at the secondary level. Completing the requirements in any of the tracks does not by itself qualify students for teacher certification. Students must also be recommended by the department for certification and complete the teacher licensure requirements set by the Illinois State Board of Education Standards. These requirements include passing all Illinois Certification Tests. In 2007-2008, the pass rate for College program completers was 100%. The State-wide summary pass rate for the same year was 99%.

As a member of the Associated Colleges of Illinois, the Educational Studies Department also 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 serve as interns during a summer school program for first through twelfth grade students from Chicago Public Schools. The interns teach their own group of students while completing professional development activities. Teacher candidates can also work with Knox College faculty and area master teachers at Knox College.

Teacher Certification

Knox offers certification programs approved by the State of Illinois in elementary education (kindergarten through ninth grade), and several subject areas in secondary education (grades six through twelve). The subject areas in which Knox offers secondary education certifications are: English; mathematics; science with designations in chemistry, biology, or physics; social science with designations in anthropology/sociology, economics, history, political science, or psychology. Knox is also approved to offer certification programs in K-12 Art, Music, and Language. The language designations are Latin, Spanish, French, and German. Students interested in either elementary or secondary certification may qualify for Middle School endorsement by successfully completing EDUC 205 and EDUC 317 and content area requirements.

In general terms, students can qualify for recommendation for certification by satisfactory completion of a major in Educational Studies; for secondary and K-12 education programs another major in a subject field (the second major should be in the teaching area); completion of the Knox general education courses; a required number of hours of field work, including all components of student teaching; and successful passage of the State of Illinois Certification tests. In order to meet certification standards in Illinois and other states, students must demonstrate knowledge in

the arts, communications, history, literature, mathematics, philosophy, sciences, social sciences and global perspectives. The certification office, located in the Educational Studies department, maintains files of current certification requirements. (The ISBE may change certification requirements, usually with significant advance notice.)

Students should consult a faculty member in the Educational Studies department, early in their college career, to arrange their respective courses of study.

The Teacher Education Program

Admittance to the program and subsequent student teaching is based on attaining a 2.5 GPA prior to student teaching overall and in the major(s), satisfactory completion of all prior Educational Studies courses and fieldwork, a recommendation for student teaching from a course instructor of record in the methods course in which a student is enrolled or practicum teacher with whom the teacher candidate works, and successful completion of Illinois State Basic Skills Test and the appropriate Illinois State Content Area Test. In order to successfully complete the program resulting in entitlement for initial certification a teacher candidate must: maintain a minimum GPA of 2.5 in the teacher candidate's major and second field of study and overall, satisfy all other graduation requirements, and pass the Assessment of Professional Teaching exam.

Beginning February 1, 2012, candidates must have received a grade of C or better in all professional education coursework and in any coursework they are using as part of an application for an endorsement or an approval. This includes transfer coursework, coursework taken in an alternative certification program, and any undergraduate coursework that counts towards certificate requirements.

As per the State of Illinois Teacher Certification Board, beginning February 2010, teacher candidates are limited to five attempts in order to successfully pass any one ICTS exam (The Illinois Basic Skills Test, an appropriate content area test, and the Assessment of Professional Teaching exam). Successful completion of each exam is required for initial licensure. Thus, candidates who take a particular test and do not receive a passing score within five attempts will not be certified for initial licensure in the State of Illinois in the area in which that test is required.

Additional endorsements to the teaching certificate may require 12 semester hours of upper division credit (4 courses). Candidates for teacher certification 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 for teacher certification. The Department of Educational Studies monitors these changes and informs educational studies majors of changes in requirements. It is essential that teacher candidates meet regularly with their Educational Studies Advisor. Please contact Lori Montgomery, Director of Clinical Supervision and Certification for questions about certification requirements.

All teacher candidates must uphold the Illinois Code of Ethics for Educators. Faculty Evaluation of Teacher candidate progress, performance, and professional behavior may be evaluated by the Educational Studies Department faculty at any time. Following such evaluations, advisors will notify teacher candidates about the assessment of their progress in the program and inform them of any deficiencies identified and the required action to remain in good standing. Failure to remediate deficiencies may result in dismissal from the program.

Thirteenth Term Certification Scholarship

Teacher Candidates may apply to receive an award to cover the cost of a thirteenth term. Applications that have reasonable merit will be considered. Grounds for reasonable merit include studying abroad, participating in Repertory Theatre Term or Green Oaks Term, and scheduling difficulties beyond a student's control. A thirteenth term will not be awarded to students who retake courses due to poor performance or lack of foresight on the part of the student in planning his or her course of study.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - EDUC 202, 203, and 310 serve as writing-intensive courses
- *Speaking Key Competency* - EDUC 204, 314-316, 318, and 319 serve as speaking-intensive courses
- *Information Literacy and Informed Use of Technology* - Information literacy and informed use of technology are acquired in a variety of ways throughout the program that may include workshops, participation in special programs, requirements of particular courses, or enrollment in Educational Studies technology courses.

Requirements for the majors

Educational Studies, Elementary

10.5 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 301, EDUC 310
- Methods courses: EDUC 312, EDUC 314, EDUC 315, EDUC 316 (2 1/2 credits)
- Student teaching: EDUC 340 (3 credits)

Note: EDUC 201, either EDUC 202 or EDUC 203, and EDUC 204 can be taken in any order, but all of these courses must be satisfactorily completed prior to enrolling in more advanced courses.

Educational Studies, Secondary

9 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 301, EDUC 310
- Methods course: EDUC 318
- Student Teaching: EDUC 340 (3 credits)

Social Science Education

This major can only be completed in conjunction with a major in Educational Studies.

12 credits as follows:

- Social Science Research: One from among: STAT 200 (see Non-Departmental Courses), HIST 285, or PS 230
- Anthropology/Sociology: ANSO 102, ANSO 103, or ANSO 105
- Economics: ECON 110 and ECON 120
- Geography: One from among: ANSO 231, IIS 100, ENV5 101 or ENV5 260
- History: Four courses: HIST 160, HIST 161, one 100-level European (non-U.S.) history course, and one World (non-U.S., non-European) history course

- Political Science: PS 101, and either PS 210 or PS 220
- Psychology: One from among: PSYC 100, PSYC 203, PSYC 205, or PSYC 207
- Educational Studies: EDUC 310, and either EDUC 314, EDUC 315, EDUC 316, or EDUC 318

K-12 Special Content Areas

9 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 301, EDUC 310
- Methods course: EDUC 319
- Student Teaching: EDUC 340 (3 credits)

In addition to the above majors, the department also offers programs leading to certification in three special content areas—Art (K-12), Music (K-12), and Language (K-12). In general, a student may receive certification in a special content area by completing a content major, a major in Educational Studies, Secondary (replacing 318 with 319), and also completing extra courses as required in order to ensure preparation in the full range of the certificate. See the Music section of this catalog for a detailed description of the Music Education program.

Requirements for the minor

Educational Policy Studies

5 credits as follows:

- Foundation courses: Two from: EDUC 201, 202, or 203
- EDUC 204 or EDUC 301
- American Public Policy: PS 235
- Educational Policy: EDUC 330

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 service at a local social service agency. *HSS; Prereq: Not open to first-year, first-term students; CL: ANSO 201; DV; J. Helfer, B. Swanson*

EDUC 202 History of Education

An examination of the ways in which humans across time have addressed issues such as educational aims, opportunity, curriculum and pedagogy. The relationship between socio-political contexts and education, the trends and processes of educational change, and linkages between past and current educational practices are also considered. *Prereq: sophomore standing; or permission of the instructor; CL: HIST 202; W; S. Schroth*

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?” *HUM; Prereq: sophomore standing; or permission of the instructor; CL: PHIL 215; W; J. Helfer*

EDUC 204 Psychological Foundations of Education

An examination of human learning from a variety of perspectives. Learning is viewed as a process that occurs formally in settings such as schools, as well as informally in daily human experience. Where appropriate, topics in human development are related to theories of learning. In addition to class work, students work in local classrooms for a minimum of 25 hours. *Prereq: sophomore standing; or permission of the instructor; CL: PSYC 273; O; D. Beck*

EDUC 205 Adolescent Development

This course is an examination of emerging adolescent development, both historically and in contemporary society. It is designed to focus on the physical, psycho-social and intellectual dimensions of early adolescent development. *Prereq: EDUC 204; CL: PSYC 206; S. Schroth, D. Beck*

EDUC 207 Microcomputer Concepts and Applications for Educators (1/2)

Educators focus on how to use personal computer systems effectively within educational contexts. The course not only examines specific computer applications that are being used or could be used by educators but also the implications and ramifications of increasing the use of technology, specifically computer technology, on learning and teaching. *Prereq: EDUC 201; V. Romano*

EDUC 208 Reading & Writing Across the Content Areas (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. *S. Schroth*

EDUC 209 Teaching of English to Speakers of Other Languages (TESOL) (1/2 or 1)

Students develop strategies-fully grounded in research, and practice-to teach English as a second language (ESL) in the United States or to teach English as a foreign language (EFL) internationally. Students will have the option of enrolling in the class for either one-half credit or one credit. Both the one-half credit and the one-credit courses will focus upon second language assessment, second language teaching methodologies, and ESL/EFL materials development and curriculum design. Students may, with approval, gain practical experience through a seventeen day-trip to Anhui Normal

University in China, which will be undertaken in December immediately after the classroom portion of the course. *S. Schroth*

EDUC 301 Teaching and Learning in a Diverse World

This course will focus on teaching children with diverse needs, including children with identified physical and emotional handicapping conditions, as well as those from non-dominant groups by virtue of their race, ethnicity, nation of origin, language, religion, economic history, gender and/or sexual orientation. Legislation and rights and responsibilities of teachers will be addressed, as will fostering working relationships with students' parents and the community beyond the school. Minimum of 25 hours of fieldwork required. *Prereq: EDUC 201, EDUC 202 or 203, and EDUC 204, or permission of the instructor; DV; S. Schroth*

EDUC 310 Perspectives on Curriculum

This course addresses the questions: What is curriculum? How do educators plan curriculum? How are personal beliefs and societal views reflected in the curriculum? How does curriculum perpetuate the status quo? How does curriculum affect students' intended and unintended learning? How are teaching and learning and curriculum interconnected? How can curriculum be used to facilitate educational and societal change? A practicum experience is required in the course. *Prereq: EDUC 301; W; J. Helfer, B. Swanson*

EDUC 312 Literary and Aesthetic Experiences in the Elementary School

The foundations of curriculum from EDUC 310 are linked with the more concrete work of curriculum making and teaching. The teaching of reading, as one of the language arts and as integrated with other art forms and aesthetic experiences, provides the focus. Topics in the politics and ideology of reading, communication, and literacy are also explored. A practicum experience is required in this course. *Prereq: EDUC 310; S. Schroth*

EDUC 314, EDUC 315, EDUC 316 Curriculum Development and Teaching in the Elementary School (1/2)

The foundations of curriculum from EDUC 310 are linked with the more concrete work of curriculum making. The construction of curricula in mathematics, natural sciences and social studies is undertaken. A practicum experience is also included in this course. *Prereq: EDUC 310; EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; O; S. Schroth, D. Beck*

EDUC 317 Curriculum Development and Teaching in the Middle Grades

An examination of curriculum development and teaching activities specifically aimed at middle-level education. Utilizing the foundation to curriculum developed in EDUC 310, students are engaged in creating curriculum projects and teaching activities, accompanied by a practicum in the public schools. *Prereq: EDUC 310; B. Swanson*

EDUC 318 Curriculum Development and Teaching in the Secondary School

An examination of issues and classroom practices related to secondary curriculum, instruction and assessment. Students investigate and discuss a variety of instructional methods, design curriculum in their discipline area and teach practice lessons. A practicum experience in the schools is a major part of this course. *Prereq: EDUC 310; O; B. Swanson*

EDUC 319 Curriculum Development and Teaching in Special Content Areas

An examination of issues and classroom practices related to K-12 curriculum, instruction, and assessment in a special content area (K-12 art, K-12 music). Students investigate and discuss a variety of instructional methods, design curriculum in their discipline area and teach practice lessons. A practicum experience in schools (K-12) is a major part of this course. *Prereq: EDUC 310; O; B. Swanson*

EDUC 321 Culturally Appropriate Teaching – The Navajo Reservation (1/2)

The classroom component of this course will examine the historical, sociological, cultural and educational circumstances of Navajos who have lived and are now living on the Navajo Nation Reservation in the Southwestern area of the U.S. Each August, students who have satisfactorily completed the classroom component of the course will travel with Knox professors to a remote school on the Navajo reservation. There, students and professors will work with the teachers currently employed by the school in grades K-6, assisting these teachers with professional development, instructional strategies, lesson planning, assessments, and curriculum development. *Prereq: EDUC 201, 202 or 203, 204, 301, 310, completion of or concurrent enrollment in EDUC 312, 314, 315, 316, or 318 or 319, and permission of instructor; D. Beck, S. Schroth*

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; S. Schroth, D. Beck*

EDUC 330 American Educational Policy

This course provides students the opportunity to examine issues in American educational policy-making and implementation from three interrelated perspectives. First, students will develop a framework from which to understand the rationale and necessity of developing large-scale policies for the education of a citizenry or specific group. Second, these perspectives will be used to consider specific policies

constructed and implemented in a variety of educational contexts (e.g., public schooling, higher education, adult education and vocational education). Finally, the effects of educational policy upon their intended constituencies (e.g. reforms) will be examined. *Prereq: Two of: EDUC 201, 202, or 203; and one of: EDUC 204 or 301; and PS 235; or permission of the instructor; J. Helfer*

EDUC 340 Student Teaching (3)

A full-time commitment to observation, reflection, and teaching in either a local school or a Chicago area school. Emphasis on exploring diverse approaches to teaching, curriculum, and evaluation and on using schools as sites for further inquiry and research. A weekly seminar accompanies the school-based field work. *Prereq: EDUC 312 and 314, 315, 316, or EDUC 318, or EDUC 319; STAFF*

EDUC 399 Seminar: Issues In Education

An intensive study of selected current issues in education. Students pursue topics related to the general issues and present their findings in the seminar group and/or in a research paper. *Prereq: permission of the instructor; STAFF*

Engineering

Pre-Professional & Cooperative Program

Participating Universities

Columbia University
Rensselaer Polytechnic Institute
University of Illinois,
Urbana-Champaign
Washington University

Off-Campus Study Opportunities

Argonne National Laboratory
Oak Ridge National Laboratory

Recent Student Research Projects

Computer-instrumentation
interfacing
Differential thermal calorimetry
Laser light scattering
Liquid chromatography
Mössbauer spectroscopy
Nuclear magnetic resonance
Inorganic cluster synthesis
Software design

Related Major Programs

Biochemistry
Biology
Chemistry
Computer Science
Environmental Studies
Mathematics
Physics

Program Advisor

Thomas Moses, *Physics*

Engineering is among the oldest disciplines, yet is changing and growing at a breathtaking pace. Engineers are at the forefront of the effort to apply scientific understanding to meeting human needs. Today's engineering problems push the limits of physical law and scientific knowledge, making it more important than ever that engineers have a strong preparation in the basic science underlying their chosen engineering specialty. At the same time, our increasingly interconnected society and environment demand a broadly educated engineer who is prepared to think critically about the trade-offs and impacts inherent in any engineering design. The Dual-Degree Program in Engineering is designed to prepare students to be successful engineers in the challenging world we face today.

Knox offers a five-year combined program leading to the degrees of bachelor of arts and bachelor of science in engineering, 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 studies 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 the cooperating institution, a Knox student must:

- have received at least 27 credits with at least a 2.0 grade point average;

- have been in residence on the Knox campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for a Knox degree except the requirements for the major, for total credits, that the last credits and terms before the degree be in residence;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

In addition to 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 101 and CHEM 102
- MATH 151, MATH 152, MATH 205, and MATH 230
- CS 141

A cumulative grade point average of 3.0 or above is recommended for admission by the cooperating schools of engineering. Certain programs have additional requirements, and interested students are urged to contact the program advisor for specifics and assistance with planning.

English

Majors and Minors

Special Programs

CATCH, nationally awarded student literary magazine

Common Room, on-line student journal of literary criticism

Caxton Club, scholarly and creative presentations by faculty, visiting scholars and artists

Writers' Forum, student reading series

Cellar Door, literary magazine featuring work by students, faculty, staff, and professional guest writers

Quiver, online literary magazine featuring genre fiction by students

Special Collections

Hughes Collection on Hemingway, Fitzgerald and the Lost Generation

Large videotape and DVD collection on American and international writers, and feature films

Recent Student Achievements

Recent winners of Mellon, Watson, Javits, and Fulbright fellowships

2001, 2003, and 2008 winners of ACM Nick Adams Fiction prize

Most winners and finalists in 36-year history of ACM Nick Adams Fiction Competition

Student fiction, poetry and drama selected for national publications

Student literature papers selected for state and national scholarly conferences

Faculty and professional interests

Robert Smith, chair

American literature, literary theory, film studies

Robin Metz, Director, Program in Creative Writing

Creative writing, modern and contemporary literature, Hemingway, Woolf, Beckett, multidisciplinary arts, environmental literature and arts

Emily Anderson

Enlightenment literature, Romantic literature, Victorian prose, literary theory, film studies, the gothic

Monica Berlin

Creative writing, modern and contemporary literature, composition

Gina Franco

Creative writing, British Romantic poetry and prose, Victorian literature, modern and contemporary American poetry, Chicana/Chicano writing, translation

Lori Haslem

Shakespeare, Renaissance literature and culture, early modern literature and gender studies, Chaucer, literary theory, fairy tale

Cyn Kitchen

Creative writing

Sean Mills

Fiction and poetry writing, composition and rhetoric, modern and contemporary American and English literature

Nick Regiacorte

Creative writing, modern and contemporary poetry, fiction, creative non-fiction, prosody

Natania Rosenfeld

Modern and contemporary literature, Woolf, postcolonial literature, Jewish literature, poetry, creative writing

Chad Simpson (on leave, Fall 2010)

Creative writing

Barbara Tannert-Smith

Creative writing, fiction, creative non-fiction, children's and young adult literature

James Williams

Sixteenth and seventeenth century literature, Shakespearean and non-Shakespearean drama, early modern interpretive practices, theories of reading

Distinguished Writer-in-Residence

Robert R. Hellenga

Distinguished Affiliated Scholar

Alex Kuo

Cooperating faculty from other programs

Neil Blackadder, *Theatre*

John Haslem, *Center for Teaching and Learning*

Frederick Hord, *Black Studies*

Paul Marasa, *TRIO Achievement Program*

Elizabeth Carlin Metz, *Theatre*

Magali Roy-Féquièrre, Gender and Women's Studies
(on leave, 2010-2011)

Marilyn Webb, *Journalism*

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 literary theory, prepare students to become active interpreters of the world rather than passive consumers of the interpretations of others. Period courses offer students an opportunity to look at the world through other eyes, 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 look at 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 and art journal devoted to student work, edited by students and published twice a year; the “Writers’ Forum,” which provides an opportunity for students to read their own work; 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 (strengthened by the creation of the John and Elaine Fellowes Fund for English Literature and Writing) of bringing to campus scholars and writers of the first rank, including several U.S. poet laureates.

Students may major or minor in either literature or creative writing.

The departmental curriculum contributes to the College’s Key Competency Requirements as follows:

- *Writing Key Competency* - ENG 120, 123, 206, 207, 208, 270, 306, 307, 308, 311, 320, 330, 335, 336, 342, 343, 344, 345, 347, 370, 371, 375, 376, and 398 serve as writing-intensive courses for majors
- *Speaking Key Competency* - For Creative Writing majors: ENG 306, 307, 308 or 311 accompanied by a Writers’ Forum reading; and for Literature majors: ENG 398

Recent Off-Campus Programs

London and Florence Program

Newberry Library Program

Chicago Arts Program

Denmark Program

Green Oaks Term

London Arts Alive

Japan Study Program

St. Andrews University Program

Recent Visitors

Robert Pinsky, Jane Gallop,

Eavan Boland, Alice Fulton,

Gerald Stern, David Bleich,

Marilynne Robinson, Wole

Soyinka, Billy Collins, Andre

Dubus III, Barry Lopez, Jorie

Graham, James Galvin, Aimee

Bender, Sharon Olds, William

Gay, Stuart Dybek, Phillip

Lopate, M.T. Anderson, Michael

Martone, Natasha Trethewey,

Junot Diaz, Helena Viramontes,

Peter Orner, Denis Johnson,

Benjamin Percy

Prizes

Davenport Awards in Poetry,

Playwriting, and Fiction

Procter Fenn Sherwin Prize in

Fiction

Beverly K. White Prize in

Creative Writing

Howard Wilson Prizes in Literary

Criticism

Elizabeth Haywood English

Research Award

Nina Marie Edwards Memorial

Award

Lorraine Smith Prize in English

William Brady Prize in English

- Information Literacy and Informed Use of Technology - All 300-level literature courses in the department require students to master informed use of technology, including information retrieval, MLA database use and the critical evaluation of internet resources.

Requirements for the majors

Creative Writing

12 credits as follows

- Five writing courses from among: ENG 205, ENG 206, ENG 207, ENG 208, ENG 209, ENG 306, ENG 307, ENG 308, ENG 309, or ENG 311, as follows:
 - at least three courses must be at the 300-level;
 - courses must be in at least two genres;
 - one course in Journalism may be substituted with advisor approval and may count for the two genre requirement.
- Five elective courses above the 100 level in literature, film, or theory as follows:
 - at least three 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 (this course may be taken in another department).*
- 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.

No individual course may satisfy more than one major requirement.

Students may combine a major in English Literature with a minor in Creative Writing as long as no more than two courses are used simultaneously for the two programs.

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

English Literature

12 credits as follows:

- Ways of Reading: ENG 200
- One course in creative writing or journalism: 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 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
- Five elective courses in literature, film, or theory as follows:
 - at least three electives must be at the 300-level, and one may be offered in another department
 - two courses must be focused before 1900, only one of which may be a 200-level survey course;
 - cross-listed period and single author courses may be substituted with advisor approval
- Senior seminar for literature majors: ENG 398.

- 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: ASIA: 220; BKST: 206, 220, 233, 234, 235, 240, 335; CLAS: 203, 375; GRK: 211-218, 311-318; LAT 211-218; 311-318; ENG: 233, 234, 235, 242, 243, 245, 375, 376, 377; FREN: 215, 220, 240, 304, 305, 309, 311, 313, 316, 318, 319, 330; GERM: 202, 302, 323; GWST: 206, 235, 238, 325; JAPN: 301E, 302E; LAST 238; SPAN: 235, 302, 305, 306, 307, 308, 330; THEA: 374, 375, 376, 377

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. *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. *STAFF*

ENG 120 Introduction to Literature

This course is an introduction to the forms, vocabulary and critical reading strategies associated with the literary genres of fiction, poetry, and, at the instructor's discretion, one other genre—usually either drama or film. *HUM; W; STAFF*

ENG 123 Introduction to Drama and Theatre

See description for THEA 123. *HUM; CL: THEA 123; W; N. Blackadder*

ENG 124 Introduction to Film

Film is studied as a distinct art form with its own means and ends. Films are selected that are representative of various periods or major advances and are studied from historical, theoretical, and critical perspectives. *HUM; CL: FILM 124; R. Smith, E. Anderson*

ENG 200 Ways of Reading

Students analyze and assess their own assumptions about what constitutes the act of “reading.” We pursue a detailed investigation of the processes of representation and interpretation in order to consider the many different “ways” of reading texts. Integrating theory and practice, we test the usefulness of the models provided by such movements as New Criticism, Feminism, Reader-Response, Deconstruction, Psychoanalysis, New Historicism, and Queer Theory to the situated analysis of a variety of literary and cultural texts. *HUM; Prereq: ENG 120 recommended; STAFF*

ENG 201 Business and Technical Writing

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 205 Beginning Poetry Translation

Discussion of theory, contemporary practice, and student work, plus conferences with members of the language faculties. *ARTS; Prereq: 103 in a foreign language or equivalent; ENG 120 or permission of the instructor; G. Franco*

ENG 206 Beginning Creative Nonfiction Writing

A seminar in the writing of various kinds of contemporary nonfiction. Discussion of published writers and student work, plus individual conferences. *ARTS; Prereq: ENG 120 or permission of the instructor; CL: JOUR 206; W; N. Rosenfeld, N. Regiacorte, C. Simpson, C. Kitchen, M. Webb*

ENG 207 Beginning Fiction Writing

A seminar on contemporary fiction writing. Discussion of published writers and student work, plus conferences. *ARTS; Prereq: ENG 120 or permission of the instructor; W; R. Metz, B. Tannert-Smith, N. Regiacorte, C. Simpson, C. Kitchen*

ENG 208 Beginning Poetry Writing

A seminar on contemporary poetry writing. Discussion of published writers and student work, plus conferences. *ARTS; Prereq: ENG 120 or permission of the instructor; W; M. Berlin, G. Franco, N. Regiacorte*

ENG 209 Beginning Playwriting

See description for THEA 209. *ARTS; Prereq: THEA/ENG 123 or THEA 131 or ENG 207 or ENG 208; or permission of the instructor; CL: THEA 209; N. Blackadder*

ENG 221 Gender and Literature

Emphasis is on the use of gender as a category of analysis by which to examine literary

characters, styles, and techniques, as well as the circumstances and ideology of authors, readers, and the literary canon. *HUM; CL: GWST 221; DV; M. Roy-Féquièrre, 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. *Prereq: ENG 120 strongly recommended; B. Tannert-Smith*

ENG 231 American Literature I

A survey of literature from colonization through the major authors of the mid-nineteenth century. We examine the formation of an American literary tradition in the context of cultural, intellectual, political and economic developments. Authors may include de Vaca, Bradstreet, Edwards, Wheatley, Emerson, Melville, Dickinson, Stoddard, Brent, Douglass and Stowe. *HUM; Prereq: ENG 120 strongly recommended; R. Smith*

ENG 232 American Literature II

A survey of literatures produced in the United States since the Civil War. We examine relationships between cultural and intellectual currents and the political, economic, and social development of the United States during this period, focusing particularly on race, gender and class as analytic categories. Authors may include Howells, Twain, Jewett, Chopin, Cather, Chesnutt, Fitzgerald, Pynchon, Cisneros, Morrison, Harjo, Gibson. *HUM; Prereq: ENG 120 strongly recommended; R. Smith*

ENG 233 African-American Literature

See description for BKST 233. *HUM; CL: BKST 233; F. Hord*

ENG 234 African and Black Caribbean Literature

See description for BKST 234. *HUM; CL: BKST 234; F. Hord*

ENG 235 African American Women Writers

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

ENG 242 Postcolonialism

Against the background of socio-political issues like colonialism, nationalism, and race and gender, and in the stream of literary heritages like modernism, this course undertakes an exploration into the prose of Bessie Head and Chinua Achebe (Africa), V. S. Naipaul and Michelle Cliff (the Caribbean), Kamala Markandaya and Raja Rao (India), and the poetry of Wole Soyinka (Africa), Derek Walcott (the Caribbean) and Anita Desai (India), among others, that is supplemented by a consideration of the “colonial” and “postcolonial” theories of Franz Fanon, Aimé Césaire, Homi Bhaba, Benita Parry and Gayatri Spivak. *HUM; 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; DV; N. Rosenfeld*

ENG 243 U.S. Latino Literature: Identity and Resistance

See description for AMST 243. *CL: AMST 243; M. Roy-Féquièrè*

ENG 245 Literature and Power

A study of the relationship between literature and power. This course will examine the cultural forces that influence the creation, circulation, and interpretation of texts. Specific offerings may vary from year to year, but in each incarnation, the course will examine literature through the lens of cultural diversity and power. *HUM; Prereq: ENG 120 or ENG 200; DV; STAFF*

ENG 247 Moral Life in Literature

See description for PHIL 247. *CL: PHIL 247; W. Young*

ENG 251 English Literature I

A study of English literature in its social, intellectual, and historical contexts in the Anglo-Saxon, Medieval, and Renaissance periods. Emphasis is on literary works by major early writers and on the intellectual, social, and

political movements that inform the literature. Authors read may include the Beowulf poet, Chaucer, Spenser, Marlowe, Shakespeare, Jonson, and Donne, and works by less frequently canonized writers. *HUM; Prereq: ENG 120 strongly recommended; L. Haslem, J. Williams*

ENG 252 English Literature II

A study of English literature from the late seventeenth through the nineteenth centuries. The emphasis is on major Restoration, Enlightenment, Romantic, and Victorian writers in their historical and cultural contexts. The evolution of literary styles and genres is related to the intellectual, political, social, and religious movements of the respective periods. Authors read may include Behn, Pope, Swift, Johnson, Blake, Wordsworth, Wollstonecraft, Keats, Tennyson, Browning, Brontë, Dickens and Barrett-Browning. *HUM; Prereq: ENG 120 strongly recommended; N. Rosenfeld, G. Franco, E. Anderson*

ENG 253 Modern British, Irish and American Literature

A study of poetry and fiction from the late nineteenth to the mid twentieth century, with attention to the relationship between the disintegration of traditional moral, social and intellectual values and the development of new literary forms. Authors include Yeats, Forster, Joyce, Woolf, Eliot, and Rhys. *HUM; Prereq: ENG 120 strongly recommended; N. Rosenfeld*

ENG 270 News Writing and Reporting

See description for JOUR 270. *HUM; CL: JOUR 270; W; M. Webb*

ENG 275 Advanced Composition

See description for CTL 275. *CL: CTL 275; W; 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; CL: JOUR 306; May be taken three terms; O; W; N. Regiacorte, M. Berlin, N. Rosenfeld, M. Webb*

ENG 307 Fiction Workshop

Intensive work in the reading and writing of fiction; workshops plus individual conferences.

Prereq: ENG 207 or written permission of the instructor; May be taken three terms; O; W; R. Metz, B. Tannert-Smith, C. Simpson, C. Kitchen

ENG 308 Poetry Workshop

Intensive work in the reading and writing of poetry; workshops plus individual conferences.

Prereq: ENG 208 or written permission of the instructor; May be taken three terms; O; W; M. Berlin, N. Regiacorte, G. Franco

ENG 309 Playwriting and Screenwriting Workshop

See description for THEA 309. *Prereq: ENG 209 or THEA 209 or written permission of the instructor; CL: THEA 309; May be taken three terms; N. Blackadder*

ENG 311 Advanced Writing (1/2 or 1)

Individual projects in writing non-fiction, fiction, poetry, or drama. Conducted on a tutorial basis by members of the department.

Prereq: Reserved for exceptional students, after consultation, and with written permission of the instructor; May be repeated for credit; O; W; STAFF

ENG 320 Fairy Tale: Historical Roots and Cultural Development

Focusing mainly on the European fairy tale (Italian, French, German, English), the course seeks understanding of the genre's roots in early modern oral culture; of its transition to fashionable literary circles and to children's bookshelves; of its relationship to issues of class and gender; and of its psychological appeal. Some attention also given to modern and postmodern American and film treatments of the fairy tale. *HUM; Prereq: Any 200-level literature course or permission of instructor.; W; L. Haslem*

ENG 327 English Prosody

An intensive study of rhythmic expressivity in poetry written in English, with regular scansion and analyses of various texts from the 14th

the 20th century, from Geoffrey Chaucer to Bob Dylan. *Prereq: junior standing or permission of the instructor; 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: ENG 251 strongly recommended; W; L. Haslem*

ENG 331 Shakespeare: Histories and Comedies

Study of Shakespeare's histories and comedies with combined attention to the plays as rich poetry and as texts for performance. Some discussion of the plays in connection with selected critical essays on them, and some in-class analysis of scenes from filmed productions of the plays. *HUM; CL: THEA 331; L. Haslem, J. Williams*

ENG 332 Shakespeare: Tragedies and Romances

Study of Shakespeare's tragedies and romances with combined attention to the plays as rich poetry and as texts for performance. Some discussion of the plays in connection with selected critical essays on them, and some in-class analysis of scenes from filmed productions of the plays. *HUM; CL: THEA 332; L. Haslem, J. Williams*

ENG 334 Literary Criticism

This course is a highly focused workshop-seminar designed to facilitate the careful discussion of a few selected literary-critical theories and their application to a range of literary and cultural texts. Theories discussed may include: new historicism; reader-response criticism; feminist criticism; deconstruction; Marxist criticism; Queer theory, etc. *Prereq: ENG 200; N. Rosenfeld, E. Anderson*

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: any 200-level literature course or permission of the instructor; W; 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: any 200-level literature course or permission of the instructor; W; R. Smith*

ENG 342 Renaissance Literature and Culture

Explores the crossover between a complex cultural issue from the 15th to 17th centuries and a set of literary and/or dramatic texts from the same period. Possible topics: culturally based representations of the body; social constructions of gender and the “gender wars”; class issues and “carnavalesque” literature. Possible authors: Spenser, Marlowe, Jonson, Donne, Webster, Milton, selected female poets; selected male and female pamphleteers. *Prereq: ENG 251 strongly recommended; W; L. Haslem, J. Williams*

ENG 343 Enlightenment Literature

Studies in English Neoclassical and Pre-Romantic literature with emphasis on satire and the novel. Authors read may include Swift, Defoe, Pope, Fielding, Burney, Sterne, Richardson and Radcliffe. *Prereq: ENG 252 strongly recommended; W; E. Anderson*

ENG 344 Romantic Literature

Emphasis on the Romantics as the first generation of writers to face a universe that did not have a built-in meaning. The old Medieval-Renaissance world view, which was still operative in Pope’s *Essay on Man*, no longer served the needs of the Romantic writers, who looked elsewhere for new sources of meaning: to Nature, to the inner self, to romantic love, and to the transcendence (real or imaginary) of art itself. *Prereq: ENG 252 strongly recommended; W; G. Franco, E. Anderson*

ENG 345 Victorian Literature

Seminar on the major Victorian writers, 1832-1900. Emphasis is either on novelists such as Dickens, Eliot and Brontë, or poets such as Tennyson, Browning and Rossetti. *Prereq: ENG 252 strongly recommended; W; E. Anderson, G. Franco*

ENG 346 Modern and/or Contemporary Poetry

A study of modern and contemporary poetry in Great Britain, Ireland, and the United States. Individual authors and emphases vary, but may include confessional poetry, the Beat poets, and other modern and postmodern authors and movements. *Prereq: any 200-level literature course or permission of the instructor; M. Berlin, N. Regiacorte, G. Franco*

ENG 347 Modern and/or Contemporary Fiction

A study of modern and contemporary fiction in England and/or America. Attention is directed toward various traditions and innovations in narrative art as they reflect and incorporate shifting attitudes toward love, marriage, family, social groups and institutions, nature, technology, war, and the relationship of individuals to fundamental economic and political forces. *Prereq: sophomore standing; W; DV; N. Rosenfeld*

ENG 363 Film Theories

This course will explore one or more of the main currents in film theory, including formalist, realist, structuralist, psychoanalytic, feminist, poststructuralist, cognitivist, and cultural-contextualist approaches to questions regarding the nature, function and possibilities of cinema. The course is designed as an advanced introduction and assumes no prior exposure to film theory. Specific offerings will vary from year to year. Topics of study may include: “Genre versus Auteur”; “Psychoanalysis and Film”; “Narrative and Film”; and “Experimental Film.” *HUM; Prereq: ENG 124 or permission of the instructor; CL: FILM 363; R. Smith, E. Anderson*

ENG 370 Editorial Vision: Feature Writing

See description for JOUR 370. *Prereq: JOUR 270 or permission of the instructor; CL: JOUR 370; W; M. Webb*

ENG 371 In-Depth Reporting

See description for JOUR 371. *Prereq:* JOUR 270 or permission of the instructor; *CL:* JOUR 371; W; M. Webb

ENG 373 European Drama and Theatre: Renaissance through the 17th Century

See description for THEA 373. *Prereq:* junior standing or permission of the instructor; *CL:* THEA 373; N. Blackadder, J. Grace

ENG 374 European Drama and Theatre: 18th and 19th Centuries

See description for THEA 374. *Prereq:* junior standing or permission of the instructor; *CL:* THEA 374; N. Blackadder, J. Grace

ENG 375 European Drama and Theatre: Rise of Realism to 1945

See description for THEA 375. *Prereq:* junior standing or permission of the instructor; *CL:* THEA 375; W; N. Blackadder, J. Grace, E. Carlin-Metz

ENG 376 Modern Drama: 1945 to the Present

See description for THEA 376. *Prereq:* junior standing or permission of the instructor; *CL:* THEA 376; W; DV; N. Blackadder, E. Carlin-Metz, J. Grace

ENG 377 Women Playwrights: The Search for the Female Voice in Contemporary World Theatre

See description for THEA 377. *Prereq:* junior standing or permission of the instructor; *CL:* BKST 377, GWST 377, THEA 377; DV; E. Carlin-Metz

ENG 378 American Drama and Theatre

See description for THEA 378. *CL:* THEA 378; N. Blackadder, J. Grace

ENG 380 Studies in English and American Literature

Concentration on one or two English or American writers, or on a period or genre. Writers vary from term to term. *HUM; Prereq:* junior standing; May be repeated, with permission of the instructor; *STAFF*

ENG 385 Stage Comedy

See description for THEA 385. *Prereq:* One of: ENG 120, ENG/THEA 123, THEA 131, or THEA 240, or permission of the instructor; *CL:* THEA 385; N. Blackadder

ENG 398 Senior Seminar for Literature Majors

The seminar focuses on issues in literature that are currently being discussed or debated nationally or internationally. The term culminates with a conference at which each student presents a researched paper and answers questions from the audience. *Prereq:* senior standing; W; O; R. Smith, N. Rosenfeld, E. Anderson

ENG 399 Senior Portfolio for Writing Majors

The Senior Portfolio consists of two parts: an edited selection of the student's writing and an introduction of approximately 25 pages. *Prereq:* senior standing; M. Berlin, R. Metz, N. Regiacorte

Environmental Studies

Faculty and professional interests

Peter Schwartzman, chair

Climate change, environmental justice, renewable energy, sustainability

Katherine Adelsberger

Geoarchaeology, paleoenvironmental reconstruction, geographic information systems, environmental law and policy

Cooperating faculty from other programs

Stuart Allison, *Biology*

Diana Beck, *Education*

Steve Cohn, *Economics*

Mary Crawford, *Chemistry*

Linda Dybas, *Biology*

Lance Factor, *Philosophy*

Konrad Hamilton, *History*

Tim Kasser, *Psychology*

Frank McAndrew, *Psychology*

James Mountjoy, *Biology*

Rich Stout, *Economics*

Jennifer Templeton, *Biology*

Jon Wagner, *Anthropology and Sociology*

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 should 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. Students are strongly encouraged to supplement academic work at Knox with field experiences in such ACM programs as the Costa Rica Tropical Field Research program, or the Oak Ridge Science Semester.

Environmental Studies should be a valuable addition to the education of students contemplating careers in environmental science and related fields such as science teaching, environmental law, resource economics, conservation and administration in government or the private sector where a more sophisticated understanding of environmental issues has become increasingly important.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

Major and Minor

Capstone Work

Each Environmental Studies student completes a major project or paper that explores a specific environmental issue in depth.

Recent Student Achievements

Ford Fellowship, 2010

Fulbright Scholarship, 2005

Watson Fellowship, 2002

Fourteen Rockefeller Brothers

Summer Research Fellowships,
2001-2003

U.S. EPA Fellowship, 2006-2008

Recent Off-Campus Study

International Sustainable

Development Studies Institutes
- Thailand

Oak Ridge Science Semester

School of Field Studies – Baja,

Mexico and Turks & Caicos

Washington Semester

ACM Tropical Field Research –
Costa Rica

Recent Internships

Brookfield Zoo

Illinois Environmental

Protection Agency

University of Illinois

Extension Office

National Park Service

Student Conservation Association

Programmatic Opportunities

A GIS (Geographical Information System) Lab consists of a combination of computer software, hardware, data, and personnel designed to support the collection, manipulation, analysis, modeling, and display of spatially-related data. Using GIS, layers of data can be linked to map features and queried to visually reveal relationships, patterns, and trends. This powerful decision-making and planning tool is used extensively in many governmental and scientific professions. The Lab also houses video equipment and software.

Green Oaks Term

(see Special Programs and Opportunities)

Student Research

Honors:

“The Conflict Between Water Control and Peace Agreements in the Jordan Basin”

“Economic, Social, and Environmental Implications of Vertically Organized Hog Production”

“An Environmental Evaluation of Air Pollution from the Railyard in Galesburg, Illinois”

- *Writing Key Competency* - ENVS 399 serves as a writing-intensive courses for majors
- *Speaking Key Competency* - ENVS 399 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Instruction in specialized information literacy begins with the introductory courses (ENVS 101 and 118), continues in the 300-level courses (ENVS 319 and ENVS 368), and crystallizes in the senior research experience (ENVS 399). ENVS 399 also introduces students to a wide range of technologies including, but not limited to, GPS (Global Positioning System) units, GIS (Geographic Information Systems), I-Movie, Adobe Acrobat, and Powerpoint.

Requirements for the major

10 credits as follows:

- ENVS 101 and a course with a strong ethical component (PHIL 118 or ENVS 228)
- an introductory class in a basic area of Environmental Science: ENVS 125, 140, 150, or 275
- a course in statistics: STAT 200 (see Non-Departmental Courses)
- an advanced course in ecosystems: ENVS 317 or ENVS 319
- environmental economics: ENVS 368
- three electives in Environmental Studies
- senior project: ENVS 390 and ENVS 399 (1 credit) or ENVS 400.

Requirements for the minor

5 credits as follows:

- ENVS 101
- ENVS 317 or ENVS 319
- 3 additional courses in environmental studies, one of which may be taken as an independent study. At least 2 of these courses must not be cross-listed in the student's major department.

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. *MNS; P. Schwartzman*

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, climate cycling, rock formation, and erosion. Basic rock and mineral identification and an introduction to geologic field methods are included during laboratory periods.

K Adelsberger

ENVS 150 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. *MNS; P. Schwartzman*

ENVS 160 Plants

See description for BIOL 160. *MNS; CL: BIOL 160; STAFF*

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; P. Schwartzman*

ENVS 188 Introduction to Geographical Information Systems (1/2)

An introduction to the fundamental principles and applications of geographic information systems (GIS) using ESRI ArcGIS software. Topics include spatial data types, map coordinate systems and projections, and basic spatial data analysis and visualization. Lectures are supplemented with ArcGIS-based projects. Familiarity with Windows operating systems recommended. *K. Adelsberger*

ENVS 201 Contemporary Biological Issues

See description for BIOL 201. *MNS; Prereq: sophomore standing; CL: BIOL 201; L. Dybas*

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

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

ENVS 231 Native America: Identity and Adaptation

See description for ANSO 231. *CL: ANSO 231; DV; J. Wagner*

ENVS 232 Nature and the Environment in American Literature

A reading of American writers from colonial times to the present who direct their attention mainly to the landscape and its value. Authors studied may vary, but probably include Crevecoeur, Bryant, Cooper, Emerson, Thoreau, Muir, Leopold and Abbey. The course focuses on changing American attitudes toward nature and the environment. *STAFF*

ENVS 241 Soil Science

This course is 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: CHEM 101; K. Adelsberger*

ENVS 242 Hydrology

An introduction to the hydrologic system with emphasis on water as a resource. 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. *Prereq:*

ENVS 125 or 140, and MATH 140 or higher, or permission of the instructor; K. Adelsberger

ENVS 260 World Resources

An examination of the resources necessary for human survival. The major topics include agriculture, energy, and water. Each of these core areas is investigated with a global perspective through the lenses of physical, economic and political viability and sustainability. The course includes student-led projects that examine these issues at a local, state, federal, or international level. *Prereq: ENVS 101 or sophomore standing; P. Schwartzman, K. Adelsberger*

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: scientific knowledge and controversy; catastrophe; the philosophy of technology; technological byproducts and social injustice; and historical development and the application of scientific findings. *Prereq: sophomore standing; P. Schwartzman*

ENVS 272 Alternatives to Consumerism

See description for AMST 272. *Prereq: AMST 285, ANSO 103, ENVS 101, or BUS 280; CL: AMST 272; T. Kasser, D. Beck*

ENVS 274 Environmental Psychology

See description for PSYC 274. *Prereq: one 200-level course in psychology; CL: PSYC 274; F. McAndrew*

ENVS 275 Chemistry and Environmental Policy

See description for CHEM 275. *MNS; Prereq: CHEM 101 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, both in the individual imagination and in the collective memories and representations of cultures.

One of the course's principal aims is to cultivate an enhanced ability to probe beyond the surface 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 mythic, personal, historical, and artistic/imaginative narratives. *Prereq: Acceptance into the Green Oaks Term program; 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; STAFF*

ENVS 284 The Natural Imagination

Taught in the natural setting of the Green Oaks Field Station, this course explores works of the imagination conceived in dynamic relationship to nature by individuals and groups who live and work in communities shaped by site-specific environments. The creative process will be engaged in terms of a variety of visual, literary and/or performing arts. The course will examine the relationship between observation, memory, and imagination, the relationship between feeling, insight, expression, and experience, and the nature of imagination as an act of non-linear, analogical cognition. Students will encounter "texts," respond to and "analyze" artistic and natural phenomena (often according to the principles of bioformalism), and create original works in a medium of their choice, with a particular emphasis on creative writing (poetry, fiction, creative non-fiction) two-dimensional and three-dimensional art. *Prereq: Acceptance into the Green Oaks Term program; STAFF*

ENVS 285 Dynamics of**Intentional Community (1/2)**

Students in the Green Oaks Term will be involved in the enterprise of forming an effective learning community. Through readings, field trips and discussions examining the processes by which communities reconcile individuality, social harmony and collective goals, this course explores the challenges and practices entailed in the building and maintaining communities. Graded S/U. *Prereq: Acceptance into the Green Oaks Term program; STAFF*

ENVS 288 Applications of**Geographic Information Systems (1/2)**

This course builds upon the skills gained in ENVS 188. 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; K. Adelsberger*

ENVS 311 Algae and Fungi

See description for BIOL 321. *Prereq: BIOL 120; CL: BIOL 321; STAFF*

**ENVS 312A Marine Biology -
Field Research on the Belizean Barrier Reef**

See description for BIOL 311A. *MNS; CL: BIOL 311A; L. Dybas*

**ENVS 312B Field Research on
the Belizean Barrier Reef (1/2)**

See description for BIOL 311B. *MNS; CL: BIOL 311B; L. Dybas*

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 BIOL 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 322 Invertebrate Biology

See description for BIOL 322. *Prereq: BIOL 120; or permission of the instructor; CL: BIOL 322; L. Dybas*

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: MATH 140 or special permission of the instructor; ENVS 150 or equivalent; P. Schwartzman*

**ENVS 335 Case Studies in
Human-Environment Interactions**

This course is a survey of the environmental impacts affecting human populations 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 125; K. Adelsberger*

ENVS 341 Methods of Field Biology

See description for BIOL 341. *Prereq: BIOL 210 and one course from BIOL 312-BIOL 319; CL: BIOL 341; STAFF*

**ENVS 368 Environmental and
Natural Resource Economics**

See description for ECON 368. *Prereq: ECON 110; CL: ECON 368; S. Cohn*

ENVS 382 Deep Maps of Place

See ENVS 282. Students who enroll in ENVS 382 will complete the academic requirements of ENVS 282 and will also be responsible for a more advanced level of participation and a more substantial term project. *Prereq: Acceptance into the Green Oaks Term program, plus two courses in Anthropology-Sociology or permission of instructor; 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; 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. *Prereq: Acceptance into the Green Oaks Term program, plus relevant course work in the area of creative arts in which one plans to do a term project: e.g. creative writing; studio art; photography; music composition; dance; theatre; STAFF*

ENVS 390 Senior Research Preparation (0)

A preparatory course for senior research in environmental studies. Students will be exposed to the technological tools and library resources that will support their capstone research projects. Offered in the fall of the senior year. *STAFF*

ENVS 399 Senior Project in Environmental Studies (1/2 or 1)

This is the capstone experience in the environmental studies major. The student engages in the in-depth study of some environmental topic under the guidance of a faculty member in the environmental studies program. The project may involve extensive library research, an experiment, fieldwork, or other work appropriate to the student's interests and background. All projects result in an

academic paper that is evaluated by the faculty mentor. *Prereq: junior or senior standing; major or minor in Environmental Studies; W; O; may be repeated for up to 2 credits; STAFF*

Program Committee

Emily Anderson, *English*, chair
David Amor, *Journalism*
Neil Blackadder, *Theatre* (on leave, Fall 2010)
Elizabeth Carlin-Metz, *Theatre*
Greg Gilbert, *Art History*
Konrad Hamilton, *History* (on leave, 2010-2011)
Antonio Prado, *Modern Languages* (on leave, 2010-2011)
Magali Roy-Féquièrre, *Gender and Women's Studies*
(on leave, 2010-2011)
Jennifer Smith, *Dance*
Daniel Wack, *Philosophy*
Marilyn Webb, *Journalism*

Cooperating faculty from other programs

Bruce Davis, *Modern Languages*
Sonja Klocke, *Modern Languages*
Ryohei Matsuda, *Asian Studies*
Robin Ragan, *Modern Languages*
Robert Seibert, *Political Science*
Kelly Shaw, *Psychology*
Robert Smith, *English*

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.

Recent Visitors

Ernesto Ardito—Argentine documentary film director
Nicholas Bruckman—director of *La Americana*
Robert Buchar—professor of film production at Columbia College
John de Graaf—producer of *Affluenza*
Susan Dever—chair of media studies at UNM, Albuquerque
Jan Huttner—Chicago film critic and founder of “Women in the Audience ...”
Sherwood Kiraly—novelist and screenwriter
Motti Lerner—screenwriter and playwright at Tel Aviv University
James W. O’Keeffe—director and professor of cinematography at USC
Michael Renov—professor of film theory at USC
Astra Taylor—documentary filmmaker and director of *Žižek!*
Yevgeny Yevtushenko—Russian dramatist, director, screenwriter, and actor

Black Earth Film Festival

Galesburg is home to the annual Black Earth Film Festival, which screens independent films from around the world. Directors are often available for discussion after screenings. More information is available at: <http://blackearthfilmfest.blogspot.com/>.

Off-Campus Study

Students participating in the Barcelona or Buenos Aires programs can combine their interests in film and off-campus study by taking Spanish Cinema I and II or Social Cinema of Argentina and Popular Culture in Latin America.

Requirements for the minor

5 credits as follows:

- FILM/ENG 124: Introduction to Film
- One course in film or media theory (Group A)
- One course in film or media and culture (Group B)
- Two electives in theory or culture (Groups A or B)

Group A

- ANSO/JOUR 323: Media and Society
- ANSO/JOUR 324: Media and Globalization
- FILM/ART/PREC 323: Visual Culture Theory
- FILM/ENG 363: Film Theories
- JOUR/PS 305: Political Communication
- FILM/PHIL 246: Philosophy of Film
- FILM/PSYC 270: Psychology and Film

Group B

- AMST/SPAN 307: Identity and Alterity in Latino Literature and Culture
- FILM/BKST 227: The Black Image in American Film
- FILM/FREN 240: Introduction to French Cinema
- GERM 336: Contemporary German Culture
- FILM/GERM 337: German Society and Film
- JAPN 220: Japanese Popular Culture
- FILM/LAST/SPAN 309: Contemporary Latin American Cinema
- SPAN 310: Spanish Youth through Literature, Film, and Music

Note: At least two courses must be at the 300-level. Special-topics courses or off-campus courses in production may sometimes be substituted as electives. No more than two courses may be at the 100-level.

Courses

FILM 124 Introduction to Film

Film as a distinct art form with its own means and ends. Films are selected that are representative of various periods or major advances and are studied from historical, theoretical, and critical perspectives. *HUM*; *CL*: *ENG 124*; *R. Smith, E. Anderson*

FILM 227 The Black Image in American Film

See description for BKST 227. *CL*: *AMST 227, BKST 227, HIST 227*; *M. Roy-Fequiere, K. Hamilton*

FILM 240 Introduction to French Cinema (1/2 or 1)

See description for FREN 240. *Prereq*: *FREN 210 or FREN 211*; *CL*: *FREN 240*; *Course may be offered for .5 or 1 credit in a given term. Not repeatable in either case*; *B. Davis*

FILM 246 Philosophy of Film

See description for PHIL 246. *CL*: *PHIL 246*; *D. Wack*

FILM 270 Psychology and Film

See description for PSYC 270. *Prereq*: *PSYC 100*; *CL*: *PSYC 270*; *K. Shaw*

FILM 309 Contemporary Latin American Cinema

See description for SPAN 309. *Prereq*: *SPAN 235*; *CL*: *LAST 309, SPAN 309*; *A. Prado del Santo*

FILM 323 Visual Culture Theory

See description for ART 323. *CL*: *ART 323, PREC 323*; *G. Gilbert*

FILM 337 German Society and Film

See description for GERM 337. *Prereq*: *sophomore standing or permission of the instructor*; *CL*: *GERM 337E*; *STAFF*

FILM 363 Film Theories

See description for ENG 363. *HUM*; *Prereq*: *ENG 124 or permission of the instructor*; *CL*: *ENG 363*; *R. Smith, E. Anderson*

Forestry/Environmental Management

Cooperative
Program

Program Advisor

Stuart Allison, *Biology* (on leave, 2010-2011)

We live in an age of rapid environmental change, much of it driven by human caused modifications to the environment. How should we respond to these changes? Are there ways to better manage our environment for our benefit and the benefit of other species? Forestry (no longer a field mostly concerned with producing lumber) and Environmental Management are two areas that focus on those issues. Knox, in cooperation with Duke University, offers programs in forestry and in environmental management. After three years at Knox and two years at Duke, students receive both a Bachelor of Arts degree from Knox and either a Master of Forestry or a Master of Environmental Management from Duke.

Prior to starting study at the cooperating institution, a Knox student must:

- have received at least 27 credits with at least a 2.0 grade point average;
- have been in residence on the Knox campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for a Knox degree except the requirements for the major, for total credits and that the last credits and terms before the degree be in residence;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

In addition to these general Knox requirements for participation in a cooperative program, Duke requires course preparation in the sciences, mathematics and economics. Students interested in this program should contact the program advisor early to plan courses.

French

Major and Minor

Capstone Work

French majors must complete a two-part capstone experience in FREN 399 consisting of the seminar itself and a comprehensive research project.

Special Facilities

Dorothy Johnson '39 and
Richard Burkhardt '39
Language Center
International News Room

Recent Student Achievements

Lorraine Smith Prize
Helen Rudd Arnold Prize

Recent Honors Projects

“Le Félin Changeant: Le Chat et
la Métamorphose dans les
Littératures Française et
Anglophone”
“Analyse de Quelques Eléments
Grammaticaux Dans Deux
Romans Epistolaires: Les
Liaisons Dangereuses et Les
Lettres Persanes”

Recent Off-Campus Programs

Besançon, France
Senegal

Recent Internships

Besançon, France Chamber of
Commerce
Préfecture, Besançon, France

Related Co-Curricular Clubs and Activities

French Club
French Table
Crossroads International Fair

Faculty and professional interests

Caesar Akuetey (on leave, Fall 2010)

Francophone African literature, 19th century French literature, linguistics

Bruce Davis

17th and 18th century French literature, French civilization (Third Republic, Vichy)

Schahrazede Longou (on leave, Spring 2011)

Francophone literature (Maghreb), post-colonial Algeria, cultural identity and diaspora

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 both for pursuing a French major or for complementing a major in another area with the study of French. After establishing a foundation in basic language skills, French majors can pursue the study of French literature and culture in depth. The program in French began offering in Fall 1997 intensive introductory courses through the Quick-Start language program (see course descriptions below).

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

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - FREN 211 and 399 serve as writing-intensive courses for majors
- *Speaking Key Competency* - FREN 210 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - All 300-level courses in the French program require the informed use of technology, including information retrieval, MLA and WorldCat database use, and the critical evaluation of Internet resources.

Requirements for the major

10 Credits as follows:

- FREN 210
- FREN 211
- 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
- FREN 399

Requirements for the minor

5 credits

- Three 200-level French courses
- Two 300-level French courses (MODL 260E may substitute for one of the 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. *Prereq: must follow sequence or permission of the instructor; Students who have previously studied French must take the on-line placement test. Any exceptions to the placement recommendation must be approved by the department chair; STAFF*

FREN 101A, FREN 103A Intensive Elementary French

Equivalent to elementary French, but designed for students who wish to learn at a rapid rate; aural comprehension, speaking, reading, and writing. Extra laboratory work. *Students who have previously studied French must take the on-line placement test. Any exceptions to the placement recommendation must be approved by the department chair; STAFF*

FREN 101Q Quick Start French I (1 1/2)
Fall/December break. Intensive study of the language culminating in a two-week course in Paris and Besançon, France. The instruction in the fall term is motivated by the upcoming trip: grammar and vocabulary are structured around situations the students encounter while traveling. Target language instruction includes intensive drill session; additional instruction (in English and outside regular class meeting times) focuses attention on the history, the economy, and the geography of the region visited, and includes practical exercises and keeping a journal of activities. This gives the students hands-on experience with the French language that cannot be replicated in the classroom. *Prereq: permission of the instructor; The course*

requires an additional program fee for the December Break portion of the course; STAFF

FREN 103Q Quick Start French II
Further intensive study of French language and culture. Student journals from FREN 101Q serve as prime sources for discussion and exercises. The course tackles some of the more difficult aspects of French grammar such as passive voice, adjective endings and relative clauses. It also includes a series of lecture-discussions focusing on French political institutions, economic policy and participation in the European Union, and contemporary culture. The latter in particular is enhanced by viewing French films and television features from Knox's library collection and taped from direct satellite feed. *Prereq: FREN 101Q or permission of the instructor; STAFF*

FREN 210 Conversation
Practice in understanding and speaking French. Oral and written review of basic elements of French grammar. Some writing of simple prose. *Prereq: FREN 103; or permission of the instructor; O; S. Longou*

FREN 211 Intermediate French Grammar and Composition
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 or above; W; S. Longou*

FREN 214 French-English Translation (1/2 or 1)
An introduction to the art of translation, from French to English as well as English to French. Students will all work on several short texts,

both literary and non-literary, then each one will work on an individual project. *HUM; Prereq: FREN 210 or FREN 211; may be repeated once for credit; 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 210 and FREN 211; 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. *HUM; Prereq: FREN 210 or FREN 211; CL: BKST 220; C. Ȧquetey*

FREN 225E Topics in French Civilization

See course description for FREN 325. Taught in English. *B. Davis*

FREN 230 Introduction to French Culture (1/2 or 1)

What is culture? Using a multifaceted approach—anthropological, semiotic, sociological—students will begin to define what it means to be French. Readings will include short essays by Roland Barthes and other authors who address some of the symbols and icons of French life, such as the Tour de France, the Marseillaise, etc. Films may also be used to understand daily life. *Prereq: FREN 210 and FREN 211; B. Davis*

FREN 240 Introduction to French Cinema (1/2 or 1)

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 210 or FREN 211; CL: FILM 240; Course may be offered for .5 or 1 credit in a given term. Not repeatable in either case; B. Davis*

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. Ȧquetey*

FREN 305 Nineteenth Century French Literature

The development of the Romantic movement, realism, naturalism, and symbolism. *Prereq: FREN 215 or permission of the instructor; C. Ȧquetey*

FREN 309 Twentieth Century Literature

A study of modern and contemporary authors, including Gide, Colette, Camus, Sartre, Proust, Apollinaire, Breton and others. Additional lectures on relevant music and art. *Prereq: FREN 215 or permission of the instructor; C. Ȧquetey, S. Longou*

FREN 311 or FREN 311E Arthurian Romance

(In French or English) A study of the French Arthurian materials in modern French or English translation. Principal texts are drawn from the works of Marie de France, Chrétien de Troyes, the Tristan materials, and the Lancelot-Grail cycle. Topics addressed include the development of the Arthurian tradition and its relationship to medieval society. *FREN 311E satisfies HUM Foundations; STAFF*

FREN 313 Seventeenth Century French Literature

Readings and discussions of the classic drama, Corneille, Racine, Molière, and some non-dramatic writers such as Pascal, Descartes, La Fontaine, and others. *Prereq: FREN 215 or permission of the instructor; B. Davis*

FREN 316 Eighteenth Century Literature

An analysis of works by Laclous, Diderot, Voltaire, Rousseau, Marivaux, and Beaumarchais. *Prereq: FREN 215 or permission of the instructor; B. Davis*

FREN 318 Renaissance Literature

An analysis of works by Rabelais, Ronsard, du Bellay, and Montaigne. *Prereq: FREN 215 or permission of the instructor; STAFF*

FREN 319 Medieval Literature

Readings and discussions of medieval works that have had an impact on the Western tradition: the Chanson de Roland, the Chevalier de la Charrette, and others. The course focuses on texts from the 12th-15th centuries. *Prereq: FREN 215 or permission of the instructor; STAFF*

FREN 320 Written and Oral French

Advanced practice in written and oral expression. *Prereq: FREN 210 or equivalent; STAFF*

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. *B. Davis*

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 or permission of the instructor; FREN 330E satisfies HUM Foundations; STAFF*

FREN 335, FREN 335E France, 1939-45: Defeat, Occupation, Liberation

After the agony and victory of 1914-1918, the French nation is plunged into a new war in which France’s democratic institutions are dismantled by rogue politicians and the national

honor is sacrificed through collaboration with a brutal and avaricious occupier. Through the analysis of recent scholarship and primary sources, the most important episodes of France’s wartime nightmare are examined: the end of the Third Republic, the ignominy of collaboration, and the various manifestations of resistance both within and outside of France. *Prereq: previous course work in history or French civilization, or permission of instructor; FREN 335E cross-listed with HIST 333; B. Davis*

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. *W; May be taken for 1.0 credit; C. Aquetey*

Gender and Women's Studies

Major and Minor

Recent Off-Campus Study

Antioch Women's Studies in Europe
Knox Program in Buenos Aires
Syracuse University Program in Zimbabwe
Augsburg College Gender Studies in Mexico

Recent Internships

Illinois Women's Lobby
Family Planning Service of Western Illinois
Safe Harbor Family Crisis Center
Indiana Women's Prison

Co-Curricular Activities

Students Against Sexism in Society (SASS)
Women's Health Advocacy
Common Ground
Human Rights Center

Recent Honors Projects

"Refocusing: Fetal Imagery, Abortion Politics, and the Construction of Motherhood"
"A Period of Transition and Redefinition: Post-Communist Polish Female Identity Through the Lens of the Private/Public Distinction"
"Stranger in a Strange Land: An Ethnographic Memoir of a Male Feminist"
"The Internet as a Site of Identity and Community Formation for Gender-Variant Individuals."

Program Committee

Magali Roy-Féquièrre, *Gender and Women's Studies*, chair (on leave, 2010-2011)
Catherine Denial, *History*
Nancy Eberhardt, *Anthropology and Sociology*, acting chair
Brenda Fineberg, *Classics*
Penny Gold, *History*
Lori Haslem, *English*
Heather Hoffmann, *Psychology*
Frederick Hord, *Black Studies*
Karen Kampwirth, *Political Science* (on leave, Winter-Spring 2011)
Lisa Knisely, *Gender & Women's Studies*
Lynette Lombard, *Art*
Elizabeth Carlin Metz, *Theatre*
Robin Ragan, *Modern Languages* (on leave, 2010-2011)
Natania Rosenfeld, *English*
Kelly Shaw, *Psychology and Gender and Women's Studies*
William Young, *Philosophy*

The program in Gender and Women's Studies combines the field of women's studies with the study of masculinities, sexualities, and the intersections of gender with other social categories. Each of these areas brings to the study of society and culture the perspective of gender as a category of analysis. Such analysis, rooted in feminist scholarship, challenges the distorted perception of human experience that results when a dominant group (such as men, heterosexuals, whites) is viewed as the unquestioned "norm," omitting or casting as "abnormal" the experience of non-dominant groups. Such analysis insists that a liberal education opens our minds to the missing voices, experiences and concerns which expand our sense of the world and of knowledge itself.

Many of the courses in our program center on the role that women have played in history, culture and society. Attention to the importance of race and ethnicity, in intersection with gender, is pervasive in our curriculum. Some of our courses focus on men, with the lens of gender analysis applied. The complex interactions between women and men can be found throughout, and several courses include writings by or about lesbians and gay men.

The major requires two courses in a discipline outside of Gender and Women's Studies in order to provide a base for the interdisciplinary work of the program. A sampling of these disciplines is explored in the required course in feminist methodologies, which introduces the examination of how academic disciplines have shaped our ideas of what knowledge is—who or what is worthy of study and which questions are worth asking—and our advanced courses continue this work through the intensive study of particular topics.

Through an understanding of the social and cultural factors that have shaped traditional and contemporary roles of women and men, students in gender and women's studies courses can expect to gain a new understanding of their society and their own place in it, as well as a vision of how knowledge is formed and re-formed. We also hope that students use their knowledge outside 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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - GWST 227, 312, 333 and 373 serve as writing-intensive courses for majors. Courses from other departments may be substituted with permission of the chair.
- *Speaking Key Competency* - GWST 271 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Attention to information literacy and informed use of technology is concentrated in GWST 280 and in many of the 200- and 300- level courses in the program.

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 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 THEA 379; other courses may fulfill this requirement on approval by the program chair.
- Capstone experience: Students carry out a project involving significant individual initiative. This may be done within the context of:
 - participation in the Antioch Women's Studies Abroad program
 - an internship
 - a community action project
 - a research/creative project carried out through independent study
 - an honors thesis in Gender and Women's Studies

The choice of a project is made in consultation with the program chair.

With permission of the chair, up to two credits in related studies outside the program may be counted towards the major. To be considered, courses must contain a significant component on gender and an individualized student project focused on gender issues.

Requirements for the minor

5 credits as follows:

- Introductory course: GWST 101
- One course in methods or theory: GWST 206, GWST 243, or GWST 280
- Three electives of which one may be taken as independent study

Courses

GWST 101 Women, Culture, and Society

An introduction to the analysis of culture and society from a feminist perspective. Using gender as a category of analysis, and with attention to the distribution of power in society, we explore such questions as: What are the shaping influences on women's lives and how do women's lives compare with men's? What is the interplay of gender, race, and class in cultural forms and social institutions? What kinds of biases have shaped our understanding of biological "facts," literary "value" and historical "importance"? *HSS; DV; STAFF*

GWST 206 Theory in the Flesh: Writings by Feminists of Color

This course is an introduction to the rich and diverse contributions of women of color to feminist theory. We investigate the question of why many non-white, non-middle class women have challenged the claims and practices of Euro-American feminism. Black, Chicana, Asian-American and Native American feminists address race and racism as it affects their lives and invite white feminists to do the same. The goal is to renegotiate a basis for feminist solidarity. *HUM; CL: BKST 206; DV; M. Roy-Féquièrè*

GWST 207 Black Women in the Civil Rights Movement

See description for BKST 207. *CL: BKST 207; F. Hord*

GWST 208 The Sociology of Gender

See description for ANSO 208. *Prereq: Sophomore standing and previous coursework in sociology; CL: ANSO 208; A. Singer*

GWST 221 Gender and Literature

Emphasis is on the use of gender as a category of analysis by which to examine literary characters, styles, and techniques, as well as the circumstances and ideology of authors, readers, and the literary canon. *HUM; CL: ENG 221; DV; M. Roy-Féquièrè, STAFF*

GWST 222 Women and Modern Chinese Literature

See description for ASIA 221. *CL: ASIA 221; W. Du*

GWST 227 Women and Latin American Politics

See description for PS 227. *HSS; Prereq: one course in social science or gender and women's studies required; CL: LAST 227, PS 227; DV; W; K. Kampwirth*

GWST 229 Women and American Politics

See description for PS 229. *CL: PS 229; A. Civettini*

GWST 235 African American Women Writers

A broad survey of the poetry, fiction, autobiographies and literary criticism of African American women. Beginning with late eighteenth-century poetry, we explore the themes and images of black women and men, language, settings, and form of that literature. With African American women at the center of discourse speaking as subjects, we further examine the interlocking of gender, race, and class and the uniqueness of their experience as reflected in their literature, as well as how the historical context of internal colonialism has affected their voices. *HUM; CL: BKST 235, ENG 235; DV; M. Roy-Féquièrè*

GWST 238 Latin American Women Writers

The past two decades have seen the rise of an unprecedented number of Latin American women writers who have made important aesthetic contributions to the literary traditions of their countries. This course examines some of their works paying special attention to the gendered politics and poetics of the text. Among some of the works included are Nellie Campobello's novels of the Mexican Revolution, the testimonial narrative of Elena Poniatowska, the magical realist works of Isabel Allende. All works are read in English translations. *HUM; Prereq: sophomore standing; CL: LAST 238; DV; M. Roy-Féquièrre*

GWST 243 Philosophies of Feminism

See description for PHIL 243. *HUM; Prereq: sophomore standing; CL: PHIL 243; W. Young*

GWST 269 U.S. Women's History

See description for HIST 269. *CL: HIST 269; C. Denial*

GWST 271 Human Sexuality

See description for PSYC 271. *Prereq: one 200-level psychology course; CL: PSYC 271; O; H. Hoffmann*

GWST 273 Topics in Women's and Gender History

See description for GWST 373. *Prereq: Sophomore standing, previous coursework in history, or permission of the instructor; CL: HIST 273; C. Denial, P. Gold*

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-Féquièrre, STAFF*

GWST 312 Gay and Lesbian Identities

This course draws on the wealth of recent scholarship in lesbian and gay studies that examines ideas of culture, sexuality and identity. We explore questions like: How is identity formed? What place do sexual orientation and sexual practice have in an individual's identity, and how does this vary over time and across cultures? What does it mean to say that sexual orientation has a biological base? How do research questions in different disciplines focus our attention in certain directions to the neglect of others? *HSS; Prereq: junior standing; CL: PREC 312; W; DV; H. Hoffmann*

GWST 325 Beyond Stereotypes:**Exploring Literature by Chicanas**

During the past two decades Chicana writers have produced an innovative literature that not only dialogues with the male Chicano literary tradition, but vibrantly asserts its own core themes and stylistic and thematic contributions. We examine the innovative narrative, poetry and essay production of Chicana writers such as Gloria Anzaldúa, Lorna Dee Cervantes, Elena Viramontes, Sandra Cisneros and Lucha Corpi among many others. *HUM; Prereq: junior standing; CL: AMST 325; DV; M. Roy-Féquièrre*

GWST 326 Psychological Anthropology: Self, Culture, and Society

See description for ANSO 326. *Prereq: two courses in Anthropology and Sociology and junior standing; CL: ANSO 326; N. Eberhardt*

GWST 332 Gender Studies in German Literature and Culture

See description for GERM 332. *HUM; Prereq: sophomore standing or permission of the instructor; CL: GERM 332E; S. Klocke*

GWST 333 Global Feminism and Antifeminism

See description for PS 333. *Prereq: at least one HSS course in which gender is a major theme; CL: PS 333; DV; W; K. Kampwirth*

**GWST 373 Topics in Women's
and Gender History**

Topics vary year to year. Current topics include: "Women, Gender and the American Revolution" – analyzing the form and function of gender in the revolutionary era; and "Women's History through Autobiography" – the history of women in Europe and America from the 17th century through the 20th using autobiographies written by women. Course may be repeated for credit. *Prereq: HIST 285, GWST 280, or permission of the instructor; CL: HIST 373; W; C. Denial, P. Gold*

**GWST 377 Women Playwrights:
The Search for the Female Voice in
Contemporary World Theatre**

See description for THEA 377. *Prereq: junior standing or permission of the instructor; CL: BKST 377, ENG 377, THEA 377; DV; E. Carlin-Metz*

Faculty and professional interests

Sonja Klocke

19th to 21st century German literature, cultural studies, gender studies, post-1945 film

Todd Heidt

Late 19th and 20th century German literature and culture, film and visual culture, narratology and media

Teaching emeritus faculty

Ross Vander Meulen

Teaching Intern

Hannah Kux

The importance of Germany in Europe and the world has increased tremendously in recent years. The program in German emphasizes language study as a gateway to understanding another culture, and another way for us to understand the world and our place in it. Working with literature, film, and other cultural products, students engage with the wider political, social, and historical aspects implicit in every reading, and gain a practical understanding that is crucial for a variety of pursuits, including advanced study in language. The Department of Modern Languages and Literatures offers a full program of courses both for pursuing a German major or minor, or for complementing a major in another area with the study of German. German students may participate in Knox's student exchange program with the University of Flensburg, or engage in other off-campus study opportunities in Berlin, Freiburg, Munich, and Vienna.

For a full description of the programs in contemporary languages, see the listings for Modern Languages, Chinese, French, Japanese, and Spanish.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Speaking Key Competency* - GERM 210 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - All 300-level courses in the German program, require the informed use of technology, including information retrieval, MLA and WorldCat database use, and the critical evaluation of Internet resources.

Requirements for the major

10 credits as follows:

- GERM 202 and GERM 210
- GERM 399 or GERM 400
- Five additional credits in German at the 300-level

Capstone Work

A study of appropriate scope done in conjunction with a 300-level course or as an independent study.

Examples of recent student work:

“Germany's Unification and the End of the Cold War”

“Sustainable Tourism in Germany”

Special Facilities

Dorothy Johnson '39 and

Richard Burkhardt '39

Language Center

International News Room

Recent Student Achievements

Honors projects on “Anglicisms in the German Language”; “Alma Mahler; Cornelia Post”

Phi Beta Kappa Members (1)

Lilly Lindahl Prize in German

Richter Memorial Scholarship

Recent Off-Campus Study

Flensburg University, Germany

Humboldt University, Berlin

Study opportunities in Freiburg,

Tübingen, and Munich

Related Co-Curricular Clubs and Activities

German Table

German Club

- Allied fields: Two credits from courses outside of the German curriculum suggested by the student and approved by the program chair.

Requirements for the minor

5 credits:

- Three 200-level German courses
- Two 300-level German courses (MODL 260E may substitute for one of the courses.)

Courses

GERM 101, GERM 102, GERM 103 **Elementary German**

The language skills: listening comprehension, reading, speaking, and writing. Essentials of grammar are completed during the beginning of GERM 103 and followed by readings in literature and culture, with extensive practice in speaking. Open to beginners, and placement by examination. *Prereq: must follow sequence or permission of the instructor; S. Kloček*

GERM 201 Intermediate German

Intensive review of basic German grammar and syntax through exploration of a broad range of materials: contemporary literature, video, newspaper and television materials, situational/conversational exercises and daily written assignments. Oral and written examinations. *Prereq: GERM 103 or equivalent; S. Kloček, STAFF*

GERM 202 Introduction to German Literature

Readings and discussions in German of various twentieth-century works. Critical analyses of narrative prose, drama, and poetry. *HUM; Prereq: GERM 201 or equivalent; STAFF*

GERM 210 Conversation and Composition

Training in speaking and writing idiomatic German through exploration of materials from German language newspapers, contemporary literature, and film. Also includes selective grammar review on the intermediate level. Students will learn the basic skills they need to analyze literature and film (e.g. writing a summary, writing a characterization) and acquire the necessary vocabulary and cultural skills to live and study at a German University. *Prereq: GERM 201 or equivalent; O; S. Kloček*

GERM 320 Advanced Conversation and Composition

Training in speaking and writing idiomatic German through exploration of materials from German language newspapers, contemporary literature, and film. Also includes selective grammar review at the advanced level, and intensive practice in conversation and composition. Students will improve the skills they need to analyze literature and film (e.g. writing a critical essay; writing a research paper) and improve the vocabulary and cultural skills to live and study at a German University. *Prereq: GERM 210 or equivalent; S. Kloček*

GERM 324, GERM 324E **19th Century German Culture**

Course topics are the political and ideological consolidation of a German nation in the nineteenth century; intersections of the construct of nation with Germany's imaginary others; challenges posed to national identity by social, political, and intellectual developments. We discuss philosophy, literature, art, and music/opera in their social and political contexts. Thematic aspects of the course typically include: industrialization, urbanization, antisemitism, the culture/civilization distinction, class struggle, changing perceptions of the human subject. *Prereq: GERM 202 or equivalent or permission of instructor for GERM 324; sophomore standing or permission of instructor for GERM 324E; GERM 324E cross-listed with HIST 324; STAFF*

GERM 325, GERM 325E

German Culture: Focus on Berlin

(In German or English) Exploration of contemporary German culture through focus on the nation's once and future capital. This is not a

cultural history course but is instead designed to give students insight into the people and concerns “behind the headlines.” Course materials include both fiction and non-fiction (political and economic) readings, interviews, slides, film, video and music. *Prereq: GERM 202 for GERM 325; sophomore standing or permission of the instructor for GERM 325E; GERM 325E satisfies HUM Foundations; S. Klocke*

GERM 326, GERM 326E 1920's Berlin: Fears/Fantasies

Introduction to the society, culture, and politics of the Weimar Republic (1919-1933) with particular focus on Berlin. We investigate the literature, visual culture (including film), and political and philosophical writing of that period to acquaint ourselves with major themes of modernity that are still virulent today. The course content may include, but is not limited to, the political, social, and psychological impact of WWI; new technologies (radio, film); mass society and the city; the “New Woman”; the gay liberation movement; theatre, film, and cabaret; the rise of fascism. *Prereq: GERM 202 or equivalent or permission of instructor for GERM 326; sophomore standing or permission of instructor for GERM 326E; GERM 326E cross-listed with HIST 326; S. Klocke*

GERM 328 Twentieth Century German Theater

German plays and theatrical techniques from the 1890s to the present, including naturalism, expressionism, epic theater, and documentary theater. Representative works from Hauptmann, Kaiser, Brecht, Frisch, Durrenmatt, Heiner Muller, Borchert, and others. Students participate in the production of one play in German. *Prereq: GERM 202 or equivalent; N. Blackadder*

GERM 332, GERM 332E Gender Studies in German Literature and Culture

How is gender constructed in the intellectual and literary history of German-Speaking countries, and what are the interrelations between gender construction and the life of cultural or political institutions? Possible course topics include: literature as a gendered institution;

sexuality and the state; education; gay/lesbian literature; gender and race. *Prereq: GERM 210 for GERM 332; sophomore standing or permission of the instructor for GERM 332E; GERM 332E is cross listed with GWST 332, and satisfies HUM Foundations; S. Klocke*

GERM 334, GERM 334E Politics and Literature

The course situates literary texts in their specific historical and political contexts, and confronts the philosophical and conceptual problems that arise at the intersection of literature and politics. This dual (historical and philosophical) perspective requires a combination of readings in history, literature, and philosophy/criticism. Topics include: literature and the formation of the public sphere; political agendas and aesthetic autonomy; economics and literature; writers in exile; censorship; revolution and literature. *Prereq: GERM 202 or GERM 210 for GERM 334; sophomore standing or permission of the instructor for GERM 334E; GERM 334E satisfies HUM Foundations; S. Klocke*

GERM 336, GERM 336E Contemporary German Culture

The course examines contemporary German society and culture in an historical context. Topics include the political legacies of Nazism, East German communism, and the Student Movement of 1968; the role of religion in public life; Germany in a united Europe; immigration and changing concepts of Germanness; changing attitudes towards family, gender, and sexuality. Materials include scholarly essays, fiction, and film. *Prereq: GERM 202 or 210 for GERM 336; sophomore standing or permission of the instructor for GERM 336E; GERM 336E cross-listed with HIST 336; S. Klocke*

GERM 337, GERM 337E 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. *Prereq: GERM 202 or 210 for GERM 337; sophomore standing or*

*permission of instructor for GERM 337E;
S. Klocke*

GERM 399 Senior Project

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. *S. Klocke*

Faculty and professional interests

Michael Schneider, chair

East Asian and international history

Catherine Denial

American history, American Indian history, women and gender

Danielle Fatkin

Ancient Roman and Mediterranean history

Penny Gold

European history, history of religion

Konrad Hamilton (on leave, 2010-2011)

American and African-American history

Emre Sencer (on leave Fall 2010)

Modern European, German history, Middle East

George Steckley

Early modern European and British history

Cooperating faculty from other programs

Weihong Du, *Asian Studies*

Brenda Fineberg, *Classics*

Stephen Fineberg, *Classics*

Frederick Hord, *Black Studies*

An historical perspective on contemporary society is a cornerstone of a liberal education. This historical perspective must include a familiarity with our society's origins and antecedents, an appreciation of the variety of historical experiences worldwide, and especially a comprehension of the background to key problems confronting humanity today.

For the student with a major interest in history, the department's program provides a strong grounding in the discipline of historical method, a familiarity with diverse epochs and national histories, and an introduction to the experience of original research.

For students interested in American history, the research facilities of Seymour Library are an abundant source of original materials, especially the Finley Collection of books pertaining to the Old Northwest Territory in the upper Mississippi River Valley and the Ray Smith Collection on the Civil War.

Students interested in history should study widely in related disciplines, which can deepen their understanding of historical studies with the theoretical perspectives and empirical tools of the social sciences, or the more profound appreciation of human culture through the study of literature, art, music or theater. Any student should obtain a sound working knowledge of at least one foreign language. Further competency in one or more foreign languages is recommended for students who intend to do graduate work in history. Students intending to do graduate work in history also are encouraged to consider honors work in the department.

Special Collections

Seymour Library Special Collections & Archives—especially strong holdings on the American Midwest, the Civil War and cartography

Recent Internships

Smithsonian Institution
The Art Institute, Chicago
Bishop Hill Heritage Association
Indianapolis Children's Museum

Recent Off-Campus Programs

Students have participated in overseas programs in:

Argentina
China
Denmark
England
France
Greece
Italy
Japan
Scotland
Spain

and in off-campus programs in the United States at:

Newberry Library (Chicago)
Urban Studies Program (Chicago)

Recent Student Achievements

Fulbright Fellowship
Historic Deerfield Summer Fellowship
Madison Fellowship
Mellon Fellowship
Watson Fellowship

Recent Student Honors Projects

“Louis ‘the Last’?: The Continuity of Monarchy in France, 1792-1795”
“Invading the ‘Perfect Enclave’: The Formation of an Irish Catholic Community in Galesburg, 1854-1894”
“Gender and Botanical Writing in England, 1760-1830”
“Wartime America: A Case Study in Oral History”
“The Door is Shut: Selected Documents from the Carlisle Peace Commission”
“Dialoguing Race: Public Debate over U.S. Slavery, 1830-1860”
“Crafting a Conversation: A Complication of Orientalism in Bakumatsu, Japan”
“‘And They Brought the Railroad with Them’: The Irish American Experience in Galesburg, Illinois”

The departmental curriculum contributes to the College’s Key Competency Requirements as follows:

- *Writing Key Competency* - HIST 202 and almost all 300-level courses in History serve as writing-intensive courses for majors.
- *Speaking Key Competency* - Students may fulfill the speaking competency in any 300-level course. Arrangements must be made with the instructor at the beginning of the term, with notification sent to the Registrar upon completion of the required work.
- *Information Literacy & Informed Use of Technology* - Managing information has always been central to the historical enterprise. History majors have a special obligation to adapt traditional skills to the new electronic revolution. They must cultivate skills in searching electronic catalogs and databases, organizing text, audio and visual media, evaluating the quality of historically-focused websites, and presenting historical materials effectively. HIST 285 plays a prominent role within the major in developing these skills, but they are addressed in most other history courses as well.

Requirements for the major

10 credits in the department as follows:

- Two 100-level courses
- HIST 285, taken preferably in the sophomore or junior year
- Three 300-level courses, including one 300-level research course
- Four departmental electives
- One of the ten credits must be in Asian, African or Latin American history

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, up to two credits granted for College Entrance Examination Board’s Advanced Placement (AP) examinations may be counted toward the major. Only one of these can count toward the requirement of “Two 100-level courses”. An additional credit would be counted as an elective.

Requirements for the minor

5 credits in History, including the following:

- At least one 100-level course
- HIST 285
- At least one 300-level course

Courses

HIST 104 The Ancient Mediterranean World
Ancient civilizations through the fall of Rome. *HSS; CL: CLAS 104; STAFF*

HIST 105 Medieval and Early Modern Europe
European civilization from the Middle Ages to the early modern period. Topics include the spread of feudalism, Christianity, struggle between papacy and empire, Renaissance humanism, the Protestant reform movement, development of nation states, the scientific revolution. *HSS; STAFF*

HIST 106 Modern Europe
Modern Europe. Topics include the Enlightenment, the French Revolution, industrialization, imperialism and nationalism, to the eve of World War I. *HSS; STAFF*

HIST 107 Twentieth-Century Europe and the World
This course will examine the development of European politics, society, and culture in the twentieth century. It also focuses on the impact of Europe on other continents, especially within the framework of imperialism and decolonization. The claims of competing ideologies, the development of culture in the age of Cold War, and the challenges of globalization are among the major themes of the course. *E. Sencer*

HIST 113 Judaism, Christianity, and Islam
See description for RELS 113. *HSS; CL: RELS 113; DV; P. Gold, J. Thrall*

HIST 121 Introduction to Latin American History
See description for LAST 121. *HSS; CL: LAST 121; C. Denial*

HIST 122 American Biography
This course introduces first-year students to the study of history at the college level by examining the life and times of a prominent figure in American history, and in the process learn how historians use documents—letters, edited papers and the like—to arrive at conclusions. Students are required to use published documents in a series of short writing assignments, geared toward teaching basic skills of historical reading and interpretation. The course focuses upon one individual per year, the identity of whom changes periodically. *HSS; K. Hamilton*

HIST 133 Introduction to Middle Eastern History
An introduction to the history of the Middle East from the rise of Islam to the late 20th century. While the core of the course will focus on the “Islamic” Middle East, Islam’s interaction with other religions and cultures will also be covered. *DV; E. Sencer*

HIST 141 Introduction to Chinese Civilization
See description for ASIA 141. *CL: ASIA 141; W. Du*

HIST 142 Introduction to Japanese and Korean Civilizations
This course surveys the history and culture of the Korean peninsula and the Japanese archipelago to 1700. It examines the two distinct political entities and two distinct civilizations that arose in these areas, as well as the shared history of cultural interaction and adaptation. Reading and analysis of primary sources will draw on the rich mythological, religious, philosophical, and literary traditions. *CL: ASIA 142; M. Schneider*

HIST 145 Introduction to African Studies

See description for BKST 145. *HSS; CL: BKST 145; F. Hord*

HIST 160 American History I to 1865

American history from its beginning to the Civil War. Emphasis is on political and institutional elements; economic factors, intellectual and cultural activities and achievements are also studied. *HSS; C. Denial, K. Hamilton*

HIST 161 American History II: 1865 to Present

A continuation of HIST 160. American history from 1865 to the present. Primarily political and institutional in orientation, but considerable emphasis is on the great post-Civil War economic changes and their consequences. *HSS; K. Hamilton, C. Denial*

HIST 200 Greek Civilization

See description for CLAS 200. *HUM; CL: CLAS 200; STAFF*

HIST 201 Ancient Rome

See description for CLAS 201. *HUM; CL: CLAS 201; STAFF*

HIST 202 History of Education

See description for EDUC 202. *Prereq: sopho-
more standing or permission of the instructor; CL:
EDUC 202; W; S. Schroth*

**HIST 213 Archaeology and the
Study of History**

An overview of archaeology, with special emphasis on understanding and appreciating artifactual remains as a primary source. The course will focus on several well-documented archaeological sites and how their archaeology has contributed to our understanding of history (the Egyptian workmen's village of Deir el-Medina, Pompeii, Machu Picchu, and early America, for instance), and will include an examination of how archaeology has adapted in light of recent movements toward cultural repatriation. Although this course has no prerequisites, prior coursework in history, anthropology, or classics is suggested. *D. Fatkin*

**HIST 221 The European Enlightenment,
1660-1789**

Readings from key figures of the European enlightenment (e.g. Locke, Bayle, Montesquieu, Voltaire, Rousseau, and Smith) set against the background of historical developments. Alternate years. *HSS; Prereq: HIST 105 or HIST 106 or permission of instructor; G. Steckley*

HIST 227 The Black Image in American Film

See description for BKST 227. *CL: AMST 227, BKST 227, FILM 227; M. Roy-Féquièrre, K. Hamilton*

HIST 228 Environmental Racism

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

HIST 230 England, 1066-1660

A survey of English history from the Conquest to the Restoration with emphases on the development of medieval society, the Henrican and Elizabethan reformations, and the Puritan Revolution. Alternate years. *HSS; Prereq: HIST 105 or HIST 106 or permission of the instructor; G. Steckley*

HIST 231 England From 1660

A survey of English history from the Restoration with emphases on the Revolution of 1688 and the experiences of industrialization, reform, imperialism, and modern war. *HSS; Prereq: HIST 105 or HIST 106 or permission of the instructor; G. Steckley*

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. *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.

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. *E. Sencer*

HIST 241 Modern China

A survey of political, social, economic and intellectual history of China since 1800 with emphasis on the twentieth century. Topics include the changes in late imperial society, Western imperialism, the concept of revolution, the response of major world powers to China as a revolutionary power, and the struggles of contemporary Chinese society. *HSS; Prereq: one course in history; HIST 141 is recommended; CL: ASIA 241; M. Schneider*

HIST 242 Modern Japan

The emergence of Japan as a world power. A survey of the political, social and intellectual trends in the history of Japan since 1800. Topics include the collapse of the Tokugawa system, the beginnings of industrialization, Japan's relations with China and the Western powers, the Pacific War, postwar reconstruction and the making of an economic superpower. *HSS; Prereq: one course in history; HIST 142 is recommended; CL: ASIA 242; M. Schneider*

HIST 245 International History

An exploration of the theoretical and methodological problems historians confront when writing histories of international and intercultural relations. Topics will include cross-cultural encounters in world history, the role of women in international history, gender analysis of the international system, trade and economic integration, mass culture and informal diplomacy. *Prereq: IIS 100 or PS 210 or one course in history is recommended; M. Schneider*

HIST 251 History of Modern Africa

See description for BKST 251. *Prereq: BKST/HIST 145 recommended; CL: BKST 251; STAFF*

HIST 259 America in the 1960s

The 1960s was one of the defining periods in American history, when great conflict served to reveal fundamental elements of the American character. American values and practices regarding sex and race, poverty and justice, apathy and activism, violence and peace, drugs, music, and other issues all came under intense scrutiny during this era. This class immerses students in the “sixties experience”—the events, ideas, values, sights and sounds of this exciting and important decade—and asks what this era reveals about America’s past, present and future. *HSS; CL: AMST 259; DV; HSS; K. Hamilton*

HIST 263 Slavery in the Americas

This course surveys the experiences of Africans enslaved in the Caribbean, Latin America, and the United States. It is designed to introduce students to the complex history and issues of slavery in the Western Hemisphere. Slavery is examined both as an international system with global impact, and through comparative analysis of individual slave societies. Subjects addressed include European economic motivation and gain; slave revolts and abolition movements; African cultural retention; racist ideology and race relations. This course serves as the first half of the African-American history series, and as one of the required courses for the major in Black Studies. *HSS; CL: BKST 263, LAST 263; DV; K. Hamilton*

HIST 267 Great American Debates

This course examines the way in which debate has informed American history—the issues that inhabitants of the continent have found pressing; the means by which they have articulated and advanced their perspectives; and the consequences of their successes and failures over time. By focusing on one broad issue—such as women’s rights, election to political office, or abolitionism—this course examines debate as a cultural creation and explores connections between present-day debates and those of the past. *CL: AMST 267; Course may be repeated for credit; C. Denial*

HIST 269 U.S. Women's History

This course examines American history from the vantage point of women, and considers the impact of gender on economic, cultural, social, and political issues over time. Alternate years. *HSS; CL: GWST 269; C. Denial*

HIST 271 Topics in the History of Religion

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

HIST 273 Topics in Women's and Gender History

See description for GWST 273. *Prereq: Sophomore standing, previous coursework in history, or permission of the instructor; CL: GWST 273; C. Denial, P. Gold*

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 280 Topics in British History

A specific problem of British history as interpreted by historians past and present. The topic in any given year is chosen from the following: the English reformation; the English civil war; the revolution of 1688; Ireland and England; the age of reform, 1832-1884; British imperialism; England and the Great War. *HSS; Prereq: one of the following courses: HIST 105, HIST 106, HIST 230, HIST 231; or permission of the instructor; may be repeated for credit; G. Steckley*

HIST 281 Key Issues in American Indian History

This course examines the ways in which the history of American Indian people in the United States has been ignored, appropriated, changed, and distorted, as well as reclaimed and re-evaluated over time. We will pay attention to both the past and the present, to oral and written sources, to the varied opinions of academics and tribes, and to art, museum exhibits, and film. Most of the time will be spent

exploring the history of the Great Plains region since 1870, but there will be opportunity for students to pursue individual interests as the term progresses. *Alternate years. HSS; C. Denial*

HIST 283 Social Life of Food

The historical dimensions of the production, distribution and consumption of food in the modern period. More than a history of food, this course examines the cultural, ideological and political uses of food in our society. Topics include the rise of modern consumption, taste and aesthetics under capitalism, food and cultural expression, and the historical sources of contemporary attitudes toward the science of food. *HSS; Prereq: sophomore standing; M. Schneider*

HIST 285 The Historian's Workshop

An introduction to the study of history. Intensive study of a single historical topic introduces students to the importance of interpretation in the writing of history. Research methods, library skills and theoretical approaches to the past are discussed. Topics vary from term to term. *Prereq: two courses in history, including one 100-level course; STAFF*

HIST 321 The European Enlightenment, 1660-1789

See HIST 221. Students who enroll in HIST 321 complete a research paper in addition to meeting most of the requirements for HIST 221. *Prereq: HIST 105 or HIST 106 and HIST 285, or permission of instructor; W; G. Steckley*

HIST 333 France, 1939-45: Defeat, Occupation, Liberation

See description for FREN 335. *Prereq: HIST 285, or permission of the instructor; CL: FREN 335E; B. Davis*

HIST 336 Contemporary German Culture

See description for GERM 336. *Prereq: HIST 285 or permission of instructor; CL: GERM 336E; W; STAFF*

HIST 338 Nazi Germany

The purpose of this course is to explore the origins, development, and collapse of Nazi

dictatorship in Germany. It will focus on the main arguments offered by major historians about this era of German history, and allow students to conduct research and write a paper on an area of their own interest within that period. *Prereq: HIST 285; W; E. Sencer*

HIST 339 Weimar Republic

This course focuses on the history of the First German Republic, 1919-1933. It will examine the establishment and slow destruction of democracy in Germany in the interwar years, along with the social and cultural changes of this period. *Prereq: HIST 285 or permission of the instructor; W; E. Sencer*

HIST 340 Culture and Diplomacy in Modern East Asia

East Asian international relations from the early twentieth century to the present, focusing on the relationship between China and Japan, between these nations and the Western powers, the course of the major wars (Russo-Japanese, Sino-Japanese and the Pacific wars), and the influence of internal forces and developments on foreign policy decisions in China and Japan. Alternate years. *Prereq: HIST 241, HIST 242, and HIST 285, or permission of the instructor; CL: ASIA 340; W; M. Schneider*

HIST 345 International History

See description for HIST 245. Students who enroll in HIST 345 write a research paper in addition to completing the requirements for HIST 245. *Prereq: HIST 285 or permission of instructor; W; M. Schneider*

HIST 347 Public History

This course will analyze the possibilities and practicalities of the practice of 'public history' in the United States. We will consider the history of the field; the purpose and ideals of the profession; the limitations placed upon public historians by money, audience, space, and time; and the impact of good and bad public history on American culture. Students will have the opportunity to visit local historic sites and museums, and will be expected to research, build and present their own exhibition on some aspect of local (or locally) connected history by

the end of the term. Alternate years. *Prereq: HIST 285 or permission of the instructor; C. Denial*

HIST 361 The American Civil War

Political and social disintegration during the 1850s; the causes and nature of the Civil War. Students are expected to write a long paper. *Prereq: HIST 285 and junior standing or permission of the instructor; W; STAFF*

HIST 363 The Great Society

This research seminar offers students an in-depth examination of some of the most daring and innovative social programs created by the federal government in the 1960s. Lyndon Johnson's Great Society programs like VISTA, Head Start, the Community Action Program (CAP), public broadcasting, and others will form the core of class readings and discussions. Conservative and radical critiques of the Great Society will be discussed, as will the intellectual and political arguments from the 1960s to the present over poverty, race, education, community development, and the role of the federal government in making social policy. Students will be required to participate in classroom discussion and independent research. *Prereq: at least one of: HIST 259, HIST 266, EDUC 201, PS 235, or ANSO 215; and HIST 285; W; K. Hamilton*

HIST 366 The American Civil Rights Movement

This course covers the period of the Black Freedom Struggle generally referred to as the Civil Rights Movement—beginning with the Brown decision in 1954, and ending with Bakke decision in 1978. This is not a survey course, however. Students are expected to immerse themselves in some of the considerable scholarship on this period, and to discuss significant issues in class. Some of the topics covered include: the nature of mass social movements—origins, dynamics, strategies and tactics; the significance of black leadership and institutions; black separatism vs. coalition-building; the role of the federal government and political parties; the persistence of racism in American life; black militancy and white

liberalism; radical and conservative critiques of the Civil Rights Movement. *Prereq: HIST 285 or permission of the instructor; CL: BKST 366; DV; W; K. Hamilton*

HIST 371 Topics in the History of Religion

See HIST 271. A major component of HIST 371 will be a long research paper based on primary sources. *Prereq: HIST 285 or permission of the instructor; CL: RELS 371; may be repeated for credit; STAFF*

HIST 373 Topics in Women's and Gender History

Topics vary year to year. Current topics include: "Women, Gender and the American Revolution"—analyzing the form and function of gender in the revolutionary era; and "Women's History through Autobiography"—the history of women in Europe and America from the 17th century through the 20th using autobiographies written by women. Course may be repeated for credit. *Prereq: HIST 285, GWST 280, or permission of the instructor; CL: GWST 373; W; C. Denial, P. Gold*

HIST 380 Topics in British History

See HIST 280. Students who enroll in HIST 380 write a research paper in addition to completing the requirements for HIST 280. *Prereq: HIST 285 or permission of the instructor; may be repeated for credit; W; G. Steckley*

HIST 381 The Meaning of Time and Place in American Indian Cultures

This course examines the importance of multiple understandings of time and place to the study of American Indian history. By concentrating on the inhabitants of one geographic region, we will aim to approach the history of that region from an indigenous perspective, analyzing the intertwined concepts of spirituality, landscape, place-naming, cross-cultural contact, and social change. Alternate years. *Prereq: HIST 285 or permission of the instructor; W; C. Denial*

HIST 392 Oral Presentation (0)

History majors usually fulfill the speaking competency in the course of taking a 300-level research course. Students wishing to do this

should consult the course instructor at the beginning of the term to be sure that appropriate oral presentation assignments are set up. Once these presentations have been successfully completed, the instructor issues a grade of "P" in the 0-credit HIST 392 course. *Prereq: HIST 285; STAFF*

Integrated International Studies

Major

Program Committee

Michael Schneider, *History*, co-chair

Robert Seibert, *Political Science*, co-chair

Roy Andersen, *Economics*

Timothy Foster, *Modern Languages*

Karen Kampwirth, *Political Science* (on leave, Winter-Spring 2011)

Robin Ragan, *Modern Languages* (on leave, 2010-2011)

Integrated International Studies (IIS) is an interdisciplinary major that provides strong educational preparation for those interested in understanding or participating in the international or global system. Students in this program acquire sophisticated perspectives on the structure and processes of the contemporary global system and develop skills of analysis and communication to support their professional engagement internationally.

The major integrates theories of modern social science and history with the practical mastery of foreign language(s) and cultures. Students are required to complete a set of core courses that introduce broad global themes; develop language skills to a functional level including conversational ability; apply the languages in classroom and non-classroom contexts; complete a geographic area specialization; and study or work abroad.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - PS 314 and 315, 300-level History courses, and advanced social science courses in other departments serve as writing-intensive courses for majors
- *Speaking Key Competency* - PS 315 and 210 language courses serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Students majoring in IIS are expected to demonstrate mastery of the techniques of contemporary information technology; including the intelligent use of the internet, presentation software, statistical procedures, and maps and languages. The required core courses in this major all address these technologies.

Requirements for the major

13 credits, as follows:

- IIS 100 Introduction to Globalization
- Social Science Core courses: ANSO 102, ECON 110, PS 210, PS 220, and either HIST 245 or HIST 285
- Three courses at the 200 level or above in a foreign language
- Three elective courses focusing on a defined geopolitical region, including at least one course at the 300 level. Areas that may be studied include: Africa, Latin America, Asia, the Middle East

Special Collections

WGI Global Data Manager (1200 variables on all countries)

Extensive historical and contemporary map collection

Affiliations

Interuniversity Consortium for Political and Social Research (ICPSR)

Illinois Consortium for International Education

Recent Internships

German Red Cross, Refugee services

Banco Bilbao, Spain

Mahindra & Mahindra

Consulting, Bombay, India

Ctr. Chicago International Trade Association

American Red Cross, Jerusalem Foundation

American Red Cross

Recent Off-Campus Programs

American University in Cairo

DIS, Denmark

Japan Study

Knox Program in Barcelona

Knox Program in Besançon

Knox Program in Buenos Aires

ACM Zimbabwe

Recent Student Research

- “International Sex-Trade Patterns, Latvia, Czech Republic, and Germany” (Honors)
- “Cross Cultural Comparison of Conflict Management Techniques”
- “To Dissolve a State: The Split of Czechoslovakia”
- “Comparison of French and American Media Coverage of Israeli-Palestinian Conflict.”
- “African Political Film” (Honors)
- “ Hamas and Hizbollah: Development of Social Institutions.”
- “Malaria: A Personal Encounter.” (Honors)
- “Prospects for Democracy: Bahrain, Kuwait and Qatar” (Honors)
- “Women in Saudi Arabia and the United Arab Emirates: A Comparative Study” (Honors)
- “Contemporary Responses to Global Terrorism”
- “The Kurdish Question in Turkey”

and Europe. These courses should be selected with the guidance of an IIS advisor.

- A substantial foreign experience selected in consultation with an IIS advisor. This experience should relate to the overall logic of the courses selected to meet other major requirements and could include participation in an established overseas study program, an international internship, or an independent research project carried out abroad. The IIS 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: IIS 390 or IIS 400. This project must include substantial social science and foreign language components, in accordance with guidelines established by the IIS Program Committee.

Courses

IIS 100 Introduction to Globalization

IIS 100 introduces students to the structures and processes of globalization. IIS 100 is an interdisciplinary course that builds on maps, both concrete and metaphorical, as a means to understand these processes. Vigorous discussion of prominent writings and contemporary examples of globalization will cover physical, environmental, historical, political, economic, social and cultural perspectives on the global system. *HSS; STAFF*

IIS 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: Membership in the Peace Corps Preparatory program or permission of the instructor; S. Schroth*

IIS 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:* Concurrent enrollment in a Japanese language course, HIST 242, and PHIL 205; or permission of the instructor; M. Schneider, R. Matsuda, W. Young

IIS 243 Migration Across Ideological Borders

The long-term impact of the Cold War is particularly complex in nations that have been divided along an ideological border that has prevented the free movement of people. With political, social, and economic changes, however, people move across these ideological borders. The goal of this course is to understand the ideology and practices of socialism and the experience of migration from a socialist state to a neoliberal environment. This course focuses on three case studies: (1) North Korean refugees in China and South Korea, (2) former East German residents in the borderland between East Germany and West Germany after the reunification, and (3) mainland Chinese migrants in Hong Kong. *Prereq:* Sophomore standing or permission of the instructor; CL: ANSO 243; Y. Park

IIS 390 Senior Seminar

STAFF

International Relations

Major and Minor

Recent Internships

Americorps
Amnesty International
British-American Security Council
Council of Foreign Relations
Federation of American Scientists
Human Rights Watch
International Red Cross
Ministry of External Affairs (India)
National Security Agency
NATO, Brussels
Peace Corps
Population Action International
UNHCR
U.S. Senate

Recent Off-Campus Programs

Argentina
China
Denmark
England
France
Germany
Japan
Lebanon
Malawi
Mexico
Russia
Spain
Turkey
United Arab Emirates

Faculty and professional interests

Sue Hulett, chair
International relations, American foreign policy, religion and politics
Daniel Beers
Comparative politics, Eastern Europe, comparative legal systems
Andrew Civettini
American politics, political behavior, political psychology
Karen Kampwirth (on leave, Winter-Spring 2011)
Comparative politics, Latin America, gender and politics
Duane Oldfield (on leave, Winter-Spring 2011)
Globalization, social movements, religion and politics
Robert Seibert (on leave, Winter 2011)
Comparative politics, Middle East, Southeast Asia
Lane Sunderland
Constitutional law, political philosophy, American political thought

International Relations is a major offered through the Department of Political Science and International Relations. The department faculty members are committed to providing a program that fosters an understanding of international political, diplomatic, socio-cultural, and military behavior. Topics include the study of war, peace and revolutions; international governmental and non-governmental organizations; human rights and ideologies; and democratization and globalization.

Students interested in international relations should include in their programs introductory courses in economics, history, anthropology and sociology, and political science, and should complete the intermediate courses in one modern language. Students are encouraged to participate in a study program abroad. While courses taken abroad may substitute for certain program requirements, care should be taken to fulfill most requirements before studying abroad.

In our department, we have cultivated a faculty of diverse methodologies and philosophical views. Our goal is to present intelligent perspectives on international relations that result in students reaching their own conclusions regarding questions of diplomacy, power politics, international law and ethics, transnationalism, military strategy, feminism, behavioralism, and ideal models of international political and economic development. Our mission includes global civic education in the sense of discovering what our government and global communities "ought to be"; analysis of problems in the many sub-fields represented in the department (see course listings under Political Science); improvement of reasoning, writing, and statistical skills; and inclusion of race, gender, class, and third world issues in most of the courses offered in the department.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - PS 227, 245, 314, 315, 317, 326, 333, 342, 362, and 363 serve as writing-intensive courses for majors
- *Speaking Key Competency* - PS 306, 312, 315, 317, 362, and 363 serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Specialized information literacy and technology skills are introduced in PS 230 (The Study of Politics) and further developed in both 200 and 300-level courses. Majors in International Relations gain exposure to these competencies in all upper-level seminars, especially in PS 317 (Advanced International Relations).

Requirements for the major

10 credits within the department:

- PS 210, PS 220, PS 315, PS 317, and either PS 101, PS 230 or PS 342
- Two courses from PS 222, PS 314 (Latin America), PS 321 (Europe), PS 322 (India), PS 223, PS 323 (Middle East), PS 326 (Revolutions), and PS 399 (when this course is a non-U.S. area studies course)
- Three credits of electives within the department.

Requirements for the minor

5 credits as follows:

- PS 210
- PS 220 or PS 317
- Three courses chosen from the following with at least 2 at the 300-level (only 1 additional 300 level course is required if students take PS 317): PS 220, PS 222, PS 223, PS 227, PS 301, PS 312, PS 314, PS 315, PS 316, PS 317, PS 321, PS 322, or PS 323).

See Political Science for available courses.

Recent Student Achievements

National Political Science
Penniman Scholarship Univ. of
Chicago (2003 and 2009)
Fulbright Scholar (2003 and 2005)
Fulbright Language Instructor
(2006)
Woodrow Wilson Int'l Center
Researcher
Legislative Assistant in
Washington, DC

Graduate Fellowships (selective list)

Georgetown University
Columbia University
Johns Hopkins
Monterrey Institute of
International Studies
University of Chicago
University of Illinois
University of London
University of California,
San Diego
Fletcher School of Law and
Diplomacy, Tufts University
Model United Nations Delegation
Awards
White House Situation Room
Phi Beta Kappa

Student Research

Richter Scholarships on the
Middle East, Turkey, India,
Europe and Globalization

Honors Projects

"Building Bosnia" (2007)
"Resisting Repression: Why
Women Have Joined Nepal's
Maoist Rebellion" (2008)
"Tactical Nuclear Weapons in
Post-Cold War Europe:
Strategic Asset or
Anachronistic
Risk?" (2009)
"Immigration, Gender, and
Complexity" (2010)

Japanese

Minors

Special Facilities

Dorothy Johnson '39 and
Richard Burkhardt '39
Language Center
International News Room

Related Co-Curricular Clubs and Activities

Japanese Club
Japanese Table
Anime Club

Recent Off-Campus Program

GLCA/ACM Japan-Study
Program
Kansai Gaidai University
Sophia University (Tokyo)

Faculty and professional interests

Ryohei Matsuda

Japanese language, culture and society, comparative and international education

Kaori Furuya

Japanese language, culture and linguistics

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 ancient and modern Japanese literature and contemporary Japanese society. For students preparing to study in Japan, the History department offers courses in East Asian, Chinese, and Japanese history.

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

Requirements for the minors

Japanese

5 credits, as follows

- Three 200-level Japanese courses: JAPN 201, JAPN 202, and JAPN 210
- Two advanced courses: MODL 260E, JAPN 270/370, JAPN 301E, or JAPN 302E

Japanese Studies

5 credits, as follows

- Three 200-level Japanese courses: JAPN 201, JAPN 202, and JAPN 210
- Two courses selected from the following, with at least one at the 300-level: JAPN 220, JAPN 270/370, JAPN 330, HIST 242, HIST 340, or PHIL/ASIA/RELS 205

With the approval of the minor advisor, a student may substitute appropriate 200-level or 300-level credits approved by the program advisor in Japanese or Japanese Studies, transferred from an approved off-campus program in Japan, including Waseda University and Kansai Gaidai University. 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; STAFF

JAPN 201, JAPN 202 Intermediate Japanese

Development of skills in spoken and written Japanese. Attention to Japanese culture. *Prereq: JAPN 103 or permission of the instructor; STAFF*

JAPN 210 Conversation and Composition in Japanese

Development of communicative skills, primarily through conversing and writing in Japanese, with attention to Japanese culture. *Prereq: JAPN 202 or permission of the instructor; O; STAFF*

JAPN 220 Japanese Popular Culture

Examines issues in contemporary life in Japan by focusing on the following forms of Japanese popular culture: pop song, enka, karaoke, manga (comics), anime (animation), video games, television drama, films, and idols (popular teenage singers and actors). Explores the forces by which Japan shapes itself in comparison with the U.S. and other countries, through different forms of pop culture. *CL: ASIA 222; R. Matsuda*

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, GLBT'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; R. Matsuda*

JAPN 301E 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. *STAFF*

JAPN 302E Japanese Literature II

(In English translation) The course examines the novels and poetry from the Meiji era to the present, including the works of Natsume Soseki, Akutagawa Ryunosuke, Nagai Kafu, Tanizaki Jun'ichiro, Kawabata Yasunari, Mishima Yukio, Noma Hiroshi, Banana Yoshimoto, and Haruki Murakami. *STAFF*

JAPN 325 or JAPN 325E Modern Society in Japan

(In Japanese or English) This course focuses on the study of current political, economic and social issues in Japan. *Prereq: JAPN 202 for JAPN 325; sophomore standing or permission of the instructor for JAPN 325E; STAFF*

JAPN 330 Comparative and International Education: Japan, China, Korea, India and the United States

Introduction to the comparative method in the study of educational systems in different societies, focusing on Japan, China, India, and the U.S. Provides students with conceptual and methodological tools from the field of education and related disciplines—such as sociology, political science, anthropology, and economics—for studying societal school systems in depth and making international and cross-cultural comparisons. *Prereq: EDUC 201, 202, or 203 or permission of the instructor; R. Matsuda*

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; R. Matsuda*

Journalism

Minor

Recent Internships and Job Placements

ABC News, New York
Annie Leibovitz Studio,
New York
Center for American Progress,
Washington
Charlotte Living magazine,
Charlotte, NC
Chicago Tribune, Chicago
CNN, Chicago
Hollywood Reporter, New York
Marietta Daily Journal,
Marietta, GA
North Country Times, San Diego
Oliphant Press, New York
Patriot-News, Harrisburg, PA
Princeton Packet, Princeton, NJ
Register-Mail, Galesburg
Scripps-Howard Foundation
Wire Service, Washington
Spectrum Creative, Charlotte, NC
Star, Kansas City MO
Star-Press, Muncie, IN
WBEZ Public Radio, Chicago
Wisconsin Public Radio,
Milwaukee
WVIK Augustana Public Radio,
Rock Island, IL
WQAD/ABC-TV, Moline, IL
WTTW-11, Chicago Public
Television, Chicago

Program Committee

Marilyn Webb, *Distinguished Professor of Journalism*, chair
Newswriting, reporting, feature writing, in-depth reporting
David Amor, *Journalism and Anthropology/Sociology*
Michael Godsil, *Art*
Robin Metz, *English*
Nick Regiacorte, *English*
Robert Seibert, *Political Science* (on leave, Winter 2011)

Lecturers

Christie Ferguson Cirone, *Graphic design*
Mark Ridolfi, *Web-based journalism*

Cooperating faculty from other programs

Monica Berlin, *English*
Cynthia Kitchen, *English*
Sean Mills, *English*
Natania Rosenfeld, *English*
Chad Simpson, *English* (on leave, Fall 2010)

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; John Podesta '71, White House Chief of Staff under President Clinton,

President of the Center for American Progress and author of the acclaimed book *The Power of Progress*; Barry Bearak '71, 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 Chris Mouzakitis '10, reporter for the Galesburg *Register-Mail*, winner of the first place award for Investigative Reporting, Illinois Associated Press Association.

The minor in journalism allows students to engage the issues, skills and particular knowledge of the field of journalism, within the twin contexts of the College's liberal arts curriculum and the problems and dynamics of the surrounding world. The program combines skills courses, where the emphasis is on different types of journalistic writing, on-line presentation, graphic video and on-line design and photography, and reflective courses examining the social and political role of the media. All courses build upon the foundation of liberal arts knowledge that students bring from their other coursework and their major field.

Journalism students at Knox learn how a community (Galesburg, Illinois) works and how to report and present it across varied media platforms. They also pursue stories of local, regional, and national significance through in-depth reporting. Students' news stories are regularly published in local daily and weekly newspapers. In addition, many opportunities exist for on-campus involvement in student journalism. The College's student newspaper, *The Knox Student* (now with its companion web site), has operated continuously for more than 110 years and regularly garners awards at student press conferences at both the state and national levels. The student literary magazine, *Catch*, has been recognized four times as the finest small-college magazine in the country. In addition, WVKC, the college radio station, is an excellent outlet for students interested in broadcast journalism.

Requirements for the minor

5 credits in journalism, as follows:

- Newswriting and reporting: JOUR 270
- Four additional Journalism courses, of which at least two must be at the 300-level

Courses

JOUR 118 Graphic Design I

This course surveys the history, theory, and techniques of graphic design. Students learn the principles and techniques of contemporary design and image-making, using Mac platforms with Adobe CSS software. *ARTS; CL: ART 118; C. Cirone*

Recent Graduate Study

Columbia University Graduate School of Journalism
 Indiana University School of Journalism
 Northwestern University, Medill School of Journalism
 Rutgers University School of Law University of Arizona School of Journalism
 University of Illinois Graduate School of Journalism
 University of Kansas, William Allen White Graduate School of Journalism
 University of Minnesota, Humphrey Institute of Public Affairs
 University of Missouri School of Journalism
 University of Texas School of Journalism

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 a limited number of cameras for check out. PhotoShop software will be used to edit photos, but this is not primarily a course to learn PhotoShop. Weekly photo assignments and group critiques of class work. This course focuses on both technical competence and conceptual creativity. *ARTS; Students may not receive credit for both JOUR 119 and ART 119; M. Godsil*

JOUR 123 The Centrality of Media

The media occupy an essential place in contemporary American society. Over the past two centuries they have become densely embedded in the economy, politics, religious life, formal and informal education, interpersonal networking and communication, popular culture, key processes of identity formation, and our common-sense understandings of the world. While remaining central, they are currently undergoing profound transformation in their underlying technologies and corporate/institutional forms. This course explores the media as instruments of communication, political intermediaries, shapers of contemporary ideology and culture, and commodity-producing industries. Students will be introduced to a range of disciplinary approaches to media, including political economy, cultural studies, sociology, anthropology and critical theory. *CL: ANSO 123; STAFF*

JOUR 206 Beginning Creative Nonfiction Writing

See description for ENG 206. *ARTS; Prereq: ENG 120 strongly recommended; CL: ENG 206; W; N. Rosenfeld, N. Regiacorte, C. Simpson, C. Kitchen, M. Webb*

JOUR 214 Digital Photojournalism II

Students select two photographic projects based on post-modern or contemporary approaches and explore those in depth using digital photography. Weekly group critiques of work and class

discussions of assigned readings on photography as post-modern and contemporary art. *Prereq: JOUR 119 or ART 119, or permission of the instructor; Students may not receive credit for both JOUR 214 and ART 214; M. Godsil*

JOUR 218 Graphic Design II

This course will further develop graphic design skills with a focus on complex design problems. Current design trends will be studied, and students will learn the history, contexts and theory of design concept. They will also complete comprehensive design projects. *Prereq: JOUR 118 or permission of the instructor; CL: ART 218; C. Cirone*

JOUR 270 The Mind of the Journalist: Newswriting and Reporting

This course introduces print journalism through an exploration of its mindset and fundamental forms. Writing- and reporting-intensive, it involves regular assignments for publication about local issues and events, with readings and class discussion. Focusing on Galesburg as a microcosm of reporting anywhere, students form the Knox News Team, meet with city officials and business leaders, and cover stories ranging from recycling to law enforcement to the arts. Articles are regularly printed in local daily and weekly newspapers and on-line venues. Topics include: story research; interviewing and developing sources; covering standard news beats; style and structure of news stories; fact-checking; meeting deadlines; journalism and the law. *HUM; CL: ENG 270; W; M. Webb*

JOUR 272 Bringing Home the Story: Information Gathering & Reporting

This course teaches students to develop information-gathering skills needed for professional journalism. Students will learn to report by using their senses, through interviewing, and accessing public records. The class uses guest journalists, readings, lectures, discussions and writing labs to help students learn how to build stories within time constraints, using a variety of sources. Further, the class puts students beside professional journalists in *The Register-Mail* newsroom through shadowing and work-

shops. *Prereq: JOUR 270 or permission of the instructor; STAFF*

JOUR 305 Political Communication

See description for PS 305. *HSS; Prereq: PS 101 recommended; CL: PS 305; R. Seibert*

JOUR 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; CL: ENG 306; May be taken three terms; N. Regiacorte, M. Berlin, N. Rosenfeld, M. Webb*

JOUR 323 Media and Society

Topics include media as instruments of communication, as political intermediaries, as shapers of contemporary ideology and culture, and as commodity-producing industries. The course explores their impact on individuals, institutions and society at large. Print and broadcast, news, entertainment, advertising and the Internet are examined. Some familiarity with social or critical theory is recommended. *Prereq: junior standing or permission of the instructor; CL: ANSO 323; D. Amor*

JOUR 324 Media and Globalization

This course examines the role of media in globalization from a number of perspectives: how the development of new communication media has contributed to globalization, from the newspaper and the telegraph to the Internet and worldwide telecommunications; how national and transnational forces shape the evolution of media systems; how media systems are implicated in shaping local, national and transnational economic, political and cultural structures, as well as the texture of lived experience. *Prereq: Junior standing or permission of the instructor; CL: ANSO 324; D. Amor*

JOUR 349 Internship in Journalism

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 Editorial Vision: Feature Writing

Students study the feature article, its distinguished history—which includes the birth of the Muckrakers at Knox—and its alternative forms, especially in the underground press and “new journalism” beginning in the 1960’s. Students also produce professional quality feature articles for publication, drawing on a broad range of communication skills—critical thinking, reporting, research, writing, and editing. *Prereq: JOUR 270 or permission of the instructor; CL: ENG 370; W; M. Webb*

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; W; M. Webb*

Latin American Studies

Minor

Recent Student Achievements

Field research in Peru on public attitudes toward the Shining Path
Field research in Guatemala on Mayan refugee communities
Field research in El Salvador on liberation theology and community development
Field research in Mexico on the Mexican army and the Zapatistas in Chiapas
Field research in Argentina on women and journalism
Field research in Mexico on Maya identity and tourism
Field research in Argentina, Uruguay and Chile on gay identity
M.A., Latin American Studies, Ohio University

Recent Off-Campus Study

Buenos Aires, Argentina
San José, Costa Rica
Managua, Nicaragua

Recent Internships

Carter Center, Atlanta

Related Co-Curricular Clubs and Activities

Estudiantes Sin Fronteras/
Students Without Borders
Lo Nuestro
Casa Latina
Spanish Table
Spanish Club
Tertulia

Program Committee

Karen Kampwirth, *Political Science*, chair
(on leave, Winter-Spring 2011)
Catherine Denial, *History*
Jessie Dixon, *Modern Languages and Literatures*
(on leave, 2010-2011)
Timothy Foster, *Modern Languages and Literatures*
Gregory Gilbert, *Art and Art History*
Fernando Gómez, *Modern Languages and Literatures*
Konrad Hamilton, *History*, On-Site Co-Director,
Buenos Aires Program (on leave, 2010-2011)
Frederick Hord, *Black Studies*
Jerome Miner, *Modern Languages and Literatures*
Antonio Prado, *Modern Languages and Literatures*
(on leave 2010-2011)
Robin Ragan, *Modern Languages and Literatures*,
On-Site Director, Barcelona Program
Magali Roy-Féquièrre, *Gender and Women's Studies*,
On-Site Co-Director, Buenos Aires Program
(on leave, Winter-Spring 2011)

The minor in Latin American Studies is 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 minor is 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 minors are strongly encouraged to participate in a study-abroad program, such as the ACM program in Costa Rica or Knox's Argentina program. The student's understanding of the region and facility in Spanish is deepened immeasurably by living and studying with Latin Americans. Credits earned in off-campus programs may be applied to the minor with the program chair's approval.

Requirements for the minor

5 credits as follows:

- Two social science credits in Latin American Studies from two different departments
- One literature credit in Latin American Studies
- Two additional courses in Latin American Studies.
- Demonstrated competence in Spanish (by completing a 200-level Spanish course)
- A project or paper in which the student analyzes some question in Latin American Studies.

The project can be completed through:

- an Honors project;
- an independent study (1 or 1/2 credit); or
- approved course work (i.e., a paper or other project completed within a non-Latin American Studies course that addresses a Latin American topic).

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 program advisor for the Latin American Studies minor.

Courses

LAST 121 Introduction to Latin American History

An introduction to Latin American history, from 1492 to the present. Topics include nationalism and revolution, political and economic conditions, racial and cultural diversity, and Latin America's relation to Europe and the United States. *HSS; CL: HIST 121; C. Denial*

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

See description for ART 221. *HUM; Prereq: ART 105, ART 106, or permission of the instructor; CL: ART 221; W; DV; G. Gilbert*

LAST 222 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 (especially Brazil, El Salvador, Mexico, Nicaragua, Peru, and Venezuela). *HSS; Prereq: previous course work in*

social science or history recommended; CL: PS 222; DV; K. Kampwirth

LAST 227 Women and Latin American Politics

See description for PS 227. *HSS; Prereq: one course in social science or gender and women's studies required; CL: GWST 227, PS 227; DV; K. Kampwirth*

LAST 230 B-E Culture of the Spanish-Speaking World

This series of courses introduces the student to both high and popular culture of the Spanish-speaking world as well as critical concepts in understanding social structures 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. B) Mexico and Central America; C) The Caribbean; D) Southern Cone (Argentina, Chile, Uruguay, Paraguay); E) Andean region (Bolivia, Colombia, Peru, Ecuador). *LAST 230B-E cross-listed in SPAN; STAFF*

LAST 235 Introduction to Spanish Literature
See description for SPAN 235. *CL: SPAN 235; STAFF*

LAST 238 Latin American Women Writers
See description for GWST 238. *HUM; Prereq: sophomore standing; CL: GWST 238; DV; M. Roy-Féquièrè*

LAST 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. *Prereq: sophomore standing or permission of the instructor; CL: BKST 240; M. Roy-Féquièrè*

LAST 260 African Dimensions of the Latin American Experience
See description for BKST 260. *Prereq: ENG 102 or permission of the instructor; CL: BKST 260; F. Hord*

LAST 263 Slavery in the Americas
See description for HIST 263. *HSS; CL: BKST 263, HIST 263; DV; K. Hamilton, M. Roy-Féquièrè*

LAST 305 Spanish American Literature Through Modernismo
See description for SPAN 305. *Prereq: equivalent of SPAN 235 or permission of the instructor; CL: SPAN 305; T. Foster*

LAST 306 Twentieth Century Spanish-American Literature
See description for SPAN 306. *Prereq: equivalent of SPAN 235 or permission of the instructor; CL: SPAN 306; J. Dixon, T. Foster*

LAST 309 Contemporary Latin American Cinema
A survey of contemporary cinema of Spanish speaking countries of Latin America. We follow

a trend starting with the avant-garde cinema of the political revolutionary turbulence of the 1960's, the "New Latin American Cinema", which continues today with a series of films that originated as a reaction to the neo-liberal and globalized capitalism of the 1990's. The films are treated as visual texts, studying the film as a genre with particular stylistic forms and techniques to represent social reality ideologically and in the context of social and cinematic history. *Prereq: SPAN 235; CL: FILM 309, SPAN 309; A. Prado del Santo*

LAST 314 U.S.-Latin American Relations
See description for PS 314. *HSS; Prereq: previous course work in social science or history required; CL: PS 314; W; K. Kampwirth*

LAST 326 Comparative Revolution
See description for PS 326. *HSS; Prereq: previous 200 or 300 level work in social science or history required; CL: PS 326; W; K. Kampwirth*

LAST 335 "Afridentity" and "Hispanity" in Caribbean Literature from the 19th Century to the Present
See description for SPAN 335. *Prereq: SPAN 235 or equivalent or permission of the instructor; CL: BKST 335, SPAN 335; J. Dixon*

Program Advisor

Lane Sunderland, *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.

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 Sunderland to ensure appropriate course selection and planning.

Pre-Professional & Cooperative Program

Prominent Knox Graduates in Law

Edward Adams '85, Professor of Law, University of Minnesota Law School
William H. Colby '77, Attorney, argued the Cruzan "right to die" case before the United States Supreme Court in 1989.
Matthew Doscotch '94, Patent Attorney, Merchant & Gould, Minneapolis
Donald F. Harmon '88, Illinois State Senator
Janet Koran '71, former General Counsel, YMCA of the USA
Susan Greenberg Lahne '70, Clerk for U.S. Supreme Court Justice Harry Blackmun
John Podesta '71, Adjunct Professor, Georgetown University Law Center, former White House Chief of Staff
Margaret Ryan '85, Judge, U.S. Court of Appeals for the Armed Forces; Clerk for U.S. Supreme Court Justice Clarence Thomas
David Schulz '74, Attorney and Partner, Levine, Sullivan, Koch & Schulz, New York
Roger L. Taylor '63, Retired Partner, Kirkland and Ellis, Chicago and President of Knox College

Law Schools to which Knox Graduates have been Admitted

Harvard University
University of Chicago
Northwestern University
New York University
University of Virginia
Georgetown University
Duke University
University of Michigan
Washington University

Mathematics

Major and Minor

Capstone Work

Mathematics majors are required to participate in a research project and produce a talk on the topic.

Examples of recent projects:

- “Fractals: Iterated Function Systems and the Hausdorff Dimension”
- “The Geometry of Numbers and Minkowski’s Theorem”
- “Investment Strategy Analysis – A Brownian Motion Application”

Special Facilities

descartes.lab.knet.edu, a CUDA-enabled vector processing system

Recent Student Achievements

Rothwell Stephens Scholarship
Carr Prize
Junod Prize
Graduate Fellowships at the University of Michigan, University of Iowa, the University of Toronto and Columbia University

Recent Off-Campus Study

Budapest, Hungary

Recent Internships

Kemper Companies
Allstate Insurance
Harris Bank
CNA Insurance

Recent Honors Projects

“Measure Theory and Financial Mathematics”
“Distributions”
“Factoring Integers with Circle Groups”
“Optimal Debt and Risk Management of the Firm”
“Varieties of Groups”
“A Model of Multilevel Selection Theory in Sexually Reproducing Species”

Faculty and professional interests

Andrew Leahy, chair

Group representation theory, history of mathematics

Mary Vlastnik Armon

Number theory, analysis

Mercredi Chasman

Partial differential equations, eigenvalue problems

Kevin Hastings

Probability, statistics, operations research, financial mathematics

Dennis Schneider

Real and complex analysis, functional analysis

Pedro Teixeira

Commutative algebra

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, chaos, and cryptography.

Mathematics students begin with a solid foundation in calculus, linear algebra and mathematical structures 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, and factorization algorithms and their application to computer security.

Faculty research encompasses a range of both pure and applied areas of mathematics, and advanced projects are often driven by both student and faculty interests. For instance, faculty interest in the history of mathematics has led to student projects in projective geometry. Faculty interest in number theory has led to student projects in computer security and distributed computing. Faculty interest in stochastic processes has led to student projects modeling everything from epidemics to stock prices. In addition, students have assisted with curriculum development projects centered around *Mathematica*, a computing environment for doing mathematics that is used extensively in introductory as well as advanced mathematics courses.

The department also offers coursework in the area of Financial Mathematics. This field of study focuses on the properties of investment objects, investor’s and firm’s attitudes toward risk, and the consequences to individual investor behavior as well as that of

the whole market. It is a subject of much current interest, both theoretical and practical, which combines mathematical reasoning with economic insights.

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

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - MATH 300, 321, 331, and 341 serve as writing-intensive courses for majors
- *Speaking Key Competency* - MATH 361, 399, or a completed honors project serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Mathematics majors become proficient in the state-of-the-art computer algebra system *Mathematica* for numerical, symbolic, and graphical problem solving.

Requirements for the major

10 credits in the Mathematics Department as follows:

- Core courses: MATH 152, MATH 205, MATH 210, MATH 300
- Electives: 6 additional courses as follows: At most one of MATH 175 and MATH 180; At least 5 courses numbered above MATH 210, at least two of which are numbered above MATH 300
- Research Experience: Each student must complete a research project leading to a written and oral presentation. This requirement may be fulfilled through MATH 361, MATH 399, or an honors project, and must be certified by the department chair. Full credits earned in this experience may apply to the elective credit requirement.

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 as follows:

- MATH 152 or MATH 214, MATH 205, MATH 210
- Two additional mathematics courses numbered above MATH 170, with at least one chosen from: MATH 211, MATH 216, MATH 217, MATH 218, MATH 300

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. *QL: MATH 121 cannot simultaneously satisfy proficiency and QL requirement; STAFF*

MATH 125 Mathematics for Elementary School Educators

A theoretical study of the mathematical concepts taught in elementary school mathematics. Topics include sets, functions, number systems, number theory, statistics, and the role and use of technology. *Prereq: at least one course in Educational Studies; QL; STAFF*

MATH 131 Functions

An introduction to the concept of a function and its graph. Polynomial and rational functions, logarithmic and exponential functions, and trigonometric functions. Examination of the relationship between algebraic and graphical formulations of ideas and concepts. *Prereq:* 3 years college preparatory mathematics or permission of the instructor; *Credit cannot be earned for MATH 131 in addition to credit for either CTL 130 or MATH 140; STAFF*

**MATH 140, MATH 141
Functions and Calculus I-II**

An introduction to the theory and applications of the differential calculus including a review of concepts from precalculus. Limits, continuity and differentiation of functions of one variable, with applications. Students successfully completing MATH 141 are prepared for MATH 152. *Prereq:* three years of college preparatory mathematics; *MATH 140 and MATH 141 together cover all the calculus material treated in MATH 151. Credit cannot be earned for MATH 151 in addition to credit for either MATH 140 or MATH 141. MATH 141 carries MNS Foundation credit. QL; STAFF*

MATH 151 Calculus I

An introduction to the theory and applications of the differential calculus. Limits, continuity, differentiation, approximation, and optimization. *MNS; Prereq:* *MATH 131 or three years of college preparatory mathematics, including trigonometry; QL; STAFF*

MATH 152 Calculus II

A continuation of MATH 151. An introduction to the theory and applications of the integral calculus as well as an introduction to infinite series and parametric equations. *MNS; Prereq:* *MATH 141 or MATH 151; QL; 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. *MNS; Prereq:* *MATH 151 or equivalent, or CS 141 together with MATH 131 or equivalent; QL; STAFF*

MATH 180 Combinatorics

The study of problems for which the number of possible solutions is large but finite. Developing, proving, analyzing and applying algorithms to find optimal solutions. Algorithmic graph theory, counting techniques, discrete probability, difference equations. *Prereq:* *MATH 151 or equivalent, or CS 141 together with MATH 131 or equivalent; QL; 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. *MNS; Prereq:* *MATH 152 or permission of the instructor; QL; D. Schneider*

MATH 210 Linear Algebra I

A study of the fundamental properties and applications of finite dimensional vector spaces, linear transformations, and matrices. Spanning, independence, bases, inner products, orthogonality, eigenvalues and eigenvectors, diagonalization. *MNS; Prereq:* *MATH 152 or permission of the instructor; QL; D. Schneider*

MATH 211 Linear Algebra II

A continuation of MATH 210. A more abstract study of vector spaces and linear transformations. Spectral and Jordan decomposition theorems. Applications. *Prereq:* *MATH 205 and MATH 210; QL; D. Schneider*

**MATH 214 Introduction to
Numerical Mathematics**

An introduction to elementary numerical methods and their computer implementation. Topics include Newton's method for one and several equations, interpolating functions, approximating polynomials, numerical differentiation and integration, numerical solutions of linear systems of equations, and numerical solutions of differential equations. *Prereq:* *MATH 151 or equivalent; QL; A. Leahy*

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; QL; STAFF*

MATH 216 Foundations of Geometry

A study of the axiomatic structure and historical development of two-dimensional geometry, with an emphasis on proofs. Incidence geometry, geometry of flat and curved spaces, projective geometry, and Euclidean models for hyperbolic geometry. Historical implications of the existence of non-Euclidean geometries.
Prereq: MATH 152; QL; STAFF

MATH 217 Number Theory

A study of the properties of the natural numbers. Prime numbers, divisibility, congruences, Diophantine equations, and applications to cryptography. *Prereq: MATH 152; QL; M. Armon*

MATH 218 History of Mathematics

A study of the evolution of mathematical ideas from ancient to modern times. *Prereq: MATH 152; QL; A. Leahy*

MATH 227 Introductory Financial Mathematics

An introduction to the mathematics of finance including interest, present value, annuities, probability modeling for finance, portfolio optimization, utility theory, and valuation of bonds, futures and options. *Prereq: MATH 152 or permission of the instructor; K. Hastings*

MATH 230 Differential Equations

A study of equations involving functions and their derivatives. First and second order equations, linear algebra and systems of linear differential equations, numerical and graphical approximations, and elementary qualitative analysis. *Prereq: MATH 205; MATH 210 recommended; QL; STAFF*

MATH 300 Mathematical Structures

A rigorous study of the mathematical structures which form the foundation of higher mathematics. Set theory, logic, formal development of the number systems from the natural numbers through the complex numbers, basic algebraic structures (groups, rings and fields), and

elementary topological concepts. *Prereq: MATH 210 or MATH 230; QL; W; STAFF*

MATH 311 Scientific Computing

An advanced study of the mathematics of numerical approximation. Error in computation, interpolation, and approximation. Numerical methods of integration, numerical solution to systems of linear equations, ordinary differential equations, and nonlinear equations. Basic notions of computational complexity.
Prereq: MATH 210 and some programming experience; QL; A. Leahy

MATH 313 Topology

A rigorous study of the fundamental ideas of point-set topology. Metric spaces, topological spaces, separation, compactness, connectedness, homeomorphism. *Prereq: MATH 300; QL; 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 205 and MATH 210; QL; W; K. Hastings

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; QL; K. Hastings*

MATH 325 Introduction to Operations Research

A rigorous treatment of methods and algorithms for optimization problems, with applications to business and economics and other areas. Networks, linear programming, Markov chains, Poisson processes, queueing theory, dynamic programming. *Prereq: MATH 321; QL; K. Hastings*

MATH 327 Advanced Financial Mathematics

Continued study of the key mathematical ideas and techniques of Financial Mathematics. Cox-Ross-Rubinstein model of asset prices, Brownian

motion models for continuous time problems, parameter estimation, optimal portfolio consumption problem, exotic options, dynamic programming approach to valuation of derivative assets, Black-Scholes option valuation.

Prereq: MATH 227 and MATH 321, or permission of the instructor; QL; K. Hastings

MATH 331 Analysis I

A rigorous study of the concepts of continuity, differentiation, integration, and convergence in one variable. *Prereq: MATH 300 or permission of the instructor; QL; W; D. Schneider*

MATH 332 Analysis II

A continuation of MATH 331. A rigorous study of the concepts of calculus in higher dimensions. *QL; D. Schneider*

MATH 333 Complex Analysis

A rigorous study of analytic functions and their properties. The Cauchy-Riemann equations, Cauchy's Theorem, Taylor and Laurent expansions, the calculus of residues, conformal mappings, and harmonic functions. *Prereq: MATH 331; QL; D. Schneider*

MATH 341 Abstract Algebra I

A rigorous study of the fundamental notions of abstract algebra. Groups, rings, integral domains, and fields. *Prereq: MATH 300 or permission of the instructor; QL; W; 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. *QL; 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. Student 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 300; STAFF*

MATH 361 Research in Mathematics II (1/2 or 1)

Prereq: MATH 360 or permission of instructor; Total credit for MATH 360-361 not to exceed 1 credit; O; STAFF

MATH 399 Seminar in Mathematics

An advanced study of a special topic in mathematics not substantially covered in the regular curriculum. Emphasis on student presentations and independent writing and research. Students submit a major paper and give a public lecture. Recent topics include optimization theory and the history of mathematics. *Prereq: MATH 300 and senior standing or permission of the instructor; O; QL; STAFF*

Medical Technology

Cooperative Program

Program Advisor

Lawrence Welch, Chemistry

Students interested in medical technology (clinical laboratory science) may take advantage of cooperative programs between Knox College and Rush University's College of Health Sciences. After three years at Knox and two at Rush a student earns a Bachelor of Arts degree from Knox as well as a professional degree from Rush.

Prior to starting study at the cooperating institution, a Knox student must:

- have received at least 27 credits with at least a 2.5 grade point average;
- have been in residence on the Knox campus at least 6 terms and have earned at least 18 Knox credits;
- have completed all the requirements for a Knox degree except the requirements for the major, for total credits, and that the last credits and terms before the degree be in residence;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

Professional work in health care requires the application of scientific knowledge to patient care. In addition to taking specified courses in biology and chemistry, students in this program are expected to pursue courses in statistics and composition while at Knox. The work at Rush provides clinical training and experience. Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

Medicine

Pre-Professional & Cooperative Program

Prominent Knox Graduates in Medicine

- Dr. Maria Barilla-LaBarca '90,
Physician-Rheumatology,
North Shore University
Hospital, Manhasset NY
- Dr. Valerie A. Cwik '77,
Neurologist, Muscular
Dystrophy Association
Vice-President, Research and
Medical Director, Tucson
- Dr. Stephen Hazelrigg '80,
Chairman of Cardiothoracic
Surgery, SIU School of
Medicine
- Dr. Marc Martel '93, Associate
Professor, University of
Minnesota, Faculty Physician,
Hennepin County Medical
Center
- Dr. Rick A. Nishimura '75,
Professor of Medicine, Mayo
Medical School
- Dr. Dean M. Toriumi '80,
Professor, UIC, Facial Plastic
and Reconstructive Surgeon

Medical Schools Attended by Knox Graduates

- George Washington University
Howard University
Johns Hopkins University
(M.D.-Ph.D. program)
Northwestern University
Rush University
University of Chicago
(M.D.-Ph.D. program)
University of Illinois
University of Illinois School of
Medicine-Rockford (Rural
Medical Education program)
University of Iowa (M.D.-Ph.D.
program)
University of North Carolina-
Chapel Hill (M.D. – Ph.D.
Program)
Washington University

Program Advisor

Judith Thorn, *Biology*

Students interested in the medical profession are well served by a liberal arts education. A liberal arts education at Knox combines preparation in the sciences with broad perspectives from the humanities and social sciences to address technical scientific and human interaction skills, both of which are required for successful careers in medicine.

Students interested in medicine are not restricted to any one major. Working with an advisor in the major, as well as Knox's pre-med advisor, students complement their major with those courses which provide instruction in the sciences and other fields to adequately prepare them for admission to medical school. Students with this interest are urged to consult early with the pre-med advisor to ensure that their course selections are appropriate.

Knox-Rush Early Identification Program and George Washington University School of Medicine & Health Sciences Early Selection Program

Program Advisor

Lori Haslem, *Associate Dean of the College*

The Knox-Rush Early Identification program and the George Washington University School of Medicine & Health Sciences Early Selection program guarantee to qualified undergraduates entry to medical school upon completion of four years at Knox. Both programs give students the option of pursuing rigorous study in the arts, humanities, or even the sciences, without the competitive stress of the traditional pre-medical program.

Students for the Knox-Rush program are chosen during their first year and are required to maintain a B average throughout college and complete certain pre-medical courses. Applicants need to complete two 2-term sequences in the premedical program by the end of their first year (chosen from CHEM 101-102; MATH 151-152 (or MATH 140-141 and MATH 152); any two Physics courses from PHYS 110-130; any two Biology courses from BIOL 110-130 (preferably BIOL 120-130). The program is open to U.S. citizens and permanent residents only.

Students for the George Washington University program are chosen during the sixth term, at the end of their second year of study. Applicants are required to have spent two years at Knox, to have completed a minimum of 18 credits, including six terms of premedical sciences, with no science grade below a B- by the end of their third term; applicants must have a minimum GPA of 3.3.

Successful applicants for both programs will also demonstrate good character, a sense of responsibility and sound judgment.

Faculty and professional interests

Bruce Davis, chair

*17th and 18th century French literature, French civilization
(Third Republic, Vichy)*

Caesar Akuetey (on leave, Fall 2010)

*Francophone African literature, 19th century French
literature, linguistics*

Jessie D. Dixon, On-Site Director, Besançon Program

Caribbean literature, Afro-Hispanic literature

Claudia Fernández

Spanish language, Latin American civilization, linguistics

Timothy J. Foster (on leave, Winter-Spring 2011)

Latin American literature

Fernando Gómez (on leave Fall 2010)

Golden Age Drama

Todd Heidt

*Late 19th and 20th century German literature and culture,
film and visual culture, narratology and media*

Sonja Klocke

*19th-21st century German literature, cultural studies,
gender studies, post-1945 film*

Schahrazede Longou (on leave, Spring 2011)

*Francophone literature (Maghreb), post-colonial Algeria,
cultural identity and diaspora*

Jerome Miner, Director, Dorothy Johnson '39 and

Richard Burkhardt '39 Language Center

Contemporary Latin American literature

Julio Noriega

Latin American literature, migrant indigenous literature, Quechua

Novia Pagone

18th-20th century Spanish peninsular literature

Antonio Prado (on leave, 2010-2011)

Contemporary Spanish peninsular literature

Anna Proffit

Contemporary Spanish peninsular literature and film

Robin Ragan, On-Site Director, Barcelona Program

*19th & 20th century literature, contemporary Spanish literature,
culture, and film*

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 three other programs:

- a major in Modern Languages;
- a major in Modern Languages and Classics;
- self-taught language instruction.

To pursue a new language seriously is to come in touch with another culture, another mode of thought and expression, another way of viewing ourselves and the world around us, another literature with its own great poets, its own peculiar rhythm and meter, its own attitudes and values. Such a pursuit necessarily leads to a more profound understanding and appreciation of our own culture, our own literature.

The department offers a complete program of courses both for those pursuing a major in the department and for those majoring in other areas. The Dorothy Johnson '39 and Richard Burkhardt '39 Language Center is a state-of-the-art language learning facility involving audio, video and computer programs that supplement and enrich the classroom learning experience.

The department sponsors programs of study in France, Spain and Argentina, open to students majoring in other departments as well as those majoring in French or Spanish. Students may study in Germany on the IES Programs at Humboldt University in Berlin or in Flensburg, Germany. Students in Spanish may also study in Costa Rica.

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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - SPAN 302 and 399 serve as writing-intensive courses for Spanish majors; FREN 211 and 399 are writing intensive for French majors
- *Speaking Key Competency* - FREN 210, GERM 210 and SPAN 230 serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Students are expected to be or become competent in the following information technology skills: foreign language word-processing, on-line bibliographical research, use of campus networks and e-mail to store and transmit course assignments and to post on class bulletin boards. Students are also expected to become proficient in the use of digitized audio-visual materials. Workshops are offered as needed in the Department's Language Learning Center.

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 Bruce Davis

Requirements for the majors

Modern Languages

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.

Modern Languages and Classics

A major in Modern Languages and Classics provides an opportunity to integrate the study of a modern language with Latin and/or Greek.

11 to 14 credits (depending on prior language preparation):

- A complete major in one modern language (French, German, or Spanish)
- Two advanced courses in Latin or two advanced courses in Greek.

OR

- A complete major in Classics
- Two courses in modern languages at the 200- or 300-level.

Courses

MODL 260E Introduction to General Linguistics

An introduction to some basic notions in the field of linguistics. Students learn how to compute and analyze linguistic data. The course is taught in English. *Prereq: Completion of elementary language sequence or equivalent; C. Aꞗueteꞗ, C. Fernandez*

Music

Major and Minor

Special Facilities

Kresge Recital Hall
Jay Rehearsal Hall
18 practice rooms
Kawai and Steinway pianos
Steinway 9 ft. concert grand piano

Ensembles

Cello Choir
Flute Ensemble
Galesburg Community Chorus
Jazz Combos
Knox Chamber Singers
Knox College Choir
Knox-Galesburg Symphony
Knox Jazz Ensemble
Knox Men's Ensemble
Knox-Sandburg Community Band
Knox String Ensemble
Knox String Quartet
Knox Wind Ensemble
Knox Women's Chorale
Latin Jazz Conjunto
Umoya Gospel Chorus

Recent Off-Campus Study

Barcelona
Beijing
Besançon, France
Kodaly Institute, Hungary
Mali
Vienna

Faculty and professional interests

Bruce Polay, chair
Artistic Director/Conductor, Knox-Galesburg Symphony; theory, music history, composition

Jeremy Day-O'Connell
Music theory

Sarah Day-O'Connell
Music history and culture

Laura Lane
Director of choral music; voice, conducting, music history

Nicole Malley (on leave, 2010-2011)
Director of jazz program; music history and culture

Daniel McDavitt
Choral music and music history

Lecturers

Lynn Maxfield
Sarah Moran
Tim Pahel
Dean Petrie

Instructor/Accompanist

Amber Clark

Music study at Knox is set within the liberal arts tradition, training accomplished musicians as well as those new to musical study. More than a third of the Knox student body participates in our music program through classes, lessons, and ensembles.

Courses in music history and culture expose students to the diverse ways music reflects and shapes societies past and present, in the West and around the world. Courses in music theory train students in the construction of music and analytical techniques. Students may pursue interdisciplinary connections between music and a host of other fields including psychology, history, anthropology, sociology, history, art history, philosophy, black studies, and gender studies.

Knox offers a dynamic, comprehensive jazz experience with weekly performances and yearly tours. The Knox Jazz Ensemble (KJE) has won multiple outstanding soloist awards at collegiate festivals since 2004, and recently completed a fourth CD. Membership in the KJE and top combos is by audition; other combos are open to all. The Knox Jazz Studies program sponsors the Rootabaga Jazz Festival, bringing highly acclaimed performers and clinicians to Galesburg. Wind and percussion may audition for the Knox-Sandburg Community Band, comprised of Knox students and other area musicians; this ensemble features guest conductors and soloists, who often premiere contemporary works.

The Knox College Choir is the premier choral ensemble of the college. The choir performs three different programs each year. The choir tours every year during spring break, with a European tour every two years. The choir performed in Carnegie Hall in March 2005, under the baton of their own Dr. Laura Lane, and in the famed Paraninfo of the University of Barcelona in March 2006.

The Knox Chamber Singers is a select 18-voice ensemble auditioned from the Choir, performing everything from Renaissance madrigals or vocal jazz to Debussy or Lauridsen.

Selected instrumentalists have the opportunity to perform in the Knox-Galesburg Symphony (KGS), a professional orchestra three times named Illinois Orchestra of the Year and directed by Dr. Bruce Polay, Illinois Conductor of the Year in 1997, 2004 and 2010. Each year the KGS presents a subscription concert series, an annual pops concert and the "Concert on the Lawn." Guest soloists bring international reputations to Galesburg. The symphony performs in the Orpheum Theater, a stunningly restored 1,000-seat concert hall in downtown Galesburg. The Knox String Ensemble performs at student recitals and at other campus events. It is open, without audition, to any student who plays one of the standard orchestral string instruments.

In addition to participating in nearly 20 ensembles, Knox students may take private lessons in piano, organ, guitar, all standard string, wind and percussion instruments, and voice, as well as lessons in composition, orchestration, improvisation, and jazz on all standard jazz instruments.

Music Education Program

Students who want to teach music in elementary or secondary schools may follow the music education program (requirements listed below). This demanding program includes the music major, an educational studies major, and several courses specifically designed for music education. Students who complete this program become certified by the State of Illinois and can begin teaching directly after graduation.

Students interested in music education should contact Professor Lane as early as possible. In order to complete the program in four years at Knox, students must begin in their first year. Specific courses required by the program are:

Music

- a music major, including MUS 145, 245, 246, 322, 324, 343, 361 and 363
- 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 on both piano and a major instrument

Educational Studies

- a major in Educational Studies, Secondary, replacing EDUC 318 by EDUC 319

Recent Internships

Associated Colleges of Illinois
Jr./Sr. Scholars
Chorus America
Lyric Opera of Chicago
Moon of Hope Music
Publishing Co.
Nickerson & Associates
Nova Singers

Recent Graduate Schools Attended

Eastman School of Music
Florida State University
Northwestern University
University of Chicago
University of Illinois, Urbana-Champaign
University of Iowa
University of Oregon
University of New Mexico
University of Wisconsin, Madison
Washington University, St. Louis

Recent Ensemble Tours

Austria
Chicago
Czech Republic
England
Memphis
Nashville
New Orleans
New York City
Spain

Recent Visitors

Ben Allison
Cristina Anghelescu
Enrique Batiz
Nilanjana Bhattacharjya
Chanticleer
Joey DeFrancesco
Jay Friedman
Benny Green
Natalia Shamayeva
Bobby Shew
Mikhail Tsinman
Tuva Throat Singers
Matt Wilson

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - MUS 322 and 324 serve as a writing intensive courses for majors
- *Speaking Key Competency* - MUS 254, 260, or the combination of two of: MUS 345, 361, and 363 serve as speaking intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Music majors use technology to conduct research, (using e.g. RILM and Oxford Music) to effectively present, (using e.g. Powerpoint, GarageBand) and to compose (using e.g. Sibelius and Finale). Key courses for acquiring these skills include MUS 101, 102, 254, 260, 322, 324, and applied music lessons.

Requirements for the major

11 credits as follows:

- Core: MUS 101, 102, 145, 245, and 246
- Advanced: 5 credits, including at least one outside the European classical tradition
- 1 credit in Music History: MUS 361 or 363
- One 300-level seminar: MUS 322 or 324
- 3 elective credits, including at least 1 at the 300 level.
- Capstone: MUS 399
- Proficiencies: piano and two years of participation in ensembles

Requirements for the minor

6 credits as follows:

- Core: MUS 101, 102, 145 and 245
- Electives: 2 credits, of which at least one must be at the 300-level.

Courses

MUS 101, MUS 102 Introduction to Music I, II

These courses equip students to listen to, understand, and discuss music from the Western tradition and around the world. Selected works and traditions are considered from a variety of analytical, historical and cultural perspectives. For MUS 101, the repertoire is drawn from the middle ages through the early 19th century. For MUS 102, the repertoire is drawn from the 20th and 21st centuries. An optional unit introducing musical fundamentals (pitch, rhythm, harmony, form, notation, and instrumentation) is available for students without prior experience. *ARTS; S. Day-O'Connell, L. Lane, N. Malley*

MUS 112 Music in the Western Tradition

A survey of Western music with particular emphasis on developing listening skills and vocabulary. Works studied include examples of

mass, symphony, string quartet, opera, chamber music and song. Students are required to attend musical performances. Listening assignments give students increased musical understanding, which is demonstrated through written reports and acquisition of musical vocabulary. *HUM; B. Polay*

MUS 145 Music Theory I

Begins a three-course introduction to tonal harmony. MUS 145 will emphasize the foundational concepts and terminology of music theory, in particular those pertaining to note, interval, scale, chord, texture, counterpoint, phrase, and cadence. Work will include analysis and composition, as well as general musicianship training (i.e., sight-singing, transcription, and basic keyboard skills). *ARTS; J. Day-O'Connell*

MUS 180 Applied Music:**Group Performance (1/2)**

Performance for one year in one of the faculty-supervised performing groups. Participation in all rehearsals and public performances is required for credit. Register in the final term in which the requirements for credit are to be completed. *A maximum of six credits in applied music (MUS 180, MUS 181, MUS 300 or any combination of these) may be counted towards graduation; STAFF*

MUS 180A Knox College Choir (1/2)

L. Lane

MUS 180B Knox-Galesburg Symphony (1/2)

B. Polay

MUS 180C Knox College Chamber Singers (1/2)

L. Lane

MUS 180D Knox College Jazz Ensemble (1/2)

N. Malley

MUS 180E Knox-Sandburg**Community Band (1/2)**

B. Potter

MUS 180F Knox College String Ensemble (1/2)

STAFF

MUS 180G Combos (1/2)

N. Malley

MUS 180H Galesburg Community Chorus (1/2)

T. Pahel

MUS 180I Small Ensembles (1/2)

STAFF

MUS 180J Umoja Community**Gospel Choir (1/2)**

J. Dixon

MUS 181 Applied Music (0 or 1/2)

Private instruction at an elementary level in piano, organ, most stringed and wind instruments, and voice. No single set of lessons may be taken for more than 1.5 credits at the 100 level. FALL INSTITUTE: Attendance at private lessons is required on Fall Institute Day. In the event that students are required to attend specific events it becomes the student's responsibility to reschedule with their instructor. FLUNK DAY: Attendance at private lessons is not required on Flunk Day. Instructors are not required to reschedule. *A maximum of six credits in applied music (MUS 180, MUS 181, MUS 300 or any combination of these) may be counted*

toward graduation. Note: see Other General Fees, under Tuition and Fees; STAFF

MUS 181A Bassoon (0 or 1/2)

A. Lyle

MUS 181B Cello (0 or 1/2)

STAFF

MUS 181C Clarinet (0 or 1/2)

J. Marasa

MUS 181D Double Bass (0 or 1/2)

G. Fowler

MUS 181E Flute (0 or 1/2)

R. Huff

MUS 181F Classical Guitar (0 or 1/2)

R. Pobanz

MUS 181G Harpsichord (0 or 1/2)

A. Clark

MUS 181H French Horn (0 or 1/2)

S. Filzen

MUS 181I Oboe (0 or 1/2)

S. Faust

MUS 181J Organ (0 or 1/2)

A. Clark

MUS 181K Percussion (0 or 1/2)

K. Hart, B. Zeglis

MUS 181L Classical Piano (0 or 1/2)

A. Clark, A. Mack, D. Godsil, M. Harlan

MUS 181M Saxophone (0 or 1/2)

K. Malley

MUS 181N Trombone (0 or 1/2)

J. Spurgeon

MUS 181O Trumpet (0 or 1/2)

D. Hoffman

MUS 181P Tuba (0 or 1/2)

D. Petrie

MUS 181Q Viola (0 or 1/2)

T. Shifeling

MUS 181R Violin (0 or 1/2)

L. Polay

MUS 181S Voice (0 or 1/2)

L. Lane, G. Etzel, S. Moran

MUS 181SS Jazz Voice (0 or 1/2)

STAFF

MUS 181T Jazz Guitar (0 or 1/2)

J. Miller

MUS 181U Jazz Piano (0 or 1/2)

K. Hart, D. Hoffman

MUS 181UU Jazz Composition (0 or 1/2)

D. Hoffman

MUS 181V Euphonium (0 or 1/2)

D. Petrie

MUS 181W Jazz Percussion (0 or 1/2)

K. Hart, B. Zeglis

MUS 181X Jazz Saxophone (0 or 1/2)

K. Malley

MUS 181Z Jazz Bass (0 or 1/2)

J. Wegge

MUS 181ZZ Jazz Improvisation (0 or 1/2)

D. Hoffman, K. Malley, K. Hart, J. Miller,

A. Crawford

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 210 Jazz History

This course broadens students' knowledge of the spectrum of recorded jazz with a heavy emphasis on listening, primary source readings, speaking, and critical writing. The course examines the basic musical elements that define jazz as a unique musical idiom by examining stylistic periods, major innovators, performers and composers, issues of improvisation, and musical practices. Primary source readings contextualize music through discussions of the complex relationships between jazz, ethnicity, gender economics, politics and social history. *HUM; CL: BKST 210; DV; N. Malley*

MUS 220 Opera Workshop

This course focuses on the vocal and dramatic techniques required to perform opera, with some exploration of technical aspects of opera production. Each student is cast in at least one scene from an opera, appropriate for his/her voice, and is responsible for at least one aspect of production. The course culminates in a public performance of scenes from opera. *ARTS; Prereq: permission of the instructor; May be repeated once for credit; S. Moran*

MUS 230 Case Studies in Musics of the World

This course broadens students' knowledge of non-Western musics. Heavy emphasis on listening, speaking, and writing critically. Through case studies from regions around the world, we examine musical sound, production, and

consumption, and investigate the role music plays in culture, as it is incorporated into family, community, religion, Diaspora, politics, ritual, and aesthetic experience. *HUM; DV; N. Malley*

MUS 245 Music Theory II

A continuation of MUS 145, with an emphasis on music of the Classic Era and on techniques related to diatonic modulation. Work will culminate in an original composition in the style of Mozart or Haydn. *Prereq: MUS 145; J. Day-O'Connell*

MUS 246 Music Theory III

A continuation of MUS 245, with an emphasis on music of the Romantic Era and on chromatic materials. Work will culminate in an original composition in the style of Chopin or Schubert. *Prereq: MUS 245; J. Day-O'Connell*

MUS 251 Music of the United States

The course provides a survey of both cultivated and vernacular music composed in the United States from colonial times to the present, and addresses the influences of western European style on this country's musical heritage—including the impact and assimilation of African American culture and women composers. *Prereq: sophomore standing or permission of the instructor; B. Polay*

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, Copeira, Merengue, and World Beat. *Prereq: Sophomore standing or permission of the instructor; CL: BKST 254; O; DV; N. Malley*

MUS 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: ANSO 261; O; DV; S. Day-O'Connell*

MUS 300, A-Z Applied Music (1/2)

Private instruction at an advanced level in voice, piano, organ and most stringed and wind instruments. For full list of instruments, see MUS 181. Public performance is required. *Prereq: 3 half-credits of MUS 181 in the same instrument or voice, plus approval of the department chair; May be repeated for credit. A maximum of 6 credits in applied music (MUS 180, MUS 181, MUS 300 or any combination of these) may be counted toward graduation. Note: see Other General Fees, under Tuition and Fees; STAFF*

MUS 303 Composition

The fundamental issues of music composition and practice. Short instrumental and/or vocal compositions are analyzed and created. *Prereq: MUS 246 and permission of the instructor; B. Polay*

MUS 306 Orchestration

Principles of scoring for instrumental combinations leading to works for full orchestra. *Prereq: MUS 246; B. Polay*

MUS 307 Instrumental Teaching Techniques I

This sequential, two-term course is dedicated to the preparation of successful teaching of scholastic instrumental performers. The first term will concentrate on the logistics, literature and techniques of conducting the Marching Band, Pep Band and Wind Ensemble. In addition, time will be spent on appropriate music technology, drill writing, discussion and proficiency on woodwind and brass

instruments. Clinical observation/experience will be required. *Prereq: MUS 246; D. Petrie*

MUS 308 Instrumental Teaching Techniques II

Following the format of MUS 307, this course concentrates on conducting the Jazz Ensemble and Orchestra, Chamber groups, discussion and proficiency on the instruments in the string and percussion families. *Prereq: MUS 307; D. Petrie*

MUS 309 Secondary School Choral Methods

This course will identify objectives, problems, and methods of teaching vocal music in the schools. Students will acquire functional knowledge of fretted and classroom instruments; methods of teaching singing, rhythmic, and listening activities; the changing voice; and beginning and intermediate choral techniques. Directed observation in elementary and secondary schools required. *Prereq: MUS 246; C. Kellert-Griffiths*

MUS 310 Vocal Pedagogy/Rehearsal Techniques (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. Students learn how to teach voice in both private lessons and in a choral setting. Some observation is required. Course may be taken for 1.0 or .5 credits. 1 credit is required for certification in Music Education; that full credit may be earned by taking the course twice for .5-credits each; the grade for the course will not be recorded until the second .5-credit is completed. *Prereq: MUS 246; 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; STAFF*

MUS 312 Intermediate Instrumental Conducting (Independent Study)

The rudiments of conducting, concentrating on baton techniques, but including preparation of

scores, rehearsal principles, and interpretation.

Prereq: MUS 246 and MUS 311; B. Polay

MUS 313 Intermediate Choral Conducting

(Independent Study)

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 311; L. Lane

MUS 322 Seminar in 18th Century Music

This course considers musical culture of 18th century Europe. Our texts will include musical scores and recordings; treatments of music in contemporary criticism, journals, letters, and reviews; and present-day scholarship. Foci vary from year to year. *Prereq: MUS 101, and either 245 or permission of the instructor; W; Course may be repeated for credit; S. Day-O'Connell*

MUS 324 Seminar in 20th Century Music

This course examines the development of musical styles in the 20th and 21st centuries in relation to a variety of aesthetic, social and compositional concerns. Coursework includes score study, analysis and listening, readings in literary theory and the visual arts, and readings from current musicological scholarship. *Prereq: MUS 102, and either 245 or permission of the instructor; W; Course may be repeated for credit; N. Malley*

MUS 345 Form and Analysis

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 17th, 18th, and 19th centuries. *Prereq: MUS 246; O; J. Day-O'Connell*

MUS 346 Contemporary Tonal Harmony

This course examines harmonic and compositional procedures in tonal works from the 20th century. Included for study are works representing a wide variety of styles including that of Debussy, Delius, Ravel, Satie, Griffes, Scriabin, Bartok, Glass, Shostakovich, Khachaturian, and Ginastera. *Prereq: MUS 246; B. Polay*

MUS 361 Music of the Renaissance and Baroque Eras

This course examines the music, composers and compositional styles of European music written between 1450 and 1750. Course work includes reading, listening, score study and discussion.

Prereq: MUS 101 and 145; O; L. Lane

MUS 363 Music of the 19th Century

This course surveys 19th century composers from Beethoven to Mahler by examining symphonies, concertos, lieder, chamber music, piano music and opera. *Prereq: MUS 101 and 245; O; B. Polay*

MUS 399 A-D Senior Capstone in

A. Music Theory; B. Musicology; C. Performance; D. Composition

Independent study in one of the above areas with a faculty mentor. The capstone will be designed and agreed upon by the student and instructor according to the student's particular needs and interests. The capstone experience could include projects such as: A one-hour lecture/recital, a one-hour senior recital; a significant composition; or a major research paper. *STAFF*

Program Committee

Heather Hoffmann, *Psychology*, chair
Esther Penick, *Biology*
Judy Thorn, *Biology*

Cooperating staff from other programs

John Dooley, *Computer Science* (on leave, Fall 2010)
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.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - BIOL 210 and NEUR 399 serve as writing-intensive courses for majors
- *Speaking Key Competency* - BIOL 210 and PSYC 282 serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Majors will learn how to use online databases (e.g. MEDLINE, PSYCINFO) to gather neuroscience literature, how to analyze and graphically represent data (using, e.g. Excel and SPSS), and how to professionally present research projects (using, e.g. PowerPoint and Pagemaker). Key courses for acquiring these skills include the research methods courses, advanced electives, and senior research.

Major and Minor

Special Facilities

Animal colony and animal research facilities
Human neuro- and psychological laboratory (see Psychology dept)
Equipment for electrophysiological recording of mammalian brain slices

Recent Student Achievements

Two National Science Foundation pre-doctoral fellowship winners
Presentations at regional and national professional meetings

Recent Off-Campus Programs

University of Aberdeen (Scotland)
University of Copenhagen (Denmark)
University of Magdeburg (Germany)

Recent Internships and Off-Campus Research

Burdenko Neurosurgery Institute
(Russia)

Lobatse Mental Health Hospital
(Botswana)

Central Illinois Neurosciences
Health and Physical

Rehabilitation Center at St.
Mary's Hospital

Northwestern University
(Alzheimer's research)

Medical University of North
Carolina (Multiple sclerosis
research)

University of Wisconsin-Madison
(Epilepsy research)

Washington University
(Pharmacological
neuroimaging)

Requirements for the major

11 or 12 credits as follows:

- Core requirements: BIOL 120, BIOL 130, CHEM 101, CHEM 102, NEUR 240, NEUR 241, and NEUR 340
- Research methods: BIOL 210, or both PSYC 281 and PSYC 282
- Electives: 2 credits from among: PSYC 276, PSYC 364, BIOL/PSYC 312, BIOL 328, BIOL 329, BIOL 332, BIOL 338, NEUR 360, BCHM 265, BCHM 340, BCHM 345, CS 317
- Senior research: NEUR 399

Requirements for the minor

6 credits as follows:

- BIOL 120 or BIOL 130
- NEUR 240 and NEUR 241
- BIOL 210 or PSYC 281
- Electives: 2 courses from among the list of electives for the major

Courses

NEUR 240 Neuroscience I

This course begins by exploring the neuron and its unique cellular processes; neurophysiology, neurochemistry, neuroanatomy, and neuroplasticity will be covered. We will then attempt to understand selected homeostatic (e.g., eating), cognitive (e.g., sensation/perception, learning/memory), and emotional processes (e.g., reward, stress, and depression) at and across integrated levels of analysis (genetic, physiological, chemical, anatomical, and systems). *Prereq: BIOL 120, 130, CHEM 101, 102, or PSYC 100 and permission of the instructor; 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.; H. Hoffmann, E. Penick*

NEUR 240T Neuroscience I Tutorial (1/2)

This is a 0.5 credit tutorial that will be offered concurrently with the Neuroscience I course for students who have not completed the lower level biology and chemistry courses. This course will explore in depth concepts in chemistry, biology, and physics that relate to the neuron and its unique cellular processes. *Prereq: PSYC 100 and concurrent enrollment in Neuroscience I; J. Thorn*

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; 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; E. Penick*

NEUR 360 Synapses

Synapses are the location of neuronal communication. These sites also are the primary loci for a cellular correlate of learning and memory and the actions of drugs of abuse. We will examine the biology, physiology and plasticity these fascinating regions. *Prereq: NEUR 241; E. Penick*

NEUR 399 Research in Neuroscience (1/2 or 1)

A one- or two-term experience in which students, with the aid of a faculty member, conduct original neuroscience research. The process includes reviewing the literature, generating hypotheses, collecting and analyzing data, and presenting results in written and oral form. Grade is withheld (NR) until full credit is earned. *Prereq: NEUR 340 and either BIOL 210 or PSYC 282; W; May be repeated up to two times for up to 1 credit; STAFF*

Program Advisor

Lawrence Welch, *Chemistry*

Students interested in nursing may take advantage of the cooperative program between Knox College and Rush University's College of Nursing. The student will complete a selection of required preparatory courses for nursing study while an undergraduate at Knox in addition to satisfying all of the normal graduation requirements. After receiving a Bachelor of Arts degree from Knox, the student will have a guaranteed slot in the Graduate Entry Master's (GEM) advanced nursing program at Rush, which culminates in the receipt of a Master's degree after 7 quarters of study. This degree is the equivalent of Clinical Nursing Leader (CNL) training found at other institutions, and Rush GEM program participants will typically sit for RN and CNL certification upon completion of their training.

Prior to starting study at the cooperating institution, a Knox student must:

- have completed all degree requirements at Knox College;
- have completed a slate of prerequisite courses prescribed by Rush and have maintained a cumulative GPA and science GPA of 3.0 prior to application;
- be recommended for the program by the Dean of the College or, upon the Dean's request, by the faculty program advisor.

Professional work in health care requires the application of scientific knowledge to patient care. In addition to taking specified courses in biology, chemistry, and psychology, students in this program are expected to pursue courses in the humanities, arts, and social sciences while at Knox. The work at Rush provides nursing-specific coursework in addition to clinical training and experience. Given the range of duties undertaken by the Clinical Nursing Leader in the workplace, a broad-based undergraduate liberal arts education is ideal preparation for the program. Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

Occupational Therapy

Cooperative Program

Program Advisor

Judith Thorn, *Biology* (on leave, Fall 2010)

Students interested in occupational therapy may combine study at Knox College and either Washington University School of Medicine's program in Occupational Therapy or the OT program at Rush University. Students spend three years of study at Knox and then continue their study at the cooperating university. After one year of successful study at Washington or Rush 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 or Rush University, a student earns a Master of Science in Occupational Therapy degree.

Prior to starting study at Washington University or Rush University, a Knox student must:

- have received at least 27 credits with at least a 3.0 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 the Knox degree except the requirements for the major, for total credits, and 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.

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.

Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

Optometry

Cooperative Program

Program Advisor

Judy 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.

Specifically, a Knox student must:

- have received at least 27 credits with at least a 3.0 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 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.

In addition, specific requirements for admission are as follows:

- BIOL 110, 120, 130, 321, 323 (or 324), BCHM 265 and an elective
- CHEM 101, 102 and 211 (or a Biochemistry course)
- One course in Computer Science
- MATH 141 or 151
- PHYS 110 and 120
- PSYC 100; either BIOL 210 or STAT 200; and a third course in either Psychology or Anthropology/Sociology
- One course in the social sciences

Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

Faculty and professional interests

Lance Factor, chair

Philosophy of science, American philosophy

Brandon Polite

Philosophy of music, philosophy in literature, Greek philosophy

Daniel Wack

Aesthetics, ethics, philosophy of film

William Young

Epistemology, modern philosophy, Asian philosophy

Cooperating faculty from other programs

Jason Helfer, *Educational Studies*

Frederick Hord, *Black Studies*

As a source of synthetic vision, philosophy offers alternatives for integrating a student's diversified experiences. As a source of critical analysis, it equips the student with a variety of methodological skills. As a source of self-knowledge, it provides the student with ample occasions for personal examination of presuppositions, values, goals, and beliefs. Philosophy encourages independent thinking and creative argument.

As a critic of institutions, methods, and fields of study, philosophy reaches out to all of the other disciplines. Thus there is the philosophy of law, the philosophy of science, the philosophy of art, etc. The department welcomes students with an in-depth acquaintance with other fields to participate in the dialectic of argument that characterizes philosophy.

Any qualified student may do an honors project during the senior year.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - PHIL 399 serves as a writing-intensive course for majors
- *Speaking Key Competency* - PHIL 399 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - In the Philosophy department, the informed use of technology includes not only the skills needed to make use of information sharing devices, such as on-line libraries, journals, databases, and discussion groups but also a critical engagement with the issues of privacy and property.

Requirements for the major

10 credits in philosophy as follows:

- PHIL 202, PHIL 210, PHIL 270, either PHIL 302 or PHIL 303, and PHIL 399

Capstone Work

Completion and presentation of paper for Senior Seminar

Recent Internships

Newberry Library, Chicago, Illinois

Habitat for Humanity International

Americus, Georgia
Attorney General's Office
State of Illinois

Off-Campus Study Opportunities

Barcelona, Spain

Besançon, France

Berlin, Germany

Chicago, Illinois

Florence, Italy

London, England

Olomouc, Czech Republic

Related Co-Curricular Clubs and Activities

Philosophy Club

Habitat for Humanity

- five other credits in philosophy excluding 100-level courses other than PHIL 115.

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

Requirements for the minor

- 5 credits in Philosophy, at least 4 of which are at the 200-level or above
- PHIL 399 is recommended.

Courses

PHIL 114 East Asian Philosophy

This course will introduce the three major philosophical systems of East Asian thought: Confucianism, Daoism, and Buddhism through their canonical texts. This historical approach will be supplemented by contemporary readings in each tradition. When taught as a component of the Japan Term, this course will pay special attention to the development of Japanese Buddhism, specifically Pure Land Buddhism (Amida Buddhism), Esoteric Buddhism (Shingon Buddhism) and Zen Buddhism (Soto and Rinzai). *CL: RELS 114; W. Young*

PHIL 115 Introduction to Philosophy

An exploration of the enduring philosophical questions regarding the nature of reality, the existence of the external world, the extent of human freedom, the existence of God, the definition of the Good and its relevance to the moral life, and the principles of social and political organization. *HUM; STAFF*

PHIL 118 Environmental Ethics

An examination of the contested frameworks that govern our environmental policies. Critical questions are: Is there a land ethic? Do animals have rights? Do we have ethical obligations to natural objects? Special attention is given to the major arguments of libertarian, utilitarian, and liberal-pluralist social philosophies and to the policies and practices of contemporary environmental activists. *HUM; L. Factor*

PHIL 120 Critical Reasoning

A study of the logical principles in deductive and inductive reasoning with emphasis on the methods of identifying the strengths and

weaknesses of arguments. Emphasis is on the identification and classification of fallacies, the formation of scientific hypothesis, the methods of confirmation and falsification, legal reasoning, and problem solving. Examples are taken from the arguments of journalists, lawyers, scientists and philosophers. *HUM; STAFF*

PHIL 125 Philosophy and Fantasy

This course approaches philosophical issues through science fiction. Among the issues discussed are: 1) Is scientific progress human progress? 2) Can machines think? 3) Are thinking machines persons? 4) Can human society be perfected? 5) Does history have an overriding goal for human development? 6) Is human perception relative to human biology? social community? 7) Are social power, scientific practice, exploitation, and the concept of the 'the natural' linked? In other words, is nature a social construct? *HUM; W. Young*

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? *D. Wack*

PHIL 153 Tragedy and Comedy

Life without comedy is unbearable; life without tragedy is unlikely. The tragic and comic aspects of life as well as the artistic and theatrical representations of tragic and comic visions of the human situation have been enduring sources for philosophic reflection on how we should live our lives. This course examines philosophical theories about the nature of comedy and tragedy with special emphasis on what those art forms reveal about the human condition. Readings are taken from Plato, Aristotle, Lao-Tzu, Hegel, Kierkegaard, Camus, and Nietzsche. Examples are taken from film versions of famous comedies and tragedies. *L. Factor*

PHIL 202 Symbolic Logic

A detailed study of the principles of deductive logic with emphasis on the identification of valid and invalid arguments, the methods of constructing proofs, the fundamentals of the syllogism, propositional logic, and quantification theory. *Prereq: sophomore standing or permission of the instructor; 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; W. Young*

PHIL 210 Ethics

Lying, murder and cheating at checkers are all species of injustice-what do they all have in common that makes them all injustices? Which is better, being just or appearing just? Must one care about being a just (or a good) person? It is easier to answer these questions than to explain why the right answers are right, although both tasks are challenging. We think about what the right answers are, and why they are right,

through careful reading of some of the great moral philosophers, including Plato, Aristotle, St. Augustine, St. Thomas Aquinas, David Hume and Immanuel Kant. *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 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. *Prereq: sophomore standing or permission of the instructor; D. Wack, L. Factor*

PHIL 215 Philosophy of Education

See description for EDUC 203. *HUM; Prereq: sophomore standing or permission of the instructor; CL: EDUC 203; J. Helfer*

PHIL 218 Philosophy of Mind

This course examines the relationship between the mind and the natural world. Accordingly, it will consider the following topics: 1) What is the relationship between the mind and the body? 2) Given that cognitive processes are rule-bound processes, are these rules learned or innate? 3) Do these rules permit objective knowledge, i.e., knowledge of the world as it is in and of itself? 4) What explains the semantic content of cognitive states? 5) What is consciousness? 6) What is the status of computer intelligence? *W. Young*

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, 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. *D. Wack*

PHIL 230 Philosophy and Liberal Democracy

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? Offered alternate years. *D. Wack*

PHIL 240 Morality and the Law

The course deals with the general problem of the relations between morality and the law. In what ways has the law been influenced by morals and morales by the law? Should a judge be allowed to use his or her own moral discretion in deciding tough cases? The course also emphasizes problems concerning the legal enforcement of morality. Certain specific problem areas are examined. *STAFF*

PHIL 243 Philosophies of Feminism

This course explores the theoretical frameworks by which feminists explain the exploitation and oppression of women. The aim of this course is to understand how feminists conceive of sexism, how they model a nonsexist society, and the manner in which they believe this society may be established. We proceed historically, beginning with Mary Wollstonecraft's *A Vindication of the Rights of A Woman*, ending with contemporary feminist issues. Among the varieties of feminist thought covered are Enlightenment feminism, cultural feminism, Marxist feminism, psychoanalytic feminism, radical feminism and contemporary French feminism. *HUM; Prereq: sophomore standing; CL: GWST 243; W. Young*

PHIL 246 Philosophy of Film

Philosophers argue that movies have a transparent relation to the physical world, and hence can show us the world as it really is, as opposed to how it merely appears to us. Philosophers claim that movies can turn space into time and time into space, thereby shedding new light on these fundamental concepts. Some philosophically minded social critics think that movies are a rich medium of social change and improvement, although others worry that films are enormously powerful devices for controlling people's understanding of themselves and their place in society. Are any of these claims true? *CL: FILM 246; D. Wack*

PHIL 247 Moral Life in Literature

Literature raises two different types of moral questions: those concerned with the moral parameters guiding the creative process and those dealing with the moral issues raised from within the literary work itself. This course examines both issues. Regarding the former, we ask: Must good literature be moral or can an accomplished work of art be immoral? If there are moral guidelines for the production of literature, what are they? Regarding the latter, we use literature to better understand particular moral issues. What, for example, can literature add to our understanding of friendship, courage, community and the pursuit of individuality? *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; namely the nature of reality, the definition of the Good, the apprehension of beauty, and the basis for social and political life. *Prereq: sophomore standing or permission of the instructor; CL: CLAS 270; L. Factor, B. Polite*

PHIL 273 American Philosophy and Postmodernism

A study of the idealist, naturalist, and pragmatist trends in American thought as exemplified in the works of Jonathan Edwards, C.S. Peirce, William James, and John Dewey with special emphasis on their relationship to contemporary trends in postmodernism. *Prereq: one course in philosophy or permission of the instructor; CL: AMST 273; L. Factor, B. Polite*

PHIL 276 Existentialism

An exploration of Existentialism through both philosophical and literary texts. Authors may include: Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Heidegger, Sartre, Merleau-Ponty, and de Beauvoir. *Prereq: one course in philosophy or permission of the instructor; W. Young*

PHIL 283 Philosophy of Religion

An examination of the rational basis of theistic belief including a study of the teleological, cosmological, moral, and ontological arguments for the existence of God. Special attention is given to the problems of religious knowledge, the differences between evidentialists and reliabilists accounts of religious experience, the nature and description of mysticism, religious experience, and religious authority. *Prereq: sophomore standing or permission of the instructor; CL: RELS 283; B. Polite*

PHIL 285 Black Philosophy

See description for BKST 285. *HUM; Prereq: one course in Black Studies or one course in Philosophy; CL: BKST 285; DV; F. Hord*

PHIL 290 Agents, Actions, Ends

This course aims, first, to be an introduction to moral psychology—the area of philosophy that straddles the philosophy of mind, the philosophy of action and the theory of value. Moral psychology asks “In virtue of what is some event an intentional action?” “In virtue of what is something—an animal, a person, an institution—an agent?” “Does aiming at something entail viewing it as something good?” This course aims, second, to equip students with an especially fruitful way to think about various sorts of actions and agents—the approach we study is well-suited to navigating substantive ethical debates, and to appreciating the insights of some strands of post-structuralism, post-colonial theory, and feminism. Offered alternate years. *Prereq: Sophomore standing or consent of the instructor; D. Wack*

PHIL 302 Modern Philosophy from Descartes to Kant

The development of philosophy in the seventeenth and eighteenth centuries, with stress on the growth of rationalist and empiricist trends which culminate in Kant. Philosophers studied include Descartes, Leibniz, Locke, and Hume, as well as Kant. *Prereq: one course in philosophy or permission of the instructor; W. Young*

PHIL 303 Modern Philosophy From Kant to Marx

Concentration on a critical analysis of Kant, Hegel, and Marx. The course emphasizes the complex interrelation between theory and practice. *Prereq: one course in philosophy or permission of the instructor; W. Young*

PHIL 317 Philosophy of Science

This course investigates the nature of scientific reasoning, the defining characteristics of theory, law, experimentation, normal and revolutionary science, the conflict between realist, positivist and instrumentalist views of science, and some of the tensions between science and society. *Prereq: PHIL 202 or equivalent of MATH 151 or above; L. Factor*

**PHIL 399 Senior Seminar in
Contemporary Philosophy**

Selected studies in contemporary philosophy.

While the topic varies from year to year, emphasis is on recent books and articles of special importance in current philosophical debate.

Required of all philosophy majors. *Prereq: junior standing or permission of the department; May be repeated once for credit; W; O; STAFF*

Faculty and professional interests

Charles Schulz, chair

Magnetic resonance, Mössbauer spectroscopy, biophysics

Thomas Moses

Liquid crystals, condensed matter physics, laser physics

Mark Shroyer

Nuclear quadrupole double resonance

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 interesting. 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 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; communicating results and understanding to others; and, perhaps most important, the ability to use and apply 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, oceanography, or atmospheric science). Others have entered programs in engineering through Knox's pre-engineering program or have pursued graduate programs in engineering or in business prior to joining the management group of a science-related industry. Some have gone directly into high school teaching or industry, while others have entered medical, law or theological school.

One of the great advantages of the liberal arts physics major is the opportunity to participate in a research project as an undergraduate. Knox faculty have active research interests in both experimental and theoretical physics, and experimental facilities are available at Knox for Mössbauer spectroscopy, electron spin resonance, differential scanning calorimetry, scanning electron microscopy, X-ray diffraction, evanescent-wave ellipsometry and nuclear magnetic resonance experiments. The department also has a pair of eight-inch Celestron telescopes, a microprocessor controlled 10-inch Meade telescope, and a Nexstar 8-GPS.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - PHYS 241 serves as a writing-intensive course for majors

Special Facilities

Mössbauer spectrometer

NMR spectrometer

Laser Laboratory

NQDR spectrometer

SQUID susceptometer

Superconducting magnets (4)

Electromagnet (2.3 Tesla)

X-ray diffractometer

Scanning electron microscope

Meade telescope (10 in.)

and CCD camera

Celestron telescope (8 in.)

Recent Student Achievements

Porter Prize

Smith Prize

Mariner Research Award

Benedict Award

Recent Off-Campus Study

Argonne National Laboratory

Oak Ridge National Laboratory

Co-Curricular Clubs and Activities

Sigma Pi Sigma Physics

Honor Society

Physics Club

- *Speaking Key Competency* - PHYS 241 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Confidence with use of technology and skills with Information Literacy are both critical for those interested in careers in the sciences. Physics majors are exposed in PHYS 241 to tools for scientific presentation and data analysis. They experience in multiple courses (PHYS 110, 241, 242, 312 and others) the use of computers for data collection, physical modeling, and numerical calculations. Information Literacy skills are developed through assignments in multiple courses requiring searching physics literature and interpreting the results of those searches.

Requirements for the major

11 credits as follows:

- PHYS 110, PHYS 130 or PHYS 130A, PHYS 241
- Six additional courses numbered above 200, including two of: PHYS 310, PHYS 312, PHYS 313, PHYS 314
- Mathematics: MATH 205, MATH 230

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

The sequence PHYS 110, PHYS 120, PHYS 130 or PHYS 130A includes laboratories and satisfies the general physics requirement stipulated by medical and dental schools. PHYS 110, PHYS 120, PHYS 130 are the minimum needed for the 3-2 engineering program; PHYS 205 is also recommended.

Requirements for the minor

5 credits as follows:

- PHYS 110
- PHYS 130 or 130A
- PHYS 205
- Two additional credits in Physics, one of which must be at the 300-level or above, and both of which must be approved by the Chair of the department

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. *MNS; QL; STAFF*

PHYS 120 Heat, Waves, and Light

Thermodynamics explores the connections between heat and other forms of energy, temperature, and entropy, with applications to engines, refrigerators, and phase transitions. Oscillatory behavior and wave motion, with application to acoustic and optical phenomena. Geometric and wave optics, considering optical systems and the diverse phenomena associated with the wave nature of light. Techniques from calculus are introduced and taught as needed. One laboratory meeting per week. *MNS; QL; 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. *MNS; Prereq: MATH 152; QL; 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. One laboratory meeting per week. *MNS; Credit cannot be earned for both PHYS 130A and PHYS 130; QL; STAFF*

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. *MNS; QL; 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. *MNS; QL; 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. *MNS; Prereq: PHYS 130 or PHYS 130A; and MATH 152; QL; STAFF*

PHYS 241 Introduction to Research

Experiments and seminars emphasizing modern techniques and instrumentation in physical measurements. Student-selected examples 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. *MNS; Prereq: any physics course numbered 200 or above, or permission of the instructor; O; QL; W; STAFF*

PHYS 242 Digital Electronics

Theory and practice of the implementation of digital logic circuits from small scale integrated devices to microprocessors. Includes regular laboratory meetings. *Prereq: PHYS 130 or PHYS 130A; STAFF*

PHYS 300 Mathematical Physics

An introduction to the methods of advanced mathematics applied to physical systems, for students in physics, mathematics, chemistry, or engineering. Topics include the calculus of variations, linear transformations and eigenvalues, partial differential equations, orthogonal functions, and integral transforms. Physical applications include Hamilton’s Principle, coupled oscillations, the wave equation and its solutions, Fourier analysis. *Prereq: MATH 152 and at least one other course in mathematics or physics numbered 200 or above; QL; 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. *Prereq: PHYS 120 or permission of the instructor; QL; 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 gasses, ferromagnetism, and superconductivity. *Prereq: PHYS 205; QL; STAFF*

PHYS 312 Classical Dynamics

Simple harmonic motion (damped, driven, coupled), vector algebra and calculus, motion under a central force, and motion of systems of particles. *Prereq: PHYS 110 or permission of the instructor; QL; STAFF*

PHYS 313 Classical Electromagnetism

Electrostatics and electric current, magnetic fields, electromagnetic induction, and Maxwell's equations. *Prereq: MATH 205 recommended; QL; STAFF*

PHYS 314 Quantum Physics

Interpretation of atomic and particle physics by wave and quantum mechanics. *Prereq: MATH 230; QL; STAFF*

PHYS 316 Astrophysics

A survey at an intermediate level of a variety of topics in astrophysics. Possible topics include: the classification of stars, the physics of their structure and life cycle; stellar pulsation; black holes; the formation and dynamics of galaxies; cosmology. *Prereq: PHYS 312 or permission of the instructor; QL; STAFF*

PHYS 345 Seminar in Theoretical Physics: Analytical Mechanics

Topics may include oscillations, non-linear oscillations and chaos, calculus of variations,

Lagrangian and Hamiltonian mechanics, and rigid body dynamics. *Prereq: PHYS 312; QL; STAFF*

PHYS 346 Seminar in Theoretical Physics: Electrodynamics

Topics may include multipoles, Laplace's equation, electromagnetic waves, reflection, radiation, interference, diffraction, and relativistic electrodynamics. *Prereq: PHYS 313; QL; STAFF*

PHYS 347 Seminar in Theoretical Physics: Quantum Mechanics

Topics include Hilbert space, perturbation theory, density matrices, transition probabilities, propagators, and scattering. *Prereq: PHYS 314; QL; STAFF*

Political Science

Faculty and professional interests

Sue Hulett, chair

International relations, American foreign policy, religion and politics

Daniel Beers

Comparative politics, Eastern Europe, comparative legal systems

Andrew Civettini

American politics, political behavior, political psychology

Karen Kampwirth (on leave, Winter-Spring 2011)

Comparative politics, Latin America, gender and politics

Duane Oldfield (on leave, Winter-Spring 2011)

Globalization, social movements, religion and politics

Robert Seibert (on leave, Winter 2011)

Comparative politics, Middle East, Southeast Asia

Lane Sunderland

Constitutional law, political philosophy, American political thought

The Department of Political Science and International Relations teaches diverse, yet integrated courses that lead 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. We have cultivated a faculty of diverse methodologies and political views to advance our goal of presenting competing perspectives on a political life that inevitably requires students to arrive at their own conclusions regarding questions of justice.

The goal of course work within the department is to provide students with the skills and perspectives necessary to a profound understanding of politics in all its richness. The curriculum is organized around general themes and emphasizes the areas of political philosophy, American institutions and politics, American constitutional law, international relations and comparative government.

Students with an interest in politics may choose to major in political science or international relations (See entry for International Relations). Students are counseled to complement these interests with appropriate courses in modern language, history, economics, and anthropology and sociology. Beyond specific course work, many students engage in independent study and honors work. The department has an active and popular internship program that affords students experience in political, legal, and public service internships in Galesburg, Springfield, and abroad. The College's program for off-campus studies allows students to broaden their understanding through such opportunities as study in Russia, the Washington Semester, or at the Newberry Library.

Major and Minors

Student Accomplishments

Fulbright Scholarship

Clarence Darrow Scholarship,
University of Michigan Law
School

National Political Science

Penniman Scholarship,
University of Chicago

Phi Beta Kappa

Graduate Fellowship, Vanderbilt
University

Associated Colleges of Illinois

"Shining Example Award"

Illinois State Legislature Graduate
Fellowship Award

Kemper Scholarships

Student Research and Honors Projects

"In Defense of Federalism:

Publius, Tocqueville, and the
Supreme Court"

"The Electoral College"

"Plea-Bargaining: A Perspective
from the Public Defender's
Office"

"Volunteers in Political
Campaigns"

"War-Time Necessity and the
Constitution"

"Activism and Textualism:
Judicial Philosophies"

"Democratization in South
Korea"

"The Guatemalan Civil War"

"The Shifting Face of Iraq: The
New Politics of the Shi'a
Majority"

Recent Internships

Legislative Research Unit,
Illinois General Assembly
Illinois Legislative Staff
Internship
Project Vote Smart
U.S. Supreme Court
U.S. Senate
NATO, Brussels
International Red Cross
Illinois Democratic Party
Illinois Republican Party
Illinois Board of Higher
Education
AIPAC
Illinois State's Attorney Office
Knox County Court
Appointed Special
Advocate's Office

Recent Off-Campus Study

Argentina
China
Denmark
England
Japan
Malawi
Russia
Spain
Turkey
Urban Studies Program
Washington Semester
Yemen

Affiliations

American Political Science
Association
Pi Sigma Alpha – National
Honor Society
Model United Nations

A degree in political science or international relations is a strong foundation for careers in local, state or national government, transnational governmental or non-governmental organizations and business. Graduates also undertake graduate study in fields such as law, labor and industrial relations, city management and urban planning, journalism, interest groups or social movement lobbying, and communication.

As undergraduates, students have participated in the Naval Academy Foreign Affairs Conference, Model United Nations, Model Arab League, Model Illinois Government and the Center for the Study of the Presidency. The goal of the major is to graduate students who have thought seriously about the complexities of politics and who are prepared to take their places in society with the conviction that politics is not merely the art of the possible, but the art of the best possible.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - PS 227, 245, 314, 315, 317, 326, 333, 342, 362, and 363 serve as writing-intensive courses for majors
- *Speaking Key Competency* - PS 306, 312, 315, 317, 362, and 363 serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Specialized information literacy and technology skills are introduced in PS 230 (The Study of Politics) and further developed in both 200 and 300-level courses. Majors in International Relations gain exposure to these competencies in all upper-level seminars, especially in PS 317 (Advanced International Relations).

Requirements for the major

9 credits as follows:

- PS 101, PS 210, PS 220, PS 230 and one of PS 245, PS 341 or PS 342
- Four credits of electives within the department.

Requirements for the minors

American Politics

5 credits as follows:

- PS 101
- 4 courses chosen from the following with at least two at the 300-level: PS 229, PS 230, PS 234, PS 235, PS 240, PS 241, PS 245, PS 260, PS 305, PS 306, PS 307, PS 308, PS 309, PS 310, PS 311, PS 362, and PS 363.

Comparative Politics

5 credits as follows:

- PS 220
- 4 courses chosen from the following with at least two at the 300 level: PS 210, PS 222, PS 223, PS 227, PS 301, PS 312, PS 314, PS 321, PS 322, PS 323, PS 326, and PS 333.

Courses

PS 101 American National Government

An introductory study of the United States national government. The Constitution, the development of representational, judicial, and administrative procedures, and contemporary problems of the democratic process are described and analyzed. *HSS; L. Sunderland, D. Oldfield, A. Civettini*

PS 210 Survey of International Relations

Examination of the state system, elements of national power, sources of international conflict, the nature of war and strategy in the twentieth and twenty-first centuries, measures to resolve conflicts, and prospects for the future. Additional concerns include “non-political” problems of resource scarcity, over-population and multinational corporations and their impact on third world states. *HSS; S. Hulett*

PS 220 Survey of Comparative Politics

An introduction to the basic theories of comparative politics in general use. Theories will be evaluated through consideration of a major theme in the subfield of comparative politics, such as political culture or democratization, considering this theme in the context of a number of countries. *HSS; Prereq: PS 101 or PS 210 recommended; DV; K. Kampwirth, R. Seibert*

PS 222 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 (especially Brazil, El Salvador, Guatemala, Mexico, Nicaragua and Peru). *HSS; Prereq: previous course work in social science or history recommended; CL: LAST 222; DV; K. Kampwirth*

PS 223 Islam and Social Change

An examination of the historical roots of the Islamic faith, its changes over time, and its current manifestations in social, cultural and political life. *Prereq: PS 220 or RELS 113; or permission of the instructor; R. Seibert*

PS 227 Women and Latin American Politics

The varied roles that women play in politics—from international politics to personal politics—are considered. The focus is on the different ways in which women define their interests and act upon them, but gender in a broader sense (including men’s roles) is analyzed. This course will analyze these issues in the context of a number of Latin American countries. *HSS; Prereq: one course in social science or gender and women’s studies required; CL: GWST 227, LAST 227; DV; W; K. Kampwirth*

PS 229 Women and American Politics

This course examines various roles of women in American politics with particular emphasis on women as candidates and in elective office. The purpose of this course is to acquaint students with the major arguments in the field of women and politics, and to promote discussion of the impacts of women’s political participation at all levels of American political life. *CL: GWST 229; A. Civettini*

PS 230 The Study of Politics

This course provides an introduction to how political scientists study political phenomena. Students receive an orientation to various print, electronic, archival, and statistical political resources. The course surveys various qualitative (ethnography, historical/archival, comparative, elite interviewing) and quantitative (secondary data analysis, survey research) research methods. Students use SPSS for

univariate and bivariate analysis of political data. *Prereq: PS 101; A. Civettini*

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. *CL: PSYC 234; A. Civettini*

PS 235 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. *Prereq: PS 101; A. Civettini*

PS 240 Voting and Elections

This course examines the American electoral process by focusing on three components of it: the voting decision (who votes, why, and how), congressional elections and campaigns, and presidential elections and campaigns. The principal project is an in-depth case study of a contemporary Senate campaign. *HSS; A. Civettini*

PS 241 Social Movements

Analysis of the origins, strategies and political impact of social movements. Readings focus mainly on American movements including the Civil Rights movement, the Gay and Lesbian

movement, the Labor movement and the Christian Right. *HSS; CL: ANSO 241; D. Oldfield*

PS 245 American Political Thought

A study of selected theorists and statesmen of American democracy, emphasizing the role of political thought in the nation's development and politics. The Federalist is emphasized; Jefferson, Lincoln, Franklin D. Roosevelt, and Black theorists are treated. *HSS; Prereq: PS 101 recommended; W; L. Sunderland*

PS 260 Religion and Politics

An examination of the role of religion in political activism. Among the topics covered are the Black Church and the civil rights movement, the Christian Right, the partisan politics of the "culture war", and religiously based voting and terrorism. Primary focus of the course is on the United States. *HSS; CL: AMST 260, RELS 260; DV; D. Oldfield, S. Hulett*

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 states, transnational religious activism around human rights, peace and social justice issues, the "clash of civilizations," and religiously based terrorism. *Prereq: PS 210, PS 220, or sophomore standing; CL: RELS 265; DV; D. Oldfield*

PS 301 Democracy and Globalization

This course examines the dilemmas of democracy in an era of globalization. As people, goods, investment, and images flow more freely across national boundaries, what happens to our ability to democratically control the developments that shape our lives? Are models of democracy based on the nation-state outmoded? *Prereq: IIS 100 or a 200-level political science course; D. Oldfield*

PS 305 Political Communication

A general examination of the role played in the political process by newspapers, magazines, and television. Emphasis is on both secondary sources and primary materials, leading to analysis of an important aspect of the communication

process. *HSS; Prereq: PS 101 recommended; CL: JOUR 305; R. Seibert*

PS 306 American Presidency

The powers of the President and the various limitations on those powers are studied. In addition to examining the historical debate about the presidency, contemporary issues such as the extent of war powers and executive privilege are also addressed. *Prereq: PS 101; O; A. Civettini, D. Oldfield*

PS 307 State and Local Government

The functions of state and local government are examined in relation to the federal government. Additional topics include the structure of community power and the distribution of political resources, responsiveness of government to citizen demands and group participation, urban politics, political machines and fiscal crises. *Prereq: PS 101; A. Civettini*

PS 308 American Political Parties

The course focuses on the nature and functions of American political parties and the dynamics of their development during periods of realignment. Models of political parties and participation, American state party systems, primaries and nominations, campaigning, parties in government, and proposals for reform of the party system are studied. *Prereq: PS 101; A. Civettini*

PS 309 Congress

The focus of the course is on the organizational structure of Congress, the nature of its processes, and the behavior of its members. Specific topics include institutional and procedural differences between the House and Senate, the role and importance of the committee and party systems, congressional decision making, and Congressional interaction with the President, executive branch bureaucracy, the courts, interest groups, and constituents. *Prereq: PS 101; A. Civettini*

PS 310 Interest Groups

This course examines the role of organized interest groups in American politics. It begins with a discussion of the reasons for and obstacles

to formation of interest organizations. The majority of the course is then dedicated to the analysis of the ways in which organized interests pervade American politics, including elections, legislative action, public policy implementation, and public opinion formation and persuasion. The course concludes with a discussion of the benefits and detriments to democracy of our current interest group system and proposals for reform. *Prereq: PS 101; PS 230 is recommended; A. Civettini*

PS 311 Urban Politics

An examination of power and politics in American urban areas. Among the topics covered: the rise and fall of political machines, racial and ethnic coalition building, poverty and segregation, the global political economy of urban development, the impact of immigration, regional government, and federal urban policy. *Prereq: PS 101 or sophomore standing; DV; D. Oldfield*

PS 312 International Organizations

An examination of the theory and role of international organizations, public and private, and transnational organizations, in the conduct of international relations. May include examinations of the United Nations, NATO, OPEC, NAFTA, Mercosur, International Red Cross, Save the Children, the European Union, and the International Court of Justice. *Prereq: PS 210 or permission of the instructor; O; R. Seibert*

PS 314 U.S.-Latin American Relations

This course considers a number of issues including: political, economic and cultural explanations of the shifting patterns of U.S. policy toward Latin America; the source and impact of recent changes in the international political economy; and the role of grassroots factors in shaping U.S. foreign policy. *HSS; Prereq: previous course work in social science or history required; CL: LAST 314; W; K. Kampwirth*

PS 315 Contemporary American Foreign Policy

Analysis of the issues, strategies, and objectives of U.S. foreign policy since World War II. Machinery for the formulation and

implementation of foreign policy and basic assumptions that go into its determination are also examined. *HSS; Prereq: sophomore standing; O; W; S. Hulett*

PS 316 American Foreign Policy in the 21st Century

Expanding on theories, policies, and crises underlying American foreign policy in the 20th century (PS 315), this course examines security issues for the U.S. in a number of political, military, and economic areas such as: causes of war and means of conflict avoidance or resolution; global peace-keeping mechanisms like the UN and NATO; theories of multilateral vs. unilateral policy approaches and preventive vs. pre-emptive defense approaches; and dealing with terrorism, weapons proliferation, and “civilizational” clashes. *Prereq: sophomore standing; S. Hulett*

PS 317 Advanced International Relations

Examination and analysis of selected theories of international relations such as deterrence theory, decision-making theory, democratic peace theory, systems theory, and scientific theory. *Prereq: PS 210, junior standing; O; W; S. Hulett*

PS 321 European Governments

Development, structure, functions, and doctrine of the governments of Great Britain, Germany, and Russia. *HSS; Prereq: sophomore standing; R. Seibert*

PS 322 Politics in India

Examines politics in India since its independence. The course emphasizes problems in the transition to independence, communal relations, issues of language and religion, leadership and the effort at economic development/liberalization. *Prereq: PS 220; R. Seibert*

PS 323 Comparative Politics of the Middle East

A survey course of modern Middle Eastern politics, with emphasis on the problems and prospects of national and international political change and development. *Prereq: PS 220 or permission of the instructor; DV; R. Seibert*

PS 326 Comparative Revolution

Why do people revolt? When do they succeed? What happens after the overthrow of the old regime? This course addresses these and other questions related to class, culture, gender, and religion by considering revolutionary movements in a number of countries with a focus on Latin American, Asian, and Middle Eastern cases. *HSS; Prereq: previous 200 or 300 level course work in social science or history required; CL: LAST 326; W; 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 1 HSS course in which gender is a major theme; CL: GWST 333; DV; W; K. Kampwirth*

PS 341 The Great Theorists

Plato to Aquinas. The political writings of Plato and Aristotle are emphasized and contrasted with the modern views of political life. Medieval Islamic and Jewish theorists are introduced. *HSS; Prereq: sophomore standing recommended; CL: CLAS 341; L. Sunderland*

PS 342 The Modern Theorists

Machiavelli to Marx. The political writings of Machiavelli, Locke, Rousseau, and Marx are emphasized. The course treats the foundations of modern political theory and analyzes their strengths, shortcomings, and relationship to contemporary political life. *HSS; Prereq: sophomore standing recommended; W; L. Sunderland*

PS 362 American Constitutional Law I

The law of the Constitution as developed by decisions of the United States Supreme Court: the role of the judiciary, judicial review, and separation of powers; the relationship of the

states to the national government, the powers of Congress and the President. *Prereq: sophomore standing; O; W; L. Sunderland*

PS 363 American Constitutional Law II

The rights and liberties of individuals under the American Constitution: civil rights, procedural rights, equal protection of the laws, due process of law, and freedom of expression and religion. *Prereq: PS 362 or permission of the instructor; O; W; L. Sunderland*

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*

PS 399 Explorations in Political Science

A seminar exploring areas of continuity between political analysis and the considerations of other social or philosophical systems. Examines topics or problems not usually treated in regular course offerings. *May be repeated for credit; STAFF*

Preceptorial

Special Program

Approved AP courses

PREC 312 Gay and Lesbian

Identities

PREC 313 Christianity and

Politics

PREC 315 Nationalisms

PREC 319 London Arts Alive

PREC 323 Visual Culture Theory

PREC 336 Science and the Social

Construction of Race and

Gender

Program Directors

David Amor, *Anthropology/Sociology and Journalism*

Natania Rosenfeld, *English*

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 liberal education is to help you develop those capacities of mind and spirit that enable you 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 yourself. 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 yourself, with teachers, with fellow students—and to hone habits of inquiry, communication and judgment vital for success at Knox and beyond.

This year’s First Year Preceptorial examines questions that face all of us in an increasingly interconnected and diverse global society. Where do our guiding values come from? Are there universal values binding on all communities? How do we interact with people whose values appear very different from ours? What obligations do we have towards people inside and outside our communities? What are the sources of conflict within and between communities and what strategies for action should we devise in light of these conflicts?

We will explore these questions through reading, writing and discussion. Classes meet Mondays, Wednesdays and Fridays in discussion sections of 15-16 students led by a Knox professor. In addition, Tuesday afternoons are set aside for lectures, films and other activities. Some sections will have an advanced student as a co-leader. Some readings will be common to everyone enrolled in Preceptorial, and others will be chosen by the instructor in your individual section. The common texts for 2010 will be Jonathan Sacks’ *The Dignity of Difference: How to Avoid the Clash of Civilizations*; Marjane Satrapi’s graphic novel *Persepolis*; Pumla Gobodo-Madikizela’s *A Human Being Died that Night: A South African Woman Confronts the Legacy of Apartheid*; and William Shakespeare’s *The Tempest*.

Upper-class students are invited to apply to work with FP Faculty as Co-Leaders (PREC 300). Co-Leaders will generally be called upon to help facilitate class discussion and work with the

first year students on their writing assignments. Application should be made to the FP Directors. A number of Advanced Preceptorial (AP) courses are offered occasionally as electives to upper-level students. Each AP 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. Like FP, AP courses emphasize fundamental human issues, but invite advanced students to draw on their learning and to work with fellow students in a focused analysis of specific issues and problems.

Courses

PREC 100 Conversations in a World of Strangers

First Year Preceptorial is a broadly based inquiry into fundamental issues that define the human condition and inform significant choice. The course is organized about several topics basic to the way in which people define themselves and their relations to other people: the seemingly contradictory impulses toward individualism and membership in society, our attempts to find purpose through faith, creative inspiration, and reason, and finally the conflicts that we face and the strategies that we devise as we move to action. The course will meet MWF in individual sections for discussion and Tuesdays, all sections together, for lectures and films. *STAFF*

PREC 300 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*

PREC 312 Gay and Lesbian Identities

See description for GWST 312. *HSS; Prereq: junior standing; CL: GWST 312; W; DV; H. Hoffmann*

PREC 313 Christianity and Politics

See description for RELS 313. *Prereq: senior standing; CL: RELS 313; S. Hulett*

PREC 315 Nationalisms

This course explores the historical creation of the concept of “nation,” and looks at the implications of nationalism for the creation and development of empire. The course also addresses the dissolution of empire in the face of growing ethno-nationalisms and supranational organizations. *Prereq: at least junior standing. The following is preferred: familiarity with relevant issues, through courses taken previously; M. Schneider*

PREC 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: senior standing; The cost of the London segment and airfare are covered by a special program fee; DV; E. Metz, R. Metz*

PREC 323 Visual Culture Theory

See description for ART 323. *CL: ART 323, FILM 323; G. Gilbert*

PREC 336 Science and the Social Construction of Race and Gender

See description for BKST 336. *CL: BKST 336; DV; M. Crauford, D. Cermak*

Psychology

Major and Minor

Special Facilities

Fully equipped laboratories for animal research and human assessment and observation
Neuro- and psycho-physiology laboratory

Special Opportunities

Clinical Psychology Term

Recent Student

Achievements

Two National Science Foundation Fellowships for Graduate Study
Knox College Faculty Scholarship Prizes

Student Presentations at Professional Meetings

Association for Chemoreception Sciences
Human Behavior and Evolution Society
Illinois Data: Brain and Cognitive Sciences in Illinois
International Academy of Sex Research
International Society for Developmental Psychobiology
Midwestern Psychological Association
Society for Behavioral Medicine
Society for Personality and Social Psychology

Faculty and professional interests

Tim Kasser, chair
Values, materialism, personality, well-being
Gail Ferguson
Jamaican youth development, self and identity, well-being
Yuna Ferguson
Well-being, motivation, self-determination theory
Heather Hoffmann
Human sexuality, behavioral neuroscience
Frank T. McAndrew
Environmental psychology, evolutionary social psychology
Kelly Shaw
Gender, stereotyping and prejudices, film

Cooperating faculty from other programs

Diana Beck, *Educational Studies*
Andrew Civettini, *Political Science*
Frederick Hord, *Black Studies*
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 in other ways also abound, through opportunities to pursue a variety of types of 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 brain, 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:

- *Writing Key Competency* - PSYC 361, 365, and 368 serve as writing-intensive courses for majors
- *Speaking Key Competency* - PSYC 271 and 282 serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - The Psychology department requires courses that help ensure that all majors are computer literate by the time that they graduate. Many of the skills required are ones that students may already possess (e.g., word processing, how to use internet search engines), some are acquired through Computer Center workshops (e.g., how to use PowerPoint and Pagemaker for presenting their research findings) and others (e.g., how to evaluate web resources, how to use PsycINFO and other library resources to find and gather psychological literature, and how to analyze and graphically represent data using EXCEL and SPSS) are integrated into various courses required for the major, e.g., PSYC 100 (Introduction to Psychology), PSYC 281-282 (Research Methods and Statistics I and II), and PSYC 360-361 (Research Experience in Psychology).

Requirements for the major

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, PSYC 208, NEUR 240
 - Group B: PSYC 203, PSYC 205, PSYC 206, PSYC 207
- Statistics and Research Methods: PSYC 281, PSYC 282, PSYC 360 (1/2 credit), PSYC 361 (1/2 credit)
- One applied psychology course selected from: PSYC 215, PSYC 234, PSYC 269, PSYC 270, PSYC 271, PSYC 272, PSYC 273, PSYC 274, PSYC 275, PSYC 276, PSYC 277, PSYC 278, PSYC 279
- Two advanced psychology courses selected from: PSYC 312, PSYC 363, PSYC 364, PSYC 365, PSYC 368, PSYC 369
- One additional credit in the department, excluding PSYC 206, 215, 234, 248, 250, 273, 312, 348, 350, 355, and 380

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

Students who major in Psychology and minor in Business and Management may count no more than 3 courses simultaneously in both programs.

Student Publications in Professional Journals

Archives of Sexual Behavior
Archives of Suicide Research
Art Therapy
Behavioral Processes
Cross-Cultural Research
Environment and Behavior
Evolutionary Psychology
Health Psychology Review
Journal of Adolescent Research
Journal of Applied Social Psychology
Journal of College Student Development
Journal of Cross-Cultural Psychology
Journal of Environmental Education
Journal of Genetic Psychology
Journal of Sex & Marital Therapy
Journal of Social Psychology
Perceptual and Motor Skills
Psychological Science

Recent Internships

Allstate Insurance (Human Resources)
 Bridgeway Community Mental Health Center
 Central Illinois Neurosciences
 Court Appointed Special Advocates for Children
 Francorp, Inc. (Client analysis)
 Galesburg Public Schools, School Psychology and Social Work
 Galesburg Rescue Mission
 Heartland Health Care Center
 Henry Hill Correctional Facility
 Hospice Compassus
 Knox County Academy
 Knox County Council on Developmental Disabilities
 Lutheran Social Services
 9th Judicial Circuit Court Services
 Safe Harbor Family Crisis Center
 St. Mary's Square
 Salvation Army
 Seminary Manor
 State Farm Insurance (Marketing)
 Viamedia Inc. (Marketing and research)
 YMCA Kid Care Station

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, PSYC 208, or NEUR 240
 - Group B: PSYC 203, PSYC 205, or PSYC 207
- One course in research methods and statistics: PSYC 281 or STAT 200
- One course in applied or advanced psychology chosen from PSYC 269, PSYC 270, PSYC 271, PSYC 272, PSYC 274, PSYC 275, PSYC 276, PSYC 277, PSYC 278, PSYC 279, PSYC 363, PSYC 364, PSYC 365, PSYC 368, PSYC 369, or PSYC 371

Courses

PSYC 100 Introduction to Psychology

An introduction to the scientific study of how biological, mental, and environmental factors influence behavior and experience. Emphasis is on understanding and evaluating the broader issues of the field, e.g., methodology, assumptions, and basic psychological processes. *MNS; 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. *MNS; Prereq: PSYC 100; STAFF*

PSYC 202 Conditioning and Learning

An examination of the process by which behavior changes as organisms interact with their environment. Emphasis is on the principles of classical and operant conditioning as well as observational learning. *MNS; Prereq: PSYC 100; 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. Projects include real world observation and application exercises. *Prereq: PSYC 100; G. Ferguson*

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; F. McAndrew, Y. Ferguson*

PSYC 206 Adolescent Development

See description for EDUC 205. *Prereq: EDUC 204; CL: EDUC 205; S. Schroth, D. Beck*

PSYC 207 Theories of Personality

A study of how both classic and modern psychological theories explain personality. Perspectives covered include Freudian, attachment, Eriksonian, self-concept, trait, humanistic, and existential. *Prereq: PSYC 100; T. Kasser*

PSYC 208 Sensation and Perception

This course will serve as an introduction to the study of how sensory information is registered and transformed into useful interpretations of the external world. Each of the major sensory systems will be discussed from a variety of perspectives including: anatomical, physiological, neuropsychological, behavioral, cognitive and/or

ecological. A significant amount of the course will be devoted to vision and audition. The cutaneous (i.e. touch, pain) and chemical (e.g. taste, smell) senses will also be covered. Class will consist of lecture and demonstrations of perceptual phenomena. *Prereq: PSYC 100; quantitative proficiency recommended.; STAFF*

PSYC 215 Black Psychology

See description for BKST 215. *CL: BKST 215; F. Hord*

PSYC 234 Political Psychology

See description for PS 234. *CL: PS 234; A. Civettini*

PSYC 269 Cross-Cultural Psychology

This course is designed to explore the influences of culture on human development and behavior by examining select topics in psychology from a multicultural, multiethnic, and international perspective. Core topics include cross-cultural research methods, culture and self, culture and family-social relations, and acculturation. Participation and presentation are major components of this course and students will engage in an experiential project. *Prereq: One 200-level course in psychology; DV; G. Ferguson*

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; K. Shaw*

PSYC 271 Human Sexuality

An analysis and discussion of information and misinformation concerning human sexual anatomy and physiology, evolutionary and historical foundations of attitudes towards sexuality, sexuality research, sexual response and techniques of arousal, emotional health, contraception, STIs, diversity and cultural issues. Various research techniques are also discussed. Student participation and presentation are a major part of the course. *Prereq: one*

200-level psychology course; CL: GWST 271; O; H. Hoffmann

PSYC 272 Industrial/Organizational Psychology

The application of psychology to the problems and behavior of individuals in work organizations. Topics include leadership, group dynamics, personnel selection, psychological testing, work motivation, and job satisfaction. *Prereq: one 200-level course in psychology; F. McAndrew*

PSYC 273 Psychological Foundations of Education

See description for EDUC 204. *Prereq: sophomore standing or permission of the instructor; CL: EDUC 204; D. Beck*

PSYC 274 Environmental Psychology

A study of the relationship between human behavior and the physical environment. This course considers the interaction of humans with both natural environments and built environments such as buildings and cities. *Prereq: one 200-level course in psychology; CL: ENVS 274; F. McAndrew*

PSYC 275 Psychology of Gender

This course is an introduction to the psychological literature on gender. Both men's and women's issues are covered. 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; 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 sur-

rounding drug use. Alternate years. *Prereq:* NEUR 240 or permission of instructor; H. Hoffmann

PSYC 277 Clinical and Abnormal Psychology

Explores perspectives on the causes, diagnosis and treatment of common psychological problems, including schizophrenia, depression, anxiety and personality disorders. *Prereq:* one 200-level course in psychology; *CL:* PSYC 300A; T. Kasser, G. Ferguson

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:* BKST 278; DV; K. Shaw

PSYC 279 Theories & Methods of Psychotherapy

This course provides an overview of theoretical and applied aspects of mental health intervention. Topics include a review of the major theories and methods of psychotherapy, basic clinical skills (e.g., questioning, listening, empathy), the client-therapist relationship, multicultural competence, and professional ethics. Students will engage in experiential activities and personal reflection. *Prereq:* PSYC 207 or prior or concurrent enrollment in PSYC 277; *CL:* PSYC 300B; G. Ferguson

PSYC 281 Research Methods and Statistics I

An introduction to the use of statistics in psychological research. Some examples of the topics covered include the logic of hypothesis testing, descriptive statistics, correlation, analysis of variance and nonparametric statistics. Emphasis throughout the course is on the relationship between the design of the study and the type of statistical analysis conducted on the data generated. Students will also become proficient in the use of SPSS statistical software. *Prereq:* 1 200-level psychology course and sophomore standing; STAFF

PSYC 282 Research Methods and Statistics II

This course will teach 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; QL; O; H. Hoffmann, T. Kasser

PSYC 300A Clinical Psychology Term: Clinical and Abnormal Psychology

See description for PSYC 277. *Prereq:* two 200-level courses in psychology, sophomore standing, and permission of the department. PSYC 300A, 300B, and 300C must be taken concurrently; *CL:* PSYC 277; T. Kasser, G. Ferguson

PSYC 300B Clinical Psychology Term: Theories & Methods of Psychotherapy

See description for PSYC 279. *Prereq:* PSYC 300A, 300B, and 300C must be taken concurrently; *CL:* PSYC 279; G. Ferguson

PSYC 300C Clinical Psychology Term: Internship in Psychology (1/2 or 1)

See description for PSYC 355. *Prereq:* PSYC 300A, 300B, and 300C must be taken concurrently; May be repeated for a maximum of 1.0 credits. This course is graded on an S/U basis; G. Ferguson

PSYC 312 Animal Behavior

See description for BIOL 312. *Prereq:* BIOL 110 and BIOL 210; or permission of the instructor; *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; 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; Grade is withheld (NR) until PSYC 361 is completed; W; STAFF*

PSYC 363 Developmental Psychopathology

This course builds on students' prior exposure to developmental psychology and clinical and abnormal psychology and provides a survey of: (1) Theories and models of normal and abnormal development in childhood and adolescence; (2) Research methods for examining the prevalence, etiology, presentation, and treatment of psychological disorders in youth and across development; (3) Techniques for assessing, diagnosing, and treating behavioral and emotional disorders in youth; (4) Specific disorders that affect children and adolescents (including mood disorders, anxiety disorders, behavior disorders, autism, mental retardation). In addition to class work, students will have an externship placement. *Prereq: PSYC 203 and PSYC 277; G. Ferguson*

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 include behavioral endocrinology and cognitive and social neuroscience. Labs include stereotaxic, pharmacological, and/or behavioral work with animals and neurophysiological and psychophysiological work with humans. Alternate years. *Prereq: NEUR 240. PSYC 281 or the equivalent strongly recommended; H. Hoffmann*

PSYC 365 The Study of the Person

A seminar course in which students actively engage the various means by which psycholo-

gists study personality. Students have the opportunity to analyze historical persons and conduct an in-depth study of one individual by using interviews and projective methods. *Prereq: PSYC 207 or PSYC 277; W; T. Kasser*

PSYC 368 Visual Cognition

Advanced seminar involving in depth exploration of how the human mind acquires, stores and uses visual information. Emphasis is placed on theoretical and methodological approaches to understanding the role of vision in cognition and behavior. Representative topics include visual attention, visual awareness, visual memory, visual imagery, visual learning and interactions between vision and other cognitive processes. Students are required to conduct and present a small-scale research project in an area of visual cognition. *Prereq: PSYC 201 or 208 and 282; or permission of the instructor; W; STAFF*

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. The course 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 110; F. McAndrew*

PSYC 371 History and Systems of Psychology

An examination of the growth of psychology as an experimental science, with particular emphasis on events between the 1850s and the 1950s. The subject is taught as part of the cultural history of the Western world. *Prereq: junior standing and two 200-level psychology courses; F. McAndrew*

PSYC 380 Dreaming (1/2)

This course examines the functions of dreams and theories about the interpretation of dreams. We spend substantial time learning about different interpretational systems, including psychodynamic, Jungian, Gestalt, and indigenous viewpoints. Because of the nature of the course, self-disclosure is required; students should be prepared for this fact. *Prereq: PSYC 207, PSYC 277 or PSYC 365, or permission of the instructor; The course is graded on a S/U basis; T. Kasser*

Religious Studies

Minor

Program Committee

Lance Factor, *Philosophy*, co-chair

Penny Gold, *History*, co-chair

Nancy Eberhardt, *Anthropology/Sociology*

Sue Hulett, *Political Science*

Duane Oldfield, *Political Science* (on leave, Winter-Spring 2011)

Jim Thrall, *Religious Studies*

William Young, *Philosophy*

Cooperating faculty from other programs

Frederick Hord, *Black Studies*

Courses in Religious Studies offer a variety of perspectives on the ways in which religion shapes culture, history, personal aspiration and experience. Religion is studied as a significant expression of human culture in the past and present. A variety of methodologies from the disciplines of anthropology, history, classics, philosophy and theology give the program an interdisciplinary outlook and provide valuable complements to other majors. For those planning careers in teaching or the ministry, courses in the program can serve as an introduction to professional graduate study.

Requirements for the minor

- Five credits in Religious Studies, one of which may be taken as an independent study.
- A student project or paper that applies or expands the multi-disciplinary perspectives of religious studies beyond normal coursework. The project may be done within the context of
 - (a) (1 credit or 1/2 credit) independent studies;
 - (b) an Honors project;
 - (c) an internship, work experience, or community action (approved by the Religious Studies faculty). Written reports from these activities must be submitted to the chair of the Religious Studies program.

The choice of a project is made in consultation with the chair of the Religious Studies program.

Students may use courses in Religious Studies, together with courses from other departments, for a self-designed major.

Courses

RELS 113 Judaism, Christianity, and Islam

Comparative study of the three major monotheistic traditions in the West: Judaism, Christianity and Islam. Selections from the classical texts of each tradition are studied, as well as the ways in

which those texts have been interpreted through law, theology and ritual practice. *HSS; CL: HIST 113; DV; P. Gold, J. Thrall*

RELS 114 East Asian Philosophy

See description for PHIL 114. *CL: PHIL 114; W. Young*

RELS 153 The Gospels and Writings of Paul: Scriptural Sources of Christianity

This course provides a basic introduction to the New Testament through the consideration of the Gospels and writings of Paul, including not only traditional elements of introduction, such as authorship, historical background, structure, content, and use of sources, but also the differing theologies of the various writings. The orientation is historical, linguistic and exegetical. The course focuses on the Gospels and writings of Paul and traces their origin, inter-relationship, theological distinctiveness and value. Some attention is given to the hermeneutic problem (interpretation) and critical analysis. The course commences with an overview of intertestamental history and philosophy. *HUM; S. Hulett*

RELS 205 Buddhism and Japanese Buddhism

See description for PHIL 205. *CL: ASIA 205, PHIL 205; W. Young*

RELS 221 Global Christianity

This course considers Christianity's roots and development as manifested in the contemporary lived experiences of practitioners in Asia, Africa, Europe, Latin America, and North America. The course pays particular attention to the impact of an expanding Christianity on preexisting cultural and religious forms, as well as their influences on Christianity. Inquiry is focused through the lens of local Christian practice—what Christians in specific regions believe and do. Topics include the complex relationship of Christian missions with imperialism, Christianity's role in post-colonial dynamics of power, and Christian engagement with other religions. *DV; J. Thrall*

RELS 241 Topics in Religion and Culture

This course addresses various intersections of the concepts of "religion" and "culture," with

particular attention to creative or communicative expressions of culture. Specific topics may include: religion and film, religion and media, religion and literature, religion and science fiction, religion and popular culture, and others. *J. Thrall*

RELS 260 Religion and Politics

See description for PS 260. *HSS; CL: AMST 260, PS 260; DV; D. Oldfield, S. Hulett*

RELS 271 Topics in the History of Religion

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

RELS 283 Philosophy of Religion

See description for PHIL 283. *Prereq: sophomore standing or permission of the instructor; CL: PHIL 283; B. Polite*

RELS 313 Christianity and Politics

This course studies Christianity as it relates to politics, culture, society and values formation. Topics include the philosophical origins of the First Amendment protection of religious liberty; Supreme Court interpretations of the meaning of the First Amendment; the history of religion in the U.S.; the 20th century politicization of U.S. fundamentalist and main line churches as they debated intervention in government and social justice policy; the ethics of war vs. pacifism; and the debate over liberation theology. *Prereq: sophomore standing; CL: PREC 313; S. Hulett*

RELS 371 Topics in the History of Religion

See RELS 271. A major component of RELS 371 will be a long research paper based on primary sources. *Prereq: HIST 285 or permission of the instructor; CL: HIST 371; Course may be repeated for credit; STAFF*

RELS 399 Seminar in Religious Studies

Specific seminar offerings vary year to year. *Prereq: See specific offerings for prerequisites; STAFF*

Self-Designed Programs

Major and Minor

Recent

Self-Designed Majors

Business and Society
Communications
Conservation Biology
Creativity and Gender
Criminal Justice
Environmental Journalism
International Journalism
Japanese Studies
Journalism
Latin American Studies
Linguistics
Medical Informatics
Political Economy
Political Journalism
Public Policy
Science Writing
Social Justice
Social Psychology of Art
Sociology of Education
Sports Journalism
Visual Culture

Recent

Self-Designed Minors

Aesthetic Theory and Criticism
Applied Mathematics
Ecology
Entrepreneurial Business
History of Philosophy
Human Nature
Human Rights
Kinesiotherapy
Labor/Union Studies
Linguistics
Media Theories
Middle Eastern Studies
Multicultural Education
Paleoanthropology
Political Philosophy
Political Psychology
Race and Gender Studies
Visual Communication

Program Advisor

Lawrence Breitborde, *Dean of the College*

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 requires the integration of courses in different disciplines.

Students who wish to pursue a self-designed major may obtain the guidelines from the Registrar. Before preparing an application, the student should discuss his or her tentative plans with Dean Breitborde and with the prospective faculty advisors for the self-designed major. Application should be made at least six weeks before the end of the sophomore year and in no case later than the end of the second term of the junior year. Applications made during the senior year will not be approved. Completed applications must be supported by written recommendations from the two faculty advisors. The Curriculum Committee reviews each application and its approval is necessary. To be approved, proposals for self-designed majors should describe a plan of study which is comparable in depth and sophistication to regular majors and involves between 11 and 13 credits.

The self-designed major is indicated on the student's transcript by a specific title, e.g., "Self-Designed Major: Political Economy." The courses that make up the major are not specified on the transcript. Titles should be descriptive of the course work as a whole.

Students can also complete a self-designed minor. The minor consists of at least 5 and no more than 6 credits drawn from at least two departments or fields of study, with no more than 3 credits from any one department or field of study. No more than 2 credits in the self-designed minor may overlap with a student's major and/or other minor. Normally, no more than one-third of the credits in the minor may be at the 100-level, and at least one 300-level course is recommended.

Students propose a self-designed minor using the Self-Designed Minor Proposal form, which requires the signature of a faculty sponsor. The signed form is submitted to the Registrar.

Program Committee

Tim Kasser, *Psychology*, chair

Tianna Cervantes, *Anthropology and Sociology*

Gail Ferguson, *Psychology*

Duane Oldfield, *Political Science* (on leave, Winter-Spring 2011)

Carol St. Amant, *Anthropology and Sociology* (on leave, 2010-2011)

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 in the Galesburg area.

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: GWST 101, BKST 101, ANSO 105, ANSO/BKST 205, ANSO 208, ANSO 218, BKST/PSYC 215, ENVS/HIST/BKST 228, GWST/LAST/PS 227, GWST/PS 229, GWST/PS 333, PSYC/BKST 278, ECON 340
- One credit in government institutions: EDUC/ANSO 201*, PS 235, PS 307, PS 311, ECON 310, ECON 363
- One credit in working with the socially disadvantaged: EDUC 301, PSYC 277, PSYC 279
- One credit practicum with a local social service agency (may be taken on an S/U basis): ANSO 280-281, PSYC 355 or other appropriate class-based internship

*ANSO majors may count EDUC/ANSO 201 and two additional ANSO credits toward the minor

Recent Internships

Davenport Civil Rights

Commission

Department of Children and Family Services

Galesburg Cottage Hospital

Galesburg Rescue Mission

Head Start (West Central

Community Services)

Initiative for Girls

Knox County Area Project

Knox County Child's Advocacy Center

Knox County Courthouse

Juvenile and Adult Probation Department

Knox County Housing Authority

Knox County Jail Literacy Project

Knox County Teen Court

Knox Warren Special Education Department

Lutheran Social Services

Safe Harbor

Salvation Army

Spanish

Major and Minor

Capstone Work

Advanced Seminar—SPAN 399—is required of all majors and emphasizes theoretical approaches to literary analysis.

Special Facilities

Dorothy Johnson '39 and
Richard Burkhardt '39
Language Center
International News Room

Recent Student Achievements

Watson Fellowship (2)
Inman Fox Prize
Sherman W. Brown
Memorial Prize
Sally Coleman Prize
Honors in Spanish literature
Peace Corps placements

Recent Off-Campus Study

Barcelona, Spain
Buenos Aires, Argentina
San José, Costa Rica
Q courses to Oaxaca, Mexico

Recent Internships

Ben Franklin School,
Barcelona, Spain
Green Peace, Barcelona, Spain
El CEIBO recycling coop,
Buenos Aires, Argentina

Related Co-Curricular Clubs and Activities

Latin American Concerns
Committee
Spanish Club
Spanish Table
Chicago Latino Film Festival

Faculty and professional interests

Jessie D. Dixon, On-Site Director, Besançon Program
Afro-Hispanic and Caribbean literature
Claudia Fernández
Spanish language, Latin American civilization, linguistics
Timothy J. Foster (on leave, Winter-Spring 2011)
Latin American literature
Fernando Gómez (on leave Fall 2010)
Golden Age drama
Jerome Miner, Director, Dorothy Johnson '39 and Richard Burkhardt '39 Language Center)
Contemporary Latin American literature
Julio Noriega
Latin American literature, migrant indigenous literature, Quechua
Novia Pagone
18th-20th century Spanish peninsular literature
Antonio Prado (on leave, 2010-2011)
20th century Spanish literature and culture studies, Latin American film, the Spanish Civil War
Anna Proffit
Contemporary Spanish peninsular literature and film
Robin Ragan, On-Site Director, Barcelona Program
19th & 20th century literature, Spanish film, gender studies, contemporary Spanish culture

The program in Spanish emphasizes the language as a means of expression and as the gateway to another culture. The Department of Modern Languages and Literatures offers a full program of courses for pursuing a major or a minor in Spanish through the in-depth study of language, literature and culture. Students may also complement other majors with coursework in Spanish. The Spanish Program offers early immersion studies through Knox College's Quick Start courses, and long-term study abroad programs in Barcelona, Spain, Buenos Aires, Argentina and Costa Rica.

For full description of the programs in contemporary languages, see the listings for Modern Languages, Chinese, French, German, and Japanese.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - SPAN 302 and 399 serve as writing-intensive courses for majors
- *Speaking Key Competency* - SPAN 230A-E serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - All 300-level courses in the Spanish program require the informed use of technology, including information retrieval, MLA and WorldCat database use, and the critical evaluation of Internet resources.

Requirements for the major

10 credits as follows:

- SPAN 201, 230, 235
- One 200-level elective in Spanish
- Five 300-level electives in Spanish, including at least one course in Hispanic-American literature and at least one course in Peninsular Spanish literature
- Advanced Seminar: SPAN 399

Requirements for the minor

5 credits

- Three 200-level Spanish courses
- Two 300-level Spanish courses (MODL 260E may substitute for one of the courses.)

Courses

SPAN 101, SPAN 102, SPAN 103

Elementary Spanish

Development of language skills: listening comprehension, speaking, reading, and writing. Essentials of grammar with emphasis on culture through language. Open to students with no previous language study or by permission of instructor. *Prereq: for 102 is completion of 101; for 103 is completion of 102; must follow sequence; J. Miner, A. Prado del Santo, R. Ragan, T. Foster*

SPAN 101A, SPAN 103A

Intensive Elementary Spanish

Elementary Spanish, but designed for students with previous language study and/or experience; aural comprehension, speaking, reading, and writing. *Prereq: prior language study and/or placement by examination. Prerequisite for 103A is completion of 101A; must follow sequence; J. Miner, A. Prado del Santo, R. Ragan, T. Foster*

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 encounter while traveling. Target language instruction includes intensive drill sessions; 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 the Spanish 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 Latin American and Spanish political institutions, economic policy and contemporary culture. The latter in particular is enhanced by viewing Latin American and Spanish films and television shows from our library collection and taped from direct satellite feed. *Prereq: SPAN 101Q or permission of the instructor; T. Foster, R. Ragan*

SPAN 201 Intermediate Spanish

Review of grammar. Literary readings with emphasis on culture. *Prereq: equivalent of SPAN 103; J. Miner, A. Prado del Santo, T. Foster*

SPAN 230 A-E Culture of the Spanish-Speaking World

This series of courses introduces the student to both high and popular culture of the Spanish-

speaking world as well as critical concepts in understanding social structures 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; O; SPAN 230B-E cross-listed in LAST; J. Miner, A. Prado del Santo, T. Foster, R. Ragan*

SPAN 235 Introduction to Spanish Literature

This course is designed to introduce students to the diverse literature from the Spanish-speaking world as well as to the different ways scholars approach it. Through close readings of literature, including short story, drama, film novellas, poetry and essays, students acquire analytical and interpretive skills as they study how and why a work is constructed and what its social and cultural implications are. Students explore themes unique to Hispanic literature as well as what connects it to world literature. Taught in Spanish. *Prereq: SPAN 201; CL: LAST 235; T. Foster, R. Ragan, A. Prado del Santo, J. Miner*

SPAN 302 Nineteenth and Twentieth Century Spanish Fiction and Poetry

A study of the literary movements in the novel and in poetry. Representative works of Zorilla, Galdós, Pardo Bazan, Unamuno, García Lorca, Rodoreda, and others. Alternate years. *Prereq: equivalent of SPAN 235, or permission of the instructor; W; R. Ragan*

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, Hernandez, Martí, Darío. Alternate years. *Prereq: equivalent of SPAN 235, or permission of the instructor; CL: LAST 305; T. Foster*

SPAN 306 Twentieth Century Spanish-American Literature

The development of the contemporary Spanish-American narrative: Gallegos, Asturias, Carpentier, Rulfo, García Márquez, Vargas Llosa, Fuentes, Borges, Cortázar. Representative works in poetry: Vallejo, Mistral, Neruda, Paz, Guillen, Pales Matos. Alternate years. *Prereq: equivalent of SPAN 235, or permission of the instructor; CL: LAST 306; J. Dixon, T. Foster*

SPAN 307 or SPAN 307E Identity and Alterity in Latino Literature and Culture

(In Spanish or English) This course examines the question of identity and alterity as experienced by American-raised Hispanics from the 1940s to the present. This course considers among other things the way they define their cultural, racial and national heritage in relation to that of their parents, and how they conceptualize their identity through the Other. The course also focuses on the bicultural/bilingual experiences of Latinos through the analysis of literary and cinematographic works by Americans of Mexican, Puerto Rican, Cuban and Dominican origin who have resided primarily in the continental United States. *Prereq: For SPAN 307, SPAN 235 or equivalent or permission of instructor; for SPAN 307E, permission of the instructor; SPAN 307E cross-listed as AMST 307. SPAN 307E satisfies HUM Foundations; DV; J. Dixon*

SPAN 308 or SPAN 308E Cervantes

(In Spanish or English) Reading of *Don Quixote* with emphasis on the analysis of narrative techniques and on Cervantes' thematic use of literary theory. This approach aims at exploring the reasons why *Don Quixote* is considered to be the first modern novel, and at placing it in the context of the development of fiction in Western culture. *Prereq: For SPAN 308, SPAN 235 or equivalent or permission of the instructor; for SPAN 308E, permission of the instructor; SPAN 308E satisfies HUM Foundations; F. Gomez*

SPAN 309 Contemporary Latin American Cinema

A survey of contemporary cinema of Spanish speaking countries of Latin America. We follow

a trend starting with the avant-garde cinema of the political revolutionary turbulence of the 1960's, the "New Latin American Cinema", which continues today with a series of films that originated as a reaction to the neo-liberal and globalized capitalism of the 1990's. The films are treated as visual texts, studying the film as a genre with particular stylistic forms and techniques to represent social reality ideologically and in the context of social and cinematic history. *Prereq: SPAN 235; CL: FILM 309, LAST 309; A. Prado del Santo*

SPAN 310 Spanish Youth Through Literature, Film and Music

This course looks at contemporary representations of and expressions by Spanish youth, beginning in 1975 with Franco's death through today. The course addresses social topics such as drugs, affordable housing, jobs, political activism, poverty and gender struggles. Some of the questions we will address are: What motivates Spanish youth today? Are Spanish youth politically active or apathetic? How has this fluctuated over time? What evidence do we have of each? What issues motivate the youth on the margins? What issues are young Spanish women today facing? Are the fictional representations of Spanish youth in compliance with the data? Students analyze films and song lyrics as well as academic articles on major social issues regarding Spanish youth. We will also read one novel, several plays, and one work of non-fiction addressing the difficulties facing Spanish youth today. Class discussion will be held in Spanish. Films have English subtitles. *Prereq: SPAN 235; R. Ragan*

SPAN 330 or SPAN 330E Great Themes of Spanish or Spanish American Literature

(In Spanish or English) A study of the development of major topics and their adaptation and transformation in non-Hispanic literatures. Some topics have been ethnicity and marginality in Latin American literature, twentieth century Puerto Rican literature, the epic (*El Cid*), the picaresque (*Lazarillo de Tormes*), and myths (Don Juan in Spanish Literature). Course may be repeated for credit under different topics. *Prereq: For SPAN 330, SPAN 235 or equivalent*

or permission of the instructor; for SPAN 330E, permission of the instructor; SPAN 330E satisfies HUM Foundations. May be counted toward LAST minor with approval of program chair; STAFF

SPAN 332 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: Two 200-level courses in Spanish; A. Prado del Santo

SPAN 335 "Afridentity" and "Hispanity" in Caribbean Literature from the 19th Century to the Present

This course examines the representation of race, class and color in the literatures of Cuba, Puerto Rico and the Dominican Republic from the 19th century to the present. The course emphasizes the relationship between literary texts and the socio-historical context with special attention given to political ideologies in these post-colonial societies. The images of blacks and mulattoes and also the conceptualization of identity in these countries are explored. *Prereq: SPAN 235 or equivalent; or permission of instructor; CL: BKST 335, LAST 335; J. Dixon*

SPAN 399 Advanced Seminar

Studies in Spanish and Spanish-American literatures; emphasis on critical analysis and theory. The topic varies from year to year; recent topics have been: Cervantes and literary theory; generation of '98; structuralist analysis of *Cien años de soledad*; Don Juan in Spanish literature. Required of all Spanish majors. *W; T. Foster*

Sports Studies

Course Work

Special Facilities

T. Fleming Fieldhouse (6-lane 200-meter track, indoor tennis courts, cages for softball, baseball & golf, basketball courts)
Memorial Gymnasium (basketball/volleyball courts, pool, locker rooms)
E & L. Andrew Fitness Center (state-of-the-art strength and fitness facility)
Outdoor facilities include: Blodgett Field (baseball), Trevor Field (track), the Knosher Bowl (football), women's softball field, Jorge Prats Field (soccer), Meridian Tennis Courts

Recent Student Achievements

Recent graduates have gone on to obtain degrees and good starting positions in professional sports administration, teaching and coaching, physical therapy and athletic training.

Recent Internships

"In-House internship" with head athletic trainer for students interested in sports medicine

Related Co-Curricular Clubs and Activities

21 varsity sports teams

Faculty and professional interests

Chad Eisele
Athletic Director
Emily Cline
Women's basketball, women's golf
Andrew Gibbons
Football
Jami Isaacson
Baseball
Nicole McLellan
Women's soccer, swimming
Rob Purlee
Men's basketball, men's golf
Ashley Sims
Softball
Scott Sunderland
Athletic training
Dan Zierfuss
Cross-country, track

Teaching emeritus faculty

Harlan Knosher

The Department of Sports Studies encourages all students to pursue athletics and to recognize their contribution to well-being. More than half of the student body participates in some portion of the program offered by the department: intercollegiate athletics, intramural and club sports, and special courses.

The intercollegiate athletic program offers ten varsity sports for women (soccer, tennis, volleyball, cross-country, basketball, swimming and diving, softball, indoor & outdoor track, and golf) and 11 varsity sports for men (football, soccer, cross-country, basketball, swimming and diving, wrestling, baseball, tennis, indoor & outdoor track, and golf). Twenty part-time coaches complement the full-time coaching staff.

The College also has several intramural sports, such as volleyball, basketball, softball, indoor soccer, and other events. The College also offers club sports such as Ultimate Frisbee, men's and women's lacrosse, and women's and co-ed water polo.

Courses offered by the department provide the theory and skills necessary for the administration of athletic programs, 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 255 and 260.

Courses

SPST 199 Advanced Strength and Conditioning (0)

Primary objective is to enhance the personal physical fitness level of the students. The course is geared to athletes and non-athletes alike and will teach different ways and methods of weight training, agility and conditioning. *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 lecture and actual physical activity. In addition, this class will explore and experience a variety of ways to achieve and maintain a healthy fitness level. *R. Wheat*

SPST 202 Personal Health and Health Issues (1/2)

This course centers on the five basic dimensions of health: physical, social, spiritual, emotional, and intellectual. An emphasis is placed on assessing and understanding your present level of wellness and how to take control of your own lifestyle habits so that you may realize your highest level of wellbeing. Many current health issues are explored to aid in personal resolution, or at least a better understanding, of these difficult issues. *STAFF*

SPST 210 Sports Administration

Analysis of various administrative philosophies to demonstrate how they can affect the lives of various constituencies within the community. Practical problems dealing with budgeting, purchasing, facility planning and facility usage are explored to prepare students to be informed consumers as well as potential administrators. *C. Eisele*

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. *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*

SPST 261-269 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; A. Gibbons*

SPST 263 Coaching of Soccer (1/2)

The primary objective of this course is that students learn the elements of effective soccer coaching. Coaching techniques and tactics of the game are discussed. The student is able to implement these techniques and tactics into their own progressive training session taught on the field. Students learn valuable information to prepare them for positions in youth, high school, or college coaching. Practical coaching experience is emphasized. *STAFF*

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. *R. Purlee*

SPST 265 Coaching of Tennis (1/2)

The primary objective of this course is that students learn the elements of effective tennis coaching and strategy. Coaching techniques and tactics of the game are discussed. The student is able to implement these techniques and tactics into their own progressive training session taught on the court. Students learn valuable information to prepare them for positions in youth, high school, or college coaching. Practical coaching experience is emphasized. *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. *J. Isaacson, A. Sims*

SPST 269 Coaching of Track and Field (1/2)

This course covers general aspects of track and field, including rules, history and specific event group training. Athletic training, injury prevention and conditioning are also discussed in an attempt to prepare students for organizing and coaching track at any school level. *D. Zierfuss*

Faculty and professional interests

Neil Blackadder, chair (on leave Fall 2010)

Dramaturgy, playwrighting, dramatic literature and theatre history

Elizabeth Carlin-Metz chair, Fall 2010-Winter 2011

Acting, directing, feminist theatre, dramatic literature

Craig Choma

Scenic design, lighting design, videography design, theatre technology

Jeff Grace

Theatre history, dramatic literature, directing, acting

Lecturer

Margo Shively, *Costume design and makeup*

Jennifer Pople, *Dramatic literature, acting, directing*

Cooperating faculty from other programs

James Williams, *English*

The study of theatre in a liberal arts context cultivates many widely applicable capacities such as communication skills, aesthetic understanding, creative problem-solving, and intuitive as well as analytical thinking. Knox offers a broad range of courses at introductory and advanced levels in performance, design, and literature and history. Those curricular offerings complement and are integrated with a variety of co-curricular opportunities for students to act in, write, direct, design and create theatre.

The program in Theatre seeks to create a supportive, collaborative environment in which students can put into practice what they learn in the classroom, the rehearsal studio and the design studio. All of the department's curricular and co-curricular experiences are grounded in the belief that the rigorous study and practice of theatre provide students with a unique and vital means of investigating and making significant discoveries about the world and their own place in it.

Students who major or minor in theatre emerge well prepared for advanced study in performance, directing, design, and theatre studies. Those students who do not pursue careers in theatre gain at Knox a wealth of experience beneficial to professional life in many other areas, including business, law, and education, among many diverse fields.

The departmental curriculum contributes to the College's Key Competency Requirements as follows:

- *Writing Key Competency* - THEA 123, 375, and 376 serve as writing-intensive courses for majors
- *Speaking Key Competency* - THEA 121, 131, 232, 233, and 325 serve as speaking-intensive courses for majors
- *Information Literacy and Informed Use of Technology* - Special skills in the use of computers in locating, retrieving, and

Knox Alumni at Work in the Profession

New York City Stages:

Broadway (Tony Award Best Musical Design/*Big River*: Richard Riddell; Best Set Design/*Not About Nightingales*: Richard Hoover).
Off-Broadway: Lincoln Center

Television and Film:

Another World (Best Actress Emmy nomination: Amy Carlson),
Guiding Light, *Golden Girls*, *Third Watch*, *Law and Order: Special Victims Unit*, *Law and Order: Trial by Jury*, *The Office*

Chicago Stages:

Steppenwolf, The Neo Futurists, Second City, The Goodman Theatre, Chicago Shakespeare Theatre, Improv Olympic, Vitalist Theatre, The Court Theatre, Bailiwick Theatre, Victory Gardens Theatre, The Lyric Opera, Chicago Opera Theatre, The Building Stage

National Stages:

American Players Theatre, The Folger Library Theatre, The Old Globe Theatre, The Ford Theatre, The Guthrie, La Jolla Playhouse, Alabama Shakespeare Festival, Oregon Shakespeare Festival, Illinois Shakespeare Festival, Cincinnati Shakespeare Festival, The American Repertory Theatre, Yale Repertory Theatre, The Public Theatre, Center Stage

International Stages:

The Moscow Art Theatre, The Royal Shakespeare Company, The Edinburgh Fringe Festival, Covent Garden Opera

**Graduate School
Programs attended by
Knox graduates**

American Academy of
Dramatic Art
Carnegie Mellon University
George Washington University,
Academy of Classical Acting
Harvard University: American
Repertory Theatre
New York University:
Performance Studies
Northwestern University
San Diego University/Old Globe
Theatre
School of the Art Institute
Chicago
University of California at San
Diego
University of Massachusetts at
Amherst
University of Southern California
Yale University

**Internships held by
Knox graduates**

Milwaukee Repertory Theatre
(WI)
Williamstown Theatre Festival
(MA)
American Conservatory of
Theatre (CA)
American Repertory Theatre
(MA)
Berkeley Repertory Theatre (CA)
Playwrights Horizons (NYC)
Chicago Shakespeare Theatre (IL)
The Berkshire Festival (MA)
The Actors Theatre Of Louisville
(KY)
The Eugene O'Neill Center (CT)
The 13th St. Theatre (NYC)
Steppenwolf Theatre (IL)
Victory Gardens Theatre (IL)
The Goodman Theatre (IL)

manipulating audio and visual materials are introduced in THEA 121 and are further developed in the 300 level design courses. Skills in gathering information from print, non-print, and digital sources as well as means of evaluating these sources are introduced in THEA 123 and are further developed in both 200 and 300 level drama and theatre history courses and in dance history courses.

Requirements for the major

11 credits in the Department, including:

- THEA 121, THEA 123, and THEA 131
- THEA 331 or THEA 332
- one course from THEA 372, THEA 373, THEA 374
- one course from THEA 375, THEA 376, THEA 377, THEA 378
- three additional production electives of which one must be at the 300-level. One credit may be dance.
- two additional elective courses at the 300-level, at least one of which must be in theory (GERM 328 or SPAN 311 may be used)

For the purpose of defining major requirements, courses are designated as either production or theory courses. The following symbols are used:

TP: theatre production course; TT: theatre theory course.

Courses not designated by a symbol do not count toward the major. DANC 141, DANC 241, DANC 341 and DANC 343 count as theatre production courses.

Requirements for the minors

Dramatic Literature and History

5 credits as follows:

- THEA 123
- THEA 331 or THEA 332
- One credit from THEA 372, THEA 373, or THEA 374
- One credit from THEA 375, THEA 376, THEA 377, or THEA 378
- One additional credit from THEA 240, THEA 331, THEA 332, THEA 372, THEA 373, THEA 374, THEA 375, THEA 376, THEA 377, or THEA 378

Performance

5 credits as follows:

- THEA 121, THEA 123, and THEA 131
- THEA 232 or THEA 233
- THEA 325 or THEA 334

Directing

5 credits as follows:

- THEA 121, THEA 123, THEA 131, and THEA 334
- THEA 350 – A special project either Practical or Theoretical to be determined by the department

Design and Technology

5 credits as follows:

- THEA 121, THEA 123, THEA 131
- Two courses from THEA 221, THEA 322, THEA 323, THEA 324, THEA 330

Playwriting

5 credits as follows:

- THEA 123, 131
- THEA 209
- THEA 309
- THEA 350 – an independent study approved by the department

Courses**THEA 121 Design and Technology for Stage and Screen** TP

An introductory overview of scenic illusion and technical device, starting from ancient Greece and moving through to modern design and production techniques. Scenery, lighting, costumes, make-up, properties, sound and technical effects are treated in the classroom and through workshop experiences, as they apply to live performance and to film and television. The course includes three design projects structured to demonstrate creative problem solving. *ARTS; O; C. Choma*

THEA 123 Introduction to Drama and Theatre TT

A study of the basic dramatic elements and principles exemplified in selected play scripts from ancient Greece to the present. The focus is on how one understands a script, how one understands a production of that script, and how script demands are translated into performances by theatre practitioners. *HUM; CL: ENG 123; W; N. Blackadder, J. Grace, J. Popple*

THEA 131 Beginning Acting TP

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. *ARTS; O; J. Grace, E. Carlin-Metz, J. Popple*

On Other Life Stages

Management Consultant, Duke University Vice President, Criminal Defense Attorney, USPS Vice President, Wells Fargo Executive Vice President, Senior Psychologist, Marketing Communications Manager, Information Technology Manager, Stockbroker, Ramsey Reporter Newspaper Editor, Unitarian Minister, Director of Development-Chicago Youth Symphony Orchestra, Insurance Underwriter, Librarian, ER Nurse, Elementary, Secondary, & University Educators

Recent Theatre**Honors Projects**

Refugees in Time: The Politics of Memory in Harold Pinter's "Fourth Stage." A Study of *Landscape, Old Times, and No Man's Land*
Lineage: An Original Monodrama
 Written, Performed, and Directed
Deserters: Writing and Directing an Original Full Length Play
Emerging From the Wings: A Journey Through Off-Broadway, Regional, and Community Theatre from 1950-Present

Recent Off-Campus Study

Aberdeen, Scotland
 London, England
 Besancon, France
 Chicago, Illinois
 Florence, Italy
 Moscow, Russia
 Los Angeles, California
 New York City
 Buenos Aires, Argentina
 Berlin, Germany
 Durham, England
 New York University School
 of Film

THEA 200 Theory and Performance (1 1/2) TP
 This course undertakes an interdisciplinary approach through devising to create performance, often without a prior existing text, for the purpose of entertainment, enlightenment, and/or social 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. Enrolled students will attend night rehearsals and class sessions where the developing production will be edited and evolved for public performance. *ARTS; Not offered every year. Non-theatre majors are encouraged to enroll. Unenrolled students may participate in the rehearsal process and performances; N. Blackadder, E. Carlin-Metz*

THEA 209 Beginning Playwriting TP
 Discussion of contemporary and student work, plus individual conferences. Students complete a one-act play. *ARTS; Prereq: THEA/ENG 123 or THEA 131 or ENG 207, or ENG 208, or permission of the instructor; CL: ENG 209; N. Blackadder*

THEA 221 Stage Makeup: Theory and Practice TP
 A study of theatrical makeup design, including its historical beginnings, changes and development throughout history, character analysis as pertaining to stage makeup, and implementation of the design process. Practice in makeup application, including wigs and prosthetics creation. *ARTS; M. Shively*

THEA 232 Intermediate Acting: Psychological Realism and Audition TP
 The study of acting theory derived from the fundamentals of Stanislavski and psychologically motivated text that examines what it means to be human. Class work includes text analysis, critical analysis of performance, and scene and monologue study and performance. *Prereq: THEA 131 and sophomore standing or permission of the instructor; O; E. Carlin-Metz*

THEA 233 Intermediate Acting: Period Style TP
 The course will examine the acting demands of non-Stanislavski theatre. The influence of customs, manners and mores, costumes, movement, and language will be explored via scenework and research on culture and human behavior. Aspects of playing physical and intellectual comedy will be emphasized. *Prereq: THEA 131; THEA 232 and THEA 233 may be taken in either order; O; E. Carlin-Metz*

THEA 240 Dramaturgy TP
 Student learn about the multiple tasks of the dramaturg primarily by carrying them out. The course requires students to read and analyze numerous plays, to conduct and present historical research, to select and edit scripts, and to produce many pages of

writing conceived for various different contexts. In many respects, the course functions like a workshop: most of the work is shared with and discussed by the class as a group. *HUM*; *N. Blackadder*

THEA 271 Theatre and Dance Participation (1/2 or 1)

Students may satisfy the Experiential Learning goal and/or receive up to one credit toward the satisfaction of the Foundations goal for significant work in Main Stage and Studio Theatre productions under direct faculty supervision. Students may enroll for elective credit (a minimum of 1/2) for individual participations of significant undertaking without the Foundation or Experiential Learning designation. Offered each term on a contract basis with permission of the instructor. *ARTS*; *Prereq: permission of the instructor*; *May be repeated for a maximum of 1.5 credits*; *STAFF*

THEA 300 Repertory Theatre Term (3)

An intensive course in theatre art composed of three interrelated sections that must be taken concurrently. The enrollment of students not majoring in theatre is encouraged. *Prereq: THEA 121, THEA 131, sophomore standing, and permission of the department*; *STAFF*

THEA 300A Seminar **TT**

An intensive study of the milieu surrounding the plays selected for production, including considerations of theory, meaning, and society. *HUM*; *STAFF*

THEA 300B Conservatory **TP**

Class instruction in voice, movement, physical theatre, and acting techniques. *STAFF*

THEA 300C Repertory Theatre

Production activities selected to fit the individual student's needs and capabilities. A student normally participates in three different capacities during the term. *STAFF*

THEA 309 Playwriting and Screenwriting Workshop **TP**

Intensive work in the reading and writing of plays and film or television scripts; workshops

and individual conferences. *Prereq: ENG 209 or THEA 209 or written permission of the instructor*; *CL: ENG 309*; *May be taken three times*; *N. Blackadder*

THEA 322 Scene Design **TP**

An examination of the elements of design as they relate to the translation and reinforcement of the dramatic image of a play script into the scenic environment of a production. Emphasis is on practical experience in developing a personal design aesthetic. Includes the completion and critique of several original design projects. Alternate years. *Prereq: THEA 121 or permission of the instructor*; *C. Choma*

THEA 323 Stage Lighting **TP**

An examination of the elements of design as they relate to the translation and reinforcement of the dramatic image of a play script into the lighting of a production by addressing such qualities as mood, modeling, selective focus and overall atmosphere. Includes the completion and critique of several original design projects. Emphasis is on practical experience in developing a personal design aesthetic. *Prereq: THEA 121 or permission of the instructor*; *C. Choma*

THEA 324 Costume Design **TP**

This course examines the history of costuming, technical artistry, and the execution of costumes through the study of dramatic text and the principles and techniques of design aesthetics. Alternate years. *ARTS*; *M. Shively*

THEA 325 Advanced Acting: Shakespeare and Beyond **TP**

Advanced integration of traditional and non-traditional acting theory and practical application (from Shakespeare to the Absurd) through text, voice, and movement. Scene and monologue study, text analysis, and philosophical and historical context are examined in terms of central questions regarding what it means to be human as revealed through performance. *Prereq: THEA 131, THEA 232, sophomore standing or permission of the instructor*; *O; E. Carlin-Metz*

THEA 330 Design Workshop

Intensive work in the creative development, implementation and unification of theatrical designs; workshops and individual conferences. The course focuses on advancing the concepts and skills learned at the beginning design levels in order to achieve more complex and conceptual considerations of design in its totality. Students will advance existing conceptual and design strengths by manipulating interdisciplinary design concepts of and practices in the shared aspects of the creative process as manifested in the diverse yet related areas of videography, set, lighting, costume, sound design and scenic art. *Prereq: THEA 121 & one of the following: THEA 321, THEA 322, THEA 323, THEA 324; and/or permission of the instructor; C. Choma, M. Shively*

THEA 331 Shakespeare:

Histories and Comedies **TT**
See description for ENG 331. *HUM; CL: ENG 331; J. Williams*

THEA 332 Shakespeare:

Tragedies and Romances **TT**
See description for ENG 332. *HUM; CL: ENG 332; J. Williams*

THEA 334 Directing

TP
Theory and practice of directing. Text analysis focused on form, metaphor, and motivation through the creative manipulation of the fundamentals of composition, movement, business, picturization, rhythm, and rehearsal and production procedures as approached through scene work, lectures and discussions. *Prereq: THEA 121 and THEA 131, sophomore standing or permission of the instructor. THEA 240 recommended; E. Carlin-Metz*

THEA 372 Classical and Medieval Drama and Theatre

TT
A study of the plays of Aeschylus, Sophocles, Euripides, Seneca, Aristophanes, Menander, Terence, Plautus, and the medieval church and community in their social, cultural, religious and theatrical surroundings. Alternate years. *Prereq: junior standing or permission of the instructor; CL: CLAS 372; N. Blackadder, J. Grace*

THEA 373 European Drama and Theatre: Renaissance through the 17th Century **TT**

A study of the development of dramatic forms and major theatrical movements as reflected in key plays of Italy, Spain, France, and England from 1450 to 1700. Plays are discussed in their literary, cultural, historical and theatrical contexts. Alternate years. *Prereq: junior standing or permission of the instructor; CL: ENG 373; N. Blackadder, J. Grace*

THEA 374 European Drama and Theatre: 18th and 19th Centuries **TT**

A study of the development of dramatic forms and major theatrical movements as reflected in the key plays of France, Germany, and England from 1700 to 1875. Plays are discussed in their literary, cultural, historical, and theatrical contest. Alternate years. *Prereq: junior standing or permission of the instructor; CL: ENG 374; N. Blackadder, J. Grace*

THEA 375 European Drama and Theatre: Rise of Realism to 1945 **TT**

A study of the development of dramatic forms and major theatrical movements as reflected in key European plays from the rise of Realism (1875) to 1945. The plays are discussed in their literary, cultural, historical and theatrical contexts. *Prereq: junior standing or permission of the instructor; CL: ENG 375; W; N. Blackadder, J. Grace, E. Carlin-Metz*

THEA 376 Modern Drama: 1945 to the Present **TT**

A study of the development of dramatic forms and major theatrical movements as reflected in key plays of Europe, Asia and Africa from 1945 to the present. The plays are discussed in their literary, cultural, historical and theatrical contexts. Alternate years. *Prereq: junior standing or permission of the instructor; CL: ENG 376; W; DV; N. Blackadder, E. Carlin-Metz, J. Grace*

THEA 377 Women Playwrights: The Search for the Female Voice in Contemporary World Theatre **TT**

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: BKST 377, ENG 377, GWST 377; DV; E. Carlin-Metz, K. Hogan*

THEA 378 American Drama and Theatre: Beginnings to the Present TT

A study of dramatic and theatrical developments in America from their early beginnings to the present as reflected in key plays. Primary focus is on the emergence of an original American drama. Plays are discussed in their literary, cultural, historical, and theatrical contexts. Alternate years. *CL: ENG 378; N. Blackadder, J. Grace*

THEA 379 Dramatic Theory and Criticism TT

An examination of aesthetic theory and criticism, its philosophic grounds for validity, its historical development, and its practical implications and limitations. While the content leans toward drama, the course is applicable to any of the arts and philosophy. Alternate years. *Prereq: junior standing or permission of the instructor; N. Blackadder, J. Grace*

THEA 385 Stage Comedy TT

An exploration of comedy in the theatre: comedy as a genre, a style, and a mode of expression. Analysis of representative plays from ancient Greece to the present—non-Western as well as European and American—along with selected theoretical writings on humor, laughter, and comedy. *Prereq: One of: ENG 120, ENG/THEA 123, THEA 131, or THEA 240, or permission of the instructor; CL: ENG 385; N. Blackadder*

Non-Departmental Courses

Center for Teaching and Learning

CTL 100 Language Skills I (1/2)

Practice in basic skills of English including reading, writing, listening, and speaking through intensive projects and extensive writing assignments. Emphasis is on the effective expression and comprehension of ideas. *Prereq:* first-year standing; J. Haslem

CTL 101 Language Skills II (1/2)

Further work in language skills with an emphasis on development of reading and writing. May be repeated once for credit provided that credit has not been earned in CTL 100; J. Haslem

CTL 104 English as a Second Language (1/2)

For first-year Knox students whose first language is not English. Course work is aimed at developing speaking, listening, critical reading, and writing skills, especially those associated with the conventions of academic writing. J. Haslem

CTL 120 Mathematical Concepts for Algebra and Statistics (1/2)

A review of basic high school mathematics, including algebra and basic analytic geometry, individually tailored to each student's particular needs. This course is intended to prepare students for MATH 121 and/or STAT 200. Upon completion of the course, students are recommended to move directly into one of those courses in the subsequent term. *Prereq:* Course placement as identified by the Registrar; Credit may not be earned for both CTL 120 and CTL 130; M.J. Shroyer

CTL 130 Mathematical Concepts for Functions and Calculus (1/2)

A course in the algebra of linear, polynomial, and rational expressions and functions, including an examination of the relationship between algebraic and graphical formulations of equations and functions. Students are recommended to move directly into MATH 140

in the subsequent term. *Prereq:* Course placement as identified by the Registrar; Credit may not be earned for both CTL 120 and CTL 130; M.J. Shroyer

CTL 140 Pedagogy in Practice (0)

The course will help students improve their understanding of writing pedagogy with a particular emphasis on putting theory into practice when helping their fellow students as CTL writing tutors. Students will be given an opportunity, through readings, writing assignments, and class discussion, to reflect upon their own experiences and to develop appropriate methods for addressing a variety of tutoring scenarios. *Prereq:* ENG/CTL 202; Students who take this course must be employed as CTL writing tutors; J. Haslem

CTL 151 Introduction to Peer Tutoring (0)

An introductory study of the tutoring process reserved for subject-specific CTL tutors and departmental teaching assistants who provide tutoring. Examines the essential components of a successful tutoring session, the tutoring cycle, challenging tutoring situations and dynamics. The perceptions of campus tutoring services in relation to developmental theory will be explored. Learning and applying study skill strategies, critical thinking, subject-specific tips and self-evaluation process as a tutor will be covered. *Prereq:* Sophomore standing or permission of the instructor; J. Varakin

CTL 152 Advanced Peer Tutoring (0)

Continued study of the tutoring process and protocols in tutoring including: cultural dynamics, application of group tutoring techniques, learning theory, conducting in-depth analysis of the tutoring session, selecting, using, and creating relevant resources, collaborating with faculty. Space reserved for subject-specific tutors and departmental teaching assistants who engage in tutoring. *Prereq:* CTL 151. Must have earned CRLA Level I Certification; J. Varakin

CTL 201 Business and Technical Writing

The course is intended for any student wishing to improve written communication skills, but especially for those students who want to gain skills in writing clear and effective business-related prose. The course focuses on the business and technical writing skills necessary to communicate effectively in a variety of professional settings. Students analyze, evaluate, and create a variety of professional documents: letters, memos, resumes, reports, proposals, business plans, presentations, etc. *CL: BUS 201, ENG 201; 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 Advanced Composition

Students will be given formal instruction in advanced composition with a particular emphasis on written argumentation as a part of the rhetorical tradition. Topics will include the history of rhetoric and its relevance today, particularly in terms of the written argument, recognizing and avoiding logical fallacies, the various ways to appeal to an audience, and writing as a way to construct knowledge. *CL: ENG 275; W; J. Haslem*

Communication

COMM 101 Public Speaking

Students will research, craft, and present speeches that manifest the forms of informational, persuasive, and argument presentation. Techniques will include student demonstration of defense of point of view, organization of ideas, and audience adaptation. *STAFF*

Counseling

COUN 201 Communication and Counseling (1/2)

An in-service training course designed specifically for Resident Advisors. Course includes the enhancement of interpersonal communication skills, peer-counseling skills, crisis intervention skills, problem-solving techniques and increasing awareness of how to identify and assist with special student issues such as eating disorders, “burnout,” and roommate problems. *Prereq: open only to Resident Advisors; no exceptions; Graded S/U. May be repeated twice for credit; STAFF*

McNair Program

MCNR 200 McNair Tutorial (1/2)

(over 3 terms) Emphasis is placed on the development of each fellow’s independent research project, including introductory work in the area of intended research, developing a bibliography and appropriating various research methodologies and resources. *Prereq: Good standing as a McNair Fellow; STAFF*

MCNR 300 McNair Tutorial (1/2)

(over 3 terms) A continuation of MCNR 200, this course emphasizes preparation for graduate school. Topics covered include preparing for the Graduate Record Exam, applying to graduate schools, personal statements, financial aid and recommendations. Fellows also have the opportunity to prepare for a second summer of independent research. *Prereq: MCNR 200 and good standing as a McNair Fellow; STAFF*

MCNR 400 McNair Tutorial (1/2)

A continuation of MCNR 300. This course takes a seminar format, emphasizing admission to graduate programs, financial aid in graduate school, and Honors projects. *Prereq: MCNR 300 and good standing as a McNair Fellow; STAFF*

Science

SCI 100 The Scientific American Course

Will medical treatments be custom-designed for individuals in the future? How are extremely precise measurements of time done, and why would we want to do them? Is the health of the environment improving or declining? Could it be possible for both to happen simultaneously? This course will address these questions as well as other current topics in science. Developed by faculty members from different disciplines and intended for non-science majors, this course invites students to discuss exciting recent developments in a wide range of scientific fields that impact their lives. Students will study the processes scientists use to understand the world around us, including our bodies and brains, and will examine the implications and applications of this scientific knowledge in modern life. Recent articles from *Scientific American* will serve as the main text; laboratories and other experiences illustrating the concepts discussed will also be included. *MNS; STAFF*

Statistics

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. *Prereq: Sophomore standing and satisfaction of the mathematics proficiency portion of the QL Key Competency requirement; QL; 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 PREC 100; 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
Pi Kappa Lambda: Music

Pi Sigma Alpha: Political Science
Psi Chi: Psychology
Sigma Xi: Scientific Research

Center for Career and Pre-Professional Development

Located in its new office suite at 362 South Academy, the Center assists students in the career development process. Individual counseling sessions, workshops and seminars are scheduled to guide students in their decision-making about potential career paths. The Center coordinates recruiting visits from graduate schools and employer representatives. The College's internship program is also headquartered here. The Center maintains a library of career-related information, including job postings, internship opportunities, resume, interview, and job search advice, information on graduate and professional school exams, and graduate study information.

Ms. Saline, Director.

Center for Community Service

Working closely with the Center for Career and Pre-Professional Development, the Center for Community Service was established in 2006. The Center works with students, faculty and staff to make connections with community partners to enhance outreach activities. Current initiatives include several tutoring programs with local organizations, student musical performances at local nursing homes, and the recent "Alternative Spring Break" through which nearly 100 students traveled to New Orleans and Mississippi to participate in Katrina relief projects. In 2006-2007, the Center for Community Service formed a partnership with Big Brothers, Big Sisters Organization to create a Knox College based program focused on mentoring youth from Galesburg and Knox County. Ms. Ridlon, Coordinator.

Stellyes Center for Global Studies

Knox established its Center for Global Studies, located in the Old Jail, in September 2002. The Center sponsors speakers and colloquia on international topics, provides information on off-campus study opportunities and application procedures, coordinates faculty development projects focused on strengthening international expertise, and works with students who need pre-departure orientation for overseas study. Prof. M. Schneider, Director.

Center for Intercultural Life

Located in a building known as "The Cottage," surrounded by residence halls, the Center provides a meeting place for many campus organizations that provide support for diversity, pluralism and intercultural issues. Supported by members of the Office of Student Development, these organizations regularly sponsor events or speakers designed to inform the campus community about these issues. The Office of Intercultural Life, located in Old Main, provides leadership in nurturing a positive and supportive campus environment that promotes respect, civility, and social equity.

Ms. Walters, Assistant Dean of Students for Intercultural Life.

Center for Research and Advanced Study

The Center for Research and Advanced Study, located in Old Main, coordinates the undergraduate research programs of the College. The Center will supervise the College Honors Program, provide support for independent research and creative projects, and offer special workshops to help students develop the capacity for independent work. The Center is supported by a grant from the Andrew W. Mellon Foundation. Ms. Mehl, 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 is responsible for assisting faculty with the provision of federally mandated academic accommodations. The Center is also responsible for the College'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. Mr. Haslem, Director; Ms. Lopez, Director, TRIO Achievement Program.

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 300A, Clinical & Abnormal Psychology, and PSYC 300B, Theories & Methods of Psychotherapy, 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. Kasser, 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.

Architecture	Prof. Gilbert
Engineering.....	Prof. Moses
Forestry/Environmental Management.....	Prof. Allison
George Washington University Early Selection Program (Pre-Med)...	Associate Dean Haslem
Knox-Rush Early Identification Program (Pre-Med).....	Associate Dean Haslem
Law.....	Prof. Sunderland
Medical Technology	Prof. Welch
Nursing	Prof. Welch
Occupational Therapy	Prof. Thorn
Optometry	Prof. Thorn

Ford Foundation Research Fellowship Program

Knox juniors interested in pursuing careers in teaching and research can apply or be nominated by faculty for selection as Ford Fellows (exceptional sophomores may also apply or be nominated). Applicants should have grade-point averages of 3.0 or higher and submit well-written essays of

application. Application forms are available in the Office of the Associate Dean of the College early in Fall Term. Those selected participate in a one-week seminar on campus during December Break, focusing on graduate education and on the rewards and realities of scholarly careers. During the winter and summer of the junior year, Ford Fellows work with selected faculty mentors to design and carry out a research project in an area of interest. Fellows receive substantial stipends to support them during their summer research projects. In addition, Fellows observe and assist their chosen mentor in the preparation and teaching of an introductory course.

Many Ford Fellows elect to continue their projects for College Honors and present the results of their work at national and regional scholarly conferences. Associate Dean Haslem, Director.

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. Faculty and staff serve as special advisors for these programs and interested students are encouraged to contact them early in their academic careers.

Fulbright	Dean Breitborde
Javits	Associate Dean Haslem
Marshall	Associate Dean Haslem
Mellon	Associate Dean Haslem
National Science Foundation	Prof. McAndrew (Natural Science) Associate Dean Haslem (Social Science)
Rhodes	Associate Dean Haslem
Others	Associate Dean Haslem

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 Winter Break. Prof. Wagner, Green Oaks Term Director.

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 completes three to five credits (two in special cases) 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 index of 3.3 or above. The Honors Subcommittee of the Academic Standing Committee gives final approval for undertaking College Honors. Applications should be submitted to the Associate Dean of the College by the third term of the junior year and must be submitted by September 15 of the senior year. 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. Scholarships sponsored by the program are available for students to take one or both of the following courses: Organizational Behavior and Business Models, and Strategic Management and Corporate Reporting. Coursework is transferable to Knox. For more information, see Dean Breitborde.

Internships

Knox College offers internships to those students, usually sophomores or juniors, who are interested in working and learning with an off-campus organization. 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 Center for Career and Pre-Professional Development.

The following list of those institutions that have recently sponsored internships for Knox students, although not exhaustive, provides an idea of the range of experience covered by the internship program:

- American English Academy, Chicago (Marketing)
- American Lung Association of Metropolitan Chicago (Communications)
- Animal Disease Laboratory (Training in disease identification)
- Argonne National Laboratory (Training in research)
- City of Chicago (Alderman's Assistant)
- City of Galesburg Police Department (Law Enforcement)
- The Education Center, Gainesville, FL (Teacher)
- Mary Davis Home (Law Enforcement)
- St. Mary's Square (Social Services)
- Joliet Crime Lab (Forensic Science)
- Indianapolis Children's Museum (Archival Internship)
- Galesburg Register-Mail* (Journalism; Sales)
- Galesburg Clinic Association (Laboratory training in immunology)
- Department of Children and Family Services (Field experience)
- Galesburg and Chicago Public Schools (Teaching internships)
- Student Conservation Association (Training in natural resources management)
- Indiana School of Medicine (Internship in research)
- Azer Clinic (Physical Therapy)
- Galesburg Clinic Laboratory (Pre-health)
- Galesburg Clinic Pharmacy (Pre-health)
- Dr. Charles Fifield (Pre-dental)
- Hewitt Associates (Benefits Consulting)
- Kemper Insurance (Actuarial Science)
- Krumm and Associates (Economic Modeling)
- Knox Veterinary Clinic (Pre-veterinary Medicine)
- Moon of Hope Publishing (Accounting, Composer Biographies)
- A.C. Nielson Corporation (Data Analysis)
- Northern Trust (Banking)
- Performing Arts Resources (Performing Arts Intern)
- Prairie Valley Orthodontics (Pre-dental)

Prompt Care (Pre-health)
St. Mary Medical Center Pharmacy (Pre-health)
Edward D. Jones, Galesburg, IL (Market Analyst)
English News Service at the Goetheanum, Dornach, Switzerland (Writer)

In addition, members of the Knox faculty commonly supervise student internships with other social agencies and businesses in Western Illinois (including radio stations and public relations firms), and also with historical societies and medical laboratories.

Internships for course credit may be taken in the summer or during a regular academic term. In addition, the Center for Career and Pre-Professional Development sponsors paid and unpaid internships that do not confer academic credit.

Students interested in the internship program who wish to earn credit should bear in mind that they work closely with a faculty supervisor and that, in addition to field work, a major paper is 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. Among the departments for which internship study is appropriate are: Anthropology and Sociology, Biology, Chemistry, Computer Science, Economics, Education, English, History, Political Science and Psychology. Ms. Saline, 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 and society. Students will enroll in a Japanese language course at the 100- or 200-level, HIST 242 Modern Japan, and PHIL 205 Buddhism and Japanese Buddhism, together with a 1/2-credit course IIS 240 Japan Term I. This course will consist of weekly meetings 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. This course will operate as a seminar for students to discuss their experiences and 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 fees will be assessed. Professors Matsuda, M. Schneider, and Young, Co-Directors.

Kemper Scholars Program

In 2002 Knox was selected to join a small group of institutions nationwide who participate in the Kemper Scholars Program. Operated by the James S. Kemper Foundation of Chicago, the program is meant to encourage outstanding students in the liberal arts to gain experience, contacts, and training, potentially leading to careers in administration or business. One new Kemper Scholar is selected each year from the first-year class. The selected Scholar receives an annual scholarship of between \$3000 and \$8000 during each of the sophomore, junior, and senior years, a \$6000 stipend for work in a major nonprofit organization in Chicago during the summer following the sophomore year, and is eligible for a project grant ranging from \$2000 to \$6000 for a summer experiential learning project during the summer of the junior year. Prof. Spittell, Campus Coordinator.

Lincoln Studies Center

To honor Knox's Lincoln connections and to enhance the knowledge and understanding of the life and work of Abraham Lincoln, the Lincoln Studies Center was established in 1997. The Center is engaged in research projects, publications, public events and occasional classroom instruction. These projects include a new edition of William A. Herndon's 1889 biography of Lincoln, which appeared in 2006 as the inaugural volume of the Knox College Lincoln Studies Center Monograph Series

(University of Illinois Press). The Center also co-sponsors the Lincoln Colloquium, an annual national presentation by leading Lincoln scholars; every four years the colloquium is held on the Knox campus. In addition to its research and writing projects, the Center has participated in the production of a video commemorating the 150th anniversary of the Lincoln-Douglas debate held on the Knox campus, which was distributed nationally on Public Broadcast System stations. Student research assistants and summer interns are regularly employed to work on the Center's projects. Prof. Wilson and Prof. R. Davis, Co-Directors.

Ronald E. McNair Program

Funded through a grant from the U.S. Department of Education, the McNair program encourages students from under-represented groups to prepare for academic careers. McNair Fellows participate in special career-focused seminars, receive special counseling, and are supported for summer research experiences. Admission to the McNair program is by competitive application. Ms. Moschenross, Director.

Open Studio

For art majors, Open Studio involves full-time intensive work for an entire 10-week term with an art faculty tutor. Students immerse themselves in building a body of work, often followed by a Senior Show which exhibits the work in the gallery of the Ford Center for the Fine Arts. Profs. Gant and Lombard, Co-Chairs, Department of Art and Art History.

Peace Corps Preparatory Program

In June 2007, Knox College and the United States Peace Corps signed an agreement to create a Peace Corps Preparatory Program at Knox to better equip students for international service. Through this pilot program at Knox, the Peace Corps aims to widen its pool of qualified candidates by developing similar arrangements with other colleges and universities around the country.

Students who are majoring in any field may apply to the program in the second half of their sophomore year. During their junior and senior years, accepted students will be expected to incorporate the requirements of the Peace Corps Prep program, which include: two years of second language study and four courses from a list of designated culture area-focused classes. Students interested in teaching must also take several Educational Studies classes. In addition, participants must enhance their preparation through off-campus study, community service, internships, or other approved experiences.

Participation in Peace Corps Prep does not guarantee that applicants will be accepted as volunteers; however, the specialized curriculum and experience should make them strong candidates for Peace Corps and other international organizations. Prof. M. Schneider, Director, Stellyes Center for Global Studies.

Post-Baccalaureate Fellowship Program

The Post-Baccalaureate Fellowship program is designed to provide a special opportunity for a limited number of Knox students to complete additional academic work immediately after graduation, combined with a project which helps strengthen the educational programs of the College. In the past some students have taken courses in areas of the curriculum that they did not have the opportunity to pursue while earning their B.A., or which strengthen their preparation for graduate and professional school. In addition, these students have completed an array of campus projects, including, for example, serving as a teaching or department assistant, updating the catalog of the College's art history slide collection, curating parts of Knox's natural history collections, assisting faculty members in their laboratory research, and designing a departmental web page.

Post-Baccalaureate Fellows receive a waiver of tuition for the academic courses they complete. Grades for courses completed while on a Post-Baccalaureate fellowship appear on the Knox transcript but do not alter the student's Bachelor's degree. All other costs (room and board, if requested) are the student's responsibilities. More information on the Post-Baccalaureate Fellowship program is available from the Office of the Dean of the College.

Pre-Professional Advising

Several faculty and staff serve as special advisors for pre-professional areas of study. Students with particular career interests should discuss their plans with the pre-professional advisors and with the Director of Career Development. These individuals assist students in formulating their plans; they do not substitute for the student's regular faculty advisor.

Business Administration:	Prof. R. Andersen
Dentistry:	Prof. Kirkley
Engineering:	Prof. Moses
Government:	Prof. Seibert
Journalism:	Mr. Amor
Law:	Prof. Sunderland
Medicine, Veterinary Medicine:	Prof. Thorn
Nursing and Allied Health Sciences:	Prof. Welch
Occupational Therapy:	Prof. Thorn
Optometry:	Prof. Thorn
Religious Vocations:	Prof. Factor
Social Work:	Dean Breitborde

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. Davis, Chair, Department of Modern Languages and Literatures.

Repertory Theatre Term

Since 1970, the Knox Theatre program has offered a Repertory Theatre Term every two or 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 an examination of production techniques and theatre history. While Rep Term is part of the Theatre program, it draws students from every major in the College. Prof. Blackadder, Chair, Department of Theatre and Dance.

Richter Memorial Scholarships Program

Special support is available for students in their sophomore, junior or senior years who are engaged in independent study or research in any discipline under the supervision of a faculty member. These funds are for the costs the student incurs, including those for materials, publications and travel. Awards range from \$100 to \$1000 for one-term projects and may exceed \$1000 for work done for College Honors. Application forms are available in the Center for Research and Advanced Study.

Student Teaching Assistantships

Teaching Assistantships allow highly qualified students to work closely with individual professors in course management and development. Responsibilities can entail a range of supportive assignments, including assistance with classroom instruction, facilitating discussions, evaluation of student work, organizing and preparing course materials, and maintaining classroom facilities.

At Knox, Teaching Assistants never take the place of their mentoring professors. Arranged at the discretion of individual faculty members, Teaching Assistantships are incorporated into certain courses only when they will enhance academic instruction and student learning. Teaching Assistantships provide students with a number of important and unique opportunities. Working under the close supervision of a faculty member further strengthens the TA's knowledge and skill in a particular subject area. Assisting professors with their pedagogical and academic endeavors also serves as an important and widely recognized preparation for graduate schools and professional careers.

Study Abroad and Other Off-Campus Study Programs

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 of its students.

Knox offers three off-campus programs of its own (Knox Programs): one in Besançon, France, one in Barcelona, Spain and one in Buenos Aires, Argentina. Knox also offers an array of programs (Pre-Approved Programs) in other parts of the country and the world through its affiliation with other colleges. In addition, students may make arrangements to enroll in programs other than those listed in this section of the catalog (Student Initiated Programs).

All applicants for off-campus study must submit a two-part application. The first part is a Knox off-campus application and the second part is the program application. Both parts along with a minimum of two faculty recommendations, and a transcript, must be submitted to the faculty advisor for the program, who passes it on to the Off-Campus Study Coordinator. The program advisor and the Off-Campus Study Committee review the applications. Applicants for the Knox programs in Barcelona, Besançon and Buenos Aires apply directly to the program advisor.

Evaluation of applications focuses on the extent to which participation in an off-campus program is demonstrably central to the student's academic program. In the application, a student should explain in what ways the student is prepared academically and culturally for the program and why participation would improve the student's liberal arts education. Approval of off-campus study is based on merit, including the quality of the student's overall academic program, the student's ability, the student's specific preparation for the 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 order to satisfy the prerequisites for the program (listed with each program description). 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 term, 4.5 for a semester, or 9 credits for a year program. For the Knox Barcelona and Buenos Aires programs, students are permitted to enroll in up to 4 credits without overload during one term of the program. In order to earn their full amount of credit, students are expected to enroll in what the program defines as a full-time load, usually the equivalent of 15 semester hours for semester programs. Exceptions are indicated in the program descriptions below. Students who enroll for less than a full-time load are not entitled to a partial refund.

Credits applied toward a major must be approved by the Registrar and by the chair of the major program. Approval for off-campus study is granted with the understanding that Knox is not responsible for any 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 permission to study off-campus are, if they regularly receive financial aid awards, eligible for assistance to study off-campus. Specific questions as to the amount of their eligibility should be addressed to the Director of Financial Aid.

Application Deadlines

Knox Programs

Barcelona, Besançon, Buenos Aires Rolling Admissions

Approved Programs

Japan Studies	January 11
All other programs	February 1
Student Initiated Programs	February 1 unless the program itself has an earlier deadline

Knox College Programs

France-Besançon

The Knox program is the principal American program at the University in Besançon. Besançon is a city of 120,000 people, with 20,000 students at the University. Participants take courses for foreign students in language and culture, plus several courses chosen from the regular University curriculum to meet individual needs. All courses are taught in French by the University of Besançon professors. Students with majors other than French may continue study in their major fields. All students stay with French families for the October orientation period, then live during the year or term in University dormitories with French and 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 term (fall), 3 for one term (winter or spring), 9 or 9.5 for the academic year. Period: the academic year, fall, fall-winter, winter-spring. On-site director: Prof. Dixon.*

Spain-Barcelona

Knox, in cooperation with the University of Barcelona, offers academic study in language, the humanities and the social sciences. Students pursue a combination of courses, all taught in Spanish by professors from the University of Barcelona. Some of the courses are fitted to the particular needs of program students; other courses are from the regular University curriculum offered to Spanish students. All students live in the homes of Spanish families in Barcelona. The program has a two-week trip throughout southern Spain during Winter Break as well as other shorter educational field trips. *Prerequisite: Three 200-level courses in Spanish and good academic standing; preference given to juniors and seniors. Credits: 9 for the one-year program, 6 for two terms, 3 for one term. Students are*

Special Programs and Opportunities

permitted to enroll in up to 4 credits without overload during one term of the program. Period: the academic year; two terms (fall-winter or winter-spring); or any one term. On-site director: Prof. Ragan.

Courses offered:

ART 331, ART 333, ART 335 Spanish Art I, II, III
HIST 315, HIST 317 History of Europe and Spain I, II
PS 346 Comparative European Governments
PS 347 Spanish Political System
SPAN 240, SPAN 241 Advanced Spanish Grammar and Composition I, II
SPAN 303 Contemporary Spanish Novel
SPAN 311 Golden Age Drama
SPAN 313 Contemporary Spain
SPAN 314 Don Quixote
SPAN 323 Language and Culture
SPAN 327 Picaresque Novel
SPAN 337 Generation of 1898
SPAN 361, SPAN 362 Spanish Cinema I, II
SPAN 363 Contemporary Spanish Theatre

Argentina-Buenos Aires

In cooperation with the University of Palermo in Buenos Aires, Knox offers a term of accredited academic study specially 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 the possibility of internships. Courses are taught in Spanish by University of Palermo professors. The program includes three field trips to Iguazu, Puerto Madryn and Perito Moreno Glacier Park. Shorter educational trips to NGO's and social justice groups are arranged throughout the term as well. All students live in the homes of Argentine families in Buenos Aires. *Prerequisite: Three 200-level courses in Spanish and good academic standing; preference given to juniors and seniors. Credits: 3 Fall term. Students are permitted to enroll in up to 4 credits without overload.*

On-site co-directors: Prof. Hamilton and Prof. Roy-Féquière.

Courses Offered:

ANSO 202 Culture & Society in Argentina
ANSO 343 Argentine Society, Social Thought, and Culture
ART 324 Latin American Art
HIST 314 Modern Latin America
PS 331 Politics and Government in Latin America
PS 332 Evolution of Argentine Society
SPAN 240, SPAN 241 Advanced Spanish Grammar and Composition I, II
SPAN 312 Latin American Literature
SPAN 320, 321 Advanced Spanish Language
SPAN 333 Social Cinema of Argentina

Pre-Approved Programs

Many of the approved programs are organized by the Associated Colleges of the Midwest (ACM) of which Knox is a member, or by the ACM in cooperation with the Great Lakes College Association (GLCA). Others are organized by the Institute of European Studies (IES), of which Knox is an affiliated member, or by the Council on International Educational Exchange (CIEE). A strong preference is given to students with junior standing unless otherwise stated. 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.

A list and description of pre-approved programs organized geographically follows. At the end of this section, there is a list of pre-approved and recommended programs organized by theme or discipline.

Africa

Tanzania: Studies in Human Evolution and Ecology (An ACM Program)

The Tanzania program offers undergraduates an unusual opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take courses in intensive Swahili, human evolution and the ecology of the Serengeti while developing a research topic. For the next six weeks, students live in tent camps and pursue individual field projects in the Serengeti/Ngorongoro area before returning to the University for final work on their projects. The program is both physically and academically demanding, and only well-qualified students are selected. *Recommended preparation includes coursework in biology (including ecology) and anthropology (including human evolution). Coursework that addresses African history and culture is also useful. Credit: 4.5. Period: Fall semester. Program advisors: Prof. Mountjoy and Prof. Templeton.*

Botswana: Culture and Society in Africa (An ACM Program)

The Associated Colleges of the Midwest offers a new program focusing on social, economic, and political development in Botswana, in southern Africa. The program will pay particular attention to the politics and social structure of contemporary Botswana and its place in the south African regional economic and political systems, and will offer language instruction in Setswana. Each student completes an independent study project under the direction of the Program Director or a member of the University of Botswana faculty, which will include significant field observation. Students will either stay with host families or will live in University of Botswana graduate student dormitories. *Credit: 4.5. Period: one semester (Winter/Spring, January - mid-May). Program advisor: Prof. Wagner.*

Asia

Buddhist Studies (An AEA Program)

The Buddhist Studies program is located in Bodh Gaya, India, the small north Indian town where the prince-ascetic Gotama became the fully enlightened Buddha. The program weaves the diverse resources of Bodh Gaya into a three-month study program. Emphasis is placed on a comparative approach to both theory and practice, so that participants may reach their own understanding of that essence common to all varieties of Buddhism, while learning to appreciate the many cultural and historical environments in which it has flourished. The program consists of three core courses—Buddhist Philosophy, History of South Asian Buddhism and Contemporary Buddhist Culture—language instruction in Hindi or Tibetan, a meditation practicum and field research on selected topics. Students are expected to enroll in 4 courses to earn full credit. *Prerequisite: RELS 114 and HIST 140. Credit: 4.5 (equivalent of 15 or more semester hours). Period: Fall semester. Program advisor: Prof. Matsuda.*

India Studies (An ACM Program)

India embraces both the dynamic forces of globalization and the deep-rooted traditions of an ancient culture. Students in this program take courses in Marathi language, Contemporary India, and they choose an elective course as well as an independent study project. After the first week of the program, students live with host families in Pune. In addition to the formal academic program, a variety of extracurricular activities is available, including music and dance recitals, and field trips to nearby cultural sites. *Credits: 4.5 (recommended enrollment in 18 hours). Period: Fall Semester. Program advisor: Prof. M. Schneider.*

Japan Study (An ACM/GLCA Program)

Students spend the academic year at Waseda University's International Division in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a three week rural stay lets students experience another type of Japanese life. *Prerequisite: HIST 242 and at least two other courses related to Asian culture and development. The options for attending the Japan Study Program include the academic year (mid-September to early July): 9 credits; Fall Semester (mid-September to early February): 4.5 credits; and Fall Semester with Cultural Practicum (mid-September to mid-March): 6 credits. Program advisor: Prof. Matsuda.*

Kansai Gaidai in Hirakata, Osaka, Japan. Asian Studies Program

Kansai Gaidai is a private university 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: Must have completed JAPN 103 before enrolling in the program. Credits: 4.5 per semester (equivalent of 15 semester hours). Period: One semester or one year. The Fall program runs from late August -mid December. The Spring program runs from late January - late May. Program advisor: Prof. Matsuda.*

Europe

Denmark: Denmark's International Study Program

This program offers a wide variety of courses in the humanities, social sciences and natural sciences. Program tracks include: Architecture and Design, Biotechnology & Biomedicine, Communication & Mass Media, Danish Language & Culture, European Culture & History, European Politics & Society, International Business & Economics, Medical Practice & Policy, Migration & Identity, Public Health, Psychology & Child Development. Most of the courses are taught in English by the faculty of the University of Copenhagen, and special attention is given to Scandinavia and the Baltics, and more generally to the European Union. Many involve travel to field sites. *Prerequisite: junior standing at the time of participation. Credit: 4.5 per semester (equivalent of 15 semester hours is required for full credit) or 9 for full year. Period: one semester (fall or winter-spring) or full year. Program advisor: Prof. McAndrew.*

England and Italy: London and Florence: Arts in Context (An ACM Program)

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature and theatre as well as Italian language. Visits to museums, galleries, theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence. *Prerequisite: courses chosen from classical, medieval, and Renaissance history (including the history of art, music, and the theater), or in British history and literature. Credits: 4.5 (one additional credit awarded to students who take intensive Italian before the beginning of the regular semester). Period: one semester (winter-spring). Program advisor: Prof. Regiacorte.*

England: London Semester (An IES Program)

The London Program offers three options: International Relations, Humanities, and International Business. The International Relations Program concentrates on the economic life and public policy in the new industrial society of Western Europe from the British point of view. The Humanities Program concentrates on British history, British painting, British architecture, and British literature. The International Business Program concentrates on business issues related to the EC, European business law, international marketing, and international finance. All students must take two courses in one of the programs and a tutorial related to their major field of study. To earn full credit, students may select additional courses from any of these three programs or an internship. The London program also offers a special program whereby qualified students are able to take one of their courses at a University of London college. *Prerequisite: International Relations: four courses chosen from ECON 110, ECON 120, PS 210, PS 220 or European history. Humanities: two courses in British literature and two courses in European or English history, or European art history. International Business: ECON 110, ECON 120 and ECON 211. ECON 371 is recommended. Students taking the International Business Program should note that the College accepts a maximum of 9 IES credits from the international business concentration including the internship. Credit is not granted for the course "Introduction to Finance." None of these credits apply towards the economics major. Credits: 4.5. The equivalent of 15 semester hours (usually five courses) is required for full credit. Period: one semester (fall or winter-spring). Program advisor: Prof. Stout.*

The Roger Williams University London Program

The Roger Williams University London Program was founded by Knox graduate William Grandgeorge '55 over 30 years ago. With an emphasis on the performing arts and British culture, the 12 week RWU London program features an independent study component that adjusts the focus to meet many other discipline interests such as art history, education, creative writing, English literature, classics, history etc. Students engaged in an independent study substitute discipline specific events for events in the performing arts. Course components are two required courses: British Theatre and the Performing Arts along with Cultures in Contact: British Heritage and its Impact. Students also take three additional electives. Courses in Acting, Modern Drama, Dance, Museums, Society, Shakespeare, Directing or Design are also available. An independent study may be proposed as a credit substitution. Students attend classes five days a week and performances and events four evenings per week plus field trips. Students live in a hotel with kitchen privileges. Credit: 4.5. The equivalent of 15 semester hours is required for full credit. Period: Program runs from early Sept-early December. *Program advisor: Prof. Carlin Metz.*

Scotland: St. Andrews University

St. Andrews, founded in 1413, is Scotland's oldest university. Located on the sea in a medieval town, the student body is around 6,000 students with about 20% international. Students live in university dormitories and enroll in one of four faculties: Arts, Divinity, Medicine or Science. *Prerequisites: St. Andrews requires a minimum 3.0 g.p.a. However, in our experience, students with at least a 3.3 and a solid preparation in background coursework are most likely to be successful in the rigorous academic environment typical of St. Andrews. Credit: 4.5 credits per semester. Normal load is 60 credits (usually 2-3 courses). Period: Fall semester runs October-January (departure prior to Jan 1 possible), Spring semester runs Feb-late May. Program advisor: Prof. R. Smith.*

Germany: Humboldt University, Berlin (An IES Program)

The IES Berlin program provides semester and full-year opportunities for rigorous undergraduate study in German language, social sciences, humanities, and business. The program, organized in cooperation with Humboldt University, follows an American-style university calendar. Students enroll in a German language course and four area studies courses each semester. Language courses

are held on the Humboldt University campus; area studies courses in art history, business, economics, history, literature, and politics are held at the IES Center. All courses are taught in German by native German faculty. Students have access to numerous University facilities including libraries and University Mensas (cafeterias). *Prerequisite: fall and full-year students must have GERM 202 and GERM 210, and two courses in European culture and history; spring term students must have, in addition, one 300-level German course. Credit: 4.5 per semester. The equivalent of 15 semester hours (usually 5 classes) is required for full credit. Program advisor: Prof. Klocke.*

Germany: Flensburg (A Reciprocal Exchange Program)

This program provides students the opportunity to join directly in the life of a small German university. Flensburg is a port town on Germany's northern border with Denmark. Its 2,000 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. *Prerequisite: GERM 201, GERM 202, and GERM 210 or equivalent plus consent of program advisor. Credit: 4.5 for one semester; 9 for full year. Program advisor: Prof. Klocke.*

Greece: College Year in Athens

College Year in Athens provides both semester and year-long programming. Although the primary focus of the program is on classical Greek studies, attention is given to Byzantine and contemporary Greece as well. Courses are offered in history, literature, art and archaeology, philosophy, and classical and modern Greek. In addition to coursework in Athens, the program offers field trips to other parts of Greece. In special cases, students may participate in only the first or only the second semester of the program. *Prerequisite: junior standing and strong preparatory coursework in classics and history. Credits: 9 (4.5 for one semester). Standard load is 4 classes per semester. Program advisor: Prof. S. Fineberg.*

Hungary: Budapest Semesters in Mathematics

This program may be taken for one semester (either fall or spring) or for an entire year. Students typically take three courses in mathematics and one intercultural course—all taught in English by Hungarian faculty—a semester. *Prerequisite: students must have junior standing at the time they participate and should have completed at least one term of analysis (MATH 331) or one term of abstract algebra (MATH 341). Language instruction in Hungarian is available on an optional basis. Credits: 4.5 per semester. Standard load is 4 classes per semester. Program advisor: Prof. D. Schneider.*

Italy: Florence Semester (An ACM Program)

The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance Languages, and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. *Prerequisite: at least four courses chosen from classical, medieval, and Renaissance history (including the history of art, music, religion, and theater), study of Italian. An Italian self-study program including tapes is available in the Language Laboratory, Davis Hall. Credits: 4.5. Period: one semester (fall). Program advisor: Prof. Regiacorte.*

Italy: Intercollegiate Center for Classical Studies in Rome

This is an intensive program designed for classics majors. All participants are required to take a two-credit course called “The Ancient City”—an in-depth study of Roman history and archaeology including frequent field trips. In addition, students take two courses in such fields as intermediate or advanced Latin, intermediate or advanced Greek, or Renaissance art history. *Prerequisite: junior standing and at least one year of Latin or Classical Greek and HIST 104 (or the equivalent).* Credits: 4.5. Standard load is 4 classes. Period: one semester (fall or winter-spring). Program advisor: Prof. B. Fineberg.

Latin America**Brazil Exchange Program (An ACM Program)**

The ACM has launched a new off-campus study program in Brazil, offering exciting opportunities for students to live in a dynamic country at the center of Latin American culture, economics, and politics. The program has a “Liberal Arts and Sciences” option, and an “Environmental Studies” option. Students will take classes at the highly-regarded Universidade Federal de Juiz de Fora (UFJF) and become immersed in Brazilian culture. At UFJF, students will study Portuguese language, including a two-week “crash” course when they arrive, and choose two or three classes among courses in the sciences, social sciences, humanities, and the arts. UFJF is especially strong in the sciences, making this a good international program for science majors, as well as students from all other departments. Juiz de Fora, the site of the program, is a pleasant city about a two-hour bus ride from Rio de Janeiro. Students will have the option of living with a Brazilian host family or in an apartment with Brazilian students. Advanced level of Spanish is a prerequisite. Credits: 4.5. Period: one semester (fall, winter-spring). Program advisor: Prof. M. Schneider.

Costa Rica: Studies in Latin American Culture and Society (An ACM Program)

This is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics and cultural change enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community. *Prerequisite: at least 2 200-level courses or equivalent and additional work in such fields as Latin American history, literature, political science, economics or anthropology and sociology.* Credits: 4.5. Standard load is the equivalent of at least 15 semester hours. Period: one semester (fall). Program advisor: TBA.

Costa Rica: Tropical Field Research (An ACM Program)

This program is designed for advanced work in the social and natural sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project undertaken independently under the supervision of a faculty advisor. *Prerequisite: appropriate advanced preparation in the proposed research discipline; at least 2 200-level Spanish courses.* Credits: 4.5 for semester, 3.5 for term. Period: one semester (winter-spring) or one term (spring). Program advisor: TBA.

United States

Argonne Science Semester

Scientific research is the focus of this program, offered through Knox College in cooperation with Argonne National Laboratory. Knox students apply to the Argonne Student Research Participation Program in the spring for acceptance as assistant members of research teams at the internationally prominent laboratory to begin the following fall. Scientific problems under investigation at Argonne span the gamut from high-energy particle physics to alternative energy research and materials science. Alternatively, students may apply through the Department of Energy's Science Undergraduate Laboratory Internship (SULI) Program for a fall semester internship at a wide range of participating national laboratories, including Brookhaven, Fermilab, Lawrence Berkeley, and Los Alamos National Laboratories. *Prerequisites: junior standing during participation, in-depth preparation in the natural sciences, computer science, or mathematics. Credits: 3. Program advisor: Prof. Moses.*

ACM Chicago Programs

The ACM Chicago Programs offer three tracks (Urban Studies, Chicago Arts, and Business, Entrepreneurship & Society) through an innovative integrated semester residential experience. All students complete a core course that not only provides an orientation to the city but also explores the interrelationships of art, business, and politics, as well as race, class, and ethnicity. An urban internship is a valuable part of the experience. Each of the three tracks provides unique opportunities. *Credits: 4.5 for one semester (Fall or Winter-Spring); 3 for Spring Term program.*

- **Urban Studies - Educating for Social Change.** The focus is on how neighborhoods and groups negotiate for power and resources, how social change is engineered. Groups of 2-4 students share a furnished apartment in a Chicago neighborhood. *Prerequisite: at least three courses from two or more of the social sciences (economics, political science, history, or anthropology and sociology) or from arts and humanities courses with an emphasis on social problems. Program advisor: TBA.*
- **Chicago Arts.** Students enter the world of urban arts. Open to students from any major with an interest in any arts discipline. Students attend events, meet and develop artistic talents and visions. The program encourages students to see art in the context of the city, as integrated with issues of politics, economics, social justice, and neighborhood. *Program advisor: Prof. Blackadder*
- **Business, Entrepreneurship & Society.** Creativity, innovation and problem-solving, in short, entrepreneurship, are fundamental tools used by successful businesses and organizations of all types. In this program, Chicago becomes a "business lab" in which, among other things, students explore case studies of Chicago entrepreneurs and gain hands-on experience in an internship. *Program advisor: Prof. Spittell*

Newberry Library Program in the Humanities (ACM/GLCA Programs)

One of America's great research libraries provides the setting and resources for this program. Two programs are available.

Fall semester: Students participate in a seminar and complete a research project under supervision of two faculty members who are chosen from ACM and GLCA schools. Each year the seminar focuses on a particular theme or issue, which is approached from an interdisciplinary perspective. Topics are designed to take advantage of the Library's strong holdings in American, European, and Latin American culture. *Prerequisite: sophomore standing at time of application; strong course work in history, the humanities, or another field relevant to the seminar; strong desire and ability to carry out independent research. Credits: 4.5. Standard load is the equivalent of 15 semester hours (fall). Program advisor: Prof. Factor.*

Oak Ridge Science Semester (An ACM/GLCA Program)

The Oak Ridge Science Semester is designed to allow qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or in the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. *Prerequisite: strong preparation in area of proposed research (biology, chemistry, economics, geology, mathematics, physics, political science or anthropology and sociology).* *Credits: 4.5. Period: one semester (fall). Program advisor: Prof. Clayton.*

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, Contemporary Islam, Economic Policy and Global Trade, Foreign Policy, International Business and Trade, International Environment and Development, International Law and Organizations, Journalism and New Media, Justice, Peace and Conflict Resolution, Public Law, and Transforming Communities and Public Policy. 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. Hulett.*

Student Initiated Programs

Students may make arrangements to enroll in programs other than those listed above. They should apply for permission to study on an independent program, which is granted if the student is deemed prepared to participate and if the program of study is of an academic content comparable in quality to study at Knox and consistent with a liberal arts education.

Students complete both the Knox off-campus study application and the program application with the guidance of their faculty advisor. This two-part application is then submitted to the Off-Campus Study Committee.

The written application for approval of this type of program should also 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. The College recognizes that some forms of unstructured experiential learning can enhance personal growth, but no credits toward the academic degree are granted for such experiences.

If the Committee approves the student's participation in the program, the student is eligible to continue receiving financial aid. The student is billed for program costs through the Knox College Business Office. Students receive credit for their work, although grades are not figured into the grade point average.

Theme or Discipline Based Off-Campus Programming

The following programs are organized on the basis of their primary thematic focus; however many programs provide some flexibility with regard to a student's choice of an independent research project. In some cases, specific themes change from year to year. Students should not rely completely on this list but should review a program's components to determine what opportunities each may present.

Art/Art History

- *England London The Slade School of Fine Art (IES—Contemporary Art)
- *England/Italy London/Florence: Arts in Context (ACM)
- *Italy Florence: Italian Renaissance Studies (ACM)
- *Chicago Chicago Arts (ACM)
- Ethiopia SIT: Sacred Traditions and Visual Culture

Business/Economics

- *Chicago Business Entrepreneurship and Society (ACM)
- *Denmark International Business and Economics (DIS)
- *England International Business and Management London (IES)
- *Washington DC/China International Business and Trade Washington Semester, American University
- *Washington DC Economic Policy Washington Semester, American University

Classical Studies

- *Greece College Year in Athens (CYA)
- *Italy Intercollegiate Classical Studies in Rome DUKE
- *Italy Intercollegiate Classical Studies in Sicily DUKE

Development

- *Botswana Botswana: Culture and Society in Africa (ACM)
- *Washington DC International Environment and Development Washington Semester, American University
- Jamaica SIT: Cultural Heritage and Community Development

Environmental Studies/ Ecology/ Sustainability

- *Brasil Federal Univeristy, Juiz de Flora, Brasil (ACM)
- *Germany Flensburg Exchange
- *Tanzania Tanzania: Studies in Human Evolution and Ecology (ACM)
- Caribbean S.E.A. Documenting Change in the Caribbean
- Polynesian Islands S.E.A. Semester: Sustainability in Polynesian Island Cultures and Ecosystems
- Various sites S.E.A. Oceans and Climate
- Middle East S.I.T. Water, Regional Politics, and Environmental Justice
- Thailand People, Ecology and Development International Sustainable Studies Institute

Field Research/Research

- *Tanzania Tanzania: Studies in Human Evolution and Ecology (ACM)
- *Costa Rica Tropical Field Research (ACM) (open to all disciplines)
- Various sites S.E.A. Ocean Exploration / Atlantic or Pacific Ocean
- United States
- *Argonne Argonne Science Semester at the National Lab
- *Newberry Library Independent research project (ACM)
- *Oak Ridge Oak Ridge National Lab – biology, engineering, math, physical science (ACM)

Gender and Women's Studies

Europe	Comparative Gender and Women's Studies in Europe. ANTIOCH
The Balkans	SIT: Gender, Transformation, and Civil Society
The Netherlands	SIT: International Perspectives on Sexuality and Gender
Mexico	Crossing Borders: Gender and Social Change in Mesoamerica (Augsburg College)

Journalism

*Buenos Aires	Knox College Program in Buenos Aires
*Denmark	Communication and Mass Media (DIS)
*Washington DC	Print and Broadcast Media Washington Semester American University

Language, Literature and Culture

*Argentina	Knox College program in Buenos Aires
*Denmark	European Culture and History (DIS)
*France	Knox College Program in Besancon
*India	India Studies: Tradition and Modernity (ACM)
*Japan	Japan Study at Waseda University in Tokyo (year program) (ACM)
*Japan	Semester enrollment at Kansai Gaidai in Tokyo
*Germany	Humboldt University in Berlin (IES)
*Germany	Flensburg University in Flensburg, direct enrollment
*Spain	Knox College Program in Barcelona
*Brasil	Federal Univeristy, Juiz de Flora, Brasil (ACM)
*Costa Rica	Studies in Latin American Culture and Society (ACM)
China	China Studies Institute Beijing

Mathematics

*Hungary	Budapest Semester in Math, St. Olaf College
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Medicine

*Denmark	Biotechnology and Biomedicine (DIS) Medical Practice and Policy (DIS)
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Music

Mali, West Africa	ANTIOCH Arts and Culture in Mali, West Africa
Austria	Vienna Music Program (IES)

Politics/Law/Public Policy

*Denmark	European Politics and Society (DIS)
*Washington DC	
American Politics	Washington Semester, American University
Foreign Policy	Washington Semester, American University
International Law and Organizations	Washington Semester, American University
Justice Seminar	Washington Semester, American University
Public Law	Washington Semester, American University

Religious Studies

The Netherlands	SIT: Islam, Diaspora Communities, and the E.U.
*India	Buddhist Studies ANTIOCH
Washington DC	Contemporary Islam. Washington Semester American University (Jordan and Egypt)

Special Programs and Opportunities

Social Justice

*Argentina	Knox College Program in Argentina
*Chicago	Urban Studies (ACM)
*Denmark	Migration and Identity (DIS)
*Washington DC	Transforming Communities Washington Semester American University
*Washington DC	Peace and Conflict Resolution Washington Semester American University
Various sites	SIT: Peace and Conflict Studies
Switzerland	SIT: International Studies, Organizations, and Social Justice

Theatre

*England	Theatre in London, Roger Williams University
Ireland	Dublin Gaiety School of Acting (IES)

Programs that include an internship

*United States	Chicago Programs (ACM) Washington Semester, American University
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Open Curriculum

*Scotland	St. Andrews
*Germany	Flensburg Exchange

**Knox Pre-approved programs*

Academic Rules and Regulations

General Requirements For Graduation

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 32.8 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 29.8 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 32.8 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 one Commencement are not allowed to participate again in a later Commencement, unless they have earned a second degree (see below).

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 residence” means taking classes taught on the Knox campus by Knox faculty. This requirement is waived for students completing approved cooperative programs leading to professional degrees.

The normal time for earning a Knox degree is four years. Students may graduate in fewer than four years if they have completed all requirements, including residency, by the end of their last term and if they notify the Registrar of their desire to graduate early.

Certifying that Degree Requirements are Completed

Each student is responsible for completion of all requirements for the degree and should check progress regularly with his or her advisor. The Educational Development Record (EDR), available continuously at the Registrar’s web site, should be reviewed. Students who plan to complete all graduation requirements in fewer than four years must so inform the Registrar one full year before the intended time of graduation.

In cases where the student is finishing degree requirements out of residence (which requires permission of the Academic Standing Committee), the Office of the Registrar does not certify completion of the requirements until it has received an official transcript from each of the institutions where the work has been done. In exceptional cases, where the Registrar has determined that the official transcript is forthcoming, the Registrar may accept informal communication from another institution.

There are cases when students require substitutions for degree requirements. These must be made prior to the last term before graduation. Note also that all majors and minors must also be declared prior to the last term before graduation. Such late substitutions or declarations may incur a late fee as indicated in the “Tuition and Fees” portion of this catalog. The use of transfer, off-campus, or exam credits toward major or minor requirements must be approved by the appropriate program chair. Other substitutions must be petitioned to the Curriculum Committee through the Dean of the College.

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 obtain a requirements checklist in the Office of the Registrar by the third week of the fall term of their final year at Knox. This is 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.

Satisfactory Academic Progress

To remain at Knox, all degree-seeking students are expected to make satisfactory academic progress. Satisfactory progress is defined both in terms of the accumulation of credits toward the degree, and as the maintenance of a grade-point average consistent with graduation requirements. Students will be considered to be making satisfactory academic progress if they earn at least 7 credits for each 3 terms of enrollment (an average of 2.33 credits per term), if they complete their requirements for graduation in no more than 18 terms, and if their cumulative grade-point average is maintained at 2.0 or better. Transfer, summer study, and exam credits count toward the credit accumulation requirement, at the rate of 1/3 of a Knox term per Knox course credit. The College will provide institutional (Knox) grants and scholarships for no more than 15 terms, pro-rated for transfer students. Students who expect to be enrolled beyond 15 terms should check on financial aid availability with the Office of Financial Aid. For purposes of determining satisfactory academic progress, grades of W received for reasons of verified illness or other conditions beyond the student's control may be excluded if the student successfully petitions the Academic Standing Committee to do so.

For special status students taking fewer than 2.5 courses per term, a term of partial enrollment counts as part of a term. Thus, each course credit for which the student enrolls counts for 1/3 of a term toward the credit accumulation rule.

Normally, students making satisfactory academic progress are said to be in good academic standing. In some cases, where performance is declining, students who are still making satisfactory progress may be placed on academic probation, as explained below.

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 probation, on academic leave, or to dismiss them from the College. Monitoring students' academic standing and progress is the responsibility of the Academic Standing Committee. 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.

Probation

Students are placed on probation if their grade-point average is below 2.0, or if they receive two credits of F or U in one term. Students will also be placed on probation if they fail to earn credit at the rate of 7 credits per academic year towards the degree. The only exception will be for students who for extenuating reasons (such as incapacitating illness) were unable to complete courses, and then only by action of the Academic Standing Committee in response to a petition from the student. Three terms is the maximum time normally allowed for a student to return to good standing. Students on probation can be returned to good standing after the cumulative grade point index is raised to 2.0 or above and

they have accumulated 7 credits for each 3 terms of enrollment. Students who are having academic difficulties because of poor or inefficient study skills are urged to contact the Center for Teaching and Learning.

Mandatory Academic Leave

Where the Academic Standing Committee wishes to impose a penalty short of dismissal, it may place a student on mandatory 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 three credits and a GPA of 2.0 required. 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.

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 satisfactory academic progress standards and maintain good standing, 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 dropped 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; a student who eventually does receive readmission and is then dismissed for a second time for poor scholarship does not. 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 dropped from Knox for academic reasons may petition the Academic Standing Committee for readmission by contacting the Associate Dean of the College. (Students dropped for disciplinary reasons must direct petitions to the President 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. 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 progress 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 parent; 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. Petitions must be submitted within three days of the beginning of the term in which the student seeks readmission.

Essential Terms and Procedures

Pre-Enrollment and Registration Check-in

Students currently enrolled and those ending leaves of absence should 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 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 normal range of 2.5 to 3.5 credits. Students may enroll for fewer than 2.5 credits, but this may result in loss of financial aid. Students enrolled for fewer than 2.5 credits pay full tuition unless granted "special status." Two and one-half credits is considered "full-time" for the purpose of intercollegiate athletics.

Part-Time Enrollment ("Special Status")

Students pursuing a degree part-time are designated as "special status students." Students seeking special status must obtain permission from the Associate Dean of the College. Permission is normally granted only when the student has permanent employment or family obligations or needs fewer than 2.5 credits to satisfy all degree requirements.

Overload Fees

Students in good academic standing may enroll for 3.5 credits. Students on academic probation must have approval of the Dean or Associate Dean of the College to enroll for more than 3 credits. Students may enroll for 4 credits only with permission of the Dean or 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. No student may enroll for more than 4 credits. Overload Request forms may be obtained from the Office of the Registrar.

The College charges all students an overload fee for enrollment in more than 3.5 credits, that number including all credits for which a student is officially enrolled at the end of the first week of classes plus

any credits added later. A student is not charged the overload fee if the extra credits during the term in question are being awarded for work done over a year, as is the case for performance in the orchestra, choir or dance. This rule applies only to students receiving 10.5 or fewer credits over an academic year (11 or fewer credits in the case of students in the McNair Program). The College will waive overload fees when a student serves as a teaching assistant or co-leader for credit, but such waivers will be granted when and only when the student makes a written commitment not to count this credit towards graduation. The credit may be counted if the course is not taken as an overload.

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 regular 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.

In special cases, the Dean of Admission may recommend that an applicant for admission, although not granted admission, may for one term be enrolled for up to three credits. In such cases, the candidate for admission will receive admission or will be denied permission to reenroll based on unsatisfactory performance.

Dependents of employees of the College may take up to one course per term at the College.

The Registrar is in charge of advising for all non-degree-seeking students. Preliminary arrangements to take courses on this special basis should be made well before the beginning of the term in question. 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 enroll if they have not maintained a C average (2.0) for previous Knox coursework.

Second Bachelor's Degree

A person who holds a bachelor's degree 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.

Credits

Classification

Students are classified as sophomores after they have earned 8 credits, as juniors after they have earned 17 credits, and as seniors after they have earned 26 credits.

Transfer Credits

Credits earned prior to matriculation at Knox are evaluated for transfer by the Registrar. 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. No more than 18 credits are accepted from community colleges. No more than two credits may be earned through correspondence or Internet courses. Because of the residency requirement, no more than 22.5 transfer credits overall may be accepted. No coursework from foreign universities can be transferred in by students on mandatory academic leave.

Transfer credits are not counted into the grade point average.

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 for Summer Study at Other Institutions

A limited number of credits earned in summer programs at other colleges may count towards graduation. In order to ensure that the transfer credits are acceptable, studies to be undertaken elsewhere must be approved in advance by the Registrar. Transcripts for transfer credits are reviewed by the Registrar, and in certain cases, by members of the faculty as well. Usually approval is not given for more than 3 credits in one summer. Students interested in obtaining approval of proposed summer studies must return a completed “Summer Study Transfer Approval” form to the Registrar no later than two weeks before the end of Spring Term classes.

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 Foundation requirements. With the permission of the department chair, credits earned by examination may satisfy major or minor requirements.

Placements

The specific courses for which a student can earn credit on the basis of credit-by-examination are explained below. A student may take a course for which he or she has been exempted, but the credit earned by examination is then cancelled. All students continuing study in the discipline should consult with the chair of the department to determine the proper course in which to begin work at Knox.

International Baccalaureate Examinations

Knox recognizes the challenge and rigor of the International Baccalaureate curriculum, whose principles are consistent with the educational goals of the College. Students completing an IB Diploma with a score of 30 or above will receive one year of credit toward the completion of their Knox degree. Credit will be granted to Diploma recipients scoring below 30 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.

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 which 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.

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 101 and 102	CHEM 101 and 102
Computer Science A	-	-	CS 141
Computer Science AB	-	CS 141	CS 141
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 211	FREN 103 and 211
French Literature	FREN 103	FREN 103 and 211	FREN 103 and 211
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
Latin-Vergil	-	LAT 103	LAT 103
Latin-Literature	-	LAT 103	LAT 103
Music Theory	-	MUS 145	MUS 145
Physics B	PHYS 110 and 130	PHYS 110 and 130	PHYS 110 and 130
Physics C:Mechanics	PHYS 110	PHYS 110	PHYS 110
Physics C:Electricity and Magnetism	PHYS 130	PHYS 130	PHYS 130
Psychology	-	PSYC 100	PSYC 100
Spanish Language	SPAN 103	SPAN 103 and 201	SPAN 103 and 201
Spanish Literature	SPAN 103	SPAN 103 and 201	SPAN 103 and 201
Statistics	-	STAT 200	STAT 200
Studio Art-Drawing	No credit awarded		
Studio Art-2-D Design	No credit awarded		
Studio Art-3-D Design	No credit awarded		
U.S. History	-	HIST 160 and 161	HIST 160 and 161
World History	-	One credit in HIST	One credit in HIST

Each course is one credit. A student who takes multiple exams can only earn credit for a specific Knox course once.

Grading

Grade Reports

Grades are reported at the close of each term to the student, faculty advisor, Associate Dean of the College and Dean of Students. Instructors are asked to inform the Associate Dean of the College whenever a student's work in a course becomes unsatisfactory during the term. Grade reports are e-mailed to campus addresses unless paper copies are explicitly requested. Students may request copies of their grades to be sent to their parents or guardians by contacting the Office of the Registrar.

Midterm grades are required for all students doing work below C, for the purpose of directing students to appropriate helpful campus resources. These grades are distributed to students, their faculty advisors and the deans. Midterm grades do not affect the gradepoint average.

Grading System

Knox uses the conventional A to F grading system, with pluses and minuses, which translates into numerical equivalents ranging from 4.0 to zero as below.

Grade	Description	Grade Points per Credit
A+, A, A-	outstanding	4.0, 4.0, 3.7
B+, B, B-	superior	3.3, 3.0, 2.7
C+, C, C-	competent	2.3, 2.0, 1.7
D+, D, D-	passing, but inferior	1.3, 1.0, 0.7
F	failing	0.0
S	satisfactory, C- or better	-
U	unsatisfactory, below C-	-
I	incomplete	-
NR	not recorded	-
W	withdrawal	-
P	passing-used in advanced work for Honors to indicate passing work for which a grade will be assigned when the 3-term sequence is completed	-

Incomplete Work

A grade of Incomplete (I), with an extension of time to complete work after the end of the term, is granted for situations beyond the student's control. It is not granted for work simply neglected. In the absence of an approved incomplete, each student's work for the term, including all examinations, reports, notebooks, essays and laboratory work must be handed in by 4 p.m. on the last day of examinations (or such earlier due dates as the instructor sets). Instructors do not have the authority to set later due dates.

To request an Incomplete, a student should:

- obtain an Application for an Incomplete from the Office of the Registrar or the Associate Dean's office;
- obtain the written approval of the instructor on the application form;
- receive the approval of the Associate Dean of the College;
- return the completed form to the Office of the Registrar by the first day of final examinations.

Only in exceptional cases, such as serious illness, is the application procedure abridged, when the Associate Dean of the College may initiate the award of a grade of Incomplete. Requests for Incompletes submitted after the first day of final exams are granted only if they involve circumstances such as illness arising during examination week; all such late requests must be submitted by the end of exam week.

If an incomplete grade is approved, the student normally has four weeks from the last day of exams to complete the work unless another date is specified on the Application for an Incomplete. All

incomplete work must be submitted before the end of the term following the one in which the incomplete is granted. Petitions for extensions of the completion deadline may be submitted to the Academic Standing Committee, 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 expected to submit grades within one week of receipt of the remaining course work.

When an incomplete has been granted, the faculty member records the grade that would be given based upon required work for the entire course if the missing work were not completed. This grade is regarded by the Office of the Registrar as provisional. The grade of I is reported to the student by the Office of the Registrar. Only if the student fails to submit any further work by the stipulated deadline does the provisional grade become the final grade.

Students on probation and others whose records are reviewed by the Academic Standing Committee should note that incompletes delay review; such delays may result in late placement on probationary status or in late dismissal even though the committee's action has to be taken after the start of the next term. Approval of an incomplete does not grant permission to stay in the residence halls after the usual closing date.

Satisfactory/Unsatisfactory Option

Sophomores, juniors, and seniors who have a cumulative grade point average of at least 2.0 may stipulate for one letter-graded course per term that the grade shall be S or U. A maximum of four courses may be so taken. Instructors do not know when a student has elected to take a course on an S/U basis, and so they issue a letter grade which 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, Key Competency, or Foundations 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 and the minimum exploration for a Knox degree. An exception is made, however, for students enrolling in independent studies in their major where the instructor explicitly requests that the course be graded S/U.

A student registers for the S/U option by filing a completed Election of Satisfactory/Unsatisfactory Grading Form with the Office of the Registrar. Changes may be made during the first three weeks of the term. No changes to or from elective S/U status may be made after the end of the first three weeks.

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 Gradeindex

This is defined as the gradeindex 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 gradeindex average.

Major Index

This is defined as the gradeindex average of all courses required for the major. When choices exist, the Registrar selects those courses with the highest grades. Required courses outside the major department

specified by course number are counted in this index. A major index of 2.0 or better is required for graduation. If a course required for the major is repeated, the first attempt is not included in calculating the major index. A gradepoint average of 2.0 or better is also required for minors.

Grade Changes

A grade entered by the Registrar may be changed only if the instructor's request is approved by the Associate Dean of the College, in the case of clerical or judgmental errors, or by the Academic Standing Committee in all other cases. Requests based on an evaluation of work submitted after the last day of examinations are not granted.

Faculty regulations require that all grades be based on performance in the course. At the discretion of the instructor, the work to be evaluated may include written work, oral work, studio performance, class participation and attendance or any other forms of work appropriate to the course. Grading or classroom practices that reflect sex or race discrimination or harassment are a violation of faculty regulations. A student who believes his or her grade was based on factors other than performance in the course should first speak with the instructor. The student may make an appeal to the 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 gradepoint 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 cooperating with two or more faculty members may design a self-designed major that combines work in several departments. Approval of the Curriculum Committee is required and can occur no later than the end of the second term of the junior year. Students may also declare a self-designed minor with faculty sponsorship. See "Self-Designed Major" under "Departments and Courses of Study."

Multiple Majors and Minors

A student may graduate with a major and a minor; a double major; or a major and two minors. The approval of the Curriculum Committee is required for all such combinations. Combinations are approved only if the course work in one program shows substantial quantity in fields of study distinct from the other program(s). Each program must be essentially independent of the other(s) and the total

educational plan of the student must present a sound liberal education. Normally, no more than two credits may overlap between two programs in an approved combination.

Major and Minor

Blanket approval has been given to any combination of a major and a minor involving two different departments or two modern foreign languages. Approval has also been given to combining a major in Economics, Environmental Studies, or Psychology with a minor in Business and Management (subject to the conditions stated in “Courses of Study - Business and Management”). Combinations of Biochemistry with Biology and Chemistry are permitted subject to the restrictions noted in the Courses of Study section. Blanket approval has also been given to combinations of Studio Art and Art History, and to major and minor combinations within the Classics department under the restrictions noted in the Courses of Study section. Blanket approval also extends to the combination of an English Literature major and Creative Writing minor as listed in the English Department section of Courses of Study. Combinations involving certain interdisciplinary majors and minors create the possibility of enough overlap so as to jeopardize the independence of each program. Blanket approval has been granted to combinations involving one of the following as long as no more than two credits are used in both programs:

- Integrated International Studies with a departmental program;
- Environmental Studies with a departmental program;
- Gender & Women's Studies with a departmental program;
- Black Studies with a departmental program;
- Latin American Studies with a departmental major;
- Religious Studies with a departmental major;

Students wishing to elect combinations other than those granted blanket approval must petition 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 given to any two departmental majors involving two different departments or two modern foreign languages. Blanket approval extends to a double major that combines a departmental major with one of the following established interdisciplinary majors, as long as no more than two credits are used in both majors: American Studies, Black Studies, Environmental Studies, Gender and Women's Studies. Blanket approval has been granted for a double major, one of which is Integrated International Studies, in the following circumstances:

- With a second major in a modern foreign 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 a Studio Art and Art History major under the restrictions stated in the Courses of Study section of the Catalog. Also, blanket approval is granted for combinations of any two of the Classics majors under the stated restrictions.

Students who wish to complete a double major other than those given blanket approval must petition the Curriculum Committee. In particular, students who wish to complete a double major, one of which is a self-designed major, must have the approval of the Curriculum Committee.

Students who complete a double major may not also add a minor.

Double Minors

For students electing two minors in addition to their major, each minor is subject to the same restrictions as stated above in the subsection on major-minor combinations. Students wishing to elect two minors not given blanket approval must petition the Curriculum Committee.

Adding, Dropping or Withdrawing from Courses

Courses may only be added or dropped during the first week of classes of each term. This time is referred to as the “drop-add period.”

To add a course, a student completes a Change of Course form and obtains the permission of his or her faculty advisor and the instructor of the course. The student then returns the signed form to the Office of the Registrar. Change of Course forms may be obtained from the Office of the Registrar. After the drop-add period, courses may be added only in exceptional circumstances and only with the approval of the Academic Standing Committee. Students who fail to turn in a course change form by the deadline may be subject to a late fee of \$40.

To drop a course, a student completes a Change of Course form, obtains the permission of his or her faculty advisor and returns the completed form to the Office of the Registrar by the end of the drop-add period. Courses dropped do not appear on a student's transcript.

Students must enroll for all work for which they desire credit. They must accept responsibility for verifying that they are officially enrolled in the courses which they are attending. To assist students in verifying their enrollments, the Office of the Registrar e-mails students their enrollments as of the first day of the term and after the drop-add period. Students should check the final enrollment carefully and report discrepancies to the Office of the Registrar. Students can check their enrollment at any time by consulting the Office of the Registrar's web site.

After the drop-add period a student may only withdraw from a course. To withdraw from a course, the student completes a course withdrawal form. 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. The withdrawal option should be used very sparingly, since multiple withdrawn courses slow a student's progress toward graduation and can result in violation of the satisfactory academic progress standard, and placement of the student on academic probation.

After the eighth week of classes, withdrawals are permitted only in extenuating circumstances such as illness. All such withdrawal requests and grades must have the approval of the Academic Standing Committee. Requests based on loss of interest or desire to improve one's grade point average are not approved. Students claiming extenuating circumstances should begin by consulting the Associate Dean of the College. Students must submit a written explanation along with the withdrawal request to the Associate Dean of the College. Claims of extenuating circumstances result in a W only with the approval of the Academic Standing Committee. In the event that a student requests permission to withdraw after the deadline and bases the request on health reasons, the Committee will require written verification of illness from a health professional. This should be submitted in a timely way and should show that the professional writing the letter worked with the student during the time the student was ill.

Class Attendance and Excused Absences

Students are expected to attend classes regularly and to participate fully in class activities. Students who are absent from class, regardless of the reasons for their absence, are responsible for all work assigned in the course. In all cases of excused absence, appropriate deadlines for the completion of work missed must be arranged by the student with the instructor. Students who fail to attend the first day of class and who have not been excused may be dropped from that class.

In case of illness, it is a student's responsibility to see that written verification of the illness is obtained from the physician or hospital and is provided to one of the Deans of Students, who notifies the student's instructors. If a student was not seen by a physician or at a hospital, but is known by the Dean of Students to have been ill, the student may request verification of illness from the Office of Student Development. In case of a verified illness, the student is normally excused from the class; in all other cases the decision is the prerogative of the instructor.

Instructors may adopt more specific attendance policies in their courses. It is the student's responsibility to be familiar with the instructor's policy and to abide by it. Students should be prepared to accept a grade of an F in a course for failure to adhere to the instructor's attendance policy. Except in the case of illness, it is the instructor's decision whether to excuse a student from class attendance. Reasonable standards of humanity and responsibility are expected to prevail.

Examinations

Quizzes and examinations are administered during the term at the discretion of the instructor. Students who expect to be absent from class due to scheduled athletic events or class field trips should check well in advance with their instructors about possible examinations.

Final examinations must be held according to the published examination schedule. A student should not make plans to leave the campus before his or her last scheduled final examination. Faculty members may not make changes in the time of final examination for a course without prior approval of the Dean of the College, although in situations of urgent need a faculty member may permit an individual student to take an exam at an alternate time. A student is not normally permitted to make up missed final examinations, except with a documented illness submitted to the Office of Student Development and approved by the Associate Dean of the College.

Leaves of Absence, Voluntary Withdrawal and Readmission

Leaves of Absence

Application for a leave of absence, whether for personal or medical reasons or for participation in individually arranged off-campus study programs, is done through the Office of the Associate Dean of the College. Instructions are included on the application form.

Personal leaves are granted when a student desires to interrupt his or her progress toward a degree for up to one year without withdrawing from candidacy for a Knox degree. Personal leaves enable students to work, travel or pursue interests not involving formal studies that would count towards graduation from Knox. For a student in good academic standing, no qualifications are necessary to obtain a personal leave.

A student who is on academic probation may be required by the Academic Standing Committee to submit a statement of how he or she proposes to complete the degree program after returning from leave.

The Associate Dean assists the student in arranging for incomplete grades or course withdrawals. No refund of enrollment deposit is made to students who withdraw from the College after going on leave unless approved in advance by the Dean. 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 a student to be considered officially withdrawn, he or she must notify the College in writing or orally of the intent to withdraw by contacting one of the following college officials: the Dean of Students, one of the Associate Deans of Students, or the Associate Dean of the College. The withdrawal date is the date that the student notifies one of the above-named officials of the intent to withdraw and/or begins the withdrawal process by completing a withdrawal/leave of absence form.

Readmission

Students who have withdrawn must apply to the Dean of Students and the Associate Dean of the College for readmission; the agreement of the Academic Standing Committee is required for the readmission of students who withdrew while on any form of probationary status. Students who are readmitted may be required to satisfy the graduation requirements in effect at the time of their readmission.

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 may determine a withdrawal date related to that circumstance.

Student Records

Privacy and Access to Student Records

All educational records of the College are managed in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. The act provides that a student may inspect certain records and also limits who may have access to a student's records without the student's permission. To inspect his or her records, a student should obtain a request form from the Office of Student Development. More detailed information on student rights under the act may be obtained from the Student Handbook or from the Office of Student Development.

Name Changes

At the time of initial enrollment, the full name of a student is entered on his or her transcript record. Students who change their names while they are enrolled may ask that their name be changed on their transcript records. Appropriate documentation should accompany such requests. Such changes are made only if requested by students and only while students are enrolled at Knox. At the time of graduation, the names used on diplomas are those that appear on transcript records. Students who return to Knox with new legal names after receiving their degrees have separate, cross-referenced records established under their new names, but the names that appear on their pre-graduation transcript records are not changed.

Admission

Knox College welcomes applications from students around the world who value the challenges and rigor of a liberal arts education. Students with initiative, imagination, eagerness for learning, and personal maturity are best able to benefit from the opportunities at Knox. We also appreciate the varied perspectives that students of diverse backgrounds, talents and interests bring to our campus community. In evaluating applications for admission, we carefully review the information provided by the student and his or her recommenders. The greatest weight is given to the applicant's academic transcripts. The difficulty of the courses selected as well as the level and consistency of academic performance are important predictors of future achievement at Knox. Beyond transcripts, we evaluate written communication skills, motivation and maturity, ability to make a contribution to the Knox community, and other personal qualities. Recommendations, admission interviews, the application form itself and the student's personal statement 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 your area, contact the Office of Admission, or go to www.knox.edu/admission.

The submission of SAT I or ACT scores is optional for most applicants. Knox adopted this policy so that you can decide for yourself if your scores adequately reflect your abilities and potential for success in college. There is no score above which you should decide to submit your scores. If you elect to provide your scores, they will be considered and can sometimes help us in assessing your abilities more fully. Scores can be submitted either directly from the testing agency or on your official secondary school transcript. (Home-schooled students and applicants from secondary schools that do not provide grades are asked to submit test results.)

Applying for Admission

The Common Application

Knox College is an exclusive user of the Common Application. This form can be used to apply for admission at Knox and nearly 400 highly selective colleges and universities.

All applicants should complete the Common Application as well as the Common Application Supplement for Knox College. These forms can be submitted in any order as long as both are mailed by the dates indicated below. You can apply online or download forms at www.commonapp.org. Complete instructions and all forms needed to apply for admission, scholarships and financial aid are available on the Knox College Web site.

Apply Online

Both the Common Application and the Knox College Supplement can be submitted electronically at www.commonapp.org.

Early Action (first-year applicants)

More than half of the entering class are admitted as Early Action applicants. If you determine early in your senior year that Knox is among the colleges to which you will apply, you can receive an early notification of an admission decision.

Knox offers Early Action options. Apply by November 1 (Early Action I) and an admission decision will be mailed within 14 days. Or, apply by the December 1 deadline (Early Action II) and receive a decision by December 31.

Early Action applicants are evaluated on the basis of their transcripts through junior year. Applicants not admitted in Early Action will automatically be considered for Regular Decision. *Early Action candidates may apply to other colleges and have until May 1 to make a final college selection.*

Regular Decision (first-year applicants)

Students applying under the Regular Decision option should submit all portions of their applications for admission by February 1. Regular Decision candidates receive an admission decision by March 31 and must reply to our offer by May 1.

Early Admission (for high school juniors)

Exceptionally qualified and mature students may apply for admission after three years of secondary school work. Applicants must complete all procedures and satisfy all expectations for regular first-year admission. They must also include a letter explaining their reasons for entering college early, and their college counselors must also submit a statement supporting their early admission.

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 should submit the results from one or more standardized tests (SAT I, SAT II, ACT, AP or IB) and should 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 by April 1 for Fall term (notification by May 15), November 1 for Winter term (notification by November 15), and January 15 for Spring term (notification by February 1). Applications received after these dates will be considered as long as spaces remain available.

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 degree from Knox, students must earn at least 13.5 credits (one and one-half years of full-time course work) 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. If you visit during an academic term, you are able to attend classes, talk with professors, and meet students, as well as tour the campus and complete an interview with an admission counselor. Throughout the year, campus tours and admission interviews are generally available.

For more information or to make arrangements for visiting campus, please contact the Office of Admission or visit our web site at www.knox.edu/visit.

For More Information

For complete application instructions, to apply online, or to download application forms, visit www.knox.edu/apply. To request further information or to schedule a campus visit or interview, contact the Office of Admission at: Office of Admission

Knox College
2 East South Street
Galesburg, Illinois 61401-4999
Telephone: 800-678-KNOX (toll free in U.S.) or 309-341-7100

Fax: 309-341-7070
E-mail: admission@knox.edu
Web: www.knox.edu/admission

Tuition and Fees

Tuition and Fees, 2010-2011

Tuition for all regular undergraduates	\$32,679
Room, double occupancy	\$3,675
Board, full meal plan	\$3,666
Student activity fee.....	\$345
<hr/>	
Total Comprehensive Fee	\$40,365

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 9, 2010. If a family chooses an installment payment plan, arrangements should be made with Tuition Management Systems (TMS). 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 Financial Aid at 309-341-7149. For more information, please call the Business Office at 309-341-7313.

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 9, 2010
- Winter Term — December 13, 2010
- Spring Term — March 7, 2011

Please note that delinquent payments (payments received after the due date) may result in a \$50 late payment fee. A student whose account is delinquent is not entitled to board, room, admission to classes, issue of a transcript, or diploma. In addition to late payment fees, delinquent accounts may be assessed collection costs and reasonable attorney fees necessary to recover such delinquencies. Delay in the receipt of either a loan or outside scholarship will not result in a late payment fee or collection costs. In establishing your student account, Knox College, a nonprofit institution of higher learning, extends credit to you solely for the purpose of financing your education. Therefore, any balance due is a student loan and will not be considered a dischargeable debt pursuant to the Bankruptcy Abuse and Consumer Act of 2005 effective October 17, 2005.

Tuition Management Systems (TMS) Payment Options

The student may select one of these plans. TMS charges an enrollment fee based on the type of plan chosen.

- **Monthly Payment Plan.** Plans ranging from 9 months to 12 months are available. Please contact an Education Payment Counselor at TMS (888-722-4867) for information. A \$65 fee for this service is payable to TMS. Effective August 9, 2010, a Monthly Payment Plan account that has

Tuition and Fees

become inactive due to either cancellation or withdrawal will be assessed a reinstatement fee of \$25 after the account has been approved for reinstatement.

- **Term Plan.** The term plan consists of three equal payments within a term. A \$35 service fee per term is payable to TMS. Please contact an Education Payment Counselor at TMS (888-722-4867) for information.
- **Credit Card Plan.** Payment by credit card is available by calling Tuition Management Systems (TMS) at 888-722-4867 and asking for an Education Payment Counselor. A convenience fee and an enrollment fee for this service are payable to TMS. (VISA not accepted.)

Making Payments Online

Knox's convenient payment gateway allows you to make full or partial payments to your account anytime. From the Knox web site (www.knox.edu) you can click to the gateway to view payment options like Tuition Management Systems Monthly Payment Plan, or click "Pay in Full" to make a payment using a checking or savings account, or a credit card. Follow the simple steps, enter name, address, and student ID, and your payment will be credited to your account.

Fees for New Students, 2010-2011

Application fee: payable upon application for admission and nonrefundable.....	\$ 40
Admission deposit - nonrefundable	\$300

Other General Fees for Regular Undergraduates, 2010-2011

Tuition, registration for more than 3 1/2 credits in a term, per half-credit ("Overload Fee")	\$1,820
Tuition, independent study during vacation periods, per credit	\$3,630
Tuition, part-time degree-seeking students, per credit	\$3,630
Distance Student Teaching Fee	\$700
Music lesson fee, per half-credit	\$325
International student orientation fee	\$300
Ethernet connection in Residence Hall (year)	\$100
Ethernet connection relocation (per move).....	\$10
Late registration fee, through fifth day of classes	\$40
Late registration fee, after fifth day of classes	\$60
Late course change fee, for enrollment changes after the first week	\$40
Late petition fee	\$40
Late payment of bills.....	\$50
Fee for returned checks, each	\$35
Transcripts ordered, each	\$5
Excess printing fee, for each page over 300 per term	\$0.05

Health insurance is automatically provided and billed unless a specific waiver of coverage is received by the College. Information regarding cost and coverage is mailed to parents and students early in the summer. Please contact the Student Development Office at 309-341-7863 for more information.

Tuition for Students Other than Regular Undergraduates, 2010-2011

Continuing Education for students who are not candidates for a Knox degree, or Knox graduates taking additional work, per credit.....	\$1,210
Students enrolled in local high schools taking Knox courses, per credit (maximum 1 credit per term)	\$610
Auditing, per credit.....	\$610

Special status students, per credit\$3,880

Special status students are students granted permission by the Associate Dean of the College to complete a degree on a part-time basis. Special status is normally limited to seniors who need two or fewer credits to complete all requirements for a degree and whose previous three terms have been in full-time studies on campus. Permission is requested by writing to the Associate Dean of the College no later than two weeks before the end of the preceding term.

Tuition and Fees for Off-Campus Programs, 2010-2011

Tuition and fees for approved off-campus programs are paid to Knox. 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, but tuition and other fees for off-campus programs may be different in some cases. Tuition and fees stated here are for the 2010-2011 academic year. All inquiries should be directed to the Co-Director of the Stelleyes Center for Global Studies, Professor Robin Ragan. All fees are subject to change without notice.

Knox Programs

Students on Knox's own programs pay the following comprehensive fees including tuition, room, and board. The Buenos Aires fee includes group airfare.

Argentina-Buenos Aires

fall term\$13,455

France-Besançon

year\$39,565

fall/winter or winter/spring terms\$26,606

fall or winter term\$13,303

Spain-Barcelona

year\$39,565

fall/winter or winter/spring terms\$26,377

any one term\$13,188

Associated Colleges of the Midwest Programs

Students on off-campus programs sponsored by the ACM pay tuition and program fees to Knox. Students should consult the Business Office if they plan to begin an off-campus program later in the year.

London and Florence Arts in Context

Florence Firstsemester\$24,000

London First\$21,540

Botswana

Culture & Society in Africaspring\$17,840

Brazil Exchange

Juiz de Fora, Brazilsemestertbd

Chicago Programs

Arts in Chicagosemester\$19,340

Business and Societysemester\$19,340

Urban Studiessemester\$19,340

Costa Rica

Latin American Culturesemester, fall\$18,500

Field Researchsemester, spring\$18,500

Tuition and Fees

Florence Semester	\$21,340
India Studies	semester.....\$18,340
Japanese Studies	
year	\$40,000
Fall Semester.....	\$23,000
Fall Semester and Cultural Practicum.....	\$26,000
Newberry Humanities.....	semester.....\$18,840
Oak Ridge Semester.....	\$16,700
Tanzania Semester	
Human Evolution & Ecology.....	fall.....\$18,100

Other Programs

Students in the following programs pay tuition and program fees to Knox; all other costs are paid directly to the agency administering the program.

Argonne Semester.....	tuition, 3 credits.....	\$10,893
AEA/Buddhist Studies – Japan Semester.....	tuition, room, board.....	\$22,985
Berlin: (IES)		
semester	tuition, room, board.....	\$19,990
year	tuition, room, board.....	\$40,274
Chinese Studies in Beijing Semester.....	tuition, room.....	\$20,090
College Semester in Athens.....	tuition, room, board.....	\$20,790
College Year in Athens.....	tuition, room, board.....	\$41,579
Denmark's International Study (DIS) Semester.....	tuition, room.....	\$20,935
Freiburg (European Union) (IES) Semester.....	tuition, room.....	\$20,050
Kansai Gaidai, Japan Semester	tuition.....	\$16,340
London Semester (IES).....	tuition, room.....	\$21,420
London Year (IES).....	tuition, room.....	\$42,759
Roger Williams University in London.....	fall semester tuition.....	\$23,023
Rome Classical Studies Semester.....	tuition, room, board.....	\$23,643
St. Andrews, Scotland Semester.....	tuition.....	\$16,340
Washington Semester	tuition.....	\$18,090

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.

After a student's admission at Knox, the deposit is credited to his or her enrollment deposit account. Any unpaid damages, fines, or other charges to the student's account may be deducted from this deposit. The balance is refunded to a student within three months after graduation. The balance is refunded to students who officially withdraw at the end of the academic year with notice to the Dean of Students by June 1 and to students who have to withdraw during the year due to reasons of health or due to academic suspension or dismissal. No refund is made to students who are dismissed for disciplinary reasons or who withdraw voluntarily during the academic year.

Room and Board

The room fee covers the period when the residence halls are officially open, from the day before registration to the last day of examinations in each regular academic term. The fee also covers, for new students, the orientation period in the autumn; and for graduating seniors, the period prior to

Commencement in the spring. Students who wish to occupy their rooms at other times must make special arrangements with the Dean of Students. Knox College reserves the right to enter and examine residence halls at any time.

Students living in double rooms in College residence halls and houses are charged \$3,675. Students may request a single room and, if assigned one, are charged \$4,443 for a single in a residence hall and \$4,593 for a single in a house. The room fees for Hamblin Hall are \$4,410 for a double and \$4,779 for a single. The apartment fee at 240 W. Tompkins and 284 W. Tompkins is \$4,227.

For 2010-2011, there are five meal plan options. The board fee for each plan is \$3,666. Each plan has a specific number of meals associated with it that may be used in the Hard Knox Café, Oak Room, and all Breakfast Express and Grab-N-Go Cart locations in Seymour Union and Post Hall. Each plan also has a specific amount of Dining Dollars included that may be used like cash at all Dining Service locations to pay for additional meals, as well as to make purchases at the Gizmo and Out Post. Also, additional spending power may be added at any time with the purchase of Flex Dollars. Details of each meal plan are available from Dining Services.

Entry into the student dining halls is monitored by means of an electronically coded, nontransferable identification card, which carries a penalty for misuse. A \$15 fee is assessed for replacement of a lost identification card.

Music Fees

The charge for music lessons is \$325 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 MUS 181 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, activity fee, room and board. (For an explanation of the requirements for an official withdrawal, see "Official Withdrawal," in the "Academic Rules and Regulations" section.) After 60% of the term has been completed, no charges are cancelled.

If, as of the official withdrawal date, a student has consumed a larger portion of the board plan than determined by the pro-rata refund/cancellation calculation, that student will be billed for the difference. In addition, if a student remains on campus beyond the official withdrawal date, that student will be charged for room and board costs through the date of departure, as determined by the Office 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 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.)

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 2009-2010, approximately 69 % of Knox students demonstrated eligibility for need-based financial aid.

Applying for financial aid does not jeopardize a student's chances for admission, since admission to Knox for U.S. citizens and permanent residents is based solely on academic and personal qualifications of the applicant. For international students, admission criteria are more restrictive because of the unavailability of federal and state grants and loans.

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 help make up the difference between the cost of the school and what you can afford.

When you file an application for financial aid, the federal financial aid formula is used to calculate your EFC - Expected Family Contribution - a federal eligibility number. The Office of Financial Aid compares your EFC to our college costs. If our costs exceed the amount of your contribution, you are eligible for need-based financial aid. A typical financial aid package 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 January 1 each year by filing the Free Application for Federal Student Aid (FAFSA), which is available electronically on the web at www.fafsa.ed.gov or as a paper form. New students should file no later than February 15 for priority consideration. Returning students should file no later than April 15, and they must turn in all required documents by May 31. For complete instructions and forms, see www.knox.edu/finaid. Maintaining satisfactory academic progress is a condition for receiving financial aid. The standards used by the Academic Standing Committee to determine satisfactory academic progress apply to financial aid eligibility as well. For a detailed explanation of Knox's standards, see the section on Financial Aid and Satisfactory Academic Progress Standards under Financial Aid Implications of Various Academic Topics.

Applying for Financial Aid – U.S. Citizens and Permanent Residents

To apply for financial aid at Knox, students must complete the following steps:

1. New Students: Apply for admission to Knox College by November 1 (Early Action I), December 1 (Early Action II), or by February 1 (Regular Decision). (See complete instructions and forms online at www.knox.edu/apply)
2. Complete and file a Free Application for Federal Student Aid (FAFSA) after January 1. A FAFSA may be filed electronically at www.fafsa.ed.gov with federal student aid PIN numbers for both student and parent, which can be applied for at www.pin.ed.gov. Additional documents, including a Knox Application and Verification Form, as well as parent and student tax forms are also required. Priority for financial assistance is given to new students who file by February 15 and returning students whose files are complete by May 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 to receive a report from the Department of Education. Our federal school code is 001704.

Applying for Financial Aid—International Students

International students requiring financial assistance should contact the Knox Office of Admission for financial aid application procedures.

Financial Aid Implications of Various Academic Topics

Financial Aid and Satisfactory Academic Progress Standards

To remain at Knox, all degree-seeking students are expected to make satisfactory academic progress. Satisfactory progress is defined both in terms of the accumulation of credits toward the degree, and as the maintenance of a grade point average consistent with graduation requirements. Students will be considered to be making satisfactory academic progress if they:

1. earn at least 7 credits for each 3 terms of enrollment (an average of 2.33 credits per term),
2. complete their requirements for graduation in no more than 18 terms, and
3. maintain a cumulative grade point average of 2.0 or better.

Transfer, summer study, and exam credits count toward the credit accumulation requirement at the rate of 1/3 of a Knox term per Knox course credit.

The Financial Aid Office follows the decisions of the Academic Standing Committee in determining whether a student is meeting the College's satisfactory academic progress standards. Although a student may be placed on probation or conditionally good standing, if the Academic Standing Committee does not dismiss the student or place him/her on mandatory academic leave, he/she may continue to receive financial aid with the following exceptions:

1. The College will provide institutional (Knox) grants and scholarships for no more than 15 terms, pro-rated for transfer students. Appeals based on special circumstances may be made to the Director of Financial Aid.
2. 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 Financial Aid.

For purposes of determining satisfactory progress, grades of W received for reasons of verified illness or other conditions beyond the student's control may be excluded if the student successfully petitions the Academic Standing Committee to do so.

For special status students taking fewer than 2.5 courses per term, a term of partial enrollment counts as part of a term. Thus, each course credit for which the student enrolls counts for 1/3 of a term toward the credit accumulation rule.

Normally, students making satisfactory academic progress are said to be in good academic standing. In some cases, where performance is declining, students who are still making satisfactory progress may be placed on academic probation, as explained fully in the section Academic Rules and Regulations, under the heading Academic Difficulty: Probation and Dismissal.

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 the College during a term should refer to the section Withdrawals, Refunds and Return of Title IV Funds. Withdrawals are counted in the credit accumulation requirement except by successful petition to the Academic Standing Committee.

Repeated Courses

Only a few courses may be taken more than once for credit. The Catalog notes "may be repeated for credit" for these courses. If a student repeats any other course, only the credit earned the second time is counted toward graduation, but the record of the first taking remains on the student's transcript and counts in grade indices and toward the credit accumulation rule.

Transfer Credits

Credits earned prior to matriculation at Knox are evaluated for transfer by the Registrar. In general, liberal arts subjects in which grades of C or better were earned are accepted. No more than 18 credits are accepted from community colleges. No more than two credits may be earned through correspondence or Internet courses. Because of the residency requirement, no more than 22.5 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. Financial aid is available for these courses.

Credit-By-Examination

A maximum of 9 credits in all subjects may be earned through credit-by-examination through Advanced Placement or International Baccalaureate 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 Financial Aid Office 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.

International Student Financial Aid Award Policy

An international student who receives financial aid should review the international student financial aid award policy notification that was part of his/her financial aid package. 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 one of the following college officials: the Dean of Students, one of the Associate/Assistant Deans of Students, the Associate Dean of the College. The withdrawal date is the date that the students notify one of the above-named college officials of their intent to withdraw and/or begin the withdrawal process by completing a withdrawal/leave of absence form. The offices for most of these officials are on the first floor of Old Main, and their office hours are 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, one of the above-named Deans 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 are entitled to a pro-rata cancellation of that term's charges for tuition, activity fee, 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 Office 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 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%.

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 Perkins Loans
4. Federal PLUS Loans received on behalf of the student
5. Federal Pell Grants
6. Academic Competitiveness Grants
7. National Smart Grants
8. 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.

Refund 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 insti-

tutional 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 10, 2009 and ending on November 30, 2009 (73 days). Student withdraws from all courses on September 28, 2009.

Refund Calculation

Total Charges for Tuition, Fees, Room and Board	\$13,025
September 10 to September 28 (withdrawal date)	
= 19 days/73 days in term = 26% of the term	
Pro-rata charges: 26% x \$13,025 =	<u>\$3,387</u>
Refund/cancellation of charges = \$13,025- \$3,387 =	<u>\$9,638</u>

Return of Title IV Aid Calculation

Step 1. Title IV Aid Disbursed on September 15, 2009:

Subsidized Direct Loan	\$ 1,824
Unsubsidized Direct Loan	\$664
Pell Grant	\$1,067
SEOG Grant	\$ 400
Total aid disbursed	<u>\$3,955</u>

Step 2. Percentage of Title IV Aid Earned:

19 days of enrollment/73 days in term = 26%

Step 3. Amount of Title IV Aid Earned: 26% x \$3,955 =\$1,028

Step 4. Total Title IV Aid to be Returned: \$3,955 - \$1,028 =\$2,927

Step 5. Amount of Unearned Title IV Aid Returned by the School:

Subsidized Direct Loan	\$1,824
Unsubsidized Direct Loan	\$664
Pell Grant	<u>\$439</u>
Total Title IV aid returned to federal programs	<u>\$2,927</u>

Scholarships

Knox College offers scholarships to recognize the talents and achievements of students applying for admission to the College. Scholarships are available to U.S. citizens or permanent residents and may have specific application, audition, or submission requirements as indicated below. Contact the Office of Admission for detailed information and a full description of application procedures.

Academic Scholarships

Students who distinguish themselves through their academic achievements deserve special recognition and encouragement. Academic scholarships recognize first-year students who have excelled in challenging college preparatory courses and demonstrate through their applications, essays, personal interviews, and recommendations a strong sense of integrity, eagerness for learning, and high academic promise.

The Lincoln Scholarship is the highest recognition given to first-year students. Recipients receive scholarships up to \$16,000 per year. Lincoln Scholars are among the very brightest students in the country, typically ranking among the top students of their secondary school classes. Hermann Muelder Scholarships and Ellen Browning Scripps Scholarships are awarded to first-year students who have excelled in a rigorous course of study. Muelder and Scripps Scholars receive annual awards up to \$12,000 and \$10,000, respectively. Scholarships must be applied toward the cost of tuition and are renewable each year as long as students remain in good academic standing.

All first-year students who apply for admission to the College prior to February 1 are considered for academic scholarships. Awards are made on the basis of the application for admission and an admission interview.

A separate application is not required. Complete instructions for applying for admission can be found in the Knox College Application for Admission.

National Merit Scholarships

Knox College sponsors National Merit Scholarships of \$1,000 to \$2,000 per year for students who are selected by the National Merit Scholarship Corporation as National Merit Finalists. Candidates must complete a Knox Application for Admission by February 1 and indicate Knox as their first-choice college to the National Merit Scholarship Corporation before April 1.

Students who achieve Finalist or Semi-finalist standing in the National Merit Scholarship program are automatically eligible to receive a Knox scholarship, provided they have not been awarded another Knox academic scholarship. Finalists are eligible for an award up to \$16,000 and Semi-finalists can receive at least \$12,000.

National Achievement and National Hispanic Scholarships

Students who achieve Finalist or Semi-finalist standing in the National Achievement Scholarship program, or who are designated as National Hispanic Scholars or National Hispanic Scholar Honorable Mentions, are automatically eligible to receive a Knox scholarship, provided they have not been awarded another Knox academic scholarship. National Achievement Finalists and National Hispanic Scholars are eligible for up to \$16,000 annually, and Semi-finalists and Honorable Mentions can receive at least \$12,000 per year.

Visual and Performing Arts Scholarships

First-year students with special talents in music, theatre, dance, and visual art may receive renewable scholarships up to \$4,000 per year. Applicants are evaluated on the basis of an on-campus audition or portfolio presentation, academic record, and any other evidence of special ability. Portfolios should be presented or auditions completed by November 1 for students applying under the Early Action I option, December 1 for Early Action II candidates, or by February 1 for Regular Decision applicants. Complete

guidelines for auditions and portfolios can be obtained from the Office of Admission or at www.knox.edu/scholarships.

Knox Writers' Scholarship

First-year students who are talented writers may receive renewable scholarships up to \$4,000 annually. Writers should submit a manuscript in one or more of the following categories to be evaluated by our English faculty: poetry, fiction, playwriting, non-fiction, or critical writing. Portfolios should be submitted with the application for admission by November 1 for students applying under the Early Action I option, by December 1 for Early Action II candidates, or by February 1 for Regular Decision applicants. Complete guidelines for portfolio submissions can be obtained from the Office of Admission or at www.knox.edu/scholarships.

Social Concerns Scholarships

First-year students who demonstrate extensive participation and leadership in social action or community service may receive Social Concerns Scholarships in amounts up to \$4,000 per year. To apply, students should submit a 1-2 page statement describing their activities and a letter of recommendation from a person with knowledge of those activities. Submissions should be mailed with the application for admission by November 1 for students applying under the Early Action I option, by December 1 for Early Action II candidates, or by February 1 for Regular Decision applicants.

Rothwell Stephens Scholarship in Mathematics

A scholarship of \$4,000 per year is awarded by the Knox mathematics department to a first-year student who indicates an interest in pursuing mathematics. Applicants must complete a mathematics examination by February 1, preferably on campus. Scholars are selected on the basis of the examination and the application for admission.

Chicago Scholarships

Chicago Scholarships are awarded to students graduating in the top 20% of their classes from high schools in the City of Chicago. Students are eligible for a scholarship up to \$12,000 per year, provided that they have not been awarded another Knox academic scholarship. Scholars are selected on the basis of the application for admission.

John Huston Finley Scholarships

John Huston Finley Scholarships up to \$2,000 per year are awarded to first-year students living in the greater metropolitan New York area. Selection is based on the application for admission.

Colorado Alumni Scholarships

Colorado Alumni Scholarships up to \$2,000 per year are awarded to highly qualified first-year students from Colorado on the basis of the application for admission and an interview by the Colorado Alumni Club scholarship committee in early March.

Transfer Student Scholarships

Knox awards scholarships up to \$12,000 per year to transfer students based on outstanding academic achievements in the completion of an Associate of Arts or Associate of Science degree at a two-year college. A minimum college gradepoint average of 3.5 is expected for consideration.

Phi Theta Kappa Scholarships up to \$12,000 per year are awarded to students who have completed an AA or AS and have been elected member of Phi Theta Kappa, the international honorary society for community colleges.

For Information

For more information about scholarships, visit www.knox.edu/scholarships or contact the Office of Admission at:

Office of Admission
Knox College
2 East South Street
Galesburg, Illinois 61401-4999
Telephone: 800-678-KNOX (toll free in U.S.) or 309-341-7100
Fax: 309-341-7070
E-mail: admission@knox.edu
Web: www.knox.edu/scholarships

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)	Tressler W. Callihan	Ennis Endowment
Nancy Todd Ackerman	Paul W. Calvert Memorial	Fred Ewing
Edmund D. Adcock	Stuart McAlpine Campbell	Faculty Fund
Lois Baldwin Aigner	Dwight B. & Sara Hammond	Steve Farrus
Allensworth Fund	Carithers	Sterling Ferguson
David A. & Sara Jane Allensworth	James W. & Gertrude L. Carney	Clyde A. Finley
W. Rolland & Frances Mason	Clark Ezra & Grace Mills Carr	John H. Finley
Allensworth	Carrie Belle Carroll	Lois Carlin Fisher
Robert Reed Allison	Louise Lay Caverno	Alta B. Fox
Alpha Delta Epsilon	Robert A. & Claire Goodsill	Oscar & Emma Fredrickson
B. F. & Ella F. Arnold	Chandler	Galesburg Beer Distributors Assn.
Ezra Dean Arnold	Raymond A. & Lois S. Charles	Galesburg Sunrise Rotary
Associated Colleges of Illinois	William J. Charles	Galesburg Scholarship Fund
Ralph M. & Dorsey Davison	Ruth Montgomery Cherrill	Galesburg High School
Atterbury	Paul V. Church	Irving G. & Evelyn Garcelon
Cyrus M. Avery	Class of 1908	Manie E. Garwood
Madge G. Bailey & George W.	Class of 1909	Joseph B. Glossberg
Bailey	Class of 1910	Marshall Curtis Goodsill &
Edgar A. Bancroft Memorial	Class of 1911	Effie Lockwood Goodsill
May Barr Prize	Class of 1912	Max & Rita Goodsill
Watson P. Bartlett	Class of 1956	Roger K. & Mildred Rife Goodwin
Gladys G. Bayne	Schuyler M. Coe Memorial	Harry T. & Leone Goulding
Alfred W. Bays	Sam & Bernice Scharfenberg	Hall/Lombard Memorial
Beard-Lewis	Coffman	Dr. Herschel H. Halladay
William R. Beattie	John H. Converse	Adolph P. Hamblin, Sr. &
Bender Scholarship in Art	Louise Cooley	Adolph P. Hamblin, Jr.
Bertram W. Bennett	Susan Clisbee Countryman	Lehan H. & Dorothy P. Hamlin
Mary Elizabeth Bennett Memorial	Sherman Cox &	Calvin Hammond
William F. Bentley	Louise Montgomery Cox	Franz S. Harshbarger '17
Eric Martin Berg Memorial	Marcus C. Craft	Robert R. & Marion Lindsten
Beta Triton	Robert J. Crawford	Hawkinson
Clarence E. Bogren	Mary Allensworth Creighton	Paul B. Headland Memorial
Elery T. Boynton Memorial	Hubert M. & Georgette Curry	William Randolph Hearst
Cleveland F. Bridgman Memorial	Kenneth & Ruth Dunbar Dave	Edmond Heren
Edwin W. & Mary Elizabeth Hand	Thomas J. Dean-W.B. Dean Fund	Mabel Heren Scholarship in
Bright	P.J. Deoras	Mathematics
Helen J. Brown Memorial	Dick Family Foundation	Bernhard Philip Heubner &
William C. Brown	Sidney Barrs Dilks Memorial	Inez Goodsill Heubner
Lily M. & Henry J. Budde	Edward R. & Harriet Stone Drake	Etta W. Hibbard
Savina Karl Burkhalter	David & Holly Metzler Eiss	Hieronymus Family
Burlington Northern Santa Fe	J. Burke Elliot	Lucy M. Higgins
Railway	Ellsworth-Wesner Fund	Higgins Missionary

- Hinman Fund
 William L. Hipsley
 William L. Honnold
 Walter E. Hoover
 Reverend Pete Hosutt
 Eloise Howland Memorial
 Milton C. Hult Memorial
 Edward N. Hurley
 John Theron Illick, Jr. &
 Warren C. Illick
 Jennie Ingersoll Memorial
 Roy C. Ingersoll
 Eugene B. Jr. & Julie Ingmand
 Elna Jeffries Besançon Scholarship
 Frank J. Jirka, Jr.
 Christian A. Johnson Endeavor
 Foundation
 Darwin G. Johnson
 Lloyd L. Johnson Memorial
 Vinton C. Johnson
 Vivion A. &
 Emily Seymour Johnson
 Floyd & Edna Jones
 William & Ida Carson Karnes
 William A. Kasley
 Ruth P. Kentzler
 Harold K. & Helen O. Kester
 Martin Luther King, Jr.
 Frances W. Kinkead
 Harley Knosher
 Robert & Durema Kohl
 Knox College WWII Fund
 Len A. & Mary C. Kuchen
 Philip H. & Dorothy A. Lass
 Richard Austin Lawrence
 Mrs. Richard Austin Lawrence
 Barbara J. Lemke
 Freda Mary Liggett Memorial
 Flint Lindsay
 Ernest & Lydia K. Lollar
 Dolle Scott Lombard Memorial
 Oliver O. & Josephine Ellison
 Loomis
 Julian & Virginia Stearns Mack
 Garnett Babbitt Martin
 50-Year Club
 Rick Mathers
 C. H. Mathews
 Eliza Sheldon Mathews
 Mayall-Ettlinger Memorial
 Louise G. and Robert M. Maynard
 Joe U. & Lucille Dunn McBride
 Frank L. McCabe
 McCall-Lounsbury
 George McCall
 Henry McCall
 Ida McCall
 Rosa McCall
 Rosa May McCall
 Sara Miller McCall
 Kellogg D. McClelland
 Educational Fund
 Nelle H. McCool, Delta Delta
 Delta Alumnae Chapter
 Lois McDaniel
 McKnight Trust
 Archie J. McMaster
 William A. McPhail &
 Sadie R. McPhail
 Herman V. Meier
 Edward Emmerich Mendius
 Florence C. Merdian
 Cora M. Meyer Memorial
 Catherine Paine Middlebush
 Scholarship in English
 Literature
 Frederick A. Middlebush
 Memorial
 Robert K. Midkiff
 Fred A. & Olive S. Miller
 Mitsubishi Endowment
 Mildred Laird Moore
 George Morel Memorial in Music
 Samuel & Bessie Claudon
 Mosiman
 Charles W. Mueller Memorial
 Robert W. Murphy—Borg Warner
 George L. Naught
 Ira E. & Martha Campbell Neifert
 Memorial
 Arthur O. Nelson
 Tom, Dick & Harry Neumiller
 Harold F. & Amy C. Nichols
 Jeannette Paddock Nichols
 Louis & Katherine H. Nielson
 Leah Tubbs Norman
 Betsy North
 LaVerne Noyes
 Maureen Tanning Nyman
 Florida Omeis
 Anne Edgerton Ottoson
 Carole Ottum Computer Science
 Joy Larson Padgitt
 Oak Park Panhellenic
 Grace Parish
 Ella Park
 Robert E. & Elma M. Parke
 Memorial
 Harry A. Parkin Memorial
 Alvah Peterson Biology Fund
 Harold F. Peterson
 Catherine Stone Pierson
 Wilbur F. Pillsbury
 Lambert J. Pomeroy
 Edmund C. Porter
 Irvin L. Porter
 Philip Sidney Post
 Sylvia M. Prutsman Memorial
 Frances Lafferty &
 Frederick B. Rabenstein
 Henry Rasmussen, Jr.
 Ravenswood Congregational
 Church
 Reader's Digest Foundation
 Helen L. Rearick
 Marie O. Rearick
 Marilyn Veith Roberts
 Charles B. & Katherine P. Robison
 Katherine Parkins Robison
 AAUW Scholarship
 Will & Grace A. Robson
 Frank W. & Clara M. Roskopf
 Dale H. & Frances Hazen Rowe
 St. Mary's School
 Carl Sandburg-Lombard
 Raymond A. & Bertha Collins
 Sapp Memorial
 Clara Louise Walker Scott
 Mary Scott
 Charles W. Seymour
 Lyman Kay Seymour
 Bruce Stuart Shadbolt
 Madame Effie Skinner
 Eudora Slosson
 Maude I. Smith
 Jeremiah Galvan Smithwick
 Rothwell Stephens
 Ralph D. Stevenson
 William & Eleanor Dodds
 Stevenson
 Phyllis Stisser Memorial
 Herbert R. Straight Memorial
 Strasburger Scholarship
 Lucille Sudbury
 Jennie A. Swanson &
 Tony N. Swanson
 Samuel J. Swanson &
 Clara Beacham Swanson
 Robert Szold
 Bertha Davis Taggart Memorial
 Henry S. Taylor
 Robert Cunningham Taylor, Jr.
 Memorial
 John Winter Thompson &
 Mary Moon Thompson
 Caroline McCollum Toothe
 Stefano C. & Whitney Witt
 Viglietti
 G. Louis Vitale
 John G. Vivion
 Condit Voorhees
 Sonja Marakoff Wallace
 Arthur C. Walton
 Cloud '16, & Eugenia '14 Wampler
 Anna M. Watson
 Watts Family
 Ben Hyde Weeks
 Clara Latimer Wells Memorial
 Vernon M. & Fanita Ferris Welsh
 Dennis J. Whimpey
 Walter W. & Maude O. Whipple
 Memorial
 Dick Whitcomb
 Joan Whitney Whitcomb
 Mr. & Mrs. E. L. Whiteside
 Willard/Clark Memorial
 Robert F. & Eleanor R. Williams
 Thomas W. Williams & Creston S.
 Klingman Scholarship
 Marie C. Williamson
 Willard/Clark Memorial
 Maude Alice & Ernest J. Wood
 John E. Wright
 Lee W. & Claire Salzberg Wright
 Mark J. Yates Memorial

Awards and Prizes

Prizes for Academic Achievement

General

Faculty Scholarship Prize (1922)

Awarded to a member of the junior class who has shown exceptional ability both in scholastic pursuits and in at least one extra-curricular activity (e.g., athletics, music, dramatics, college publications or governance, religious or humanitarian service).

Elbridge Pierce Prize for Scholastic Improvement (1957)

Awarded to the senior who has made the greatest scholastic improvement since the end of the freshman year. Established by Mr. Pierce, Knox College trustee 1956-60.

John C. Weigel Prize (1961)

Awarded to the member of the graduating class with the highest scholastic achievement. Amount of prize is increased if the winner plans to attend graduate school. Established anonymously in honor of Mr. Weigel, Lombard class of 1908.

E. Inman Fox Prize (1982)

Awarded to the senior student whose scholarly achievement and pursuit of a truly liberal education are exceptional among peers and who has demonstrated a thirst for knowledge and well developed habits of rational inquiry and intellectual discourse, as well as a desire to understand varieties of human expression. Established by gifts received to honor E. Inman Fox, President of Knox College 1974-82.

American Studies

Hermann R. Muelder Prize (1974)

Awarded for academic excellence in American Studies. Established by gifts of friends and colleagues to honor Professor Muelder, class of 1927, upon his retirement.

Anthropology and Sociology

Howell Atwood Award (1980)

Awarded to the graduating senior doing the most outstanding work in anthropology and sociology. Established by an anonymous donor in

memory of J. Howell Atwood, professor of sociology 1930-60, and subsequently endowed by gift from Mrs. Atwood.

Art

Elda Crichton Campbell Print Prizes (1966)

Awarded for excellence in printmaking. Established by Dr. James A. Campbell, class of 1939, in honor of his wife.

Beverly Bender Prizes in Sculpture (1968)

Awarded at the Al Young Art Contest and Exhibit. Established by Beverly Bender, class of 1940.

Young Prizes in Art (1968)

Awarded at the Al Young Art Contest and Exhibit. Established by Albert C. Young, class of 1969, to honor his father and mother, Albert George and Anna Elisabeth Young. Continued by his sister Ann Young, class of 1968, upon his death in 1993. Prizes are awarded in the areas of ceramics, drawing, painting, photography and prints.

Isaac O. Peterson Studio Award (1973)

Awarded to an art student to recognize and encourage exceptional promise. Established by his former students in honor of Isaac Peterson, Knox faculty 1948-79.

Matthew Dale Gunther Prize in Drawing (1982)

Awarded at the Al Young Art Contest and Exhibit. Established by Marie Maltby Gunther, class of 1936, in memory of her grandson.

Dick Blick Company Prize in Graphic Design (2005)

Awarded at the Al Young Art Contest and Exhibit for excellence in graphic design. Established by Dick Blick Company.

Asian Studies

Mikiso Hane Asian Studies Prize (1992)

Awarded to the Knox student who has done the most distinguished work relating to Asian Studies. This interdisciplinary field encompasses a variety of subjects, including history, political

science, anthropology, economics and Japanese language. Established by colleagues and friends to honor Professor Mikiso Hane, Knox faculty, 1961-92.

Biology

Alvah Peterson Biology Prize (1972)

Awarded to a junior or senior student majoring in biology who has demonstrated outstanding academic performance in biology courses and/or research. Established by Mrs. Peterson, family and friends in memory of Alvah Peterson, class of 1911.

David "Burney" Dunn Fund for Students' Field Research (1994)

Provides resources needed by students who are conducting field research in biology, ecology and/or environmental science. The Fund was established by family and friends in memory of David "Burney" Dunn, class of 1990.

Inn-Siang Ooi Prize (1986)

Awarded to the Knox student who has demonstrated skill in field biology, a commitment to conservation, and a concern about human co-existence with the other species of this planet. Established by the International Club to memorialize Inn-Siang Ooi, class of 1984.

Chemistry

Leland Harris Award in Chemistry (1989)

Awarded to the graduating senior chemistry major who, in the judgment of departmental faculty, has conducted the best undergraduate research in chemistry. Additional awards are available for selected other students to carry out independent research activities. Established by colleagues and former students in honor of Leland Harris, Knox faculty 1957-87.

Russell P. Sutton Prize in Organic Chemistry (2000)

Awarded to a sophomore or other student(s) with the highest achievement in Knox's organic chemistry course sequence. Established with gifts from family, colleagues, friends and former students of Professor Emeritus of Chemistry

Russ Sutton (faculty 1958-91) following his death in 1998.

Classics

Lawrence Prizes in Latin and Greek (1894)

Awarded to students in recognition of academic excellence in the study of first year Latin, first year Greek, advanced Latin, and advanced Greek. Established by George A., class of 1875, and Ella Park Lawrence, class of 1878.

Computer Science

Paul's Prize in Computer Science (1982)

Awarded annually to a senior showing great potential for a distinguished career in computing or computer science. Recipient need not be a computer science major but must have exhibited problem solving skills and an enthusiastic interest in computer science. Established by Cecile Smith, longtime employee of Knox, in honor of her brother, Paul H. Smith 1927-97.

Ron Asplund Memorial Research Award (1987)

Awarded to a student or students completing a research project in computer science. Established by gifts of Ann Asplund and friends in memory of Ron Asplund, friend of the College.

Economics

Sylvia and Irwin Jaffe Memorial Prize Fund (2008)

Awarded to an outstanding female student majoring in economics based on academic achievement, participation in extra-curricular activities, leadership and service to others. Established by Kent and Theresa Jaffe to honor Sylvia and Irwin Jaffe, grandparents of Erica A. Jaffe, class of 2008.

Vinton C. Johnson Prize (1979)

Awarded to the outstanding senior economics major. Established by Vinton C. Johnson, class of 1926.

Charles and Arvilla Timme Fellowship Award (1993)

Awarded to students for projects in economics and related fields that are part of the Ford

Fellowship program. Established by estate gift of Colonel Charles Timme.

Educational Studies

Christopher E. Johnson Award (2009)

Awarded to the graduating senior who best exemplifies the qualities needed in a great teacher: character, tenacity, dedication, and a positive attitude. Established in honor of Christopher E. Johnson, a 2010 Knox College Educational Studies graduate.

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, playwriting, and poetry. Established by John Davenport, Knox faculty 1945-72, in memory of his parents.

Nina Marie Edwards Memorial Fund (1989)

Provides assistance to junior and senior students carrying out independent or honors projects in the field of English and English Writing. Established by colleagues to honor Ms. Edwards, a member of the class of 1921.

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. Selection by the English department faculty. Named in honor of Professor Howard Wilson, Knox faculty 1946-80. Established by members of the faculty, former students, and friends.

Beverly K. White and Friends Creative Writing Prize (1987)

Awarded annually to a beginning writer for the outstanding piece of creative writing during the year. Established by friends and classmates in memory of Beverly White, class of 1979.

Proctor Fenn Sherwin Short Story Award (1995)

Awarded to a senior student who submits the best original short story. Established by Mary-Louise Dilworth Rea, class of 1936, in honor of Proctor Fenn Sherwin, Knox faculty 1924-1957.

Elizabeth Haywood

English Research Award (1997)

Research award created in memory of Elizabeth Haywood, a 1988 Knox graduate, by her parents, husband and sister. The fund provides support for female English majors who desire to pursue study of English culture and language for a term or summer in Great Britain or Ireland.

William E. Brady Award (2008)

Awarded each year to honor the senior literature major with the best performance in the senior seminar. Established in memory of Professor William E. Brady, Knox faculty from 1962 to 1994, by family, faculty, former students, and friends.

Environmental Studies

Lawrence L. DeMott Prize (Revised 2002)

Awarded to a senior with outstanding grades who has taken all available earth sciences courses and whose senior project is focused on a subject/research relevant to geological field. Established by family, friends and former students of Dr. DeMott, Knox faculty 1962-82.

First-year Preceptorial

Proctor Fenn Sherwin Prize in Freshman Writing (1987)

Awarded to the student writing the best First-year Preceptorial paper. Established by Robert H. Russell, class of 1949.

History

Szold Prize in History (1943)

Awarded for extraordinary merit in the field of history. Established by Robert Szold, class of 1909.

Dorothy Inness Stanford Award (1979)

Awarded annually to the student with the highest scholastic average in American history for the academic year. Established by bequest of Mabel Inness, class of 1909, in memory of her sister.

Dennis E. Donham Prize in History (1982)

Awarded annually for the best essay written in a history class. Established by Mr. Donham, class of 1966.

Journalism

Theodore Hazen Kimble

Memorial Award in Journalism (1954)

Awarded in the spring to the Knox student who, during the preceding year, has contributed the best feature article or series. Established by Ralph A. and Ruth Hazen Kimble, both class of 1918, to memorialize their son, class of 1946.

Ida M. Tarbell Memorial Prize

for Investigative Reporting (1999)

The Tarbell Prize was established in 1999 by an anonymous alumna to commemorate Miss Tarbell's effectiveness as an investigative reporter and her ties to Knox College. The prize is awarded to the student who, during that academic year, presented the best article or series based on investigative reporting.

Library

Bookfellow Library Prize (1976)

Given for the research paper showing the most sophisticated and productive use of library resources.

Mathematics

Clark Mills Carr Prize in Mathematics (1901)

Awarded on the basis of a comprehensive examination in mathematics through calculus. Examination not open to seniors. Established by Col. Clark E. Carr, class of 1859, and Sarah Mills Carr, class of 1872, in memory of their son, class

of 1898. The principal was enlarged in 1962 by a gift from Carl Ohman, class of 1951.

Victoria Legner Junod

Prize in Mathematics (1986)

Awarded annually to the outstanding senior math major. Established in memory of Victoria Legner Junod, class of 1964, by her husband, Charles F. Junod, class of 1964, Knox classmates, friends, and family.

Medical Sciences

Lazlo J. Nemeth Memorial Research

Scholarship Award (1992)

Provides for awards to support scientific research by Knox students who are preparing for careers in medicine or related fields. Awards are made annually by Knox College faculty on the basis of merit and need. The Fund was established by a bequest from Lazlo J. Nemeth, M.D., class of 1973. The Nemeth Fund is part of the endowment for the Ford Fellows Program.

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.

Sherman W. Brown Memorial (1974)

Awarded to a student planning to attend an overseas program who shows promise of outstanding academic performance while overseas. Preference is given to a student participating in the Barcelona program. Established by gifts from friends in memory of Sherman W. Brown, Knox faculty 1938-69.

Helen Rudd Arnold Prize (1981)

Awarded at the end of the junior year to the student majoring in French who has the highest overall grade point average and is ranked in the top 30 percent of the class. Established by David R. Arnold, class of 1937, in memory of his mother.

Sally Coleman Prize in Spanish Literature (1981)

Awarded annually to a senior who, in the judgment of the Spanish faculty, has made the most distinguished record in the study of Spanish letters. Established by Robert H. Russell, class of 1949, in memory of Miss Coleman, Knox faculty 1922-54.

Lilly Lindahl Prize in German (1990)

Awarded each spring to the graduating senior German major who has established the best record in the major while maintaining a distinguished record overall. Established by Ross and Kay Vander Meulen to honor Lilly Lindahl, Knox faculty 1928-68.

Music

Janet Greig Post Prize in Music (1947)

For original composition in music or for excellence in performance, to the senior who, in the judgment of the music faculty, merits this distinction. Established by Mrs. Post, class of 1894.

Ruth Lockwood Goodsill Prize (1966)

Awarded to an upperclass music major deemed an outstanding performer, composer, or author of a scholarly paper. Established by Claire Goodsill Chandler, class of 1904; Inez Goodsill Heubner, class of 1910; and M. Max Goodsill, class of 1912, in memory of their sister who attended the Knox conservatory 1902-04.

Clarence Hubert Johnson Award (1967)

Awarded to the student who makes the greatest voice improvement in the music department. Established by bequest of Jessie Van Clute Johnson, class of 1902, in memory of her husband.

Don C. M. Bracker Award (1985)

Awarded to a senior music major on the basis of leadership, character, and service to the band or orchestra. Established by Ada May Bracker in memory of her son, class of 1944.

David Lowry Jazz Award (2001)

Established by friends and family in memory of David O. Lowry, class of 1997. The award is given annually to a student(s) who shows great

improvement as a jazz performer, who is nurturing and helpful to other musicians, who is a zealous promoter of jazz music and Knox College's Jazz program, or who is simply an outstanding jazz musician.

Lucile Sudbury Prize (2005)

Established through a trust presented to the College by the estate of Lucille Sudbury, Lombard class of 1929. Two annual prizes are given, one awarded to a student for the best original composition or performance and one awarded to a student for the best scholarly paper in theory and/or analysis.

Louise Tryon Music Prize Award (2006)

For the most promising female voice or piano student. Established by Marilyn J. Smith and Patricia A. Waters in honor of their parents, Wayne & Ruth Page Tryon, and to preserve the memory of Louise Tryon, class of 1885.

Philosophy

Merritt H. Moore Prize in Philosophy (1957)

Awarded to the author of the outstanding philosophy paper during the preceding year. Established anonymously to honor Dr. Moore, professor of philosophy at Knox 1933-55.

Physics

Smith Prize in Physics (1955; Revised 2003)

Awarded to a senior physics major who has demonstrated outstanding ability and performance in the classroom and laboratory. Established in memory of Murray and Alice Wolfram Smith, both class of 1925, and his grandmother Elizabeth B. Smith by George W. and Mary Lee Sackett Smith, both class of 1954.

Porter Prize (1978)

Awarded for excellence in solving difficult practical physical problems requiring solution of differential equations through the iterative process. Established by Carroll D. Porter, class of 1932.

Robert R. Mariner

Family Research Award (1989)

Awarded annually to a junior student who is conducting a research project in physics during his or her senior year. Established by family and

friends in memory of Robert R. Mariner, class of 1941, and his daughter, Nancy Mariner, class of 1969.

Political Science and International Relations

John W. Burgess Prize in Political Science (1975)

Awarded annually to a senior political science major for scholarly excellence and community leadership. Established anonymously in honor of Professor Burgess, Knox faculty 1869-73.

Dean Acheson Prize (1979)

Awarded to the senior political science and international relations major who best combines a distinguished academic performance with those personal qualities that give promise of a significant contribution in the field of foreign affairs. Established by John A. Houston, professor of political science at Knox 1954-80.

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 Professor Robert S. Harper, Knox faculty 1949-87. Established by his family, colleagues, former students, and friends.

Social Sciences

Steve Floyd Memorial Fund Awards (1994)

Provides for awards to support Ford Fellows and other students who are conducting research and majoring in philosophy, political science and other social sciences. The Fund was established by his wife, Carol Everly Floyd, class of 1968, and family and friends in memory of L. Stevens "Steve" Floyd, class of 1970. The Floyd Fund is part of the endowment for the Ford Fellows Program.

Theatre, Dance and Speech Communication

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.

May Rodney Bechtel Prize in Public Speaking (1952)

Awarded to the outstanding upperclass student in the advanced courses of speech communication. Established by George O. Bechtel in memory of his wife.

Van Clute Prize (1967)

Awarded to the student making the greatest improvement in the department of Theatre and Dance. Established by bequest of Jessie Van Clute Johnson, class of 1902.

Linda Elizabeth Karger Award in The Theatre Arts (1982)

Awarded to the senior student, selected by the theatre faculty, who has demonstrated extraordinary ability in the field of the theatre arts. Established by an anonymous donor in honor of Linda Elizabeth Karger, class of 1961.

Jean Bloomquist McBath Memorial Production Award in Studio Theatre (1990)

Awarded annually to cover direct expenses associated with productions in Studio Theatre. Established in memory of Jean Bloomquist McBath, class of 1958, by her parents, Paul W. '32 and Mildred Bloomquist.

John Hofsas Prize in Dance (1997)

Awarded to a junior or senior student deemed by the faculty to have given the most outstanding dance performance of the year, either in a public performance or in a dance performance class. Established by Daniel R. and Carol Klimick Cyganowski, in memory of their friend and fellow Knox alumnus John Hofsas, class of 1970.

**Awards and Prizes
For Athletic Achievement**

Men or Women

John W. Hilding Prize (1964)

Awarded to a senior athlete, chosen by coaches and team captains, whose career in varsity sports at Knox is outstanding. Established by Mabel Anderson Adams, class of 1908, in memory of her first husband, class of 1907.

David Agar Athletic Service Award (1980)

Awarded annually to the person making the most significant contribution to Knox athletics in a non-competitive capacity. Established by gifts from family and friends in memory of David Agar, son of Woodbury S. Agar, class of 1956, and Kathryn Berg Agar, class of 1957.

Jeff Sandburg Mental Toughness Award (1995)

Awarded to the senior athlete who is judged to have dealt most effectively with adversity during his or her Knox career. Chosen by a vote of the full-time coaching staff and the Director of Alumni Programs. Established by gifts from family and friends in honor of Jeff Sandburg, class of 1964.

Men

Hunter Trophy (1920)

Awarded to the two-letter male athlete making the highest scholastic average during the junior year. Established by Dr. George W. Hunter, Professor of Biology 1920-26.

Cleave Bridgman Trophy (1970)

Awarded in the spring to the outstanding performer in individual sports at Knox. Established by the Knox chapter of Tau Kappa Epsilon in memory of Cleave Bridgman, class of 1968.

Dean Trevor Memorial Award (1973)

Medallion awarded to a senior demonstrating competitive excellence, integrity, honesty, and commitment to scholarship as well as competition. Established by the Knox chapter of Phi Delta Theta in memory of Dean S. Trevor, class of 1926, Knox faculty 1926-69.

Don C. M. Bracker Memorial (1974)

Awarded to the Knox senior voted most valuable to his team by the basketball squad. Established by a gift from Emil M. D. Bracker in memory of his son, class of 1944.

Women

Evelyn Bielefeldt Award (1976)

Awarded to the senior with the most outstanding career in intercollegiate athletics. Established by Mortar Board in honor of Miss Bielefeldt, Knox faculty 1932-69.

Moller Cup (1976)

Awarded to the two-letter athlete making the highest scholastic average during the junior year. Established by Dale Litney, class of 1966, in memory of Glenn Moller, Jr., class of 1968.

Michel Loomis Award (1980)

Awarded by the coaching staff to commemorate the special contributions made by Michel Thompson Loomis during her tenure as a member of the Knox faculty. It is given annually to the outstanding performer in individual sports at Knox.

Dean S. Trevor Award For Women (1980)

Medallion awarded to a senior demonstrating competitive excellence, integrity, honesty, and commitment to scholarship as well as competition. Presented by Delta Delta Delta Sorority.

**Awards and Prizes For Special
Accomplishments**

Pearl Harris Award (1937)

Awarded to a junior woman who has made the greatest contribution as a campus citizen to the life of the College. Given annually by Chapter W, P.E.O., to memorialize Miss Harris, class of 1896.

**Arvid Pierre Zetterberg, Jr. Prizes
(1945 and 1976)**

Awarded to the sophomore man and woman showing an interest in sports and deemed most outstanding in character and leadership during the freshman year. Established by Arvid P. Zetterberg, class of 1905, and Winifred Ingersoll Zetterberg, class of 1912, in memory of their son.

Outstanding Senior Award (1952)

Awarded to the senior who has inspired others through effective leadership given to the community through generous service, and upheld intellectual standards through example. The Fund was originally established by the Knox Association of Women Students as the Senior Woman's Award and is currently administered by Mortar Board.

Ray M. Arnold Prize (1957)

Awarded to a member of Xi Chapter of Beta Theta Pi who gives promise of being of greatest value to his fellow men, selected by senior members of the fraternity. Established by bequest of Ray M. Arnold, class of 1902.

James and Helen Huntington Johnston Prize (1964)

Awarded to a sophomore woman cited for character and scholarship during the freshman year. Established by Leslie J. Johnston, class of 1903, to memorialize his mother, Knox 1866-67, and father.

Dean Deborah Wing Award (1980)

Plaque awarded each year by Mortar Board to the senior woman whose achievements in scholastic, campus and community activities, and endeavors toward life goals, command respect so as to advance the status of women in the Knox community. Established to honor Deborah Wing, Dean of Women 1958-80.

Philip Haring and John Houston Award (1984)

Awarded to a graduating senior who has contributed the most to promoting international understanding on the campus. Established by the International Club in honor of Philip S. Haring, Knox faculty 1954-81, and John A. Houston, Knox faculty 1954-80.

David R. Arnold Award (1986)

Awarded annually to a student doing an independent research project that supports or enhances the research of a faculty member. The award rotates each year among the divisions of the College. Established by David R. Arnold, class of 1937.

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 and Ford Fellowship projects. Established by William H. Fern, class of 1950, to honor his fellow classmates.

Donald L. Benedict Student Research Fund Award (1999, Revised 2005)

Awarded to a student pursuing independent academic research. Rotates each year between the physics and mathematics departments. Established in memory of Donald L. Benedict, class of 1938, by his widow, Helen H. Benedict, and his family.

Max Schwartzman Labor Prize (2001)

Awarded to a student who best exemplifies a commitment to working people. Must show a submission of a published newspaper article or op-ed piece, a record of a public performance, or a record of leadership in a non-violent demonstration that focus attention on the history of the labor movement and/or the continued struggles for workers' rights. Established by Associate Professor Peter Schwartzman in memory of his grandfather.

Frank & Ruth Schmitt Student Research Award (2004)

Awarded annually to a junior or senior student(s) pursuing independent research in biology, chemistry, or biochemistry. Established by Steven J. Phillips '71 in honor of his aunt and uncle.

Glenn M. Nagel Undergraduate Research Fund Awards in Chemistry and Biochemistry (2003)

Provides annual awards to support undergraduate student research in chemistry

Awards and Prizes

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.

Baker-Velde Student Research Fund (2008)

Awarded to a junior or senior pursuing independent academic research in the disciplines of biology, chemistry, biochemistry, physics, computer science, psychology, neuroscience, environmental science or mathematics.

Established by William H. Baker, class of 1958, and Ann Velde Baker, class of 1960, in honor of their fathers, William Jesse Baker, M.D., class of 1917, and Richard William Velde, class of 1929.

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 B.F.A., University of Kansas, 1981;
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 Knox College 1995-

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 B.A., University of Oregon, 1982;
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Lecturer in Computer Science, Associate Director of the Computer Center
B.S., Bradley University, 1985.

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Lecturer in English, Director, Center for Teaching and Learning
B.A., Purdue University, 1983; M.A., Purdue University, 1985; Ph.D., University of Denver, 1990.

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Lecturer in Gender and Women's Studies
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Lecturer in Psychology
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Advisor, *The Knox Student*
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Lecturer in Music
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Lecturer in Theatre
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Lecturer in Journalism
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Lecturer in Theatre, Designer, Supervisor Costume Shop
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Lecturer in Anthropology/Sociology
B.A., Roosevelt University, 1966; M.A., Roosevelt University, 1969; M.A., University of Chicago, 1997.

Associates in Applied Music

Julia Andrews, piano

Amber Clark, classical piano, organ and harpsichord

Denise Cooksey, flute

Andy Crawford, jazz band

Jake Dillion, jazz guitar,

jazz percussion

Millie Dowling, viola

Mark Elliott, voice

Greg Etzel, piano

Laurel Filzen Etzel, band director

Sharon Faust, oboe

Sherrill Filzen, French horn

Garold Fowler, bass

Daniel Godsil, piano

Mary Harlan, piano

Kevin Hart, percussion, jazz percussion and jazz piano

Justin Haynes, saxophone and jazz saxophone

David Hoffman, jazz trumpet and jazz ensemble

Steve Jackson, double bass

Carolyn Kellert, music education

Anne Lyle, bassoon

Ashlee Mack, piano

Kevin Malley, saxophone and jazz saxophone

Jill Marasa, clarinet

Semenya McCord, jazz voice

John Miller, jazz guitar

Sarah Moran, voice

John Mindeman, trombone

Dean Petrie, tuba and euphonium

Randy Pobanz, classical guitar

Louise Polay, violin

Brian Zeglis, percussion

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Career & Pre-Professional
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A.A., Ambassador College; B.A.,
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Vicki Trant

Information Coordinator

Penny Young

Billing and Collection Coordinator

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Purchasing Agent
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University-Carbondale

Virgi Cox

Bookstore Assistant

Roxanne Ronk

Benefits Coordinator

Marcy Simkins

Wellness Coordinator
B.S., Augustana College

Sherry Steller

Coordinator, Purchasing

Neill Unger

Supervisor Postal Services

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Director of Human Resources and
Affirmative Action Officer
B.A., University of Illinois

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Director of Facilities Services

Bradley Gregory

Director of Building Services

Dan Marty

Director of Maintenance

John Steller

Director of Grounds

Dennis Bailey

General Maintenance Worker

Michael Bailey

Custodian

Larry Beller

Custodian/Grounds

Cathleen Brush

Custodian

Terry Clewell

Painter

Derrick Coleman

Custodian

Eric Culver

Custodian

Perry Darrah

Custodian

David Doney

Custodian

Clyde Droke

Grounds Worker
A.A., Carl Sandburg College; B.S.,
Bradley University

Rodney Eiker

Plant Operator

Karen Ford-Kelly

Custodian

Christine Fowler

Custodian

Thomas Griffith

Carpenter Foreman

Timothy Guerrero

Custodian

Robert Hall

Custodian

Laurene Harvey

Custodian

Sherman Kelley

Heating Plant Foreman

Bonita Lee

Service Request Coordinator

Kimberly Lipsky

Custodial Foreman

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Electrician

Greg Lybarger

General Maintenance Worker

Gary Pence

Custodian

Patrick Pendergast

General Maintenance Worker

Curtis Phillips

Custodian/Grounds

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B.A., Western Illinois University

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Custodian

Arnold J. Salsman

Custodial Foreman

Marie Scalf

Custodian

Dan Schisler

Custodian

David B. Smith

General Maintenance Worker

Joann Soper

Custodian

Barb Stevenson

Custodian

Mark Totten

Plumber

Gregory Washabaugh

Custodian

Douglas Wessels

Custodian

Linda Wood

Housekeeper, Ingersoll House

Carole Woods

Custodian

- Dining Services

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Director of Dining Services
B.A., Bad Gleichenberg, Austria

Edwin Anderson

Storeroom Clerk

Denise Betts

Dining Service Worker

Trudy Bizarri

Supervisor

Laurie Bush

Snack Bar Worker

David Cherrington

Food Service Worker

Bridget Crouch

Cook

Kelly Danielson

Snack Bar Worker

Cinda Downin

Dining Services Worker

Kathy Dunemann

Baker

Jo Ann Gibbons

Supervisor

Janice Gluba

Supervisor

Connie Godfrey

Dining Services Worker

Brian Hale

Lead Cook

Bobbi Helander

Manager, Convenience Store

Keith Jackson

Dining Services Worker

Charlotte Johnson

Supervisor

D. Mark Johnson

Cook

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Assistant Director of Dining and
Campus Card Services

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Dining Services Worker

Michelle Lumberry

Dining Services Worker

Rodolfo Martinez

Cook, Dining Services

Linda McCormack

Lead Snack Bar Worker

Marla McGinn

Dining Services Worker

Danette McKillip

Catering Manager

Melissa Messenger

Snack Bar Worker

Angela Morss-Miles

Office & Card Service Coordinator

Debra Oelberg

Snack Bar Worker

Donna Reische

Secretary

Rosaria Rodriguez

Dining Services Worker

Tina Rutherford

Dining Services Worker

Denise Sportsman

Food Services Worker

Jill Thompson

Dining Services Worker

Susan Williams

Dining Services Worker

Henry Wooten

Dining Services Worker

- Campus Safety

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Director, Campus Safety
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Mack Glass

Assistant Director, Campus Safety
B.A., Western Illinois University

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Safety Officer

Nathan Kemp

Safety Officer

Raul Martinez

Safety Officer
A.S., Carl Sandburg College

Kevin McCoy

Safety Officer

Edward Ordaz

Safety Officer

David Rayborn

Safety Officer

Tim Sandrock

Safety Officer

Stanley Simonson

Safety Officer

William Struck

Safety Officer
A.A., Central Texas College

Brent Zhorne

Safety Officer
B.S., University of Wisconsin;
M.B.A., Western Illinois University

**Alumni Association
Officers (2010-11)**

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Chicago, IL

**Joyce M. Hertko '82, Vice
Chair**
Indianapolis, IN

Louise Bost Wolf '59, Secretary
Knoxville, IL

**Eric C. Wilson '84, Immediate
Past Chair**
Leawood, KS

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Director of Alumni Programs
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cbrown@knox.edu

Alumni Council

Atlanta Knox Club
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Atlanta, GA

Black Alumni Association
Bernard McCune '88
Chicago, IL

Central Illinois Knox Club
Karen Lutgens MacKenzie '95
Dunlap, IL

Chicago Knox Club
Jean O. Anderson '87
Chicago, IL

Colorado Knox Club
Ann Feldman Perille '76
Englewood, CO

Fifty Year Club
Letitia Luther Schactner '58
Galesburg, IL

Galesburg Knox Club
Laurence S. Chadwick '53
Galesburg, IL

Kansas City Knox Club
Valerie J. Blevins '86
Shawnee Mission, KS

Knox Business Club
Benjamin L. Van Vlerah '98
Naperville, IL

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Committee Chair**
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Buffalo Grove, IL

Milwaukee Knox Club
John Heyer '68
Cedarburg, WI

**Old Siwash/Prairie Fire
Athletic Club**
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Chicago, IL

Puget Sound Knox Club
Douglas J. Hill '77
Tacoma, WA

St. Louis Knox Club
David '98 and Sarah Atkinson
Custis '98
St. Louis, MO

Twin Cities Knox Club
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Saint Paul, MN

Washington D.C. Knox Club
Kerry L. Adams '72
Fairfax, VA

Knox Ambassador President
Timothy Schmeling '11
Rockford, IL

Senior Class President
Zach Kahn '11
Silver Spring, MD

At Large Members
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Lake Bluff, IL

Vickie Reglin Anderson '93
Bloomington, IN

Susan B. Arjmand '83
Chicago, IL

Bonnie J. Berbach '63
Wilmette, IL

Kathryn Dix Biallas '96
Phoenix, AZ

Adam M. Cox '02
Kenosha, WI

Catherine Horan Flint '86
Jacksonville, FL

Casey W. Gatz '06
Springfield, OR

Elizabeth V. Grana '06

St. Louis, MO

Justin E. Hoye '01

Nevada, MO

David '70 and Judith Waggoner

Lambert '71

Palatine, IL

Anthony E. Liberta '55

Normal, IL

Delmar R. "Trey"

Morrison III '96

North Aurora, IL

Susan Kamp Norman '70

Freeport, IL

Caroline Andrews Porter '58

Galesburg, IL

John V. Sauter '63

Reston, VA

John T. "Jack" Shaw '79

Washington, DC

Steven '66 and Jo Strehle

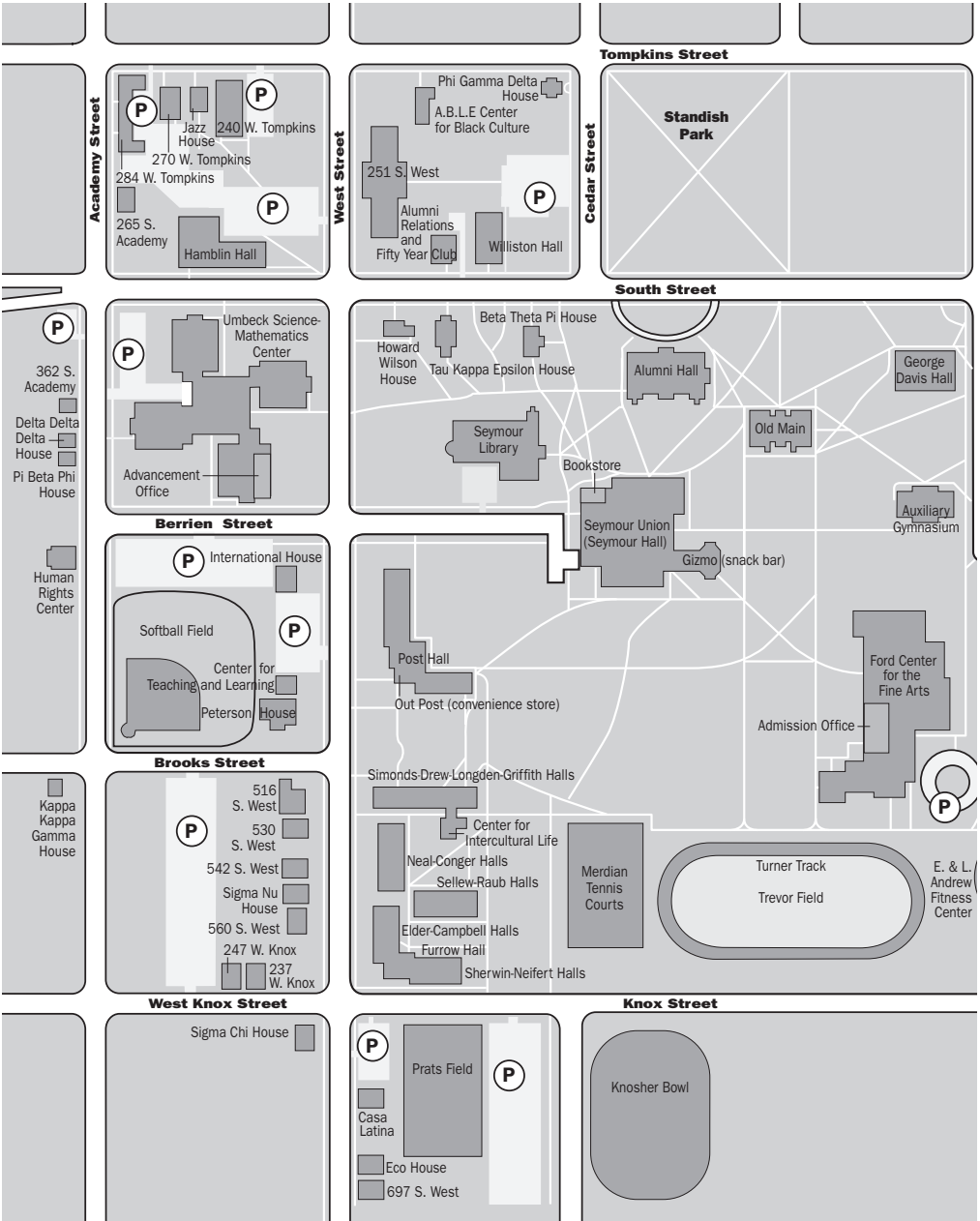
Sommers '66

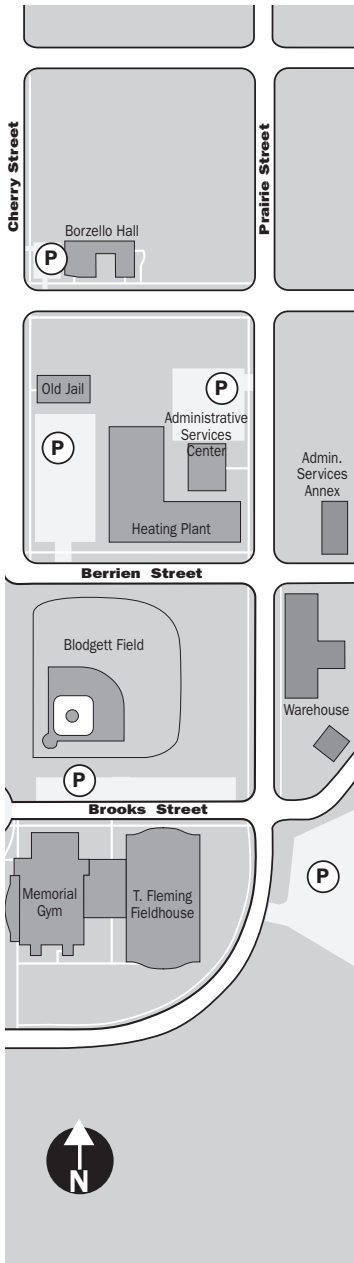
Oak Park, IL

Christine Eik Winick '73

Galesburg, IL

Campus Map





Department and Office Locations

Administrative Services.....Administrative Services Center
 Admission.....Ford Center for the Fine Arts
 Advancement Office.....Umbeck Science-Mathematics Center
 Alumni Relations.....Fifty Year Club Bungalow
 American Studies.....Old Main
 Anthropology and Sociology.....George Davis Hall
 Art.....Ford Center for the Fine Arts
 Asian Studies.....Old Jail
 Association for Black Culture Centers.....Memorial Gym
 Audio Visual Services.....Umbeck-Science Mathematics Center
 Biochemistry.....Umbeck Science-Mathematics Center
 Biology.....Umbeck Science-Mathematics Center
 Black Studies.....Memorial Gymnasium
 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:

Center for Career and
 Preprofessional Development.....362 S. Academy
 Center for Community Service.....362 S. Academy
 Stellyes Center for Global Studies.....Old Jail
 Center for Intercultural Life.....523 S. West (The Cottage)
 Center for Research and Advanced Studies.....Old Main
 Center for Teaching and Learning.....466 S. West
 Chemistry.....Umbeck Science-Mathematics Center
 Classics.....George Davis Hall
 Computer Center.....Umbeck Science Mathematics Center
 Computer Science.....Umbeck Science-Mathematics Center
 Counseling Service.....175 W. Knox St.
 Dean of the College.....Old Main
 Dean of Students.....Old Main
 Dining Services.....Lyman K. Seymour Hall
 Convenience Store.....Post Hall
 Economics.....George Davis Hall
 Educational Studies.....George Davis Hall
 English.....Old Main
 Environmental Studies.....Umbeck Science-Mathematics Center
 Facilities Services.....Administrative Services Center
 Film Studies.....Old Main
 Financial Aid.....Ford Center for the Fine Arts
 Gender and Women's Studies.....Memorial Gym
 Health Services.....175 W. Knox St.
 History.....Old Main
 Human Resources.....Administrative Services Center
 Insurance Office.....Administrative Services Center
 Institutional Research
 and Assessment.....Umbeck Science-Mathematics Center

(continued)

Campus Map

Instructional Technology

Support	Umbeck Science-Mathematics Center
Integrated International Studies	Old Jail
Journalism	Borzello Hall
Knox-Galesburg Symphony	Ford Center for the Fine Arts
Latin American Studies	George Davis Hall
Lincoln Studies Center	Old Main
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 and International Relations	George Davis Hall
Postal and Stenographic Services	Lyman K. Seymour Hall
President's Office	Old Main
Psychology	Umbeck Science-Mathematics Center
Public Relations	Borzello Hall
Purchasing	Administrative Services Annex
Registrar's Office	Umbeck Science-Mathematics Center
Religious Studies	Old Main
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
Telecommunications	Umbeck-Science Mathematics Center
Theatre and Dance	Ford Center for the Fine Arts
Treasurer's Office	Old Main
TRIO Achievement Program (TAP)	466 S. West
WVKC Radio Station	George Davis Hall

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Academic Calendar

Fall Term 2010

September 4, Saturday

New students arrive. Residence halls open at 10:00 a.m. Board begins with lunch for new students.

September 4-9, Saturday-Thursday

New student orientation, New student enrollment Tuesday.

September 8, Wednesday

Residence halls open for returning students at noon. Board for returning students begins with supper.

September 8-16, Wednesday-Thursday

Registration check-in

September 10, Friday, 8:00 a.m.

Classes begin.
Opening Convocation 11:00 a.m.

September 16, Thursday

Last day to add or drop a class

September 30, Thursday

Last day to declare a class elective S/U

October 9-10, Saturday-Sunday

Family Weekend

October 11, Monday

Admission Fall Open House I

October 18-October 29, Monday-Friday

Pre-enrollment for Winter Term 2011

October 23, Saturday

Homecoming

November 4, Thursday

Last day to withdraw from a class without approval of the Academic Standing Committee

November 12, Friday

Admission Fall Open House II

November 19, Friday, 5:00 p.m.

Classes end

November 20, Saturday

Reading Day

November 21-23, Sunday-Tuesday

Final examination period

November 24, Wednesday

Winter vacation begins. Board ends with breakfast. Residence halls close at noon.

Winter Term 2011

January 2, Sunday

Residence halls open 10:00 a.m. Board begins with supper.

January 3, Monday

Classes begin

January 2-7, Sunday-Friday

Registration check-in

January 7, Friday

Last day to add or drop a class

January 17, Monday

Admission Winter Open House

January 21, Friday

Last day to declare a class elective S/U

February 7-18, Monday-Friday

Pre-enrollment for Spring Term 2011

February 25, Friday

Last day to withdraw from a class without approval of the Academic Standing Committee

March 8, Tuesday, 5:00 p.m.

Classes end

March 9, Wednesday

Reading Day

March 10-12, Thursday-Saturday

Final examination period

March 13, Sunday

Spring vacation begins. Residence halls close Sunday at noon. Board ends with breakfast.

Spring Term 2011

March 22, Tuesday

Residence halls open 10:00 a.m.

Board begins with supper.

March 22-29, Tuesday-Tuesday

Registration check-in

March 23, Wednesday

Classes begin

March 29, Tuesday

Last day to add or drop a class

April 8, Friday

Admission Admitted Student Day I

April 12, Tuesday

Last day to declare a class elective S/U

April 15, Friday

Admission Admitted Student Day II

April 25-May 6, Monday-Friday

Pre-enrollment for Fall Term 2011

May 17, Tuesday

Last day to withdraw from a class without approval of the Academic Standing Committee

May 27, Friday, 5:00 p.m.

Classes end

May 28, Saturday

Reading Day

May 29-31, Sunday-Tuesday

Final examination period

June 1, Wednesday

Residence halls close 5:00 p.m., and board ends with lunch except for seniors and those with permission from the Dean of Students.

Senior grades due.

June 4, Saturday

Commencement

June 5, Sunday

Residence halls close 1:00 p.m. No meals served.