

A close-up photograph of a squirrel with dark brown and tan fur, perched on a tree branch. The squirrel is looking directly at the camera with its front paws resting on the bark. The background is filled with out-of-focus green leaves and branches, creating a natural, forest-like setting.

# **KNOX COLLEGE**

**2013-2014 CATALOG**

# Knox College

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- 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.
- Ranked among the nation's top 100 liberal arts college values by *Kiplinger's Personal Finance* and a "Best Buy in College Education" according to *Barron's*.
- In the top 25 most international liberal arts colleges and in the top 50 for ethnic diversity, as ranked by the *U.S. News & World Report's* 2012 Best Colleges.
- In the top 10% for baccalaureate institutions for graduates earning doctoral degrees in mathematics, computer science, and the physical sciences, according to data gathered by the National Science Foundation.
- More than \$250,000 awarded annually in grants to support student undergraduate research and creative projects.
- A national leader in the placement of Fulbright scholarships and fellows, according to the *Chronicle of Higher Education*.
- Ranked 11th in the nation among liberal arts colleges in the *Washington Monthly* 2012 college rankings, which ranks schools based on their "contribution to the public good."
- Named to the President's Higher Education Community Service Honor Roll in recognition of community service, service learning, and civic engagement in four of the last five years.
- Six-time winner of the nation's best college literary magazine award for Knox's *Catch*.

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## About This Catalog

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# KNOX COLLEGE

2013-2014 Catalog

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Photo by Steve Woit — Cover photo by John Williams '12

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# Statement of Mission

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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

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*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 176 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.

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## **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, 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.

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## **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.

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## **Learning Responsibility**

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

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

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

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.

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## **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.

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## **The Diversity and Energy of Student Life**

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

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

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

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

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

The College also has excellent facilities for athletics and recreation. Recently renovated **Memorial Gymnasium** is an outstanding 1000-seat hardwood gymnasium for varsity basketball and volleyball, a swimming pool, weight and Nautilus facilities, as well as exercise and practice rooms. The campus contains six outdoor tennis courts, five playing fields, and a new outdoor track for recreation and intercollegiate competition in soccer, softball, baseball, tennis and track. In addition, the **T. Fleming Fieldhouse** houses a 200-meter, six-lane running track and additional courts for tennis, volleyball and basketball. The **E. & L. Andrew Fitness Center** (2006), the **Turner Track at Trevor Field** (2007), and the recently 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.

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## **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); Carnegie-Mellon University (public policy); Emory University (psychology); 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.

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## **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

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The Knox campus is home for the 1,400 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 found relaxing at the mall, in downtown shops, at the farmers' market, working on community gardens, at the city's many varied restaurants or at the movies, the symphony, the civic theatre, or traveling bike routes to nearby Lake Storey.

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## 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.

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## 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 campus housing is arranged by suites, with a group of student rooms opening onto a common living area. 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 and Eco 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 Hard Knox Cafe has won the Golden Beet Award and has been featured on a television series for offering local, vegan and vegetarian entrees, and gluten-free options. The Gizmo snack bar is a popular gathering place for students and faculty. The Out Post is a convenience store centrally located in the lobby of Post Residence Hall. The Out Post offers a wide variety of bottled beverages, candy and snack items, dairy products, frozen entrées, grab-n-go foods, toiletries, and over the counter medicines.

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## The Active Examined Life

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

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

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

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

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

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

Students interested in sports and physical recreation have many outlets for their talents and energies. Varsity intercollegiate competition is organized through the NCAA Division III **Midwest Conference**, in which Knox fields a total of 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.

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

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

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## **How “Diversity in an Inclusive Community” Works**

Campus diversity is an important part of what makes Knox distinctive among liberal arts colleges, and both students and faculty are rightly proud of it. This remarkable diversity is sustained by many different kinds of groups and networks of support. Some bring students of different backgrounds together, in the classroom, in the residential suites, on the playing field, on stage and, 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; 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.

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## **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.

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## Knox and the Outside World

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

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

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

Galesburg and Knox County are rich in Midwestern history and modern amenities. Birthplace of Carl Sandburg, perhaps the nation's best-known poet, Galesburg is a city of stately mansions and modest homes, refined restaurants and fast-food joints, the historic Orpheum Theater and a multiplex movie theatre. In short, it remains as Sandburg once described it, "a piece of the American republic." The 19th, 20th, and 21st centuries co-exist in Galesburg—on the one side, brick streets, wonderful Victorian houses, lovingly restored shops on Seminary Street and the 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*.

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## Student Organizations

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

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

Several student organizations promote campus awareness of **social, political and environmental issues**—local, national, and international. Among these are the Latin American Concerns Committee, the Model United Nations Club, 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, and Sigma Nu) maintain their own residential houses. A sixth, Gentlemen of Quality, has organized as a local fraternity. There are four national sororities (Alpha Sigma Alpha, Delta Delta Delta, Pi Beta Phi, and Kappa Kappa Gamma). The campus Greek organizations comprise about 30 percent of Knox students and sponsor many social, community service and philanthropic events throughout the year. The Interfraternity Council is the governing body of the fraternities on campus; Panhellenic Council governs the sororities.

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## Support Services

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

Each Knox student has 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 **Bastian 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 **Kleine Center for Community Service** helps to coordinate volunteer and service opportunities that fit well with the College's theme of connecting knowledge with experience.

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. Students receive basic care from the on-campus **Student Health Center**. This Center ensures that all students have access to a medical practitioner for basic health care



needs. Students are not required to use the Student Health Center and may arrange for health care services from other providers at their own expense.

It is the College's policy to meet the requirements of the applicable laws and regulations concerning disabilities. Any request for accommodation should be submitted to the Center for Teaching and Learning

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## **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

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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).

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## 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 several faculty members. Cases of dishonesty in academic matters are referred to the Honor Board, whose obligation it is to investigate all cases of alleged violation of the Honor System, to determine guilt or innocence, and to specify penalties.

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

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## 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 Foundation course in each of four broad areas of 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).

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, 112, 113, 114, 115, 116,

117, 118, 119, 163, 214, 262, 314

Dance: 132, 145, 152

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

Environmental Studies: 284

Interdisciplinary: 319\*

Journalism: 118, 119, 206

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

Theatre: 121, 131, 209, 224, 233, 271

\* on approval of program director

#### History and Social Science (HSS)

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

American Studies: 233, 259, 260

Anthropology and Sociology: 102, 103, 123, 201, 205, 215, 228, 231, 233, 236, 241, 265, 270

Asian Studies: 236

Business: 280

Classics: 104

Economics: 110, 120, 205

Educational Studies: 201

Environmental Studies: 231

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

History: 104, 105, 106, 107, 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

Integrated International Studies: 100

Interdisciplinary: 312

Journalism: 123, 305

## The Academic Program

Latin American Studies: 121, 122, 227, 263, 314, 326  
Political Science: 101, 122, 210, 220, 227, 240, 241, 245, 260, 275, 305, 314, 315, 321, 326, 341, 342  
Religious Studies: 101, 113, 260, 271

### Humanities (HUM)

Africana Studies: 206, 210, 220, 231, 233, 234, 235, 285  
American Studies: 307, 325  
Art and Art History: 105, 106, 202, 221, 222, 223, 224, 225, 226, 231, 232, 246, 342  
Classics: 200, 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  
Film: 124, 363  
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: 200, 201

Interdisciplinary: 319\*  
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  
Religious Studies: 153  
Spanish: 235, 307E, 308E, 325E, 330E  
Theatre: 151, 251, 310A, 351, 352, 353, 381, 382  
*\* 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, 147  
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 grade point 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-intensive (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:

Africana Studies: 336, 383, 390	French: 211, 399
American Studies: 261, 390	Gender and Women's Studies: 227, 312, 333, 373, 383
Anthropology and Sociology: 220, 330, 399	German: 320
Art and Art History: 221, 222, 224, 225, 226, 246, 261, 342	History: 202, 320, 321, 338, 339, 340, 345, 359, 361, 363, 366, 371, 373, 380, 381, 385
Asian Studies: 340, 399	Interdisciplinary: 312, 336
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
Center for Teaching and Learning: 275	Mathematics: 300, 321, 331, 341
Chemistry: 212, 215	Music: 322, 324
Classics: 100, 201, Greek 310-318, Latin 310-318	Neuroscience: 399
Computer Science: 127, 292, 322	Philosophy: 215, 399
Economics: 303	Physics: 241
Educational Studies: 202, 203, 310	Political Science and International Relations: 227, 245, 314, 315, 317, 320, 326, 333, 342, 362, 363
English Literature and Creative Writing: 120, 123, 206, 207, 208, 270, 275, 306, 307, 308, 311, 330, 335, 336, 342, 343, 344, 345, 347, 352, 370, 371, 375, 376, 383, 398	Psychology: 268, 361, 365, 368
Environmental Studies: 241, 242, 243, 399	Religious Studies: 268, 371, 399
	Spanish: 302, 399
	Theatre: 151, 352, 383

#### 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:

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

## 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: 203

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, 231, 232, 331

### 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, or passing the COMPASS exam with a score concordant with this level
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 PHYS 161

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

Information Technology Services 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 Information Technology Services 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 request to use that proficiency to meet the requirement by contacting the Associate Dean of the College.

## Understanding Diversity

All students should acquire an understanding of diversity by completing at least two diversity courses designated by the faculty. Courses 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:

Africana Studies: 101, 205, 206, 207, 210, 227, 228, 231, 233, 235, 254, 263, 264, 278, 285, 336, 366, 383	German: 332
American Studies: 227, 259, 260, 307, 325	History: 113, 121, 133, 227, 228, 259, 263, 264, 281, 366, 371, 373B
Anthropology and Sociology: 102, 105, 201, 205, 231, 236, 241, 261, 270, 280, 281	Interdisciplinary: 312, 319, 336
Art and Art History: 221, 231	Latin American Studies: 121, 221, 222, 227, 238, 263
Asian Studies: 236	Music: 210, 230, 254, 260, 262, 262A
Business: 340	Philosophy: 285
Educational Studies: 201, 301	Political Science: 122, 125, 220, 227, 241, 260, 265, 268, 311, 333
English: 221, 233, 235, 242, 245, 347, 353, 383	Psychology: 269, 278
Environmental Studies: 228, 231	Preceptorial: 115, 121, 125
Film: 227	Religious Studies: 113, 221, 260, 265, 371
Gender and Women's Studies: 101, 206, 207, 221, 227, 228, 235, 238, 278, 312, 325, 332, 333, 373B, 383	Spanish: 307, 307E
	Theatre: 353, 383

## 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. This 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

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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
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 (Africana Studies, American Studies, Asian Studies, Biochemistry, Gender and Women's Studies, Integrated International Studies, Neuroscience) and interdisciplinary minors (Africana Studies, Business and Management, Film Studies, Gender and Women's Studies, Journalism, Latin American Studies, Neuroscience, Religious Studies, Social Service).

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## 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:

*Prereq:* prerequisites.

*CL:* cross listing

*QL:* course satisfies Quantitative Literacy Key Competency requirement

*DV:* course satisfies Understanding Diversity Key Competency requirement

*W:* course satisfies Writing Key Competency requirement

*O:* course satisfies Oral Presentation Key Competency requirement

*ARTS* satisfies Arts Foundation 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, 2013. Not all courses are offered every year. A schedule of course offerings is published prior to each term with the course pre-enrollment materials.

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

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

# Africana Studies

## Major and Minor

### Special Facilities

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

### Recent Off-Campus Programs

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

### Related Co-Curricular Activities

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

### Community, Regional and National Affiliations

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

### Program Committee

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

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

Majors in Africana Studies may also take advantage of opportunities for off-campus study through Knox's Program in Buenos Aires, the ACM Chicago 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* - AFST 383 and 390 serve as writing intensive courses for majors under the conditions outlined in the course description.
- *Speaking Key Competency* - AFST 254 and AFST 392 serve as speaking intensive courses for majors under the conditions outlined in the course descriptions.
- *Information Literacy and Informed Use of Technology* - The Africana 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.

### Departmental Learning Goals

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

1. Describe and interrogate the history and culture of African Americans.
2. Describe and interrogate historical and social contexts of contemporary African and Caribbean life.
3. Identify different disciplinary approaches of Africana Studies and the ways in which these approaches are synergistic. Infer consequent interdisciplinary and transdisciplinary potential approaches.
4. Articulate changes in their own perspectives and the perspectives of others with regard to major issues in Africana Studies as a function of knowledge and understanding.
5. Identify and critique their own paternalism as it relates to their understanding and practicing of norms.
6. Identify their own disciplinary lenses and frameworks, their strengths and weaknesses, and their influences on interpretations and conclusions regarding Africana experiences.
7. Articulate the roles of power, social justice, and activism, and their inter-relationships as ways to engage in the real world.

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### Requirements for the major

10 credits in the program as follows:

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

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### Requirements for the minor

5 credits in the program as follows:

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

The choice of a project is made in consultation with the Chair of Africana Studies.

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### Courses

#### AFST 101 Introduction to Africana Studies

An interdisciplinary broad survey of the experience of people of African descent. Although focus is on the African American facet, the African and Black Caribbean experiences are examined, especially where they connect with the African

American dimension. Disciplines explored include history, religion, sociology, political science, economics, art, music, literature, and psychology. *HSS; DV; F. Hord*

**AFST 145 Introduction to African Studies**

An interdisciplinary introduction to African history and culture, with consideration given to the philosophies, religions, politics, economics, social life, education, and the arts of African peoples. Beginning with African classical civilization, the course explores the early African presence in Asia, Europe, and the Americas, traditional African philosophies and religions, the impact of Islamic and European slavery, the experiences of colonialism, neo-colonialism and apartheid, and the ideas of twentieth-century leaders. We also explore the major problems of contemporary African development. Alternate years. *HSS; CL: HIST 145; F. Hord*

**AFST 205 Race and Ethnic Relations**

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

**AFST 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: GWST 206; DV; M. Roy-Féquièrè*

**AFST 207 Black Women in the  
Civil Rights Movement**

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

**AFST 210 Jazz History**

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

**AFST 215 Black Psychology**

An exploration of the different models—inferiority, deprivation/deficit, multicultural—in psychological research regarding critical issues in the African American experience, such as personality, psychological assessment, education, expressiveness, racism, mental health, counseling, family functioning, and male/female relationships. Using the major contemporary schools of black psychology, the different configurations of the reformist and radical models are analyzed regarding their implications for the self-actualization and mental health of all in a multicultural society. Alternate years. *CL: PSYC 215; F. Hord*

**AFST 220 Francophone African Literature**

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

**AFST 227 The Black Image in American Film**

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

**AFST 228 Environmental Racism**

See description for ENV5 228. *CL: ENV5 228, HIST 228; DV; P. Schwartzman, K. Hamilton*

**AFST 231 African Art History**

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

**AFST 233 African American Literature**

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

**AFST 234 African and Black Caribbean Literature**

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

**AFST 235 African American Women Writers**

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

**AFST 240 Caribbean Literature and Culture**

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

**AFST 254 Music of the African Diaspora**

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

**AFST 260 African Dimensions of the Latin America Experience**

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

**AFST 263 Slavery in the Americas**

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

**AFST 278 Stereotypes and Prejudice**

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: PSYC 278; DV; K. Shaw*

**AFST 285 Black Philosophy**

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

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

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

**AFST 336 Science and Social Construction of Race and Gender**

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

**AFST 366 The American Civil Rights Movement**

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

**AFST 383 Women Playwrights**

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

**AFST 389 Theory and Method**

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

**AFST 390 Research Paper (0)**

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

**AFST 392 Oral Presentation (0)**

Students enroll for AFST 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 Africana Studies, or a process consisting of an oral practice, instructor critique, and public oral presentation of work done for AFST 350, 366, or 399. *O; STAFF*

**AFST 399 Advanced Seminar**

Based on the theory and method studied in AFST 389, students pursue a term-long independent research project. Research is presented to the group during the term and written up as a research paper. A wide range of research projects

is possible, from library or archival research to community action projects. *Prereq: 3 core courses in Africana Studies, 4 Africana Studies electives, AFST 389; or permission of the instructor; F. Hord*



### Program Committee

Konrad Hamilton, *History*, chair

On-Site Director, Buenos Aires program, Fall 2013

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.

### Departmental Learning Goals

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

1. Identify and discuss key concepts in AMST scholarship and methodology: interdisciplinary, multidisciplinary, or trans-disciplinary approaches to AMST; empirical and subjective (including aesthetic and/or experiential) approaches to AMST.
2. Describe and analyze American identity in terms of: political values and institutions; major historical processes and issues; intersections of race, ethnicity, gender, class, and other social categories; cultural practices and values
3. Use AMST academic practices and values in civic or other non-academic applications (e.g. AMST internship; off-campus programs; student activities in political activities, public service, or media) emphasizing the connections between academic knowledge and civic responsibility—fulfilling the Knox College mission statements to “understand and improve ourselves, our society, and our world.”

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### Requirements for the major

10 credits as follows:

- AMST 285: In Search of America
- PS 245: American Political Thought
- Four core courses - one from each of the following categories
  - Political Foundations: PHIL 230, PS 101, PS 362, or PS 363
  - History: AMST 259, AMST 267, HIST 122, HIST 160, HIST 161, HIST 263, HIST 363, or HIST 366
  - Social Structure and Institutions: AFST 101, AMST 272, ANSO 103, ANSO 215, EDUC 201, ENVS 228, GWST 101, or JOUR 323
  - Cultural Identity: AFST 233, AFST 235, AMST 227, AMST 243, AMST 260, AMST 307, ANSO 231, ANSO 233, ART 221, ART 225, ART 226, ENG 231, ENG 232, ENG 335, ENG 336, ENVS 232, GWST 206, GWST 325, MUS 120, PHIL 273, or THTR 384
- Four elective courses, which may be drawn from the core category courses above in any combination
- At least two courses for the major must focus upon a non-white American culture, history, or literature (one of these courses may include the same course being used to satisfy the college Understanding Diversity requirement, as long as it is drawn from one of the four core categories).
- No more than four 100-level courses will count for the major.
- At least three 300-level courses must be taken for the major.
- Two written projects
  - state of the field essay (completed in AMST 285)
  - capstone research project (AMST 390, 0 credit)
- Experiential Learning Activity: Majors will be required to choose and participate in one of the following off-campus programs: Washington Semester; ACM Urban Studies program; ACM Chicago Arts program; an approved internship (e.g. museum, government agency, NGO).
- Oral Presentation (AMST 392, 0 credit)

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## 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.

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## Courses

**AMST 227 The Black Image in American Film**  
See description for HIST 227. *Prereq: sophomore standing or permission of the instructor; CL: AFST 227, FILM 227, HIST 227; DV; 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. *HSS; 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 in the United States**  
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. *HIST 267; Course may be repeated for credit. AMST 267B History of Marriage is DV; 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-Féquière*

#### **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 (WVKC 90.7). *O; STAFF*

# Anthropology and Sociology

## Major and Minor

### Faculty and professional interests

Nancy Eberhardt, chair (on leave Winter-Spring 2014)

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

Lawrence Breitborde (on leave 2013-14)

*Anthropological linguistics, language and identity, sociolinguistics, Africa*

William Hope

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

Gabrielle Raley

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

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*

Joel Estes, *Educational Studies*

Jason Helfer, *Educational Studies*

Frederick Hord, *Africana Studies*

Duane Oldfield, *Political Science*

### Lecturers

Tianna Cervantez

Wendel Hunigan

Anthropology and Sociology provide a comparative framework for interpreting and explaining human social behavior. Although each discipline arose in response to different historical circumstances which 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

### 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 public presentation.

### Recent Student Achievements

Ford Fellowship

Fulbright Fellowship

Haring Houston Award

Howell Atwood Prize

Max Schwartzman Labor Prize

McNair Fellowship

Mikiso Hane Asian Studies Prize

Phi Beta Kappa

### Recent Off-Campus Study Locations

Argentina, Botswana, Chicago,

China, Costa Rica, Denmark,

Egypt, England, Fiji, France,

Holland, India, Jordan, Mali,

Mexico, Poland, Scotland, Spain,

Tanzania, Thailand

### Recent Internships

Alternatives, Inc. of Chicago  
Arab Anti-Discrimination  
Council, Dept. of  
Communication and Outreach  
Chicago Transit Authority  
Court Appointed Special  
Advocates  
Global Intern Trek (Egypt)  
Gordon 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

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 220 and 399 serve as writing-intensive courses 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.

### Departmental Learning Goals

Students completing an Anthropology-Sociology major should:

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

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### Requirements for the major

10 credits in the department, as follows:

- Two introductory 100-level courses
- Area course: ANSO 231, 233, 234, 235 or 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.

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## 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)
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## 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; N. Eberhardt, W. Hope*

### 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; G. Raley*

### 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; STAFF*

### ANSO 123 The Centrality of Media

See description for JOUR 123. *HSS; 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; K. Williams, B. Swanson, J. Estes*

### ANSO 205 Race and Ethnic Relations

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

### ANSO 217 The Sociology of Childhood

This course will examine the intersections of a variety of social, cultural, and historical institutions in which children are embedded. Taking an interdisciplinary approach to the study and analysis of childhood, it will focus on the varied social landscapes children encounter and examine childhood as both a social construct and lived experience. *Prereq: At least one course in ANSO; CL: EDUC 217; STAFF*

**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; STAFF*

**ANSO 220 Reading and Writing in Anthropology and Sociology**

In this seminar, students will continue to develop the ability to read and write as social scientists. In order to be productive researchers, students need to read monographs and journal articles effectively and purposefully, which means that they need to develop a set of strategies for consuming and comprehending these types of academic work. Likewise, students need to be able to develop social scientific arguments, create literature reviews, and report on analytical conclusions. This course will help students continue to develop these skills, so that they can understand other people's research projects and communicate effectively their own. *Prereq: sophomore standing and previous coursework in ANSO or permission of the instructor; W; STAFF*

**ANSO 231 Native America: Identity and Adaptation**

Cultural diversity of North American tribes at the time of contact, adaptive strategies of particular culture areas, intellectual and artistic traditions of native North America, and confrontation of Indian and European cultures are explored. *HSS; 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. *HSS; CL: AMST 233; J. Wagner*

**ANSO 234 Culture and Identity in the Caribbean**

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

**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 237 Music and Culture in the Americas**

This class seeks to understand music making and dance as powerfully affective expressive cultural practices that people invest with social value and meaning. We will study a series of conceptual frameworks as well as basic music terminology for thinking about, listening to, and discussing music in specific cultural contexts. Case studies covered include music making in Cuba; Brazil; indigenous and mestizo musics in Peru; North American old-time country, music of the “folk revival”, and of the civil rights movement, among



other case studies. This class is designed for non-music majors (although music majors are certainly welcome). *Prereq: ANSO 102 or ANSO 261 or by permission; W. Hope*

#### **ANSO 241 Social Movements**

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

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

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

#### **ANSO 260 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 and grammar) is shaped by culture, and communicative styles as culturally-embedded behavior. *HSS; Prereq: a 100-level Anthropology and Sociology course or permission of the instructor; DV; 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; G. Raley*

#### **ANSO 301 Methodologies in Sociology and Anthropology**

An examination of philosophical, theoretical and practical issues that arise when humans attempt to study other humans scientifically. The strengths and weaknesses of a variety of methodological strategies that have been devised by social scientists to deal with these issues are explored. Majors should take this course in the senior year. *Prereq: ANSO 300; 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 321 Microsociology: Explorations into Everyday Life**

Microsociology is the study of the taken-for-granted world of everyday interaction. Proceeding from the assumption that people cannot help but engage in interpretation and meaning making as they move through their daily lives, this course aims to uncover the patterns and structures by which these interpretations are made. We assume

that common sense, group action, and social institutions are “achievements” that must be explained through the study of face-to-face interaction. Topics in this course include the structures of interaction, the production of reality, the self, conversational patterns, and the interactional foundations of social institutions.

*Prereq: Two ANSO courses or permission of the instructor; G. Raley*

### **ANSO 323 Media and Society**

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

### **ANSO 324 Media and Globalization**

See description for JOUR 324. *Prereq: junior standing or permission of the instructor; CL: JOUR 324; STAFF*

### **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; STAFF*

### **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; STAFF*

### **ANSO 341 Anthropology of the Senses**

This course explores a basic premise: sensory perception is as much a cultural act as a physical or biological function. In this class, we will consider a number of scholarly debates and concerns regarding the inter-relations of the senses with historically dynamic human bodily experience. What does it mean to study the senses? What are the possible relationships among physiological capacities; social, political, and economic organizations; and their corresponding relations of power? How might we examine the various ways in which food, drink, art, music, dance, and other corporeal practices are mediated through personal and collective ideologies and practices around the affective and the sensual? *Prereq: Two courses in the department or permission of the instructor; W. Hope*

### **ANSO 398 Research Design**

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

### Recent Graduate Study

School of the Art Institute  
of Chicago  
University of Texas-Austin  
University of Illinois-  
Urbana-Champaign  
University of Illinois-Chicago  
University of Minnesota

### Recent Summer and Off-Campus Programs

Career Discovery Program,  
Harvard Design School  
Lexia Study Abroad, Berlin –  
Architecture and  
Pre-Architecture Programs

### Recent Internships

John Banks Architects, Chicago

## Program Advisor

Gregory Gilbert, *Art and Art History*

Knox College does not offer architecture courses per se, but students wishing to pursue a career in architecture can acquire strong undergraduate liberal arts preparation at Knox. Knox students who apply to architecture schools traditionally have been very well-prepared to develop a competitive portfolio, have been accepted into prestigious programs, and have done well in their subsequent careers.

Students interested in the Pre-Professional Program in Architecture should take as many mathematics and physics classes as possible as a basis for understanding architectural design and engineering principles. All courses in the Art and Art History department are extremely relevant to developing visual literacy, learning creative problem-solving, and building a portfolio. In particular, future architects should learn to draw with great control and be familiar with three-dimensional issues of design and construction. It is also crucial to take courses in art history that survey developments in architectural design and urban planning. It is highly recommended that students in this program complete at least one course in calculus, one course in physics, two courses in art history and four courses in studio art.

Much of the specialized education and training in architecture design skills will have to be acquired by students through off-campus study opportunities. However, the program advisor will mentor and assist students with applying for intensive off-campus architecture programs and courses, which will expose students to fundamentals of mechanical drawing, computer-aided design and model construction. As a further means to prepare students for graduate training in architecture, the program advisor and the Center for Career and Pre-Professional Development will also assist students in applying for architectural internships.

Students interested in this program should contact the program advisor to discuss their plans for architectural study and to select their courses accordingly.

# Art and Art History

## Faculty and professional interests

Mark Holmes, chair (on leave Fall 2013)

*Sculpture, ceramics, drawing*

Angela L. Dieffenbach

*Ceramic sculpture*

Andrea Ferrigno

*Printmaking, drawing, painting*

Tony Gant

*Printmaking, sculpture, site-specific art*

Gregory Gilbert, Director, Program in Art History

*Art history, critical theory*

Michael Godsil

*Photography*

Lynette Lombard

*Drawing, painting*

Tim Stedman

*Design and new media*

## Cooperating faculty from other programs

Stephen Fineberg, *Classics*

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

## Studio Art

The study of art provides a rich and transformative arena to understand and develop creative potential, and for many Knox students, creative work in art is central to their intellectual and personal growth. The goal of the Studio Art curriculum is to develop and activate the material, visual, and intellectual skills that are the foundations of art-making. Courses in drawing, painting, printmaking, design, ceramics, photography, and sculpture provide exposure to the methods, ideas, and visual languages of contemporary idioms and historical traditions of art-making. Through creative exploration and critical analysis, students expand and activate their knowledge. Visits to galleries and museums are part of every course, and allow students to deepen their understanding through first-hand analysis of significant works of 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  
The "Box"- off-campus gallery  
Individual studio spaces for advanced students

### Special Programs

- Open Studio, an immersive capstone experience for senior studio majors.
- Team taught inter-media advanced courses allow students to pursue interests outside and across traditional artistic categories.
- Knox in New York, an intensive travel course exploring the art, artists, and institutions of New York City.
- The Box hosts exhibits of student and guest artists, and provides space for large, site-specific, and community-based projects.
- Annually for a full term, an Artist in Residence works closely with students while they are also producing their own work resulting in an exhibit.

### 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**

Alfred University  
American University  
Boston University  
Cranbrook Academy of Art  
Maryland Institute College of Art  
Mills College  
New York Studio School  
Otis College of Art and Design  
Parson the New School of Design  
Rhode Island School of Design  
The School of the  
Art Institute of Chicago  
Tyler School of Art  
University of Illinois at Chicago  
Northern Illinois University  
University of Iowa  
Yale University School of Art

Intermediate courses deepen creative investigation of the material and visual aspects of art-making, while also developing critical understandings that will help students access the ideas of historical, modern, and contemporary art. Through intermediate courses, students come to a preliminary sense of their creative direction, and acquire critical and visual tools for self-directed work in upper-level courses. Concurrently, Art History courses consider art within a variety of theoretical, social, political, and philosophical contexts. Through Art History, critical theory, and an emphasis on discourse, students learn to think and communicate about art with clarity. Studio Art students frequently inform their work by drawing on their studies in other disciplines.

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

### **Art History**

The Art History program offers a comprehensive range of courses focusing on a variety of stylistic periods and cultures, which includes such multicultural offerings as Native Arts of the Americas. As a means of emphasizing art's interdisciplinary meaning and relevance, the Art History program offers multiple courses cross listed with Classics, American Studies, Latin American Studies and Film Studies. There is a strong emphasis on modern and contemporary art, along with courses on visual culture studies, art historical methodologies and critical theory. Art History majors typically begin their study with introductory survey courses and proceed through more advanced period surveys which examine art in relationship to its intellectual, cultural and social contexts. Art History courses also actively consider artistic practices in relation to issues of psychology, gender, sexuality and racial identity. The major's abilities in independent analysis and research are further developed in special topic seminars and a capstone course in Art History methodology. The Art History program culminates in a senior thesis project, which involves intensive research on a focused and original art historical topic that is formally presented in a senior symposium. Through this

training, majors are not only skilled in analyzing and critiquing art historical scholarship, but are fully engaged in developing and presenting their own interpretive ideas.

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

### Special Programs

- The “Box” is an off-campus gallery and studio space located in a refurbished industrial building in downtown Galesburg. With 15-foot ceilings and two thousand feet of exhibit space, the Box hosts a variety of exhibits and events throughout the year. It also serves as a teaching gallery where students install their work to get experience planning and hanging exhibitions. The Box also provides studio and installation space for large, experimental, or site-specific works
- A regular exhibit schedule brings noted artists to campus to exhibit and lecture about their work.
- Each fall the Box hosts an annual ten-week artist in residence, who produces and exhibits a body of work. Resident artists also mentor advanced students and interact with the Galesburg community.
- Knox in New York is a bi-annual course culminating in a two week visit to New York City for an intensive exposure to New York’s art culture. In addition to their immersion in museums and galleries, students take an intensive drawing course through the New York Studio School, visit artist’s studios and attend lectures.
- Art students have access to a rich array of off-campus and summer opportunities. The department maintains affiliations with a variety of summer art programs, overseas study programs, and internship opportunities.
- Open Studio is an immersive capstone experience for the Studio Art Major, allowing seniors to spend a full term developing a body of work while taking no other classes.
- Faculty members mentor students in professional development opportunities and provide assistance in preparing graduate school and other applications.

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.

### Departmental Learning Goals

Students completing an Art History major will be able to:

1. (Visual Literacy) Identify and define the elements of key styles related to the major period divisions in Western Art History from the prehistoric era through the 20th century. Majors should also be conversant with the visual traditions of at least one non-Western field
2. (Contextual/Interdisciplinary Understanding of Visual Culture) Situate and interpret the stylistic and iconographic meaning of works of art in broader social, historical and intellectual contexts

3. (Knowledge of Critical Theory/Methodologies) Understand, evaluate and compare the major critical methods for analyzing art and other examples of visual culture.
4. (Close Critical Reading and Understanding of Art Historical Literature) Research and locate key secondary sources, identify art historical arguments, evaluate the strengths and weaknesses of art historical analysis and understand their relation to major critical methods and theoretical trends in the field.
5. (Independent Thinking/Research Skills) Develop an independent research project on an original art historical topic: identify a critical issue or question in a specific area of study; thoroughly gather, evaluate and synthesize primary and secondary sources; construct a rigorous and original art historical argument supported by key evidence, independent interpretive insights and scholarly assessments; and present this research in a well-written, fully documented paper and oral presentation.

Students completing a Studio Art major should:

1. Learn to speak and write clearly about their work. They should demonstrate awareness of historical and intellectual contexts, creative intentions, and visual understandings that motivate their work.
2. Demonstrate progress in their understanding, sensitivity, and application of visual knowledge.
3. Learn to manipulate the materials of their medium, and show a willingness to experiment with new materials and techniques. Over time, they should understand that material choices and practices have complex visual consequences that contribute to the meaning of a work.
4. Be equipped with a variety of 'professional' skills—including planning and hanging exhibits, photographing and documenting their work, writing applications for graduate schools, grants and residencies.
5. Exhibit sustained enthusiasm, curiosity, and receptivity to new or unfamiliar intellectual and creative challenges. They should stay interested and informed about current and historical art, and remain engaged participants in visual culture.

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## 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 226 or 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: (0 credits)

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 THTR 151.

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## 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

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.

### Studio Art

6 credits as follows:

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

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## Courses

### ART 105 Art History I

AH

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

### ART 106 Art History II

AH

Surveys the painting, sculpture and architecture of the Western world from the Renaissance to the present. While the focus of the course is on Western traditions, issues and works from non-Western cultures are also treated. The course aims to develop a sense of visual literacy and an iconographic knowledge of art while examining key works in various historical, religious, political, philosophical and socio-cultural contexts. *HUM; G. Gilbert*

### ART 110 Drawing I

AS

Drawing is a means of visual understanding, discovery, and invention. Working from observation of settings and life models, students learn to shape visual relationships through line, composition, proportion, space, and volume. Drawing is considered both through historical understandings and from the perspective of contemporary artistic

practice. This course involves a range of media including graphite, charcoal, ink, and collage.

*ARTS; STAFF*

### ART 112 Fundamentals of 2-D Design

AS

An introduction to manipulating two-dimensional visual elements and relationships through both material and digital means. The course explores fundamental concepts and methods that are the basis of design. The goal is to learn how visual relationships function as a vehicle that conveys, expresses, or compels, and to develop a critical awareness of design's pervasive role in shaping values and emotions. *ARTS; STAFF*

### ART 113 Painting I

AS

An introduction to the variety of approaches, means, and problems of painting. Addresses the foundations of visual organization, such as color harmony, shape, and space within a painted surface. Students learn basic control of the medium through projects in still life, figure, landscape, and abstraction. Work is 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 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 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, Cezanne, Rodin, and Van Gogh in the context of political,

social, and philosophical trends. *HUM; Prereq: ART 105, ART 106, or permission of the instructor; W; 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: AFST 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**

A unique Fall Term course that extends into Winter Break, and combines Studio Art with Art History. During fall students participate in a seminar course that focuses on European and New York artists and art movements from the early 20th century to the present. During ten days in New York, students visit galleries and museum collections, present a research project, and attend drawing classes and lectures at the Studio School. In the last week, students return to Knox to resolve a body of work based on their experiences in New York. *Prereq: ART 110, one 200-level Art History course, and one 200-level Studio Art course, or permission of the instructor; The cost of the New York segment is covered by a special program fee; 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**

Challenges the traditional place of art by making site-specific works in the public arena. Also incorporates performance art, installations, and other non-traditional media. Temporary work is installed around campus. Students learn to make clear proposals for their proposed projects, and develop procedures necessary for the installation of public works of art. *ARTS; Prereq: Any prior art course; T. Gant*

**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, IDIS 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** (2 to 3)

The culminating experience of the Studio Art major, Open Studio allows seniors to intensively pursue their work in a challenging and supportive creative community. During Winter Term, senior art majors immerse themselves in the studio while spending six hours each week in critical dialogue with a team of faculty members. Weekly meetings with a faculty mentor, studio exercises, and workshops all promote the exploration of new ideas, techniques, and creative directions. *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*

# Asian Studies

## Major

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

### Program Committee

Michael Schneider, *History*, chair  
Steven M. Cohn, *Economics*  
Weihong Du, *Chinese*  
Nancy Eberhardt, *Anthropology/Sociology*  
Mat Matsuda, *Japanese*  
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 or Chinese.

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.

For a full description of the programs in Asian languages, 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 203 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.

### Departmental Learning Goals

Students completing an Asian Studies major will be able to:

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

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## 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 at the 200 level or above; 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

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## Courses

### ASIA 114 East Asian Philosophy

See description for PHIL 114. *CL: PHIL 114; W. Young*

### 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; M. 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. *CL: FILM 225; W. Du*

**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 263 Japanese Literature I**

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

**ASIA 320 Orientalism, Occidentalism, and Chinese Culture**

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

**ASIA 340 Culture and Diplomacy in Modern East Asia**

See description for HIST 340. *Prereq: HIST 241, 242, and 285, or permission of the instructor; CL: HIST 340; W; M. Schneider*

**ASIA 345 The Chinese Economy**

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



**ASIA 363 Japanese Literature I**

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

**ASIA 370 Japanese Language and Culture**

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

**ASIA 399 Senior Project (1/2 or 1)**

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  
Abbott Laboratories  
National Institutes of Health  
University of Chicago

### Program Committee

Janet Kirkley, *Biochemistry*, chair  
*Macrophage activation and regulation*  
Diana Cermak, *Chemistry*  
Linda Dybas, *Biology* (on leave Fall 2013 and Spring 2014)  
Andrew Mehl, *Chemistry*  
Esther Penick, *Biology*  
Lawrence Welch, *Chemistry* (on leave Fall 2013)

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

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

Faculty in the biochemistry program maintain ongoing research programs in such diverse areas as enzymology, immunology, and developmental biology. The outstanding array of instrumentation and techniques available to students includes nucleic acid and protein electrophoresis, UV-vis spectroscopy, circular dichroism spectroscopy, mammalian tissue culture, DNA sequencing, analytical and preparative column and high-pressure liquid chromatography, nuclear magnetic and electron spin resonance spectroscopy, electron and fluorescence microscopy, analytical and quantitative immunoassay, recombinant DNA technology, and polymerase chain reaction DNA amplification for cloning or gene expression analysis. Faculty frequently develop labs for class based on their research that utilize the research equipment, making the laboratory preparation of biochemistry majors up to date and

highly useful for graduate study or employment. The opportunities for independent work in biochemistry and related fields at Knox are extensive and varied, and enable students to gain the additional lab skills and experience they desire to meet their post-graduate goals. Students present the results of their research at a variety of regional and national research conferences.

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

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).

### Departmental Learning Goals

Students majoring in Biochemistry will be able to:

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

### 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

### Honors Projects

"Effects of ethanol on J774A.1 macrophages and the possible modification of their immune response to LPS exposure"  
"Determination of the molecular volume for the dimeric GrpE protein using fluorescence anisotropy"

### Regular Participation at Scholarly Meetings

Illinois State Academy of Sciences  
Pew Midstates Science/Mathematics Consortium

3. Apply principles learned in prerequisite courses to a specific discipline in Biochemistry or a related field.

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## 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.

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## 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.

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## 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. *Prereq: BIOL 120 and 130, or CHEM 212; 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. *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. *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. *Prereq: CHEM 212 and BIOL 120; W; J. Kirkley, A. Mehl*

### **BCHM 333 Biological Spectroscopy**

A survey into the current instrumentation used in biochemical research. This will include spectroscopic techniques (UV-Vis, IR, CD, NMR, EPR, and uses of Mass Spectroscopy). Additional techniques will include, but not be limited to, Surface Plasmon Resonance (SPR) and rheometry. The laboratory will provide insight into identification of biological molecules and also

interactions between molecules. *Prereq: BCHM 301 (Biochemistry majors) or permission of the instructor (others); A. Mehl*

### **BCHM 334 Proteins and Enzymes**

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

### **BCHM 335 Immunology**

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

### **BCHM 340 Pharmacology**

An introduction to basic pharmacological principles: drug distribution, drug metabolism and excretion, receptor binding and toxicology. *Prereq: BCHM 265, or BIOL 120 and 130 with permission of the instructor; J. Kirçley*

### **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. Kirçley*

### **BCHM 399 Independent Research (1/2 or 1)**

*Prereq: BCHM 310; STAFF*

# Biology

## Major and Minor

### Special

#### Facilities/Collections

Aquarium Room  
Center for Cell and Molecular  
Biology  
Center for Cell and Tissue  
Culture  
Center for Microscopy  
Green Oaks Field Station  
Herbarium  
Natural History Collection in the  
Hurd Museum  
Ellen Browning Scripps  
Greenhouse

#### Related Co-Curricular Activities

AIDS Consciousness Today  
(ACT)  
Knox Advocates for Recycling  
and Environmental Support  
(KARES)  
American Medical Student  
Association Premed Chapter  
Sigma Xi, The Scientific Research  
Society

#### Participating Universities for Cooperative Programs

Duke University, Masters in  
Forestry/Environmental  
Management  
George Washington University  
Early Selection Medical  
Program  
Rush University, Nursing  
Washington University, Ph.D. in  
Occupational Therapy

#### Regular Participation in Scholarly Meetings

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

### Faculty and professional interests

Stuart Allison, chair

*Plant ecology, conservation biology, restoration of natural ecosystems*

Linda Dybas (on leave Fall 2013 and Spring 2014)

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

John Hough

*Comparative and human anatomy and endocrinology*

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

*Developmental, cellular, 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. Many biology majors complete several terms of research for a project earning College Honors.

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

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.”
- “Innate Predator Recognition and  
Cultural Transmission of  
Predator Recognition in the  
Zebra Finch (*Taeniopygia  
guttata*)”
- Ecology and Morphology of the  
Subterranean Flowers of  
*Amphicarpa bracteata*
- Study of Ventral Nerve Cord  
Regeneration in Sipunculans

### Graduate School Admissions

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

### Recent Graduate Employment

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

### Recent Student Achievements

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

### Recent Internships

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

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

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

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.

### Departmental Learning Goals

Students completing a Biology major will be able to:

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

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### 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 324, BIOL 325, BIOL 328, BIOL 329
- Cell and Molecular Biology: at least one from BIOL 332, BIOL 333, BIOL 335, BIOL 336, BIOL 338, BCHM 265, BCHM 334, BCHM 335, BCHM 340, BCHM 345
- One additional 300-level biology course



- Research: BIOL 380 (1/2) and at least a half credit from BIOL 380-BIOL 384 or BIOL 400 (Honors)
- General Chemistry: CHEM 101 and CHEM 102.

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## 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.

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## 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 relation-

ship 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; S. Allison, E. Penick*

### BIOL 130 Molecular Biology and Genetics

This course will cover the creation, manipulation and modification of genes. We will cover Mendelian and molecular genetics and the central dogma of molecular biology—DNA replication, transcription and translation. Laboratory exercises will be used to illustrate principles and processes, and to develop bench skills and familiarity with the scientific method. *MNS; 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. *MNS; J. Thorn*

### **BIOL 160 Plants**

This course is intended to introduce students to the world of plants. Humans and virtually every other living thing depend upon plants for their basic sustenance and for maintaining the environment in which we all live. We will study the origin of plant life, methods of identifying plants in nature, diversity of plant form, their internal and external structures, how plants function, and the interaction of plants with their environment and human society. This course is also designed to teach students to think like a scientist and to conduct studies in plant science and provide them with a new appreciation for plants and ways to see the details in nature. *MNS; CL: ENVS 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: ENVS 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; Not open to students having credit for PREC 127; 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 Caye, 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 Caye, students will have the opportunity to participate in faculty guided research experiences. Alternate years. *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 Caye, Belize. Alternate years. *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 either BIOL 210, PSYC 281, or STAT 200; 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. Alternate years. *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. Alternate years. *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. Alternate years. *Prereq: BIOL 110 and BIOL 210; or permission of the instructor; CL: ENVS 317; S. Allison*

**BIOL 318 Evolution**

This course provides a detailed examination of evolution by natural selection, the central theory in the study of biology. The material covers a broad range of evolutionary ideas, including the development of Darwin's theory; the modification and elaboration of that theory via the modern

synthesis and current theories of how evolution works; the evidence for evolution; evolutionary processes at the molecular, organismal, behavioral, and ecological levels; patterns of speciation and macro-evolutionary change; the evolution of sex; and sexual selection. 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. Alternate years. *Prereq: BIOL 110 and BIOL 120; or permission of the instructor; CL: ENVS 320; S. Allison*

**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 325 Comparative Vertebrate Anatomy**

The functional and evolutionary rationale of vertebrate anatomy is discussed, and comparisons between different taxa are drawn. Mammalian functional anatomy is emphasized. The laboratory deals with dissections of several vertebrate species, drawing functional comparisons between the

## Biology

muscular, circulatory, nervous, visceral and skeletal systems of each. Alternate years. *Prereq: BIOL 120, BIOL 210, or permission of the instructor; STAFF*

### **BIOL 328 Physiology**

The biology of animal 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 333 Microbiology**

This course explores the structure, metabolism, genetics, and genomics of prokaryotes and viruses. Emphasis is placed on understanding how the basic cellular and molecular biology of microbes impacts phenomena such as resistance to antibiotics and interactions between pathogens and the human defense system. Alternate years. *Prereq: BIOL 130 and 210, 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. Alternate years. *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 or permission of the instructor; 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, or permission of the instructor; 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 Senior Research Seminar (1/2 or 1)**

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

instructor; May be repeated for a maximum of 1.0 credit; W; 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

# Business and Management

## Minor

### Recent Internships

Allstate Insurance  
Ameriprise Financial  
Appalachia Service Project  
Archer Daniels Midland  
AT&T  
B.C. Ziegler & Co.  
Boeing  
Bosch  
Calamos Investments  
Caterpillar  
Center for American Progress  
Citibank China  
City of Galesburg, Economic  
Development  
Coleman Epstein Berlin & Co.  
LLC  
Council on Foreign Relations  
Country Financial  
Economic Development  
Department, Embassy of  
Pakistan  
F.D.I.C.  
Fifth Third Bank  
Goldman Sachs  
Grand Thornton  
Guidepoint Global  
International Container Terminal  
Service (Manilla)  
Kellogg Specialty Channels  
Merrill Lynch  
Morgan Stanley  
Northwestern Mutual  
OSF St. Mary Medical Center  
RSM McGladrey  
Scranton Gillette  
Communications  
TNT Express (Singapore)  
Wells Fargo

### Program Committee

John Spittell, chair  
John Dooley, *Computer Science*  
John Haslem, *Center for Teaching and Learning*  
Mark Holmes, *Art and Art History*  
Frank McAndrew, *Psychology*  
Carissa Schoffner, *Business and Management*  
Carol Scotton, *Economics and Business and Management*  
Richard Stout, *Economics*  
Daniel Wack, *Philosophy*

### Cooperating faculty from other programs

Steve Cohn, *Economics*  
L. Sue Hulett, *Political Science*  
Duane Oldfield, *Political Science*  
Jonathan Powers, *Economics*

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 competencies 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.

## 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.

### Program Learning Goals

Students completing a Business and Management minor will:

1. Analyze the roles of business institutions and activities in society and the ways in which business is a human endeavor
2. Engage in critical thought, demonstrating analytical, quantitative, and information management competency from a business and managerial perspective
3. Explain the scope, dimensions, and complexities of value creation as a basic tenet of business
4. Communicate effectively and work collaboratively with others

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## 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 PSYC 281
- One course in ethics: PHIL 118 or PHIL 130 or PHIL 210
- Students also select a two course sequence from among the following areas of Business and Management:
  - Finance: BUS 212 and BUS/ECON 333
  - Marketing: BUS 285 and BUS 343
  - 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, Financial Mathematics, or Psychology and minoring in Business and Management can apply no more than three courses to both programs simultaneously.

## Notable Business Leaders Among Knox's Alumni

Douglas L. Bayer '66, Retired, Microsoft Corporation  
 Michael J. Burns '69, Executive Director, Alaska Permanent Fund Corporation  
 Lieutenant General David P. Fridovich '74, Retired, U.S. Special Operations Command  
 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  
 Hariharan Ramanan '00, Eminence Capital LLC  
 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

## 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. Schoffner*

### **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. Schoffner*

### **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: Advance 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; C. Schoffner, 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 312 Advanced Managerial Accounting**

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

### **BUS 330 Labor Economics**

See description for ECON 330. *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:* Advance permission of instructor; *May be graded S/U at instructor's discretion;* *STAFF*

# Chemistry

## Major and Minor

### Special Facilities

Magnetic Resonance Laboratory  
Separations Facility  
(GC, GC-MS, HPLC, CE)  
Inorganic Synthesis Facility  
Laser Laboratory  
Organic Synthesis Facilities

### Recent Student Achievements

Alumnus Edward Dale named  
National Science Foundation  
fellow 2013  
Leigh Abrams receives Faculty  
Scholarship Prize 2007-08  
Co-authoring scientific journal  
articles with professors in:  
*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

Argonne National Lab  
Oak Ridge National Lab  
Center for Plasma Aided  
Manufacturing  
R.E.U.'s at Loyola University,  
Washington State University

### Recent Internships

Baxter Healthcare  
Pharmacia Upjohn  
Ethyl Corporation  
Colloid Environmental  
Technology Company  
Commonwealth Edison  
U.S. Dept. of Agriculture

### Co-Curricular Activities

Chemistry Club  
Chemistry Club receives an  
award from the American  
Chemical Society

### Faculty and professional interests

Mary Crawford, chair  
*Analytical and physical chemistry, atmospheric chemistry, kinetics*  
Diana Cermak  
*Organic chemistry, synthesis of novel biologically active compounds*  
Thomas Clayton (on leave Fall 2013)  
*Inorganic chemistry, synthesis of transition metal complexes, liquid crystals*  
Helen Hoyt  
*Organometallic chemistry, homogeneous catalysis, reaction mechanisms, electronic structure, green chemistry*  
Andrew Mehl  
*Biochemistry, enzymology, protein structure and function*  
Lawrence Welch (on leave Fall 2013)  
*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 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.

### Departmental Learning Goals

Students completing a Chemistry major will be able to:

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

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## Requirements for the major

At least 11 credits 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 (.5 credit)
- Advanced Studies: The Advanced Studies requirement is the means by which students engage themselves in a more in-depth study of one of the sub-disciplines of chemistry: analytical, organic, inorganic, physical, or biological. It is met by one of:
  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

### Student Research

Four student presentations at the Spring 2012 National Meeting of the American Chemical Society, San Diego

One student presentation at the Spring 2013 Illinois State Academy of Science

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

#### Specific Topics:

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

"Relative Rate Studies of Atmospheric Degradation Processes"

"Phosphonate Derivatives of Castor and Lesquerella Fatty Acids"

"Synthesis and Characterization of Novel Camphor Oxaziridines"

"Synthesis and Characterization of an Anhydrous Iron(II) Dibromide Complex Supported by a Donor Modified Tridentate -Diimine Ligand"

"The Study of Radon in Caves"

### Recent Graduate Schools Attended

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  
Northern Illinois University  
University of Georgia  
Washington University  
University of Arizona

### Recent Student Employment

Sigma-Aldrich  
Cole-Palmer  
Abbott Laboratories  
Pfizer  
Epic  
Monsanto  
BASF  
ACT Exam Institute

4. An Honors Project in Chemistry or Biochemistry (for a double major)

- Calculus: MATH 151 and MATH 152

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## 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 or German, 101, 102, 103
- two units from PHYS 110, PHYS 120, PHYS 130 or PHYS 130A
- Recommended: CS 141
- Recommended: ENG 101 and/or ENG 102.

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## 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, 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 and permission of instructor; 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. Cermak*

### **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. Cermak*

### **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*

# Chinese

## Minor

### 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.

### Departmental Learning Goals

Students completing a Chinese minor:

1. Will demonstrate college-level competence in the Chinese language as an avenue for further exploration of the experiences of members of Chinese Society.
2. Will be able to identify important ways in which cultural understanding in Chinese society is conveyed through language in literary, historical, philosophical, or religious contexts.

### Requirements for the minor

5 credits, as follows

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

### Courses

#### CHIN 101, CHIN 102, CHIN 103 Elementary Chinese

Development of 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 O; STAFF*

**CHIN 320 Orientalism, Occidentalism, and Chinese Culture**

A theoretical survey of historical and contemporary relations between the Western world and the East, specifically China.

Interdisciplinary in approach, this class investigates cultural interactions and classic Asian Studies theory through comparative analysis of diverse media, including: short stories, film, non-fiction, pop culture, and art forms.

Topics such as colonialism, diaspora, appropriation of the Other, and trans-nationalism are also part of our focus. *Prereq: junior standing; at least one course in Asian Studies recommended, or permission of the instructor; CL: ASIA 320; DV; W. Du*

# Classics

## Majors and Minors

### 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 Classics Dinner and Reading  
Eta Sigma Phi (Classics Honorary Society)

### Recent Off-Campus Study

- College Year in Athens  
Intercollegiate Center for Classical Studies in Rome  
Florence Program  
Newberry Library Program

### 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

### Faculty and professional interests

- Brenda Fineberg, chair  
*Latin language and literature, ancient Mediterranean culture, critical theory*  
Stephen Fineberg  
*Greek language and literature, Greek art and architecture*  
Jason Nethercut  
*Roman art and architecture, Roman epic poetry, visual and literary culture of classical antiquity*  
Sarah Scullin  
*Greek philosophy, Roman satire, Greco-Roman medicine, historical linguistics*

### Cooperating faculty from other programs

- Lance Factor, *Philosophy*  
Danielle Fatkin, *History*  
Jeff Grace, *Theatre*

Classical Studies focuses more on a period of time than on 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 careers 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 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 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.

### **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

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, and CLAS 201 serve as writing-intensive courses for majors
- *Oral Presentation Key Competency* - All Greek and Latin courses at the 200-level satisfy the oral presentation requirement 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 Tübneriana 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.

### Departmental Learning Goals

Students completing a major in the Department of Classics will be able to:

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

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## Requirements for the majors

### Greek and Roman Culture

10 credits as follows:

- Three credits in Latin or Greek at the 200 level or above
- CLAS 201, 202, and 203
- Two additional courses in Classics
- ART 105
- CLAS 299; or one credit in theory or method, approved by the Chair of the Department, from ANSO, ART, ENGL, GWST, HIST, PHIL or THEA.
- Research paper: CLAS 390

### Latin

10 credits as follows:

- LAT 210
- Six additional credits in Latin at the 200 level or above, at least two of which must be at the 300 level
- Two credits in Classics: CLAS 201, and either CLAS 202 or CLAS 203

- CLAS 299; or one credit in theory or method, approved by the Chair of the Department, from ANSO, ART, ENGL, GWST, HIST, PHIL or THEA.
- Research paper: CLAS 390

### Greek

10 credits as follows:

- GRK 210
- Six additional credits in Greek at the 200 level or above, at least two of which must be at the 300 level
- Two credits in Classics: CLAS 202, and either CLAS 201 or CLAS 203
- CLAS 299; or one credit in theory or method, approved by the Chair of the Department, from ANSO, ART, ENGL, GWST, HIST, PHIL or THEA.
- 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 at the 200 level or above
- 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 at the 200 level or above
- CLAS 201
- One additional credit in Classics or Latin at the 200- or 300-level

### Greek

5 credits as follows:

- Three credits in Greek at the 200 level or above
- 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; S. Scullin*

### GRK 210, GRK 310

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; GRK 310 is W; 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; STAFF

**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; STAFF

**GRK 214, GRK 314 Greek Philosophy**

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

**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; STAFF

**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; STAFF

**GRK 217, GRK 317 Greek Novel**

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; STAFF

**GRK 220 Reading Greek (1/2 or 1)**

Through sight reading of a Greek prose text and periodic grammar review, this course is designed

to strengthen reading skills. *Prereq:* GRK 103 or permission of the instructor; May be repeated a maximum of 3 times for a maximum of 1.5 credits; O; STAFF

**GRK 270, GRK 370 Topics in Greek Literature**

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

**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, LAT 310**

**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; LAT 310 is W; STAFF

**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; STAFF

**LAT 212, LAT 312 Latin Epic Poetry**

Selections from Virgil's *Aeneid* are read in Latin. *HUM*; *Prereq:* LAT 103 or permission of the instructor; O; 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; STAFF

**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 Novel**

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*; *STAFF*

### **LAT 270, 370 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*

### **CLAS 104 The Ancient Mediterranean World**

See description for HIST 104. *HSS*; *CL*: *HIST 104*; *D*: *Fatkin*

### **CLAS 200 Greek Civilization**

See description for HIST 200. *HUM*; *CL*: *HIST 200*; *D*: *Fatkin*

### **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*; *STAFF*

### **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*; *CL*: *RELS 203*; *S*: *Fineberg*

### **CLAS 270 Greek Philosophy**

See description for PHIL 270. *CL*: *PHIL 270*; *STAFF*

### **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.*; *B*: *Fineberg*

### **CLAS 373 Topics in Greek and Roman Culture**

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

**CLAS 390 Research Paper (0)**

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



# Computer Science

## Faculty and professional interests

David Bunde, chair (on leave Winter and Spring 2014)

*Parallel computing, algorithms*

John Dooley

*Software development, cryptography, computer science education*

Jaime Spacco

*Software engineering, configuration management systems*

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.

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 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

## Major and Minor

### Facilities

Computer Science labs with

Linux, Macintosh, and  
Windows environments

Parallel servers

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

### 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 Internships

Abbott Laboratories

Amazon.com

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)

REU (University of Illinois)

Tata Consultancy Services  
(Bombay)

### Recent Honors Projects

- “Studying Novice Programmer Development Behavior”
- “Fairness in Scheduling Algorithms”
- “Computer Science in a Liberal Arts Setting: A Study of Non-Computer Science Faculty and Students”
- “Implementing a Programming Language to Improve Programmer Productivity”
- “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”

settings. Recent internships have involved application development, industrial computing, library automation, a distributed query-based visualization system, visual computing, web development, and SQL programming. Some students work with Information Technology Services throughout the year, gaining first-hand experience in maintenance of networks and delivery of other central services. Other students work with local Galesburg schools and businesses in a variety of technical capacities. Still others work in the construction and maintenance of various departmental web sites.

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, and 340 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.

### Departmental Learning Goals

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

1. Analyze problems from other disciplines and extract the computational elements of those problems
2. Design efficient solutions to computational problems
3. Develop new algorithms to solve computational problems, assess the complexity of the algorithm, and compare the algorithm to others in order to decide the best algorithm to use (from a set of algorithms) to solve a given problem
4. Explain their design using terminology of the field
5. Implement a design solution in a variety of programming languages
6. Understand the inner workings of computers and be able to use that understanding to impact the efficiency of their solutions of computational problems

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## Requirements for the major

11 credits as follows:

- Introductory courses: CS 141 or 147, CS 142
- Core Computer Science courses: CS 201, CS 205, CS 226, CS 262, and CS 292
- Support course: MATH 175 Discrete Mathematics
- Advanced study: Three additional CS courses at the 300 level. MATH 311 can substitute for one of these.
- Capstone experience: After completion of CS 292, students must engage in a capstone experience 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.

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## Requirements for the minor

5 credits as follows:

- CS 141 (Introduction to Computer Science) or CS 147 (Introduction to Scientific Computing)
- 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

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## Courses

### CS 127 Computing, Technology, and Society

An overview of computer science. Topics include history and future of computing, robotics, computers in fiction, computer hardware, artificial intelligence, networking and the World-Wide-Web, social and ethical implications of technology, and an introduction to structured problem solving in a high-level programming language. Designed for non-majors. *Not open to students with credit in CS 142 or above; W; STAFF*

### Recent Graduate 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

Bradley University  
 Harvard Law School  
 Illinois Institute of Technology  
 Indiana University  
 Massachusetts Institute of Technology  
 Southern Illinois University  
 University of California, San Diego  
 University of Illinois, Urbana-Champaign  
 University of Iowa  
 Washington University in St. Louis

### 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 147 or permission of the instructor; QL; STAFF*

### CS 147 Introduction to Scientific Computing and Visualization

This course examines computation with an emphasis on the processes of modeling, simulation, visualization and evaluation. Possible topics related to the four areas include: (modeling) statistical modeling; (simulation) solving linear and non-linear systems, discrete-event simulations; visualization techniques, data mining; (evaluation) connection of results back to case studies of interest from areas such as biology, environmental studies, geology, chemistry, physics, and economics. *MNS; Prereq: satisfaction of the Mathematics Proficiency requirement, at least one science course is recommended, 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 or CS 147; 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; J. Spacco*

### 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; J. Spacco*

### **CS 292 Software Development and Professional Practice**

Covers topics in software development essential to the design and development of larger software projects. Topics include requirements management, design, code construction, testing, concurrency, parallel programming and project management. Students typically work in teams on a medium-sized software project. Issues of social responsibility, intellectual property, copyright, and assessing the risks in computer systems are discussed. *Prereq: Any 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 262; QL; J. Dooley*

### **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 309 Parallel Programming**

Advanced study of principles and techniques for parallel programming. Topics include load balance, dependencies, overhead, scaling, synchronization, and heterogeneity. Students will express parallelism using a variety of libraries and languages, learning approaches that provide different combinations of abstraction and programmer control in both shared and distributed memory environments. *Prereq: CS 226 or permission of the instructor; D. Bunde*

### **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; J. Spacco*

### **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; J. Spacco*

### **CS 322 Software Engineering**

Building large-scale computing systems uses requirements analysis, project planning, extensive documentation, cooperative teamwork, and design techniques to decompose a system into independent units. The course covers all the phases of large-scale system development. 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; J. Spacco*

### **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, chair

*Dance theory and improvisation, somatic practice, contemporary dance technique*

Kathleen Ridlon

*Contemporary dance technique, community outreach, arts education*

The Knox College Dance Program immerses students both artistically and intellectually in the world of contemporary dance studies. Our course work covers all aspects of dance/movement studies, including classes in dance technique, dance theory, dance history, somatic practice, and performance, ensuring that students not only engage with dance through motion, but also examine dance through the lens of its historical, social, political, and artistic context. The goal of the Dance Program is to encourage creative practice through the development of student choreography and performance while remaining mindful of how dance draws connections to the greater world.

Knox offers a minor in dance that can be fulfilled by any student, whether they want to continue studying dance at the professional level or simply explore personal expression through movement while pursuing other career paths. The dance minor's focus on aesthetic expression and technique complements any major within the liberal arts curriculum. Students who minor in dance graduate well prepared for advanced study in performance, choreography, design, dance education, and dance therapy, as well as many other career options.

Students pursuing the dance minor may participate in the Dance Ensemble or Choreography Workshop courses. Dance Ensemble is designed to create an experience similar to working in a professional dance company, while Choreography Workshop is a course that focuses on the artistic, administrative and technical work of producing dance professionally. In addition to the academic program, there is an active student dance organization, the Terpsichore Dance Collective, which produces a concert every term.

### Departmental Learning Goals

Students completing a Dance minor will:

1. Demonstrate technical movement proficiency, based on sound kinesiological principles
2. Demonstrate an understanding of the artistic and technical elements of physical expression that lead to performance artistry
3. Develop a reflective and critical awareness of the historical, social, political, cultural, and artistic contexts in dance
4. Cultivate the ability to structure original ideas and produce successful, original, contemporary choreography

### Dance Residencies

The Dance Program has a long-standing history of participating in campus-wide residencies with visiting guest artists and companies. Through these residencies, Knox students are given the opportunity to study and sometimes perform with world-renowned artists in the field of dance. Recent residencies have included:

Aerial Dance Chicago (2012)

The Dance COLEctive (2011)

Ready at Will Dance Company (2010)

Jeremy Lindberg Calizo Fusion Flamenco Workshop & Performance Project (2010)

Will Gil: Master Classes in Hip-Hop and Contemporary Dance (2009)

AMEBA Aerial Dance (2008)

David Dorfman Dance (2006 & 2007)

### 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 New Orleans Fringe Festival in 2012, the Midwest Regional Alternative Dance Festival in 2012, the Chicago Dance Festival in 2011, and the Minnesota Fringe Festival in 2009.

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## Requirements for the minor

6 credits as follows:

- Theory and improvisation: DANC 145
- Somatic practice: DANC 221
- Composition: DANC 246
- History and contemporary choreography: DANC 260
- One credit from: DANC 152, 252, or 352
- One additional credit from: DANC 341 or DANC 343

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## Courses

### DANC 132 Survey of Dance Forms

This course introduces dance as a performing art, focusing on the Western-European dance forms of ballet, jazz, and modern and their historical development and cultural characteristics.

Additional course topics include a survey of global dance forms; concepts in viewing dance; the work of the dance artist in contemporary times; and dance as a reflection of social and cultural perspectives. This class is geared toward the student with little to no dance experience, however, all students who wish to learn about dance within its historical, cultural, and sociological context will also benefit greatly from this course. Students should expect to participate in both movement/dance class sessions as well as in lectures/discussions. *ARTS; 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: some movement experience recommended, but not required; J. Smith*

### DANC 152 Contemporary Dance I

An introduction to the elementary principles, concepts and practices within contemporary dance forms, with a focus on manipulating the

connections between somatic practice and performance preparation. The course immerses students in a kinesthetic dance experience that focuses on experiencing and creating dynamic alignment and embodied movement exploration in order to define and articulate dance as a means for knowing and/or communicating movement as performance. *ARTS; Prereq: some dance experience is recommended for this course; STAFF*

### 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 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 252 Contemporary Dance II**

An intermediate dance technique course for students with some dance experience who are prepared to refine their skills and undertake new kinesthetic challenges. The focus is on increasing range and efficiency of movement as a means toward greater creative expression in communication and performance. Students engage with the history of noted dance works through viewing and analyzing the significance of meaning and metaphor in movement performance. *Prereq: DANC 221; STAFF*

**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 prerequisite 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 262 Cultural Perspectives in Dance**

This is an interdisciplinary course that will introduce students to physical characteristics, aesthetics, and functions of dance in a variety of cultures. Course topics will include: dance as cultural identity, dance as expression of the individual, dance as worship, and dance as a representation of political power. Throughout the term, students will engage in interdisciplinary

movement & lecture sessions and will provide opportunities to engage and collaborate with students enrolled in MUS 254: "Music of the African Diaspora." Students from both classes who choose to enroll in CS 262A: "Cultural Immersion: The Arts of Ghana" will travel to Ghana for a two-week study abroad program which will take place over the December break. *Prereq: Any 100-level dance class and sophomore standing; DV; J. Smith*

**DANC 262A Cultural Immersion: Drumming and Dance in Ghana (1/2)**

This course aims to provide an international, life-transforming learning experience, grounded in the study of music and dance, yet valuable to students majoring in programs across all disciplines. By focusing on the collaborative study of music and dance in Ghana, the course offers participatory strategies for intercultural understanding. A supplemental course fee will be required to cover travel and off-campus course expenses. *Prereq: DANC 262 or MUS 254; DV; J. Smith*

**DANC 341A Dance Ensemble (1/2)**

Dance Ensemble offers advanced dance students intensive, practical experience in the performance process. Throughout the course, students work as a performing ensemble under the direction of different faculty and/or guest choreographers, with a focus on the process of creating, rehearsing, and performing multiple dance works. Students will learn different rehearsal and performance techniques, build ensemble skills, practice repertoire maintenance, and demonstrate a mastering of performance disciplines. This two-term course culminates with a fully produced performance of completed works. *Prereq: sophomore standing and at least one 200-level dance technique class; DANC 341A and B may be repeated, but no more than a total of 2 credits may be earned through these classes; 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. DANC 341A and B may be repeated but no more than a total of two credits may be earned through these classes; J. Smith*

## Dance

### **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*

### **DANC 352 Contemporary Dance III**

An advanced dance technique course which focuses on crystallizing performance skills through refining movement vocabulary and movement intention. The course draws on experiences in Contemporary Dance I and II in order to combine sophisticated technical knowledge with critical assessment to improve performers of dance in aesthetic, personal and social contexts. *Prereq: DANC 252 or permission of the instructor; STAFF*

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**Program Advisor**

Katherine Adelsberger, *Environmental Studies*

Understanding the Earth as a dynamic system is a necessary prerequisite to solving many of our most pressing environmental problems. The Earth Science minor at Knox provides a foundation in physical geology and natural resource science, with a focus on the relationship between geologic processes and human interests. Students who complete the minor graduate with detailed knowledge of the science and current issues surrounding topics such as soils and agriculture, water resources, energy and climate change. Earth Science minors gain hands-on experience in field-based data collection, and are additionally encouraged to participate in field experiences including Environmental Field Studies and summer field schools, when offered.

**Departmental Learning Goals**

Students with an Earth Science minor will be able to:

1. Demonstrate an understanding of the scientific method and the ability to think scientifically about earth processes and materials
2. Collect, analyze, and interpret geological data appropriately
3. Integrate an understanding of geology into an interdisciplinary context that incorporates societal issues and human interactions with the planet
4. Communicate scientific information effectively in both oral and written forms

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**Requirements for the minor**

Six credits from the indicated areas.

- Environmental geology: ENVS 125
- Introductory chemistry: CHEM 101 and 102
- Two credits in natural resource or climate science: ENVS 241, 242, 243, 325, or 335
- One credit in a cross-disciplinary application or subfield of the earth sciences: ENVS 150, ENVS 188/288, ENVS/CHEM 220, ANSO 101, BIOL 318, or PHYS 167

Note: Students majoring or minoring in Environmental Studies may only have one course overlap with an Earth Science minor.

# Economics

## Major and Minor

### Recent Student Achievements

Fulbright fellowship  
Fellowships and assistantships recently offered students for graduate study at University of Chicago, University of Wisconsin-Madison, Washington University in St. Louis, University of Colorado, University of North Carolina-Chapel Hill, Carnegie Mellon University, American University; admission to Harvard and Duke Business Schools, London School of Economics, University of Oxford  
Peace Corps volunteers in Georgia, Benin, and Costa Rica

### Recent Internships

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

### Recent Off-Campus Programs

ACM Costa Rica Program  
Washington Semester Program  
Knox Barcelona Program  
ACM Business, Entrepreneurship, and Society Program  
Copenhagen  
London School of Economics  
University of Oxford

### Faculty and professional interests

Jonathan Powers, chair  
*Microeconomics, industrial organization, game theory, economics of information*  
Teresa L. Amott  
*Labor economics, family and welfare policy, feminist economics, economics of higher education*  
Roy R. Andersen  
*Microeconomics, international economics, development*  
Theresa A. Bauer  
*Environmental and resource economics, microeconomics, invasive species*  
Steven M. Cohn (On leave 2013-14)  
*Heterodox economics, macroeconomics, environmental economics, China's economy*  
Carol Scotton  
*Microeconomics, business, public economics, healthcare economics*  
Richard A. Stout  
*Microeconomics, macroeconomics, statistics, nonprofit enterprises*

### Cooperating faculty from other programs

Carissa Schoffner, *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.

The economics curriculum includes core classes in microeconomics, macroeconomics and statistics, and electives in various fields of economics such as international trade, public finance, labor economics and industrial organization. Students also have the opportunity to explore diverse paradigms in economics. Students may pursue focused research through independent study or in senior honors projects.

Coursework in economics emphasizes the development of problem-solving abilities. Particular attention is given to developing critical thinking skills through emphasis on the analytical tools used by economists. The faculty stress the implicit and explicit value judgments involved in economic analysis and decision-making.

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

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.

### Departmental Learning Goals

Students completing an Economics major will be able to:

1. Select an appropriate economic model as a framework for analyzing a problem or explaining a current event
2. Describe and discuss the strengths and limitations of applying a particular economic model in analyzing a problem or explaining a current event
3. Interpret statistical techniques used in economic analysis and effectively communicate statistical results

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## 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 345, 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.

### Recent Independent Studies and Honors Projects

- “Price Dispersion Among Internet Book Retailers”
- “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”
- “Readings in Behavioral Economics”

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.

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## 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

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## Courses

### ECON 110 Principles of Microeconomics

Microeconomics is concerned with the behavior of the individual economic agents—consumers, households and businesses—that make up the overall economy. The goal of this course is to introduce students to the analytical tools and techniques used by economists to better understand the choices that economic agents make and how markets function. This course also provides an introduction to fields that apply microeconomics such as environmental economics, international trade, industrial organization, labor economics and public finance. *HSS; 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 205 The Business of Health

What is health? Is it a good that can be produced and traded in the market? Does everyone have a right to health care? Who is involved in the business of health? This course explores perspectives that surround our health, the provision and delivery of health care and the financing of that care. We investigate and discuss how these different interests relate to one another and result in health care as it is available in the US today and in contrast with health care systems in other countries. *HSS; C. Scotton*

### ECON 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. Spittell*

### **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 345 The Chinese Economy**

This course analyzes the evolution of the Chinese economy from 1900 to the present, with emphasis on the period of 1949-2000. It treats the topic as a vehicle for thinking about the nature and possibilities of capitalism and socialism. It also explores the differences between Marxist and conventional western economic theories of Chinese economic development. *Prereq: sophomore standing, one from among ECON 110, 120, 340, 373, HIST 241, or PS 326, or permission of the instructor; CL: ASIA 345; 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*

Kelton Williams

*History and philosophy of education, education policy, secondary school curriculum, social studies education*

## Lecturers

Diane Estes

Joel Estes, *Educational Foundation*

John Hughes

Patricia Kane

Victoria Romano, *Instructional Technology*

Kathlyn Smith

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

## Majors, Minor, 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 College4Kids, a summer

enrichment program serving

approximately 200 Knox

County children from grades 1

through 9

Teaching English in China: After

completing EDUC 209 at

Knox, students travel with fac-

ulty 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 fac-

ulty and Educational Studies

students, this program meets

weekly for gifted and talented

first through fifth grade stu-

dents 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 profes-

sional development workshops

for teachers and classroom

experiences for Navajo elemen-

tary school age students.

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.

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 middle or 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.

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 or work in the Knox College4Kids, a summer enrichment program for children in first through eighth grade. 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, 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 history or political science. Knox is also approved to offer certification programs in K-12 Art, Music, and Language. The language designations are Latin, Spanish, and French.

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 must be in the teaching area); completion of the Knox general education courses; required field work and clinical practice, 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. The Educational Studies Department will communicate the substance of these changes to students currently enrolled in coursework and/or majoring in Educational Studies.)

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 the Test Of Academic Proficiency or a composite of 22 on the ACT+writing exam or a composite score of 1030 on the reading and mathematics portions of the SAT+writing 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, pass the Assessment of Professional Teaching exam, and successfully complete the EdTPA.

The Illinois Administrative Code states: "All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received on or after February 1, 2012 must have been passed with a grade no lower than 'C' or equivalent in order to be counted towards fulfillment of the applicable requirements."

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.

Students must pass the Test of Academic Proficiency or receive a composite score of 22 on the ACT+writing exam or a composite score of 1030 on the Reading and mathematics portions of the SAT+writing prior to enrolling in EDUC 301, and their respective content test prior to enrolling in EDUC 340 (Student Teaching). Students must complete the Assessment of Professional Teaching and the EdTPA during student teaching.

Additional endorsements to the teaching certificate may require between 18 and 24 semester hours of upper division credit and in some content areas the successful completion of a content text in the area of endorsement. 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 Jason Helfer 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.

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.

### Departmental Learning Goals

The Knox College Teacher Candidate shall:

1. (Democratic Foundations)
  - Understand the importance of the development of learning communities and environments that embrace diversity
  - Possess an understanding of the historical, ethical, political, and social issues associated with education
2. (Knowledge Foundations)
  - Understand the importance of the study of the nature of knowledge, pedagogical practices, and methods of assessment and evaluation
  - Recognize the breadth and depth of knowledge, which integrates the study of education with the other disciplines
3. (Praxis Foundations)
  - Integrate theory and practice that is developed, supported, and maintained through reflection
  - Understand the importance of meeting state and national standards, developing the habits of mind that encourage professional growth, and creating leaders in educational communities

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## Requirements for the majors

### Educational Studies, Elementary

11.5 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 208 (.5), EDUC 301, EDUC 310A
- Methods courses: EDUC 312A, EDUC 314, EDUC 315(.5), EDUC 316(.5)
- Student teaching: EDUC 340 (3 credits)

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

### Educational Studies, Secondary

11.5 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 205, EDUC 208(.5), EDUC 301, EDUC 310C
- Methods course: EDUC 312C, 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

## Educational Studies, Special Content Areas

11.5 credits as follows:

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 205, EDUC 208(.5), EDUC 301, EDUC 310D
- Methods course: EDUC 312D, EDUC 319
- Student Teaching: EDUC 340 (3 credits)

Students who are unable to complete student teaching, and students who complete the upper level methods courses but no longer wish to pursue initial licensure must meet with the department chair to discuss appropriate course substitutions. The substitutions must include three credits at the 300 level offered in the Educational Studies Department. Students who elect to forgo initial licensure will not be recommended for certification by Knox College.

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.

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## 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

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## Courses

### EDUC 098 English as a Second Language (1/2)

For first-year Knox students whose first language is not English. Coursework is aimed at developing speaking, listening, critical reading, and writing skills, especially those associated with the conventions of academic writing. *STAFF*

### EDUC 099 English as a Second Language II (1/2)

### 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; K. Williams, B. Swanson, J. Estes*

### 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, K. Williams*

### **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, K. Williams*

### **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 Curriculum (1/2)**

This course focuses on the uses of writing and reading as ways to learn across the curriculum. Educators interested in elementary through high school instruction, in all content areas, will learn

about ways to set up a classroom, assess student readiness levels, analyze this assessment, and plan instruction to maximize student learning. Reading and writing strategies students can use will also be examined. *S. Schroth, J. Helfer*

### **EDUC 209 Teaching of English to Speakers of Other Languages (TESOL)**

Students develop strategies—fully grounded in research, and practice—to teach English as a second language (ESL) in the United States or to teach English as a foreign language (EFL) internationally. The course will focus upon second language assessment, second language teaching methodologies, and ESL/EFL materials development and curriculum design. *S. Schroth*

### **EDUC 217 The Sociology of Childhood**

This course will examine the intersections of a variety of social, cultural, and historical institutions in which children are embedded. Taking an interdisciplinary approach to the study and analysis of childhood, it will focus on the varied social landscapes children encounter and examine childhood as both a social construct and lived experience. *Prereq: At least one course in ANSO; CL: ANSO 217; STAFF*

### **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: Successful completion of the Test of Academic Proficiency required by the State of Illinois, EDUC 201, EDUC 202 or 203, and EDUC 204, or permission of the instructor; DV; S. Schroth, B. Swanson*

### **EDUC 303 Seminar in Educational Thought**

This course will introduce students to a select number of essential texts in the field. Education

will be considered in the contexts of schools, homes, other institutional settings and informal social relations. The course will focus upon the deep reading of texts from various educational epochs and perspectives. We will emphasize the connection of central ideas within a text to the larger philosophical frames utilized when the text was constructed, the connection of the ideas with the then current educational contexts, and the development and application of these central ideas in current educational environments. *Prereq: EDUC 203/PHIL 215, or one 200-level course in Philosophy, or permission of the instructor; CL: PHIL 315; J. Helfer*

### **EDUC 310 Perspectives on Curriculum**

This course focuses on the theories and practices utilized in planning and executing curriculum, including the crafting and delivering instruction, classroom and behavioral management, and various approaches to assessment with particular focus on differentiation and lesson and unit planning. Includes in-depth investigation of quality curriculum including a review of contemporary approaches and modification of these for a range of learners. Students enrolled in the course are responsible for completing a practicum experience. A: Elementary; B: Middle Grades; C: Secondary; D: Special Content Area. *Prereq: EDUC 301; W; J. Helfer, B. Swanson, S. Schroth*

### **EDUC 312 Teaching Reading/Language Arts**

Reading and writing are predicated on teachers providing students with a solid grounding in phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Theoretical foundations of understanding how children learn to read and write will be explored. Effective reading instruction hinges on an awareness of the language development of each individual student and the language content of the text. This course deals with how students learn to read and the content of reading. Attention shifts from “learning to read” to “reading to learn,” and from working with small groups to effective differentiation needed to work with entire classrooms of children. A: Elementary Grades; B: Middle Grades; C: Secondary; D: Special Content Area; *Prereq: EDUC 310; S. Schroth*

### **EDUC 314 Teaching Mathematics in the Elementary School**

Designed to prepare teacher candidates in understanding PreK-8 elementary topics in mathematics, the teaching of these topics, and how children learn mathematics developmentally. Examines ways to reason mathematically, make connections, and communicate mathematics through the use of literature, manipulatives, technology, and classroom discourse. Emphasis is placed upon the design, implementation, and assessment of differentiated mathematics instruction in the PreK-8 classroom. *Prereq: EDUC 310; EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; O; S. Schroth, D. Beck*

### **EDUC 315 Teaching Science in the Elementary School (1/2)**

Designed for teacher candidates, this course coalesces theories of how people learn and practical experiences teaching science to children. Not intended to be a science content course, rather, students will learn and practice pedagogy focused on the teaching and learning of science across several science content areas and elementary grade levels. Emphasis is placed upon the design, implementation, and assessment of differentiated science instruction in the PreK-8 classroom. *Prereq: EDUC 310; EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; O; STAFF*

### **EDUC 316 Teaching Social Studies in the Elementary School (1/2)**

This course is designed to develop the knowledge, skills, and understandings needed to teach social studies in the elementary classroom. The class sessions will focus upon a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis is placed upon the design, implementation, and assessment of differentiated social studies instruction in the PreK-8 classroom. *Prereq: EDUC 310; EDUC 314, EDUC 315, and EDUC 316 are taken concurrently; O; STAFF*

### **EDUC 317 Curriculum Development and Teaching in the Middle Grades**

A continuation of the work introduced in EDUC 310 with specific emphasis on instructional

planning and delivery, assessment, differentiation, and classroom management appropriate for middle-level education. Provides an opportunity for advanced study and application of principles and issues central to appropriate instruction of each learner. Students must complete a practicum in the middle grades. Separate sections apply specific content and assessment techniques appropriate to needs of the program. A: English; B: Mathematics; C: Social Science; D: Science. *Prereq: EDUC 310; B. Swanson, K. Williams*

### **EDUC 318 Curriculum Development and Teaching in the Secondary School**

A continuation of the work introduced in EDUC 310 with specific emphasis on instructional planning and delivery, assessment, differentiation, and classroom management appropriate for secondary education. Provides an opportunity for advanced study and application of principles and issues central to appropriate instruction of each learner. Students must complete a practicum in a high school. Separate sections apply specific content and assessment techniques appropriate to needs of the program. A: English; B: Mathematics; C: History; D: Political Science; E: Biology; F: Chemistry; G: Physics; H: Environmental Science. *Prereq: EDUC 310; O: B. Swanson, J. Helfer*

### **EDUC 319 Curriculum Development and Teaching in Special Content Areas**

A continuation of the work introduced in EDUC 310 with specific emphasis on instructional planning and delivery, assessment, differentiation, and classroom management appropriate for teachers in art, music or languages (Spanish, French, Latin). Provides an opportunity for advanced study and application of principles and issues central to appropriate instruction of each learner. Students must complete a practicum. Separate sections apply specific content and assessment techniques appropriate to needs of the program. A: Music; B: Visual Art; C: Language. *Prereq: EDUC 310; O: B. Swanson, J. Helfer*

### **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, J. Helfer*

### **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, K. Williams*

**EDUC 340 Student Teaching (3)**

A full-time commitment to observation, reflection, and teaching in either a local school or a Chicago area school. Emphasis on exploring diverse approaches to teaching, curriculum, and evaluation and on using schools as sites for further inquiry and research. A weekly seminar accompanies the school-based field work. To participate, students must have successfully completed the teacher candidate's content area exam required by the State of Illinois. *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
- 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 Fulbright fellowships
- 2003, 2008, and 2011 winners of ACM Nick Adams Fiction prize
- Most winners and finalists in 37-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

- Nick Regiacorte, chair  
*Creative writing, modern and contemporary poetry, creative non-fiction, prosody*
- Robin Metz, Director, Program in Creative Writing (on leave Fall 2013 and Spring 2014)  
*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*
- Laura Behling  
*U.S. literature, U.S. ethnic literature, Modernism, literature and medicine*
- 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 Schroeder Haslem  
*Shakespeare, Renaissance literature and culture, early modern literature and gender studies, Chaucer, literary theory, fairy tale*
- Sherwood Kiraly  
*Creative writing*
- Cyn Kitchen  
*Creative writing, modern and contemporary fiction*
- Deborah Manion  
*Victorian literature, literary theory*
- Natania Rosenfeld (on leave Fall 2013 and Winter 2014)  
*Modern and contemporary literature, Woolf, postcolonial literature, Jewish literature, poetry, creative writing*
- Katya Reno (on leave Fall 2013)  
*Creative writing*
- Chad Simpson  
*Creative writing, modern and contemporary fiction*
- Robert Smith (on leave Fall 2013)  
*American literature, literary theory, film studies*
- Barbara Tannert-Smith  
*Creative writing, fiction, creative non-fiction, children's and young adult literature*

### 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, *Africana Studies*

Paul Marasa, *TRIO Achievement Program*

Elizabeth Carlin Metz, *Theatre*

Magali Roy-Féquièrre, *Gender and Women's Studies*

The study of literature and writing is essential to a liberal arts education. Introductory courses in the English department, with their emphasis on analytical skills, close reading, and 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 Fellows 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, 352, 370, 371, 383, 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,

Dao Strom, Brian Turner

## 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 Hayward 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* - For Literature majors: ENG 300L and for Creative Writing majors: ENG 300L or equivalent.

### Departmental Learning Goals

Students completing a major in English Literature will be able to:

1. Demonstrate knowledge of the literary traditions in English and recognize the diversity of literary and cultural voices within those traditions
2. Analyze texts within their cultural, historical, and aesthetic contexts
3. Write lucidly and compose compelling arguments based on close reading and informed critical reflection
4. Prepare, organize, and present an engaging oral presentation

Students completing a major in Creative Writing will be able to explore and to demonstrate an understanding of the creative process through:

1. Constructing internally coherent and resonant art objects in at least two literary genres, with particular attention to elements of craft
2. Constructing internally coherent and resonant art objects in one nonliterary artistic medium, with particular attention to elements of craft
3. Assessing cultural and aesthetic values upon the construction of literary art objects within diverse traditions
4. Engaging in artistic communities through active conversation, presentation, and participation
5. Collecting, revising, and appraising the literary and nonliterary art they have previously constructed in a culminating project

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## Requirements for the majors

### Creative Writing

12 credits as follows

- Five writing courses from among: ENG 205, 206, 207, 208, 209, 306, 307, 308, 309, or 311, as follows:
  - Two 200-level courses must be in at least two genres; with advisor approval one course in journalism may be counted as one genre course
  - Three courses must be at the 300-level
- Five elective courses above the 100 level in literature, film, or theory as follows:
  - at least two courses must be at the 300-level
  - one course must be focused before 1900
  - one course must be in an underrepresented literature or in literature written in a language other than English, to be taken either in the original language or in translation (See list of approved courses below)\*
- One studio/allied art course, with an emphasis on the creative process, as offered by the programs in Art, Dance, Music, or Theatre
- Senior portfolio for writing majors: ENG 399

### Literature

12 credits as follows:

- Ways of Reading: ENG 200
- One course in creative writing or journalism: ENG 206, 207, 208, 209, or 270
- One survey course in American literature: ENG 231, 232, or 233
- One survey course in English literature: ENG 251, 252, or 253
- One additional survey course in American or English literature
- One period course: ENG 335, 336, 342, 343, 344, 345, 346, or 347
- One single author course: ENG 330, 331, 332, 380, or 395 (when appropriate). Period and single author courses in other departments may be substituted with advisor approval
- Four elective courses in literature, film, or theory, at least two of which must be at the 300-level and at least one of which must be focused before 1900. One elective may be taken in another department, with advisor approval.
- ENG 300L, taken concurrently with a 300-level course
- Senior seminar for literature majors: ENG 398.

No individual course may satisfy more than one major requirement.

Students may combine a major in English Literature with a minor in Creative Writing 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
- 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; AFST: 206, 220, 233, 234, 235, 240, 335, 383; CLAS: 203; GRK: 211-218, 311-318; LAT 211-218; 311-318; ENG: 233, 234, 235, 242, 243, 245, 353, 383; FREN: 215, 220, 240, 304, 305, 309, 311, 313, 316, 318, 319, 330; GERM: 202, 302, 332; GWST: 206, 235, 238, 325, 332, 383; JAPN: 301E, 302E; LAST 238; SPAN: 235, 302, 305, 306, 307, 308, 330; THTR: 351, 352, 353, 383

## 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 Foundations of Theatre and Drama

See description for THTR 151. *HUM; CL: THTR 151; W; N. Blackadder, J. Grace, E. Carlin Metz*

### ENG 124 Introduction to Film

See description for FILM 124. *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*; *R. Smith, E. Anderson, G. Franco*

**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*; *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, 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 THTR 209. *ARTS*; *Prereq:*

*THTR 151/ENG 123 or THTR 131 or ENG 207 or ENG 208; or permission of the instructor*; *CL: THTR 209*; *N. Blackadder*

**ENG 221 Gender and Literature**

See description for GWST 221. *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 225 History and Structure of the English Language**

This course investigates the English language, beginning with the theory and principles of syntactic analysis. The course next traces the English language from its Indo-European roots to its contemporary manifestations around the world. Ultimately, we will consider how an understanding of the history and structure of the language can help us analyze literary texts more fully. *Prereq: ENG 120 or sophomore standing*; *E. Anderson*

**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 AFST 233. *HUM; CL: AFST 233; DV; F. Hord*

### **ENG 234 African and Black Caribbean Literature**

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

### **ENG 235 African American Women Writers**

See description for GWST 235. *HUM; CL: AFST 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. Schroeder Haslem*

### **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, Bronte, 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; STAFF*

**ENG 275 Advanced Composition**

See description for CTL 275. *CL: CTL 275; W; STAFF*

**ENG 300L Library Research (0)**

This lab is a co- or prerequisite for certain 300-level courses in the English department (see course descriptions). It teaches the fundamental research strategies students will need in order to write informed and relevant literary criticism. Students learn to evaluate and cite sources, produce annotated bibliographies, and use the library's databases and resources to their fullest *STAFF*

**ENG 306 Creative Nonfiction Workshop**

Intensive work in the reading and writing of creative nonfiction; workshops plus individual conferences. *Prereq: ENG 206 or written permission of the instructor; May be taken three terms; O; W; N. Regiacorte, M. Berlin, N. Rosenfeld, C. Kitchen*

**ENG 307 Fiction Workshop**

Intensive work in the reading and writing of fiction; workshops plus individual conferences. *Prereq: ENG 207 or written permission of the instructor; May be taken three terms; 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 THTR 309. *Prereq: ENG 209 or THTR 209 or written permission of the instructor; CL: THTR 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: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently; W; L. Schroeder Haslem*

**ENG 323 Studies in Adolescent Literature**

The course will consider the evolution of young adult literature as a literary genre and a consumer market using a variety of representative texts and critical approaches and with a specific focus on the ways in which this literature constructs and commodifies the adolescent experience. Authors may include J.D. Salinger, S.E. Hinton, Walter Dean Myers, David Levithan, and Laurie Halse Anderson. *Prereq: ENG 223 and one other 200-level course in literature, film or theory. ENG 200 strongly recommended.; B. Tannert-Smith*

**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 to the 20th century, from Geoffrey Chaucer to Bob Dylan. *Prereq: two 200-level courses in literature, film, or theory or junior standing; N. Regiacorte*

**ENG 330 Chaucer**

Focus on Chaucer's poetry (in the Middle English) with emphasis on *The Canterbury Tales* and *Troilus and Criseyde* and on the cultural and literary contexts in which Chaucer wrote. We read selected Chaucerian sources as well as secondary sources on medieval life, customs, and culture. *Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently; W; L. Schroeder 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*; *Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently*; *CL: THTR 381; STAFF*

### **ENG 332 Shakespeare: Tragedies and Romances**

Study of Shakespeare's tragedies and romances with combined attention to the plays as rich poetry and as texts for performance. Some discussion of the plays in connection with selected critical essays on them, and some in-class analysis of scenes from filmed productions of the plays. *HUM*; *Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently*; *CL: THTR 382; STAFF*

### **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 and one additional 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently*; *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: two 200-level courses in literature, film, or theory (ENG 200 and ENG 231 strongly recommended) and ENG 300L, which may be taken concurrently*; *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: two 200-level courses in literature, film, or theory (ENG 200 and ENG 232 strongly recommended) and ENG 300L, which may be taken concurrently*; *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: two 200-level courses in literature, film, or theory (ENG 200 and ENG 251 strongly recommended) and ENG 300L, which may be taken concurrently*; *W; L. Schroeder Haslem*

### **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: two 200-level courses in literature, film, or theory (ENG 200 and ENG 252 strongly recommended) and ENG 300L, which may be taken concurrently*; *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: two 200-level courses in literature, film, or theory (ENG 200 and ENG 252 strongly recommended) and ENG 300L, which may be taken concurrently*; *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: two 200-level courses in literature, film, or theory (ENG 200 and ENG 252 strongly recommended) and ENG 300L, which may be taken concurrently; 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: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently; 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: two 200-level courses in literature, film, or theory, or permission of the instructor; W; DV; R. Metz, N. Rosenfeld, C. Simpson*

**ENG 352 World Theatre and Drama II: Restoration through World War I**

See description for THTR 352. *HUM; Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: THTR 352; W; N. Blackadder, E. Carlin Metz, J. Grace, STAFF*

**ENG 353 World Theatre and Drama III: 1915 to the Present**

See description for THTR 353. *HUM; Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: THTR 353; DV; N. Blackadder, E. Carlin Metz, J. Grace*

**ENG 363 Film Theories**

This course will explore one or more of the main currents in film theory, which include formalist, realist, structuralist, psychoanalytic, feminist, post-

structuralist, cognitivist, and cultural-contextualist approaches to questions regarding the nature, function and possibilities of cinema. Specific offerings will vary from year to year. Topics of study may include “Genre versus Auteur”, “Psychoanalysis and Film”, “Narrative and Film”, “Experimental Film”, and “Noir”. *HUM; Prereq: ENG 124 and one 200-level course in literature, film, or theory (ENG 200 recommended) and ENG 300L which may be taken concurrently, or permission of the instructor; CL: FILM 363; R. Smith, E. Anderson*

**ENG 370 Feature Writing and Narrative Journalism**

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

**ENG 371 In-Depth Reporting**

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

**ENG 380 Studies in English and American Literature**

Concentration on one or two English or American writers, or on a period or genre. Writers vary from term to term. *HUM; Prereq: two 200-level courses in literature, film, or theory or permission of the instructor; May be repeated, with permission of the instructor; STAFF*

**ENG 383 Women Playwrights**

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

**ENG 384 American Drama and Theatre**

See description for THTR 384. *Prereq: junior standing or permission of the instructor; CL: THTR 384; N. Blackadder, J. Grace*

**ENG 386 Theatre and Society**

See description for THTR 386. *Prereq: junior standing or permission of the instructor; CL: THTR 386; N. Blackadder, J. Grace, E. Carlin Metz*

**ENG 387 Studies in Dramatic Literature**

See description for THTR 387. *Prereq: junior standing or permission of the instructor; CL: THTR 387; N. Blackadder, J. Grace, E. Carlin Metz*

**ENG 394 Topics in Investigative Journalism**

See description for JOUR 374. *CL: JOUR 374; STAFF*

**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, G. Franco*

**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

## Major and Minor

### Capstone Work

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

### Recent Student Achievements

Ford Fellowship, 2010, 2011

Fulbright Fellowship, 2005, 2011, 2012

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

National Park Service

Student Conservation Association

Sustainable Business Center

### Faculty and professional interests

Peter Schwartzman, chair

*Climate change, environmental justice, renewable energy, sustainability*

Katherine Adelsberger

*Geoarchaeology, paleoenvironmental reconstruction, geographic information systems*

Brooke Thureau

*Political ecology, conflict resolution*

### 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 education, 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:

- *Writing Key Competency* - ENVS 241, 242, 243, and 399 serve as writing-intensive courses for majors

- *Speaking Key Competency* - ENV5 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 course (ENV5 101), continues in the 300-level courses (ENV5 319 and ENV5 368), and crystallizes in the senior research experience (ENV5 399). ENV5 399 also introduces students to a wide range of technologies including, but not limited to, GPS (Global Positioning System), GIS (Geographic Information System), I-Movie, Adobe Acrobat, and Powerpoint.

### Departmental Learning Goals

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

1. Describe and explain the ecological dimensions of human experience
2. Use an interdisciplinary approach to consider social, political and economic factors that impact our environment
3. Obtain and evaluate scientific knowledge using various methodologies found in environmentally-related fields
4. Analyze imbalances in economic and political power in the allocation and accessibility of resources among the world's people
5. Communicate scientific information effectively in both oral and written forms
6. Demonstrate proficiency with scientific and informational technologies

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### Requirements for the major

10 credits as follows:

- ENV5 101 and a course with a strong ethical component (PHIL 118 or ENV5 228)
- An introductory class in a basic area of Environmental Science: ENV5 125, 150, or 275
- A course in statistics: STAT 200 (see Non-Departmental Courses)
- A course on resources: ENV5 241, 242, or 243
- An advanced course in environmental science: ENV5 317, 319, 325, or 335
- ENV5 368 or an approved advanced course in the social sciences
- Two electives in Environmental Studies
- Senior project: ENV5 399 (1 credit) or ENV5 400.

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### Requirements for the minor

5 credits as follows:

- ENV5 101
- A course with a strong ethical component (PHIL 118 or ENV5 228)
- A 300-level course in Environmental Studies
- Two additional courses in Environmental Studies

### Programmatic Opportunities

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

## 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, K. Adelsberger*

### **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. *MNS; K. Adelsberger*

### **ENVS 150 Atmosphere and Weather**

An introduction to the field of climatology and meteorology, with an emphasis on atmospheric processes. Typically, this course examines key weather-related phenomena (e.g. hurricanes, frontal systems, air pollution) and acquaints students with their mathematical and scientific underpinnings. *MNS; P. Schwartzman*

### **ENVS 160 Plants**

See description for BIOL 160. *MNS; CL: BIOL 160; STAFF*

### **ENVS 174 Urban Agriculture (1/2)**

An introductory scientific and experiential examination of growing fruits and vegetables in an urban environment. Fall term version focuses on: permaculture, late crops, composting, microgreens, harvesting, season extenders, collecting/storing seeds, winterizing, and aquaponics. Spring term version will focus on: planning, seedlings, planting, bedding soils, watering, pest control, weeding, and local food systems. *A student may earn up to 1 credit by enrolling in both the fall and spring versions of the course; P. Schwartzman*

### **ENVS 180 Sustainability: Explorations and Opportunities**

A practical introductory course in sustainability. Beginning with a history and overview of the concept of “sustainability,” this course mounts an investigation and critique of many of the commonly promoted means to achieving it (i.e., recycling, technology, permaculture, etc.) from both an individual and system perspective. Group projects lead to demonstrations of usable and sustainable products and designs. *Prereq: sophomore standing; P. Schwartzman*

### **ENVS 188 Introduction to Geographic 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 191 Environmental Field Studies (1/2)**

This seminar examines the environment, history, geology, and ecology of a region that will be visited during a Winter or Spring Break field excursion. *Prereq: one course in Environmental Studies; Repeatable for up to 2 credits. An additional fee will be charged for the field component of the course; K. Adelsberger*

### **ENVS 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**

This course focuses upon issues of environmental quality, and how the cost to human health and access to environmental benefits is often distributed according to race and poverty. Proposals devised by environmental and civil



rights groups working within the growing environmental justice movement are also explored. The goal is to help students understand more fully how decisions affecting the health of neighborhoods, regions, and groups of people are made, and what individuals can do about it. The link between environmental issues and past and present discrimination is examined from an interdisciplinary perspective, requiring students to do work in both the natural and social sciences. Fieldwork will also be required. *CL: AFST 228, HIST 228; DV; P. Schwartzman, K. Hamilton*

**ENVS 231 Native America:  
Identity and Adaptation**

See description for ANSO 231. *HSS; 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 Crèvecoeur, 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**

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; W; 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; MATH 140 or higher recommended; W; K. Adelsberger*

**ENVS 243 Energy**

A scientific examination of energy resources available on planet Earth. Energy forms are understood in terms of technological systems and sustainability. Students gain the necessary scientific background to understand the substantive challenges faced in providing sufficient energy to human civilization without depleting/exhausting natural resources and denigrating the natural environment. *Prereq: ENVS 101, CHEM 101, or PHYS 110; W; P. Schwartzman*

**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: catastrophe; the philosophy of technology; technological/scientific byproducts and social injustice; biomimicry; and scientific literacy. *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, with a focus on raster data. Topics include geodatabase design, spatial analysis, data transformation and more advanced use of the editing and analysis tools provided by ESRI's ArcGIS software. Lectures are supplemented with ArcGIS-based projects. *Prereq: ENVS 188; STAT 200 is recommended; K. Adelsberger*

**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 relationship between humans and their environments over both evolutionary and historic timescales. Course topics include major climatic influences on human landscapes, environmental impacts on human ecology and cultural change, and potential field methods used to distinguish between natural and anthropogenic landscape change. Basic climate system dynamics and archaeological case studies are discussed. *Prereq: ENVS 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 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*

# Film Studies

## Minor

### 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: [www.blackearthfilmfestival.org](http://www.blackearthfilmfestival.org).

### Off-Campus Study

Students participating in the Barcelona or Buenos Aires programs can combine their interests in film and off-campus study by taking Spanish Cinema I and II or Social Cinema of Argentina and Popular Culture in Latin America.

### Program Committee

- Emily Anderson, *English*, chair
- Greg Gilbert, *Art History*
- Neil Blackadder, *Theatre*
- Konrad Hamilton, *History*
- Antonio Prado, *Modern Languages*
- Magali Roy-Féquièrre, *Gender and Women’s Studies*
- Daniel Wack, *Philosophy*

### Cooperating faculty from other programs

- Todd Heidt, *Modern Languages*
- Mat Matsuda, *Asian Studies*
- Robin Ragan, *Modern Languages*
- 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.

### Departmental Learning Goals

Students completing a minor in film studies will be able to:

1. Evaluate film as a cultural artifact
2. Critique film as a political medium
3. Analyze film as a forma text

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## 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
- ASIA/FILM 225: Introduction to Chinese Film
- AMST/AFST/FILM/HIST 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
- 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.

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## 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 formal perspectives. *HUM*; *CL*: *ENG 124*; *R. Smith*, *E. Anderson*

### FILM 225 Introduction to Chinese Film

See description for ASIA 225. *CL*: *ASIA 225*; *W. Du*

### FILM 227 The Black Image in American Film

See description for HIST 227. *Prereq*: *sophomore standing or permission of the instructor*; *CL*: *AFST 227*, *AMST 227*, *HIST 227*; *DV*; *M. Roy-Féquièrè*, *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 and one 200-level course in literature, film, or theory (ENG 200 recommended) and ENG 300L which may be taken concurrently, or permission of the instructor; CL: ENG 363; R. Smith, E. Anderson*

# Forestry/Environmental Management

Cooperative  
Program

## Program Advisor

Stuart Allison, *Biology*

We live in an age of rapid environmental change, much of it driven by human caused modifications to the environment. How should we respond to these changes? Are there ways to better manage our environment for our benefit and the benefit of other species? Forestry (no longer a field mostly concerned with producing lumber) 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-Site Director, Besançon Program, 2013-14  
*Francophone African literature, 19th century French literature, linguistics*

Bruce Davis

*17th century French literature, Third Republic, Dreyfus Affair, France under the German Occupation, Issues of urban planning and gentrification in Paris, French Cinema (réalisme poétique), French national identity*

Schahrazede Longou

*Francophone literature (Maghreb), post-colonial Algeria, cultural identity and diaspora*

Anne Steinberg

*French civilization from the Middle Ages to today; Francophone literatures from the 20th and 21st centuries; The Enlightenment: politics, culture, socioeconomics, arts and literatures; The history of the tale in France; The history and impact of France in Europe since the Renaissance*

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.



## Departmental Learning Goals

Students completing a major in French will:

1. Demonstrate a level of proficiency in French that will allow them to pursue advanced study in that language whether in the United States or in other countries
2. Acquire advanced critical/analytical skills that allow them to assess, interpret and assign meaning to numerous types of cultural production including: literary texts; film; political, sociological and historical documents; rituals and folkways
3. Be able to design and carry out an original research project in which French is the major investigatory tool and vehicle of expression

## 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 (MODL 260E may substitute for one of the courses)
- Two 300-level French courses

## Courses

### FREN 101, FREN 102, FREN 103

#### Elementary French

Development of language skills: listening, comprehension, speaking, reading and writing. Essentials of grammar complemented by readings in literature and culture, with extensive practice in speaking. *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; C. Aquetey, B. Davis*

**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; C. Aquetey*

**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, Moliere, Baudelaire, Zola. *Prereq: FREN 210 and FREN 211; B. Davis*

**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: AFST 220; C. Aquetey*

**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 Mallarme, Verlaine and Nouveau. *Prereq: FREN 215 or permission of the instructor; C. Aquetey*

**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. Aquetey*

**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. Aquetey, 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, Chretien 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, Moliere, 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; B. Davis*

# 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-Site Co-Director, Buenos Aires Program, Fall 2013  
Catherine Denial, *History*  
Nancy Eberhardt, *Anthropology and Sociology*  
Brenda Fineberg, *Classics*  
Lori Schroeder Haslem, *English*  
Heather Hoffmann, *Psychology*  
Frederick Hord, *Africana Studies*  
Karen Kampwirth, *Political Science*  
Lynette Lombard, *Art*  
Elizabeth Carlin Metz, *Theatre*  
Robin Ragan, *Modern Languages*  
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, 373, and 383 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.

### Departmental Learning Goals

Students graduating in the GWST major will be able to:

1. Read, understand, and evaluate key concepts in the feminist theory and in gender studies scholarship
2. Identify, compare, and evaluate gender constructions across cultures and in historically specific situations
3. Describe and analyze intersections of gender with race, ethnicity, class, sexuality, age, and nationality
4. Define the concepts of privilege and oppression and critically apply them
5. Write and speak effectively using feminist perspectives to analyze academic and social issues and questions

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## Requirements for the major

11 or 12 credits as follows:

- Introductory course: GWST 101
- Feminist theory: GWST 206 or GWST 243
- Feminist methodology: GWST 280
- One Gender and Women's Studies course in the Humanities
- One Gender and Women's Studies course in the Social Sciences
- Electives: four more credits in Gender and Women's Studies; two of these four credits must be at the 300-level.
- Coursework in a traditional discipline: two credits in a single department or program outside of Gender and Women's Studies, one of which must be a methods or theory course. The course other than methods/theory may be a course cross-listed with Gender and Women's Studies. Courses that currently count toward the method/theory requirement include: ANSO 290, ANSO 300, ANSO 301, ANSO 320, ART 342, BIOL 210, ENG 200, ENG 334, HIST 285, PS 220, PS 230, STAT 200, and THTR 385; other courses may fulfill this requirement on approval by the program chair.
- Capstone experience: Students carry out a project involving significant individual initiative. This may be done within the context of:
  - participation in the Antioch Women's Studies Abroad program
  - an internship
  - a community action project
  - a research/creative project carried out through independent study
  - an honors thesis in Gender and Women's Studies

The choice of a project is made in consultation with the program chair.

With permission of the chair, up to two credits in related studies outside the program may be counted towards the major. To be considered, courses must contain a significant component on gender and an individualized student project focused on gender issues.

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## 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

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## 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: AFST 206; DV; M. Roy-Féquière*

### GWST 207 Black Women in the Civil Rights Movement

See description for AFST 207. *CL: AFST 207; DV; F. Hord*

### GWST 208 The Sociology of Gender

See description for ANSO 208. *CL: ANSO 208; STAFF*

### GWST 221 Gender and Literature

Emphasis is on the use of gender as a category of analysis by which to examine literary characters, styles, and techniques, as well as the circumstances and ideology of authors, readers, and the literary canon. *HUM; CL: ENG 221; DV; M. Roy-Féquière, 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. *CL: LAST 227, PS 227; DV; W; K. Kampwirth*

### GWST 229 Women and American Politics

See description for PS 229. *Prereq: PS 101 or sophomore standing; CL: PS 229; A. Civettini*

### GWST 235 African American Women Writers

A broad survey of the poetry, fiction, autobiographies and literary criticism of African American women. Beginning with late eighteenth-century poetry, we explore the themes and images of black women and men, language, settings, and form of that literature. With African American women at the center of discourse speaking as subjects, we further examine the interlocking of gender, race, and class and the uniqueness of their experience as reflected in their literature, as well as how the historical context of internal colonialism has affected their voices. *HUM; CL: AFST 235, ENG 235; DV; M. Roy-Féquière*

**GWST 238 Latin American Women Writers**

The past two decades have seen the rise of an unprecedented number of Latin American women writers who have made important aesthetic contributions to the literary traditions of their countries. This course examines some of their works paying special attention to the gendered politics and poetics of the text. Among some of the works included are Nellie Campobello's novels of the Mexican Revolution, the testimonial narrative of Elena Poniatowska, the magical realist works of Isabel Allende. All works are read in English translations. *HUM*; *Prereq: sophomore standing*; *CL: LAST 238*; *DV: M. Roy-Féquière*

**GWST 243 Philosophies of Feminism**

See description for PHIL 243. *HUM*; *Prereq: sophomore standing*; *CL: PHIL 243*; *W. Young*

**GWST 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*

**GWST 275 Psychology of Gender**

See description for PSYC 275. *Prereq: PSYC 100 or GWST 101*; *CL: PSYC 275*; *K. Shaw*

**GWST 280 Feminist Methodologies**

The course examines the fundamental questions characteristic of the interdisciplinary field of Women's Studies, and explores the contributions of feminist scholarship in several specific disciplines that contribute to this field, such as literature, history, anthropology and sociology, philosophy of science, and psychology. Readings include both classic statements and recent writings. *Prereq: one previous course in Gender and*

*Women's Studies or permission of the instructor*;  
*M. Roy-Féquière, STAFF*

**GWST 312 Gay and Lesbian Identities**

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: IDIS 312, 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-Féquière*

**GWST 326 Psychological Anthropology: Self, Culture, and Society**

See description for ANSO 326. *Prereq: two courses in Anthropology and Sociology and junior standing*; *CL: ANSO 326*; *N. Eberhardt*

**GWST 332 Gender Studies in German Literature and Culture**

See description for GERM 332E. *HUM*; *Prereq: sophomore standing or permission of the instructor*; *CL: GERM 332E*; *DV; T. Heidt*

**GWST 333 Global Feminism and Antifeminism**

See description for PS 333. *Prereq: at least one HSS course in which gender is a major theme*; *CL: PS 333*; *DV; W; K. Kampwirth*

**GWST 336 Science and the Social Construction of Race and Gender**

See description for AFST 336. *CL: AFST 336, IDIS 336; DV; W; M. Crawford, D. Cermak*

**GWST 373 Topics in Women's and Gender History**

See description for HIST 373. *Prereq: HIST 285, GWST 280, or permission of the instructor; CL: HIST 373; W; GWST 373B is DV; C. Denial*

**GWST 383 Women Playwrights**

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



### Faculty and professional interests

Todd Heidt

*Late 19th and 20th century German literature and culture, film and visual culture, narratology and media*

Gizem Arslan

*Post World War II literatures, literary multilingualism, transnational literatures*

### Teaching emeritus faculty

Ross Vander Meulen

### Teaching Intern

Lisa Marie Rabe

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:

- *Writing Key Competency* - GERM 320 serves as a writing-intensive course for majors
- *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.

### Departmental Learning Goals

Students completing a major in German will:

1. Demonstrate a level of proficiency in German that will allow them to pursue advanced study in that language whether in the United States or in other countries

### Capstone Work

A study of appropriate scope done in conjunction with a 300-level course or as an independent study.

Examples of recent student work:

“Dehumanization in Two Cases of German Perpetrated Genocide”

“The Turkish-German Minority in Germany Today”

“The Translation of The Origin of Species: The Development of a Theory”

“Translation Theory and Translation”

### Special Facilities

Dorothy '39 and Richard Burkhardt '39 Language Center

International News Room

### Recent Student Achievements

Honors projects:

- “Anglicisms in the German Language”
- “The Role of Societal Ideology in Diaspora-Related Terrorism”
- “Beautiful Gender Benders: The New Woman and the Contemporary Drag Scene in Berlin”

Phi Beta Kappa Members (1)

Lilly Lindahl Prize in German

Richter Memorial Scholarship

Delta Phi Alpha German Honors Society (6)

### 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

2. Acquire advanced critical/analytical skills that allow them to assess, interpret and assign meaning to numerous types of cultural production including: literary texts; film; political, sociological and historical documents; rituals and folkways
3. Be able to design and carry out an original research project in which German is the major investigatory tool and vehicle of expression

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## 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
- Allied fields: Two credits from courses outside of the German curriculum suggested by the student and approved by the program chair.

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## Requirements for the minor

5 credits

- Three 200-level German courses (MODL 260E may substitute for one of the courses)
- Two 300-level German courses

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## 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; T. Heidt, STAFF*

### **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; T. Heidt, 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; T. Heidt*

### **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; T. Heidt, STAFF*

### **GERM 302, GERM 302E Realism in the German Context**

The realist tradition in German literature and film from the 19th century to the present. Students are presented with an overview of what German writers and filmmakers have viewed as “life as it really is” and how they have chosen to represent “reality” over the past 150 years. *Prereq: GERM 202 or equivalent for GERM 302; sophomore standing or permission of the instructor for GERM 302E; T. Heidt*

**GERM 317 Goethe**

Reading and discussion of Goethe's major works, including selections from his lyric poetry. Class discussions in German. *Prereq: GERM 202 or equivalent; STAFF*

**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; W; T. Heidt*

**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; T. Heidt*

**GERM 325, GERM 325E German Culture: Focus on Berlin**

(In German or English) Exploration of contemporary German culture through focus on the nation's once and future capital. This is not a cultural history course but is instead designed to give students insight into the people and concerns "behind the headlines." Course materials include both fiction and non-fiction (political and economic) readings, interviews, slides, film, video

and music. *Prereq: GERM 202 for GERM 325; sophomore standing or permission of the instructor for GERM 325E; GERM 325E satisfies HUM Foundations; T. Heidt*

**GERM 326, GERM 326E****1920's Berlin: Fears/Fantasies**

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; T. Heidt*

**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 or 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; DV; T. Heidt*

**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; T. Heidt*

preliminary topic and bibliography. With departmental approval students may undertake a project as an independent study. *T. Heidt*

**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; T. Heidt*

**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; T. Heidt*

**GERM 399 Senior Project (1/2 or 1)**

Seniors prepare a study of appropriate scope in conjunction with any 300-level course in which they participate as regular students during their senior year. Students should identify the course in which they choose to do their project no later than the third term of their junior year and submit a

### Faculty and professional interests

Konrad Hamilton, chair (On-Site Co-Director,  
Buenos Aires program, Fall 2013)

*American and African-American history*

Catherine Denial (on leave, Fall 2013)

*American history, American Indian history, women and gender*

Danielle Fatkin (on leave, Spring 2014)

*Ancient Roman and Mediterranean history*

Michael Schneider (interim chair, Fall 2013)

*East Asian and international history*

Emre Sencer

*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, *Africana 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 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.

### Departmental Learning Goals

Students completing a major in History will be able to:

1. Analyze primary sources
2. Formulate an argument using evidence
3. Contextualize knowledge/truth claims

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### Requirements for the major

10 credits in the department as follows:

- Two 100-level courses
- HIST 245 or 285, taken preferably in the sophomore or junior year
- Three 300-level courses, each of which must include a significant research project
- Four departmental electives
- One of the ten credits must be in the history of a region outside Europe or the United States

Students, in consultation with their advisors, must work out a plan for coursework in the major that incorporates the specific requirements listed above, while also taking into account considerations such as: depth of experience in one field; range of experience in methodology, geographical/cultural focus, and thematic focus (for example, international, women/gender, religion, African-American).

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

With permission of the chair, 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.

Applicants for Honors will be expected to have completed at least one 300-level course at the time of application.

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## Requirements for the minor

5 credits in History, including the following

- At least one 100-level course
- HIST 245 or 285
- At least one 300-level course with a significant research project

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## Courses

### **HIST 104 The Ancient Mediterranean World**

Ancient civilizations through the fall of Rome. *HSS; CL: CLAS 104; D. Fatkin*

### **HIST 105 Medieval and Early Modern Europe**

European civilization from the Middle Ages to the early modern period. Topics include the spread of feudalism, Christianity, struggle between papacy and empire, Renaissance humanism, the Protestant reform movement, development of nation states, the scientific revolution. *HSS; STAFF*

### **HIST 106 Modern Europe**

Modern Europe. Topics include the Enlightenment, the French Revolution, industrialization, imperialism and nationalism, to the eve of World War I. *HSS; STAFF*

### **HIST 107 Twentieth-Century Europe and the World**

This course will examine the development of European politics, society, and culture in the twentieth century. It also focuses on the impact of Europe on other continents, especially within the framework of imperialism and decolonization. The claims of competing ideologies, the development of culture in the age of Cold War, and the challenges of globalization are among the major themes of the course. *HSS; E. Sencer*

### **HIST 113 Judaism, Christianity, and Islam**

See description for RELS 113. *HSS; CL: RELS 113; DV; HSS; J. Thrall, D. Fatkin*

### **HIST 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: LAST 121; DV; 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 AFST 145. *HSS; CL: AFST 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**

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. The thematic focus of the course is the attitudes and values that contributed to the greatness of Athens, and, at the same time, led to its decline. *HUM; CL: CLAS 200; D. Fatkin*

**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: sophomore standing or permission of the instructor; CL: EDUC 202; W; S. Schroth, K. Williams*

**HIST 213 Archaeology and the Study of History**

An overview of archaeology, with special emphasis on understanding and appreciating artifactual remains as a primary source. The course will focus on several well-documented archaeological sites and how their archaeology has contributed to our understanding of history (the Egyptian workmen's village of Deir el-Medina, Pompeii, Machu Picchu, and early America, for instance), and will include an examination of how archaeology has adapted in light of recent movements toward cultural repatriation. Although this course has no prerequisites, prior coursework in history, anthropology, or classics is suggested. *D. Fatkin*

**HIST 220 History of Christianity**

See description for RELS 220. *CL: RELS 220; J. Thrall*

**HIST 221 The European Enlightenment, 1660-1789**

Readings from key figures of the European enlightenment (e.g. Locke, Bayle, Montesquieu, Voltaire, Rousseau, and Smith) set against the background of historical developments. Alternate years. *HSS; Prereq: HIST 105 or HIST 106 or permission of instructor; G. Steckley*

**HIST 227 The Black Image in American Film**

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



the business and economics of filmmaking. *Prereq:* *sophomore standing or permission of the instructor*; *CL: AFST 227, AMST 227, FILM 227; DV; M. Roy-Féquièrre, K. Hamilton*

### **HIST 228 Environmental Racism**

See description for ENVS 228. *CL: AFST 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. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

### **HIST 236 Germany in the 20th Century**

The purpose of this course is to introduce students to the major events and issues in German history from the beginning of the twentieth century to the present. Main areas of focus will be the two world wars, the Nazi era, and divided Germany in the Cold War. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

### **HIST 237 World War I**

An introductory course on the history of the First World War. The course will take a global approach to the Great War, examining it as a transformative event in European and world

history. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

### **HIST 238 World War II in Europe**

This is an introductory course on the European theatre of the Second World War. It covers the causes, different stages, and the implications of the war, and focuses on the political, social, and cultural dimensions of the conflict. *Prereq: sophomore standing or permission of the instructor; E. Sencer*

### **HIST 241 Modern China**

A survey of political, social, economic and intellectual history of China since 1800 with emphasis on the twentieth century. Topics include the changes in late imperial society, Western imperialism, the concept of revolution, the response of major world powers to China as a revolutionary power, and the struggles of contemporary Chinese society. *HSS; Prereq: one course in history; HIST 141 is recommended; CL: ASIA 241; M. Schneider*

### **HIST 242 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 259 America in the 1960s**

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

**HIST 263 Slavery in the Americas**

This course surveys the experiences of Africans enslaved in the Caribbean, Latin America, and the United States. It is designed to introduce students to the complex history and issues of slavery in the Western Hemisphere. Slavery is examined both as an international system with global impact, and through comparative analysis of individual slave societies. Subjects addressed include European economic motivation and gain; slave revolts and abolition movements; African cultural retention; racist ideology and race relations. This course serves as the first half of the African-American history series, and as one of the required courses for the major in Africana Studies. *HSS; CL: AFST 263, LAST 263; DV; 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. *AMST 267; Course may be repeated for credit. HIST 267B History of Marriage is DV. HIST 267C History of Birth Control is DV; 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*

**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; T. Heidt*

### **HIST 338 Nazi Germany**

The purpose of this course is to explore the origins, development, and collapse of Nazi dictatorship in Germany. It will focus on the main arguments offered by major historians about this era of German history, and allow students to conduct research and write a paper on an area of their own interest within that period. *Prereq: HIST 285; W; E. Sencer*

### **HIST 339 Weimar Republic**

This course focuses on the history of the First German Republic, 1919-1933. It will examine the establishment and slow destruction of democracy in Germany in the interwar years, along with the

social and cultural changes of this period. *Prereq: HIST 285 or permission of the instructor; W; E. Sencer*

### **HIST 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 Museums, Monuments, and Memory**

This course will analyze the possibilities and practicalities of the practice of "public history" in the United States. We will consider the history of the field; the purpose and ideals of the profession; the limitations placed upon public historians by money, audience, space, and time; and the impact of good and bad public history on American culture. Students will have the opportunity to visit local historic sites and museums, and will be expected to research, build and present their own exhibition on some aspect of local (or locally) connected history by the end of the term. Alternate years. *Prereq: HIST 285 or permission of the instructor; 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: sophomore standing; HIST 285 or permission of the instructor; CL: AFST 366; DV; W; K. Hamilton*

### **HIST 371 Topics in the History of Religion**

See HIST 271. A major component of HIST 371 will be a long research paper based on primary sources. *Prereq: HIST 285 or permission of the instructor; CL: RELS 371; DV; W; may be repeated for credit; STAFF*

### **HIST 373 Topics in Women's and Gender History**

Topics vary year to year. Current topics include: "Women, Gender and the American Revolution"—analyzing the form and function of gender in the revolutionary era; 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; HIST 373B is DV; C. Denial*

### **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*, chair  
Roy Andersen, *Economics*  
Daniel Beers, *Political Science*  
Nancy Eberhardt, *Anthropology/Sociology*  
Timothy Foster, *Modern Languages*  
Todd Heidt, *Modern Languages*  
Karen Kampwirth, *Political Science*  
Robin Ragan, *Modern Languages*  
Emre Sencer, *History*

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.

## Departmental Learning Goals

Students completing a major in Integrated International Studies will be able to:

1. Describe key features of “globalization” and identify their impact in specific contemporary international and local contexts
2. Cultivate college-level competence in a foreign language and be able to employ their skills to navigate in cultural settings outside of the United States

## Special Collections

WGI Global Data Manager (1200 variables on all countries)  
Extensive historical and contemporary map collection

## Affiliations

Interuniversity Consortium for Political and Social Research (ICPSR)  
Illinois Consortium for International Education

## Recent Internships

German Red Cross, Refugee services  
Banco Bilbao, Spain  
Mahindra & Mahindra Consulting, Bombay, India  
Ctr. Chicago International Trade Association  
American Red Cross, Jerusalem Foundation  
American Red Cross

## Recent Off-Campus Programs

Antioch Mali Program  
DIS, Denmark  
IES Morocco  
Japan Study  
Knox Program in Barcelona  
Knox Program in Besançon  
Knox Program in Buenos Aires  
ACM Zimbabwe

### Recent Student Research

“Global Analysis of Multi-Drug Resistant Tuberculosis Rates and Related Country Variables”

“Millennium Development Goal Three: Kuwaiti and Qatari Women’s Prospects for Empowerment”

“China and the Middle East: Energy, Politics, and Culture”

“The Impact of Tea on the Angami-Naga Society of Northeast India”

“The Mexican Maquiladora Program: A Contemporary Socio-Economic Analysis”

“Third Culture Kids: Study of a Concept”

### College Honors

“Presentation of History in Secondary School Textbooks in Japan and France: A Comparative Study”

3. Design and implement a research project using interdisciplinary social analysis to analyze contemporary global systems and processes

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## 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 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.

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## 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, M. Matsuda, W. Young*

**IIS 390 Senior Seminar**

STAFF

# Interdisciplinary Studies

## Course Work

### Program Director

Laura Behling, *Dean of the College and Professor of English*

A number of interdisciplinary studies courses are offered occasionally as electives. Each interdisciplinary studies course focuses on a particular issue involving the perspectives of two or more disciplines and students are encouraged to apply their own developing interests or disciplinary perspectives to their work in the course. These courses emphasize fundamental human issues, but invite students to draw on their learning and to work with fellow students in a focused analysis of specific issues and problems.

### Courses

#### **IDIS 312 Gay and Lesbian Identities**

See description for GWST 312. *HSS; Prereq: junior standing; CL: GWST 312; W; DV; H. Hoffmann*

#### **IDIS 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*

#### **IDIS 319 London Arts Alive (1 1/2)**

(Fall/December break) During the fall term, students participate in meetings about once a week focusing on the contemporary performance, visual and language arts of London, as well as the relationship of these arts to the socio-political and economic dynamics of the city. During the December break, the group travels to London to experience these phenomena firsthand. *Prereq: sophomore standing and 1 previous course in the arts (including creative writing), or permission of the instructor; The cost of the London segment and airfare are covered by a special program fee; DV; E. Carlin Metz, R. Metz*

#### **IDIS 323 Visual Culture Theory**

See description for ART 323. *CL: ART 323, FILM 323; G. Gilbert*

#### **IDIS 336 Science and the Social Construction of Race and Gender**

See description for AFST 336. *CL: AFST 336; DV; W; M. Crawford, D. Cermak*



# International Relations

## Faculty and professional interests

Sue Hulett, chair

*International relations, American foreign policy, religion and politics*

Daniel Beers

*Comparative politics, Russia and Eastern Europe, international political development*

Andrew Civettini

*American politics, political behavior, political psychology*

Karen Kampwirth

*Comparative politics, Latin America, gender and politics*

Duane Oldfield

*Globalization, social movements, religion and politics*

Lane Sunderland

*Constitutional law, political philosophy, American political thought*

International Relations is a major offered through the Department of Political Science and International Relations. The department faculty members are committed to providing a program that fosters an understanding of international political, diplomatic, socio-cultural, and military behavior. Topics include the study of war, peace and revolutions; international governmental and non-governmental organizations; human rights and ideologies; and democratization and globalization.

Students interested in international relations should include in their programs introductory courses in economics, history, and political science, and should complete the intermediate courses in one modern language. Students are encouraged to participate in a study program abroad. While courses taken abroad may substitute for certain program requirements, care should be taken to fulfill most requirements before studying abroad.

The department faculty represent diverse methodologies and philosophical views. The goal is to present intelligent perspectives on international relations that result in students reaching their own conclusions regarding questions of diplomacy, power politics, international law and ethics, transnationalism, military strategy, feminism, behavioralism, and ideal models of international political and economic development.

The department mission includes global civic education in the sense of discovering what government and global communities "ought to be;" analysis of problems in the many sub-fields represented in the department [see course listings under Political Science]; improvement of reasoning, writing, and statistical skills; and inclusion of race, gender, class, environmental, and third world issues in most of the courses offered in the department.

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

- *Writing Key Competency* - PS 227, 245, 314, 315, 317, 320, 326, 333, 342, 362, and 363 serve as writing-intensive courses for majors

## Major and Minor

### Recent Internships

Amnesty International  
Atlantic Council  
Center for American Progress  
Council on American-Islamic Relations  
Council of Foreign Relations  
Department of State  
Federation of American Scientists  
Human Rights Watch  
International Red Cross  
Ministry of External Affairs (India)  
National Nuclear Security Administration  
National Security Agency  
NATO, Brussels  
Pakistani Mission to the U.N.  
Peace Corps  
Population Action International  
UNHCR  
U.S. Institute of Peace  
U.S. Senate and Congress

### Recent Off-Campus Programs

Argentina  
China  
Denmark  
England  
France  
Germany  
Israel  
Japan  
Lebanon  
Malawi  
Mexico  
Morocco  
Russia  
Spain  
Turkey  
United Arab Emirates

## Recent Student Achievements

National Political Science  
Penniman Scholarship Univ. of  
Chicago (2003 and 2009)  
Fulbright Scholar (2003, 2005 and  
2012)  
Fulbright Language Instructor  
(2006)  
Woodrow Wilson Int'l Center  
Researcher  
Model United Nations Delegation  
Awards  
White House Situation Room

## Graduate Fellowships (selective list)

Georgetown University  
Columbia University  
Johns Hopkins  
Monterey Institute of  
International Studies  
University of Chicago  
University of Edinburgh  
University of Illinois  
University of London  
University of California,  
San Diego  
Fletcher School of Law and  
Diplomacy, Tufts University

## 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” (2009)  
“Immigration, Gender, and  
Complexity” (2010)  
“Turmoil and Transition in the  
Arabian Gulf” (2012)  
“The Role of NATO and its  
Partner States” (2013)  
“Terrorism and Homeland  
Security” (2013)

- *Speaking Key Competency* - PS 128, 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).

## Departmental Learning Goals

Students completing a major in International Relations will be able to:

1. Articulate coherent arguments on difficult global and domestic political issues
2. Carry out substantial research
3. Analyze politics and international relations using a broad range of theoretical and methodological approaches

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## Requirements for the major

10 credits as follows:

- PS 210, PS 220, PS 315, PS 317, and one of PS 101, PS 230 or PS 342
- Two area courses from: PS 122, 125, 129, 223, 227, 231, 268, 301, 314, 320, 321, 322, 323, 326, and 399 (when this course is a non-U.S. area studies course). Off-campus “area study” courses may count in this category, with approval of the chair.
- Three credits of electives within the department.

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## 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 122, 125, 128, 220, PS 227, PS 268, PS 301, PS 312, PS 314, PS 315, PS 316, PS 317, PS 320, PS 321, PS 322, or PS 323.

### Faculty and professional interests

Mat Matsuda

*Japanese language, culture and society, comparative and international education*

Chisato Kojima

*Japanese language, 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 pre-modern and modern Japanese literature and contemporary Japanese society and culture. Additional courses in Japanese history, international relations, religion, and philosophy are offered by the History and Philosophy departments.

### Departmental Learning Goals

Students completing a minor in Japanese will:

1. Demonstrate a college-level competence in the Japanese language as an avenue for further exploration of the experiences of members of Japanese society.
2. Be able to identify important ways in which cultural understanding in Japanese society is conveyed through language in literary, historical, philosophical, or religious contexts.

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

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## Requirements for the minor

- Three credits in Japanese language at the 200 level or above.
- Two credits in Japanese Area Studies - either Japanese (JAPN) courses or Asian Studies (ASIA) courses designated as “Japanese Area Studies” at the 200 level or above. MODL 260E may also be counted toward this requirement. At least one course must be at the 300 level.

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## 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, JAPN 203 Intermediate Japanese

Development of skills in spoken and written Japanese. Attention to Japanese culture. *Prereq: JAPN 103 or permission of the instructor, courses must be taken in sequence; JAPN 203 is O; STAFF*

### Special Facilities

Dorothy Johnson '39 and Richard Burkhardt '39 Language Center

### Related Co-Curricular Clubs and Activities

Japanese Club  
Japanese Table  
Anime Club

### Recent Off-Campus Programs

Akita International University (Akita)  
GLCA/ACM Japan Study  
Kansai Gaidai University  
Sophia University (Tokyo)  
Waseda University

**JAPN 220 Japanese Popular Culture JS**  
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; M. Matsuda*

**JAPN 263 Japanese Literature I LL**  
(In English translation) Japanese literature and poetry from antiquity to the early Meiji (mid-nineteenth century). A study of Japanese court poems, haiku, as well as novels and essays of the Heian period (794-1185), such as the tale of Genji, the historical novels of the succeeding era, the novels and plays of the Tokugawa era (1600-1868), and the literature of the early years of Meiji (1868-1911), when the influence of Western writers was beginning to be felt. *CL: ASIA 263; STAFF*

**JAPN 270 Japanese Language and Culture LL,JS**  
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; M. Matsuda*

**JAPN 302E Japanese Literature II LL,JS**  
(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 JS**  
**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 JS**  
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; M. Matsuda*

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

**JAPN 370 Japanese Language and Culture LL,JS**  
See description for JAPN 270. Students who enroll in JAPN 370 complete additional requirements. *Prereq: JAPN 101 or permission of the instructor; CL: ASIA 370; M. Matsuda*

## Program Committee

Michael Godsil, *Art*, chair  
James Dyer, *Journalism*  
Robin Metz, *English*  
Nick Regiacorte, *English*

## Lecturers

Christie Ferguson Cirone, *Graphic design*

## Cooperating faculty from other programs

Monica Berlin, *English*  
Cynthia Kitchen, *English*  
Natania Rosenfeld, *English*  
Chad Simpson, *English*

## Teaching emeritus faculty

David Amor, *Journalism*

Knox College has a long and close relationship with American journalism, particularly that strand of fearless investigation and public advocacy that we know as the “muckraking” tradition. The study of journalism at Knox draws inspiration and purpose from that tradition. Combining the strengths of a challenging liberal arts education with specialized courses and multi-platform presentations, journalism at Knox involves students in investigating, reporting and visually displaying and photographing real-life issues of local and national importance. It provides a strong preparation for entry into the profession and for graduate study.

The line of distinguished alumni journalists starts with Ellen Browning Scripps, Class of 1859, syndicated columnist and co-founder of several important American newspapers and the United Press International news agency. It includes Samuel S. McClure, Class of 1882, founder with several other Knox alumni of *McClure's Magazine* and publisher of all the famous Muckrakers; and John Huston Finley, Class of 1887, longtime editor-in-chief of *The New York Times*. A fourth important Knox-related figure, Carl Sandburg, won two Pulitzer Prizes, for his biographical work on Abraham Lincoln and for his poetry. He was also an important journalist in his own right, working for the *Chicago Daily News*. Today, this tradition is carried on by many print, multi-platform and broadcast journalists, including Bob Jamieson '65, news correspondent (retired), ABC Network News, winner of five National News Emmys and DuPont and Peabody awards as part of the ABC News team covering 9/11; Barry Bearak '71, former Southern Africa bureau chief, *The New York Times*, winner of both the 2002 Pulitzer Prize and George H. Polk Award for his outstanding reporting from Afghanistan;

## 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 Sun-Times*, Chicago  
*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

### 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

Alex Keefe '07, Morning News Producer, WBEZ/NPR Chicago, winner of two Illinois Associated Press Awards for Excellence in Broadcast Journalism; and Ryan Sweikert '11, reporter for the *Galesburg Register-Mail*, winner of a statewide award for Investigative Reporting, Illinois Associated Press Association.

The minor in journalism allows students to engage the issues, skills and particular knowledge of the field of journalism, within the twin contexts of the College's liberal arts curriculum and the problems and dynamics of the surrounding world. The program combines skills courses, where the emphasis is on different types of journalistic writing, on-line presentation, graphic video and on-line design and photography, and reflective courses examining the social and political role of the media. All courses build upon the foundation of liberal arts knowledge that students bring from their other coursework and their major field.

Journalism students at Knox learn how a community (Galesburg, Illinois) works and how to report and present it across varied media platforms. They also pursue stories of local, regional, and national significance through in-depth reporting. Students' news stories are regularly published in local daily and weekly newspapers. In addition, many opportunities exist for on-campus involvement in student journalism. The College's student newspaper, *The Knox Student* (now with its companion web site), has operated continuously for more than 110 years and regularly garners awards at student press conferences at both the state and national levels. The student literary magazine, *Catch*, has been recognized four times as the finest small-college magazine in the country. In addition, WVKC, the college radio station, is an excellent outlet for students interested in broadcast journalism.

### Departmental Learning Goals

Students completing a minor in Journalism will be able to:

1. (Reporting and Information-Gathering) Identify socially significant issues, formulate questions, and gather reliable information from a variety of sources and perspectives
2. (Written and Visual Communication) Synthesize information into timely, accurate and compelling communications of progressively increasing levels of complexity and sophistication, in textual and/or visual media
3. (Ethics of Journalism) Demonstrate an understanding of and commitment to the ethical foundations of journalistic practice, both to truth as a governing ideal and to the wellbeing of the community of which the journalist is a part
4. (Institutional & Social Contexts of Journalism) Demonstrate an understanding of the economic, political and cultural institutions and systems within which journalism as a profession is situated and which shape journalistic practice

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## Requirements for the minor

6 credits in Journalism, as follows:

- One introductory course in reporting-based journalism: JOUR 270
- One advanced course in reporting-based journalism: JOUR 370, 371, or 374
- One course on the institutional, social, and/or political contexts of journalism: JOUR 123, 305, 323, or 324
- Three additional electives in Journalism; ENG 206 and 306 may also be used. At least two credits must be at the 300-level. Repeatable courses may only be counted once, and only one credit of teaching assistantship (JOUR 248 or 348) may be counted.

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## 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; C. Cirone*

### JOUR 119 Digital Photojournalism I

Includes fundamentals of composition, proper exposure, and image editing processes. Readings and discussions concerning journalistic ethics in the age of digital image manipulation. Students may provide a suitable digital camera, or the college will have 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

Media occupy an essential place in contemporary societies. Over the past two centuries they have become central to our economic, political, intellectual, cultural and personal lives, influencing virtually every type of social practice, processes of identity formation, and our common-sense understandings of the world. They are currently undergoing profound transformation in both technologies and corporate/institutional forms. This course seeks to provide tools for understanding media institutions and industries and becoming more empowered, self-aware and

critical creators and consumers of media products. Students will employ a range of disciplinary lenses, including cultural studies, political economy, history, sociology, anthropology and critical theory. *HSS; CL: ANSO 123; STAFF*

### 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; 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; STAFF*

**JOUR 272 Digital News: Information a Gathering & Reporting for Print, a Audio, Video, and the Web**

This course teaches students to develop information-gathering skills needed for contemporary professional journalism. Students learn to report through interviewing and accessing public records. The class uses readings, lectures, discussions and writing labs to help students learn how to build stories and report them over multiple new media platforms, including emerging technology (blogging, photo/audio slide shows, digital presentations, video and tweeting). Instruction will include an emphasis on journalistic ethics and best practices. *STAFF*

**JOUR 275 Media Law and Ethics**

This course provides a foundation in the fundamental principles of mass media law and the ethical and legal issues relating to journalism today. Upon completion of this course, students should be able to understand the media case studies. They should be able to articulate relevant ethical and legal issues that govern the appropriate conduct—or lack thereof—of journalists in these case studies. Finally, they should be able to anticipate how media laws and ethics may evolve in the future amid the rapid changes of technology. *J. Dyer*

**JOUR 305 Political Communication**

See description for PS 305. *HSS; Prereq: PS 101 recommended; CL: PS 305; STAFF*

**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; STAFF*

**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; STAFF*

**JOUR 349 Internship in Journalism (1/2 or 1)**

Internships in journalism are designed to give students practical, applied experience in an aspect of journalism related to their career interests. These internships are student-initiated and, in most cases, the internship site is identified by the student rather than the supervising faculty member. Part of the internship experience requires the student to produce written work that is evaluated by the Knox faculty member. *Prereq: junior standing or permission of the instructor; STAFF*

**JOUR 370 Feature Writing and Narrative Journalism**

Students study the feature article, its distinguished history—including the birth of the Muckrakers at Knox College—and its alternative forms, including the underground press and “new journalism” beginning in the 1960s, narrative journalism, and online story-telling today. Students also produce professional quality feature stories, some in narrative journalism form, drawing on a broad range of communication skills, including critical thinking, reporting, research, writing and edition. *Prereq: JOUR 270 or*



*permission of the instructor; CL: ENG 370; W; STAFF*

### **JOUR 371 In-Depth Reporting**

Passionate, fact-based investigative news stories can have a profound impact on society, as the history of *McClure's Magazine* and the Muckrakers demonstrates. In this course, students work in teams on locally based topics of national 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; STAFF*

### **JOUR 374 Topics in Investigative Journalism**

Topics vary from term to term as does the media platform in which the story or stories are told. *ENG 394; STAFF*

# 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

### Program Committee

- Karen Kampwirth, *Political Science*, chair
- Catherine Denial, *History* (on leave, Fall 2013)
- Jessie Dixon, *Modern Languages and Literatures*
- 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, Fall 2013
- William Hope, *Anthropology/Sociology*
- Frederick Hord, *Africana Studies*
- Jerome Miner, *Modern Languages and Literatures*
- Julio Noriega, *Modern Languages and Literatures*, On-Site Director, Barcelona Program, 2013-14
- Antonio Prado, *Modern Languages and Literatures*
- Robin Ragan, *Modern Languages and Literatures*
- Magali Roy-Féquièrre, *Gender and Women's Studies*, On-Site Co-Director, Buenos Aires Program, Fall 2013

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.

## Departmental Learning Goals

Students completing a minor Latin American Studies will be able to:

1. Demonstrate language competency at the intermediate college level
2. Be able to analyze current and historical events in Latin America
3. Be able to analyze Latin American literature

## 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; DV; C. Denial*

### LAST 122 Introduction to Latin American Politics

See description for PS 122. *HSS; CL: PS 122; K. Kampwirth*

### 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 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; W; 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 231 Populism in Latin America**

Many of the most famous (or infamous) political leaders in Latin America—people like Evita Perón, Lázaro Cárdenas, Rafael Correa and Hugo Chávez—are known as “populists.” This course evaluates such leaders, with particular attention to the role of class and gender in their political careers. Other themes to be addressed include: Charismatic leadership, classic populism vs. neo-populism vs. radical populism, the uneasy relationship between populism and democracy, feminism and populism, and the meanings of populist followership. *Prereq: One previous Political Science or History course; CL: PS 231; K. Kampwirth*

**LAST 234 Culture and Identity in the Caribbean**

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

**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-Féquièrre*

**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: AFST 240; M. Roy-Féquièrre*

**LAST 260 African Dimensions of the Latin American Experience**

See description for AFST 260. *Prereq: ENG 102 or permission of the instructor; CL: AFST 260; F. Hord*

**LAST 263 Slavery in the Americas**

See description for HIST 263. *HSS; CL: AFST 263, HIST 263; DV; K. Hamilton, M. Roy-Féquièrre*

**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**

See description for SPAN 309. *Prereq: SPAN 235; CL: FILM 309, SPAN 309; A. Prado del Santo*

**LAST 314 U.S.-Latin American Relations**

See description for PS 315. *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**

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 the instructor; CL: AFST 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, Zimmer, Inc., Minneapolis
- Donald F. Harmon '88, Illinois State Senator
- Janet Koran '71, former General Counsel, YMCA of the USA
- Susan Greenberg Lahne '70, Clerk for U.S. Supreme Court Justice Harry Blackmun
- John Podesta '71, Adjunct Professor, Georgetown University Law Center, former White House Chief of Staff
- Margaret Ryan '85, Judge, U.S. Court of Appeals for the Armed Forces; Clerk for U.S. Supreme Court Justice Clarence Thomas
- David Schulz '74, Attorney and Partner, Levine, Sullivan, Koch & Schulz, New York
- Roger L. Taylor '63, Retired Partner, Kirkland and Ellis, Chicago and former President of Knox College

### Law School Admissions

- Duke University  
Georgetown University  
Harvard University  
Northwestern University  
University of Chicago  
University of Illinois  
University of Iowa  
University of Texas  
University of Virginia  
Washington University  
William and Mary

# Mathematics

## Majors 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”
- “Risk Management in Banking”

### Special Facilities

Multiple CUDA-enabled vector processing systems and a circled 16-core parallel computing system.

### Recent Student Achievements

- Rothwell Stephens Scholarship
- Carr Prize
- Junod Prize
- Graduate Fellowships at the University of Michigan, University of Iowa, University of Toronto, Massachusetts Institute of Technology, University of North Carolina, Columbia University, and Purdue University

### Recent Off-Campus Study

Budapest, Hungary

### Recent Internships

- Allstate Insurance
- Citibank
- CNA Insurance
- Delaware Investments
- Kemper Companies
- Harris Bank
- Nielson Media Research
- Oak Ridge National Laboratory

## Faculty and professional interests

Kevin Hastings, chair

*Probability, statistics, operations research, financial mathematics*

Mary Vlastnik Armon

*Number theory, analysis*

Andrew Leahy

*Group representation theory, history of mathematics*

Dennis Schneider

*Real and complex analysis, functional analysis*

Brent Solie

*Group theory, combinatorics*

Pedro Teixeira (on leave 2013-14)

*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. Recent student projects have dealt with projective geometry, computer security and distributed computing, and 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 a major in the area of Financial Mathematics. This field of study focuses on the properties of investment objects, investor’s and firm’s attitudes toward risk, and the consequences to individual investor behavior as well as that of the whole market. It is a subject of much current interest, both theoretical and practical, which combines mathematical reasoning with economic insights.

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.

### Departmental Learning Goals

Students completing a major in Mathematics will be able to:

1. Reason logically and demonstrate complex problem-solving skills
2. Demonstrate competency in the core of the discipline
3. Communicate effectively in the language of the discipline
4. Demonstrate a knowledge of how to use technology to support investigation

Students completing a major in Financial Mathematics will:

1. Apply the concept of randomness appropriately to financial modeling
2. Demonstrate understanding of the nature of financial quantities and the mathematical and economic relationships between them
3. Combine economic reasoning with mathematical rigor to solve problems
4. Write and speak correctly in the language of the discipline of Financial Mathematics

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## Requirements for the majors

### Mathematics

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.

### 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”
- “Szpiro’s Result Showing the Local Complete Intersection Curves in Affine 3-Space are Set-Theoretic Complete Intersections”

### Financial Mathematics

10.5-11 credits in the Mathematics Department as follows:

- Core courses: MATH 152, MATH 205, MATH 210
- Introductory Financial Mathematics: MATH 227
- Mathematical Statistics: MATH 321, MATH 322
- Economics: 2 courses from: ECON 110, ECON 301, BUS 211, 212, BUS/ECON 333
- Related coursework: 1 additional courses from: MATH 211, MATH 214, MATH 215, MATH 230, MATH 311, MATH 325, CS 142, CS 205
- Advanced Mathematical Finance: MATH 327
- Research Experience: Each student must complete a research project leading to a written and oral presentation. This requirement may be fulfilled through MATH 361, MATH 399, or an honors project, and must be certified by the department chair.

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

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## Requirements for the minor

### Mathematics

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

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## 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 both parts of the mathematics proficiency and quantitative literacy 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 both MATH 131 and CTL 130; QL; STAFF*

### MATH 140, MATH 141

#### Calculus for Social and Life Sciences I and II

Differential and integral calculus from an applied perspective. Topics include functions and mathematical modeling, derivatives, optimization, integration, elementary differential equations, functions of several variables, and partial differentiation. *Prereq: appropriate placement required. MATH 140 is prerequisite for MATH 141; QL; Students intending to enroll in higher level mathematics should take MATH 151. Credit cannot be earned for both MATH 140 and MATH 151, nor for both MATH 141 and MATH 152.; 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 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, queuing 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, simulation, and the history of mathematics.

*Prereq: MATH 300 and senior standing or permission of the instructor; O; QL; STAFF*

# Medicine

## Pre-Professional & Cooperative Program

### Prominent Knox Graduates in Medicine

- Dr. Maria Barilla-LaBarca '90,  
Physician-Rheumatology,  
North Shore University  
Hospital, Manhasset NY
- Dr. Valerie A. Cwik '77,  
Neurologist, Muscular  
Dystrophy Association Vice-  
President, Research and  
Medical Director, Tucson
- Dr. Stephen Hazelrigg '80,  
Chairman of Cardiothoracic  
Surgery, SIU School of  
Medicine
- Dr. Marc Martel '93, Associate  
Professor, University of  
Minnesota, Faculty Physician,  
Hennepin County Medical  
Center
- Dr. 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-health advisor, students complement their major with those courses which provide instruction in the sciences and other fields to adequately prepare them for admission to medical school. Students with this interest are urged to consult early with the pre-med advisor to ensure that their course selections are appropriate.

### George Washington University School of Medicine & Health Sciences Early Selection Program

#### Program Advisor

Lori Schroeder Haslem, *Associate Dean of the College*

The George Washington University School of Medicine & Health Sciences Early Selection program guarantees to qualified undergraduates entry to medical school upon completion of four years at Knox. This program gives students the option of pursuing rigorous study in the arts, humanities, or even the sciences, without the competitive stress of the traditional pre-medical program.

Students for the 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 lower than a B- by the end of their third term, and have a minimum GPA of 3.5. Successful applicants for this program will also demonstrate good character, a sense of responsibility and sound judgment.

# Modern Languages

Majors

## Faculty and professional interests

Jessie D. Dixon, chair

*Caribbean literature, Afro-Hispanic literature*

Caesar Akuetey, On-Site Director, Besançon Program, 2013-14

*Francophone African literature, 19th century French literature, linguistics*

Gizem Arslan

*Post World War II literatures, literary multilingualism, transnational literatures*

Bruce Davis

*17th and 18th century French literature, French civilization (Third Republic, Vichy), French cinema*

Claudia Fernández

*Spanish language, Latin American civilization, linguistics*

Timothy J. Foster

*Latin American literature*

Fernando Gómez

*Golden Age Drama*

Todd Heidt

*Late 19th and 20th century German literature and culture, film and visual culture, narratology and media*

Schahrazede Longou

*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, On-Site Director, Barcelona Program, 2013-14

*Latin American literature, migrant indigenous literature, Quechua*

Antonio Prado

*Contemporary Spanish peninsular literature*

Robin Ragan

*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

## Recent Independent Studies

“Francophone film”

Donald Tchopya, 2012

“L’Influence de la Colonisation dans les Pays Francophones en Afrique de l’Ouest”

Sona Diallo, 2013

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; GERM 320 serves for German 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.

### Departmental Learning Goals

Students completing a major in Modern Languages will:

1. Demonstrate a level of proficiency in their language that will allow them to pursue advanced study in that language whether in the United States or in other countries
2. Have acquired advanced critical/analytical skills that allow them to assess, interpret and assign meaning to numerous types of cultural production including: literary texts; film; political, sociological and historical documents; rituals and folkways
3. Have acquired the ability to design and carry out an original research project in which their target language is the major investigatory tool and vehicle of expression

### 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 Dixon

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## 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 a single modern language at the 200- or 300-level.

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## 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. Akwetey, 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  
Chamber Ensemble  
Flute Ensemble  
Galesburg Community Chorus  
Jazz Combos (9)  
Knox Chamber Singers  
Knox College Choir  
Knox-Galesburg Symphony  
Knox Jazz Ensemble  
Knox-Sandburg Community Band  
Knox String Ensemble  
Knox String Quartet  
Latin Jazz Conjunto  
Men's Ensemble  
Umoja Gospel Choir  
Women's Chorale  
Soulfege

### Recent Off-Campus Study

Barcelona  
Beijing  
Besançon, France  
Guinea  
Kodaly Institute, Hungary  
Mali  
Vienna

### 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

### Faculty and professional interests

Laura Lane, chair  
*Director of choral activities; voice, conducting, music history*  
Bruce Polay (on leave, Spring 2014)  
*Artistic Director/Conductor, Knox-Galesburg Symphony; theory, music history, composition, songwriting*  
Jeremy Day-O'Connell  
*Music theory*  
Sarah Day-O'Connell  
*Music history and culture*  
Nicole Malley  
*Director of jazz studies; music history and culture*

### Lecturers

Daniel Godsil  
Carolyn Kellert-Griffiths  
Alison Meuth  
Dean Petrie  
Amy Waller  
Lucas Wood

### Director of Piano Studies

Ashlee Mack

### Instructor/Accompanist

Megan Clewell

Music study at Knox is set within the liberal arts tradition, training accomplished musicians as well as those new to music 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 annual tours. The Knox Jazz Ensemble (KJE) has won numerous outstanding soloist awards at collegiate festivals. Membership in the KJE and top combo 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 and features a jazz artist in residence during Fall term. Wind and percussion players 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. Wind, brass, and string players may also perform with the Knox Chamber Ensemble and flute players may perform with the Knox Flute Choir.

The Knox College Choir (KCC) is the premier choral ensemble of the College. It performs three different programs each year, and tours every year during spring break, with a European tour every four years. In March 2013 the KCC performed for the third time in Carnegie Hall, under the baton of Dr. Laura Lane. The KCC has also performed in the famed Paraninfo of the University of Barcelona in March 2006, 2010 and 2012.

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. Our outstanding choral program also offers opportunities for students who love to sing but do not wish to audition: the Women's Chorale, the Men's Ensemble, the Galesburg Community Chorus, Umoja Gospel Choir, and Soulfege.

Selected instrumentalists have the opportunity to perform in the Knox-Galesburg Symphony (KGS), a professional orchestra directed by Dr. Bruce Polay, Illinois Conductor of the Year in 1997, 2004 and 2010. The Orchestra has three times been named Illinois Orchestra of the Year and has won 17 prestigious awards in 10 categories from the Illinois Council of Orchestras. Each year the KGS presents a subscription concert series, a 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 off campus. It is open, without audition, to any student who plays one of the standard orchestral string instruments.

In addition to participating in nearly twenty ensembles, Knox students may take private lessons in voice, piano, organ, guitar, all standard string, wind and percussion instruments, 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 prepare for teaching certification. This demanding curriculum requires completing a major in music, a major in educational studies, and several courses specifically designed for music education. Students who complete these requirements and who pass the State of Illinois certification tests are qualified for recommendation for certification.

Students interested in music education should contact both Professor Lane (Music) and the chair of the Educational Studies Department as early as possible. In order to complete the program

### Recent Graduate Schools Attended

Eastman School of Music  
Florida State University  
Northwestern University  
Portland State University  
Chicago Music School at  
Roosevelt University  
University of Chicago  
University of Illinois, Urbana-  
Champaign  
University of Iowa  
University of 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

Cristina Anghelescu  
Tatsu Aoki  
Enrique Batiz  
Chanticleer  
Gonzalo Grau  
Julian Lage  
Jay Friedman  
Benny Green  
Natalia Shamayevea  
Greg Osby  
Juanito Pasqual  
Mikhail Tsinman  
Tuva Throat Singers  
Ben Williams  
Matt Wilson

## Music

in four years at Knox, students must begin in their first year. Specific requirements to prepare for certification in music education are as follows:

### Music

Completion of the course requirements for a major in music:

- Core courses: MUS 101, 102, 145, 245, and 246
- Electives: 5 credits as follows:
  - 1 credit in a course focusing on music outside the European tradition
  - 1 credit in a style history course (MUS 361 or 363)
  - 1 credit in a seminar (MUS 322 or 324)
  - 3 of the 5 electives must be at the 300 level. Lessons may not be used to fulfill this requirement.
- Capstone: MUS 399 or 400
- Proficiencies: Piano and two years of participation in ensembles
- Additional requirements in Music required for certification:
  - MUS 307 Instrumental Techniques I
  - MUS 309 Secondary Choral Methods
  - MUS 311 Fundamentals of Conducting
  - either MUS 308 Instrumental Techniques II, or MUS 310 Vocal Pedagogy
  - proficiency in an additional instrument

### Educational Studies

A major in K-12 Special Content Areas (course descriptions available in the Educational Studies portion of the Catalog):

- Introductory course: EDUC 201
- Foundation courses: EDUC 202 or EDUC 203, EDUC 204, EDUC 205, EDUC 208(.5), EDUC 301, EDUC 310D
- Methods course: EDUC 312D, EDUC 319
- Student Teaching: EDUC 340 (3 credits)

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.

### Departmental Learning Goals

Students completing a Music major will:

1. Be able to precisely describe detail and form in music (whether presented in sound or score) through words and analytical symbols, and to apply such analytical insights to unfamiliar pieces and repertoires
2. Have basic practical proficiency on some instrument
3. (Performance students) Have an advanced and artistic command of their chosen instrument, their voice, or conducting
4. (Musicology and theory students) Be able to construct and evaluate a musicological or analytical argument critically and sensitively
5. (Composition students) Be able to compose original pieces that draw upon existing musical vocabulary as well as articulate their own artistic voice

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## 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
  - at least one of: MUS 361 or 363
  - at least one 300-level seminar: MUS 322 or 324
  - 3 elective credits, including at least 1 at the 300 level.
- Capstone: MUS 399 or 400
- Proficiencies: piano and two years of participation in ensembles

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## 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.

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## 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. *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)

*L. Filzen Etzel*

### MUS 180F Knox College String Ensemble (1/2)

*C. Suda*

### MUS 180G Combos (1/2)

*N. Malley*

## Music

**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 180K Women's Chorale (1/2)**

*STAFF*

**MUS 180L Men's Ensemble (1/2)**

*STAFF*

**MUS 180M Chamber Ensemble (1/2)**

*D. Godsil*

**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. *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)**

*STAFF*

**MUS 181B Cello (0 or 1/2)**

*C. Suda*

**MUS 181C Clarinet (0 or 1/2)**

*J. Marasa*

**MUS 181D Double Bass (0 or 1/2)**

*S. Jackson*

**MUS 181E Flute (0 or 1/2)**

*D. Cooksey*

**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. Filsen*

**MUS 181I Oboe (0 or 1/2)**

*S. Faust*

**MUS 181J Organ (0 or 1/2)**

*M. Harlan*

**MUS 181K Percussion (0 or 1/2)**

*STAFF*

**MUS 181L Classical Piano (0 or 1/2)**

*A. Mack, M. Clewell, D. Godsil, M. Harlan*

**MUS 181M Saxophone (0 or 1/2)**

*K. Malley, J. Haynes*

**MUS 181N Trombone (0 or 1/2)**

*B. Russell*

**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)**

*M. Comiskey*

**MUS 181R Violin (0 or 1/2)**

*L. Polay*

**MUS 181S Voice (0 or 1/2)**

*L. Lane, A. Meuth, STAFF*

**MUS 181SS Jazz Voice (0 or 1/2)**

*V. McCord*

**MUS 181T Jazz Guitar (0 or 1/2)**

*A. Crawford, J. Haynes*

**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)**

*STAFF*

**MUS 181X Jazz Saxophone (0 or 1/2)**

*K. Malley, J. Haynes*

**MUS 181Z Jazz Bass (0 or 1/2)**

*A. Crawford*

**MUS 181ZZ Jazz Improvisation (0 or 1/2)**

*D. Hoffman, K. Malley, K. Hart, J. Haynes,*

*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: AFST 210; DV; N. Malley*

**MUS 220 Opera Workshop**

This course focuses on the vocal and dramatic techniques required to perform opera, with some exploration of technical aspects of opera production. Each student is cast in at least one scene from an opera, appropriate for his/her voice, and is responsible for at least one aspect of production. The course culminates in a public performance of scenes from opera. *ARTS; Prereq: permission of the instructor and two terms of private voice; May be repeated once for credit; A. Meuth*

**MUS 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, B. Polay*

**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: AFST 254; O; DV; N. Malley*

**MUS 257 Songwriting Workshop**

What makes a great song? This class provides a practical approach to addressing this question while posing the question: "How did some of the greatest 20th century American tunesmiths create songs that continue to endear us today?" *Prereq: MUS 245; B. Polay*

**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 260; O; DV; S. Day-O'Connell*

**MUS 300 , A-Z Applied Music (0 or 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. (MUS 300LL Rock/Pop Piano is available at the 300-level but not at the 100-level. Piano proficiency is required for MUS 300LL) Public performance is required. *ARTS; 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 is the first of a sequential, two-term course that is dedicated to the preparation of successful teachers of scholastic instrumental music. Topics to be covered will include recruiting, scheduling, curriculum development, methods and materials, selecting literature, and running effective rehearsals. Emphasis will be placed on developing proper playing techniques and pedagogy for brass and percussion instruments. Some clinical observation experiences will be required. *Prereq: MUS 246; D. Petrie*

**MUS 308 Instrumental Teaching Techniques II**

Continuing the format of MUS 307, this course will address the organizational and administrative aspects of teaching instrumental music. Emphasis will be placed on developing proper playing techniques and pedagogy for woodwind and stringed instruments. Some clinical observation experiences will be required. *Prereq: MUS 307; D. Petrie*

**MUS 309 Secondary School Choral Methods**

This course will identify objectives, problems, and methods of teaching vocal music in the schools. Students will acquire functional knowledge of fretted and classroom instruments; methods of teaching singing, rhythmic, and listening activities; the changing voice; and beginning and intermediate choral techniques. Directed observation in elementary and secondary schools required. *Prereq: MUS 246; C. Kellert-Griffiths*

**MUS 310 Vocal Pedagogy (1/2 or 1)**

Includes methods of teaching voice, concentrating on posture, breath management, vowel clarity and placement, legato singing, diction, and developing good choral tone. Students sing for and teach each

other. Course will normally be offered for 1 credit, but in exceptional circumstances can be taken for two terms at .5 credit each. *Prereq: Three terms of MUS 300S; 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; D. Petrie*

**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**

Students continue to develop their conducting technique, both with and without the baton. Students study score preparation and rehearsal techniques, with a focus on choral literature. *Prereq: MUS 246 and 311; 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 18th and 19th centuries. *Prereq: MUS 246; O in combination with 361 or 363; B. Polay*

### **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 in comb. with 345 or 363; 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 102 and 246; O in comb. with 345 or 361; B. Polay*

### **MUS 399 Senior Capstone (1/2 or 1)**

Independent study in Music Theory, Musicology, Performance, or Composition with a faculty mentor. The capstone will be designed and agreed upon by the student and instructor according to the student's particular needs and interests. The capstone experience could include projects such as: A lecture/recital, a senior recital, a significant composition, or a major research paper. *STAFF*

# Neuroscience

## Major and Minor

### Special Facilities

Animal colony and animal research facilities

Human neuro- and psychological laboratory (see Psychology dept)

Equipment for electrophysiological recording of mammalian brain slices

### Recent Student Achievements

Two National Science Foundation pre-doctoral fellowship winners

Presentations at regional and national professional meetings

### Recent Off-Campus Programs

University of St. Andrews (Scotland)

University of Copenhagen (Denmark)

University of Magdeburg (Germany)

### Recent Internships and Off-Campus Research

Central Illinois Neurosciences Health and Physical

Rehabilitation Center at St. Mary's Hospital

National Renewable Energy Lab Northwestern University (Alzheimer's research)

Medical University of North Carolina (Multiple sclerosis research)

University of Iowa (cognitive neuroscience)

University of Wisconsin-Madison (Epilepsy research)

Washington University (Pharmacological neuroimaging)

### Program Committee

Judy Thorn, *Biology*, chair

Heather Hoffmann, *Psychology*

Esther Penick, *Biology*

### Cooperating staff from other programs

John Dooley, *Computer Science*

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. PubMed, 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.

### Departmental Learning Goals

Neuroscience majors will:

1. Be able to describe how neurons and the nervous system function and how such function can relate to behavior.



2. Demonstrate research skills that are both broad (i.e. scientific and statistical methods and how to critically read the literature and use it as a basis for developing an independent research project) and specific (i.e., techniques in cellular biology and/or behavioral research).
3. Be able to communicate about their research in a professional manner, both in written and oral form.

## Requirements for the major

11.5 or 12 credits as follows:

- Core requirements (7 credits): BIOL 120, BIOL 130, CHEM 101, CHEM 102, NEUR 240, NEUR 241, and NEUR 340
- Electives: 2 credits from among: PSYC 276, PSYC 364, PSYC 366, BIOL/PSYC 312, BIOL 328, BIOL 329, BIOL 332, BIOL 338, NEUR 360, BCHM 265, BCHM 340, BCHM 345, CS 317
- Research methods and research (2 or 3 credits) in one of the following two areas:

**For majors concentrating in cellular/molecular aspects of neuroscience:**

- Research methods (1.5 credits): BIOL 210 and BIOL 380
- Senior research (.5 credits): NEUR 399

**For majors concentrating in behavioral neuroscience:**

- Research methods (2 credits): PSYC 281 and PSYC 282
- Senior research (1 credits): 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 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**

Judith Thorn, *Biology*

Students interested in nursing may take advantage of the cooperative program between Knox College and Rush University's College of Nursing. The student will complete a selection of required preparatory courses for nursing study while an undergraduate at Knox in addition to satisfying all of the normal graduation requirements. After receiving a Bachelor of Arts degree from Knox, 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 and chemistry, students in this program are expected to pursue courses in the humanities, behavioral sciences, and social sciences while at Knox. The work at Rush provides nursing-specific coursework in addition to clinical training and experience. Given the range of duties undertaken by the Clinical Nursing Leader in the workplace, a broad-based undergraduate liberal arts education is ideal preparation for the program. Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

# Occupational Therapy

## Cooperative Program

### Program Advisor

Judith Thorn, *Biology*

Students interested in occupational therapy may combine study at Knox College and Washington University School of Medicine's program in Occupational Therapy. Students spend three years of study at Knox and then continue their study at the cooperating university. After one year of successful study at Washington, a student earns a Bachelor of Arts degree from Knox, assuming all Knox College graduation requirements have been fulfilled. Upon successful completion of an additional year at Washington University, a student earns a Master of Science in Occupational Therapy degree.

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

- have received at least 27 credits with at least a 3.25 grade point average
- have been in residence on the Knox Campus at least 6 terms and have earned at least 18 Knox credits
- have completed all the requirements for the Knox degree except 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.

### Program Advisor

Judith Thorn, *Biology*

This program offers students the opportunity to begin working towards the degree of Doctor of Optometry (O.D.) at Illinois College of Optometry after three years at Knox. Applicants are selected by Illinois College of Optometry in their third year on the condition they successfully complete the curriculum described below and are considered to be admissible. Students so chosen can earn the B.A. degree from Knox and the Doctor of Optometry in seven years. The Knox B.A. is awarded upon satisfactory completion of the first year of postgraduate study at Illinois College of Optometry.

This is a combined program, one designed for outstanding students with a clear goal of practicing optometry. In addition to presenting strong academic records, applicants will be interviewed by a Knox selection committee and by representatives of Illinois College of Optometry prior to admission. This program is principally intended for majors in Biology.

To be eligible for this combined degree program, students must complete an academic major and fulfill all of the general education requirements for the Knox B.A. in their three years at Knox. Specifically, a Knox student must:

- have received at least 27 credits with at least a 3.1 grade point average
- have been in residence on the Knox Campus at least 6 terms and have earned at least 18 Knox credits
- have completed all the requirements for the Knox degree except that the last credit and terms before the degree be in residence
- be recommended for the program by the Dean of the College or, upon request, by the faculty program advisor.

In addition, specific requirements for admission are as follows:

- BIOL 110, 120, 130, 323 or 333
- CHEM 101, 102 and 211
- PHYS 110, 120, 130
- MATH 140 or 151
- One course in statistics or research methods (STAT 200, BIOL 210, or PSYC 281)
- One course in psychology
- One additional course in the social sciences
- At least one upper-level elective from: BCHM 265, BIOL 325, 328, or 329

All courses must be completed with a grade of C or higher. Grades of C- or lower do not successfully fulfill admissions requirements. Students interested in this program should contact the program advisor early to discuss the specific requirements and to plan their courses accordingly.

# Philosophy

## Major and Minor

### 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

### Faculty and professional interests

William Young, chair

*Epistemology, modern philosophy, Asian philosophy*

Lance Factor (on leave 2013-14)

*Philosophy of science, American philosophy*

Brandon Polite

*Philosophy of music, philosophy in literature, Greek philosophy*

Daniel Wack

*Aesthetics, ethics, philosophy of film*

### Cooperating faculty from other programs

Jason Helfer, *Educational Studies*

Frederick Hord, *Africana Studies*

As a source of synthetic vision, philosophy offers alternatives for integrating a student's diversified experiences. As a source of critical analysis, it equips the student with a variety of methodological skills. As a source of self-knowledge, it provides the student with ample occasions for personal examination of presuppositions, values, goals, and beliefs. Philosophy encourages independent thinking and creative argument.

As a critic of institutions, methods, and fields of study, philosophy reaches out to all of the other disciplines. Thus there is the philosophy of law, the philosophy of science, the philosophy of art, etc. The department welcomes students with an in-depth acquaintance with other fields to participate in the dialectic of argument that characterizes philosophy.

Any qualified student may do an honors project during the senior year.

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.

### Departmental Learning Goals

Students completing a Philosophy major will be able to:

1. (Explication) Clearly state and articulate pivotal philosophic ideas within contemporary issues or the history of philosophy
2. (Evaluation) Present original arguments or criticism (both in writing and orally), which demonstrate a proficiency in (a) the

- methods of reasoning and (b) the integration of primary and secondary sources
3. (Reflection) Examine and discuss the grounds of their convictions and opinions, and demonstrate an undogmatic and wide-ranging understanding of the relationships between their beliefs and those of others

## 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
- 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 Rinzaï). *CL: ASIA 114, 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; QL; 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, K. Williams*

**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? *B. Polite*



**PHIL 220 Contemporary Moral Theory**

Contemporary moral philosophy is largely concerned with providing an objective basis for morals. A central challenge for contemporary moral philosophy is to show that morals are not entirely subjective, not entirely relative to a particular person's desires or beliefs or goals, and not even entirely relative to a particular culture's practices. This course examines the two most prevalent contemporary moral theories: Utilitarianism and Kantianism. We consider central contemporary discussions of subjectivism and relativism regarding morals and then read John Stuart Mill and Immanuel Kant, as well as several contemporary discussions of their doctrines. *Prereq: one philosophy course or sophomore standing, or permission of the instructor; D. Wack*

**PHIL 228 Death and Life**

In this course, we articulate the concepts of life and death by surveying a variety of ancient and modern philosophical accounts of them in order to see the role such an understanding of these concepts can play in helping us think about our relations to ourselves and to others. In exploring both ancient philosophical practices designed to cultivate ways of thinking about death and more modern attempts to grapple with these two concepts, we investigate the conceptual difficulties and rewards in thinking of death and life. *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 morals 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 AFST 285. *HUM; Prereq: one course in Africana Studies or one course in Philosophy; CL: AFST 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 315 Seminar in Educational Thought**

See description for EDUC 303. *Prereq: EDUC 203/PHIL 215, or one 200-level course in Philosophy, or permission of the instructor; CL: EDUC 303; J. Helfer*

**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**

The primary aim of Senior Seminar is the reworking of an essay written in a previous Philosophy class. That essay will then be submitted to an undergraduate conference in Philosophy or an undergraduate Philosophy journal. *Prereq: junior standing or permission of the department; May be repeated once for credit; W; O; STAFF*

# Physics

## Major and Minor

### Special Facilities

Laser Laboratory  
Mössbauer spectrometer  
SQUID susceptometer (Quantum Design 5.5T MPMS)  
NQDR spectrometer  
NMR spectrometer  
Computer controlled 10" Meade telescope  
Computer controlled Celestron Nexstar8 with CCD camera  
X-ray fluorescence spectrometer  
High field electromagnet (2.3 Tesla)  
Superconducting magnets (4)

### Recent Student Achievements

Porter Prize  
Smith Prize  
Mariner Research Award  
Benedict Award

### Recent Off-Campus Study

Argonne National Laboratory  
Oak Ridge National Laboratory  
R.E.U. projects  
University of Chicago  
University of Washington

### Faculty and professional interests

Thomas Moses, chair  
*Liquid crystals, condensed matter physics, laser physics*  
Nathalie Haurberg  
*Extragalactic astronomy and astrophysics, chemical evolution of galaxies, stellar populations*  
Charles Schulz  
*Magnetic resonance, Mössbauer spectroscopy, biophysics*  
Mark Shroyer  
*Nuclear quadrupole double resonance, magnetic susceptibility, condensed matter physics*

Physics has developed and grown throughout history as a result of the intricate but essential interplay of theory and experiment. Department programs emphasize this theme as the student takes courses involving both theoretical and laboratory work, which become progressively more complex and rigorous. At the same time, there is an emphasis on the development of a variety of skills and techniques necessary in the pursuit of physics and also highly valuable in almost any career in STEM fields (Science, Technology, Engineering, and Mathematics) the student might choose. These skills include experimental design, instrumentation, data analysis and evaluation of experimental results; the application of mathematics and the computer to the solution of problems; communication of results and understanding to others; and, perhaps most important, the application of general principles to the analysis of specific problems.

The physics major in the context of a liberal arts program provides the student with great flexibility in the choice of a career. In the past five years, some physics majors have embarked on careers in research and/or teaching by entering graduate programs in physics or physics-related areas (such as biophysics, astronomy, astrophysics, or atmospheric science). Others have entered programs in engineering through Knox's pre-engineering program or have pursued graduate degrees in engineering or in business prior to joining the management group of a science-related industry. Some have gone directly into secondary education or industry, while others have entered medical, law or theological school.

One of the great advantages of the physics major at Knox is the opportunity to participate in a research project as an undergraduate. Knox faculty have active research interests in both experimental and theoretical physics, and experimental facilities are available at Knox for Mössbauer spectroscopy, magnetic susceptibility, differential scanning calorimetry, scanning electron microscopy, X-ray fluorescence spectroscopy, evanescent-wave ellipsometry and nuclear magnetic resonance experiments. The department also has a microprocessor controlled 10-inch Meade telescope, and a Nexstar 8-GPS with a CCD camera.

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
- *Speaking Key Competency* - PHYS 241 serves as a speaking-intensive course for majors
- *Information Literacy and Informed Use of Technology* - Confident 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.

### Departmental Learning Goals

Students completing a Physics major will:

1. (Critical Thinking) Be able to read intermediate-level science literature, follow the logic of the development and data analysis, and to think consciously about and be able to respond to flaws in papers.
2. (Scientific Literacy) Be familiar with and be able to explain key developments in the history of physics, and to be able to do literature searches on research topics.
3. (Numerical Literacy) Be able to correctly and confidently apply the analytic tools of mathematics through differential equations to problems in physics, to be able to correctly and confidently solve physics problems using numerical and computer-based methods (e.g. Mathematica)
4. (Physics Content Areas) Be familiar with, be able to solve intermediate-level problems, and be able to interpret their results in the areas of Analytical Mechanics, Thermodynamics, Electromagnetism, and Modern/Quantum Physics.
5. (Lab and Research Skills) Be able to use standard physics lab instrumentation (e.g. oscilloscopes, multimeters, various force, pressure, and temperature sensors) to make physical measurements, to be able to properly do error analysis on data collected from those measurements, and to be able to write a well-crafted report on the experiment.
6. (Communication Skills) Be able to speak confidently and coherently to an audience about topics in physics, to be able to write clear, concise, and accurate research reports in standard style.

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### Requirements for the major

11 credits as follows:

- PHYS 110, PHYS 130 or PHYS 130A, PHYS 205, PHYS 241
- Five additional credits numbered above 200, including at least

### Graduate Schools of Recent Physics Alums

Carnegie Mellon University  
Columbia University  
Duke University  
Georgia Technical University  
Indiana University  
Rochester University  
University of Colorado  
University of Illinois/Urban-Champaign  
University of Massachusetts/Lowell  
University of Michigan  
Vanderbilt University  
Washington State University  
Washington University  
Western Illinois University  
Yale University

### Co-Curricular Clubs and Activities

Physics Club

two of: PHYS 310, PHYS 312, PHYS 313, PHYS 314. PHYS 340 may not be used to satisfy this requirement.

- Mathematics: MATH 205, and one of MATH 210, 215, 230 or PHYS 300. PHYS 300 may not be used additionally as one of the five elective credits.

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

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.

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## Requirements for the minor

5 credits as follows:

- PHYS 110
- PHYS 130 or 130A
- PHYS 205
- Two additional credits in Physics, one of which must be at the 300-level or above, and both of which must be approved by the Chair of the department

## Professional Preparation

For medical and dental schools, the sequence PHYS 110, 120, and 130 or 130A includes laboratories and satisfies the general physics requirement. For the 3-2 engineering program, PHYS 110, 120 and 130 are the minimum needed; PHYS 205 is also recommended. Students considering graduate study or careers in physics should consider completing the following courses:

- PHYS 110, 120, 130, 205, and 241
- PHYS 310, 312, 313, 314 and at least two seminar courses (345, 346, 347)
- MATH 205, 210, and 230
- CS 147 (or 141) and 142
- CHEM 101 and 102

As research experience is especially valuable in graduate school applications, grad-school bound students are encouraged to participate in a research project while at Knox.

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## 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 165 Physics of Sports**

In this course, physics principles will be used to analyze motion of objects and athletes in a variety of sports, including an analysis of proper technique. Approaches to this analysis will include an introduction to Newtonian mechanics, fluid dynamics, the conservation of energy, momentum and angular momentum. Concepts will be developed through observation and laboratory experience. Specific topics for analysis will be drawn from the interests of class participants. *MNS; Prereq: satisfaction of the mathematics*

*proficiency portion of the QL Key Competency requirement; QL; M. Shroyer*

**PHYS 167 Astronomy**

How measurements (from naked-eye observations to the most modern techniques) and their analysis have led to our current understanding of the size, composition, history, and likely future of our universe. Concepts and methodology developed through observations and laboratory exercises emphasizing simple measurements and the inferences to be drawn from them. Includes evening viewing sessions. *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, MATH 152, or permission of the instructor; O; QL; W; STAFF*

**PHYS 242 Electronics**

An introduction to electronics surveying the three major areas: circuit analysis, analog and digital electronics. Topics include network theorems, AC circuit analysis, phasors, frequency response, diodes, transistors, operational amplifiers, Boolean algebra, combinational and sequential logic, programmable logic devices, memory, analog-to-digital conversion and sensors. Constructing and

## Physics

testing circuits in the laboratory is a major component of the course. *Prereq: PHYS 130 or PHYS 130A; QL; STAFF*

### **PHYS 260 Engineering Mechanics: Statics**

Statics concerns the mechanics of non-moving structures. This problem-oriented course explores force and moment systems, distributed forces, trusses, cables and cable networks, friction and friction machines, and the virtual work principle. The course is offered on an independent-study basis by arrangement with the instructor. *Prereq: PHYS 312 or permission of the instructor; T. Moses*

### **PHYS 300 Mathematical Physics**

An introduction to the methods of advanced mathematics applied to physical systems, for students in physics, mathematics, chemistry, or engineering. Topics include the calculus of variations, linear transformations and eigenvalues, partial differential equations, orthogonal functions, and integral transforms. Physical applications include Hamilton's Principle, coupled oscillations, the wave equation and its solutions, Fourier analysis. *Prereq: MATH 152 and at least one other course in mathematics or physics numbered 200 or above; QL; 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 gases, 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, motion of systems of

particles, and Lagrangian mechanics. *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. Topics include solution to the Schrödinger Equation for one and three dimensional systems, Hilbert space, the hydrogen atom, orbital and spin angular momentum, and perturbation theory. *Prereq: PHYS 205 or permission of the instructor; QL; 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 340 Comprehensive Review of Physics (1/2)**

An intensive, comprehensive review of physics, emphasizing the four major areas: Mechanics, Electricity & Magnetism, Quantum Mechanics, and Thermal-Statistical Physics. Coverage may include some topics from Optics, Statistics, and laboratory practice. *Prereq: junior standing or permission of the instructor; STAFF*

### **PHYS 341 Advanced Physics Laboratory (1/2)**

Students will undertake experiments selected from atomic and quantum physics, optics and spectroscopy, condensed matter physics, and nuclear physics. Emphasis is on learning experimental techniques and instrumentation used in different domains of physics. Course may be repeated once for credit. *Prereq: PHYS 205 and 241, or permission of the instructor; STAFF*



**PHYS 345 Seminar in Theoretical Physics:  
Analytical Mechanics (1/2)**

Topics may include oscillations, non-linear oscillations and chaos, calculus of variations, Lagrangian and Hamiltonian mechanics, and rigid body dynamics. *Prereq: PHYS 312; QL; STAFF*

**PHYS 346 Seminar in Theoretical Physics:  
Electrodynamics (1/2)**

Topics may include multipoles, Laplace's equation, electromagnetic waves, reflection, radiation, interference, diffraction, and relativistic electrodynamics. *Prereq: PHYS 313; QL; STAFF*

**PHYS 347 Seminar in Theoretical Physics:  
Quantum Mechanics (1/2)**

Topics include Hilbert space, perturbation theory, density matrices, transition probabilities, propagators, and scattering. *Prereq: PHYS 314; QL; STAFF*

# Political Science

## 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”

### Faculty and professional interests

Sue Hulett, chair  
*International relations, American foreign policy, religion and politics*  
Daniel Beers  
*Comparative politics, Russian and Eastern Europe, international  
political development*  
Andrew Civettini  
*American politics, political behavior, political psychology*  
Karen Kampwirth  
*Comparative politics, Latin America, gender and politics*  
Duane Oldfield  
*Globalization, social movements, religion and politics*  
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 sub-fields of political science and international relations and advanced work that builds on the theory and framework provided by the 100 and 200-level courses. The department faculty represent diverse methodologies and political views to advance the goal of presenting competing perspectives on a political life that inevitably requires students to arrive at their own conclusions regarding questions of justice.

The goal of course work within the department is to provide students with the skills and perspectives necessary to a profound understanding of politics in all its richness. The curriculum is organized around general themes and emphasizes the areas of political philosophy, American institutions and politics, American constitutional law, international relations and comparative government.

Students with an interest in politics may choose to major in political science or international relations (See entry for International Relations). Students are counseled to complement these interests with appropriate courses in modern language, history, economics, and anthropology and sociology. Beyond specific course work, many students engage in independent study and honors work. The department has an active and popular internship program that affords students experience in political, legal, and public service internships in Galesburg, Springfield, Chicago, and abroad. The College’s program for off-campus studies allows students to broaden their understanding through such opportunities as study in Russia, the Washington Semester, or at the Newberry Library.

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, 320, 326, 333, 342, 362, and 363 serve as writing-intensive courses for majors
- *Speaking Key Competency* - PS 128, 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 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.

### Departmental Learning Goals

Students completing a Political Science major will be able to:

1. Articulate coherent arguments on difficult global and domestic political issues
2. Carry out substantial research
3. Analyze politics and international relations using a broad range of theoretical and methodological approaches

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## Requirements for the major

10 credits as follows:

- PS 101, PS 210, PS 220 and one from PS 245, PS 341 or PS 342
- PS 230, preferably completed by the end of the sophomore year
- One credit within the department chosen from the following designated research courses: PS 227, 229, 234, 301, 306, 309, 310, 311, 314, 320, 321, 326, and 333
- Three additional credits of electives within the department.
- At least two of the courses counted toward the major must be at the 300-level
- STAT 200

### Recent Internships

Legislative Research Unit,  
 Illinois General Assembly  
 Illinois Legislative Staff  
 Internship  
 Project Vote Smart  
 U.S. Supreme Court  
 U.S. Senate  
 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  
 Knox County Legal Assistance  
 Newberry Library (Chicago)  
 Galesburg Regional Economic  
 Development Association  
 U.S. Supreme Court Intern

### 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

## 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 135, PS 229, PS 230, PS 234, 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 122, PS 128, PS 210, PS 227, PS 231, PS 268, PS 301, PS 312, PS 314, PS 320, PS 321, PS 322, PS 323, PS 326, and PS 333.

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## 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 122 Introduction to Latin American Politics

An overview of the dilemmas of democratization and development. These issues are considered from a variety of perspectives (including those of indigenous people, women, peasants, religious groups and political parties), and in a number of countries. *HSS; CL: LAST 122; K. Kampwirth*

### PS 125 Introduction to Middle Eastern Politics

This course provides students with an introduction to the major challenges facing the Middle East including nationalism, Islamism, gender politics, and social movements through a focus on a few cases such as Israel-Palestine, Iran, and Egypt. *K. Kampwirth*

### PS 128 Russian and East European Politics

This course examines recent political developments in Russia and Eastern Europe, from the inception and evolution of the Soviet Union to the collapse of communism and the transition toward democracy and capitalism. Readings and assignments analyze the successes and failures of the “communist experiment” and investigate the

processes of democratization, economic transition, social change and ethnic conflict that have defined the post-communist period. The course takes a comparative approach, though special attention is paid to the case of Russia. *D. Beers*

### PS 135 Introduction to American Public Policy

This course focuses on the in-depth study of major current public policy issues. It looks at how American public policy is formulated and how public policies can be evaluated. These theoretical bases are then applied to a series of case studies of public policies to show more fully how the policy process works and to develop a fuller understanding of contemporary public policy issues. The federal budgetary process will always be included, but other topics will vary with each offering. Examples of past or possible policy areas include social security reform, welfare reform, education reform, and criminal justice policies. *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, D. Beers*

**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; CL: RELS 223; R. Seibert*

**PS 225 Introduction to Middle Eastern Politics**

This course provides students with an introduction to the major challenges facing the Middle East including nationalism, Islamism, gender politics, and social movements through a focus on a few cases such as Israel-Palestine, Iran, and Egypt. *Prereq: PS 220 recommended; DV; K. Kampwirth*

**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 228 Russian and East European Politics**

This course examines recent political developments in Russia and Eastern Europe, from the inception and evolution of the Soviet Union to the collapse of communism and the transition toward democracy and capitalism. Readings and assignments analyze the successes and failures of the “communist experiment” and investigate the processes of democratization, economic transition, social change and ethnic conflict that have defined the post-communist period. The course takes a

comparative approach, though special attention is paid to the case of Russia. *O; D. Beers*

**PS 229 Women and American Politics**

This course examines various roles of women in American politics with particular emphasis on women as candidates and in elective office. The purpose of this course is to acquaint students with the major arguments in the field of women and politics, and to promote discussion of the impacts of women's political participation at all levels of American political life. *Prereq: PS 101 or sophomore standing; CL: GWST 229; A. Civettini*

**PS 230 The Study of Politics**

This course introduces students to how political scientists study political phenomena. Students will gain a working knowledge of the social scientific approach to research as well as the methods by which political scientists gather and analyze data. Students will be exposed to a framework for writing in political science by dissecting the process of political science research and the composition of the research report. Utilizing these tools, we explore the scope of political science by examining research topics in each major subfield of the discipline through reading established work and developing student research projects. Students will leave PS 230 with an understanding and appreciation of the varied subject matters and methods of political science research. *Prereq: Two courses in PS at Knox, or permission of the instructor; A. Civettini, D. Beers*

**PS 231 Populism in Latin America**

Many of the most famous (or infamous) political leaders in Latin America—people like Evita Perón, Lázaro Cárdenas, Rafael Correa and Hugo Chávez—are known as “populists.” This course evaluates such leaders, with particular attention to the role of class and gender in their political careers. Other themes to be addressed include: Charismatic leadership, classic populism vs. neo-populism vs. radical populism, the uneasy relationship between populism and democracy, feminism and populism, and the meanings of populist leadership. *Prereq: One previous Political Science or History course; CL: LAST 231; K. Kampwirth*

**PS 234 Political Psychology**

This course examines the intersection of psychology and politics. Political scientists draw heavily on psychological theories to explain political phenomena. Topics covered in this course include but are not limited to political leadership and personality theories, the formation and structure of political attitudes, the behavior of citizens particularly voting behavior, the psychology of group interactions, and the psychology of foreign policy, war, peace, and terrorism. While the research explored draws heavily on psychological theories, no prior study of psychology is required for this course. *Prereq: sophomore standing or permission of the instructor; 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; DV; 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 in the United States**

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 movements, religious challenges to secular states, transnational religious activism around human rights, peace and social justice issues, the "clash of civilizations," and religiously based terrorism. *Prereq: PS 210 or PS 220 or sophomore standing; CL: RELS 265; DV; D. Oldfield*

**PS 268 Politics of International Development**

An introduction to the study of international development. This course examines ongoing debates about the meaning and purpose of political and economic development, the underlying causes of extreme poverty and global inequality, and efforts by international institutions and NGOs to foster economic growth and good governance in the developing world. *DV; D. Beers*

**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; STAFF*

**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; D. Beers*

**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; 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 320 Emerging Democracies**

This course examines the process of political transition from dictatorship to democracy. Drawing on examples from Eastern Europe, Africa, Asia and the Middle East, students analyze the key determinants of successful democratization and consider the causes and consequences of the global spread of democracy. *Prereq: PS 220 or permission of the instructor; W; D. Beers*

**PS 321 European Governments**

This course is divided into three sections. In the first, we survey the history and development of the European Union as a supranational governing body. Next, we focus on the most recent wave of enlargement, when the EU expanded its membership to include ten new post-communist states. In the final section, we survey some of the

most important political challenges facing the EU today. *HSS; Prereq: sophomore standing; D. Beers*

**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; K. Kampwirth*

**PS 326 Comparative Revolution**

Why do people revolt? When do they succeed? What happens after the overthrow of the old regime? This course addresses these and other questions related to class, culture, gender, and religion by considering revolutionary movements in a number of countries with a focus on Latin American, Asian, and Middle Eastern cases. *HSS; Prereq: previous 200 or 300 level course work in social science or history; CL: LAST 326; W; 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 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

### Current Offerings

#### Fall 2013

- PREC 105 The Challenge of Sustainability
- PREC 106 Cinematic Visions
- PREC 107 Creating Monsters
- PREC 108 Creativity
- PREC 110 Happiness
- PREC 113 Love
- PREC 115 Science Fiction and Human Identity
- PREC 122 Gender on Film: Reality and Representation
- PREC 124 Human Rights
- PREC 126 Ancestral Journeys
- PREC 127 Human-Animal Relationships
- PREC 128 Athens, Rome, and the (American) Idea of Freedom
- PREC 129 The American Dream
- PREC 130 (In)sanity
- PREC 131 Heroism
- PREC 132 Leadership and Social Change
- PREC 134 Why Do We Laugh?

### Program Director

Jennifer Templeton, *Biology*

First-Year Preceptorial, informally known as “FP”, has since 1974 served as Knox College’s introduction to the liberal arts. The term “liberal arts” historically has referred to the knowledge and skills that give one the capacity to live freely and responsibly, to take one’s place among the community of humankind. Helping students achieve that capacity is the goal of the entire educational program, but it starts with FP.

The goal of a liberal education is to help you develop those capacities of mind and spirit that enable one 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 teachers and with fellow students—and to hone habits of inquiry, communication and judgment vital for success at Knox and beyond.

First Year Preceptorial introduces students to liberal learning through a diverse selection of topics taught by professors from nearly all academic programs. These topics allow students to examine classic, existential questions in a broad, engaging, real-world context that transcends disciplinary boundaries. What does it mean to be human? Does death deprive life of all meaning? What is happiness and how can we achieve it? How do we put down roots in today’s world?

We will explore these and many other diverse questions through reading, writing and discussion. Classes meet Mondays, Wednesdays and Fridays in discussion sections of 17-18 students led by a Knox professor. In addition, Tuesday afternoons or other evening time slots are set aside for Writing workshops, films and other activities. Some sections will have an advanced student as a co-leader; upper-class students are invited to apply to work with FP faculty as co-leaders (PREC 248 or 348). Co-leaders will generally be called upon to help facilitate class discussion and work with the first year students on their writing assignments. Application should be made to the FP Director.

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## Courses

### **PREC 100-199 First-Year Preceptorial**

First-Year Preceptorial introduces students to liberal learning by teaching them the skills of intellectual synthesis, academic honesty, and resourcefulness—skills necessary for creative thinking, responsible choice, and problem solving. Each year, entering students can choose from a selection of ever-evolving topics, such as “Cinematic Visions”, “Creating Monsters”, “Love”, “The American Dream”, and “Human Rights”. (The current set of courses can be found at: <http://www.knox.edu/academics/distinctive-programs/first-year-preceptorial.html>). Students examine issues through reading, writing, critical analysis and, most importantly, class discussion. Preceptorial teaches students how to analyze objectively and to discuss competing explanations and contradictory beliefs, how to question or affirm a viewpoint, when to be persuaded by a new idea, and how to interact in good faith with those whose opinions differ from their own. The course meets MWF in individual sections for discussion; Tuesday afternoons are set aside for films, one-on-one writing conferences, and writing workshops.

### **PREC 248/348 Advanced Participation in First-Year Preceptorial**

(Student Co-Leaders) Selected upperclass students may participate in the First-Year Preceptorial at an advanced level. Students chosen assist a faculty member who is teaching in the Preceptorial and provide an upperclass perspective in class discussions. In addition, each student co-leader undertakes additional study related to the course, as agreed upon with the instructor. *Prereq:* upperclass standing and selection by the First-Year Preceptorial staff; May not be repeated for credit. Graded S/U; STAFF

# Psychology

## Major and Minor

### Special Facilities

Fully equipped laboratories for animal research and human assessment and observation  
Neuro- and psycho-physiology laboratory

### Special Opportunities

Clinical Psychology Term  
Hedonistic Neuroscience Term

### Recent Student Achievements

Knox College Faculty Scholarship Prizes  
Fulbright Fellowship  
Student Laureate of the Lincoln Academy of Illinois  
Eldridge Pierce Prize for Scholastic Improvement

### 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

Heather Hoffmann, chair  
*Human sexuality, behavioral neuroscience*  
Andy Hertel  
*Health psychology, social psychology, self concept, smoking addiction*  
Tim Kasser (on leave Fall 2013)  
*Values, materialism, well-being*  
Frank T. McAndrew  
*Evolutionary social psychology, environmental psychology*  
Daniel Peterson  
*Human memory and learning*  
Kelly Shaw  
*Gender, stereotyping and prejudices, film*

### Cooperating faculty from other programs

Diana Beck, *Educational Studies*  
Andrew Civettini, *Political Science*  
Frederick Hord, *Africana Studies*  
James Mountjoy, *Biology*  
Esther Penick, *Biology*  
Jennifer Templeton, *Biology*  
Judy Thorn, *Biology*  
James Thrall, *Religious Studies*

The Psychology Department teaches students about theories and research concerning many areas of psychology and provides students with opportunities to use and apply this knowledge. After taking an introductory course, students choose from an array of topics spanning the breadth of psychology, as well as advanced courses that allow them to pursue more specific interests. Central to the major is education about the process of doing research, which is facilitated by a variety of courses that prepare students to design, conduct, and present their own research project during the senior year. Opportunities for research are also supported by our active faculty and by excellent laboratory facilities for human and animal projects. Opportunities for applying one's knowledge 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 268, 361, and 365 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).

### Departmental Learning Goals

Students completing the major in Psychology will be able to:

1. Effectively and ethically apply the scientific method to studying the mind, the brain, and behavior
2. Successfully search the scientific psychological literature to find existing work that can inform the specific claims they are making
3. Understand the basic theoretical approaches and classic empirical findings of psychology
4. Select and conduct appropriate statistical tests in order to empirically test a claim
5. Effectively communicate with clear, grammatically-correct writing that conforms to APA style
6. Make effective oral presentations that are clear, well-organized, and interesting
7. Demonstrate an empathetic understanding of people of diverse abilities, experiences, backgrounds, and perspectives

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### 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:

### 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*  
*Hormones and Behavior*  
*Journal of Adolescent Research*  
*Journal of Applied Social Psychology*  
*Journal of College Student Development*  
*Journal of Cross-Cultural Psychology*  
*Journal of Environmental Education*  
*Journal of Genetic Counseling*  
*Journal of Genetic Psychology*  
*Journal of Research on Adolescence*  
*Journal of Sex & Marital Therapy*  
*Journal of Social Psychology*  
*North American Journal of Psychology*  
*Perceptual and Motor Skills*  
*Psi Chi Journal of Undergraduate Research*  
*Psychological Science*  
*Social Psychological and Personality Science*  
*Socioaffective Neuroscience and Psychology*  
*Stress and Health*

### 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

- 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, 282, 360 (1/2 credit), 361 (1/2 credit)
- One applied psychology course selected from: PSYC 215, 234, 268, 269, 270, 271, 272, 273, 274, 275, 276, PSYC 277/300A, PSYC 278, or PSYC 279
- Two advanced psychology courses selected from: PSYC 312, 363, 364, 365, 366, 367/300B, 369, 376
- One additional credit in the department, excluding PSYC 206, 215, 234, 248, 250, 273, 312, 348, 350, 355, and 380
- Additionally, one of the courses used to satisfy the major must address human diversity and be selected from: PSYC 269, 270, 271, 275, 277, 278, 363, or 367

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.

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## 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 277/300A, PSYC 278, PSYC 279, PSYC 363, PSYC 364, PSYC 365, PSYC 366, PSYC 367/300B, PSYC 369, PSYC 371 or PSYC 376

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## 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; D. Peterson*

**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; STAFF*

**PSYC 205 Social Psychology**

A broad survey of the field of social psychology, including such topics as attitude change, interpersonal attraction, social cognition and aggression. Emphasis throughout is on the understanding of social phenomena from an empirical, primarily experimental, viewpoint. *Prereq: PSYC 100; F. McAndrew*

**PSYC 206 Adolescent Development**

See description for EDUC 204. *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 AFST 215. *CL: AFST 215; F. Hord*

**PSYC 234 Political Psychology**

See description for PS 234. *Prereq: sophomore standing or permission of the instructor; CL: PS 234; A. Civettini*

**PSYC 268 Freud, Jung, and Religion**

See description for RELS 268. *Prereq: one course in Religious Studies or Psychology, or permission of the instructor; CL: RELS 268, RELS 399A; W; J. Thrall*

**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; STAFF*

**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 surrounding drug use. Alternate years. *Prereq: NEUR 240 or permission of instructor; CL: PSYC 201A; 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*

### **PSYC 278 Stereotypes and Prejudice**

This course is an introduction to the psychological literature on stereotypes and prejudice. We study general concepts and theories, as well as examine stereotypes and prejudice directed at particular groups. Emphasis is placed on the evaluation and discussion of this material. *Prereq: PSYC 100; CL: AFST 278; DV; K. Shaw*

### **PSYC 279 Health Psychology**

The objective of this course is to survey the field of health psychology. This area of study applies psychological science to the understanding of the (a) promotion and maintenance of physical health; (b) prevention and treatment of physical illness; (c) identification of causal and diagnostic correlates of physical health and illness; and (d) analysis and improvement of the health care system and health policy. Health psychology seeks to explain the dynamic interplay of biological, psychological, and social systems and their effects on people's health. Although students will be exposed to information concerning human physical organ systems and disease, our primary focus will be on understanding psychological theories and principles as they are applicable to the biopsychosocial perspective. In examining these issues, we will pay particular attention to the



methodologies that have been adopted to test the assumptions underlying the theories and principles. *Prereq: One 200-level PSYC course or both PSYC 100 and BIOL 130; A. Hertel*

### **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: one 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; STAFF*

### **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*

### **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 367; STAFF*

### **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; T. Kasser*

### **PSYC 312 Animal Behavior**

See description for BIOL 312. *Prereq: BIOL 110 and one of BIOL 210, PSYC 281, or STAT 200; CL: BIOL 312; J. Templeton*

### **PSYC 355 Internship in Psychology (1/2 or 1)**

Internships in psychology are designed to give students practical, applied experience in a field of psychology related to their career interests. These internships are student-initiated and in most cases the internship site is identified by the student rather than the supervising faculty member. Part of the internship experience requires the student to produce written work that is evaluated by the Knox faculty. *Prereq: junior standing; May be repeated for a maximum of 1.0 credit. The course is graded on an S/U basis; 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; STAFF*

**PSYC 364 Behavioral Neuroscience**

Advanced seminar style course examining the role of the nervous system in the control of behavior and mental processes. While the course features a systems approach, cellular and molecular processes will also be discussed. Topics 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 psychologists 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. *Alternate years. Prereq: PSYC 207 or PSYC 277; W; T. Kasser*

**PSYC 366 Human Memory**

This course provides an overview of how human memory operates through a systematic analysis of when and why memory fails. Topics covered include eye-witness testimony, memory and aging, amnesia, and memory in the classroom. *Prereq: PSYC 201, and either PSYC 281 or STAT 200; D. Peterson*

**PSYC 367 Theories & Methods of Psychotherapy**

This course provides an overview of theoretical and applied aspects of mental health intervention. Topics include a review of the major theories and methods of psychotherapy, basic clinical skills (e.g., questioning, listening, empathy), the client-therapist relationship, multicultural competence, and professional ethics. Students will engage in experiential activities and personal reflection. *Prereq: PSYC 207 or prior or concurrent enrollment in PSYC 277; CL: PSYC 300B; Students enrolled in Clinical Psychology Term have priority enrollment in this course.; 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 210; 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 376 Behavioral Pharmacology**

Advanced version of PSYC 276. Credit may not be earned for both PSYC 276 and PSYC 376. *Prereq: NEUR 240 and PSYC 281; CL: PSYC 301A; H. Hoffmann*

**PSYC 380 Dreaming (1/2)**

This course examines the functions of dreams and theories about the interpretation of dreams. We spend substantial time learning about different interpretational systems, including psychodynamic, Jungian, biological, Gestalt, and indigenous viewpoints. Because of the nature of the course, self-disclosure is required; students should be prepared for this fact. *Prereq: PSYC 207, 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

James Thrall, *Religious Studies*, chair  
Catherine Denial, *History*  
Nancy Eberhardt, *Anthropology/Sociology*  
Lance Factor, *Philosophy*  
Danielle Fatkin, *History*  
Gina Franco, *English*  
Sue Hulett, *Political Science*  
Duane Oldfield, *Political Science*  
Brandon Polite, *Philosophy*  
Natania Rosenfeld, *English*  
William Young, *Philosophy*

The program in Religious Studies considers the critical role religion plays in human life by exploring contemporary and historic expressions of religious traditions, with an emphasis on understanding religion as a global phenomenon. Specific courses may chart the intersections of religion with literature, film, media, music, and art; probe political, philosophical, and psychological implications of religious thought and experience; or examine the development of religious institutions, texts, practices, and beliefs. With cross-listing in departments and programs of History, Philosophy, Psychology, Political Science and International Relations, English, American Studies, Asian Studies, and Film Studies, courses in Religious Studies draw on a wide variety of scholarly disciplines and methodologies. Students may use courses in Religious Studies, together with courses from other departments, for a self-designed major.

## Departmental Learning Goals

Given the importance of religion to understanding the modern world we live in, taking courses or pursuing a minor in Religious Studies is an excellent complement for any major. Students completing a minor in Religious Studies will learn to:

- Analyze the role of religion in human societies of both ancient and modern worlds
- Trace the historical development of religious institutions, texts, practices, and beliefs
- Explain key similarities and differences in a variety of religious traditions
- Engage respectfully and critically with the religious backgrounds and assumptions of others as well as their own
- Apply key terms and concepts common to the academic study of religion.

## Related Co-Curricular Clubs & Activities

Hillel Club  
Intervarsity Christian Fellowship  
Islamic Club  
Newman Club  
Pagan Student Alliance  
Fusion: Knox College Theology Journal  
Interfaith Conversations

## Recent Speakers

Rabbi Rachel Barenblat on midrash and creativity  
Prof. Rachel Wagner on religion and new media

## Recommended Off-Campus Programs

Buddhist Studies in India (Antioch Education Abroad)  
Japan and its Buddhist Traditions (Antioch Education Abroad)  
Newberry Library Seminar: Research in the Humanities (ACM/GLCA)  
Divinity Studies at St. Andrews University, Scotland  
Middle East and World Affairs, Washington Semester at American University  
Comparative Religion in Morocco (Beloit College)  
Ancient Greek Mythology, Religions of the Middle East, and Orthodox Christianity in Athens (CYA)  
Radical Islamic Political Movements, Contemporary Islamic Thought, and Traditional Islamic Arts in Jordan (ACM/Amideast)  
Jerusalem Travel course: History, Religion, and Politics in Perspective  
Europe and Islam: Culture and Community in Poland, Turkey, and Germany (Antioch Education Abroad)

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## Requirements for the minor

Five credits in Religious Studies, including the following:

- RELS 101
- At least one credit involving advanced work (may be a regularly scheduled 300-level course, a 200-level course adapted to a 300-level independent study through the addition of advanced work, or a fully independent study/project at the 300-level)

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## Courses

### RELS 101 Introduction to Religious Studies

This course introduces key terms and concepts common to the study of religion, including myth, symbol, ritual, sacred/holy, belief, morality, scripture, and afterlife, by considering some of the core questions asked in the field of religious studies. Case studies from a variety of religious traditions will provide examples of religious thought and practices. *HSS; J. Thrall*

### RELS 113 Judaism, Christianity, and Islam

Comparative study of the three major monotheistic traditions in the West: Judaism, Christianity and Islam. Selections from the classical texts of each tradition are studied, as well as the ways in which those texts have been interpreted through law, theology and ritual practice. *HSS; CL: HIST 113; DV; HSS; J. Thrall, D. Fatkin*

### 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 203 Classical Mythology

See description for CLAS 203. *HUM; CL: CLAS 203; S. Fineberg*

### RELS 205 Buddhism and Japanese Buddhism

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

### RELS 220 History of Christianity

This course narrates the social, institutional, and intellectual history of Christianity, paying particular attention to the experiences of Christian men and women living in specific places and times. Through a study of both individuals and institutions, the course looks at several points of dialogue, and often tension, between Christian communities and broader cultures, between official Christian teachings and popular beliefs, and between Christian traditions and forces of reform. The course also considers the roles Christianity has played in key world events, and builds awareness of Christianity's expanding diversity as a global faith. *CL: HIST 220; J. Thrall*

### RELS 221 Global Christianity

This course considers Christianity's roots and development as manifested in the contemporary lived experiences of practitioners in Asia, Africa, Europe, Latin America, and North America. The course pays particular attention to the impact of an expanding Christianity on preexisting cultural and religious forms, as well as their influences on Christianity. Inquiry is focused through the lens of local Christian practice—what Christians in specific regions believe and do. Topics include the complex relationship of Christian missions with imperialism, Christianity's role in post-colonial dynamics of power, and Christian engagement with other religions. *DV; 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 in the United States**

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

**RELS 265 Religion and World Politics**

See description for PS 265. *Prereq: PS 210 or PS 220 or sophomore standing; CL: PS 265; DV; D. Oldfield*

**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 371 Topics in the History of Religion**

See RELS 271. A major component of RELS 371 will be a long research paper based on primary sources. *Prereq: HIST 285 or permission of the instructor; CL: HIST 371; DV; W; Course may be repeated for credit; STAFF*

**RELS 399 Seminar in Religious Studies**

Specific seminar offerings vary year to year. Topics may include: “Freud, Jung, and Religion,” and “Death and Afterlife.” *Prereq: See specific offerings for prerequisites; W; STAFF*

**RELS 399A Freud, Jung, and Religion**

This course uses close study of key texts on religion by Sigmund Freud and Carl Jung as an entry point for considering psychoanalytic explanations of religious experience and identity. Readings include theorists influenced by or

responding to Freud and Jung, as well as other contributors to the sometimes troubled, sometimes fruitful, and often perplexing interplay between psychoanalysis and religion. Topics of study include the effects on religious theory of the objects relations school, developmental psychology, humanistic psychology, and existential psychology. Discussion themes include religious conversion, mysticism, asceticism, aestheticism, sexuality, and religious doubt. *Prereq: One course in Religious Studies or Psychology, or permission of the instructor; CL: PSYC 268; W; J. Thrall*

# Self-Designed Programs

## Major and Minor

### Recent Self-Designed Majors

Business and Society  
Communications  
Conservation Biology  
Creativity and Gender  
Criminal Justice  
Environmental Journalism  
International Journalism  
Japanese Studies  
Latin American Studies  
Linguistics  
Medical Informatics  
Political Economy  
Political Journalism  
Public Policy  
Science Writing  
Social Justice  
Social Psychology of Art  
Sociology of Education  
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

Heather Hoffmann, *Professor of Psychology*

Students cooperating with two or more faculty members may propose a self-designed major that combines work in several departments. Students are encouraged to pursue this option when they have a keen interest in a substantial intellectual issue that is best studied through the integration of courses in different disciplines.

Students who wish to pursue a self-designed major may obtain the guidelines from the Registrar. Before preparing an application, the student should discuss his or her tentative plans with Professor Heather Hoffmann and with the prospective faculty advisors for the self-designed major. Application should be made at least six weeks before the end of the sophomore year and in no case later than the end of the second term of the junior year. Applications made during the senior year will not be approved. Completed applications must be supported by written recommendations from the two faculty advisors. The Curriculum Committee reviews each application and its approval is necessary. To be approved, proposals for self-designed majors should describe a plan of study 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 an 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

Duane Oldfield, *Political Science*, chair

Tim Kasser, *Psychology*

Carol St. Amant, *Anthropology/Sociology*

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.

## Departmental Learning Goals

Students completing a minor in Social Service will be able to:

1. Analyze and describe how demographic factors such as gender, race, ethnicity, and/or class affect the lives of socially disadvantaged people
2. Describe the ways that social institutions and bureaucracies influence the lives of socially disadvantaged people
3. Work effectively with the socially disadvantaged

## Requirements for the minor

5 credits from the following areas as indicated. Only two credits may be courses cross-listed in the field of the student's major.

- Two credits in contemporary gender, racial/ethnic, social inequality and/or social class issues: GWST 101, AFST 101, ANSO 105, ANSO/AFST 205, ANSO/GWST 208, ANSO 218, AFST/PSYC 215, ENVS/HIST/AFST 228, GWST/LAST/PS 227, GWST/PS 229, GWST/PS 333, PSYC/AFST 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 367
- One credit practicum with a local social service agency (may be taken on an S/U basis): ANSO 280-281, PSYC 355 or other appropriate class-based internship

\*ANSO majors may count EDUC/ANSO 201 and two additional ANSO credits toward the minor

## Recent Internships

Family Planning Service of  
Western Illinois  
Galesburg Cottage Hospital  
Galesburg Rescue Mission  
Head Start (West Central  
Community Services)  
Initiative for Girls  
Knox County Area Project  
Knox County Child's Advocacy  
Center  
Knox County Courthouse  
Juvenile and Adult Probation  
Department  
Knox County Housing Authority  
Knox County Jail Literacy Project  
Knox County Teen Court  
Knox Warren Special Education  
Department  
Lutheran Social Services  
Mary Davis Home, Juvenile  
Detention Center  
Prairie State Legal Services  
Safe Harbor  
Salvation Army  
St. Mary's Square Living Center

# 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 '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  
Fulbright Fellowships (2)

### 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

*Afro-Hispanic and Caribbean literature*

Claudia Fernández

*Spanish language, Latin American civilization, linguistics*

Timothy J. Foster

*Latin American literature*

Fernando Gómez

*Golden Age literature*

Jerome Miner, Director, Dorothy Johnson '39 and

Richard Burkhardt '39 Language Center

*Contemporary Latin American literature*

Julio Noriega, On-Site Director, Barcelona Program, 2013-14

*Latin American literature, migrant indigenous literature, Quechua*

Antonio Prado

*20th century Spanish literature and culture studies, Latin American film, the Spanish Civil War*

Robin Ragan, Director, Stellyes Center for Global Studies

*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.



## Departmental Learning Goals

Students completing a major in Spanish will:

1. Demonstrate a level of proficiency in Spanish that will allow them to pursue advanced study in that language whether in the United States or in other countries
2. Acquire advanced critical/analytical skills that allow them to assess, interpret and assign meaning to numerous types of cultural production including: literary texts; film; political, sociological and historical documents; rituals and folkways
3. Be able to design and carry out an original research project in which Spanish is the major investigatory tool and vehicle of expression

## Requirements for the major

10 credits as follows:

- SPAN 201, 230, 235
- One 200-level elective in Spanish (MODL 260E may substitute for this course)
- Five 300-level electives in Spanish, including at least one course in Hispanic-American literature and at least one course in Peninsular Spanish literature. At least one of the 5 credits must be taken on the Knox campus.
- Advanced Seminar: SPAN 399

## Requirements for the minor

5 credits

- Three 200-level Spanish courses (MODL 260E may substitute for one of these courses)
- Two 300-level Spanish courses

## Courses

### SPAN 101, SPAN 102, SPAN 103

#### Elementary Spanish

Development of language skills: listening comprehension, speaking, reading, and writing. Essentials of grammar with emphasis on culture through language. 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.

*HUM; 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, Galdos, Pardo Bazan, Unamuno, Garcia Lorca, Rodoreda, and others. Alternate years. *Prereq: equivalent of SPAN 235, or permission of the instructor; W; R. Ragan*

### **SPAN 304 Spanish Phonetics and Phonology**

In this course, students will be introduced to the sounds of the Spanish language, how they are produced (phonetics), and what rules they follow in speech (phonology). Students will have opportunities to practice their own Spanish pronunciation, and will be introduced to the phonetic dialectal variation of the Spanish-speaking world. Taught in Spanish. *Prereq: at least one Spanish course at the 200-level, and either MODL 260E or study abroad in a Spanish-speaking country; C. Fernandez*

### **SPAN 305 Spanish American Literature Through Modernismo**

The development of Spanish-American literature from pre-Columbian times to the twentieth century; Popol Vuh, Columbus, Cortes, Las Casas, Inca Garcilaso, Sor Juana Ines de la Cruz, Bolivar, Sarmiento, Isaacs, Hernandez, Marti, Dario. Alternate years. *Prereq: equivalent of SPAN 235, or permission of the instructor; CL: LAST 305; T. Foster*

### **SPAN 306 Twentieth Century Spanish-American Literature**

The development of the contemporary Spanish-American narrative: Gallegos, Asturias, Carpentier, Rulfo, Garcia Marquez, Vargas Llosa, Fuentes, Borges, Cortazar. 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 230C or 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 Cervantes**

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:* SPAN 235 or equivalent or permission of the instructor; 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 Contemporary Spanish Youth through Literature, Film, and Music**

An exploration of contemporary representations of and expressions by Spanish youth, from 1975 (with Franco's death) through today. The course examines social factors such as affordable housing, late emancipation, unemployment, drugs, political activism, low birthrates, and gender struggles, guided by questions about the motivations of Spanish youth and their level of involvement in all these areas. Sources will include academic studies of Spanish youth, as well as the analysis of song lyrics, films, and some literary texts. Students are also required to interview Spanish young people throughout the course. For final projects, students will research a contemporary activist movement. *Prereq:* SPAN 235; R. Ragan

**SPAN 322 Golden Age Theatre of Spain**

This course surveys examples of the theatrical masterpieces written by the most renowned playwrights of Spain during the 16th and 17th centuries in Spain, including Lope de Vega, Miguel de Cervantes, Tirso de Molina, and Pedro Calderon de la Barca. Much attention is given to the historical context of the plays and to some of the most polemic issues of the time concerning the Counter Reformation, the code of honor, purity of blood, the representation of women, the uses and abuses of power, as well as the (im)morality of the theatre itself. *Prereq:* SPAN 235; F. Gomez

**SPAN 330 or SPAN 330E Great Themes of Spanish or Spanish American Literature**

(In Spanish or English) A study of the development of major topics and their adaptation and transformation in non-Hispanic literatures. Some topics have been ethnicity and marginality in Latin American literature, twentieth century Puerto Rican literature, the epic (El Cid), the picaresque (Lazarillo de Tormes), and myths (Don Juan in Spanish Literature). Course may be repeated for credit under different topics. *Prereq:* For SPAN 330, SPAN 235 or equivalent or permission of the instructor; for SPAN 330E, permission of the instructor; SPAN 330E satisfies HUM Foundations. May be counted toward LAST minor with approval of program chair.; STAFF

**SPAN 332 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: AFST 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*

### Faculty/Coaches and professional interests

Chad Eisele

*Athletic Director*

Shayla Chalker

*Volleyball*

Emily Cline

*Women's basketball*

Matt Edwards

*Men's soccer*

Andrew Gibbons

*Football*

Jason Haynes

*Track and field*

Jami Isaacson

*Baseball*

Melissa Joseph

*Women's soccer*

Alex Moreno

*Cross country*

Jonathan Powers

*Swimming*

Ashley Sims

*Softball*

Miriam Skrade

*Women's tennis*

Scott Sunderland

*Athletic training*

Damon Tomeo

*Football*

Kevin Walden

*Men's basketball*

### 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.

### 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.

### Knox Student-Athlete Alumni of Note

C.J. Rugh '05, Sales and

Marketing Coordinator,

Minnesota Vikings,

Minneapolis, Minnesota

Sara Burton '91, Head Coach,

Women's Soccer, University of

Wisconsin-LaCrosse

Brian Glashagel '94, Head

Football Coach, Antioch High

School, Antioch, Illinois.

Brynna Barnhart '03, Asst.

Director of Enforcement,

NCAA, Indianapolis, Indiana

Todd Monken '89, Head Football

Coach, University of Southern

Mississippi, Hattiesburg,

Mississippi

Gwen Lexow '90, Associate

Director of Athletics and Head

Coach, Softball, Bates College

### Recent Internships

“In-House Internships” with various staff for students interested in sports medicine, sports marketing, sports administration, and coaching

### Related Co-Curricular Clubs and Activities

21 varsity sports teams  
5 Club programs  
4 Intramural leagues

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.

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## 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. *STAFF*

### 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. *K. Walden*

#### **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. *STAFF*

# Theatre

## Major and Minors

### Knox Alumni at Work in the Profession

#### New York City Stages:

Broadway (Tony Award Best Musical Design/Big River: Richard Riddell; Best Set Design/Not About Nightingales: Richard Hoover), Off-Broadway, Lincoln Center, The Roundabout, The Women's Project, The Public Theatre, Manhattan Theatre Club

#### Television and Film:

*Another World* (Best Actress Emmy nomination: Amy Carlson), *Guiding Light*, *Third Watch*, *Law and Order: Special Victims Unit*, *Law and Order: Trial by Jury*, *The Office*, *Blue Bloods*, *Twin Peaks*, *Dean Man Walking*, *The Cradle Will Rock*, *Ed Wood*, *Girl Interrupted*, *Storville*, *Failsafe*, *The Black Dahlia*

#### 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 Theater, The Building Stage, Red Tape Theatre, The House Theatre, Red Moon Theatre, Lifeline, Fury Theatre, Vitalist Theatre, International Voices Project (Chicago), The Court Theatre, Timeline Theatre, Writers Theatre, The Side Project, Strawdog Theatre, Porchlight

#### 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, (continued)

### Faculty and professional interests

Elizabeth Carlin Metz, chair

*Acting, directing, feminist theatre, dramatic literature*

Craig Choma

*Scenic design, lighting design, videography design, theatre technology*

Neil Blackadder (on leave Fall 2013)

*Dramaturgy, playwriting, dramatic literature, theatre history*

Jeff Grace

*Theatre history, dramatic literature, directing, acting*

### Distinguished Writer-in-Residence

Sherwood Kiraly, *Playwriting, screenwriting, fiction*

### Lecturer

Margo Shively, *Costume design, technical artistry*

The study of theatre in a liberal arts context cultivates many widely applicable capacities such as communication skills, aesthetic understanding, creative problem-solving, and intuitive as well as analytical thinking. Knox offers a broad range of courses at introductory and advanced levels in performance, design, and literature and history. Those curricular offerings complement and are integrated with a variety of co-curricular opportunities for students to act in, write, direct, design and create theatre.

The Department of Theatre seeks to create a supportive, collaborative environment in which students can put into practice what they learn in the classroom, the rehearsal studio and the design studio. All of the department's curricular and co-curricular experiences are grounded in the belief that the rigorous study and practice of theatre provide students with a unique and vital means of investigating and making significant discoveries about the world and their own place in it.

Students who major or minor in theatre emerge well prepared for advanced study in playwriting, performance, directing, design, and dramatic literature and history. Those students who do not pursue careers in theatre gain at Knox a wealth of experience beneficial to professional life in many other areas, including business, law, and education, among many diverse fields.

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

- *Writing Key Competency* - THTR 151, 352, and 383 serve as writing-intensive courses for majors
- *Speaking Key Competency* - THTR 121, 131, 231, 232, and 331 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 manipulating audio and visual materials are introduced in THTR 121 and are further developed in the 220- and 320-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 THTR 151 and are further developed in the 250-, 350-, and 380-level dramatic literature and theatre history courses.

### Departmental Learning Goals

Students completing a major in Theatre will:

1. Recognize, identify, and analyze genre, structure, and the creation of meaning in playscripts.
2. Demonstrate understanding of the processes whereby a playscript is manifested as live storytelling--encompassing non-verbal as well as verbal language--through acting technique, design, dramaturgy and directing.
3. Recognize and identify historically significant authors and movements throughout global theatre history, and the cultural and social realities that governed the origins and evolution of performance.
4. Articulate literacy in the verbal and visual vocabulary of theatrical production, including terms and concepts fundamental to acting, design, script analysis, directing, playwriting, and stage mechanics.
5. Identify and analyze the social and political implications and effects of performance.

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## Requirements for the major

11 credits in the Department, including:

- THTR 121, THTR 131, and THTR 151
- Intermediate: three THTR courses at the 200 level or above (DANC 221 may also be used)
- World Theatre and Drama: THTR 351, 352, and 353
- Advanced: two additional 300-level THTR courses, one of which must be in dramatic literature

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## Requirements for the minors

### Dramatic Literature and History

5 credits as follows:

- THTR 151
- THTR 351, 352, and 353
- One 380-level course in dramatic literature, or THTR 251

### Performance

5 credits as follows:

- THTR 121, 131, and 151
- THTR 231 or 232
- THTR 331 or 361

Illinois Shakespeare Festival,  
Cincinnati Shakespeare Festival,  
The American Repertory Theatre,  
Yale Repertory Theatre, The  
Public Theatre, Center Stage,  
Colorado Shakespeare Festival,  
Playmakers Repertory Theatre,  
Pasadena Playhouse, Laguna  
Beach Playhouse, Milwaukee Rep,  
Geva Theatre, Actors Theatre of  
Louisville, Williamstown Theatre  
Festival, Celebration Barn  
Theatre, Creed Repertory

### International Stages:

The Moscow Art Theatre, The  
Royal Shakespeare Company, The  
Edinburgh Fringe Festival,  
Covent Garden Opera, The Royal  
National Theatre, The Gaeity  
Theatre Dublin

### 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  
Indiana 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)  
Liveline Theatre (IL)  
Ko Festival (MA)  
New Jersey Shakespeare Festival

### 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

### Directing

5 credits as follows:

- THTR 121, 131, and 151
- THTR 361
- THTR 350 – A special project either practical or theoretical to be determined by the department

### Design and Technology

5 credits as follows:

- THTR 121, 131, and 151
- Two courses from THTR 222, 223, 224, or 325

### Playwriting

5 credits as follows:

- THTR 131 and 151
- THTR 209
- THTR 309
- THTR 309 (second enrollment) or THTR 350 - an independent study approved by the department

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## Courses

### THTR 121 Design and Technology for Stage and Screen

An introductory overview of scenic illusion and technical devices, starting from ancient Greece and moving through to modern design and production techniques. Scenery, lighting, costumes, make-up, properties, sound and technical effects are examined in the classroom and through workshop experiences, as they apply to live performance and to film and television. The course includes three design projects structured to demonstrate creative problem-solving. *ARTS; O; C. Choma*

### THTR 131 Beginning Acting

Exploration and development of imaginative processes and basic techniques of acting. Training through class exercises, scene and monologue work, discussions, readings and lecture/demonstrations. Designed to develop students physically, vocally, emotionally, and experientially as interpreters of what it means to be human. *ARTS; O; J. Grace, E. Carlin Metz*

### THTR 151 Foundations of Theatre and Drama

An introductory study of theatre as a collaborative art form, examining dramatic writing and theatrical production, and the process whereby scripts are translated into performance by theatre artists, and exploring theatre's capacity to reflect and promote social, political, and cultural change. *HUM; CL: ENG 123; W; N. Blackadder, J. Grace, E. Carlin Metz*

**THTR 209 Beginning Playwriting**

An introduction to the craft of dramatic writing. In a workshop format, students learn about the elements of playwriting through the study of several published one-acts and the composition and revision of one or more short plays. *ARTS; Prereq: THTR 151/ENG 123, THTR 131, or ENG 207, or ENG 208, or permission of the instructor; CL: ENG 209; N. Blackadder*

**THTR 222 Scene Design**

An examination of the elements of design as they relate to the translation and reinforcement of a playscript into the scenic environment of a production. Emphasis is on practical experience in developing a personal design aesthetic. Includes the completion and critique of several original design projects. Alternate years. *Prereq: THTR 121 or permission of the instructor; C. Choma*

**THTR 223 Lighting Design**

An examination of the elements of design as they relate to the translation and reinforcement of a playscript into the lighting of a production by addressing such qualities as mood, modeling, selective focus and overall atmosphere. Includes the completion and critique of several original design projects. Emphasis is on practical experience in developing a personal design aesthetic. Alternate years. *Prereq: THTR 121 or permission of the instructor; C. Choma*

**THTR 224 Costume Design**

An examination of the history of costuming, and an introduction to the principles and techniques of costume design and technical artistry for the stage. Includes the completion and critique of several original design projects. *ARTS; Prereq: THTR 151/ENG 123 or permission of the instructor; M. Shively*

**THTR 231 Acting Psychological Realism**

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: THTR 131 and sophomore standing or permission of the instructor; O; THTR 231 and 232 may be taken in either order; E. Carlin Metz, J. Grace*

**THTR 232 Acting Period Style**

The course will examine the acting demands of non-naturalistic theatre. The influence of customs, manners and mores, costumes, movement, and language will be explored via scene work and research on culture and human behavior. Aspects of playing physical and intellectual comedy will be emphasized. *Prereq: THTR 131 and sophomore standing or permission of the instructor; O; THTR 231 and 232 may be taken in either order; E. Carlin Metz, J. Grace*

**THTR 233 Devised Theatre**

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. *ARTS; Non-theatre majors are encouraged to enroll; N. Blackadder, E. Carlin Metz, J. Grace*

**THTR 251 Dramaturgy**

Students learn about the multiple tasks of the dramaturg primarily by carrying them out. The course requires students to read and analyze numerous plays, to conduct and present historical research, to select and edit scripts, and to produce many pages of writing conceived for various different contexts. In many respects, the course functions like a workshop: most of the work is shared with and discussed by the class as a group. *HUM; N. Blackadder*

**THTR 271 Theatre 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*

**THTR 275 London Theatre, History, and Culture (1/2)**

Optional capstone experience for specific Theatre courses in performance and dramatic literature and history as designated by the department. Enrolled students will travel to London for two weeks at the conclusion of Fall Term to attend theatre productions, have class with theatre professionals in which they will examine the work they have seen, and visit relevant cultural sites. Graded S/U. *Prereq: concurrent enrollment in designated THTR course; An additional program fee is required; STAFF*

**THTR 309 Playwriting and Screenwriting Workshop**

Introduction to writing for the screen, and intensive work in the reading and writing of plays and screenplays; workshops and individual conferences. *Prereq: ENG 209 or THTR 209 or written permission of the instructor; CL: ENG 309; May be taken three times; N. Blackadder*

**THTR 310 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: THTR 121 or THTR 131, sophomore standing, and permission of the department; For meeting the requirements of the Theatre major, either THTR 310B or 310C may be counted; STAFF*

**THTR 310A Seminar**

Intensive study of the plays selected for production and of related works, including historical material as well as other plays. Students carry out dramaturgical research that contributes to the production and rehearsal process. *HUM; STAFF*

**THTR 310B Conservatory**

Class instruction in voice, movement, physical theatre, and acting techniques. *STAFF*

**THTR 310C Repertory Theatre**

Production activities—acting, stage managing, set and costume construction, publicity, etc.—selected to fit the individual student's needs and capabilities. *STAFF*

**THTR 325 Design Workshop**

Intensive work in the creative development and realization of design in the areas of scenography, costume, lighting, sound, videography, and scenic art; workshops and individual conferences. *Prereq: THTR 121 & one of the following: THTR 222, 223, or 224; and/or permission of the instructor; C. Choma, M. Shively*

**THTR 331 Advanced Acting: Shakespeare and Beyond**

Advanced integration of traditional and non-traditional acting theory and practical application (from Shakespeare to the Absurd) through text, voice, and movement. Scene and monologue study, text analysis, and philosophical and historical context are examined in terms of central questions regarding what it means to be human as revealed through performance. *Prereq: THTR 131, THTR 231, and sophomore standing or permission of the instructor; O; E. Carlin Metz, J. Grace*

**THTR 351 World Theatre and Drama I: Greeks through the Renaissance**

A study of the origins and evolution of drama and theatre beginning with Greece, Rome, and medieval Europe through Early Modern England, Italy, and France. Additional examination of the development of theatrical practice in Japan, China, and India. *HUM; Prereq: At least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; N. Blackadder, J. Grace*

**THTR 352 World Theatre and Drama II: Restoration through World War I**

A study of the developments of dramatic forms and major theatrical movements from Restoration era comedies (1660) through World War I. Additional examination of influences from nonwestern traditions. Focus placed on the theatre as a cultural, social, political, industrial, and economic institution. *HUM; Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor; CL: ENG 352; W; N. Blackadder, E. Carlin Metz, J. Grace*

### **THTR 353 World Theatre and Drama III: 1915 to the Present**

A study of the developments of dramatic forms and major theatrical movements throughout the world from 1915 to the present. The plays are discussed in their literary, cultural, social, political, and theatrical contexts. *HUM*; *Prereq: at least one literature course (THTR 151/ENG 123 is preferred) and sophomore standing; or permission of the instructor*; *CL: ENG 353; DV; N. Blackadder, E. Carlin Metz, J. Grace*

### **THTR 361 Directing**

Theory and practice of directing a play. 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: THTR 121 and THTR 131 and sophomore standing, or permission of the instructor. THTR 251 recommended; E. Carlin Metz*

### **THTR 381 Shakespeare: Histories and Comedies**

Study of Shakespeare's histories and comedies with combined attention to the plays as rich poetry and as texts for performance. Some discussion of the plays in connection with selected critical essays on them, and some in-class analysis of scenes from filmed productions of the plays. *HUM*; *Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently; CL: ENG 331; STAFF*

### **THTR 382 Shakespeare: Tragedies and Romances**

Study of Shakespeare's tragedies and romances with combined attention to the plays as rich poetry and as texts for performance. Some discussion of the plays in connection with selected critical essays on them, and some in-class analysis of scenes from filmed productions of the plays. *HUM*; *Prereq: two 200-level courses in literature, film, or theory and ENG 300L, which may be taken concurrently; CL: ENG 332; STAFF*

### **THTR 383 Women Playwrights**

Analysis of the works of female playwrights who represent diversity in race, nationality, perspective,

and style. A brief review of the evolution of feminisms is traced in order to identify the areas of thought and conflict that most influence the condition of the female writer and specifically the playwright. *Prereq: junior standing or permission of the instructor; CL: AFST 383, ENG 383, GWST 383; W; DV; E. Carlin Metz*

### **THTR 384 American Drama and Theatre**

This course is a survey of dramatic writing and theatrical expression in America. Close investigation placed on themes such as the American dream, the American family, and the struggle for racial, ethnic, economic, and sexual equality. Plays are discussed within particular social, historical, political, and artistic frameworks. *Prereq: junior standing or permission of the instructor; CL: ENG 384; N. Blackadder, J. Grace*

### **THTR 385 Dramatic Theory and Criticism**

This course undertakes a practical approach to the major theories of the theatre that emerged during the late nineteenth century and throughout the twentieth century. Topics may be drawn from semiotics, phenomenology, post-structuralism, deconstruction, psychoanalysis, feminism, gender and queer studies, reception theory, postmodernism, and post-colonialism. *Prereq: junior standing or permission of the instructor; N. Blackadder, J. Grace*

### **THTR 386 Theatre and Society**

A study of the relationship between theatre and society. This course examines a variety of plays and theatre practitioners and theoreticians, focusing on theatre's capacity to reflect and participate in social, political and cultural discourse. Specific topics vary from term to term. *Prereq: junior standing or permission of the instructor; CL: ENG 386; N. Blackadder, J. Grace, E. Carlin Metz*

### **THTR 387 Studies in Dramatic Literature**

Close examination of the work of a single playwright or theatre practitioner (such as Caryl Churchill or Bertolt Brecht), or of a period (e.g., Jacobean) or genre (e.g., tragedy). *Prereq: junior standing or permission of the instructor; CL: ENG 387; N. Blackadder, J. Grace, E. Carlin Metz*

# Non-Departmental Courses

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## 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 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; L. Bush*

### 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; L. Bush*

### 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. *ENG 275; W; J. Haslem*

**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 courses 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*

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## **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*

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## **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 First-Year Preceptorial; Open only to students who are TRIO-eligible; permission of instructor required; STAFF*



# Special Programs and Opportunities

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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

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## **Academic Honor Societies**

Several honor societies initiate student members who excel in the activities and qualities emphasized by each society. Membership is based upon guidelines determined by each organization. Phi Beta Kappa is the most prestigious and oldest academic honor society. Others include:

Alpha Psi Omega: Theatre

Eta Sigma Phi: Classics

Mortar Board: General

Nu Rho Psi: Neuroscience

Omicron Delta Epsilon: Economics

Pi Kappa Lambda: Music

Pi Sigma Alpha: Political Science

Psi Chi: Psychology

Sigma Delta Pi: Spanish

Sigma Xi: Scientific Research

## **Bastian Family Center for Career and Pre-Professional Development**

Located in Borzello Hall, the Center assists students in the career development process. Individual counseling sessions, workshops and seminars are scheduled to guide students in their decision-making about potential career paths. The Center coordinates recruiting visits from graduate schools and employer representatives. The College's internship program is also headquartered here. The Center maintains a library of career-related information, including job postings, internship opportunities, resume, interview, and job search advice, information on graduate and professional school exams, and graduate study information. *Ms. Saline, Director.*

## **Kleine Center for Community Service**

Working closely with the Bastian Family Center for Career and Pre-Professional Development, the Kleine 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 "Alternative Spring Break" through which nearly 100 students traveled to New Orleans and Mississippi to participate in Katrina relief projects. In 2006-2007, the Kleine 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.*

## **Eleanor 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. Ragan, 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.

## **Gerald and Carol Vovis Center for Research and Advanced Study**

The Gerald and Carol Vovis Center for Research and Advanced Study, located in Old Main, coordinates the undergraduate research programs of the College. The Center supervises the College

Honors Program, provides support for independent research and creative projects, and offers special workshops to help students develop the capacity for independent work. *Ms. Maguire, Interim Director.*

### Center for Teaching and Learning

Located in a newly renovated facility at 466 S. West Street, the Center nurtures academic excellence through one-on-one or group instruction in writing, peer tutoring in all subject areas, academic counseling and learning skills instruction. Along with the Associate Dean of the College, the Center assists faculty and students with the provision of federally mandated academic accommodations. The Center also houses Knox’s TRIO Achievement Program, a federally funded program that provides support for academic excellence for first-generation college students from underrepresented groups and those who have academic needs. *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. Hoffmann, Chair, Department of Psychology.*

### Cooperative Degree Programs

For a small number of specialized programs outside the core liberal arts disciplines, Knox offers cooperative degree programs with institutions that recognize liberal arts as the best preparation for more specialized study. Typically, these programs involve 3 years of Knox study combined with two years of more specialized study at a cooperating institution. Students interested in cooperative programs should consult early in their careers with the advisors listed below.

Engineering .....	Prof. Moses
Forestry/Environmental Management .....	Prof. Allison
George Washington University	
Early Selection Program (Pre-Med) .....	Associate Dean Schroeder Haslem
Law .....	Prof. Sunderland
Nursing .....	Prof. Thorn
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. *Vovis Center for Research and Advanced Study.*

### 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.....	Vovis Center
Javits .....	Vovis Center
Marshall.....	Associate Dean Schroeder Haslem
National Science Foundation (Natural and Social Sciences) .....	Vovis Center
Rhodes.....	Vovis Center
Others.....	Vovis Center

### Green Oaks Term

In Spring 2002, the College introduced the Green Oaks Term, a residential interdisciplinary off-campus program at Green Oaks, Knox's 704-acre field station. The program involves a small group of students with majors in the sciences, social sciences and humanities in the exploration of ecological, cultural and historical, and aesthetic qualities of the landscape. Staffed by three faculty from departments in the Arts, Social Sciences, and Sciences, students have an intensive, 10-week experience, including sharing responsibility for cooking, cleaning and the stewardship of the field station. The College offers the Green Oaks Term every two to three years. Students participating in the program receive 3.5 credits. The courses are as follows; full descriptions may be found in the Courses of Study section of the Catalog under Environmental Studies.

- ENVS 282/382 Deep Maps of Place
- ENVS 283/383 Natural History of Green Oaks
- ENVS 284/384 The Natural Imagination
- ENVS 285 Dynamics of Intentional Community

There is no additional cost for students who are on both room and board. For other students, a program fee is calibrated to cover room and board expenses for the term. Financial aid eligibility and arrangements are the same as for on-campus study.

Sophomores, juniors or seniors of all academic persuasions are eligible. An applicant should have enough introductory work in biology, creative arts, or anthropology-sociology to enroll in at least one of the three courses 282-284 at the advanced (300) level.

Applications should be made to the program director in the month of November. Notifications of acceptance are mailed during December break. *Profs. Allison and Gant, Green Oaks Term Co-Directors.*

## **Honors Program**

Students may seek to graduate with College Honors through completion of a program of advanced independent study, producing a major piece of research or creative work. The Knox Honors Program has been recognized by graduate, law, and medical schools around the country as offering outstanding preparation for careers in research and the professions. It has been cited by the federal Fund for the Improvement of Post-Secondary Education as one of two model programs in the nation.

Honors may be undertaken as early as the junior year. Normally it is done in the senior year. Each candidate normally completes three credits (under no circumstances more than five) of advanced study, under the supervision and guidance of a faculty advisor and committee chosen by the student. Credit is awarded only 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 gradepoint average of 3.3 or above. The final authority for approval to undertake College Honors rests with the Academic Standing Committee. Applications must be submitted to the Associate Dean of the College by September 15 of the senior year, but early applications from third-term juniors are encouraged. Application forms are available from the Vovis Center for Research and Advanced Study.

## **Independent Study**

Independent study is used to enrich Knox's academic program by providing students with opportunities for study that cannot be pursued in regular courses. While all students who would benefit from independent study are encouraged to pursue it, this opportunity may be limited by the faculty's obligations to the regular offerings of the College. Hence, independent study may not be used to duplicate in whole or in part courses regularly offered, nor may it be used for introductory work of any kind.

A student discusses the proposed plan of study thoroughly with the faculty supervisor. Once that faculty member has agreed to direct the project, the student works out a final application. Enrollment in independent study can be done by the student on the web at the Registrar's site, accompanied by the signed consent of the supervising faculty member, using a form obtainable from the Registrar's Office.

Independent study pursued "off-term," i.e., during vacation periods or when the student is not regularly enrolled for the term, must have the approval of the Associate Dean of the College. The deadline for such applications is registration day of any regular term or December break, and in May for the summer, as noted in the Academic Calendar. Off-term independent study work is due by the last day of examinations of the term during which it is undertaken and by Fall Registration Day for summer work. The usual procedures for incompletes or dropping the course apply.

## **International Summer Program in Management**

In 2005, Knox became an affiliated College with the International Summer Program in Management, operated jointly by the University of Michigan-Dearborn School of Management and the University of Padua (Italy) School of Economics and Business, and located at the University of Michigan, Ann Arbor. This program teaches about recent business trends in a cross-cultural setting. Courses for summer 2013 were: Entrepreneurial Marketing, Management Skills Development, and International Accounting. Coursework is transferable to Knox. For more information, see Prof. Spittell.

## **Internships**

Knox College encourages students who are interested in working and learning with an off-campus organization to pursue internships. Such internships often prove of great value for students who are preparing for careers or who intend to undertake further study in graduate or professional school. Interested students should contact the Center for Career and Pre-Professional Development.

The following list of those institutions that sponsored internships for Knox students in 2012-13, although not exhaustive, provides an idea of the range of experience covered by the internship program:

- Action Income Tax Service, Inc., Galesburg, IL  
(Entrepreneurial/Business/Financial Intern)
- Alpha Village Gardeners, Alpha, IL  
(Organic Farm Intern)
- Amazon, Web Development Tools Department, Seattle,  
WA (Software Design Intern)
- American Red Cross, Public Relations, Lancaster, PA  
(Intern)
- American University, School of Professional and  
Extended Studies, Washington, DC  
(Washington Access Summer Internship)
- Artisan Brick and Stone Restoration, Galesburg, IL  
(Historic Preservation Intern)
- Attorney Sherry Lawson-Weaver, Galesburg, IL  
(Legal Field Shadowing Experience)
- Azer Health, Galesburg, IL (Physical Therapy Shadow)
- Barash & Everett LLC, Attorney Tony Vaupel,  
Galesburg, IL (Intern)
- BMW Financial Services India Ltd., Gurgaon, India  
(Financial Services Intern)
- Boeing Company, Everett, WA  
(Estimating & Pricing Specialist Intern)
- Bradley University, Department of Athletic  
Development, Peoria, IL (Intern)
- Chicago Children's Museum, Chicago, IL  
(Special Events Intern)
- Child Advocates, Inc., Marketing Department,  
Houston, TX (Marketing Intern)
- City of Galesburg, Galesburg, IL  
(Economic Development Intern)
- City Pages, Minneapolis, MN (Music Editorial Intern)
- CODEPINK, Washington, DC (Intern)
- Cooks & Company, Galesburg, IL (Entrepreneur Intern)
- Court Appointed Special Advocates of Knox County,  
Galesburg, IL (Intern)
- Daily Review Atlas, Monmouth, IL (Intern)
- Democracy for America, Political Department,  
Burlington, VT (Political Intern)
- Edward Jones, Branch Office, Peoria, IL  
(Financial Advisor Intern)
- EnerNOC, Energy Markets, Boston, MA  
(Energy Markets Intern)
- ENVIRON Consulting, Shanghai, People's Republic of  
China (Wastewater Remediation Intern)
- European Union Small and Medium Sized Enterprises  
Center, Beijing, People's Republic of China  
(Training & Event Support Intern)
- Falcon Safety Group, Galesburg, IL (Business Intern)
- FILTER Magazine, Los Angeles, CA (Summer Intern)
- Galesburg Civic Art Center, Galesburg, IL (Intern)
- Galesburg Regional Economic Development Association  
(GREDA), Galesburg, IL (Specialty Crops Intern)
- Galesburg Regional Economic Development Association  
(GREDA), Galesburg, IL  
(Time Bank Coordinator Intern)
- Gardere Wynn Sewell, LLP, Environmental Policy  
Department, Houston, TX (Legal Research Intern)
- Growing Power, Milwaukee, WI  
(Organic Farm and Educational Outreach Intern)
- Illinois Natural History Survey, Urbana-Champaign, IL  
(Snake Surveyor)
- Ilya Sheyman for Congress, Field Department,  
Washington, DC (Field Fellow)
- InContext Solutions, Inc, Chicago, IL, Commercial  
Team, Chicago, IL (Marketing Intern)
- JBTV, Chicago, IL  
(Social Media/Public Relations Intern)
- Kleine Equipment, Galesburg, IL (Marketing Intern)
- Knox County Housing Authority, Galesburg, IL  
(Intern)
- Ko Festival of Performance, Amherst, MA (Intern)
- LakersNation.com, South Pasadena, CA  
(Corresponding Blogger)
- Loyal Joe, Naperville, IL (Sales and Marketing Intern)
- Marvelous Media, LLC, Galesburg, IL (Intern)
- Maryville Academy, Psychology, Northbrook, IL  
(Intern)
- Metzger-Johnson, Galesburg, IL (Architecture Shadow)
- Microsoft, Redmond, WA (SDE Intern)
- Morris Library at SIU Carbondale, Cataloguing,  
Carbondale, IL (Shadowing Experience)
- National Railroad Hall of Fame, Galesburg, IL (Intern)
- Nordstrom, Oak Brook, IL (Retail Management  
Development Internship Program)
- North Lawndale College Prep High School, Math,  
Chicago, IL (Teacher Assistant)
- NorthShore University Health System, Vascular  
Surgery, Evanston, IL (Clinical Observer)
- Ocean Grove Development Group, Ashland, OR  
(Marketing Intern)
- Ogilvy & Mather, TRC, Shanghai, People's Republic of  
China (HR)
- OSF Galesburg Clinic/Joseph H. Liu, MD, Galesburg,  
IL (Shadowing Experience)
- OSF Galesburg Clinic/Mark A. Meeker, DO,  
Galesburg, IL (Shadowing Experience)
- OSF Galesburg Clinic/Thomas J. Whittle, MD,  
Galesburg, IL (Shadowing Experience)
- OSF St. Mary Medical Center/Sergio E. Morales, MD,  
Galesburg, IL (Shadowing Experience)

- OSF St. Mary Medical Center, Galesburg, IL  
(Hospital Administration Intern)
- Pacific Northwest National Laboratory, Richland, WA  
(PNNL Intern)
- Patch.com, Milwaukee, WI  
(Milwaukee Regional Intern)
- Pennycross Energy Company LLC, Galesburg, IL  
(Communications Intern)
- Phoenix Theatre, Phoenix, AZ (Camp Counselor)
- Pima County Superior Court, Tucson, AZ (Intern)
- Pivotal Labs, Denver, CO (Software Engineer Intern)
- Planned Parenthood of Illinois, Peoria, IL  
(Campus Organizer)
- Register-Mail, Journalism, Galesburg, IL (Intern)
- Rock and Roll Hall of Fame and Museum, Cleveland,  
OH (Education Intern)
- Safe Harbor Family Crisis Center, Galesburg, IL  
(Summer Intern)
- Sitka Conservation Society, Sitka, AK (Wild Salmon  
Conservation and Restoration Intern)
- Shelburne Farms, Shelburne, VT (Intern)
- Social Security Administration, Washington, DC  
(Washington Access Intern)
- State Farm Research and Development Center,  
Champaign, IL (Strategic Resources Intern)
- Stic of the Week, Chicago, IL (Intern)
- Sustainable Business Center West Central Illinois,  
Galesburg, IL (Business Development/Marketing  
Intern)
- Taillight T.V. Productions, Nashville, TN (Intern;  
Production Assistant)
- Technorri LLC, Chicago, IL (Internship: Overseas  
Market Developer)
- Teradyne, North Reading, MA (Technical Intern)
- Tucson Mayor's Office, Tucson, AZ (Intern)
- United States Supreme Court, Office of the Counselor  
to the Chief Justice, Washington, DC  
(Judicial Intern)
- Urban Anthropology, Inc., Milwaukee, WI (Intern)
- Whiskey Tango Foxtrot Theatre Company, Various,  
Dublin, Ireland (Intern)
- Wild Chimpanzee Foundation, Abidjan, Ivory Coast  
(Intern)
- WPWC We Act Radio, Washington, DC (Intern)
- WTIU/WFIU, Bloomington, IN  
(News Broadcasting Intern)
- Yosemite Environmental Science Research Training  
REU, Wawona Village, CA  
(Mentored Student Researcher)

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 plan the experience in advance, working closely with a faculty supervisor. In addition to field work, additional academic work and a major paper are usually required. Internship courses may be graded S-U or on the conventional A-F scale. Some departments offer internships as part of the regular course listings; others treat them as special courses. *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, Young, and Associate Dean M. Schneider, 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

## *Special Programs and Opportunities*

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 \$10,000 during each of the sophomore, junior, and senior years, \$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.*

### **KnoxCorps**

In the Fall of 2012, Knox College and the Galesburg Community Foundation (GCF) launched KnoxCorps, an innovative community engagement initiative that connects Knox students and recent graduates with Galesburg area non-profit agencies and entrepreneurial projects. Graduate Fellows are placed with organizations for approximately 10 months, receive a stipend, and support and staff important community initiatives. Undergraduate participants make a two-year commitment for at least eight hours per week. In addition to their service, undergraduates meet weekly with the KnoxCorps Graduate Fellows to develop skills and exchange ideas. *Ms. Saline, Program Coordinator.*

### **Lincoln Studies Center**

To honor Knox's Lincoln connections and to enhance the knowledge and understanding of the life and work of Abraham Lincoln, the Lincoln Studies Center was established in 1997. The Center is engaged in research projects, publications, public events and occasional classroom instruction. These projects include a new edition of William A. Herndon's 1889 biography of Lincoln, which appeared in 2006 as the inaugural volume of the Knox College Lincoln Studies Center Monograph Series (University of Illinois Press). The Center also co-sponsors the Lincoln Colloquium, an annual national presentation by leading Lincoln scholars; every four years the colloquium is held on the Knox campus. In addition to its research and writing projects, the Center has participated in the production of a video commemorating the 150th anniversary of the Lincoln-Douglas debate held on the Knox campus, which was distributed nationally on Public Broadcast System stations. Student research assistants and summer interns are regularly employed to work on the Center's projects. *Prof. Wilson and Prof. R. Davis, Co-Directors.*

### **Ronald E. McNair Program**

Funded through a grant from the U.S. Department of Education, the McNair program encourages students from under-represented groups to prepare for academic careers. McNair Fellows participate in special career-focused seminars, receive special counseling, and are supported for summer research experiences. Admission to the McNair program is by competitive application. *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. *Prof. Holmes, Chair, Department of Art and Art History.*

### **Peace Corps Preparatory Program**

In 2007, Knox College became the first college in the nation to enter into an agreement with the United States Peace Corps to create a Peace Corps Preparatory Program. Through this pilot program, Knox and the Peace Corps aim to better equip students for international service and widen the pool of



qualified candidates for the Peace Corps' rigorous application process. Knox's Peace Corps Preparatory Program boasts many successful graduates and now serves as a model for other colleges and universities.

Students majoring in any field may apply to the program. Most students will apply during their sophomore years; juniors can be considered at the start of any academic year. All participants are expected to complete the requirements of the Peace Corps Prep program, preferably by the beginning of the senior year, 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.

Completion of the Peace Corps Prep Program does not guarantee that applicants will be accepted as volunteers. However, the specialized curriculum and experiences help students become strong candidates for Peace Corps and other international service organizations. *Prof. Ragan, 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 the Bastian Family Center for Career and Pre-Professional Development. These individuals assist students in formulating their plans; they do not substitute for the student's regular faculty advisor.

Architecture.....	Prof. Gilbert
Business Administration.....	Prof. Spittell
Dentistry.....	Prof. Thorn
Engineering.....	Prof. Moses
Government.....	Prof. Civettini
Journalism.....	Prof. Dyer
Law.....	Prof. Sunderland
Medicine.....	Prof. Thorn
Nursing and Allied Health Sciences.....	Prof. Thorn
Occupational Therapy.....	Prof. Thorn
Optometry.....	Prof. Thorn
Religious Vocations.....	Prof. Thrall
Social Work.....	Prof. Oldfield
Veterinary Medicine.....	Prof. Thorn

## **Quick Start Language Instruction**

Initially established through a major grant from the U.S. Department of Education, “Quick Start” is an innovative introductory beginning language program integrating grammar and cultural studies on the Knox campus with a short intensive course abroad. The goals of the program are (1) to prepare students for an active personal and professional life within the emerging global economy; (2) to give them a broad feel for how the study of language is, in fact, the study of an entire historical and cultural context; (3) to give the students a sound footing for their continued language study; and (4) to motivate and prepare students for a longer-term study of language both within language classes and in others as well. The program began in the 1995-96 academic year with German; in 1996-97, the program included Spanish; in 1997-98, French was added, with expansion to other languages possible in subsequent years. See entries under these languages in “Courses of Study.” Quick Start is not offered in each language every year. *Prof. Dixon, 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. Carlin-Metz, Chair, Department of Theatre.*

## **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 Vovis 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.

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## **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 (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 application for approval for off-campus study and the second part is the program-specific application. Both parts along with a minimum of two faculty recommendations, and a transcript, must be submitted to the Stellyes Center for Global Studies. The Center's Off-Campus Study Committee and the program advisors review the applications.

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 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 complete relevant coursework including 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 or minor must be approved by the chair of the major/minor program and the Registrar. Approval for off-campus study is granted with the understanding that Knox is not responsible for any difficulties students may encounter while studying elsewhere, or for alterations in programs that make it difficult for students to earn as many credits as they like. Students are expected to be in good academic standing to be eligible for off-campus study.

Credits and grades earned on off-campus programs are included on a student's Knox record when evidence that the student has successfully completed the program is received by the Registrar. Grades from off-campus programs are not calculated into the student's grade point average.

Students who receive approval to study off-campus are, if they regularly receive financial aid awards, eligible for assistance to study off-campus. Specific questions as to the amount of their eligibility should be addressed to the Director of Financial Aid.

## Application Deadlines

### Knox Programs

Barcelona, Besançon, Buenos Aires      Rolling Admissions

### Approved Programs

Japan Study	January 10
All other programs	February 1
Student Initiated Programs	February 1 unless the program itself has an earlier deadline

## Programs Organized by Theme or Relevant Major

The following list organizes programs according to primary thematic focus or relevance to a specific major or minor. Students are encouraged to plan for off-campus study in terms of specific benefits to their academic programs: complementing a major or minor, advanced language training, developing

## *Special Programs and Opportunities*

skills in research and study outside the classroom, and so on. This list is a starting point but it is not meant to be exhaustive. Many programs provide flexibility regarding themes and independent research projects. In some cases, specific themes change from year to year. Students should review a program's components to determine what opportunities each may present and contact the Stellyes Center for Global Studies if specific interests are not represented in this list.

Knox Approved programs are indicated with an asterisk (\*). Recent student-initiated programs are also listed.

### **Architecture**

Germany Lexia Berlin Pre-Architecture Program

### **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

Guinea Arts and Culture in West Africa

### **Business/Economics**

\*Chicago Business Entrepreneurship and Society (ACM)

\*Denmark International Business and Economics (DIS)

\*England International Business and Management London (IES)

\*England London School of Economics

\*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

Thailand International Sustainable Development Studies Institute

Mali Arts and Culture in Mali: Antioch Education Abroad

Jamaica SIT: Cultural Heritage and Community Development

### **Environmental Studies/ Ecology/ Sustainability**

\*Brazil Federal University, Juiz de Flora, Brazil (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

Cape Cod S.E.A. Semester: Field Programs in Marine and Environmental Studies

Various sites S.E.A. Oceans and Climate

Middle East S.I.T. Water, Regional Politics, and Environmental Justice

Thailand People, Ecology and International Sustainable Development 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
*Brazil	Federal University, Juiz de Flora, Brazil (ACM)
*Costa Rica	Studies in Latin American Culture and Society (ACM)
*China	China Studies Institute Beijing
*Denmark	European Culture and History (DIS)
*France	Knox College Program in Besançon
*Germany	Humboldt University in Berlin (IES)
*Germany	Flensburg University in Flensburg, direct enrollment
*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
*Jordan	AMIDEAST Language and Culture in Amman (ACM)
*Spain	Knox College Program in Barcelona

**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	Arts and Culture in Mali, West Africa, Antioch
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

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International Law and Organizations	Washington Semester, American University
Justice Seminar	Washington Semester, American University
Public Law	Washington Semester, American University

### Psychology/Neuroscience

*Denmark	Psychology (DIS)
*Scotland	University of St. Andrews

### Religious Studies

The Netherlands	SIT: Islam, Diaspora Communities, and the E.U.
*India	Buddhist Studies, Antioch
Japan	Japan and its Buddhist Traditions, Antioch
Washington DC	Contemporary Islam. Washington Semester American University (Jordan and Egypt)

### 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

*China	China Studies Institute, Beijing
*United States	Chicago Programs (ACM) Washington Semester, American University

### Open Curriculum

*Denmark	Denmark International Study
*Germany	Flensburg Exchange
England	Oxford (IES - direct enroll)

## 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 Aquetey.*

### Spain-Barcelona

Knox, in cooperation with the University of Barcelona, offers academic study in language, the humanities and the social sciences. Students pursue a combination of courses, all taught in Spanish by professors from the University of Barcelona. Some of the courses are fitted to the particular needs of program students; other courses are from the regular University curriculum offered to Spanish students. All students live in the homes of Spanish families in Barcelona. The program 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 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. Noriega.*

#### 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 Society and Politics in Europe Today  
 PS 347 Democracy in Spain  
 SPAN 240, SPAN 241 Spanish Syntax 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 338 Barcelona in the Spanish Novel  
 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 directors: Profs. Hamilton and 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  
 HIST 332 Evolution of Argentine Society  
 JOUR 230 Newspapers  
 JOUR 234 Radio Workshop  
 PS 331 Politics and Government in Latin America  
 SPAN 240, SPAN 241 Advanced Spanish Grammar and Composition I, II  
 SPAN 312 Latin American Literature  
 SPAN 313 Contemporary Argentine Literature  
 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.

### 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 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. Beers.*

#### Republic of Guinea, Arts and Culture in West Africa (an Antioch Program)

The Arts and Culture in West Africa program allows students to pursue artistic studies in the context of a personalized nine-week apprenticeship with a local expert in their field. Following a series of consultations with the program director, each student chooses two arts disciplines from a list of possibilities including but not limited to: bala (precursor to the xylophone), blacksmithing, bronze metal casting, costume or fashion design, dance, drama, drumming (djembe, dunun, ntamanin), flute, guitar, horizontal handloom weaving, jeli ngoni (4-stringed precursor to the banjo), jewelry crafts, kamalen ngoni (8-10-stringed harp lute), kora (21-stringed harp), leatherworking, musical instrument fabrication, painting, photography, pottery, puppetry, soku (single-stringed fiddle), textile dyeing (bogolan mud-cloth and/or indigo), vocals, and wood sculpture. While students may or may not study artistic practices in which they have prior experience, all find that they are immersed in challenging and unfamiliar ways of learning, for example through imitation, aural recall, and improvisation. The program lasts from the beginning of September to the beginning of December and is divided into four stages. During stage one (three weeks) students live together, receiving intensive Malinke language instruction in the morning and participating in cultural/historical orientation classes in the afternoon. During stage two, (nine weeks) students live with their artistic mentor, receiving two to three hours of instruction time per day, then practicing, observing, and socializing with family members at their home



or workplace. Stage three is a ten-day study trip to the Mande region; it includes site visits, lectures, and reading assignments that prepare students for the following day's activities. Finally, stage four involves a reunion of course participants and sharing of independent project presentations. Students receive credit for the following courses: ARTS 310 Apprenticeship / Arts Practicum, ANTH 350 Traditional and Modern Perspectives on West African Culture, ARTS 210 Mande Aesthetic Traditions, Malinke or French at Beginner or Intermediate level. *Credit 4.5. Program advisor: Prof. S. Day-O'Connell*

## **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: one course in Buddhist studies (HIST 141, HIST 142, PHIL 205). Credit: 4.5 (equivalent of 15 or more semester hours). Period: Fall semester. Program advisor: Prof. Matsuda.*

### **China Studies Institute, Beijing**

This program, housed within the Beijing University campus, is designed to meet the diverse needs and interests of Knox students studying China. Single-semester and year-long study options are available. The program offers a general studies track that gives students the opportunity to combine Chinese language study with courses in history, art and literature, business and economics, and other areas of Chinese society. A distinct language-immersion track allows students to concentrate more exclusively on Chinese language study. The program also maintains an extensive internship program. Study trips on weekends in the Beijing area plus a variety of major group trips across China are woven into the program's calendar. *Prerequisites: one year of Chinese language plus additional courses in Chinese studies. Credits: 4.5 (Fall or Spring semester) or 9 (year). Program advisors: Prof. Du and Ms. Shipplett.*

### **Thailand: International Sustainable Development Studies Institute.**

ISDSI courses are expeditions into the cultures and ecology of Thailand. Each course is focused on understanding sustainable development and is designed in collaboration with local communities. Integrating both the social and natural sciences, on our courses students may work on an organic farm alongside villagers while learning about agroecosystems, backpack on remote forest trails in the mountains with upland people in order to study indigenous forest management or sea kayak to learn about oceans, reefs and fishing communities. Components of the semester in Thailand include: Home stays, Independent living, Expedition travel, Field research, Language immersion. *Credit: 4.5 for one semester. Program advisor: Prof. Schwartzman.*

### **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.*

**Jordan Study (An ACM Program)**

Beginning in the Fall of 2013, the ACM will offer a program in Amman, Jordan in cooperation with AMIDEAST, a leading American non-profit organization focused on international education. Students will study the area's language, culture, history, and politics. They will take a course in Arabic, two elective courses (taught in English), and do an independent study project while living with a Jordanian family and participating in excursions and cultural activities organized by AMIDEAST. *Fall Semester: 4.5 credits. Program advisor: Prof. Adelsberger*

**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 (Fall or Spring) or one year. 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. Carlin-Metz.

#### **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. Ragan.*

#### **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.*

#### **London School of Economics—Direct enroll**

The London School of Economics and Political Science is a highly selective public research university specialized in the social sciences located in London. As a student at LSE you will be studying in the heart of a multicultural city alongside students from across the world. LSE is a specialist university with an international intake and a global reach. LSE enrolls around 9,300 full time students from 145 countries. The general course at LSE runs the entire academic year. *Credits: 9 Program advisor: Prof. Scotton*

#### **England: Oxford Semester (An IES Program)**

Students have the unique opportunity to directly enroll in Oxford University, St. Catherine's College, just 60 miles from London, with a student body of 21,000 and over 140 nationalities. Like all Oxford colleges, St. Catherine's utilizes the tutorial education system. This allows you to select a highly personalized course of study, based on previous coursework at your home institution and your academic interests. You meet with a tutor on a regular basis, either alone or with another student, to discuss the

## Special Programs and Opportunities

written work produced for each meeting. These tutorials are supplemented by lectures. *Prerequisite: GPA 3.85. Credit: Semester 4.5 or Year 9. Program advisor: Prof. Ragan*

### Scotland: University of St. Andrews

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. This program is most likely to appeal to students with interests in English or History, but it is also known for its strong science programs. *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 September-December, Spring semester runs January-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. Heidt.*

### Germany: Pre-Architecture Program, Berlin (A Lexia Program)

Lexia's Pre-Architecture Program is an intensive and unique mixture of studio work, lectures, site-visits, workshops, language training, and excursions. In addition to seminars and studio work, students explore the city and surroundings, visiting historical building sites and museums, and sampling Berlin's rich public culture. Students on the Lexia Berlin Pre-Architecture semester program take four courses for a total of 16 semester credits Pre-Architecture Design Studio, German Language Course (at three different levels), Seminar on the Architecture and Urbanism of Berlin, The Urban Landscape: A Workshop on Public and Open Space in Berlin. *Credit: 4.5 for one semester. Program advisor: Prof. Gilbert.*

### 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 two-thousand student university with new facilities overlooks the quaint town, the farm fields, and the harbor below. The university's intimate size allows it to provide a highly personalized international student support network as well as an unusually high level of student interaction with internationally recognized professors and scholars. Students live in residence halls with their German colleagues and attend regular university classes. *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. Heidt.*

### 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 Burkhardt Language Center, 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. Adelsberger.*

### **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: Prof. Kampwirth.*

### 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: Prof. Ragan*

## 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. Students enroll in separate seminars for each track. *Credits: 4.5 for one semester (Fall or Winter-Spring); 3 for Spring Term program.*

- **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. Carlin Metz*
- **Entrepreneurship.** 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*
- **Urban Studies.** 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: Prof. Oldfield*

### **Newberry Library Program in the Humanities (ACM/GLCA Programs)**

One of America's great research libraries provides the setting and resources for this program. In the Fall semester, students participate in a seminar and complete a research project under supervision of two faculty members who are chosen from ACM and GLCA schools. Each year the seminar focuses on a particular theme or issue, which is approached from an interdisciplinary perspective. Topics are designed to take advantage of the Library's strong holdings in American, European, and Latin American culture. *Prerequisite: sophomore standing at time of application; strong course work in history, the humanities, or another field relevant to the seminar; strong desire and ability to carry out independent research. Credits: 4.5. Standard load is the equivalent of 15 semester hours (Fall). Program advisor: Prof. Gilbert.*

### **Oak Ridge Science Semester (An ACM/GLCA Program)**

The Oak Ridge Science Semester is designed to allow qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or in the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal 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.*

### **SEA Semester Field Programs in Marine and Environmental Studies**

This program is designed especially for ENVS and BIO/CHEM students. SEA Semester is based at Cape Cod in the oceanographic research community of Woods Hole, Massachusetts. Students spend part of their time in academic courses and cultural immersion on shore and part of their time at sea, conducting experiments and learning how to operate a ship. SEA is an educational institution dedicated to exploration, understanding and stewardship of the oceans, and to the study of humanity's relationship with the oceans. SEA offers students an interdisciplinary curriculum, on shore and at sea aboard tall ships, that provides challenging voyages of scientific discovery, academic rigor, and personal growth. Locations are available at different sites around the world. *Credit: 4.5 for one semester. Program advisor: Prof. Allison*

### **Washington Semester – American University**

The Washington Semester Program allows students the opportunity to pursue study and internship in our nation's capital in the following academic disciplines: American Politics, 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 seek approval to participate in programs other than those listed above. Students with interests in another program are urged to consult with the Center for Global Studies staff early in the application process. Approval for such programs is granted if the student demonstrates sufficient academic preparation for the program, if the student makes a compelling case for the academic benefit of the proposed program, and if the program of study is comparable in academic content and quality to study at Knox.

Students complete both the Knox off-campus study application and the program application with the guidance of their faculty advisor. An additional “Student Initiated Program” essay is required. 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.



# Academic Rules and Regulations

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## 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 and by reviewing the Degree Audit, which is available continuously at the Registrar’s web site.

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 consult with the Registrar by the third week of the fall term of their final year at Knox to ensure that they complete the necessary Knox requirements before leaving for the professional school. The end of the first year at the cooperating institution is the earliest possible time a student may receive a degree. In many cases, additional time is necessary. Students should check with the Registrar if they have questions regarding when the Knox degree will be received.

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## **Academic Difficulty: Probation and Dismissal**

In cases where students fail to meet the academic standards of the College, Knox reserves the right to place students on academic probation, on academic leave, or to dismiss them from the College. The Academic Standing Committee monitors students' academic status at the end of each term. In considering students' academic situations, the committee treats each student's case on its merits. It may consider courses attempted, credits and grades earned and the trend of performance.

### **Academic Probation**

Students are placed on academic probation if their cumulative gradepoint average is below 2.0, or if they receive two credits of F or U in one term. In order to ensure that students are on track to graduate after no more than five years students will also be placed on academic probation if they fail to accumulate credit at the rate of 7 credits per 3 terms of enrollment. Terms in which a student receives all grades of W for reasons of verified illness or other conditions beyond the student's control may be excluded in the determination of this rate if the student successfully petitions the Academic Standing Committee. Three terms is the maximum time normally allowed for a student to return to good academic standing. Students on academic probation may be returned to good standing at the discretion of the Academic Standing Committee after the cumulative gradepoint average is raised to 2.0 or above and they have earned an average of 7 credits per 3 terms of enrollment. Transfer, summer study, and exam credits count toward the credit accumulation rate, at the rate of 1/3 of a Knox term per Knox course credit.

### **Satisfactory Academic Progress**

To remain at Knox, degree-seeking students are expected to make satisfactory academic progress. Satisfactory academic progress is defined in terms of accumulation of credits toward a degree and as the maintenance of a gradepoint average consistent with graduation requirements. Students are considered to be making satisfactory academic progress if they:

1. earn at least 7 credits for each of 3 terms of enrollment,
2. maintain a cumulative gradepoint average of 2.00 or better, and
3. complete their requirements for graduation in no more than 18 terms.

Courses graded S/U do not count toward satisfactory progress. Transfer, summer study, and exam credit count toward credit accumulation requirements at the rate of 1/3 of a Knox term per course credit.

For purposes of determining satisfactory progress, grades of W received for the reasons of verified illness or other conditions beyond the student's control may be excluded if the student successfully petitions the Academic Standing Committee.

For part-time students (i.e. enrolling for fewer than 2.5 course credits 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 satisfactory progress rule.

For details on the financial aid implications of unsatisfactory academic progress, see the section on Financial Aid.

### **Academic Leave**

Where the Academic Standing Committee wishes to impose a penalty short of dismissal, it may place a student on mandatory academic leave for one or more (in most cases two) terms. Students on mandatory academic leave need not petition for readmission to the College. Upon their return, they will be placed on academic probation with 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.

Students who withdraw from all courses during a term in which they are on probation, thereby delaying determination of whether probationary conditions have been met, are put into a non-mandatory academic leave status and must obtain approval from the Associate Dean to return the next term.

### **Unresolved Grades**

Students in academic difficulty who return to the College with unresolved grades (i.e., grades of I or NR) do so at their own risk. In such cases the Academic Standing Committee may drop a student if the final grades replacing the grades of I or NR prove to be unsatisfactory, and in these cases dismissal is effective immediately.

### **Dismissal from the College**

Students placed on probation are expected to consult with their faculty advisors and make immediate plans to improve their academic performance. If they do not show evidence of the ability to meet the College's academic standards, they should expect to be dismissed from the College. The Academic Standing Committee may also set specific requirements for a student to attain in a given term if the student is to avoid being 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 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.

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## **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 should be aware of potential ramifications. (See paragraph below on Part-Time Enrollment.) Students enrolled for fewer than 2.5 credits pay full tuition unless granted permission to enroll part-time. Two and one-half credits are considered "full-time" for the purpose of intercollegiate athletics.

### **Part-Time Enrollment**

Degree-seeking students who wish to enroll for fewer than 2.5 credits and pay tuition on a per credit basis must obtain permission from the Associate Dean of the College. Permission is normally granted only when the student has permanent employment or family obligations or needs fewer than 2.5 credits remaining to satisfy all degree requirements. It is the responsibility of students to determine the ramifications of enrolling part-time, including how it may affect eligibility for health insurance and financial aid, including outside scholarships. Part-time students are expected to make satisfactory academic progress at the same rate that is expected of full-time students relative to the course load for which they are enrolling (i.e. at least seven course credits completed for each nine attempted).

### **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 exception 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. Such a credit may be counted toward graduation 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 degree-seeking undergraduates. Within the first three weeks of each term, an audit can be changed to a credit. A student may audit a course previously taken for credit, with permission of the instructor. The audit will appear on the student's transcript, but does not alter the record of the first taking.

### **Enrollment by Non-Degree-Seeking Students**

College and university graduates who hold a bachelor of arts or equivalent degree may take courses at Knox College as continuing education students. Tuition is reduced and enrollment is limited to one course per term and is on a space-available basis. Knox students may return as post-baccalaureate students to complete requirements for teaching certification or to take up to two credits, if approved by the Associate Dean of the College. Credits for this course work may not be used to satisfy requirements for a second degree.

High school honors students may, with a letter of recommendation from a counselor, take one course at the College in any term at a reduced cost. As with other continuing education students, enrollment is on a space-available basis.

In special cases, the Dean of Admission may recommend that an applicant for admission, although not granted admission, may for one term be enrolled for up to three credits. In such cases, the decision for either granting or denying permission to reenroll will be based on the candidate's academic performance during this trial term.

Dependents of employees of the College may take up to one course per term at the College. The Registrar is in charge of advising for all non-degree-seeking students. Preliminary arrangements to take courses on this special basis should be made 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 reenroll if they do not maintain a C average (2.0).

### **Second Bachelor's Degree**

A person who holds a bachelor's degree from Knox may be admitted as a candidate for a second bachelor's degree. In order to earn a second degree, the candidate must satisfy the residence requirement and established degree requirements, including a major field or fields other than those

presented for the first degree. In the case that the first degree was earned at Knox, the minimum residence requirement is nine full-term courses.

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## **Credits**

### **Classification**

Students are classified as sophomores after they have earned 8 credits, as juniors after they have earned 17 credits, and as seniors after they have earned 26 credits.

### **Transfer Credits**

Credits earned prior to matriculation at Knox are evaluated for transfer by the Registrar on the basis of official transcripts submitted by the student before arrival. Course credits earned at other colleges or universities subsequent to matriculation must be approved in advance by the Registrar. Students must return a completed “Transfer Approval” form to the Registrar’s Office no later than two weeks before the end of the Knox term prior to when the transfer course is to be taken. Usually approval is not given for more than 3 credits taken during a single summer. Official transcripts for transfer credits are reviewed by the Registrar in consultation with members of the faculty when necessary. In general, liberal arts subjects in which grades of C or better were earned are accepted. Transfer work is credited at the rate of .3 Knox credits per semester hour, or .2 credits per quarter hour. (Equivalently, one Knox credit is credited per 3 1/3 semester hours or 5 quarter hours.) No more than 18 credits are accepted from community colleges. No more than two credits may be earned through correspondence or Internet courses. Because of the residency requirement, no more than 22.5 transfer credits overall may be accepted. No coursework from foreign universities can be transferred in by students on mandatory academic leave. With the permission of the department chair, transfer credits may satisfy major or minor requirements. Transfer credits are not counted into the grade point average.

### **Repeating Courses**

Only a few courses may be taken more than once for credit; the Catalog notes “may be repeated for credit” for such courses. If a student repeats any other course, only the credit earned the second time is counted toward graduation, but the record of the first taking remains on the student’s transcript and in the grade point average.

### **Credit-By-Examination**

Credit is granted for the College Entrance Examination Board’s Advanced Placement (AP) examinations and International Baccalaureate (IB) examinations. Credit may also be awarded for A Level examinations taken in secondary education abroad. A maximum of 9 credits in all subjects may be earned through credit-by-examination. If more than one type of examination (AP, IB, A-levels) is offered in the same subject, credit is awarded for only one of the exams. Credits earned by examination do not satisfy Foundation requirements. With the permission of the department chair, credits earned by examination may satisfy major or minor requirements.

The specific courses for which a student can earn credit on the basis of credit-by-examination are explained below. Each course is one credit. A student who takes multiple exams can only earn credit for a specific Knox course once. A student may take a course for which he or she has been exempted, but the credit earned by examination is then cancelled. All students continuing study in the discipline should consult with the chair of the department to determine the proper course in which to begin work at Knox.

**Advanced Placement Examinations (AP)**

Credits are awarded according to the score received, as follows:

Examination	3	4	5
Art History	ART 105 and 106	ART 105 and 106	ART 105 and 106
Biology	-	BIOL 120	BIOL 120
Calculus AB	-	MATH 151	MATH 151
Calculus BC	MATH 151	MATH 151 and 152	MATH 151 and 152
Chemistry	-	CHEM 101 and 102	CHEM 101 and 102
Chinese	-	CHIN 201	CHIN 201
Computer Science A	-	-	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
Japanese	-	JAPN 201	JAPN 201
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

**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 that granted it, a recommendation to the Registrar from the relevant department at Knox and the approval of the Registrar. The application for credit must be made during the first year of residence at Knox. Knox also recognizes the Cambridge Pre-U examinations. A maximum of two credits may be awarded for each examination, but one or no credit may be recommended by the department. A grade of C (3) is the passing requirement for A-levels, and M1-M3 or D1-D3 for the Pre-U exams. Departments may also require a student first to pass a course for which the A-level credit is a prerequisite. Credit is not awarded for ordinary level examinations.

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## Grading

### Grade Reports

Grades are reported at the close of each term to the student, faculty advisor, Associate Dean of the College and Dean of Students. Instructors are asked to inform the Associate Dean of the College whenever a student’s work in a course becomes unsatisfactory during the term. Grade reports are e-mailed to campus addresses unless paper copies are explicitly requested. Students may request copies of their grades to be sent to their parents or guardians by contacting the Office of the Registrar.

Midterm grades are required for all students doing work below C, for the purpose of directing students to appropriate helpful campus resources. Midterm grades will also be required in Fall Term for all first-year students. These grades are distributed to students, their faculty advisors and the deans. Midterm grades do not affect the grade point average.

### Grading System

Knox uses the conventional A to F grading system, with pluses and minuses, which translates into numerical equivalents ranging from 4.0 to zero as below.

Grade	Description	Grade Points per Credit
A+, A, A-	outstanding	4.0, 4.0, 3.7
B+, B, B-	superior	3.3, 3.0, 2.7
C+, C, C-	competent	2.3, 2.0, 1.7
D+, D, D-	passing, but inferior	1.3, 1.0, 0.7
F	failing	0.0
S	satisfactory, C- or better	-
U	unsatisfactory, below C-	-
I	incomplete	-
NR	not recorded	-
W	withdrawal	-
P	passing-used in advanced work for Honors to indicate passing work for which a grade will be assigned when the 3-term sequence is completed	-

### Incomplete Work

A grade of incomplete (I), with an extension of time to complete work after the end of the term, is granted for situations beyond the student’s control. It is not granted for work simply neglected. In the absence of an approved incomplete, each student’s work for the term, including all examinations, reports, notebooks, essays and laboratory work must be handed in by 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 form 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 Gradepoint Index**

This is defined as the gradepoint 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 gradepoint average.

### **Major Index**

This is defined as the gradepoint 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.

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## **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.

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## 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. Heather Hoffmann, Psychology, will act as the contact person for advice on the development of self-designed majors. Students may also declare a self-designed minor with faculty sponsorship. See “Departments and Courses of Study.”

### Multiple Majors and Minors

Students may graduate with a major and a minor; a double major; or a major and two minors. The approval of the Curriculum Committee is required for all such combinations. Combinations are approved only if the course work in one program shows substantial quantity in fields of study distinct from the other program(s). Each program must be essentially independent of the other(s) and the total educational plan of the student must present a sound liberal education. Normally, no more than two credits may overlap between two programs in an approved combination.

### Major and Minor

Blanket approval has been given, subject to the restrictions noted in the Courses of Study section of the catalog, to the following combinations of a major and a minor:

- two different departments or two modern foreign languages
- a major in Economics, Environmental Studies, Financial Mathematics or Psychology and a minor in Business and Management
- a combination of Biochemistry with Biology and Chemistry
- combinations of Studio Art and Art History
- major and minor combinations within the Classics department
- an English Literature major and a Creative Writing minor

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.

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## **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 or, by the end of the third week, elect S/U grading. (See section on the S/U option for this.) 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. Requests based on loss of interest or desire to improve one's grade point average are not approved. Students claiming extenuating circumstances make a withdrawal request to the Associate Dean of the College, who may approve such a request on behalf 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 Associate Dean (as proxy for 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.

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## **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; but the decision for any excused absence is the prerogative of the instructor.

Instructors may adopt more specific attendance policies in their courses. It is the student's responsibility to be familiar with the instructor's policy and to abide by it. Students should be prepared to accept a grade of an F in a course for failure to adhere to the instructor's attendance policy. Except in the case of documented 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 documentation of illness submitted to the Office of Student Development and approved by the Associate Dean of the College.

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## **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.

When a student requests a leave in the middle of a term, 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. Pursuant to the Higher Education Act, students have the option of specifying a confidential contact who will be notified in the event that the student has been reported missing for a period of at least 24 hours. More detailed information on student rights under these acts may be obtained from the Student Handbook or from the Office of Student Development.

### **Name Changes**

At the time of initial enrollment, the full name of a student is entered on his or her transcript record. Students who change their names while they are enrolled may ask that their name be changed on their transcript records. Appropriate documentation should accompany such requests. Such changes are made only if requested by students and only while students are enrolled at Knox. At the time of graduation, the names used on diplomas are those that appear on transcript records. Students who return to Knox with new legal names after receiving their degrees have separate, cross-referenced records established under their new names, but the names that appear on their pre-graduation transcript records are not changed.

# Admission

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Knox College welcomes applications from students around the world who value the challenges and rigor of a liberal arts education. Students with initiative, imagination, eagerness for learning, and personal maturity are best able to benefit from the opportunities at Knox. We also appreciate the varied perspectives that students of diverse backgrounds, talents and interests bring to our campus community. In evaluating applications for admission, we carefully review the information provided by the student and his or her recommenders. The greatest weight is given to the applicant's academic transcripts. The difficulty of the courses selected as well as the level and consistency of academic performance are important predictors of future achievement at Knox. Beyond transcripts, we evaluate written communication skills, motivation and maturity, ability to make a contribution to the Knox community, and other personal qualities. Recommendations, admission interviews, the application itself and the student's personal essay all provide valuable insights that assist the Admission Committee in making a decision.

An interview with an admission counselor is highly recommended for all applicants. Interviews generally take place on the Knox College campus or at off-campus locations during the fall. To schedule a campus visit and interview, or to inquire about the availability of an interview in your area, contact the Office of Admission, or go to [www.knox.edu/admission](http://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. If you 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.)

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## 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 500 highly selective colleges and universities.

All applicants should complete the Common Application. You can apply online or download forms at [www.commonapp.org](http://www.commonapp.org). Complete instructions and all forms needed to apply for admission, scholarships and financial aid are available on the Knox College website at [www.knox.edu/apply](http://www.knox.edu/apply).

### Apply Online

Both the Common Application and the Knox College Supplement can be submitted electronically at [www.commonapp.org](http://www.commonapp.org).

### When to Apply

Knox has three application deadlines for first-year students. The option you choose depends on how and when you want an admission decision.

### Early Action (non-binding)

If you've decided early in your senior year that Knox is among your top college choices, apply early and receive the benefit of learning your admission decision sooner. The Early Action option is non-binding, meaning you may apply to other colleges and still have until May 1 to make your final college selection. Knox offers two rounds of early application consideration. Complete your application by November 1 (Early Action I) or by December 1 (Early action II).



### Regular Decision

Regular Decision candidates should submit all portions of their application for admission by February 1. Candidates receive an admission decision by March 31 and must reply to our offer by May 1.

Dates and Deadlines	Early Action I	Early Action II	Regular Decision
Application Deadline	November 1	December 1	February 1
Scholarship Submissions Due	November 1	December 1	February 1
Notification By	November 30	December 31	March 31
Reply and Deposit Due	May 1	May 1	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 counselor 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 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.

## *Admission*

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

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## Tuition and Fees, 2013-2014

Tuition for all regular undergraduates .....	\$38,286
Room, double occupancy .....	\$4,206
Board, full meal plan .....	\$4,194
Student activity fee .....	\$366
Health Services fee.....	\$210
Accident fee .....	\$90
Total Comprehensive Fee .....	\$47,352 with health and accident fees
	\$47,052 without health and accident fees

The Comprehensive Fee covers the majority of the cost of educational services provided by the College. The balance is made up from other sources including Knox's endowment and gifts to the College. The Comprehensive Fee includes admission to all athletic events, regular productions of the Knox theatre department, concerts, recitals and most other extracurricular events. The fee also includes use of all athletic facilities and subscriptions to *The Knox Student*, the student newspaper; and *Catch*, a literary magazine. It does not include books, student supplies or music lessons. Knox reserves the right to change, with due notice, the rates charged.

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## 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 12, 2013. 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 12, 2013
- Winter Term — December 12, 2013
- Spring Term — March 3, 2014

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 (800-722-4867) for information. A \$65 fee for this service is payable to TMS. Effective August 12, 2013, a Monthly Payment Plan account that has 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 (800-722-4867) for information.
- **Credit Card Plan.** Payment by credit card is available by calling Tuition Management Systems (TMS) at 800-722-4867 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 website ([www.knox.edu](http://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, 2013-2014

Application fee: payable upon application for admission and nonrefundable .....	\$ 40
Enrollment deposit - nonrefundable .....	\$300

### Other General Fees for Regular Undergraduates, 2013-2014

Tuition, registration for more than 3 1/2 credits in a term, per half-credit ("Overload Fee") .....	\$2,125
Tuition, off-term independent study, per credit .....	\$4,250
Tuition, part-time degree-seeking students, per credit .....	\$4,250
Distance Student Teaching Fee .....	\$700
Music lesson fee, per half-credit .....	\$335
International student orientation fee .....	\$300
Ethernet connection in Residence Hall (year) .....	\$100
Ethernet connection relocation (per move) .....	\$10
Accident Insurance (year) .....	\$90
Health Services fee (term) .....	\$70
Late registration fee, through fifth day of classes .....	\$40
Late registration fee, after fifth day of classes .....	\$60
Late course change fee, for enrollment changes after the first week .....	\$40
Late petition fee .....	\$40
Late payment of bills .....	\$50
Returned checks fee, each .....	\$35
Transcripts ordered, each .....	\$5
Excess printing fee, for each page over 300 per term .....	\$0.05

Accident insurance is automatically provided and billed. Please contact the Student Development Office at 309-341-7863 for more information.

## Tuition for Students Other than Regular Undergraduates, 2013-2014

Continuing Education for students who are not candidates for a Knox degree, or Knox graduates taking additional work, per credit.....	\$1,420
Students enrolled in local high schools taking Knox courses, per credit (maximum 1 credit per term).....	\$710
Auditing, per credit.....	\$710

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## Tuition and Fees for Off-Campus Programs, 2013-2014

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 2013-2014 academic year. All inquiries should be directed to the Director of the Stellys Center for Global Studies, Professor Robin Ragan. All fees are subject to change without notice.

### Off-Campus Programs

#### Knox Programs

	Term(s)	Credits	Tuition	Fees	Total
Argentina-Buenos Aires.....	Fall Term .....	3.0.....	12,762 .....	3,057 .....	15,819
France-Besancon.....	One Term.....	3.0 or 3.5.....	12,762 .....	2,891 .....	15,635
France-Besancon.....	Two Terms (F/W, W/S).....	6.0.....	25,524 .....	5,781 .....	31,305
France-Besancon.....	Year .....	9 or 9.5.....	38,286 .....	8,259 .....	46,545
Spain-Barcelona.....	One Term.....	3.0 or 3.5.....	12,762 .....	2,735 .....	15,497
Spain-Barcelona.....	Two Terms (F/W, W/S).....	6.0.....	25,524 .....	5,470 .....	30,994
Spain-Barcelona.....	Year .....	9 or 9.5.....	38,286 .....	8,205 .....	46,491

#### Associated Colleges of the Midwest Programs

	Term(s)	Credits	Tuition	Fees	Total
Chicago Semester/Arts: Entrepreneurship & Urban Studies.....	Semester Fall .....	4.5.....	19,143 .....	3,000 .....	22,143
Chicago Semester/Arts: Entrepreneurship & Urban Studies.....	Spring Term .....	3.0.....	12,762 .....	3,000 .....	14,762
Costa Rica TropField.....	Spring Term .....	3.0.....	12,762 .....	1,700 .....	14,462
Costa Rica TropField.....	Semester Winter/Spring .....	4.5.....	19,143 .....	2,300 .....	21,443
Costa Rica/Culture & Society.....	Semester .....	4.5.....	19,143 .....	2,300 .....	21,443
Florence Program.....	Semester Fall .....	4.5.....	19,143 .....	4,800 .....	23,943
Florence Term Program.....	Winter Term.....	3.0.....	12,762 .....	3,700 .....	16,462
London/Florence Program (18-Week Intensive Language Option)					
	Semester Winter/Spring .....	4.5.....	19,143 .....	5,200 .....	24,343
London/Florence Program (15-Week Option)					
	Semester Winter/Spring .....	4.5.....	19,143 .....	4,200 .....	23,343
India Studies.....	Semester Fall .....	4.5.....	19,143 .....	1,500 .....	20,643
Japan Studies.....	Semester Fall .....	4.5.....	19,143 .....	4,800 .....	23,943
Japan Studies.....	Semester Spring .....	4.5.....	19,143 .....	4,400 .....	23,543
Newberry Library.....	Semester Fall .....	4.5.....	19,143 .....	2,700 .....	21,843
Oak Ridge Science.....	Semester Fall .....	4.5.....	19,143 .....	0 .....	19,143

## Tuition and Fees

Tanzania Program.....	Semester Fall .....	4.5.....	19,143 .....	1,500 .....	20,643
Urban Education .....	Semester .....	4.5.....	19,143 .....	3,200 .....	22,343
Urban Studies.....	Spring Term .....	3.0.....	12,762 .....	2,000 .....	14,762
Other Programs .....	Term(s) .....	Credits.....	Tuition .....	Fees.....	Total
Antioch Buddhist Studies.....	Semester Fall .....	4.5.....	19,143 .....	6,892 .....	26,035
Berlin-Language & Area Study-IES					
	Semester Fall .....	4.5.....	19,143 .....	3,685 .....	22,828
Berlin-Language & Area Study-IES					
	Year .....	9.0.....	38,286 .....	7,690 .....	45,976
Freiburg German Studies-IES..	Semester .....	4.5.....	19,143 .....	3,900 .....	23,043
London Semester-IES.....	Semester .....	4.5.....	19,143 .....	4,725 .....	23,868
London Semester-IES.....	Year .....	9.0.....	36,138 .....	10,355 .....	46,493
Argonne Science Semester .....	Term .....	3.0.....	12,762 .....	0 .....	12,762
Beijing China Studies Institute..	Semester .....	4.5.....	19,143 .....	3,950 .....	23,093
College Year in Athens .....	Year .....	9.0.....	38,286 .....	9,300 .....	47,586
Denmark-DIS.....	Semester .....	4.5.....	19,143 .....	5,695 .....	24,838
Intercollegiate/Classica .....	Semester .....	4.5.....	22,010 .....	4,535 .....	26,545
Kansai Gaidai, Japan.....	Semester .....	4.5.....	19,143 .....	0 .....	19,143
London,					
Roger Williams University .....	Semester Fall .....	4.5.....	19,143 .....	8,415 .....	27,558
St. Andrews, Scotland.....	Semester .....	4.5.....	19,143 .....	0 .....	19,143
Washington Semester .....	Semester .....	4.5.....	20,066 .....	0 .....	20,066

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## Explanation of Fees

### Enrollment Deposit

An enrollment deposit of \$300 is required to confirm a student's acceptance of the College's offer of admission. Payment for Fall Term enrollment must be postmarked no later than May 1 for first-year applicants, and June 1 for transfer students. The enrollment deposit is nonrefundable for admitted students who do not enroll.

After a student enrolls at Knox, the deposit is credited to his or her enrollment deposit account. Any unpaid damages, fines, or other charges to the student's account may be deducted from this deposit. The balance is typically refunded to a student within three months after graduation.

The balance is also refunded when one of the following conditions is met: (1) a student withdraws at the end of the academic year, only if notice is given to the Dean of Students by June 1; (2) a student withdraws during the year because of illness, accident, grievous personal loss, or other such circumstance beyond the student's control; or (3) a student leaves the College due to academic suspension or dismissal. No refund is made to students who are dismissed for disciplinary reasons or who voluntarily withdraw during the academic year.

Students who reenroll after withdrawing from the College are assessed a new \$300 enrollment deposit.

### Room and Board

The room fee covers the period when the residence halls are officially open, from the day before registration to the last day of examinations in each regular academic term. The fee also covers, for new students, the orientation period in the autumn; and for graduating seniors, the period prior to Commencement in the spring. Students who wish to occupy their rooms at other times must make special arrangements with the Dean of Students. Knox College reserves the right to enter and examine residence halls at any time.

Students living in double rooms in College residence halls and houses are charged \$4,206. Students may request a single room and, if assigned one, are charged \$5,082 for a single in a residence hall and \$5,253 for a single in a house. The room fees for Hamblin Hall are \$5,049 for a double and \$5,469 for a single. The apartment fee at 240 W. Tompkins and 284 W. Tompkins is \$4,839.

For 2013-2014, there are five meal plan options. The board fee for each plan is \$4,194. 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 \$335 per term. All students receive one hour of instruction per week. The fee is waived for declared music majors taking lessons for credit, but the fee will be reinstated if the student drops the music major. Declared music minors must pay for three terms (1.5 credits) of 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.

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## **Refund Policy**

### **Refund/Cancellation of Knox Charges: On Campus Enrollment**

Students who officially withdraw between the beginning of a term and the end of 60% of a term are entitled to a pro-rata cancellation of that term's charges for tuition, room and board. There are no refunds for the student activity fee. (For an explanation of the requirements for an official withdrawal, see "Official Withdrawal," in the "Academic Rules and Regulations" section.) After 60% of the term has been completed, no charges are cancelled.

If, as of the official withdrawal date, a student has consumed a larger portion of the board plan than determined by the pro-rata refund/cancellation calculation, that student will be billed for the difference. 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 and Dining Services, respectively.

### **Refund/Cancellation of Knox Charges: Off Campus Enrollment**

Only students who withdraw from a program officially and by the end of 60% of the term are eligible for a refund. Insofar as possible, refunds for off-campus programs will be made on a pro rata basis. Exceptions: No part of a program fee expended on a student's behalf is refunded in the event of the student's withdrawal from a program before its completion. In some cases, students are obligated for expenses incurred before the program begins. (Note: this policy applies to Knox, ACM and other approved off-campus programs.)

# Financial Aid

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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 2012-2013, approximately 78% of Knox students demonstrated financial need.

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.

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## Determining Eligibility

Eligibility for need-based financial aid depends on how much you and your family can contribute to college costs. All need-based assistance programs are based on the premise that students and parents should pay for college to the extent they are able, and that financial aid should attempt to bridge the gap between the cost of the school and what you can afford.

When you 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 expected 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 on the web at [www.fafsa.gov](http://www.fafsa.gov) or as a paper form upon request. New students should file no later than February 1 for priority consideration. Returning students should also file no later than February 1, and must turn in all required documents by May 31. Illinois residents should file the FAFSA as soon as possible after January 1 due to limited state grant funding. For complete instructions and forms, see [www.knox.edu/finaid](http://www.knox.edu/finaid).

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.

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.

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## 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](http://www.knox.edu/apply))
2. New and Returning Students: Complete and file a Free Application for Federal Student Aid (FAFSA) after January 1. A FAFSA may be filed at [www.fafsa.gov](http://www.fafsa.gov) with federal student aid PIN numbers for both student and parent, which can be applied for at [www.pin.ed.gov](http://www.pin.ed.gov). Additional



documents, including a Knox Financial Aid Application, as well as parent and student tax information may also be required. Priority for financial assistance is given to new students who file by February 1 and returning students who submit all requested documents 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 (school code 001704) to receive a report from the Department of Education.

### **International Students**

International students requiring financial assistance should contact the Knox Office of Admission for financial aid application procedures.

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## **Financial Aid Implications of Various Academic Topics**

### **Financial Aid and Satisfactory Academic Progress**

The requirements for achieving satisfactory academic progress outlined on page 272 pertain also to students' eligibility for receiving federal financial aid.

Review of Satisfactory Academic Progress for financial aid purposes occurs at the end of each academic year. Students not making progress will not be awarded federal and/or state financial aid unless they submit a successful appeal to the Academic Standing Committee. The appeal must explain the circumstances that led to the unsatisfactory progress and present a plan for how the student will overcome those circumstances to regain satisfactory progress. If the appeal is approved, the student can be awarded financial aid for the following term and is placed on financial aid probation. The student must meet the criteria of the academic plan for that term outlined by the Academic Standing Committee in order to continue receiving financial aid.

### **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.

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## **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.

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## **International Student and Students Ineligible for Federal Student Aid Financial Aid Award Policy**

An international student or student who is ineligible for federal student aid who receives financial aid should review the financial aid award policy notification that was part of his/her financial aid 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.

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## 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, based on the Knox College calendar, 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, based on the Knox College calendar, are eligible for a refund. Insofar as possible, refunds for off-campus programs follow the pro-rata cancellation policy stated above. Exceptions: No part of a program fee expended on a student's behalf is refunded in the event of the student's withdrawal from a program before its completion. In some cases, students are obligated for expenses incurred before the program begins. (Note: this policy applies to Knox, ACM, and other approved off-campus programs.)

### Return of Title IV (Federal) Financial Aid

When a student withdraws during a term, the amount of federal financial aid earned by the student is determined on a pro-rata basis up to the end of 60% of the term. For example, if the student has completed 30% of the term, he or she has earned 30% of the aid originally scheduled to be received.

Once a student has completed more than 60% of the term, he or she has earned all of his or her federal financial aid. (Federal Work Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the College must return a portion of the excess equal to the lesser of:

- the student's institutional charges multiplied by unearned percentage of funds, or
- the entire amount of the excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time.

If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50% of the grant rather than 100%.

### **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. 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 institutional financial aid is returned to the program(s) from which the student received funds. After 60% of a term has been completed, there is no cancellation of financial aid.

### **Refund of Private Scholarships, Grants and Loans**

Unless otherwise requested by the donor or a private scholarship, grant or loan award, the refund/cancellation of private financial assistance follows the pro-rata policy for the cancellation of institutional charges and institutional financial aid.

## Example of a Refund and Return of Title IV Financial Aid

Student enrolls for Fall Term, beginning on September 8 and ending on November 22 (76 days).  
Student withdraws from all courses on October 11.

### Refund Calculation

Total Charges for Tuition, Fees, Room and Board.....	\$14,808
September 9 to October 11(withdrawal date)	
= 34 days/76 days in term = 44.7% of the term	
Pro-rata charges: 44.7% x \$14,808= .....	\$6,619
Refund/cancellation of charges = \$14,808 - \$6,619 = .....	\$8,180

### Return of Title IV Aid Calculation

#### Step 1. Title IV Aid Disbursed on September 20:

Subsidized Direct Loan .....	\$ 1,824
Unsubsidized Direct Loan .....	\$664
Total aid disbursed .....	\$2,488

#### Step 2. Percentage of Title IV Aid Earned:

34 days of enrollment/76 days in term = 44.7%

Step 3. Amount of Title IV Aid Earned: 44.7% x \$2,488 = .....\$1,112.14

Step 4. Total Title IV Aid to be Returned: \$2,488 - \$1,112.14 = .....\$1,375.86

#### Step 5. Amount of Unearned Title IV Aid Returned by the School:

Subsidized Direct Loan .....	\$711.86
Unsubsidized Direct Loan .....	\$664.00
Total Title IV aid returned to federal programs .....	\$1,375.86

# Scholarships

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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 or go online to [www.knox.edu/scholarships](http://www.knox.edu/scholarships) 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 Presidential Scholarship is the highest recognition given to first-year students. Highly competitive, five students will be selected to receive one of five full-tuition Presidential Scholarships each year in the Spring. Presidential Scholars are among the brightest students in the country.

Lincoln Scholars, students receiving a Lincoln Scholarship award of up to \$20,000 during admission, rank among the top students of their secondary school classes and are automatically eligible for Presidential consideration.

Herman 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 \$15,000 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 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. A separate application is not required. Complete instructions for applying for admission can be found at [www.knox.edu/apply](http://www.knox.edu/apply).

## 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 Semi-finalist or Finalist standing in the National Merit Scholarship program are also eligible to receive Knox merit-based scholarships. Semi-Finalists are eligible for Knox scholarships totaling at least \$15,000 per year. Students who are named Finalists and list Knox as their first-choice college can receive Knox merit-based scholarships up to \$20,000 per year and are eligible for a Knox sponsored National Merit Scholarship of up to \$2,000.

## 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 eligible to receive Knox merit-based scholarships, of at least \$15,000 and up to \$20,000 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 \$8,000 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. Complete guidelines for auditions and portfolios can be obtained from the Office of Admission or at [www.knox.edu/scholarships](http://www.knox.edu/scholarships).

### **Knox Writers' Scholarship**

First-year students who are talented writers may receive renewable scholarships up to \$8,000 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. Complete guidelines for portfolio submissions can be obtained from the Office of Admission or at [www.knox.edu/scholarships](http://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 up to \$5,000 per year. Complete guidelines for Social Concerns submissions can be obtained from the Office of Admission or at [www.knox.edu/scholarships](http://www.knox.edu/scholarships).

### **Rothwell Stephens Scholarship in Mathematics**

A scholarship of \$5,000 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. Complete guidelines can be obtained from the Office of Admission or at [www.knox.edu/scholarships](http://www.knox.edu/scholarships).

### **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 \$15,000 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 of \$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 of \$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 \$15,000 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 grade point average of 3.5 is expected for consideration.

Phi Theta Kappa Scholarships up to \$15,000 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](http://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](mailto:admission@knox.edu)  
Web: [www.knox.edu/scholarships](http://www.knox.edu/scholarships)

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## Sources of Scholarship Funds

The income from endowed scholarship funds and regular annual gifts is awarded each year to Knox students in accordance with the wishes of the donors. Knox gratefully acknowledges the sources of these funds, which are either given by or in honor of the following individuals and organizations.

Anonymous (2)	William C. Brown	Kenneth & Ruth Dunbar Davee
Nancy Todd Ackerman	The Buck Family	Thomas J. Dean-W.B. Dean Fund
Edmund D. Adeock	Lily M. & Henry J. Budde	Mukund and Meera Deoras
Lois Baldwin Aigner	Bob Burden '55	Dick Family Foundation
Allensworth Fund	Savina Karl Burkhalter	Sidney Barrs Dilks Memorial
David A. & Sara Jane Allensworth	Burlington Northern	Edward R. & Harriet Stone Drake
W. Rolland &	Santa Fe Railway	Robert H. and Bernice E. Eastman
Frances Mason Allensworth	Tressler W. Callihan	David & Holly Metzler Eiss
Robert Reed Allison	Paul W. Calvert Memorial	J. Burke Elliot
Alpha Delta Epsilon	Stuart McAlpine Campbell	Ellsworth-Wesner Fund
Gary L. and	Dwight B. &	Ennis Endowment
Judy Middleton Anderson	Sara Hammond Carithers	Fred Ewing
B. F. & Ella F. Arnold	James W. & Gertrude L. Carney	Faculty Fund
Ezra Dean Arnold	Clark Ezra & Grace Mills Carr	Steve Farrus
Associated Colleges of Illinois	Carrie Belle Carroll	Sterling Ferguson
Ralph M. &	Louise Lay Caverno	Clyde A. Finley
Dorsey Davisson Atterbury	Robert A. &	John H. Finley
Cyrus M. Avery	Claire Goodsill Chandler	Lois Carlin Fisher
Madge G. Bailey &	Raymond A. & Lois S. Charles	Alta B. Fox
George W. Bailey	William J. Charles	Oscar & Emma Fredrickson
Edgar A. Bancroft Memorial	Ruth Montgomery Cherrill	Galesburg Beer Distributors Assn.
May Barr Prize	Paul V. Church	Galesburg Sunrise Rotary
Watson P. Bartlett	Class of 1908	Galesburg Scholarship Fund
Gladys G. Bayne	Class of 1909	Galesburg High School
Alfred W. Bays	Class of 1910	Irving G. & Evelyn Garcelon
Beard-Lewis	Class of 1911	Manie E. Garwood
William R. Beattie	Class of 1912	Joseph B. Glossberg
Bender Scholarship in Art	Class of 1956	Marshall Curtis Goodsill
Bertram W. Bennett	Schuyler M. Coe Memorial	& Effie Lockwood Goodsill
Mary Elizabeth Bennett Memorial	Sam &	Max & Rita Goodsill
William F. Bentley	Bernice Scharfenberg Coffman	Roger K. & Mildred Rife Goodwin
Eric Martin Berg Memorial	John H. Converse	Harry T. & Leone Goulding
Beta Triton	Louise Cooley	Hall/Lombard Memorial
Clarence E. Bogren	Susan Clisbee Countryman	Dr. Herschel H. Halladay
Elery T. Boynton Memorial	Sherman Cox & Louise	Adolph P. Hamblin, Sr.
Smith Brand	Montgomery Cox	& Adolph P. Hamblin, Jr.
Cleaveland F. Bridgman Memorial	Marcus C. Craft	Lehan H. & Dorothy P. Hamlin
Edwin W. &	Robert J. Crawford	Calvin Hammond
Mary Elizabeth Hand Bright	Mary Allensworth Creighton	Jacqueline Haring
Helen J. Brown Memorial	Hubert M. & Georgette Curry	Franz S. Harshbarger '17



- Suzanne Hart  
 Robert R. &  
   Marion Lindsten Hawkinson  
 Paul B. Headland Memorial  
 William Randolph Hearst  
 Edmond Heren  
 Mabel Heren Scholarship  
   in Mathematics  
 Bernhard Philip Heubner  
   & Inez Goodsill Heubner  
 Etta W. Hibbard  
 Hieronymus Family  
 Lucy M. Higgins  
 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  
 Lelah 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 Rasmusen, 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  
 Zachary Snider Memorial  
 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

## *Scholarships*

Bertha Davis Taggart Memorial  
Henry S. Taylor  
Robert Cunningham Taylor, Jr.  
    Memorial  
Roger & Anne Zweifel Taylor  
John Winter Thompson  
    & Mary Moon Thompson  
Caroline McCollum Toothe  
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

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## Prizes for Academic Achievement

### General

#### Faculty Scholarship Prize (1922)

Awarded to a member of the junior class who has shown exceptional ability both in scholastic pursuits and in at least one extra-curricular activity (e.g., athletics, music, dramatics, college publications or governance, religious or humanitarian service).

#### Elbridge Pierce Prize for Scholastic Improvement (1957)

Awarded to the senior who has made the greatest scholastic improvement since the end of the freshman year. Established by Mr. Pierce, Knox College trustee 1956-60.

#### John C. Weigel Prize (1961)

Awarded to the member of the graduating class with the highest scholastic achievement. Amount of prize is increased if the winner plans to attend graduate school. Established anonymously in honor of Mr. Weigel, Lombard class of 1908.

#### E. Inman Fox Prize (1982)

Awarded to the senior student whose scholarly achievement and pursuit of a truly liberal education are exceptional among peers and who has demonstrated a thirst for knowledge and well developed habits of rational inquiry and intellectual discourse, as well as a desire to understand varieties of human expression. Established by gifts received to honor E. Inman Fox, President of Knox College 1974-82.

## American Studies

#### Hermann R. Muelder Prize (1974)

Awarded for academic excellence in American Studies. Established by gifts of friends and colleagues to honor Professor Muelder, class of 1927, upon his retirement.

## Anthropology and Sociology

#### Howell Atwood Award (1980)

Awarded to the graduating senior doing the most outstanding work in anthropology and sociology. Established by an anonymous donor in memory

of J. Howell Atwood, professor of sociology 1930-60, and subsequently endowed by gift from Mrs. Atwood.

### Art

#### Elda Crichton Campbell Print Prizes (1966)

Awarded for excellence in printmaking. Established by Dr. James A. Campbell, class of 1939, in honor of his wife.

#### Beverly Bender Prizes in Sculpture (1968)

Awarded at the Al Young Art Contest and Exhibit. Established by Beverly Bender, class of 1940.

#### Beverly Bender Scholar in Art (1968)

Awarded for scholarly work in art. Established by Beverly Bender, class of 1940.

#### Young Prizes in Art (1968)

Awarded at the Al Young Art Contest and Exhibit. Established by Albert C. Young, class of 1969, to honor his father and mother, Albert George and Anna Elisabeth Young. Continued by his sister Ann Young, class of 1968, upon his death in 1993. Prizes are awarded in the areas of ceramics, drawing, painting, photography and non-traditional media.

#### Isaac O. Peterson Studio Award (1973)

Awarded to an art student to recognize and encourage exceptional promise. Established by his former 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.

#### Blick Art Materials Prize in Graphic Design (2005)

Awarded at the Al Young Art Contest and Exhibit for excellence in graphic design. Established by Dick Blick Company.

## **Asian Studies**

### **Mikiso Hane Asian Studies Prize (1992)**

Awarded to the Knox student who has done the most distinguished work relating to Asian Studies. This interdisciplinary field encompasses a variety of subjects, including history, political science, anthropology, economics and Japanese language. Established by colleagues and friends to honor Professor Mikiso Hane, Knox faculty, 1961-92.

## **Biology**

### **Alvah Peterson Biology Prize (1972)**

Awarded to a junior or senior student majoring in biology who has demonstrated outstanding academic performance in biology courses and/or research. Established by Mrs. Peterson, family and friends in memory of Alvah Peterson, class of 1911.

### **David "Burney" Dunn Fund for Students' Field Research (1994)**

Provides resources needed by students who are conducting field research in biology, ecology and/or environmental science. The Fund was established by family and friends in memory of David "Burney" Dunn, class of 1990.

### **Inn-Siang Ooi Prize (1986)**

Awarded to the Knox student who has demonstrated skill in field biology, a commitment to conservation, and a concern about human co-existence with the other species of this planet. Established by the International Club to memorialize Inn-Siang Ooi, class of 1984.

## **Chemistry**

### **Leland Harris Award in Chemistry (1989)**

Awarded to the graduating senior chemistry major who, in the judgment of departmental faculty, has conducted the best undergraduate research in chemistry. Additional awards are available for selected other students to carry out independent research activities. Established by colleagues and former students in honor of Leland Harris, Knox faculty 1957-87.

### **Russell P. Sutton Prize in Organic Chemistry (2000)**

Awarded to a sophomore or other student(s) with the highest achievement in Knox's organic chemistry course sequence. Established with gifts from family, colleagues, friends and former students of Professor Emeritus of Chemistry Russ Sutton (faculty 1958-91) following his death in 1998.

## **Classics**

### **Lawrence Prizes in Latin and Greek (1894)**

Awarded to students in recognition of academic excellence in the study of first year Latin, first year Greek, advanced Latin, and advanced Greek. Established by George A., class of 1875, and Ella Park Lawrence, class of 1878.

## **Computer Science**

### **Paul's Prize in Computer Science (1982)**

Awarded annually to a senior showing great potential for a distinguished career in computing or computer science. Recipient need not be a computer science major but must have exhibited problem solving skills and an enthusiastic interest in computer science. Established by Cecile Smith, longtime employee of Knox, in honor of her brother, Paul H. Smith 1927-97.

### **Ron Asplund Memorial Research Award (1987 - Revised 2007)**

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.

## **Dance**

### **John Hofsas Prize in Dance (1997)**

Awarded to a junior or senior student deemed by the faculty to have given the most outstanding dance performance of the year, either in a public performance or in a dance performance class. Established by Daniel R. and Carol Klimick Cyganowski, in memory of their friend and fellow Knox alumnus John Hofsas, class of 1970.

## Economics

### Vinton C. Johnson Prize (1979)

Awarded to the outstanding senior economics major. Established by Vinton C. Johnson, class of 1926.

### Charles and Arvilla Timme Fellowship Award (1993)

Awarded to students for projects in economics and related fields that are part of the Ford Fellowship program. Established by estate gift of Colonel Charles Timme.

### Sylvia and Irwin Jaffe Memorial Prize (2008)

Awarded to an outstanding female student majoring in economics based on academic achievement, participation in extra-curricular activities, leadership and service to others. Established by Kent and Theresa Jaffe to honor Sylvia and Irwin Jaffe, grandparents of Erica A. Jaffe, class of 2008.

## Educational Studies

### 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.

### 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.

### 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.

### 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 (1982 - Revised 2002)

Awarded to a senior with outstanding grades who has taken all available earth sciences courses and

## Awards and Prizes

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

#### Sylvia and Irwin Jaffe Memorial Prize (2008)

Awarded to an outstanding female student majoring in the sciences and who demonstrates an intention to pursue a career in medicine. Selection is based on academic achievement, participation in extra-curricular activities, leadership and service to others. Established by Kent and Theresa Jaffe to honor Sylvia and Irwin Jaffe, grandparents of Erica A. Jaffe, class of 2008.

#### Lazlo J. Nemeth Memorial

#### Research Scholarship Award (1992)

Provides for awards to support scientific research by Knox students who are preparing for careers in medicine or related fields. Awards are made annually by Knox College faculty on the basis of merit and need. The Fund was established by a bequest from 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 Goodsell Prize (1966)

Awarded to an upperclass music major deemed an outstanding performer, composer, or author of

a scholarly paper. Established by Claire Goodsell Chandler, class of 1904; Inez Goodsell Heubner, class of 1910; and M. Max Goodsell, 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.

## 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.

### **Robert F. Seibert Prize (2013)**

Awarded annually to the outstanding senior International Relations major who has demonstrated scholarly and classroom excellence in International Relations and Comparative Politics. Established by colleagues, family, former students, and friends in honor of Robert F. Seibert, class of 1963, Knox faculty 1967-2013.

## **Psychology**

### **Edith Powers Van Dyke Memorial Award in Psychology (1981)**

Awarded annually to the student who, during the previous academic year, made the greatest contribution to psychology at Knox College. Established by Clifford C. Van Dyke, class of 1951, and family friends in memory of his wife, class of 1952.

### **Robert Stevens Harper Prize (1987 - Revised 2007)**

Awarded annually to the student who best exemplifies Professor Harper's philosophy of education, and who has been accepted into a Ph.D. program 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**

### **Colton Prize For Excellence in Public Performance (1876)**

Awarded annually to the student judged most outstanding in a public performance in speech or theatre. Established for the Gnothautii Literary Society by Gen. David D. Colton, class of 1853.

### **Van Clute Prize (1967)**

Awarded to the student making the greatest improvement in the department of Theatre. Established by bequest of Jessie Van Clute Johnson, class of 1902.



**Linda Elizabeth Karger Award  
in The Theatre Arts (1982)**

Awarded to the senior student, selected by the theatre faculty, who has demonstrated extraordinary ability in the field of the theatre arts. Established by an anonymous donor in honor of Linda Elizabeth Karger, class of 1961.

**Jean Bloomquist McBath Memorial  
Production Award in Studio Theatre (1990)**

Awarded annually to cover direct expenses associated with productions in Studio Theatre. Established in memory of Jean Bloomquist McBath, class of 1958, by her parents, Paul W. '32 and Mildred Bloomquist.

**Awards and Prizes For  
Athletic Achievement**

**Men or Women**

**Arvid Pierre Zetterberg, Jr. Prizes  
(1945 and 1976)**

Awarded to the sophomore man and woman showing an interest in sports and deemed most outstanding in character and leadership during the freshman year. Established by Arvid P. Zetterberg, class of 1905, and Winifred Ingersoll Zetterberg, class of 1912, in memory of their son.

**John W. Hilding Prize (1964)**

Awarded to a senior athlete, chosen by coaches and team captains, whose career in varsity sports at Knox is outstanding. Established by Mabel Anderson Adams, class of 1908, in memory of her first husband, class of 1907.

**David Agar Athletic Service Award (1980)**

Awarded annually to the person making the most significant contribution to Knox athletics in a non-competitive capacity. Established by gifts from family and friends in memory of David Agar, son of Woodbury S. Agar, class of 1956, and Kathryn Berg Agar, class of 1957.

**Jeff Sandburg Mental Toughness Award (1995)**

Awarded to the senior athlete who is judged to have dealt most effectively with adversity during his or her Knox career. Chosen by a vote of the full-time coaching staff and the Director of Alumni Programs. Established by gifts from

family and friends in honor of Jeff Sandburg, class of 1964.

**Men**

**Hunter Trophy (1920)**

Awarded to the two-letter male athlete making the highest scholastic average during the junior year. Established by Dr. George W. Hunter, Professor of Biology 1920-26.

**Cleveland Bridgman Trophy (1970)**

Awarded in the spring to the outstanding performer in individual sports at Knox. Established by the Knox chapter of Tau Kappa Epsilon in memory of Cleave Bridgman, class of 1968.

**Dean Trevor Memorial Award (1973)**

Medallion awarded to a senior demonstrating competitive excellence, integrity, honesty, and commitment to scholarship as well as competition. Established by the Knox chapter of Phi Delta Theta in memory of Dean S. Trevor, class of 1926, Knox faculty 1926-69.

**Don C. M. Bracker Memorial (1974)**

Awarded to the Knox senior voted most valuable to his team by the basketball squad. Established by a gift from Emil M. D. Bracker in memory of his son, class of 1944.

**Women**

**Evelyn Bielefeldt Award (1976)**

Awarded to the senior with the most outstanding career in intercollegiate athletics. Established by Mortar Board in honor of Miss Bielefeldt, Knox faculty 1932-69.

**Moller Cup (1976)**

Awarded to the two-letter athlete making the highest scholastic average during the junior year. Established by Dale Litney, class of 1966, in memory of Glenn Moller, Jr., class of 1968.

**Michel Loomis Award (1980)**

Awarded by the coaching staff to commemorate the special contributions made by Michel Thompson Loomis during her tenure as a member of the Knox faculty. It is given annually to the outstanding performer in individual sports at Knox.

**Dean S. Trevor Award For Women (1980)**

Medallion awarded to a senior demonstrating competitive excellence, integrity, honesty, and commitment to scholarship as well as competition. Presented by Delta Delta Delta Sorority.

**Awards and Prizes For Special Accomplishments**

**Pearl Harris Award (1937)**

Awarded to a junior woman who has made the greatest contribution as a campus citizen to the life of the College. Given annually by Chapter W, P.E.O., to memorialize Miss Harris, class of 1896.

**Outstanding Senior Award (1952)**

Awarded to the senior who has inspired others through effective leadership given to the community through generous service, and upheld intellectual standards through example. The Fund was originally established by the Knox Association of Women Students as the Senior Woman's Award and is currently administered by Mortar Board.

**Ray M. Arnold Prize (1957)**

Awarded to a member of Xi Chapter of Beta Theta Pi who gives promise of being of greatest value to his fellow men, selected by senior members of the fraternity. Established by bequest of Ray M. Arnold, class of 1902.

**James and Helen Huntington Johnston Prize (1964)**

Awarded to a sophomore woman cited for character and scholarship during the freshman year. Established by Leslie J. Johnston, class of 1903, to memorialize his mother, Knox 1866-67, and father.

**Dean Deborah Wing Award (1980)**

Plaque awarded each year by Mortar Board to the senior woman whose achievements in scholastic, campus and community activities, and endeavors toward life goals, command respect so as to advance the status of women in the Knox community. Established to honor Deborah Wing, Dean of Women 1958-80.

**Philip Haring and John Houston Award (1984)**

Awarded to a graduating senior who has contributed the most to promoting international understanding on the campus. Established by the International Club in honor of Philip S. Haring, Knox faculty 1954-81, and John A. Houston, Knox faculty 1954-80.

**David R. Arnold Award (1986)**

Awarded annually to a student doing an independent research project that supports or enhances the research of a faculty member. The award rotates each year among the divisions of the College. Established by David R. Arnold, class of 1937.

**In Memory of Jeanne Zemek Bohn, Thalia Manganari Papavas, and In Memory of Theodore Yelich, all class of 1950, Research Awards (1989)**

Awarded annually to junior students conducting independent research, assisting faculty in research and/or experimental or innovative teaching, or Honors 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.

**Glenn M. Nagel Undergraduate Research Fund Awards in Chemistry and Biochemistry (2003)**

Provides annual awards to support undergraduate student research in chemistry and/or biochemistry. Established by gifts from family and friends in memory of Dr. Glenn Nagel, class of 1966. Dr. Nagel was an advocate for undergraduate research, inquiry-based learning, and the integration of research and education as vital components of college life.

**Frank & Ruth Schmitt Student Research Award (2004)**

Awarded annually to a junior or senior student(s) pursuing independent research in biology, chemistry, or biochemistry. Established by Steven J. Phillips '71 in honor of his aunt and uncle.

**Dean Acheson Prize (1979)**

Awarded to the senior political science and international relations major who best combines a distinguished academic performance with those personal qualities that give promise of a significant contribution in the field of foreign affairs. Established by John A. Houston, professor of political science at Knox 1954-80.

**Knauss Student Research Award for the Lincoln Studies Center (2011)**

Awarded annually to a student conducting research related to the life, times, or impact of Abraham Lincoln. Established by Thomas A. and Suzanne Summers Knauss, both class of 1961, in honor of the class of 1961's 50th Reunion.

# Directory

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## General and Alumni Trustees

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Retired  
U.S. Army Special Operations  
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Gofen & Glossberg, Inc.  
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Illinois State Senate  
Attorney and Partner,  
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Collaboratives, Retired  
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**Joyce M. Hertko**

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University, Chico; M.A., Ph.D.,  
2007, University of California-Santa  
Barbara. Knox College 2005-

**Konrad Hamilton**

Associate Professor of History  
B.A., University of Oregon, 1982;  
M.A., University of California-  
Santa Barbara, 1984; Ph.D.,  
Stanford University, 1998.  
Knox College 1995-

**Jason A. Helfer**

Associate Professor of  
Educational Studies  
B.M., Millikin University, 1992;  
M.Mus., 1996, Ph.D., 2003,  
University of Illinois at Urbana-  
Champaign. Knox College 2006-

**Mark Holmes**

Associate Professor of Art  
B.A., Hope College, 1983; M.F.A.,  
Yale University, 1985. Knox College  
2004-

**Andrew S. Leahy**

Associate Professor of Mathematics  
B.A., St. Olaf College, 1989; Ph.D.,  
Rutgers University, 1994. Knox  
College 1995-

**Mat Ryohei Matsuda**

Associate Professor of Asian Studies  
B.Ed., Tokyo University of  
Education, 1978; M.A., 1982; M.Ed.,  
1993, University of Hawaii at  
Manoa; Ph.D., Indiana University,  
2000. Knox College 1999-

**Jerome Miner**

Associate Professor of Modern  
Languages; Director, Dorothy  
Johnson '39 and Richard  
Burkhardt '39 Language Center  
B.A., Coe College, 1985; M.A., 1988,  
Ph.D., 1995, University of Iowa.  
Knox College 1994-

**James Mountjoy**

Associate Professor of Biology  
B.S. University of Guelph, Ontario,  
1982; M.S., Queen's University,  
Kingston, Ontario, 1986; Ph.D.,  
McGill University, Montréal, 1994.  
Knox College 2001-

**Julio Noriega**

Associate Professor of  
Modern Languages  
B.A., Universidad Nacional Mayor  
de San Marcos, Peru, 1984; M.A.,  
1989, Ph.D., 1993, University of  
Pittsburgh. Knox College 2009-

**Duane Oldfield**

Associate Professor of  
Political Science  
B.A., Reed College, 1982; M.A.,  
1984, Ph.D., 1992, University of  
California-Berkeley. Knox College  
1995-

**Esther Penick**

Associate Professor of Biology  
B.A., Saint Louis University; Ph.D.,  
Wayne State University, 2000.  
Knox College 2005-

**Robin R. Ragan**

Associate Professor of  
Modern Languages  
B.A., 1993, Ph.D., 2001, University  
of Illinois at Urbana-Champaign.  
Knox College 2000-

**Nicholas Regiacorte**

Associate Professor of English  
B.A., Roanoke College, 1996;  
M.F.A., University of Iowa, 1998.  
Knox College 2002-

**Magali Roy-Féquièrre**

Associate Professor of  
Gender and Women's Studies  
B.A., University of Puerto Rico,  
1980; M.A., Harvard University,  
1982, Ph.D., Stanford University,  
1993. Knox College 1995-

**Stephen Schroth**

Associate Professor of  
Educational Studies  
B.A., Macalester College, 1986; J.D.,  
University of Minnesota Law  
School, 1989; M.A., Teachers  
College at Columbia University,  
2003; Ph.D., University of Virginia,  
2007. Knox College 2006-

**Peter Schwartzman**

Associate Professor of  
Environmental Studies  
B.S., Harvey Mudd College, 1991;  
M.S., Virginia Polytechnic Institute  
and State University, 1993; Ph.D.,  
University of Virginia, 1997. Knox  
College 1998-

**Carol R. Scotton**

Associate Professor of Economics  
and Business and Management  
B.A., University of Tennessee-  
Chattanooga, 1978; M.Ed., 1986,  
Ph.D., 2000, Georgia State  
University. Knox College 2005-

**Mark Shroyer**

Associate Professor of Physics  
B.S., Truman State University, 1993;  
M.S., 1995, Ph.D., 1999, Oregon  
State University. Knox College  
2005-

**Chad Simpson**

Associate Professor of English  
B.A., Monmouth College, 1998;  
M.F.A., Southern Illinois University,  
2005. Knox College 2007-

**Jennifer Smith**

Associate Professor of Dance  
B.A., 1995, M.A., 2000, Columbia  
College; M.F.A., University of  
Wisconsin-Milwaukee, 2007.  
Knox College 1999-

**Barbara Tannert-Smith**

Associate Professor of English  
B.A., 1987, M.F.A., 1992, University  
of Massachusetts. Knox College  
1997-

**Pedro Teixeira**

Associate Professor of Mathematics  
B.Sc., 1994, M.Sc., 1996, University  
of São Paulo; Ph.D., Brandeis  
University, 2002. Knox College  
2006-

**Jennifer Templeton**

Associate Professor of Biology  
B.S., 1985, M.S., 1987, Queen's  
University at Kingston-Ontario;  
Ph.D., Concordia University,  
Montréal, 1993. Knox College 2001-

**Judith M. Thorn**

Associate Professor of Biology  
B.A., Grinnell College, 1991; Ph.D.,  
University of North Carolina-  
Chapel Hill, 1997. Knox College  
2000-

**William Young**

Associate Professor of Philosophy  
B.A., University of Rhode Island,  
1976; Ph.D., University of Notre  
Dame, 1992. Knox College 1992-

**Assistant Professors****Katherine A. Adelsberger**

Assistant Professor of  
Environmental Studies, The  
Douglas and Maria Bayer Chair in  
Earth Sciences  
B.S. Beloit College, 2002; A.M.,  
Ph.D., 2008, Washington  
University-St. Louis. Knox College  
2008-

**Gizem Arslan**

Visiting Assistant Professor of  
Modern Languages  
B.A. Franklin and Marshall  
College, 2003; M.A. 2009, Ph.D.,  
2012, Cornell University.  
Knox College 2012-

**Daniel J. Beers**

Assistant Professor of Political Science and International Relations B.S., B.A., Northwestern University, 2002; Ph.D., Indiana University, 2012. Knox College 2010-

**Weihong Du**

Assistant Professor of Asian Studies B.A., 1992, M.A., 1995, Nanjing University-China; Ph.D., University of Minnesota, 2010. Knox College 2009-

**James S. Dyer**

Assistant Professor of Journalism B.A., University of Minnesota-Morris, 1989; M.A. in Journalism, 2002; Ph.D. candidate, University of Iowa. Knox College 2013-

**Danielle Steen Fatkin**

Assistant Professor of History B.A., University of Colorado-Boulder, 1998; Ph.D., Stanford University, 2007. Knox College 2008-

**Andrea A. Ferrigno**

Assistant Professor of Art B.F.A., Kansas City Art Institute, 2004; M.A., 2011, M.F.A., 2013, University of Iowa. Knox College 2013-

**Claudia R. Fernández**

Assistant Professor of Modern Languages B.A., Universidad Autónoma Metropolitana, Mexico, 1994; M.A., University of Wisconsin-Milwaukee, 2000; Ph.D., University of Illinois-Chicago, 2005. Knox College 2010-

**Jeff Grace**

Assistant Professor of Theatre B.A., Brigham Young University, 1997; M.S., 2004, Ph.D., 2008, Indiana University. Knox College 2009-

**Alan J. Grostephan**

Visiting Assistant Professor of English B.A., University of Wisconsin-Claire 2001; M.F.A., University of California-Irvine, 2009. Knox College 2013-

**Nathalie Haurberg**

Visiting Assistant Professor of Physics B.A. Knox College, 2006; Ph.D. Indiana University, 2013; Knox College 2012-

**Todd Heidt**

Assistant Professor of Modern Languages B.A. University of Cincinnati, 2002; M.A., University of Chicago, 2004; Ph.D., University of Cincinnati, 2010. Knox College 2009-

**Andrew W. Hertel**

Assistant Professor of Psychology B.A. St. Olaf College, 1999; Ph.D., University of Minnesota, 2009. Knox College 2013-

**William Hope**

Assistant Professor of Anthropology/Sociology B.A., College of Charleston, 1992; M.A., Winthrop University, 1997; Ph.D., University of Illinois at Urbana-Champaign, 2009. Knox College 2012-

**Helen M. Hoyt**

Assistant Professor of Chemistry B.A., Knox College, 2001; Ph.D., University of California-Berkeley, 2007. Knox College 2011-

**Kimberly A. Huth**

Visiting Assistant Professor of English B.A., Ithaca College, 2003; M.A., 2004, Ph.D., University of Wisconsin-Madison, 2009. Knox College 2013-

**Matthew Jones-Rhoades**

Assistant Professor of Biology B.A., Grinnell College, 1999; Ph.D., Massachusetts Institute of Technology, 2005. Knox College 2008-

**Cyn Kitchen**

Assistant Professor of English B.A., Knox College, 2000; M.F.A., Spalding University, 2005. Knox College 2008-

**Schahrazede Longou**

Assistant Professor of Modern Languages B.A., University of Soumaa, Blida, Algeria, 1996; M.A., 2001, Ph.D., 2009, University of Iowa. Knox College 2008-

**Nicole Malley**

Assistant Professor of Music B.A., Knox College, 1998; M.A., Washington University-St. Louis, 2002; Ph.D., University of Iowa, 2012. Knox College 2003-

**Deborah Manion**

Visiting Assistant Professor of English B.A., 1997, M.A., 2000, State University of New York-Buffalo; Ph.D., University of Iowa, 2010. Knox College 2012-

**Jason Nethercut**

Visiting Assistant Professor of Classics B.A., University of Texas at Austin, 2005; M. Phil., University of Cambridge, 2007; M.A., 2007, Ph.D., 2012, University of Pennsylvania. Knox College 2012-

**Daniel J. Peterson**

Assistant Professor of Psychology B.A., 2005, M.A., 2009, Ph.D. 2011, University of North Carolina at Chapel Hill. Knox College 2011-

**Brandon Polite**

Visiting Assistant Professor of Philosophy B.A., Knox College, 2003; M.A., 2005, Ph.D., 2010, University of Illinois at Urbana-Champaign. Knox College 2008-

**Jonathan G. Powers**

Assistant Professor of Economics B.A., Amherst College, 1987; Ph.D., Northwestern University, 2002. Knox College 2000-

**Antonio Prado**

Assistant Professor of Modern Languages B.A., 1996, M.A., 1999, Ph.D., 2006, University of Illinois at Urbana-Champaign. Knox College 2000-

**Gabrielle Raley**

Assistant Professor of Anthropology/Sociology B.A., Evergreen State College, 1995; M.A., 2002, Ph.D., 2010, University of California-Los Angeles. Knox College 2010-

**Kathleen Ridlon**

Assistant Professor of Dance;  
Director, Center for Community  
Service  
B.A., City College of New York,  
1996; M.F.A., Smith College, 1998.  
Knox College, 2005-

**Sarah Scullin**

Visiting Assistant Professor  
of Classics  
B.A., University of Texas at Austin,  
2005; M.A., 2007, Ph.D., 2012,  
University of Pennsylvania. Knox  
College 2012-

**Emre Sencer**

Assistant Professor of History  
B.A., The City College of New  
York, 1996; M.A., 2000, Ph.D., 2008,  
Ohio State University. Knox  
College 2008-

**Brent B. Solie**

Visiting Assistant Professor  
of Mathematics  
B.S., Colorado School of Mines,  
2001; Ph.D., University of Illinois at  
Urbana-Champaign, 2011. Knox  
College 2011-

**Jaime Spacco**

Assistant Professor of  
Computer Science  
B.A., Haverford College, 1998;  
M.S., 2002, Ph.D., 2006, University  
of Maryland-College Park. Knox  
College 2010-

**Tim Stedman**

Visiting Assistant Professor of Art  
B.A., Knox College, 2009; M.F.A.,  
University of Illinois-Chicago, 2011.  
Knox College 2011-

**Anne Steinberg**

Assistant Professor of Modern  
Languages and Literature - French  
Licence, 2004; Maîtrise, 2005, Paris  
3 La Sorbonne Nouvelle; M.A.,  
University of Oregon, 2008; Ph.D.,  
The University of North Carolina-  
Chapel Hill, 2013. Knox College  
2013-

**John Stratton** (arrives winter 2014)

Visiting Assistant Professor  
of Computer Science  
B.S., 2006; M.S., 2009; Ph.D. 2013,  
University of Illinois at Urbana-  
Champaign. Knox College 2014-

**Scott Sunderland**

Adjunct Assistant Professor  
of Sports Studies  
B.S., 1990, M.S., 1991, Illinois State  
University. Knox College 1993-

**Barry Swanson**

Visiting Assistant Professor of  
Educational Studies  
B.A., Illinois Wesleyan University,  
1970; M.S., Western Illinois  
University, 1977; Ed.D., University  
of Illinois at Urbana-Champaign,  
2001. Knox College 2008-

**James Thrall**

Knight Distinguished Assistant  
Professor for the Study of Religion  
and Culture  
B.A., Colby College, 1978; M.A.R.,  
Yale University Divinity School,  
1986; Ph.D., Duke University, 2005.  
Knox College 2010-

**Daniel Wack**

Assistant Professor of Philosophy  
B.A., Amherst College, 1995;  
Ph.D., University of Chicago, 2009.  
Knox College 2005-

**Jeremy Kelton Williams**

Assistant Professor of  
Educational Studies  
B.A., Emory & Henry College,  
2004; M.Ed., 2007, Ph.D., 2011,  
Texas A & M. University. Knox  
College 2011-

**Instructors****David Amor**

Instructor Emeritus in Journalism  
and Anthropology/Sociology  
B.A., University of British  
Columbia, 1970; M.A., Stanford  
University, 1974; M.A., University  
of Wisconsin-Madison, 1986.  
Knox College 2005-

**Theresa A. Bauer**

Visiting Instructor of Economics  
B.A., College of Saint  
Benedict/Saint John's University,  
2003; M.S., University of California-  
Davis, 2008; Ph.D. candidate,  
University of Minnesota. Knox  
College 2013-

**Angela L Dieffenbach**

Visiting Instructor of Art  
B.S., B.F.A., 2007, Bradley  
University; M.A., 2010, M.F.A.,  
2011, University of Iowa. Knox  
College 2013-

**Michael J. Godsil**

Instructor in Art  
B.A., Knox College, 1976, 2004.  
Knox College 2005-

**Sherwood Kiraly**

Visiting Instructor in English and  
Theatre and Writer-in-Residence  
B.A., Knox College, 2007.  
Knox College 2009-10; 2011-

**Chisato Kojima**

Visiting Instructor of  
Asian Studies-Japanese  
B.A., Tokyo Woman's Christian  
University, 2000; M.A., Sophia  
University, 2002; M.A., Indiana  
University, 2008; Ph.D. candidate,  
Indiana University. Knox College  
2013-

**Carissa Schoffner**

Instructor in Business and  
Management  
B.A., Monmouth College, 2004;  
M.S., Bradley University, 2005.  
Knox College 2006-

**Kelly Shaw**

Instructor in Psychology and Gender and Women's Studies  
B.A., Knox College, 1991; M.S., Purdue University, 1994. Knox College 1998-

**Brooke Thurau**

Visiting Instructor of Environmental Studies  
B.A., Northeastern Illinois University, 2000; M.S., 2004, Ph.D. candidate, Southern Illinois University. Knox College 2013-

**Lecturers and Other Appointments**

**Monika A. Bauer**

Post-Doctoral Research Associate in Psychology  
B.A. McGill University, 2001; M.A. 2006, Ph.D. 2010, Northwestern University.

**Amy Blough**

Lecturer in Sign Language

**Tianna Cervantez**

Lecturer in Anthropology/Sociology  
B.A., Knox College, 2006; A.M., University of Chicago, 2008.

**Christie Cirone**

Lecturer in Journalism  
B.A., Knox College, 1979; M.F.A., University of Illinois at Urbana-Champaign, 1992.

**Joel Estes**

Lecturer in Educational Studies and Coordinator of Clinical Experiences and Community Outreach  
B.A., Illinois Wesleyan University, 1976; M.S.Ed., Western Illinois University, 1989; Ed.D. candidate, Illinois State University.

**Christopher Etheridge**

Lecturer in Journalism  
B.A., Knox College, 2005; M.S., Northwestern University, 2007.

**Diane Estes**

Lecturer in Educational Studies  
B.A. Eastern Illinois University, 1977; M.S. Ed. Western Illinois University, 1989.

**Daniel Godsil**

Lecturer in Music  
B.A., Webster University, 2004.

**Steven Hall**

Lecturer in Computer Science, Director of Information Technology Services  
B.S., Bradley University, 1985.

**John Haslem**

Lecturer in English, Director, Center for Teaching and Learning  
B.A., 1983, M.A., 1985, Purdue University; Ph.D., University of Denver, 1990.

**John C. Hough (fall)**

Lecturer in Biology  
B.S., Cornell University, 1966; M.S., University of Saskatchewan, 1973; Ph.D., University of Kansas, 1975.

**John Hughes**

Lecturer in Educational Studies  
B.A., Knox College, 1973; M.A., University of Chicago, 1976.

**Wendel Hunigan**

Lecturer in Anthropology/Sociology  
B.S., Western Illinois University, 1968; M.S., Illinois State University, 1971.

**Steven A. Jones**

Lecturer in Computer Science, Senior Associate Director of Information Technology Services for Administrative Systems  
B.A., Knox College, 1972; M.S., Washington University, 1974; M.B.A., Webster University, 1988.

**Patricia Kane**

Lecturer in Educational Studies  
B.A., Illinois Wesleyan University, 1971; M.A., Rockford College, 2001.

**R. Kelly Kane**

Lecturer in Educational Studies  
B.A., Illinois Wesleyan University, 1970; M.S., Western Illinois University, 1979.

**Paul Marasa**

Lecturer in First Year Preceptorial  
B.A., St. Joseph's University, 1978; M.A. Indiana University, 1984.

**Thomas Martin**

Advisor, *The Knox Student*  
B.A., University of Iowa, 1983.

**Victoria Romano**

Lecturer in Educational Studies; Coordinator, Office of Instructional Technology Support  
B.A., Allegheny College, 1990; M.Ed., University of Illinois at Urbana-Champaign, 2002.

**Shuyan Shipplett**

Lecturer in Chinese  
B.A., Shanxi University-China; M.S., Western Illinois University, 2005.

**Margo Shively**

Lecturer in Theatre, Designer, Supervisor Costume Shop  
B.F.A., Art Institute of Chicago, 1968.

**Kathlyn Kling Smith**

Lecturer in Educational Studies  
B.S., University of Illinois, 1970; M.A., National-Louis University, 1989; M.A., Northeastern Illinois University, 1995.

**Amy Waller**

Lecturer in Music  
B.A., Wilfrid Laurier University, M. Voc.Perf.&Lit., University of Western Ontario; ABD Mus.Voc. Perf., Ped. & Lit, Indiana University

**Affiliates and Research Appointments**

**Alex Kuo**

Distinguished Affiliated Scholar in English  
B.A., Knox College, 1961; M.F.A., University of Iowa, 1963.

**Associates in Applied Music**

**Megan Clewell**, piano, full time accompanist

**Mildred Comiskey**, viola

**Denise Cooksey**, flute, flute choir

**Andy Crawford**, jazz guitar,

jazz bass, combo director

**Pier Debes**, Women's

Chorale director

**Jake Dillon**, jazz percussion

**Sharon Faust**, oboe

**Laurel Filzen-Etzel**, Knox-Sandburg Community Concert Band director, french horn

**Daniel Godsil**, piano, rock/popular piano, Chamber Ensemble director, Men's Ensemble director

**Mary Harlan**, piano

- Kevin Hart**, jazz piano,  
combo director
- Justin Haynes**, saxophone/guitar
- David Hoffman**, jazz trumpet,  
jazz piano, jazz improvisation,  
jazz composition, combo director
- Steve Jackson**, jazz combo  
director
- Carolyn Kellert**, music education
- Anne Lyle**, bassoon
- Ashlee Mack**, piano, coordinator  
of piano instruction
- Kevin Malley**, saxophone and jazz  
saxophone, combo director
- Jill Marasa**, clarinet
- Semenya McCord**, jazz voice
- Alison Meuth**, voice
- Sarah Moran**, voice
- Tim Pahel**, Galesburg  
Community Chorus
- Dean Petrie**, tuba and euphonium
- Randy Pobanz**, classical guitar
- Louise Polay**, violin
- Brian Russell**, trombone
- Carolyn Suda**, cello, cello choir,  
string ensemble
- Brian Zeglis**, classical and jazz  
percussion, jazz composition

---

## Administrative Officers and Staff

### President's Office

**Teresa L. Amott**

President  
B.A., Smith College;  
Ph.D., Boston College

**Denise Bailey**

Executive Assistant to the President

### Government and Community Relations

**Karrie Heartlein**

Director of Government and Community Relations  
B.A., M.A., Bradley University

### Institutional Research and Assessment

**Charles L. Clark, Jr.**

Senior Director for Research and Reporting  
B.A., M.A., Western Illinois University

**Anna Clark**

Institutional Research Specialist  
B.A., Marycrest International University

### Academic Affairs

**Laura L. Behling**

Vice President for Academic Affairs and Dean of the College  
B.A., Kalamazoo College; M.S., Boston University; M.A., Ph.D., The Claremont Graduate School.

**Lori Schroeder Haslem**

Associate Dean of the College  
B.A., Purdue University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Denver

**Michael Schneider**

Associate Dean for Faculty Development  
B.S., Michigan State University; M.A., Ph.D., University of Chicago

**Nancy Fennig**

Executive Assistant to the Dean of the College

**Becky Canfield**

Senior Secretary,  
Office of the Dean of the College

### Academic Assessment

**Leah Adams-Curtis**

Director of Academic Assessment  
B.S., Millsaps College; M.S., Ph. D., Washington State University

### Library

**Jeffrey Douglas**

Director of the Library  
B.A., University of Louisville,  
M.S.L.S., University of Kentucky

**Sharon Clayton**

Associate Librarian  
B.A., West Virginia Wesleyan College; M.A., University of Maryland; M.A., University of London

**Anne Giffey**

Assistant Librarian for Public Services  
B.S., Edgewood College; M.A., University of Wisconsin-Madison

**Laurie Sauer**

Information Technologies Librarian  
B.A., Monmouth College, M.A., University of Wisconsin-Madison

**Jason Connell**

Public Services Assistant  
B.A., Knox College

**Tanna Cullen**

Office Coordinator  
B.A., Knox College; M.B.A., Thunderbird School of Global Management

**Jacob Hartman-Simkins**

Public Services Assistant  
B.A., North Central College

**Trisha Hurst**

Public Services Assistant  
B.S., M.S., Missouri State University; M.L.A., University of Illinois at Urbana-Champaign

**Michelle Janikowski**

Public Services Assistant  
B.S., University of Wisconsin-Stevens Point

**Kathleen Normile**

Serials Technician  
B.A., Brown University

### – Archives and Special Collections

**Carley Robison**

Curator of College Archives  
B.A., University of Kansas

**Maryjo McAndrew**

Senior Archives Assistant  
B.S., Misericordia University

**Kay Vander Meulen**

Special Collections Supervisor  
B.Ed., National College of Education

### – Audio-Visual Services

**Todd A. Smith**

Audio-Visual Coordinator  
B.A., Evergreen State College

### Registrar

**Charles Emil Schulz**

Registrar  
B.A., Knox College; M.S., Ph.D., University of Illinois at Urbana-Champaign

**Karen Benedict**

Assistant to the Registrar

**Donna Browne**

Secretary, Office of the Registrar

### Special Programs

#### – Association for Black Culture Centers

**Frederick L. Hord**

Executive Director, Association for Black Culture Centers  
B.S., M.S., Indiana State University; Ph.D., Union Graduate School

**Terry Duffy**

Executive Assistant, Association of Black Cultural Centers



### – Burkhardt Language Center

**Jerome Miner**  
Director, Dorothy Johnson '39 and Richard Burkhardt '39 Language Center  
B.A., Coe College; M.A., Ph.D., University of Iowa

### – Galesburg Colony Underground Railroad Freedom Center

**Owen Mueller**  
Director, Galesburg Colony Underground Railroad Freedom Center  
B.A., Knox College; M.A.T., Miami University of Ohio

### – Green Oaks Biological Field Station

**Stuart Allison**  
Director of Green Oaks  
Co-Director, Green Oaks Term  
B.S., The University of Puget Sound; M.S., University of Rhode Island; Ph.D., University of California-Berkeley

### Tony Gant

Co-Director, Green Oaks Term  
B.F.A., Kansas City Art Institute;  
M.F.A. Yale University

### – Lincoln Studies Center

**Rod Davis**  
Co-Director, Lincoln Studies Center  
B.S., University of Kansas; M.A., Ph.D., University of Iowa

### Douglas Wilson

Co-Director, Lincoln Studies Center  
B.A., Doane College; M.A., Ph.D., University of Pennsylvania

### – Ronald E. McNair Program

**Sarah Moschenross**  
Director, McNair Program  
B.A., Iowa State University;  
M.A., University of Iowa

**Frank McAndrew**  
Faculty Tutorial Director, McNair Program  
B.S., King's College; Ph.D., University of Maine

**Nancy Olson**  
Assistant Director, McNair Program  
B.A., Knox College

**Patricia Noriega**  
Assistant, McNair Program  
B.S., University of Wisconsin-Parkside

### – New Faculty Orientation

**Jason Helfer**  
Coordinator of New Faculty Orientation Program  
B.M., Millikin University; M.Mus., Ph.D., University of Illinois at Urbana-Champaign

### – Stellyes Center for Global Studies

**Robin R. Ragan**  
Director, Stellyes Center for Global Studies  
B.A., Ph.D., University of Illinois at Urbana-Champaign

### Sunshine Regiacorte

Coordinator, Stellyes Center for Global Studies

### – Vovis Center for Research and Advanced Study

**Mariangela Maguire**  
Interim Director, Gerald and Carol Vovis Center for Research and Advanced Study  
B.A., San Francisco State University; M.A., California State University-Chico; Ph.D., Southern Illinois University-Carbondale

**Sandy Jones**  
Secretary, Gerald and Carol Vovis Center for Research and Advanced Study

### Athletics

**Chad Eisele**  
Director of Athletics  
B.A., Knox College; M.S., Wayne State University

**Nicole Attaway**  
Assistant Coach, Women's Basketball  
B.A., Loras College;  
M.S., Western Illinois University

**Cory Bonstead**  
Assistant Coach, Football  
B.A., Knox College

**Shayla Chalker**  
Head Coach, Volleyball  
B.A., Coe College; M.A., Emporia State University

**Emily S. Cline**  
Head Coach, Women's Basketball and Women's Golf  
B.A., Cornell College;  
M.S., Mercyhurst College

**Mike Dashner**  
Assistant Coach, Men's Basketball  
B.A., University of Minnesota-Duluth; M.S., University of Wisconsin-Green Bay

**Matt Edwards**  
Head Coach, Men's Soccer  
B.S.C., University College Chichester; M.E.D., Springfield College

**Andrew Gibbons**  
Assistant Coach, Football  
B.S., Culver-Stockton College;  
M.S., Western Illinois University

**Jason Haynes**  
Head Coach, Men's and Women's Track and Field  
B.A., Illinois College;  
M.S., Western Illinois University

**Jami Isaacson**  
Head Baseball Coach and Assistant Football Coach  
B.A., Knox College

**Vaughn Johnson**  
Assistant Coach, Football  
B.A., Husson University

**Melissa Joseph**  
Head Coach, Women's Soccer;  
Director of E. & L. Andrew Fitness Center  
B.A., Plattsburgh State University;  
M.A., Plymouth State University

**Kevin Krausz**

Assistant Coach, Football  
B.A., Knox College

**Alex Moreno**

Head Coach, Men's and Women's  
Cross Country  
B.A., Knox College;  
M.A., Northwestern University

**Michael G. Perry**

Sports Information Director  
B.A., University of Illinois-  
Springfield

**Kim Schrader**

Assistant to the Director of  
Athletics; Recruiting Coordinator

**Ashley Sims**

Head Softball Coach; Assistant  
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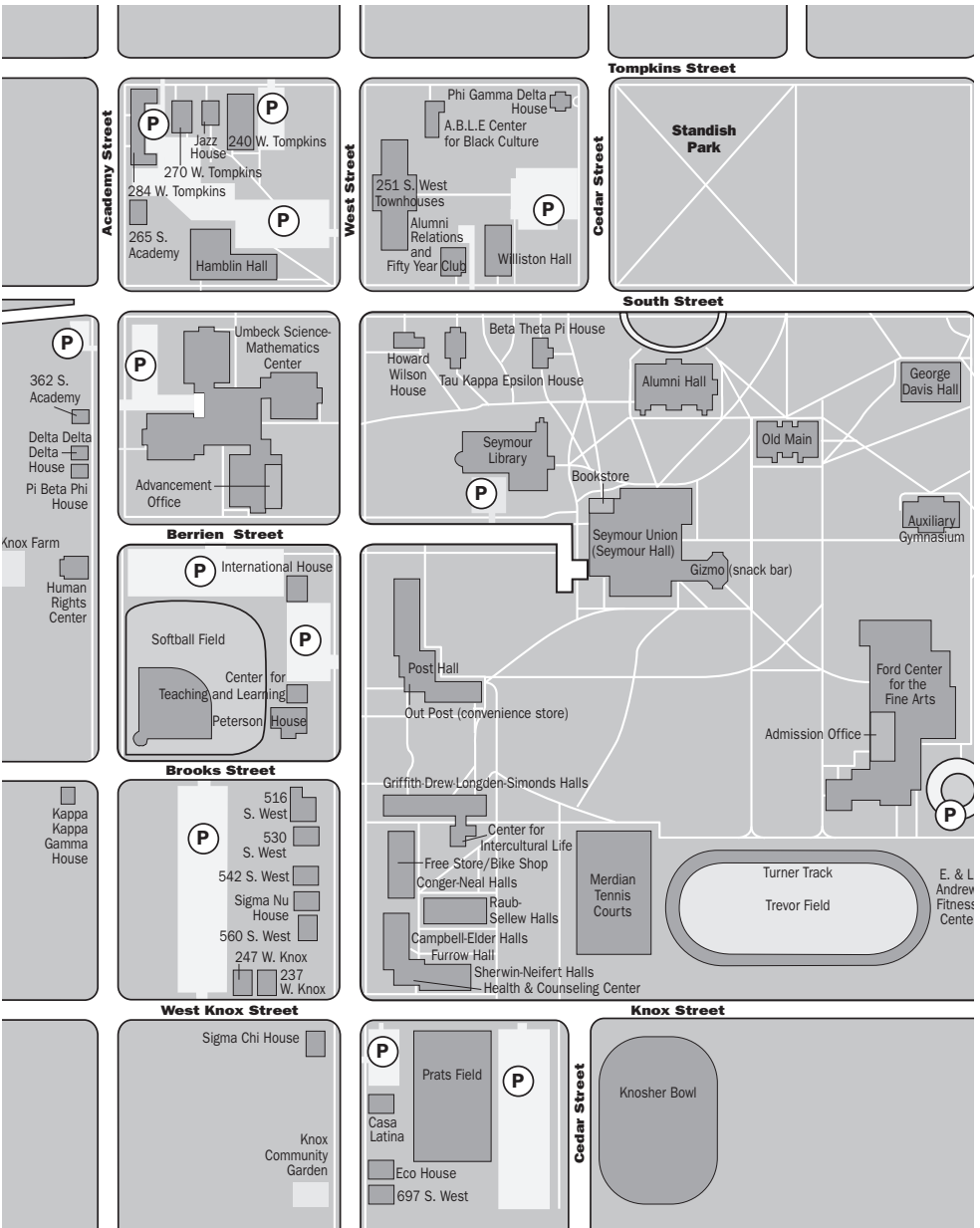
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# Campus Map





**Department and Office Locations**

Administrative Services .....Administrative Services Center  
 Admission .....Ford Center for the Fine Arts  
 Advancement Office .....Umbeck Science-Mathematics Center  
 Africana Studies.....Memorial Gymnasium  
 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  
 Athletics .....T. Fleming Fieldhouse  
 Audio Visual Services .....Umbeck-Science Mathematics Center  
 Biochemistry.....Umbeck Science-Mathematics Center  
 Biology .....Umbeck Science-Mathematics Center  
 Bookstore .....Lyman K. Seymour Hall  
 Business and Management .....George Davis Hall  
 Business Office .....Old Main  
 Campus Life .....Lyman K. Seymour Hall  
 Campus Safety.....Administrative Services Center  
 Centers:

Bastian Center for Career & Pre-Professional Dev...Borzello Hall  
 Kleine Center for Community Service.....Borzello Hall  
 Stellyes Center for Global Studies.....Old Jail  
 Center for Intercultural Life.....523 S. West (The Cottage)  
 Vovis Center for Research & Advanced Study.....Old Main  
 Center for Teaching and Learning.....466 S. West  
 Chemistry .....Umbeck Science-Mathematics Center  
 Classics .....George Davis Hall  
 Communications Office .....311 S. Prairie  
 Computer Science.....Umbeck Science-Mathematics Center  
 Convenience Store..... Post Hall  
 Counseling Service.....175 W. Knox St.  
 Dance .....Old Jail  
 Dean of the College .....Old Main  
 Dean of Students .....Old Main  
 Dining Services .....Lyman K. Seymour 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  
 Government and Community Relations .....Borzello Hall  
 Health Services.....175 W. Knox St.  
 History .....Old Main  
 Human Resources.....Administrative Services Center

*(continued)*

## Campus Map

### Information Technology

Services .....	Umbeck Science Mathematics Center
Insurance Office .....	Administrative Services Center
Institutional Research and Assessment.....	Umbeck Science-Mathematics Center
Instructional Technology Support.....	Umbeck Science-Mathematics Center
Integrated International Studies.....	Old Main
Journalism .....	Borzello Hall
Knox-Galesburg Symphony .....	Ford Center for the Fine Arts
Latin American Studies .....	George Davis Hall
Lincoln Studies Center .....	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 & International Relations .....	George Davis Hall
Postal Services .....	Lyman K. Seymour Hall
President .....	Old Main
Psychology .....	Umbeck Science-Mathematics Center
Purchasing .....	Old Main
Registrar.....	Umbeck Science-Mathematics Center
Religious Studies.....	Borzello Hall
Science-Mathematics Library .....	Umbeck Science-Mathematics Center
Social Service Program .....	George Davis Hall
Sports Studies.....	T. Fleming Fieldhouse
Student Activities.....	Lyman K. Seymour Hall
Student Development Office .....	Old Main
Sustainability Office .....	Seymour Union
Telecommunications .....	Umbeck-Science Mathematics Center
Theatre .....	Ford Center for the Fine Arts
Treasurer.....	Old Main
TRIO Achievement Program (TAP) .....	466 S. West
WVWC Radio Station .....	George Davis Hall



# Academic Calendar

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## Fall Term 2013

### September 7, Saturday

New students arrive. Residence halls open at 10:00 a.m. Board begins with lunch for new students.

### September 7-11, Saturday-Wednesday

New student orientation.  
New student advising, Monday.

### September 9-16, Monday-Monday

Online check-in

### September 10, Tuesday

Residence halls open for returning students at noon. Board for returning students begins with supper.

### September 12, Thursday

8:00 a.m. – Classes begin.  
11:00 a.m. Opening Convocation

### September 18, Wednesday

Last day to add or drop a class

### October 2, Wednesday

Last day to declare a class elective S/U

### October 14, Monday

Admission Fall Open House I

### October 4-6, Friday, Saturday, Sunday

Family & Friends Weekend

### October 18-20, Friday, Saturday, Sunday

Homecoming

### October 21-November 1, Monday-Friday

Pre-enrollment for Winter Term 2014

### October 23, Wednesday

Fall Institute Day

### November 6, Wednesday

Last day to withdraw from a class without approval of the Academic Standing Committee

### November 11, Monday

Admission Fall Open House II

### November 20, Wednesday

5:00 p.m. – Classes end

### November 21-21, Thursday-Friday

Reading Days

### November 23-25, Saturday-Monday

Final examination period

### November 26, Tuesday

Winter vacation begins. Board ends with breakfast. Residence halls close at noon.

## Winter Term 2014

### January 2, Tuesday

Residence halls open 10:00 a.m. Board begins with supper.

### January 3, Friday

Classes begin

### January 2-9, Tuesday-Tuesday

On-line check-in

### January 9, Thursday

Last day to add or drop a class

### January 20, Monday

Admission Winter Open House

### January 23, Thursday

Last day to declare a class elective S/U

### February 12, Wednesday

Reading Day

### February 10-21, Monday-Friday

Pre-enrollment for Spring Term 2013

### February 27, Thursday

Last day to withdraw from a class without approval of the Academic Standing Committee

### March 11, Tuesday, 5:00 p.m.

Classes end

### March 12-13, Wednesday, Thursday

Reading Days

### March 14-16, Friday, Saturday,

Sunday Final examination period

### March 17, Monday

Spring vacation begins. Board ends with breakfast. Residence halls close at noon.

## **Spring Term 2014**

### **March 25, Tuesday**

Residence halls open 10:00 a.m. Board begins with supper.

### **March 25-April 1, Tuesday-Tuesday**

On-line check-in

### **March 26, Wednesday**

Classes begin

### **April 1, Tuesday**

Last day to add or drop a class

### **April 4, Friday**

Admission Admitted Student Day I

### **April 15, Tuesday**

Last day to declare a class elective S/U

### **April 18, Friday**

Admission Admitted Student Day II

### **April 28-May 9, Monday-Friday**

Pre-enrollment for Fall Term 2013

### **May 20, Tuesday**

Last day to withdraw from a class without approval of the Academic Standing Committee

### **May 29, Thursday**

5:00 p.m. – Classes end

### **May 30-31, Friday, Saturday**

Reading Days

### **June 1-3, Sunday, Monday, Tuesday**

Final examination period

### **June 4, 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.

### **June 4, Wednesday**

12 p.m. – Senior grades due.

### **June 7, Saturday**

Commencement

### **June 8, Sunday**

Residence halls close 1:00 p.m. No meals served.

# Profile

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<b>The College</b>	Four-year liberal arts. Independent, coeducational, residential, non-denominational. Founded in 1837.
<b>Location</b>	Galesburg, Illinois. County seat, Knox County. Pop. 32,200. Located mid-way between Chicago and St. Louis, Missouri. Accessible via Interstate 74, two national Amtrak rail lines, and by air via Moline and Peoria airports.
<b>Student Body</b>	1,420 students from 48 states and 51 countries. Diverse and well-balanced geographically. 26% are students of color, 11% are international.
<b>Faculty</b>	Size: 120; 97% hold Ph.D. or appropriate professional degree from nation's top graduate schools.
<b>Student-Faculty Ratio</b>	12 to 1
<b>Average Class Size</b>	17 students
<b>Degree Conferred</b>	Bachelor of Arts; 38 majors and 47 minors in the sciences, mathematics, computer science, social sciences, economics, humanities, and fine and performing arts.
<b>Academic Calendar And Course Load</b>	Three 10-week terms; three courses per term (3-3).
<b>Preceptorial Program</b>	Innovative, interdisciplinary first-year courses focusing on the core issues of a liberal education.
<b>Facilities</b>	45 academic and residential buildings on 82-acre campus. Green Oaks, 700-acre biological field station.
<b>Libraries</b>	Henry M. Seymour Library with more than 350,000 volumes, over 400 periodical subscriptions and access to more than 10,000 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.
<b>Graduates</b>	65% of Knox alumni typically pursue advanced professional and graduate degrees within five years of graduation. Others go directly into a wide variety of careers.
<b>Accreditations And Affiliations</b>	North Central Association of Colleges and Secondary Schools; American Chemical Society; Phi Beta Kappa; Pew Mid-States Science and Mathematics Consortium; Associated Colleges of the Midwest; Association of American Colleges and Universities; American Council on Education; College Entrance Examination Board; Association for the Advancement of Sustainability in Higher Education; and other regional and national educational organizations.

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## 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.



# KNOX COLLEGE

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