The Illinois Wesleyan University Catalog is for informational purposes and is not a contract. It is published annually, as well as made available online at http://iwu.edu/academics/Catalog.shtml. With this Catalog we attempt to present accurate information concerning Illinois Wesleyan University for the 2020-21 academic year. However, the University reserves the right at any time to change any of the provisions, statements, policies, curricula, regulations, tuition, or other fees as published here. Furthermore Illinois Wesleyan University reserves the right to disqualify students from enrollment, refuse readmission, and to withhold graduation as described in the relevant sections of the Catalog. Immediately applicable changes will be incorporated in the online version of the Catalog, and will appear in the next print version.
UNIVERSITY CALENDAR

(Fall Semster 2020)

August 7, Friday........................................................... Transfer Student Orientation
August 8, Saturday,
    thru August 10, Monday .................................International Student Orientation
August 8, Saturday, thru August 10, Monday........IMPACT Student Orientation
August 11, Tuesday.........................................................New Students Arrive
August 11, Tuesday thru August 16, Sunday ....... Turning Titan (New Student
    Orientation and Registration)
Returning student arrival schedule to be determined

August 17, Monday.............................................................First day of classes
August 21, Friday ......Last day to add or drop a full semester and 1st 7 week class
August 22, Saturday.................................Classes will be held (Tuesday schedule)
August 29, Saturday.................................Classes will be held (Wednesday schedule)
September 2, Wednesday ..........Last day to withdraw from a 1st 7 week class
September 5, Saturday .......................Classes will be held (Thursday schedule)
September 7, Monday ....................... Labor Day (Monday classes will be held)
September 9, Wednesday..............................President’s Convocation
September 12, Saturday .......................Classes will be held (Friday schedule)
September 26, Saturday
    thru September 27, Sunday................................. Family Weekend
September 28, Monday.................................Mid-semester grades due
September 29, Tuesday.................................Second 7 week classes begin
October 5, Monday ...............................Last Day to add or drop a 2nd 7 week class
October 5, Monday .....................Last day to withdraw from a full semester class
October 10, Saturday.................................Homecoming
October 12, Monday.................................Fall Open House I
October 16, Friday.................................Fall Break Day – Canceled; Classes will be held
October 19, Monday ............................ Last day to withdraw from a 2nd 7 week class
October 21, Wednesday
    thru October 30, Friday................................. Academic Advising for Spring and
           May Term and Summer
November 4, Wednesday
    thru November 11, Wednesday ....................... Class Registration for Spring
November 13, Friday.................................Class Registration for May Term
November 14, Saturday.................................Fall Open House II
November 16, Monday..............................Last day of classes
November 16, Monday.................................Class Registration for Summer
November 17, Tuesday.................................Reading Day (NO CLASSES)
November 18, Wednesday (8:00 a.m.)
    thru November 20, Friday (5:30 p.m.)..................Final examinations
December 2, Wednesday (12:00 noon)............................. Final grades due
SPRING SEMESTER 2021

January 5, Tuesday......................Orientation and registration of new students
January 6, Wednesday.................................................................First day of classes
January 12, Tuesday......Last day to add or drop a full semester or 1st 7 week class
January 13, Wednesday...................Founders Day Convocation (11:00 a.m.)
January 18, Monday ....................Martin Luther King Jr. Day (No Classes – University Open)
January 27, Wednesday..................Last day to withdraw from a 1st 7 week class
February 13, Saturday..............................Admitted Student Day I
February 19, Friday................................................Mid-semester grades due
February 26, Friday .....................Last day to withdraw from a full semester class
February 26, Friday..........................Last day to add or drop a 2nd 7 week class
March 6, Saturday........................................................Spring Open House
March 12, Friday (5:00 p.m.)
    thru March 22, Monday (8:00 a.m.)...........................Spring Recess
March 12, Friday..............................Last day to withdraw from a 2nd 7 week class
March 24, Wednesday
    thru April 2, Friday..............................................Academic Advising for Fall
March 27, Saturday..............................Admitted Student Day II
April 5, Monday
    thru April 14, Wednesday............................Class Registration for Fall
April 10, Saturday......................................Student Research Conference
April 14, Wednesday................................................Honors Convocation
April 21, Wednesday......................................................Last day of classes
April 22, Thursday..............................Reading Day (NO CLASSES)
April 23, Friday (8:00 a.m.)
    thru April 27, Tuesday (8:30 p.m.)........................Final examinations
April 28, Wednesday....................Final grades due for seniors and graduate candidates
May 4, Tuesday....................................................All other final grades due

COMMENCEMENT 2021

May 2, Sunday (1:00 p.m.)

MAY TERM 2021

May 5, Wednesday........First day of classes, Last day to add or drop a class
May 7, Friday............................................................Last day to withdraw from a class
May 27, Friday............................................................Final Examinations
June 1, Tuesday............................................................Final May Term grades due
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COLLEGES, SCHOOLS AND DEPARTMENTS

THE COLLEGE OF LIBERAL ARTS

Departments
Accounting and Finance
Biology
Business and Marketing
Chemistry and Biochemistry
Computer Science
Economics
Educational Studies
English
Greek and Roman Studies
History
Kinesiology, Sport, and Wellness
Mathematics
Philosophy
Physics
Political Science
Psychology
Religion
Sociology and Anthropology
World Languages, Literatures, and Cultures

Interdisciplinary Programs
American Culture Studies
Data Science
Design, Technology and Entrepreneurship
Environmental Studies
Greek and Roman Studies
Humanities
International Business
International Studies
Neuroscience
Women's and Gender Studies

THE COLLEGE OF FINE ARTS

School of Art
School of Music
School of Theatre Arts

THE SCHOOL OF NURSING
INTRODUCTION TO ILLINOIS WESLEYAN UNIVERSITY

WE STAND IN A POSITION OF INCALCULABLE RESPONSIBILITY TO THE GREAT WAVE OF POPULATION OVER-SPREADING THE VALLEY OF THE MISSISSIPPI. DESTINY SEEMS TO POINT OUT THIS VALLEY AS THE DEPOSITORY OF THE GREAT HEART OF THE NATION. FROM THIS CENTER MIGHTY PULSATIONS FOR GOOD OR EVIL MUST IN FUTURE FLOW WHICH SHALL NOT ONLY AFFECT THE FORTUNES OF THE REPUBLIC BUT REACH IN THEIR INFLUENCE OTHER AND DISTANT NATIONS OF THE EARTH.

—Founders Memorial Gate Inscription, December, 1850

MISSION

Illinois Wesleyan University, an independent, residential, liberal arts university founded in 1850, strives to attain the ideal of a liberal education while providing unique opportunities with distinctive curricula and programs. A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry. Our curriculum deepens the specialized knowledge of a discipline with a comprehensive world view. The Illinois Wesleyan experience affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a global society. As the University pursues this ideal for all of our students, we help students to follow a wide range of career and life paths, offering diverse curricula in liberal arts, fine arts and professional programs as well as opportunities for interdisciplinary study and off-campus learning. The University through our policies, programs and practices is committed to diversity, social justice and environmental sustainability. A tightly knit, supportive university community, together with a variety of opportunities for close interaction with excellent faculty, both challenges and supports students in their personal and intellectual development.

HISTORY

Illinois Wesleyan University began in 1850 as a non-denominational community venture which quickly attracted the support and patronage of the Methodist church eager to support “an Institution of learning of Collegiate grade.”
The original charter was first prepared for Illinois University, and the insertion of “Wesleyan” into the name documents the later and vigorous Methodist support in the early years. From the beginning, there was no denominational restriction on students.

Early trustees included community leaders Kersey and Jesse Fell, John W. Ewing, Isaac Funk, James Allin, and two prominent Methodist ministers, Peter Cartwright and John S. Barger, the father of our first collegiate graduate. Early alumni were so enthusiastic about their school that they began the Alumni Association in 1863 when there were only 10 living graduates. In the 1850s, Adlai Stevenson I was one of our first students. Though he did not stay to graduate, he later taught in our law school after he had been Vice President of the United States.

The central portion of the present campus was acquired in 1854. The first building, Old North Hall, was erected in 1854 and served for 112 years. In 1966 it was removed to make room for Sheean Library. Old North's dome is memorialized in the University mace. Old Main (or Hedding Hall, as it was later named), which was built in 1870, was destroyed by fire in 1943, a stimulus to plans for the University's later development. The classic brick structures of today's campus surround the original site of the 1850s, which has expanded ever since.

Most famous among early professors was John Wesley Powell, who taught here as Professor of Natural Sciences from 1865 to 1868, before he went to the Smithsonian as head of geology and ethnology. His legendary explorations of the West are celebrated in documentaries, and the first expedition in 1867 with Illinois Wesleyan students is probably the earliest example of undergraduate field study in American academic history. Our annual student research conference is named for him. Powell was also one of the two designers of the University seal.

The first black students were admitted in 1867 and women in 1870. Two students from Japan became the first international graduates in 1890. The School of Law was established in 1873, and for several generations a significant portion of the members of the Illinois bar were graduates of Illinois Wesleyan. The School of Law was closed in 1928. The preparatory school was terminated in 1919, as public secondary education increased.

Since the University's founding, its central program has been a curriculum in the liberal arts leading to baccalaureate degrees. The College of Liberal Arts was organized in 1906, and accreditation of the University by the North Central Association was granted shortly after that association began examining colleges and universities. In the 19th century, schools of music, art, and oratory were established within the framework of Illinois Wesleyan, and music instruction has been offered continuously since 1863. It was not until 1919, however, that a program leading to a baccalaureate degree in music was instituted. The present School of Music took form under the energetic leadership of Dean Arthur E. Westbrook during the 1920's, culminating in the construction of Presser Hall in 1929. A separate School of Art was organized in 1946, and the School of Theatre Arts began the following year. Together these schools have provided a concentration of faculty and student interest in the arts that is unique for a university the size of Illinois Wesleyan.

The School of Nursing was established in 1959. During the preceding 35 years, nursing study had been offered in conjunction with the Brokaw
Hospital School for Nurses. In the current program, all clinical and liberal arts instruction is under the guidance of the University faculty.

Local Methodist conferences have supported Illinois Wesleyan since 1850, but in 1968 the structure of the Board of Trustees was changed and after that time local United Methodist conferences no longer elected all the trustees.

The enthusiastic support of alumni, friends, and the local community allows the university to continually renew its programs and facilities to meet the needs of new generations of students.

**ACADEMIC ACCREDITATION AND AFFILIATIONS**

Illinois Wesleyan University is officially categorized by the Carnegie Commission as one of America’s 270 Baccalaureate Colleges — Arts & Sciences. The School of Music is approved by and holds membership in the National Association of Schools of Music. The programs in elementary and secondary teacher education are accredited by the State of Illinois. The baccalaureate degree program in nursing at Illinois Wesleyan University is accredited by the Commission on Collegiate Nursing Education and is also approved by the Department of Registration and Education of the State of Illinois. The Department of Chemistry is on the approved list of the American Chemical Society’s Committee on Professional Training. The University is accredited by the Higher Learning Commission:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Ill. 60604-1413
Phone: 800.621.7440
<http://www.hlcommission.org/>

**THE CAMPUS**

The campus of Illinois Wesleyan University occupies over 80 acres in the heart of Bloomington’s north-side residential district. The grounds are entered from Main Street on the west through the Founders’ Memorial Gate and from Empire Street on the south through the Sesquicentennial Gate.

The University’s central quadrangle is a large, park-like area surrounded by academic buildings. Located along the south side of the quad are the buildings of the College of Fine Arts and The Ames Library. To the west are the Memorial Center and several residence halls. Along the north are located the Center for Natural Sciences, Stevenson Hall which houses the School of Nursing, State Farm Hall, and the Center for Liberal Arts. To the east can be found administrative and classroom buildings, the Minor Myers, jr. Welcome Center, and Evelyn Chapel.

One block north of the central campus stands the Shirck Center for Athletics and Recreation. Beyond this lies Wilder Field, home of popular Titan teams and the site of the Tucci Stadium.

**Location**

Illinois Wesleyan University is located in Bloomington, in the heart of central Illinois. Bloomington, which has a combined population of over 125,000 with
its twin city, Normal, offers the advantages of a small metropolitan area with a
diversified economic base. It is midway between Chicago and St. Louis, at the
junction of Interstate Highways 55, 74 and 39. Abraham Lincoln stopped in
Bloomington frequently on the judicial circuit, and it was in Bloomington that he
tried and won his famous Illinois Central Railroad case and delivered his “Lost
Speech.” Lincoln was nominated for the Presidency by David Davis of Bloomington.
The Davis mansion has been preserved as an historical landmark. Bloomington
was also the boyhood home and is the final resting place of Governor Adlai E.
Stevenson II. A lecture series was established in his honor following his death
in 1965. Adlai E. Stevenson I, Vice President of the United States under Grover
Cleveland, made his home in Bloomington and attended Illinois Wesleyan
briefly as a young man.

Entertainment and cultural events are in good supply both on campus and
in the Bloomington-Normal community. Typical campus activities are profiled
in the Campus Life chapter of this Catalog. Illinois Wesleyan students also take
advantage of entertainment opportunities on the Illinois State University cam-
pus, just a mile north of Illinois Wesleyan. South of campus is the Bloomington
Center for the Performing Arts, scheduling a year-round program of music,
theatre, and comedy. Also located in the downtown area, the Grossinger Motor
Arena serves up professional hockey and arena football as well as a broad spec-
trum of arena-style entertainment events. As a center of business and industry,
Bloomington is the home of the State Farm Insurance Companies, Country
Financial, and electric vehicle manufacturer Rivian.

Academic Buildings

THE JOYCE G. EICHHORN AMES SCHOOL OF ART, completed as part of
the Alice Millar Center for the Fine Arts in 1973, provides ample facilities for the
teaching of art, the creation of art works, and the effective exhibition of the work
of students, faculty, and guest artists. It was named in 1998 for Joyce G. Ames
’49. In addition to the Merwin and Wakeley Galleries, the building houses faculty
offices, private and semi-private studios, and equipment for highly sophisticated
work in ceramics, kiln glass, printmaking, painting, photography, sculpture and
graphic design.

BUCK MEMORIAL LIBRARY, dedicated in 1923, was a gift of the estate of
Hiram and Martha Buck of Decatur, Illinois. For years serving as the University’s
main library, it now contains classrooms, the Language Resource Center, and the
offices of the World Languages, Literature, and Cultures department.

THE CENTER FOR LIBERAL ARTS is the home for the departments of
English, educational studies, history, political science, philosophy, religion, and
sociology/anthropology. In addition to departmental offices, the building contains
several classrooms and a computer lab. A full renovation of the building was
completed in 1997.

THE CENTER FOR NATURAL SCIENCE was completed in 1995. This sci-
ence laboratory and classroom building includes facilities for the departments
of biology, chemistry, computer science, mathematics, physics, and psychology.
Classrooms and lecture halls, faculty offices, and teaching, computer, and research
labs are organized around a central commons area. In addition to standard labo-
ratories, many sophisticated pieces of scientific equipment are available for use by advanced students, including a scanning electron microscope and a Fourier transform NMR.

THE MARK EVANS OBSERVATORY was completed in 1970 on the site of the former Behr Observatory. It houses a 16-inch Cassegrain telescope, physics department offices, a laboratory and a classroom. It is named in honor of a former Illinois Wesleyan trustee and offers students an introduction to the field of astrophysics.

MERRILL J. HOLMES ADMINISTRATION BUILDING, dedicated in 1960 in honor of the 13th President of the University, is built in the shape of a hollow cube with a patio at the center. It contains administrative offices and the business office.

McPHERSON HALL, completed in 1963 and named for the University's 10th president, is the home of the School of Theatre Arts. It contains a theatre seating 300, offices, classrooms, scene and costume shops.

THE ALICE MILLAR CENTER FOR THE FINE ARTS, completed in 1973, consists of The Joyce Eichhorn Ames School of Art; Presser Hall; a building for music and experimental theatre which adjoins Presser; and McPherson Hall, which houses the main theatre. The center is named in honor of the mother of Foster G. McGaw, whose generous gift helped to make the renovation and the new structures possible.

THE MUSIC BUILDING, adjoining Presser Hall, was constructed in 1973 and dedicated as part of the Alice Millar Center for the Fine Arts. The structure provides the School of Music with additional studios, rehearsal rooms, music laboratory, and recording facilities. One wing of the building houses an experimental theatre which is also equipped for dance instruction.

PRESSER HALL, home of the School of Music, was built in 1929-30. It was made possible by a challenge gift from the Presser Foundation of Philadelphia. Its auditorium contains a Schantz three-manual pipe organ, the gift of V. C. Swigart in memory of his wife. The 600-seat auditorium is named in honor of former Dean Arthur L. Westbrook. Other facilities include studios, practice rooms, classrooms, and listening rooms.

SHAW HALL was opened at the beginning of the college year 1954-55. It replaced in part the facilities lost when Hedding Hall burned, and is named in recognition of William Edward Shaw, President from 1939 to 1947. It contains classrooms and offices.

STATE FARM HALL opened for the 2013-14 academic year. On the third floor, the facility houses the departments of accounting and finance, economics, and business. The structure has a wide variety of instructional spaces, classrooms, and group study areas.

STEVenson HALL houses the School of Nursing. It was named for a Bloomington physician.

The Ames Library

The Ames Library faculty and staff are dedicated to serving the research and information needs of the Illinois Wesleyan University community. Strong
online and print collections support and enhance the university curriculum by providing access to resources from around the world. Library faculty promote information literacy and critical thinking skills by teaching the tools of scholarship, both in the classroom and by engaging one-on-one with students as they develop their work. The library also provides guidance with copyright and permission questions, and is actively engaged in teaching the ethical use of information. In keeping with the mission of Illinois Wesleyan University, The Ames Library fosters inquiry and the pursuit of knowledge, intellectual integrity, excellence in teaching and learning, and respect for diverse points of view.

The five-story, 103,000 square feet building provides a rich collection of books, journals, and multimedia materials online and in print format. These include access to approximately 100 on-line databases and over 100,000 scholarly journals online or in print. Digital Commons @ IWU provides access to thousands of exceptional student works, including our undergraduate research journals, the archives of the annual John Wesley Powell Undergraduate Research Conference, and Honors projects from across campus. Faculty articles and creative works, WGLT interviews, and speeches by the Kemp Award for Teaching Excellence are also included, providing a broad view of the academic and creative accomplishments in our campus community.

Library faculty offer individual consultation for research projects and class assignments during office hours and by appointment. They also engage with students in the classroom and through online learning environments, and are available to assist faculty with assignment development and assessment of student learning. The library is open over 110 hours per week, while digital collections and online research assistance and instructional resources are available 24/7 to IWU students and faculty wherever they live, travel, or study.

The library has seating for over 500 individuals in many different configurations. A large number of computer workstations are available, equipped with standard software for writing, creating presentations, or working with data, as well as discipline-specific software. The Information Commons has 24 workstations and the Instruction Lab, with 26 computers, is open for general use when not reserved for instruction sessions. There are additional computer clusters throughout the library. The library has collaborated with Information Technology Services to provide access to a number of media creation spaces, including the One-Button Studio, Podcast Studio, and Sound Stage.

The library offers a variety of facilities for group interaction, instruction, and study to best meet the needs of individual student research, group projects, or consultation with faculty. Located throughout the library are 16 group study rooms designed to provide quiet space for small study groups, meetings, or classes; and several reservable project rooms equipped with video/DVD, networked computers, and projection capabilities. Beckman Auditorium is fully equipped with network access, presentation software, and audio-visual equipment. The library services desk includes all circulation services including check-out options for media equipment such as digital cameras, video camcorders, GoPros, LCD projectors, and slide projectors; laptops and tablets, and device chargers are available for checkout as well. The library also provides access to color printing, poster printing and lamination. Located on the 3rd floor of the library, The Thorpe Center houses media creation spaces, computer and network assistance through the ITS Service Desk, service and repair for personal computers and laptops,
scanners and multimedia stations for image and digital video editing can also be found in Thorpe, along with assistance in integrating technology into presentations and projects.

The library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), a network of 134 Illinois college and university libraries whose on-line catalog provides access to more than 35 million volumes held by these academic libraries. Materials not owned by Illinois Wesleyan University, including books, journal articles and musical scores, are easily borrowed through our outstanding interlibrary loan program. The IWU ID card also allows admittance to these libraries in person. The library also belongs to the Center for Research Libraries, an international consortium of university, college, and independent research libraries, which provides IWU students and faculty with access to a wealth of rare and uncommon primary source materials from across the globe that are available for loan for up to a full semester.

In addition to the library's main holdings, the Tate Archives & Special Collections are housed in The Ames Library. This collection provides students and faculty of Illinois Wesleyan University with unique materials for reflection, study, and research. The archives document the history of Illinois Wesleyan University from 1850 to the present. Among the University special collections are the papers of former U.S. Congressman Leslie C. Arends, the Beat Writers collection, the John Wesley Powell collection, the William E. Schultz collection of editions of The Beggar's Opera and 18th-19th Century drama, and collections on the environment and ecology with special focus on the Midwest, including prose and poetry, organizational records, and manuscripts. The Bates & Merwin Reading Room, located on the 4th floor, houses the Minor Myers, jr. Honors Collection. The John Wesley Powell Collection of Pueblo Pottery is located on the entry level. The Ames Library opened in January 2002 and is named in honor of B. Charles Ames '50 and Joyce Eichhorn Ames '49. For more information please visit the library's web page, http://www.iwu.edu/library/.

Other University Buildings and Facilities

VELMA J. ARNOLD HEALTH SERVICES, established in 1941 and named in 1987 in honor of the founder and first University nurse, is located in the lower level of Magill Hall. IWU’s health services provides primary health care and appropriate professional referral services for students.

EVELYN CHAPEL, completed in 1984, is the center for campus religious activities and the location of the Office of Multifaith Engagement. It was named in honor of Mrs. Jack Sheean in recognition of her efforts as a member of the Volunteers for an Illinois Wesleyan Chapel and in appreciation for her philanthropic gifts.

FORT NATATORIUM, completed in 1988, was named in honor of G. L. Fort, class of 1877 and his children, Judge Arthur C., class of 1897 and Clare E., class of 1903. This eight lane 25 yard by six lane 25 meter swimming pool is equipped with one meter and three meter diving boards and a spectator seating area for 300.

HANSEN STUDENT CENTER occupies the former Memorial Gym, a building which opened in 1922 and honored Illinois Wesleyan University students who had lost their lives in World War I. Following a complete renovation, the Hansen Center opened in 2002. It features a large main-floor space which can be configured for performances
and special events. The Office of Student Involvement, University Bookstore, Student Senate, Fraternity and Sorority Councils, and Campus Activities Board are all located in the building. The Office of Student Involvement supports the Registered Student Organizations, Campus Activities, Fraternity and Sorority Life, 25Live, Leadership Programs, and oversight of the Hansen Student Center operations. Tommy’s Grill, offering food as well as recreation ranging from pool and darts to foosball, occupies the lower level. The building is named in honor of Tom O. Hansen ’82.

In the summer of 2020, the Hansen Student Center welcomed the Office of Diversity and Inclusion (ODI). ODI provides educational programming and support for the entire campus community. Core programs include the 3-D series, IMPACT Pre-O, the Peer Mentor Program, various trainings and workshops as well as community-based graduation ceremonies.

THE MULTICULTURAL CENTER is a space for student groups affiliated with the Office of Diversity and Inclusion to hold meetings, study sessions and social gatherings. Student groups not affiliated with ODI may also reserve space.

C. W. AND EMELIA KLEMM MEMORIAL WOODS, a 20-acre tract of virgin timberland located north of Hopedale, was given to the University by the will of Julius P. Klemm of Bloomington. It serves as a natural laboratory for students in the sciences.

MEMORIAL CENTER was dedicated in October 1947 as a memorial to the Illinois Wesleyan men and women who served in World War II. The Campus Safety and Conference Services (reservations) offices are located in the Center. It houses food service facilities, the Bertholf Commons (named for the fourteenth president), lounges, and a snack bar known as “the Dug Out.” The Multifaith Meditation Room is a quiet space available for students to use.

MINOR MYERS, jr. WELCOME CENTER, named in honor of IWU’s 17th President and dedicated in the fall of 2008, contains the Admissions Office and the Hart Career Center, named in honor of former President of the Board of Trustees Craig C. Hart.

SHIRK CENTER, opened in 1994, is named in honor of Russell Shirk, class of 1943, and his wife, Betty Shirk. The two-level, 135,344-square foot complex includes a performance arena (Dennie Bridges Court) that seats 2,000 spectators, an activity center with a 200-meter track, four multi-use courts for tennis, volleyball, basketball, and other sports, batting cages, a practice gym (Solberg Court), a training room, locker rooms, wellness center, classrooms, student lounge, Strength Center, and racquetball courts. In January 2016, the Shirk Expansion added an additional 20,000 square feet to the existing Shirk Center. New amenities included the Shirk Fitness Center, Niepagen Classrooms, a cycling studio, second athletic training room, five new locker rooms, and a large storage area. The Shirk Center has hosted six NCAA National Championship events in men’s and women’s basketball, women’s volleyball, and track and field. Fort Natatorium is attached to the Shirk Center, forming a comprehensive recreation and fitness center for use by all students.

WESN, Illinois Wesleyan’s radio station, began operation in May 1972. The stereo station, broadcasting on 88.1 FM, has studios in the basement of Kemp Hall. The transmitter is atop Ferguson Hall.
Residence Halls

BLACKSTOCK HALL, named in memory of Mrs. Mary Hardtner Blackstock, was first opened as a women's residence hall in 1937. Housing 32 men and women, this converted mansion with a home-like atmosphere remains a popular residence hall for Theatre Art students.

DODDS HALL, opened in 1970, Dodds Hall is named for Glenn W. Dodds, '26. This four-story hall has a capacity of 80 and offers a suite-living concept in a fully carpeted, air conditioned setting.

DOLAN HALL, erected in 1955, accommodates 124 students. Named in honor of Ned. E. Dolan, a long-time member and president of the Board of Trustees, Dolan Hall has double-occupancy rooms and both formal and recreational lounges.

FERGUSON HALL, erected in 1963, was named in honor of Dr. Wilbert Ferguson and his daughter Constance, both of whom served on the faculty for many years. This seven-story, high-rise facility has a capacity for 149 students. On each residential level, Ferguson is connected to Munsell Hall by a lounge incorporating social space and a kitchen area.

GULICK HALL, built in 1956, accommodates 149 co-ed students. Named in honor of Mrs. Anna Gulick, a long-time resident of Bloomington and generous friend of the University, the hall has housed men and women students over the years.

HARRIETT FULLER RUST HOUSE completes the Dodds/Dolan/Magill housing quadrangle and was named after Harriett Fuller Rust, a beloved trustee and benefactor of the University. This four-story coed hall features suites to accommodate 4, 6 or 8 students for a total capacity of 118 men and women in spacious double rooms. The building is equipped with four fireplace lounges, a study room, a baby grand piano, four common-area kitchens, a recreation room, and two two-story suites.

KEMP HALL. A former mansion constructed in 1903, Kemp Hall was acquired by IWU in 1912 and has served the University in a variety of functions, including that of a residence hall. It has a capacity of 28 men and women.

MAGILL HALL, constructed in 1948, was named in honor of Hugh S. Magill, Class of 1894, and his brother S. Lincoln Magill. This three-story building of 103 men and women provides large double-occupancy rooms.

MUNSELL HALL, another seven-story high-rise, accommodates 195 students. Munsell Hall was named for Oliver Spencer Munsell, President from 1857 to 1873, and his brother, Charles W. C. Munsell. On each residential level, Munsell is connected to Ferguson Hall by a lounge incorporating social space and a kitchen area.

PFEIFFER HALL. Erected in 1948, Pfeiffer Hall has a capacity of 118. This three-story hall, named in honor of Annie Merner Pfeiffer, a generous benefactress of the University, provides predominantly double-occupancy rooms. Large rooms, comfortable lounges and its physical connection to the Memorial Center have contributed much to the popularity of this residence hall.
ADMISSION TO THE UNIVERSITY

Illinois Wesleyan University welcomes applications from students who seek a challenging, broad based collegiate education. Students who wish to pursue professional studies or fine arts within a liberal arts setting, will find Illinois Wesleyan especially appealing.

All applications for admission are reviewed on an individual basis. The criteria used in evaluating an applicant's qualifications are outlined in the following sections. Illinois Wesleyan University maintains high academic standards and competition for admission is keen. Qualified applicants may be accepted for either semester.

Financial aid is available to those with demonstrated need, and information regarding the University's financial aid program may be found in the Financial Aid section of this Catalog. Illinois Wesleyan University does not discriminate on the basis of race, religion, gender, sexual orientation, disability, national origin, or any factors without bearing on academic success.

ADMISSION CRITERIA AND POLICIES

The University includes a College of Liberal Arts, a College of Fine Arts consisting of three schools (art, music, and theatre arts) and a School of Nursing. Each college or school has its own emphasis, and for this reason different strengths and abilities are considered by those reviewing the credentials of candidates for admission to the various disciplines.

Applicants are advised to complete a minimum of 15 units of secondary school credit. A college preparatory curriculum consisting of the following is strongly recommended but not required:

- English – four units (years)
- natural science – three units (years) with at least one of physical and one of biological science, both with laboratory experience
- mathematics – three units (years) (intermediate algebra is desirable)
- foreign language – three units (years) of the same language
- social science – two units (years)

All candidates for admission are required to take the SAT or the ACT. Registration packets for these tests are available online at www.collegeboard.org and www.act.org and in high school guidance offices.

Beginning in 2021, a test-optional path for admission to IWU will be offered. In lieu of the test score, an interview with an Admissions Counselor and an essay will be required. The essay will be prompted in the application.

An applicant holding a high school diploma granted on the basis of the USAFI General Education Development tests will be considered for admission if the test scores indicate college aptitude.

The Admission Process

To complete the admission process all students should submit the following required materials directly to the Illinois Wesleyan Admissions Office:

1. Submit an application online at www.iwu.edu/apply or through the Common Application at www.commonapp.org
2. Submit an official transcript of high school credits including grade point average, rank in class, if available, and SAT or ACT scores to the Admission
Transfer applicants must have SAT or ACT scores and transcripts of high school and all previous college work on file. All transcripts must be sent directly from the registrar of the institutions concerned.

3. All applicants must submit at least one teacher evaluation form or letter of recommendation. For students using the Common Application, the evaluation that is part of the School Report serves as the required recommendation, although other recommendations can be submitted through a Common Application account or by regular mail.

4. Applicants for admission to the School of Music, School of Art and School of Theatre Arts must audition, interview, and/or present a portfolio, depending on degree track.

5. Completed applications are reviewed by the Dean of Admissions. The Dean of Admissions may approve those which are clearly acceptable; those which are not are referred to the Admissions Committee for comprehensive, individual consideration.

6. Notice of the admission decision is sent to the applicants. Students admitted to the University will be sent an admissions packet with next-step information.

7. To accept an offer of admission, applicants must submit a $350 non-refundable enrollment fee to the Admission Office.

8. The health information form, completed by the applicant's physician, must be sent to the Health Service Office before a student will be permitted to complete registration for classes.

**College of Liberal Arts**

Major emphasis being placed on academic achievement, the following criteria serve as a basis for evaluation of candidates for admission to the College of Liberal Arts:

1. Fifteen academic units within the areas of English, foreign language, mathematics, laboratory science and social science.
2. Rank within the top 30 percent of the class, or have a minimum 3.0 cumulative grade point average based on a 4.0 scale.
3. Results of the SAT or the ACT showing comparable aptitude.
4. Required writing sample.
5. Teacher evaluation or letter of recommendation.
6. Student activities.

**School of Nursing**

In addition to the guidelines stated for entrance in the College of Liberal Arts, candidates for admission to the School of Nursing should have completed, upon graduation from high school, a minimum of one year each of biology, chemistry, algebra, and geometry.

The School of Nursing has specific guidelines for assessing nursing skills required in the profession. All applicants and students may obtain the guidelines by requesting a copy of the School of Nursing Handbook from the Director of the School of Nursing.

**College of Fine Arts**

Academic standards in the Schools of Art, Music and Theatre Arts are the same as those in the College of Liberal Arts. In addition to the academic requirements listed previously in the Admission Process portion of this Catalog, applicants may be required to audition or submit a portfolio for review as part of the application process. The specific requirements vary by school and degree desired and are detailed below. Transcripts of high school or college work must be in the Admissions Office prior to the audition in music or theatre arts or
the presentation of the art portfolio. Information regarding audition or submission dates and other details may be obtained from the Admissions Office.

School of Art

Candidates pursuing a Bachelor of Arts degree in Art or a minor in Art are not required to submit a portfolio for admission to the School of Art. Candidates pursuing a Bachelor of Fine Arts degree in Art, transfer students, and students seeking talent awards are required to submit a portfolio for review. Digital portfolios can be uploaded during the application process or submitted directly to the Director of the School of Art. A student who has had an extensive background in art may seek advanced placement by presenting a portfolio for evaluation by the art faculty.

School of Music

A performance audition is required of all students for admission to the School of Music. The faculty of the School of Music evaluates each performance to determine the candidate's musical ability and potential. Candidates must audition on a principal instrument or voice; it is permissible to audition on more than one instrument. Please check with the School of Music for specific audition requirements, by instrument.

School of Theatre Arts

Depending upon the applicant’s desired area of emphasis, the School of Theatre Arts requires the following of all students applying for admission to the Bachelor of Fine Arts (BFA) programs: a performance audition and/or a portfolio presentation, as well as an interview. Students wanting to be considered for the BFA in Acting should prepare monologues from two contrasting plays. Those pursuing the BFA in Theatre Design and Technology are required to present a portfolio that includes examples of the student's progress in the graphic arts. While drawings, renderings or photographs dealing specifically with theatre are helpful, the portfolio may include any art work representative of the student’s progress, including drawings, paintings and sculpture. Students wanting to be considered for admission to the BFA program in Music Theatre will be asked to present at least two contrasting music theatre songs and two contrasting monologues. A dance audition will complete the required components of the Music Theatre audition.

Admission of Transfer Students

A student who has attended another collegiate institution may not apply on the basis of the high school record alone. Such students may apply only as transfer candidates. Transfer students seeking admission to the four professional schools (art, music, nursing and theatre arts) must meet the special admission requirements of these schools in addition to the general requirements for transfer listed below:

1. High school transcript or the equivalent and standardized test scores (SAT or ACT).
2. One teacher evaluation or letter of recommendation.
3. Academic record from all other institutions of higher education that have been attended. A transfer applicant must have been classified as a student in good standing at the last institution attended.
4. Cumulative transfer grade point average of not less than 2.5 based on a four-point scale (A=4.0). An average above 2.5 does not guarantee acceptance. Refer to the Credit for Work External to Illinois Wesleyan section of this Catalog for more detailed information concerning the transfer of credits. See also other special policies for the transfer of credits and admission of transfer students found in other parts of this chapter and in the Academic Program chapter.
Advanced Placement (AP) and International Baccalaureate (IB)

Illinois Wesleyan subscribes to the purposes and procedures of the Advanced Placement Program of the College Entrance Examination Board. Refer to the section Credit by Examination in this Catalog for details concerning the University's policies governing Advanced Placement, International Baccalaureate, and other opportunities for credit by examination.

Early Admission

Under the University's Early Admission Program, exceptionally capable high school students may be accepted and enter the University prior to receiving a high school diploma. This affords the mature student an opportunity to accelerate the educational process without shortening the vital undergraduate college years. Students may wish to make special arrangements for obtaining the high school diploma, and in these cases Illinois Wesleyan will cooperate with the local school district involved. Early admission ordinarily is granted during the student's sixth semester of high school.

International Students

Applications from international students are welcomed by Illinois Wesleyan University. In addition to fulfilling the regular admission requirements, students whose native language is other than English are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. ETS Centers are located in all major cities. English competency testing through the International English Language Testing System (IELTS) and Duolingo English Test are also accepted. Competence in English must be established prior to acceptance.

Application materials should include the following:
1. Official school transcripts showing a secondary school/college background that would indicate a high probability of success at Illinois Wesleyan both in terms of grades received and types of courses completed.
2. An official score report of either the SAT or ACT is required for admission, as well as scholarship consideration.
3. TOEFL, IELTS, or Duolingo English Test scores are required for students whose first language is not English. A minimum IELTS 6.5 band score or TOEFL score of 80 iBT (Internet-based). A minimum Duolingo English Test score of 71% is required. Official scores should be sent directly from the testing agency. Scores more than two years old will not be accepted.
4. At least one letter of recommendation, in English, from a teacher who can attest to your academic ability and English language ability in terms of reading comprehension, listening and speaking.

Admission to Illinois Wesleyan University is competitive. Therefore, it is in your best interest to complete your admission application as early as possible.

Readmission

Former Illinois Wesleyan students seeking readmission may complete an application form through the Registrar's Office. If the student has completed course work while away from campus, transcripts for all work must accompany the application for readmission.

Veterans

Applications from veterans of the armed services are given special consideration by the University. However, admission criteria for such applications are the same as those used in evaluating the applications of others.
FINANCIAL INFORMATION

2020-2021 TUITION, ACTIVITY FEE, ROOM AND BOARD

The Comprehensive Fee for the academic year includes the fall and spring semesters and the opportunity to enroll in the optional May Term. Charges are billed at 50% for each semester. Students who are enrolled full-time for the entire previous academic year may enroll in a May Term course for an additional $726 fee. Students who were not enrolled full-time for the entire previous academic year may enroll in a May Term course and will be charged the part-time tuition rate. There is no additional room or board charge for students enrolled in the May Term who resided in University residence halls and participated in the board plan during the entire previous academic year. Tuition covers only about eighty percent of the overall educational services provided by the University; the balance is provided by income from the endowment and gifts to the University.

<table>
<thead>
<tr>
<th></th>
<th>Full Year</th>
<th>Semester Only</th>
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<tbody>
<tr>
<td>Tuition for all regular undergraduates</td>
<td>$51,132</td>
<td>$25,566</td>
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<tr>
<td>Room (double occupancy)</td>
<td>7,414</td>
<td>3,707</td>
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<tr>
<td>Board</td>
<td>4,426</td>
<td>2,213</td>
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<tr>
<td>Student Senate Activity Fee</td>
<td>204</td>
<td>102</td>
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<tr>
<td><strong>Total Comprehensive Fee</strong></td>
<td><strong>$63,176</strong></td>
<td><strong>$31,588</strong></td>
</tr>
</tbody>
</table>

May Term room and board charges for students who did not reside in University housing: Room $213; Board $402.

Other tuition-related charges are as follows:

- May Term Fee $726
- IWU Spain Program Fee TBD for the semester
- Auditing Fee $1,610 per course unit

Part-time Tuition (Applies to students enrolling for less than three course units in one semester): $6,392 per course unit
- For X courses $1,598 per course
- For Y courses $799 per course
- Summer Enrollment Tuition $1,598 per course unit

Applied Music Lessons $556 per semester

For full time students who are not majoring in music, for extra lessons* for music degree candidates and for part-time students:

*Extra lessons include all additional minor instruction beyond that actually required by a particular music degree program.
NOTES:

Room rates in The Gates are $2,510 more per academic year.
Room rates in Harriett Fuller Rust House and East Street Apartments are $1,500 more per academic year.
Single occupancy rooms cost an additional $1,296 per academic year.
Super-singles are $2,510 additional per academic year when available.
Room and board charges for students residing in fraternity or sorority houses not owned by the University are established by the individual houses.
Part-time tuition in the School of Music is for classwork only; applied music lessons are charged at the fees stated above.

Payment of Charges

Two installment plans are available, a 2-Payment Plan (1 each term) and a 10-Payment Plan (5 each term). Students who do not select the 1-payment per term option shall automatically be placed on the 5-payment per term plan. You may, however, pay your account in full at any time. International students are placed on the 1-pay per term for their first semester as a student. Thereafter, they may choose to pay in 1-payment per term or 5-payments per term.

Statements are generated on or about the 15th of each month and due the 30th of the same month for those on the 10-Payment Plan (5 per term) with June 15th being the first statement of the academic year for everyone. For those on the 2-Payment Plan, (1 per term) payments are due July 30th and December 30th.

Specific financial aid information may be obtained from the Financial Aid Office. Specific information regarding the monthly statements may be obtained from the Business Office. Information regarding room and board is obtained from the Office of Residential Life (ORL).

Consequences of Non-Payment

A LATE PAYMENT FEE equivalent to one percent of the unpaid balance each month may be charged to a student's account for any balance remaining in arrears.

REGISTRATION for another semester is not permitted until a student has fully paid all charges for the preceding semester.

NO TRANSCRIPTS of academic record are issued and no diploma issued to a student who has not discharged all financial obligations to the University. (See Student Financial Responsibility Agreement)

Policy on Withdrawal and Enrollment Changes

Adjustment of tuition, room and board charges are made only upon official withdrawal from the University. Students who officially withdraw before the 60% point of the semester at IWU will receive a pro-rata adjustment to their charges and IWU financial aid for the term of enrollment based on their official withdrawal date. Federal financial aid will be adjusted based on student's last day of class attendance. The full semester charge will be assessed to those who withdraw beyond the 60% period of attendance.

No adjustment is made if a student changes from full-time to part-time status after the last day to add a class in the fall or spring semesters.

Students who receive Federal assistance or merit-based awards will have that
aid prorated according to a refund policy mandated by the 1998 amendments to the Higher Education Act of 1965.

When tuition and room adjustments are authorized, they are made according to the following schedule:

The total number of calendar days of enrollment prior to withdrawal (up to 60% of the semester) will be divided by the number of calendar days in a regular semester. Withdrawal after the 60% point in the semester will mandate 100% of the semester’s charge.

**Student Financial Responsibility Agreement**

*The Student Financial Responsibility Agreement (SFRA) informs Illinois Wesleyan University students of the financial responsibilities associated with enrolling for classes and provides valuable information pertaining to payment of tuition and fees, delinquent accounts, financial aid and methods of communication. It also explains the potential consequences that may be taken if a student fails to meet those obligations.*

**Payment of Fees/Promise to Pay**

I understand that when I register for any class at Illinois Wesleyan University or receive any service from Illinois Wesleyan University, I accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of my registration and/or receipt of services. I further understand and agree that my registration and acceptance of these terms constitutes a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which Illinois Wesleyan University is providing me educational services, deferring some or all of my payment obligation for those services, and I promise to pay for all assessed tuition, fees and other associated costs by the published or assigned due date.)

I understand and agree that if I drop or withdraw from some or all of the classes for which I register, I will be responsible for paying all or a portion of tuition and fees in accordance with the Illinois Wesleyan University Withdrawal and Enrollment Changes Policy www.iwu.edu/withdrawal.

I have read and agree to the terms and conditions of the Withdrawal and Enrollment Changes Policy. I further understand that my failure to attend class or receive a bill does not absolve me of my financial responsibility as described above.

**Delinquent Account/Collection**

Financial Hold: I understand and agree that if I fail to pay my student account bill or any monies due and owing Illinois Wesleyan University by the scheduled due date, Illinois Wesleyan University will place a financial hold on my student account, preventing me from registering for future classes, obtaining transcripts, or receiving my diploma.

Late Payment Charge: I understand and agree that if I fail to pay my student account bill or any monies due and owing Illinois Wesleyan University by the scheduled due date, Illinois Wesleyan University will assess late payment and/or finance charges at the rate of 1% per month on the past due portion of my student account until my past due account is paid in full.
Collection Agency Fees: I understand and accept that if I fail to pay my student account bill or any monies due and owing Illinois Wesleyan University by the scheduled due date, and fail to make acceptable payment arrangements to bring my account current, Illinois Wesleyan University may refer my delinquent account to a collection agency or attorney. I further understand that if Illinois Wesleyan University refers my student account balance to a third party for collection, a collection fee will be assessed and will be due in full at the time of the referral to the third party. The collection fee will not exceed the maximum amount permitted by applicable law. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, I shall also be responsible for any costs associated with the lawsuit such as court costs or other applicable costs. Finally, I understand that my delinquent account may be reported to one or more of the national credit bureaus.

Communication
Method of Communication: I understand and agree that Illinois Wesleyan University uses email as an official method of communication with me, and therefore I am responsible for reading the emails I receive from Illinois Wesleyan University on a timely basis.

Contact: I authorize Illinois Wesleyan University and its agents and contractors to contact me at my current and any future cellular phone number(s), email address(es) or wireless device(s) regarding my delinquent student account(s)/loan(s), any other debt I owe to Illinois Wesleyan University, or to receive general information from Illinois Wesleyan University. I authorize Illinois Wesleyan University and its agents and contractors to use automated telephone dialing equipment, artificial or pre-recorded voice or text messages, and personal calls and emails, in their efforts to contact me. Furthermore, I understand that I may withdraw my consent to call my cellular telephone using automated telephone dialing equipment by submitting my request in writing to busnoff@iwu.edu or in writing to the applicable contractor or agent contacting me on behalf of Illinois Wesleyan University.

Updating Contact Information: I understand and agree that I am responsible for keeping Illinois Wesleyan University records up to date with my current physical addresses, email addresses, and phone numbers by going to my.iwu.edu, selecting Banner Self Service and updating my address under the personal information menu. Upon leaving Illinois Wesleyan University for any reason, it is my responsibility to provide Illinois Wesleyan University with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to Illinois Wesleyan University in writing at busnoff@iwu.edu.

Entire Agreement
This agreement supersedes any previous understandings, representations, negotiations and correspondence between myself and Illinois Wesleyan University regarding the specific terms and conditions contained in this agreement, and cannot be modified or affected by any course of dealing or course of performance. This agreement may be modified by Illinois Wesleyan University if the
modification is signed by me (electronically or otherwise). Any modification is specifically limited to those policies and/or terms addressed in the modification. This agreement shall be governed by and construed under applicable federal law and the laws of the State of Illinois. If there is any suit, claim, action or proceeding arising out of or relating to this agreement, the parties expressly agree that jurisdiction and venue shall be properly fixed in McLean County, Illinois.

**Ninth Semester Tuition for Student Teaching**

Students seeking education certification, who will have completed at least seven three-hundred level courses, and will have met all other IWU graduation requirements within the four years that they have attended IWU, with the exception of their student teaching course (EDUC 490, and 491, 492, 493, 494, 495, or 496) will be eligible to receive a reduced tuition charge if they successfully complete their student teaching during their 9th semester at the University. Qualifying students will be charged the equivalent of one course unit of regular tuition. This benefit applies only to students who have not previously enrolled in student teaching. In order to be considered, students must apply to the ninth semester tuition reduction program no later than March 1st of their senior year. Applications are made to the chair of the Educational Studies Department. Students who participate in the Urban Education Program are not eligible to participate in this program. Students who qualify for reduced tuition charge will not be eligible for institutional funds but can still qualify for government funds.

**Meal Plans**

Enrollment in a meal plan is mandatory for all students residing in University residence halls, including University owned fraternity houses. All other students may elect to enroll in one of the plans. Students may select the meal plan that best meets their lifestyle needs. The meal plans include a block of meals and “munch money” each semester. Students select the number of meals in their block for the semester and each time a meal is consumed, a meal from the block is deducted. “Munch money” can be used to purchase snacks, coffee and smoothies, or food considered outside the meal. The meal plan allows IWU students to eat when and where they choose, but requires responsibility on the part of students to budget their block.

Meal plan changes may be made prior to the beginning of the semester in accordance with established deadlines. In the rare instance that a student depletes the meal block before the end of the semester, additional meals can be purchased at cost through the food service office.

A student on a special diet by doctor’s orders or due to religious reasons can arrange for meals to meet these needs by seeing Health Services. A student who finds it necessary to obtain a box lunch due to class conflict or work schedule should contact food service.

**Special Purpose Fees**

*Late Schedule Change Fee* .......................................................... $25

Required of each student who requests and obtains special approval or changes in his or her course schedule after the established deadlines for adding or dropping courses and/or ACE designations. The fee is assessed per course
and is intended to offset the costs incurred through special handling and manual processing of records.

*Matriculation Fee* .............................................................. $350

Required of all new students, the matriculation fee covers orientation program expenses, as well as costs related to establishing the student's permanent records.

*Records Fee* .............................................................. $10

Charged for each official transcript and for each set of official credentials. Transcripts are normally mailed within three working days when possible; for expedited service there is an additional fee.

*Copyright Packet Fee*

Students enrolled in a course that requires a packet of published materials in lieu of a textbook will be charged for the cost of the packet. These packets vary in cost, based upon the selections of copyrighted materials by the class instructor. The University is abiding by copyright laws in order to supply students with these publications.

*Special Course Fee*

A very small number of courses, such as physical education courses, or some May Term courses, using commercial facilities, require special fees. These charges are indicated in the individual course descriptions and enrollment in such courses is entirely voluntary.

*Residence hall room cancellation fee* ........................................... $250

Each spring, students determine their living arrangements for the following year. Students who initially choose to return to the residence halls and select a residence hall space, but then later cancel that space may incur a $250 room cancellation fee. Students who wish to avoid the charge may remain on wait lists or unassigned for a specific room until they are sure of their plans.

*Off-campus late application fee* .............................................. $250

Students who submit an off-campus housing application after May 15 for the following fall term, or after December 1 for the following spring term may incur a $250 late application fee.

*Early arrival/late departure fee* ................................................. $50/night

Students who return to campus before the published dates for the opening of residence halls for a particular term or who depart after the published dates for closing of residence halls for a particular term will be charged $50 each night their space is occupied by themselves or their belongings.

*Residence Hall Activity Fee* .................................................. $15/semester

Students living in residence halls are required to pay a residence hall activity fee of $15 per semester, as established by the Office of Residential Life. This fee is billed directly to student accounts by the Business Office. The residence hall activity monies are used to fund Residential Life Staff programs throughout the year. These programs are designed to provide intentional social and educational opportunities for students living in the residence halls.
**Residence Hall Damage**

Students living in residence halls are assessed for individual room and common area damages as determined by the Office of Residential Life. Damages are billed directly to the student accounts by the Business Office.

**Lab Damages**

Some courses which employ breakable equipment assess fees for damage incurred during the semester.

**Sickness and Accident Insurance**

The University believes that it is very important for every student to have medical insurance and makes available to full-time students a group insurance plan which provides benefits in the event of injury or sickness. Consequently, participation in the group insurance program is required and is automatic unless a waiver is received by the stated deadline. The waiver must include the present insurance carrier with identifying policy number of a plan providing similar coverage for the student. An annual online waiver is required; however, if waived, any change to the student's health insurance coverage must be reported immediately to the Business Office. In the absence of a waiver, the premium is added automatically to the charges for the student. The annual cost for the 2020-2021 academic year is $1,917.00.

Coverage is on an annual basis, for twelve months from August 15, including all vacation periods. NAFSA regulations require all international students to have mandatory health insurance as well.

Exact policy conditions of coverage are sent to each student and/or parent along with other University financial information. Further information regarding the sickness and accident insurance program may be obtained by contacting the University Business Office or Arnold Health Services.

The University provides, at no cost to the student, secondary accident insurance. Special athletic injury insurance is also provided to all students participating in intercollegiate athletics and is also at no cost to student or family. It is the students’ responsibility to obtain and file a claim form. Further information about athletic injury insurance and claims related to athletic injuries can be obtained from Athletics.

**FINANCIAL AID**

The University will arrange a financial aid proposal according to federal methodology on behalf of any domestic student who anticipates fall or spring enrollment. We must emphasize, however, that the primary responsibility for financing the cost of higher education lies with the student and his or her family. Eligibility for need-based assistance is calculated by determining the expected family contribution and subtracting this amount from the budgeted cost of attending Illinois Wesleyan. These need-based awards are supplements to, and not replacements for, the family’s obligation regarding financing the student's education.

Financial aid is a term used to cover all types of need and merit-based financial assistance. Grants, awards, scholarships, loans, and part-time employment
may potentially be included with the award notice. All assistance received from private scholarship donors must be reported to the University's Financial Aid Office.

**Changes in Financial Aid Policies**

Policies which govern need-based and merit-based financial assistance can and do change from time to time due to state and federal requirements and also as a result of Illinois Wesleyan's efforts to serve students. In this regard, the following policies apply to current and entering students. Changes in these policies which occur after the date of this publication may be obtained from the Financial Aid Office. All awards, whether need-based or merit-based, are subject to the policies in effect for the year of attendance to which they relate.

Each student's eligibility for assistance is considered individually by the University's Financial Aid Office. Any student attending the University full-time during the academic year may apply for institutional financial assistance.

It is the responsibility of the Office to use the information provided by the student and his or her family to determine eligibility and amounts of assistance as well as what combination of grant, loan or job would be best suited to meet that eligibility.

In addition to the qualifications listed above, financial assistance is based on the following conditions:

1. A student must be a U.S. citizen or an eligible non-citizen as defined by the Free Application for Federal Student Aid (FAFSA) to be considered for federal, institutional and state need-based assistance through the FAFSA. A student who is not eligible to file the FAFSA can file a CSS PROFILE through College Board to be considered for institutional assistance beyond the IWU academic scholarship.

2. All student need-based financial aid applications are reviewed prior to the conclusion of each academic year. Returning students must submit the IWU returning student financial aid application and the Free Application for Federal Student Aid each year for institutional aid. Only the FAFSA is needed for government aid. Gift assistance provided by the University may be altered or cancelled in the event an applicant receives additional grants, awards or scholarships which would exceed the University's charge for tuition, fees, room and board or eligibility for assistance.

3. All applications from new students who have applied for admission prior to January 1 should be submitted by November 1 for the fall semester. Returning students should also submit financial aid applications by November 1, with award announcements coming after June 1st. Students who apply for assistance for the spring semester only must submit applications by December 1st. Renewal of assistance for currently enrolled students will be based on the availability of funds if the FAFSA is submitted after the above deadline dates.

4. A student's merit-based or need-based financial aid program normally covers one academic year, with half the amount credited to his or her account for the fall term, and half the amount credited for the spring term. Additionally, all merit-based or need-based gift assistance awarded to a student from University, private, State or Federal resources must be credited directly to the student's Business Office account.
5. A student must be enrolled full time and maintain satisfactory academic progress in order to receive a scholarship, grant, or award through the University. Awards will be prorated in relation to University charges in the event of withdrawal during the academic year.

6. Students who hold a baccalaureate degree will not be eligible for aid.

7. Students must be enrolled for a minimum load of 3.75 course units per semester to receive a maximum consideration for MAP Grant from the Illinois Student Assistance Commission.

Seniors completing their graduation requirements during the fall or spring term who are not enrolled full time should review their eligibility with the Financial Aid Office.

8. Students who do not live in University-approved housing or who live at home during the academic year may see a reduction of their IWU funds.

9. Financial aid which has not been disbursed by the last day of classes for the semester will be removed from the student's package of assistance; funds withdrawn will be due and payable to the University by the student. IWU will not provide off-setting assistance to those students who could have, but failed, to make the appropriate application for any private, State or Federal assistance.

Scholarships and Grants-In-Aid

- **Illinois Wesleyan**

  The largest source of gift aid is derived from friends of Illinois Wesleyan University who have provided funds for worthy students who need assistance. The funds are administered by the Financial Aid Office, keeping in mind the total need of the entire student body in relation to the aid available. Merit-based aid awarded by the University is valid for the discounting of assessed tuition. The various classes of grants, awards and scholarships are listed below:

  ALUMNI SCHOLARSHIPS are granted to those entering students who, on the basis of their high school academic performance, recommendations, testing, and extracurricular activities, indicate outstanding promise to significantly contribute to the vitality of the Illinois Wesleyan University community. A student must be enrolled full time, maintain a 3.0 cumulative grade point average, and achieve satisfactory academic progress to retain these four-year scholarships.

  INTERNATIONAL STUDENT AWARDS are granted to international students for study on-campus at Illinois Wesleyan in the belief that they will make significant contributions to the University community. These awards consider many qualities in a student's background, some of which are: prior academic performance, recommendations, testing, and/or artistic talent in music, art, or theatre arts. A student must be enrolled full time, maintain a 3.0 cumulative grade point average, and achieve satisfactory academic progress to retain these scholarships. Scholarships are renewable each year for a maximum of 4 years or until a student has earned credit equivalent to a Bachelor of Arts degree. International students also may be offered a combination of loan and/or job only on the basis of merit.

  ALUMNI FINE ARTS SCHOLARSHIPS are available to entering students in the Schools of Music, Art, and Theatre Arts. Recipients must be enrolled full
time in a major within the school for which they received the scholarship and maintain a specified cumulative grade point average to retain these four-year scholarships.

IWU need-based grants are awarded in amounts varying with need. The process begins by completing the IWU financial aid application or the College Board's Profile. When the student has been accepted for admission, either of these forms will become his or her application for financial assistance. Renewals are available if satisfactory academic progress is maintained and financial need is evident. Application for renewal is made to the Illinois Wesleyan Financial Aid Office.

- **State of Illinois**

  MONETARY AWARD PROGRAM (MAP) GRANTS are awarded non-competitively, requiring that the candidate be accepted or enrolled at an approved Illinois college or university have a certain demonstrated need and be a legal resident of the State of Illinois. A Free Application for Federal Student Aid or a RISE Act/Alternative Application must be submitted to establish the factor of need and should be submitted as soon as possible. In order to qualify for a grant, a student must be a legal resident of the State of Illinois. For maximum consideration a student needs to be enrolled in 3.75 units or more.

- **Federal Government**

  FEDERAL PELL GRANTS supported by the Federal government are available to students who demonstrate significant financial need. Amounts range from $639 to $6,345. Students who enroll for less than 3 course units per semester must contact the Financial Aid Office regarding award eligibility.

  FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS supported by the Federal government are also available to students from families with significant financial need who would not be able to attend college without this assistance. Amounts range from $200 to $4,000. The awarding of these grants is based on established financial need, availability of Federal funds, and satisfactory academic progress.

**Student Employment**

The Student Employment Office assists students with employment opportunities. Priority for on-campus jobs is given to those students who demonstrate a financial need through the Free Application for Federal Student Aid.

The University participates in the Federal College Work-Study Program to aid those who could not enroll without financial assistance. The awarding of work-study is based on the availability of Federal funds and satisfactory academic progress.

**Loan Funds**

The Financial Aid Office has information about Federal, University and private student loan funds. These programs make possible low-cost financing of college expenses and constitute an important source of assistance. Students who wish to make application for a loan from any of the available funds listed below must first complete the University’s application for assistance or the
THE FEDERAL STAFFORD LOAN PROGRAM provides assistance for educational expenses through the student’s chosen lending institution. Students may borrow up to $5,500 for the first year of undergraduate study, $6,500 as a sophomore, and $7,500 for each of the last two years. The aggregate limit of borrowing at the undergraduate level is $31,000. The most current information about interest rates and origination fees is available at the Financial Aid website.

THE PARENT LOAN FOR UNDERGRADUATE STUDENTS can be used to replace the expected family contribution toward the total cost of the student’s education, regardless of the family’s adjusted gross income. Application for this assistance may be made through studentloans.gov. Parents of dependent undergraduate students may borrow through this loan program subject to credit approval. Loans may be extended up to the cost of education minus other aid. Additional information concerning the program may be obtained from the Financial Aid website.

THE NURSING STUDENT LOAN FUND is available to any full time student who is enrolled in the University’s School of Nursing. Based on established financial need, a student may borrow up to $3,300 for each of the first two years through this program and a total of $17,000 may be borrowed over the four year period of enrollment. Loans are interest-free until nine months after separation from the University. Students have up to 10 years to repay the loan at 5.0%. Loans will be approved according to the availability of Federal funds and student satisfactory academic progress.

THE ILLINOIS WESLEYAN LOAN FUND may be offered to any student enrolled full time at the University who demonstrates financial need. The maximum amount which may be borrowed according to need within an academic year is $4,000, with no charge for interest until six months after the date the borrower ceases to be enrolled as a full time student at Illinois Wesleyan. Loan approval is contingent upon the availability of funds. The current interest rate upon leaving the University is 8.0%.

Standards for Satisfactory Academic Progress

Federal and State financial aid programs mandate that Illinois Wesleyan maintains standards for determining the satisfactory academic progress of its students receiving such aid. These standards are distinct from those used to determine good or probationary academic standing, or disqualification from attendance at the University.

Each academic year a student is enrolled in study, he or she must successfully complete a reasonable number of courses, which would indicate reasonable progress toward completion of all degree requirements within five academic years (ten semesters) of full-time enrollment.

While these Federal and State standards allow for completion of degree requirements over five years, Illinois Wesleyan University expects students to complete their degrees within four years and academic programs are designed to meet this four year goal.
**Satisfactory Academic Progress Requires:**

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Students who transferred into IWU will also have to have successfully completed over 75% of the attempted classes at IWU. All of this will be reviewed at the end of spring semester.

In extraordinary circumstances financial aid may be continued even though the above standards have not been met. This requires that the student demonstrate in a written statement that undue hardship contributed substantially to the student’s failure to make satisfactory academic progress. Further information on this procedure may be obtained by contacting the University’s Financial Aid Office. More detailed information can be found at this link: https://www.iwu.edu/financial-aid/consumer-information.html#standards

**Illinois Wesleyan Parents Association Grant Program**

A student may receive a Parents Association Grant according to demonstrated financial need in the event of death or total and permanent disability of the parent who is primarily responsible for the student’s welfare and meets the Federal need-based guidelines for the determination of the student’s support. Qualified applicants who receive private, State, or Federal gift assistance must first use these sources of aid to meet any portion of their demonstrated eligibility for the Illinois Wesleyan Parents Association Grant. The appropriate filing deadline must be met to receive full consideration for this award. Illinois Wesleyan parents cooperate with the University in this project so that no student will be compelled to withdraw for reasons of financial need. Inquiries regarding an Illinois Wesleyan Parents Grant will be given consideration if the occurrence of this event takes place during the student’s full time enrollment at the University. Application may be made to the Financial Aid Office and must include evidence of demonstrated financial need.

**Independent Student Status**

Eligibility for status as an independent student with regard to Federal and State assistance is currently determined by federally-mandated criteria as indicated on the Free Application for Federal Student Aid (FAFSA).

A student considered an independent on the FAFSA may not necessarily be considered an independent for University assistance. In those situations, Illinois Wesleyan will still require parents income and assets in awarding University funds.
**Financial Aid for Study Abroad Programs and May Term**

Both need-based and merit-based financial assistance provided by Illinois Wesleyan may be applied toward one fall or spring semester of University approved study abroad. Only government and private loans or grants are available for more than one semester in a University approved program. No aid is available for independently arranged off campus studies that have not been approved by the University.

Exceptions may be approved on appeal for opportunities offered on a full-year basis (e.g., Oxford University’s Pembroke College program.) Additionally, an appeal may be submitted to the University’s Financial Aid Office if the student is academically required to study away from Illinois Wesleyan for more than one term.

Illinois Wesleyan University tuition will be charged for most affiliated study abroad programs. Those programs with higher tuition will be charged accordingly.

While Illinois Wesleyan does not provide any IWU assistance (loans or grants) for May Term charges, students can pursue private educational loans to assist them with these charges.
Illinois Wesleyan is a residential college committed to the belief that education occurs through the totality of each person’s experience. The college years are a time of testing and evaluating pre-existing attitudes, values and life options. A campus environment that is supportive, nurturing, and challenging best serves each student in this passage to adulthood.

Campus life at Illinois Wesleyan University is both rich and diverse in its opportunities. With a strong and vital College of Fine Arts, the campus never lacks musical performances ranging from classical orchestral and choral music to instrumental and vocal jazz. The School of Theatre Arts offers a series of main stage productions which typically includes a major musical production as well as classical and modern drama. In addition to the main stage series, many shows are offered each year in the Lab Theatre. These smaller scale productions often present work which is out of the mainstream and of an experimental nature. The School of Art operates two galleries with a regular series of shows. Several shows each year feature professional artists from the midwest and across the nation. The faculty’s work is displayed in a group show each year, and student work is shown as well.

The intellectual vitality of the campus is extended beyond the classroom by the many important speakers who visit annually. In the recent past, visiting speakers have included Jeremy McCarter co-author of Hamilton: The Revolution, Dr. Mona Hannah-Attisha professor and public health advocate whose research exposed the Flint water crisis, MacArthur Fellow Juan Salgado, and Black Lives Matter Co-Founder Opal Tometi.

In addition to such headliners, many academic programs sponsor colloquia or speaker series which bring scholars of more focused interest to the campus. The International Film Series sponsors many important works of cinema, with an emphasis on classic and international films.

The Hansen Student Center provides students with many options for relaxation and after-hours activities. On the main floor, events such as educational speakers, campus activities, comedians, and live music are scheduled on a weekly basis. On the top floor students may find the opportunity to connect with the leadership of the Campus Activities Board (CAB), Interfraternity Council, Panhellenic Council, or Student Senate. Students also gather at Tommy’s for pub food and conversation.

Evelyn Chapel is home to the Office of Multifaith Engagement. The Office supports students of all worldview backgrounds – spiritual, religious, and secular – in exploring questions of meaning, purpose, and belonging through spiritual care, interfaith leadership opportunities, multifaith celebrations, and experiential learning through service and civic engagement. The Action Research Center helps students discover ways to volunteer and serve in the Bloomington-Normal community and live out IWU’s mission of service and social justice.

The Shirk Center and Fort Natatorium offer recreation and fitness facilities for virtually any interest. Students can swim or jog, play racquetball, tennis, basketball or volleyball, and work out on a complete array of fitness equipment. Our excellent NCAA Division III varsity athletics teams provide exciting spectator opportunities, and the teams are avidly supported by both students and the community. Athletics provides Intramural Sports programming, offering a
variety of ways for any student to be involved with an organized, competitive or non-competitive, sports team of their choice.

Opportunities abound for experience in the practices of constructive citizenship and leadership. Student Senate has complete control over the Campus Life activity fee budget, leading to practical lessons in fiscal responsibility. In addition to Student Senate, students have opportunities to sit on the Campus Activities Executive Board or General Assembly which not only provides leadership opportunities, but allows for a distinguished student board to identify student interests and make the decisions for campus-wide programming and entertainment. Student leaders also sit on important faculty and University administrative committees like the All University Judicial Board (AUJC), Curriculum Council, and University Council for Diversity. Yet other students engage in service projects through organizations such as the campus chapter of Alpha Phi Omega.

Many students participate in editing and writing for a variety of publications. These range from a literary magazine called Tributaries to a journal of undergraduate scholarship, the Undergraduate Review. The campus newspaper, The Argus, is completely student operated.

The opportunities for a significant campus life experience at Illinois Wesleyan are comprehensive and rich. From these diverse possibilities it remains for each student to choose their activities wisely, with vigor and enthusiasm.

RESIDENTIAL LIFE

Illinois Wesleyan University is a residential college and thus provides, through its residence halls, fraternities and sororities, the best possible living accommodations. The University emphasizes the importance of the role of the living-learning experience in the total educational process.

University residence halls and apartments are overseen by staff in the Office of Residential Life. The Office of Student Involvement is responsible for oversight of our university owned fraternity houses. Professional staff and/or student staff reside in each residence hall.

All students who live either in University residence halls or in a fraternity house must have a full University dining plan (18 meals per week or block 90 or 130).

Students who have six semesters of University-approved (residence hall or fraternity/sorority chapter house) housing history are eligible to live off-campus. In order to forego the six (6) semester housing requirement the following criteria must be met: Any students 22 years of age automatically qualify to live off campus. Married students, students with extreme medical or mental health conditions that cannot be accommodated in University-approved housing, or students living with their parents and commuting to campus within 60 minutes may also apply for off-campus housing. In any of these cases, permission must be obtained through the Office of Residential Life by completing an online request form and further documentation may be required for some claims. If you do not qualify to live off-campus based on this information, you must register to live in a residence hall or fraternity/sorority chapter housing.

The University does not provide housing for married students. A married student whose spouse resides elsewhere may choose to live in a University residence hall.
Housing for part-time students (less than three course units) may be provided if space is available. Students who change from a full-time status to a part-time status during a particular term may still be able to reside in University Housing; however, if a part-time student violates any housing or student code violations they can be asked to move out of their residence at the discretion of the Office of Residential Life or the Dean of Students Office. For information, contact the Office of Residential Life.

Students must be 17 years old on the first day of orientation to live on campus. Students living in University residences are subject to the published regulations of Illinois Wesleyan University, the Office of Residential Life, the Office of Student Involvement, and to the written regulations of their particular hall or house.

Dining Facilities

All students living in residence halls and fraternity houses are required to have a campus meal plan. Students who have a medical and/or religious reason for boarding elsewhere must receive written permission from the Office of Disability Services before registration.

SUPPORT SERVICES

Academic Advising

At Illinois Wesleyan, academic advising is a continual process whereby faculty advisors provide developmental academic support and guidance for students throughout their college careers. Academic advisors help students learn responsibility and accountability for their academic progress and success while building mutual respect and a mentoring relationship. Further, academic advisors assist students in developing an educational plan consistent with their values, personal goals, and professional aspirations and fully inform students of potential academic and co-curricular opportunities.

At least once per semester, students must meet with their assigned faculty advisors. During advising sessions, discussions cover a variety of topics such as: the benefits of a liberal arts education, how to be an active member of the IWU community, curricular planning, course selection and registration, handling the rigors of course work, navigating campus resources, and planning for long-range educational and career goals.

During a student’s first year at IWU, they are assigned to an advisor who is a faculty member in their declared major department, or to a dedicated first-year advisor (outside of the department) specifically trained to advise for the declared major department. Students assigned to a dedicated first-year advisor will be assigned to a faculty member in their declared major department beginning in their second year of study. A faculty member in the declared major department will continue to advise them through graduation.

If a student enters IWU as undeclared, they will be assigned to a faculty advisor specifically trained to advise undeclared students. Students who do not have a declared major after their first year may stay with their assigned advisor or may choose to be assigned to the Director of Academic Advising who will assist with the major exploration process. Once an undeclared student declares their major, a departmental advisor is assigned.
If at any point in their educational career a student is undeclared, or is contemplating a change in major, they are encouraged to see the Director of Academic Advising. Students can choose to change their faculty advisor to another faculty member within their declared major department by completing the appropriate Change of Advisor form in Academic Services–Holmes Hall 110.

**Academic Advising Center (AAC)**

The Academic Advising Center (AAC) promotes quality and effective academic advising by serving as a readily accessible resource on all aspects of academic advising for the IWU community. The AAC promotes the academic success and progress of students by providing appropriate developmental academic advising, in addition to supporting faculty advisors in their efforts to assist students in developing meaningful educational plans consistent with their personal, academic, and career goals. The AAC also works to facilitate the mutual understanding of the distinct roles, responsibilities, and expectations of students and faculty in the advising relationship.

The services of the AAC include: drop-in and academic advising by appointment, assistance with major exploration for undeclared students or students considering changing majors, facilitating workshops and strategy sessions for advisors, holding programming for students, acting as a referral agent to campus resources, and being a resource on advising, University policies, schedule planning, and registration. The AAC is located in Academic Services–Holmes Hall 110; appointments can be made by stopping by the office or calling (309) 556-3231.

**Arnold Health Service (AHS)**

Located on the North side of Magill Hall, Arnold Health Service offers medical evaluation of illness and/or injury to all IWU students without charge for on-site treatment. A Certified Advance Practice Nurse and a Registered Nurse, in collaboration with a local physician, encourage students to become responsible health care consumers. The staff at AHS is also involved with health promotion and works closely with students and other offices on campus and throughout the community. We assure our clientele of confidentiality and respect for medical privacy. In addition, AHS provides direction for those needing assistance in filing insurance claim forms.

**Campus Safety**

Campus Safety provides 24/7 safety support for students, faculty and staff. Our Safety Officers are unarmed, security officers who serve students by patrolling campus buildings and grounds, documenting and investigating incidents and accidents, responding to campus emergencies, and providing safe escorts as needed. Emergency call boxes (blue light call boxes) are located throughout campus. Campus Safety sponsors preventative safety outreach programs to assist students as they adapt to living independently. Titan Transport is a safe ride program for students in the evenings as they navigate campus and the surrounding area. Other services include student identification cards, room access, parking enforcement, lost and found, motorist assistance (jumper cables are available), and health and welfare checks. An annual safety walk is conducted.
every Fall semester, and students are welcome to report any areas of concern on campus at any time. Campus Safety will also assist any student with reporting a crime to the Bloomington Police Department and collaborates services with Bloomington Police, Bloomington Fire, and Bloomington Ambulance Services.

To request assistance or make a report at any time, please contact Campus Safety at 309-556-1111. The Campus Safety Department will always be sensitive to the unique nature of a University community and serve in direct support of its goals.

**Computer Services**

Information Technology Services (ITS) provides a wide array of technology support to the campus community. For assistance with any technology need please see the ITS website at https://www.iwu.edu/ITS/. A complete list of services, answers to common technology questions, Service Desk contact information, and current technology related news can be found on the ITS site. Our mission is to create a culture of life-long learning by working as a partner with our community to provide the best information resources possible.

**Counseling and Consultation Services**

Counseling and Consultation Services (CCS) assists students with personal, academic and career-related concerns by providing group and individual counseling, outreach and consultation services. Our goal is to help students be more successful in life. A team of licensed clinical professional counselors and licensed clinical social workers are available to assist students with concerns including (but not limited to) depression, anxiety, stress, perfectionism, self-esteem, and relationship/family concerns. All counseling contacts are conducted in private and all records are confidential.

Group counseling is frequently the treatment of choice for college students. If group therapy has been recommended, it is because your counselor believes that it is the best way to address a student's concerns. Group counseling brings together a small number of individuals (usually 6-8) with one or more trained group leaders. Group members share what is troubling them. This interaction encourages individuals to develop new ways of behaving and learning more about how they interact with others. As a result, the original difficulties people brought to group become resolved.

Individual counseling generally involves focusing on the concerns raised by an individual student. CCS uses a short-term therapy model. With the assistance of a counselor, students develop strategies to address goals and then determine the length of time needed to resolve these concerns.

In addition to the above services, currently enrolled IWU students have access to the CCS Stress-Free Zone. The Stress-Free Zone provides a peaceful, safe and confidential space to enjoy a full-body massage chair, bio-feedback and light therapy, for the purposes of reducing stress and increasing mental, emotional and spiritual health. Appointments can be made by contacting CCS (309-556-3052).

Students are strongly encouraged to take advantage of the many outreach programs offered by CCS staff, including workshops on time management, stress, perfectionism, relationship issues, alcohol and/or other drug education, bystander intervention, suicide prevention, helping skills, mental health education, self-esteem, body image, and coping strategies.
There are no charges for counseling sessions. Appointments are available during weekdays. Counselors assist students with off-campus referrals when more intensive services are needed. In after-hours emergencies, a student affairs professional can be reached by contacting Campus Safety at 309-556-1111 (x1111 on campus).

**Disability Services**

Illinois Wesleyan is committed to providing equal access to all campus programs, opportunities, and activities for students with disabilities. Determination of eligibility for reasonable accommodations and/or auxiliary aids is based on documentation received from qualified professionals. The Coordinator of Disability Services collaborates with the student, faculty, and staff to facilitate and implement reasonable accommodations, as well as to provide needed auxiliary aids.

Students with disabilities are responsible for identifying themselves to Disability Services, providing relevant documentation, and requesting reasonable accommodations and/or auxiliary aids. Self-advocacy is highly encouraged for students with disabilities as they progress through their collegiate experience. Disability Services is located in Academic Services–Holmes Hall 110. Appointments can be made by stopping by the office or calling (309) 556-3231.

**Diversity and Inclusion**

The Office of Diversity and Inclusion (ODI) provides educational programming for all students that centers around issues of inclusion and social justice. ODI provides specific support services to underrepresented and marginalized students including our students of color, women, and members of our LGBQA & TGNCI (Lesbian, Gay, Bisexual, Queer, Asexual, and Transgender, Gender Non-conforming & Intersex) and First-Generation communities. ODI not only helps these students in their academic and personal development but provides opportunities for further learning and celebration of their respective identities. Staff within ODI work to provide an all-inclusive space at Illinois Wesleyan University, one anchored in an office climate that is welcoming, supportive, and caring in every way. Professional and student staff members in ODI are committed to supporting the overall mission of IWU and work collaboratively with the University community to offer inclusive, educational, cultural, and social events and programs for students, faculty, and staff. Programs and initiatives are aimed at promoting Academic Excellence, Institutional Strength, and Campus Unity. Key programs for ODI include IMPACT Pre-Orientation, IMPACT Peer Mentoring Program, the Diversity, Dignity, and Dialogue (3D) Series, the Summer Enrichment Program (SEP), and various custom workshops and trainings that faculty, staff, and students can request. ODI works closely with The Alliance to host the annual Unity Gala and connects students to resources both on campus and in the larger community.

**Hart Career Center**

The Hart Career Center provides a wide array of services, programs and resources to assist students in making academic and career decisions. Students are encouraged to visit the Center early in their college life and to become involved in
activities that promote career exploration and engagement, job skill development, and life-long learning.

Among the Center's offerings are individual career counseling, drop-in hours, a career resource library with an extensive collection of publications and online services, assistance with preparing resumes or graduate school applications, interviewing preparation including a practice interview program, interviews with companies/organizations visiting campus, job and internship fairs, and special workshops and career events. The Hart Career Center incorporates technology in the delivery of its services including Titan CareerLink, an online database of internship and job opportunities.

The Hart Career Center promotes the practical application of the University's liberal arts curriculum by providing students with numerous career engagement opportunities. Internship opportunities and job shadowing experiences, available locally and throughout the United States, introduce students to a variety of career options and enhance their job readiness. Active and engaged alumni provide current students the opportunity to interact with professionals in a variety of career fields willing to assist them in the career development process.

The Career Immersion Excursion program sponsors career discovery trips for students to major U.S. cities during school breaks. The trips are designed to offer a close-up look at industries, companies, and careers while providing a chance for students to clarify their career goals and meet successful IWU alumni. Multi-day career excursions include employer site visits, alumni networking events and city exploration experiences. The Freeman Asia Internship Program provides students with the opportunity to intern in various locations including Hong Kong, Japan, the Philippines, and Thailand.

The Hart Career Center encourages students to visit early and often, following a four year plan to ensure their post graduate success. Services provided by the Hart Career Center are available to graduates as well as currently enrolled students. The Hart Career Center is located on the second floor of the Minor Myers, jr. Welcome Center.

International Student Advising

The International Office provides advising to students and is responsible for all issues involving the status of international students in the United States. In academic matters, international students are assigned to regular academic advisors. Although international students may live in any residence hall, many choose to participate in the programs of the International House.

Orientation Services

The Office of Orientation Services is responsible for coordinating several signature programs for first year and transfer students and their parents and guardians. Our primary program is Turning Titan:

NEW STUDENT ORIENTATION, which is an exciting week where incoming IWU students get a chance to meet with their First Year Advisor, sign up for classes, become acquainted with campus, meet their Titan Orientation Leader. Prior to Turning Titan, Orientation Services partners with departments across campus to offer Pre-Orientations to engaged specified populations in meaningful discussions and building early connections.
Pre-orientation programs include MALANA, International, Engaging Diversity, and International Connections.

SPRING ORIENTATION is a half-day campus visit combined with an online tutorial designed for those new and transfer students beginning IWU in January. During this visit, students have a chance to meet with an academic advisor, get registered for classes, obtain their student ID card, as well as discover valuable information and resources about their new University.

EXPERIENCE IWU: Parent Orientation is a one-day program held in June for the parents/guardians of our incoming students. Attendees have the opportunity to learn about how to support their student’s upcoming transition to college, various departments on campus, and have a chance to meet other parents of new students.

The Writing Center

The Writing Center offers peer-based guidance to IWU students for writing, presentation, and speech assignments across the curriculum. Writing Center tutors, all IWU students, complete a required full-credit, writing-intensive course in tutoring pedagogy. Tutors in the Writing Center are trained to follow a writer-centric method of tutoring. They help writers by acting as therapeutic listeners who ask questions, thus prompting students to evaluate their ideas, argument, content, and style. They also teach writers invention, argumentation, drafting, citation, and copyediting strategies these writers can use on their own as they hone their writing processes. Peer tutors help students with all the stages of the writing process, from those first rough ideas through prewriting, collecting supporting material, drafting, and final edits.

The Writing Center is located in Ames Library 105B, just to the right of the Circulation Desk (if you are turned towards the Circulation Desk.) Students can make appointments online at the Center’s WCOnline website, https://iwu. mywconline.com/schedule.php. While scheduled appointments take precedence, walk-in writers are welcome and accommodated when there is space available. Regular hours for face-to-face and online appointments are 1-5 and 7-10 p.m. Sunday through Thursday, and 1-4 p.m. Friday and Saturday. Tutors are trained to help with class papers; (e)portfolios; documentation; web pages; oral presentations; lab reports; and all other writing tasks, in academic, professional, and personal capacities. Our Writing Center is not a remedial service but rather one open to all writers at all levels of academia including students, staff, and faculty. Other resources, including an online writer’s handbook, are also available at The Ames Library Writing Center’s website: https://www.iwu.edu/writing-center. Tutors are also assigned to work closely with faculty on specific classes in the Writing Partner program and through our Commenting on Prompts (COP) program. We offer writers’ groups and writing workshops (which are advertised across campus, on our social media, and on our IWU website.) Other resources for students, faculty and staff, including online worksheets, are available at The Ames Library Writing Center’s website: https://www.iwu.edu/writing-center. Contact information includes our phone: 556-3810, our director’s email: ascanlon@iwu.edu, and our social media including Facebook: www.facebook. com/iwuwritingcenter, Instagram: @IWUWC, and Twitter: @IWUWC.
STUDENT GOVERNMENT AND ORGANIZATIONS

Student Senate

Student Senate Illinois Wesleyan recognizes the importance and value of giving a fair hearing to the views of students. In the 1950’s, the University showed its confidence in the Student Senate by turning over to the Senate complete control of the student activity fees. The Student Senate is widely recognized and respected as a progressive and effective student government working for the mutual benefit of the students and the institution.

The Student Senate is the official representative governing board of the student body. It is composed of elected representatives from each of the class years, in addition to executive officers and committee and commission chairpersons with specialized responsibilities. In addition to administering the student activity fees, the Senate is responsible for representing the student viewpoint in all appropriate phases of University governance.

In addition to the President, the structure of the Senate includes a Vice President, Chief of Staff, Civic Engagement Commissioner, Inclusion and Awareness Commissioner, Director of Campus Activities Board, Treasurer, and Comptroller. Standing committees organized under the commission structure function to provide educational programs, speakers, films, religious activities, representation in the processes of academic and social policy changes, social events, and other services.

Through other special committees Senate provides support for activities such as Homecoming, publishes the student newspaper and literary magazine, supports improvements in dining services, operates Titan TV, and seeks to inform the campus community about contemporary issues. The Senate allots funds to registered student organizations.

Representatives on faculty and All-University committees are selected through means established by the Senate. Most campus committees and advisory groups feature student representation. Among the more important of these are the All-University Judiciary Committee, the Curriculum Council, the Student Life Committee, and the Academic Appeals Board. Students enjoy full voting privileges in these four groups.

Living Unit Governments

Each living unit elects officers and representatives within its own governance structure. These governments serve as the communicative, legislative and program planning bodies of each of the living units. Through these formal organizations, residents may participate in the formulation of policies and regulations as well as in activities of common interest to members of the living unit.

Fraternities

Five Interfraternity Council (IFC) fraternities and one national special interest fraternity are recognized at Illinois Wesleyan. Five of the Interfraternity Council fraternities have residential chapters, including the national special interest fraternity.
Interfraternity Council:
Acacia, Illinois Wesleyan Chapter (1957)
Phi Gamma Delta, Alpha Deuteron Chapter (1866)
Sigma Chi, Alpha Iota Chapter (1883)
Tau Kappa Epsilon, Alpha Chapter (1899)
Theta Chi, Beta Rho Chapter (1926)
Special Interest:
Delta Omicron (1926), Co-educational Music
Phi Mu Alpha, Alpha Lambda Chapter (1924) Music

The INTERFRATERNITY COUNCIL (1934) serves the needs of its member fraternities through advocacy, collaboration, and education. The IFC strives to enrich the fraternity experience, advance and grow the fraternity community, and enhance the educational mission of Illinois Wesleyan. The IFC works to ensure that fraternities operate in an environment conducive to the success of their members. No student initiated into a fraternity shall move into the fraternity house without having completed one academic year and without having a cumulative grade point average of 2.0 or higher.

Women's Fraternities
Four National Panhellenic Conference (NPC) women's fraternities and one national professional sorority maintain residences at Illinois Wesleyan. These are (date in parentheses indicates year local organization was founded):
National Panhellenic Conference:
Alpha Gamma Delta, Xi Chapter (1914)
Kappa Delta, Omicron Chapter (1908)
Kappa Kappa Gamma, Epsilon Chapter (1873)
Sigma Kappa, Eta Chapter (1906)
Professional:
Sigma Alpha Iota, Sigma Alpha Chapter (1924) Music

The four NPC women's fraternities are represented on the COLLEGE PANHELLENIC COUNCIL (1910). This group exists to promote the values of and to serve as an advocate for its member groups in collaboration with those members, the IWU campus, and the surrounding communities. The CPH provides support and guidance for its four member sororities/women's fraternities and serves as the local voice on contemporary issues of sorority life. Any student who wants to live in a sorority house must complete one academic year. Please contact individual organizations for cumulative grade point average requirements to live in the sorority house.

Culturally Based Fraternities/Sororities
The NATIONAL ASSOCIATION OF LATINO FRATERNAL ORGANIZATIONS exists to unite and empower its member organizations through advocacy, and organizational development while fostering positive fraternal relationships and collaborating on issues impacting the Latino Greek community. Illinois Wesleyan University is home to Alpha Psi Lambda Fraternity, Inc. (2020), a co-ed, social fraternity. This organization does not have membership in the Interfraternity or Panhellenic Councils, but is advised and supported by the Office of Student Involvement.
Professional and Honorary Organizations

ALPHA KAPPA DELTA (1965) International sociology honor society (also open to non-sociology majors).

ALPHA LAMBDA DELTA (1949) National scholastic honor society for first year students.

ALPHA MU ALPHA (1991) National scholastic honorary in marketing open to the top ten percent of students who have completed two marketing courses and are also members of the American Marketing Association.

ALPHA MU GAMMA, EPSILON CHAPTER (1967) National foreign language honorary (also open to non-foreign language majors).


ALPHA TAU DELTA, UPSILON CHAPTER (1965) National professional fraternity for nursing majors with sophomore or higher standing.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATES (1974) National organization open to all students majoring in or interested in chemistry.

AMERICAN MARKETING ASSOCIATION (1988) Collegiate organization for all students interested in marketing. It is affiliated with the professional American Marketing Association.

ASSOCIATION FOR COMPUTING MACHINERY , IWU STUDENT CHAPTER (1994) International academic and professional society for computer scientists. Open to all interested students.

BETA BETA BETA (1963) National honorary for biology majors with associate memberships open to non-majors.

JUSTICE DAVID DAVIS CLUB (1969) A local club for the stimulation of scholarship and interest in political science; open to all interested students.

DELTA OMICRON, SIGMA CHAPTER (1926) National professional music fraternity for men and women.

DELTA PHI ALPHA (2007) German honor society.

EGAS (1937) Local activities honorary for senior women.

ETA SIGMA PHI, Theta Iota Chapter (2007). Honorary collegiate society for students of Latin and/or Greek.


GAMMA UPSILON, ILLINOIS ALPHA CHAPTER (1935) Single remaining chapter of a national student publications honorary selecting those who devote outstanding service to campus publications.

KAPPA DELTA PI, KAPPA THETA CHAPTER (1965) National honorary for junior and senior education majors.


MORTAR BOARD (2009) National honor society recognizes college seniors for outstanding achievement in scholarship, leadership and service.

MUSIC THEATRE SOCIETY (2007) student run organization dedicated to producing lost or rarely produced musicals in a concert setting backed by an orchestra. MTS takes its roots from two professional theatre series. With just over a week of rehearsals actors perform with scripts in hand.
NATIONAL RESIDENCE HALL HONORARY (2001) Recognizes the top 1% of residence hall leaders nationally.

NATIONAL SOCIETY OF LEADERSHIP AND SUCCESS – ALPHA SIGMA PI (2011) is the nation’s largest leadership honor society. Students are selected by their college for membership based on either academic standing or leadership potential. In addition to honorable distinction, the Society provides a step-by-step program for members to build their leadership skills through participation at their campus or online.


PHI ALPHA THETA (1966) National history honorary (also open to non-history majors).


PHI BETA KAPPA (2001) Undergraduate honors organization fostering and recognizing excellence in the liberal arts and sciences.

PHI ETA SIGMA (1966) National scholastic honorary for first year students.

PHI GAMMA NU, BETA CHI CHAPTER (1975) National professional fraternity in business open to majors in accounting, business administration, economics, finance and insurance, and political science.

PHI KAPPA PHI (1922) National scholastic honorary for juniors and seniors.

PHI MU ALPHA, ALPHA LAMBDA CHAPTER (1924) National music fraternity for men.


PI KAPPA DELTA, ILLINOIS ALPHA CHAPTER (1912) National honorary forensic fraternity which selects those who have participated in a required number of forensic contests.


PROFESSIONAL PANHELLENIC COUNCIL (1954) A group of representatives from the professional music organizations which coordinates activities and governs the recruitment programs among the professional sororities.

Psi Chi (1975) National honorary for psychology.

SIGMA ALPHA IOTA, SIGMA ALPHA CHAPTER (1924) National professional music fraternity for women.


STUDENT EDUCATION ASSOCIATION (1957) Organization affiliated with the Illinois Education Association and the National Education Association and open to all students interested in the teaching profession.

THETA ALPHA PHI, ILLINOIS BETA CHAPTER (1923) National dramasics honorary.


W CLUB (1920) Local organization open to varsity lettermen.

**Other Co-Curricular Organizations**

The student Affairs staff assists students with common interests in joining together to create organizations for the betterment of the co-curricular program. Listed below are only a few of the over 180 registered organizations currently active on campus.

ALPHA PHI OMEGA (1982) A service fraternity open to both men and women. APO emphasizes service to the IWU community.

BLACK STUDENT UNION (1968) Illinois Wesleyan University’s Black Student Union was established in 1968. It was the year that several African American students met with the president of the University and demanded an increase in enrollment and employment of African-American students and faculty. BSU is a cultural group striving to motivate and uplift minority students by constructing a more positive atmosphere for all. Amongst others, Black Student Union promotes success in all areas of minority students’ lives and encourages students and Black Student Union members to support one another in those areas.

IWU PRIDE ALLIANCE (1996) An organization to educate and to provide positive role models for GLBT students and their straight allies at IWU.

MASQUERS (1915) Local dramatics organization open to those who work in campus theatre productions.

MUSIC EDUCATORS NATIONAL CONFERENCE, STUDENT CHAPTER (1952) Organization for music majors with special interests in teaching.

SPANISH AND LATINO STUDENT ASSOCIATION (SALSA) (1987) SALSA is the Spanish and Latino Student Association. The mission of SALSA is to promote culture, heritage, and diversity for students of Illinois Wesleyan University, to spread and celebrate Latin American Heritage and pride, as well as the enhancement of Latino presence on campus and community service.

**ACTIVITIES**

**Athletics**

Illinois Wesleyan University competes athletically in Division III of the National Collegiate Athletic Association (NCAA) where Titan student-athletes participate in twenty-two varsity sports. Men compete in baseball, basketball, cross-country, football, golf, indoor track and field, lacrosse, outdoor track and field, soccer, swimming and diving, tennis, and volleyball. Women compete in basketball, bowling, cross-country, golf, indoor track and field, lacrosse, outdoor track and field, soccer, softball, swimming and diving, tennis, and volleyball. Illinois Wesleyan is affiliated with the College Conference of Illinois and Wisconsin (CCIW) whose membership also includes Augustana College, Carroll University, Carthage College, Elmhurst College, Millikin University, North Central College, North Park University and Wheaton College.
ELIGIBILITY: Illinois Wesleyan students are eligible for varsity competition under NCAA and CCIW rules. In general, athletes must be full-time students making satisfactory academic progress toward graduation, maintaining a certain minimal GPA or better depending on the year in school. More specific eligibility requirements may be obtained from the coaching staff, the athletic director, or the senior women's athletics administrator.

Intramural sports, club sports, fitness classes, and physical education courses offer a variety of supervised activities for both men and women, and most are provided at no additional fee. Students, faculty, and staff also have access to exercise equipment and recreation spaces as available during regular hours of operation.

Community Engagement

Illinois Wesleyan University offers many different avenues for community engagement. Living units, sororities and fraternities, athletics, and a diverse array of Registered Student Organizations sponsor local, national, and global opportunities to volunteer and participate in philanthropic and social justice concerns. The Hart Career Center places students in a variety of internships in non-profit settings. The Action Research Center (ARC) facilitates community-based research and engagement tied to the curriculum. ARC matches student passions and talents with local needs and also facilitates campus opportunities for local and national service that particularly align with the University's commitment to diversity, social justice, and environmental sustainability. The Office of Multifaith Engagement coordinates the Alternative Breaks Program. For example, in 2020, 22 students and staff traveled to North Carolina to participate in Habitat for Humanity's Collegiate Challenge program.

International Issues

Coordinated through the International Studies Program, the University sponsors a wide range of activities (speakers, films, discussions, group activities) focusing on international issues. An annual event is the Model United Nations, at which IWU is represented by at least one, and frequently two, student delegations.

Music

The School of Music affords numerous academic and performance opportunities for both the liberal arts student and the traditional music major. All ensembles, productions, and classes, except for those requiring a prerequisite, are open to every Illinois Wesleyan student, regardless of academic discipline.

Performance opportunities include Collegiate Choir, University Choir, Chapel Choir, Chamber Singers, Wind Ensemble, Symphonic Winds, Civic Orchestra, Jazz Ensemble, Opera Theatre, three student-run a cappella groups, and annual collaborations with the School of Theatre Arts.

Membership in some of these groups is attained through audition while others are open to all interested students. See the School of Music section of this Catalog or contact the School of Music faculty for further information regarding organized music groups and auditions for membership.

Spiritual Life and Multifaith Engagement

Evelyn Chapel – home to the Office of Multifaith Engagement, and the Multifaith Ambassador Program – is a place for students of all worldview backgrounds – spiritual, religious, and secular – to explore questions of meaning, purpose, and belonging.
through spiritual care, interfaith leadership opportunities, multifaith celebrations, and experiential learning through service and civic engagement. Weekly series like ReligiosiTEA create community and encourage meaningful conversations and engagement, and the staff and student ambassadors partner with the campus community on issues of mutual concern such as diversity and human rights. The Office of Multifaith Engagement also sponsors tradition-specific worship services like Homecoming and Ash Wednesday services, as well as multifaith holiday programs like Light the Night: A Multicultural Celebration of the Season of Light. IWU is also home to a Multifaith Meditation Room, located on the 2nd floor of the Memorial Center. Dedicated in Fall 2015, it is a beautiful and inclusive space that includes stained-glass windows crafted by Professor of Art Kevin Strandberg, meditation cushions, and a closed bookcase including sacred texts and tools from the many traditions practiced on campus. Because students at Illinois Wesleyan University represent a broad cross section of religious and denominational backgrounds, various Registered Student Organizations are active on campus, and receive guidance and guidelines from Illinois Wesleyan’s Council of Religious Life, whose members are made up of faculty, staff and students. This council helps to maintain a healthy environment for religious exploration and practice. It oversees and recommends organizations for recognition as an RSO with the Office of Student Involvement. The Office of Multifaith Engagement is dedicated to the spiritual, moral, and emotional health of the entire Illinois Wesleyan University community. The Office is also a Safe Zone.

**Student Publications**

_*The Argus,* established in 1894, is the campus newspaper and has achieved a reputation for journalistic excellence, having been rated among the top three Illinois college non-dailies all but two of the last eight years. Printed weekly, _The Argus_ provides experience for students interested in a career in journalism, while acting as a major source of news information for the campus community and as a voice of student opinion. Like the other publications and activities on the campus, the newspaper does not exclude any student who has enthusiasm and ability.

_tributaries_, begun in 1957 as the *Blackbook*, is the campus literary magazine and creative arts journal. Published each semester, it welcomes all University students to submit their poetry, prose, artwork, original music, and spoken word recordings for the print journal and its online companion, available at [http://www.iwu.edu/~tribut](http://www.iwu.edu/~tribut). In addition to publishing a semester magazine, _Tributaries_ also hosts Tongue & Ink, an annual undergraduate creative writing conference for area University students, as well as a number of renowned guest speakers and IWU student readings.

Published since 1986, the _Undergraduate Review_ is the newest student publication at Illinois Wesleyan. The review publishes student research and scholarship in any area, ranging from literature and the arts to the social and natural sciences. One issue is published annually.

**Special Events**

One weekend is set aside in the Fall for Family Weekend. This is a collaboration between the Office of Student Involvement and Leadership programs, Student Senate, and several other campus partners across IWU. Typical programs provide nationally touring acts, student performances, and interactive entertainment for families along with several athletic contests. There are also opportunities to connect with IWU Staff and Faculty throughout the weekend.
Traditional Homecoming festivals include the annual Pizza Taste, Lip Sync, the Titan Game (intramural contests), Homecoming court, and a nationally touring act for entertainment along with a dance or karaoke. There are also several opportunities to connect with alumni, the Football game, and other athletic contests.

Fraternity/sorority, residence hall association, student activities, and other registered student organizations plan a number of social and philanthropic activities. Typical activities include dances, social opportunities, banquets, and picnics.

Some of the major traditions also include Titan Carnival, RSO Fair, the Color Run, Walk, and Roll, Quad day, Diwali Night, The big Senate Fall Show, The Drag Ball, Dance Concerts, Undercover, Stand Up Against Cancer, All In for Wesleyan, Lunar New Year, Dance Marathon, BSU Banquet, Barrio Fiesta, and El Baile. Throughout the year there are also three annual All-University convocations, special lectures, nationally touring bands, comedians, and opportunities for newly discovered talent that rounds out the year.

Theatre

Due to the influence of the School of Theatre Arts, the quality and quantity of theatrical activities on the campus are exceptional. All students of sophomore standing and above may audition for roles or work behind the scenes in Main Stage and Lab Theatre Productions. All students, regardless of class, are encouraged to participate in the student-run Phoenix Theatre season. In addition to the opportunities for actual participation in theatre, students have the chance to view more than a dozen productions each year.

WESN Radio

The Illinois Wesleyan Radio Station, WESN, with studios in the basement of Kemp Hall and a transmitter located atop Ferguson Hall, began broadcasting to the Bloomington-Normal area in May of 1972.

Besides providing the campus and the community with enjoyable stereo FM listening, the station offers opportunities for students and faculty to gain technical knowledge and experience in station operation. Live web streaming began full time in Spring 2008. The opportunities for involvement in program production also give an added dimension to the academic and cultural aspects of the campus.

The campus radio station also provides many opportunities for valuable experience in radio speaking, discussion, and creative expression through speech.

UNIVERSITY REGULATIONS

The University is a community of individuals who work together in the pursuit of truth and the advancement of knowledge. Toward this end, members of the University community must preserve an atmosphere in which free discourse, open exchange of opinion, and the right of peaceful dissent are not impeded. They must live in reasonable harmony with one another and with the larger community of which the University is a part. In order to ensure the maintenance of these necessary features of a viable academic community and to protect this community and its members from damage and injury, rules concerning academic and social responsibility are established. The Student Handbook includes regulations currently in effect. The Student Handbook is available on-line to all students at http://titan.iwu.edu/~stdntaff/handbook/. All students are required to abide by University regulations on campus, on University affiliated areas and at all University functions.
THE ACADEMIC PROGRAM

Illinois Wesleyan is composed of the College of Liberal Arts, which has 21 departments; the College of Fine Arts, which includes the Schools of Art, Music, and Theatre Arts; and the School of Nursing.

The College of Liberal Arts offers the following degrees:


The College of Fine Arts offers the following degrees:
BACHELOR OF FINE ARTS, with majors in: Art, Acting, Music Theatre, Theatre Design and Technology.
BACHELOR OF MUSIC, with majors in: Piano, Voice, Orchestral Instruments, and Composition.
BACHELOR OF MUSIC EDUCATION: Music Education.

The School of Nursing offers the BACHELOR OF SCIENCE IN NURSING degree.

The Academic Year — 4-4-1

The academic year at Illinois Wesleyan consists of two regular semesters followed by an optional intensive term during the month of May. The full semesters include fourteen weeks of instruction and a final examination week. The fall semester begins in late August or early September depending on the calendar of the year. The term ends in mid-December, prior to the holiday season. The spring semester begins in early to mid-January and concludes in the first few days of May. The May Term fills out most of the remaining days of the month of May.

The normal student class load is four courses in each of the regular semesters. For students choosing the optional May Term, enrollment is limited to a single course due to the intensive nature of this experience.

GRADUATION REQUIREMENTS

Several requirements must be met for a student to earn a degree at Illinois Wesleyan University. These requirements are described below. All of the requirements must be met for a degree to be awarded. A candidate for any degree may choose to fulfill the academic requirements listed in any one of the University
Catalogs issued during the student’s attendance at the University. If, however, the student has been absent for more than two years, the student must fulfill the requirements published during the period of final attendance at the University.

**It is the responsibility of each student to complete all the graduation requirements described herein.** Academic advisors do not share this responsibility, nor can they change, alter, or waive graduation requirements. Therefore students should take special care to regularly assure themselves that they are making satisfactory progress toward completion of all Graduation Requirements, giving special attention to the Shared Curriculum requirements (item 2 below).

1. **Completion of a minimum number of course units as specified by the degree program.**

A minimum number of course units must be completed for each degree program offered by the University. The minimums are as follows:

- Bachelor of Arts 32 units
- Bachelor of Science 32 units
- Bachelor of Science in Nursing 32 units
- Bachelor of Fine Arts 32 units
- Bachelor of Music 35 units
- Bachelor of Music Education 36 units

The course unit system and equivalencies to other systems for awarding collegiate credit are described more fully on page 64 of this Catalog.

The minimum course unit requirement must be met without counting the fractional portion in courses valued at 1.25 units—that is, courses valued at 1.25 units contribute one unit each toward the minimum number of course units. No more than two units of the minimum course unit requirement may be earned in courses receiving less than one full unit of credit (for example, no more than four courses receiving .5 units of credit can be used in meeting the minimum course unit requirement). Students majoring in Music and Theatre Arts are exempt from this limitation, but must complete at least 18 course units outside their department.

2. **Completion of the Shared Curriculum.**

All students must complete the Shared Curriculum, as described in the “Shared Curriculum” chapter of this Catalog. The Shared Curriculum of the College of Liberal Arts sets the standard for the University. Students should note the variations in the Shared Curriculum requirements for the professional schools, and for the education certification program within the College of Liberal Arts. The Shared Curriculum requirements specifically required by the College of Liberal Arts and by each professional school are given in a table in the Shared Curriculum section of this Catalog.

No course unit may be counted toward more than one General Education category requirement. However, a single course may count for both a General Education category and an Encountering Diversity or Writing Intensive flag. Students may fulfill no more than 2 General Education requirements through courses from a single subject code (e.g., HIST).
3. Completion of a major.

All students must complete a school, departmental or interdisciplinary major area of concentration. Major programs are described in this Catalog in the departmental and school listings. Within the College of Liberal Arts, the major must be composed of a minimum of nine to ten courses. These numbers are higher for degrees offered in the professional schools – see the appropriate sections of the Catalog for this information. Students are required to take a writing intensive course in their major area of study.

A course may count for shared curriculum, major and/or minor requirements. A total of two courses may count toward the completion of any of the following combinations (major/major, major/minor, minor/minor).

Minor programs of study are offered but are not required for degree completion.

4. A minimum cumulative grade point average of 2.0.

Students must achieve a minimum cumulative grade point average of 2.0 (“C”). A minimum cumulative grade point average of 2.0 is also required in the major and minor sequences. Grade designations and the means of calculating quality points are described more fully on page 74 of this Catalog.

5. Limitations on the amount of “D” work.

No more than four units of “D” work may be counted toward the degree. No more than one unit of “D” work can be counted toward the major or the minor. No more than two units of “D” work may be counted toward Shared Curriculum requirements.

6. Completion of at least nine upper division courses and units, with at least four in the major.

All students must complete a total of at least nine upper division courses (numbered 300 or higher) and course units. At least four upper division courses and course units must be completed in the major department or field.

7. A limitation on the total number of course units in any given department or school.

For degree programs in the College of Liberal Arts, not more than 14 course units in any single department or school may be counted toward the degree. Maximums are not prescribed for degree programs in the professional schools.

8. A minimum of two years and 16 courses in residence.

All degree candidates must complete a minimum of two years and 16 course units in residence. For further information on residency requirements and course transfer, see the section, “Credit for Work External to Illinois Wesleyan” beginning on page 80.

9. Commencement Participation & Graduation Dates

Illinois Wesleyan has one commencement ceremony which takes place after the end of the spring semester. Those students wishing to participate in the commencement should have completed, by the end of spring term, all requirements for the degree or be within two requirements of completion. December graduates from the previous year can also participate.

If you are enrolled in the May Term after commencement, you may participate in the ceremony (having met the criteria above), but you will not officially graduate or receive your diploma until the May Term is over.
In addition, coursework for all Incomplete or In Progress grades must be completed and turned in by the end of the term to be considered for graduation in that term.

PROGRAMS OF STUDY

Major Field of Study

Students should select a major field of concentration before the end of their fourth semester, but this decision may be made earlier. Since applications from students desiring to enter the professional schools are considered separately and the applicants meet special requirements, it is not necessary for students accepted in these areas to make an additional declaration of major. Prior to the official selection of an academic major, each student is assigned to an academic adviser who is selected for general abilities in the area of advising and familiarity with academic regulations.

A student may officially declare a major field by completing the necessary forms in the Registrar’s Office. At this time the department chairs or school director involved may become the student’s advisor, or may assign this responsibility to another member of the faculty with expertise in that area. Students with special interests may design their own major from among two or more departmental curricula (see “Special Interdisciplinary Majors and Minors”).

Majors in the professional schools must necessarily specialize more intensely than do those in the liberal arts. Professional degrees in art, theatre arts, and nursing require from 16 to 22.25 units in the field of specialization. Professional degrees in music require a total of 34 to 36 course units of which 24 to 26 units must be in music, depending upon the degree sought. Liberal arts departments, with few exceptions, require no more than 10 courses in the major field and no more than 14 major courses may be counted toward the bachelor’s degree, which requires a minimum total of 32 course units. Undergraduate degrees in all fields require study in the liberal arts disciplines and a writing intensive course in the students’ major field of study.

Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere. Petitions for exceptions will be considered: to be successful, they will need to show that taking a major or minor course elsewhere furthers some valid educational objective.

Double Major or Double Degree

Double majors are feasible only in the College of Liberal Arts, wherein both majors must lead to the BA or both majors must lead to the BS. The University does not award two degrees within the College of Liberal Arts. If a student pursues a double major in a BA discipline and a BS discipline, the student is awarded the BA degree. Up to two courses common to both majors may be counted toward each major’s requirements.

Dual degrees are allowed only if the degrees are from different colleges or different schools (e.g. BA in English and a BFA in Theatre Arts). Each degree (BA or BS, BFA, BM, BME, BSN) can be earned only once. A student may not
earn both the BA and BS degree. A student who has received one bachelor’s degree may receive a second bachelor’s degree, providing that all specified requirements for both degrees are fully met, and providing also that the curriculum for the second degree includes at least nine unique course units beyond the highest number required for either individual degree. Up to two courses common to both degrees may be counted toward each degree's requirements.

**Special Interdisciplinary Majors and Minors**

A student proposing a Special Interdisciplinary Major for a Bachelor of Arts degree must demonstrate that the proposed major achieves intellectual or career goals not met through the University's existing curriculum. Special Interdisciplinary Majors must include at least 10 courses chosen to achieve depth and cohesion in the area of study, and must be designed to fulfill all University graduation requirements related to the major (i.e. it must include at least four 300-400 level courses, a Writing Intensive course in the major, etc.). Special Interdisciplinary Majors must include courses from at least two departments, schools, or programs, and must include a senior project. The senior project must be connected to a for-credit senior seminar, independent study, research experience, or internship. The senior project is intended as a capstone experience and should ordinarily be undertaken in the final year of study. It may be undertaken sooner if the student has completed at least 7 of the 10 courses required for the major. A proposed Special Interdisciplinary Major must receive preliminary approval from the chairs or directors of the participating departments, schools, or programs, and final approval from Curriculum Council. The proposal should be submitted to Curriculum Council no earlier than fall semester of the sophomore year and no later than spring semester of the junior year.

Students wishing to construct a Special Interdisciplinary Minor must follow the same procedures and regulations for Special Interdisciplinary Majors. Because of the limited number of courses for a minor (5-7), special consideration must be given to the cohesiveness of the proposed program.

**Special Contract Majors and Minors**

A student proposing a Special Contract Major for a Bachelor of Arts degree must demonstrate that the proposed major achieves intellectual or career goals not met through the University's existing curriculum. The proposed major/ minor must have an intellectual framework that is well supported by the University's curriculum and the expertise of the faculty. Contract majors/minors may neither be used to re-design existing majors or minors nor to pursue areas of study that are outside of the University's scope. Special Contract Majors must include at least 10 courses chosen to achieve depth and cohesion in the area of study, and must be designed to fulfill all University graduation requirements related to the major (e.g. it must include at least four 300-400 level courses, a Writing Intensive course in the major, etc.). Special Contract Majors should include a capstone course/experience appropriate to the discipline. The senior project must be connected to a for-credit senior seminar, independent study, research experience, or internship. The senior project is intended as a capstone experience and should ordinarily be undertaken in the final year of study. It may be undertaken sooner if the student has completed 7 or the 10 courses required for the major. A proposed Special Contract Major/
Minor must receive preliminary approval from the faculty advisor of the Contract Major/Minor and any Chair or Director directly related to the proposed program of study, and the final approval from Curriculum Council. The proposal should be submitted to Curriculum Council no earlier than fall semester of the sophomore year and no later than March 1st of the junior year.

Students wishing to construct a Special Contract Minor must follow the same procedures and regulations for Special Contract Majors. Because of the limited number of courses for a minor (5-7), special consideration must be given to the cohesiveness of the proposed program of study.

Minor Field of Study

An optional minor establishes a structured program in a field other than the major. The student may thus engage in a more systematic study of a second field than would occur in the Shared Curriculum. Specific requirements for minors can be found in the various department and school listings. The following general guidelines also apply:

1. A minor consists of 5-7 course units designated by the department/school/program area.
2. A minimum grade point average of 2.0 with no more than one course unit of "D" work is required in the minor.
3. A minimum of two course units in upper division courses are required for the minor. (numbered 300 or higher)
4. A course may count for Shared Curriculum, major and/or minor requirements. A total of two courses may count toward the completion of any of the following combinations (major/major, major/minor, minor/minor).
5. No courses taken under the credit/no credit option (see page 72) may count toward a minor.

Independent Directed Study

Most departments in the University offer independent study on topics of the student's own choosing under the guidance of faculty members who work with students and evaluate their work. Self-discipline, intellectual independence, closer relationships with faculty members, and the opportunity to explore areas outside the regular curriculum are among the benefits students may gain through independent study projects. To qualify for independent study, students must have a 2.0 cumulative grade point average earned after completion of at least three academic terms at Illinois Wesleyan or the equivalent in academic credit earned elsewhere.

Research Honors students of high academic achievement can elect to pursue the designation of Research Honors through a senior research project. Research Honors are available in any area of study offered at the University, including interdisciplinary fields. The typical research honors candidate pursues the research project throughout the senior year, receiving independent study credit toward the degree. The honors project culminates in a final research paper which the honors candidate defends before a faculty hearing committee. Further details on the program can be found on page 83.

Internships

Many Illinois Wesleyan students enhance their education by participating in internships during the school year or in the summer. Internships allow students
the opportunity to apply classroom knowledge to real-world situations while gaining practical work experience in a field of study or career interest area. Internships can take many forms: part-time or full-time, paid or unpaid, for academic credit or a non-credit experience.

The Hart Career Center facilitates campus-wide coordination of internships for Illinois Wesleyan students and provides oversight for the academic internship program. Visit the Hart Career Center website for more information about the internship program, as well as the formal guidelines, procedures and required forms for internships for academic credit.

**Internships for Academic Credit**

Many departments offer an option for students to receive academic credit for internships. Students who wish to receive academic credit are required to follow the official internship guidelines adopted by the faculty. The guidelines require students to spend a minimum of 160 on-site hours for one full-course unit of credit. Students are also required to complete additional academic work in addition to the on-site hours. For specific requirements see the Guidelines for Internship Credit found on the Hart Career Center website.

**Variable Credit Options**

Some departments may offer internships for variable academic credit (.25, .50, .75, 1 unit). Students are expected to spend a minimum of 40 on-site hours for each quarter course unit of credit. Refer to individual department course listings in the Catalog for available credit options.

**Registration Procedures for Fall, Spring or May Term Internship Enrollment**

Complete the **Internship Learning Contract** and return it to the Hart Career Center, Minor Myers, Jr. Welcome Center. (Learning Contracts are available in the Hart Career Center or on the Career Center website.) Signatures of the supervising instructor and internship site supervisor are required on the Learning Contract. It must be submitted before the last day to add a class deadline for fall, spring or May Term credit.

Credit can only be requested for the term in which the majority of the internship hours are completed.

**Registration Procedures for Summer Internship Enrollment**

Some departments may offer students the opportunity for academic credit for summer internships. After consulting the appropriate department, students must complete two forms for summer credit. First, the **Internship Learning Contract** must be completed and returned to the Hart Career Center.

Signatures of the supervising instructor and internship site supervisor are required on the Learning Contract. Second, students must complete the **Internship Enrollment for Summer Credit** Form and return it to the Registrar's Office, 110 Holmes Hall. Students must complete this form with all required signatures to be registered.
Students have the first five days of the Summer Internship Session to add or drop a summer internship course for academic credit. The last day to withdraw (with a W) from a summer internship is 7 weeks after the beginning of the Summer Internship Session. Specific add, drop, and withdraw dates are published in the Academic Calendar. Students must notify the Registrar’s Office in writing to have the summer enrollment removed.

Students who enroll in internships for academic credit in the summer are expected to pay the summer enrollment fee.

**Study Abroad and Domestic Off-Campus Study**

Illinois Wesleyan believes that education happens not only in our classrooms, but beyond. To that end, the University offers a wide range of opportunities for students to extend the reach of their IWU education through participation in either international study abroad or a domestic off-campus study program. Students may use both need-based and merit-based financial assistance for one semester of study abroad and one semester of participation in a domestic off-campus program. The University does not provide any IWU aid for May Term programs or for summer study abroad, but outside funding, including loans and scholarships, may be available.

**Domestic Off-Campus Study**

Students seeking an off-campus experience within the United States are encouraged to look at either an IWU May Term course led by an IWU faculty member, or at a semester-length program offered by a partner organization.

For May Term offerings, students are advised to consult with the Mellon Center, on the third floor of CLA, and at abroad.iwu.edu. May Term Travel Course applications are due November 1.

For the following semester-length domestic off-campus program, students apply for permission to participate through the International Office at abroad.iwu.edu and to the program directly for admissions; however, advising for this program is done within the Political Science Department. Deadlines for the IWU application are October 1 for spring programs and March 1 for fall programs. Students may not elect to take coursework on domestic off-campus programs on a credit/no credit basis, regardless of the policies of their off-campus program and/or host university, and grades earned abroad transfer into the IWU grade point average.

**AMERICAN UNIVERSITY, WASHINGTON SEMESTER:** The Washington Semester Program permits a student to spend one semester of the junior year at the American University in Washington, D.C. Students pursue a program in American politics, justice, foreign policy, international business and trade, peace and conflict resolution, international environment and development, journalism, museum studies and the arts, or economic policy. The programs all feature government or interest-group internships; research in government agencies and Washington libraries and museums; planned visits to legislative, executive, and judicial offices with briefings by officials; and enrollment in regular courses at American University.

Inquiries should be directed to Prof. Greg Shaw in Political Science.
Study Abroad

In order to provide opportunities and experiences for Illinois Wesleyan students who choose to study abroad, the University offers a range of programs, including IWU faculty-led programs during the academic year and in May Term; academic exchange programs with universities in Morocco, Hong Kong, and Japan; and study abroad programs operated by affiliated organizations. Through these programs, students may study in various countries around the world and undertake course work in English or a foreign language at all levels. Courses taken through an approved study abroad program may, with departmental approval, fulfill degree requirements for a major, minor, or the Shared Curriculum. There are restrictions on where students may study abroad. For details, consult the University’s Policy on International Travel (page 64).

Application to any semester or summer study abroad program must be made through the International Office, usually during the semester prior to the period of study, and must be accompanied by an IWU application to study abroad; applications for May Term Travel Courses should be made to the Mellon Center in late October. Detailed information and application forms for semester/summer programs are available at abroad.iwu.edu.

Students are encouraged to consult with the Director of the International Office and with their department chairs in selecting the program most appropriate to their educational goals. Competitive applications to most of the programs require a cumulative grade point average of 3.00 or higher. Admission standards, however, vary from program to program. Most applications are due in the International Office by March 1 for study abroad during the summer, fall semester, or academic year, and by October 1 for study abroad during the spring semester. May Term applications are due November 1 to the Mellon Center. Some semester and yearlong programs, however, have different deadlines, so students are advised to speak with the International Office.

To study abroad for a semester or summer with a non-affiliated program, students must submit a petition demonstrating an academic reason for choosing a non-affiliated program. Petition details are available at abroad.iwu.edu. Illinois Wesleyan students ordinarily study abroad during their junior year, but talented sophomores and interested seniors are free to apply. First-year students are encouraged to consider applying for a May Term Travel Course or for the IWU London and IWU Spain Programs, which are open to first- and second-semester sophomores (see page 287 for information on IWU London and IWU Spain, and page 69 for May Term Travel Courses).

The validation of courses and credits that are transferred to Illinois Wesleyan is the responsibility of the Registrar in cooperation with department heads, academic advisors, and the Director of the International Office. Students may not elect to take coursework abroad on a credit/no credit basis, regardless of the policies of their study abroad program and/or host university, and grades earned abroad transfer into the IWU grade point average.

A student’s financial aid program with IWU may be applied for one semester of study with any of our affiliated study abroad programs. More information on funding can be obtained at the International Office. The International Office website provides more information on study abroad programs including the
IWU London and IWU Spain Programs; our exchange programs in Hong Kong, Japan, and Morocco; the IWU Pembroke Program; and our affiliated programs with Arcadia University, CIEE, College Year in Athens, DIS Abroad, IES Abroad, IFSA-Butler, SACI: The Studio Arts Center International, the School for International Training, and others.

Contact the International Office in the Center for Liberal Arts for additional information or visit www.iwu.edu/studyabroad/ or abroad.iwu.edu.

**IWU Policy on International Travel**

Illinois Wesleyan University (IWU) believes that international awareness is necessary for anybody who wants to lead a satisfying and successful life in the global community of today, and IWU offers a wide range of opportunities to help our students, staff, and faculty develop that awareness.

At the same time, IWU is committed to safeguarding the health and well-being of those engaged in University-sponsored international travel. For purposes of this policy, “University-sponsored” international travel shall include: (i) travel funded, directly or indirectly, with University funds, including study abroad; (ii) travel by Registered Student Organizations or other recognized campus entities; and/or (iii) travel undertaken as part of an employee's duties.

All decisions regarding University-sponsored international travel are made with reference to data from a number of sources. In addition to the U.S. State Department country information sheets and advisory messages (www.travel.state.gov), IWU relies on information from our insurance provider, the Office of Financial Assets Control (OFAC), our study abroad partners, NAFSA: Association of International Educators, and travel advice issued by foreign governments. In making individual decisions concerning participation in any University-sponsored international travel, whether for academic credit or not, participants and their families should carefully review information on the State Department website listed above.

To help guide citizens as they plan their travels, the U.S. Department of State issues a Travel Advisory for each country of the world; within each country, certain regions or locations may also be given advisories. Multiple factors are used to determine the Travel Advisory level for each country, including crime, terrorist activity, civil unrest, health, and current events. The advisories themselves follow a consistent format and are intended to help U.S. citizens find and use important security information. Travel Advisories apply up to four standard levels of advice, give a description of the risks, and provide clear actions U.S. citizens should take to help ensure their safety:

- **Level 4** advisories indicate U.S. citizens should not travel to the specified country or region within that country. During an emergency, the U.S. government may have very limited ability to provide assistance.
- **Level 3** advisories recommend travelers reconsider travel to the specified country or region, postponing all but essential travel.
- **Level 2** advisories indicate that travelers should exercise increased caution when traveling.
- **Level 1** advisories mean that travelers should exercise normal precautions. This is the lowest advisory level for safety and security risk.
Travel Alerts are issued by U.S. embassies and consulates abroad to inform U.S. citizens of specific, generally short-term, safety and security concerns in a country. Natural disasters, terrorist attacks, election-related demonstrations or violence, and high-profile events such as international conferences or regional sports events are examples of conditions that might generate a Travel Alert.

IWU community members who wish to travel abroad on University business should pay special heed to all Travel Advisories and Travel Alerts; should be aware that there are specific risks that may be involved in international travel; and should weigh these potential risks as they consider whether or not to travel.

IWU’s policy with respect to University-sponsored travel to locations for which a Level 3 or Level 4 Travel Advisory has been issued is as follows:

1. University-sponsored international travel to or activity in locations with a Level 4 advisory is prohibited. University-sponsored international travel to or activity in locations with a Level 3 advisory, is prohibited, but may, under certain conditions, be allowed with the approval of the Provost. IWU also prohibits participation in an affiliated third-party study abroad program in a location with a Level 3 or Level 4 advisory. Individuals may appeal to the Provost (or his/her designee) for an exception to this policy for locations with a Level 3 advisory. If the appeal is granted, the participant shall be required to complete a special waiver and, if under the age of 18, to obtain consent from their parents or guardians.

2. As permitted under University policy, students may transfer credit to IWU from approved non-IWU study abroad programs. However, if before the start of the program the U.S. Department of State issues a Level 3 or Level 4 advisory for the location in which a student plans to study, travel there will be prohibited and no credit will be granted. The student is responsible for determining whether a Level 3 or Level 4 advisory has been issued for the location in which a student plans to study.

3. IWU community members participate in University-sponsored travel for reasons other than study abroad (e.g., research, conference attendance, international athletic competition, volunteerism). If before travel occurs the U.S. Department of State issues a Level 3 or Level 4 advisory for the location to which travel is planned, travel there will be prohibited and no University funds will be provided.

4. The University also reserves the right to take the following actions, in its sole discretion, in the event a Level 3 or Level 4 Travel Advisory is issued or changed before, during, or after an IWU community member arrives in the affected location:

   • Suspend all IWU programs in the location.
   • Require the completion of a special waiver and, if under the age of 18, consent from parents or guardians in order to remain in the location.
   • Withdraw credit for study in the location on any non-IWU programs.
   • Decline to provide funding or process financial aid for activities in the location.
   • Require students, faculty, and staff to depart the location.

All decisions described above shall be made by the Provost, in consultation
with the Director of the International Office and legal counsel. Please contact the International Office if you have questions or concerns about this policy update.

REGISTRATION AND ENROLLMENT POLICIES

All processes relating to enrollment in courses and the maintenance and distribution of student academic records are administered by the Office of the Registrar. All students must confer with their academic advisors prior to registration. New students register for courses during the required orientation sessions held during the week before the opening of classes for either the fall or spring terms. Continuing students register according to a prearranged schedule during November for the spring semester and May term, and during April for the following fall term.

Course Units and Credit

The University awards credit of two types: DEGREE credit, which counts toward the minimum academic course requirement for a degree, and NON-DEGREE credit, which is awarded in areas such as physical education and music ensembles (for non-music majors). As a general rule, all courses for degree credit are valued at one course unit of credit, unless specifically stated otherwise in the Catalog or Program of Classes, regardless of the level of instruction or the academic department where the course is offered. For comparative purposes a course unit earned prior to the fall semester 1995 was valued at 3.5 semester hours or 5.25 quarter hours; a course unit earned during or after the fall semester 1995 is equivalent to 4 semester hours or 6 quarter hours. Non-degree credits are recorded on the student's transcript and may be required for graduation (for example, physical education activity courses), but these do not affect the student's grade point average and do not count in the accumulation of the minimum course units required for a degree.

Partial credit cannot be given for partial completion of course requirements. As indicated in the listings, some courses are offered on a credit-no credit basis.

Ideally, all course units will make approximately the same total demands upon a student's time: ten to twelve hours per week per course (including scheduled class meeting time and time needed to complete all assignments) as a rule of thumb during a regular semester. This ideal is an approximation for a hypothetical “average” student. Actual time spent on any given course will inevitably vary greatly according to a student's ability, aptitude, and motivation with respect to the given subject matter.

While the University’s schedule of class periods is set up to provide for three hours of meeting time per week for each course, instructors may design courses which involve less class time and proportionately more homework; or more classroom time with proportionately less time for study or other activities. As examples of the flexibility available in the system; some science classes might require classes and lab sessions totalling as much as seven hours per week; and courses in the humanities or social sciences might suspend regular class meetings in favor of individual conferences during one or more weeks of the term.
Course Load
NORMAL LOAD: Students with majors in the College of Liberal Arts or Schools of Nursing, Art, or Theatre Arts normally may not take more than four course units per semester exclusive of the partial units associated with laboratory courses in the sciences, and one course unit in May term. Although the University offers some courses for .5 unit credit (notably in the School of Music) or 1.25 units (for example, laboratory courses in the sciences), fractional units of .25 or .5 over the standard four units (five units for School of Music) do not constitute an overload.

COURSE OVERLOAD: Students who have achieved sophomore standing and who have a cumulative GPA of 3.25 or above may apply at the Registrar's Office for permission to enroll in one course unit in addition to the normal load. This overload policy applies to courses taken elsewhere for transfer as well as courses taken at Illinois Wesleyan. Overloads are not possible during May Term.

Classification of Students
FULL-TIME STUDENTS: Students in the following categories who are enrolled for at least three course units of credit during the fall or spring semester.
PART-TIME STUDENTS: Degree or non-degree students enrolled for less than three course units during the spring or fall semester.
UNCLASSIFIED STUDENTS: Students who are not attempting to earn a degree.
FIRST YEAR STUDENTS: Students who have earned less than seven course units.
SOPHOMORES: Students who have earned at least seven but less than 15 course units.
JUNIORS: Students who have earned at least 15 but less than 24 course units.
SENIORS: Students who have earned at least 24 course units and who have the ability to complete all graduation requirements during the academic year.

The Curriculum
A wide variety of courses is offered in each department and school throughout the University. Course titles and descriptions follow in later sections of the Catalog. Every course is not offered each year; course descriptions may indicate alternate year offerings and other such arrangements. Catalog descriptions that state Offered annually, Offered each semester, and the like are general guidelines about departmental curricular planning but are not guarantees, as many exigencies such as faculty leaves occur that can result in unanticipated schedule changes.

In addition, the University reserves the right to withdraw any course during any term in which there is insufficient enrollment, or when an emergency situation arises. The University also reserves the right to change the term or year in which a course is offered as conditions warrant and to limit the enrollment in a single class section.
CROSS-LISTINGS: When a course in one department is cross-listed under another department, credit earned in the course may be counted toward the major requirements of either department.
However, in some cases cross-listed courses may be counted toward only those Shared Curriculum requirements satisfied by the departments in which the courses are taught. For specific information, contact the Registrar’s Office.

**Special Topics and Experimental Courses**

Much of the University’s curriculum is offered on a regular basis, either every semester or each academic year. These courses are described in the course listings found in later sections of this Catalog. In addition to these regular offerings, the faculty often teach topical courses which may vary in content from year to year. The content of these courses may reflect current events or controversies, areas of special scholarly interest to the faculty, or unique opportunities for courses which may not be offered again. Departments often use the course numbers 170-270-370 for special topics courses.

Experimental courses may be offered by the faculty as they try out new or innovative material prior to its introduction into the standard curriculum. Experimental courses are numbered 175-275-375. Because they are offered on an experimental basis, these courses are not listed in the Catalog.

**THE MAY TERM**

Illinois Wesleyan University’s May Term provides possibilities for teaching and learning that are substantially different from those available during the fall and spring semesters. Whether the student’s May Term course is part of a major or minor, a Shared Curriculum offering especially designed for May, or an elective, the distinctiveness of MayTerm lies in its emphasis on immersion in learning. May Term courses are designed to be so intellectually and personally stimulating that normal barriers between in-class and out-of-class learning disappear. Students may do intensive research in physics; study contemporary and often controversial issues with faculty from a variety of disciplines; travel to historical, commercial, or cultural sites in conjunction with a course; attend lectures, concerts, or theatrical events related to the University’s Annual Theme—the possibilities are nearly endless. Besides providing this immersion in learning, May courses also offer one or more of the following features.

**Curricular Experimentation** allows students to approach traditional subject matter in nontraditional ways or to examine concepts and issues not part of the standard curriculum. Courses may feature well-known guest instructors from other universities, from industry or government, or from the performing or visual arts.

**Crossing Traditional Boundaries** challenges students to consider ideas from many perspectives in courses taught by faculty from several disciplines or professions. Such offerings might include “cluster” courses that focus on a specific theme and are supplemented with evening or weekend activities.

**Student/Faculty Collaboration** enables students to pursue individually selected topics under the direction of a faculty member or to engage in collaborative research with professors.

**Intellectual Transformation** occurs in courses that are once-in-a-lifetime experiences designed to expose students to new cultures or to encourage them to develop a critical perspective on familiar ideas. Domestic and international travel courses exemplify these transformative experiences.
Service and Internships allow students to apply their knowledge in the local community or in international venues. Career development possibilities may include performing in summer stock or working in a laboratory; community service opportunities may include participation in programs such as Habitat for Humanity.

Eligibility for May Term

Due to the unique character of May Term (MT), there are fewer courses offered than during the fall and spring semesters. Therefore, the University does not guarantee enrollment for all students for each MT session. Although courses fulfilling Shared Curriculum criteria may be offered during MT, there is no mandate to offer Shared Curriculum courses in MT. Students are advised to complete these academic requirements during the fall and spring semesters.

Students are guaranteed the opportunity to enroll in one MT experience during their undergraduate matriculation. MT on-campus course enrollment is established on a priority basis. In order to provide as many students as possible with the opportunity to participate in the unique short term learning experience, registration priority will be given to students who have not taken a previous MT, followed by those who have taken one previous MT course, then by those who have taken two MT courses, and then by those who have taken three MT courses. This priority system does not apply to students registering for independent studies, internships, and travel courses.

Seniors who are eligible to graduate at the end of spring semester may enroll in a MT course and may walk with the graduating class at Commencement. Graduating seniors enrolled in a MT course will not officially graduate or receive their diplomas until the end of MT.

May Term Travel Courses

Travel course offerings vary by year. The registration process for international and domestic travel courses are exempted from the registration priority system described above. The standard MT fee does not apply to travel courses; each course has its own cost, determined by length and type of travel and destination. For information about individual travel course offerings, visit the abroad.iwu.edu website.

Students are required to complete a May Term Travel Course Application (available at abroad.iwu.edu) and to receive permission from the instructor to register for a domestic or international travel course. Information regarding deadlines, payment of travel course fees, and refund on deposits is provided in detail on the MT website: https://www.iwu.edu/mellon-center/mayterm/.

May Term On-Campus Fees

Students who are enrolled full-time for the entire previous academic year may enroll in a MT course for an additional fee. Students who were not enrolled full-time for the entire previous academic year may enroll in a May Term course and will be charged the part-time tuition rate. To see the current academic year's fee structure, including financial information, tuition, activity fees, and room and board, please visit the Financial Aid Office website: https://www.iwu.edu/financial-aid/ tuition.html.

Some on-campus MT offerings require a course fee that is in addition to the standard MT fee. Course fees are used to fund course-related field trips,
transportation, theater tickets, meals, etc. These courses are not travel courses in the true sense of the term; however, not all instruction will take place in the classroom and students might travel off-campus. Bills for payment of course fees will be sent to students’ billing addresses. Payments are made directly to the Business Office. See the current web-based registration system for specific course fee information.

There will be no refunds for the MT fee or additional individual course fees after midnight on the first day of classes. Students enrolled in any on-campus MT course (including but not limited to physical education courses, internships, and directed studies) after 12:00 midnight on the first day of class will be charged the MT fee and any additional course fees.

Financial Aid Policies for May Term

While Illinois Wesleyan does not provide any IWU assistance (loans or grants) for MT fees or travel courses, students can pursue private educational loans or PLUS (Federal Parent Loans) to assist them with these charges. More information can be found on the IWU Financial Aid office website: http://www.iwu.edu/finaid/loans/

Scholarship Opportunities for May Term

There are limited scholarship opportunities for students traveling internationally during MT. More information can be found on the International Office website: www.iwu.edu/study-abroad/applying/Scholarships.html

May Term Registration

Registration and advising for MT courses occurs in the fall semester. Specific registration dates and more information can be found on the Registrar’s Office website: https://www.iwu.edu/registrar/registration/.

May Term Policies

All MT courses, except for physical education activity courses, count as one course unit toward graduation. Students may register for only one course for a full unit credit, and may register for one physical education activity course in addition. Students enrolled in only a physical education activity course during MT must pay the full MT fee and will not be allowed to live in University housing.

Courses offered in MT meet the following minimum guidelines: a total of at least 132 hours of student work is required; the minimum number of hours for faculty-supervised activities is at least 32 hours over the entire MT; the total number of independent student activity hours is 100 or fewer, depending on the number of faculty-supervised hours. Due to the unique, immersive nature of MT courses, students are required to devote time to their studies outside the published classroom meeting times.

Some MT experiences – for example, internships, travel courses, and independent study – may not follow strictly the faculty/student contact guidelines outlined above. Such courses are approved on a case-by-case basis, maintaining the principles of no partial-unit credit, a minimum of 132 hours of student involvement, no Credit/No Credit option, and a level of rigor equivalent to one-unit courses offered during the fall and spring semesters. In order to meet the
“immersion” component, courses offered in MT usually meet for a three-hour class block per day, often followed by intense, interactive research/projects.

The Credit/No Credit or audit options are not available to students during MT.

### Housing Policies and Room and Board Fees for Students Enrolled in May Term Courses

Residence hall students enrolled in a one unit academic MT course will be permitted to stay on campus during MT. There is no additional room or board charge for students enrolled in MT who resided in University residence halls and participated in the board plan during the entire previous academic year. MT room and board charges are waived for students who continue their residence hall housing from the fall and spring and also meet one of the following criteria: either (a) successfully complete a MT course or (b) work full-time for the University (recording no less than 40 hours per week or 120 hours for MT). Students who do not meet these criteria will be charged in June, in full, for MT room and board. For current MT room and board costs see the Financial Information, Tuition, Activity Fee, Room and Board section.

For those students living in University-owned fraternity houses, in addition to the above criteria, students may continue living in their fraternity house during MT if the chapter is able to maintain a facility occupancy rate of 33% or higher during MT, is in overall good standing with the University as determined by the Director of Student Involvement, and the chapter maintains a trained house manager. If all of these criteria are not met, students can choose to move into a residence hall. For current MT room and board costs see the Financial Information, Tuition, Activity Fee, Room and Board section.

Students living in sorority houses or off-campus during the fall and spring semesters can choose to move into a residence hall. These students will be charged for MT room and board. MT students not living in residence halls during Spring, including those in privately-owned sorority houses that decide to close during MT, may request MT residence hall housing. Written requests for MT housing are due to the Office of Residential Life by April 15. Housing will be provided, as space is available, first to students returning from study-abroad programs, second to students whose chapter houses are closing for the term, and third to students living locally off-campus. Available space on campus for MT may be limited (e.g., due to scheduled construction and maintenance project timelines) and all requests for MT housing may not be accommodated. For current MT room and board costs see the Financial Information, Tuition, Activity Fee, Room and Board section.

The University strives to permit students to stay in their spring semester residence hall rooms, though it reserves the right to consolidate or otherwise relocate students as necessary. Such circumstances might include building maintenance/renovation, a student's request to move to a different facility, a faculty member's desire to have all students in a MT course live together, or in the case of chapter housing, chapter conduct issues. This list is not inclusive, but it is meant to outline some of the circumstances in which consolidation is foreseeable.

Students may be permitted to stay during MT under special circumstances (ie full-time work, athletic participation, etc.) and may be charged for room and/or board. Please see the Office of Residence Life policies regarding MT (www.iwu.edu/residential-life).
Student Work and Services During May Term

As is the case throughout the school year, University employers such as the Library, Food Service, the Physical Plant, and Residential Life depend largely on student employees to provide a full range of services. Students not enrolled in academic courses during MT are encouraged to work full-time for the University to ensure that services can be maintained. In the event of insufficient full-time employees, students taking an academic course may be employed part-time during the term in service positions. Because MT is uniquely flexible and immersion is its goal, it is University policy that student work schedules will always be adjusted to accommodate academic assignments and requirements.

Course Numbering

100 LEVEL
Introductory study in a general area of knowledge or work in a basic skill. No college prerequisite unless it is the second semester of a two-semester course.

200 LEVEL
Intensive study in a general area of knowledge, basic study in a specialized field of knowledge, or work in an intermediate skill. Requires either previous study in the area or academic ability normally acquired during two semesters of college work.

300 LEVEL
Advanced study in a general area of knowledge, intensive study in a specialized field of knowledge, or work in an advanced skill. Requires either previous study in the area or academic ability normally acquired during four semesters of college work.

400 LEVEL
Advanced study principally for students majoring in the area. Requires previous, extensive study in the area or academic ability normally acquired during six semesters of college work.

500 LEVEL
Post-graduate study open only to those individuals who are: a) holders of a bachelor's degree, or b) current practitioners in the field. Only courses numbered through 499 may be counted toward a degree at Illinois Wesleyan University.

Registering for Courses

Entering students register for fall classes during the summer. Turning Titan: New Student Orientation, occurs in the week before classes begin. Students will meet at that time with an academic advisor to plan a program of study for the fall semester. Continuing students will ordinarily register during November for the spring semester and May term, and during April for the following fall term.

The University’s web-based registration system lists all classes offered for a specific term, their instructors, and the times of class meetings. The University Catalog contains a description of most of those classes, although some new or special classes may be described in the web-based registration system. Students should consult both of these resources as well as their academic advisors to determine an appropriate program of study. Students will be notified by email
as to when the web-based registration system will be available; this will mark the start of the registration process for the following term. Consultation with advisors on course election is required of all students. Advisors will provide students with a unique registration PIN each term. The Registrar is not permitted to provide this PIN to students. After obtaining this PIN the student must select courses on the University's web-based registration system. Detailed information on this process is available from the Registrar's Office.

Should the student subsequently determine that other classes would better suit his or her goals, changes may be accomplished through the “ADD/DROP/ WITHDRAW” routine. Students may “add” or “drop” a course registration during the first five class days of a semester with the approval of the academic advisor and the course instructor. Eight weeks are allowed for withdrawing from courses. See the University Calendar for the exact date. (See the following section, Changes in Registration.)

PREREQUISITES: Enrollment in some courses is restricted to students who have taken certain other courses, who have attained a particular class standing, who have obtained the consent of the instructor, or who are pursuing a particular major or majors. These restrictions are listed with the course description in the Catalog.

Changes in Registration

ADD/DROP and WITHDRAW are the terms commonly used to refer to changes in courses a student is enrolled in after a student has registered for the term. Such changes may be made according to the following schedule–

TIME FOR ADDING OR DROPPING A COURSE: Courses may be added (enrolled in) or dropped (disenrolled in) (a) during the first five class days of the fall and spring semesters; (b) during the first day of the May Term. Seven week courses may be added or dropped during the first 5 class days after that class has begun.

TIME FOR WITHDRAWING FROM A COURSE: Courses may be withdrawn from (disenrolled in) (a) during the first eight weeks of the fall and spring semesters; (b) during the first three days of the May term. Consult the University Calendar for exact dates. Seven week classes may be withdrawn from during the first fifteen class days after that class has begun. However, if the withdraw occurs after the time for adding/dropping a class, the withdrawn class remains on the student's transcript with a “grade” of “W”.

PROCEDURE FOR ADD/DROP and WITHDRAW: A student wishing to change his or her course registration may do so on the University's web-based registration system, however, all students are expected to consult their advisor prior to doing so. The student must record these changes on the University’s web-based registration system within the above specified times or the student will be considered to be enrolled in the original course selections and grades will be awarded only for those courses.

PETITIONS FOR LATE ADD/WITHDRAW: In exceptional circumstances a petition to add or withdraw from a class after the deadline may be considered. These circumstances are generally limited to the following: (a) verified medical excuses, (b) substantiated serious personal or family problems, (c) advisor error on
prerequisites, placement, or judgement. Since dates are clearly stated herein, in the University Calendar, and in the web-based registration system, advisor error on this point is generally not an acceptable excuse. Nor are the following acceptable reasons to grant such a petition: (a) performance in the course, (b) non-excused absences, (c) short duration illnesses. Petitions to change to or from Credit/No Credit after the deadlines will generally not be granted if the student has received grades for work done in the course. After the deadline, the Late Schedule Change fee will be assessed in connection with the granting of a petition to add or withdraw from a course or Credit/No Credit designation.

The University has established regulations explicitly prohibiting the use of false information or falsified documents in matters involving academic records and registration (see the Student Handbook for specific academic regulations).

Auditing a Course

Students may wish to attend a course (lecture courses only) as listeners or visitors. Auditors must obtain the permission of the instructor of the course and register for the course in the Registrar's Office. Audit permission forms are available in the Registrar's Office. The instructor is under no obligation to grade papers for an auditor or to allow participation in course. No grade is given for auditing, nor is work counted toward a degree. Students may request to audit courses that have a lab component by submitting a Petition for Academic Exception. A student auditing a course may be dropped for non-attendance at the discretion of the instructor or the University.

Students who are enrolled full-time may audit one course each semester (fall and spring) for no additional tuition charge. Full-time students who are taking a course overload and wish to audit a class in addition to the overload will be charged the auditing fee. Part-time students will be charged the auditing fee for each course audited. The audit option is not available to students during May Term or Summer Sessions.

Repeating a Course

Only courses graded below a “C-” may be repeated. All grades for any courses taken, whether repeated or not, and whether taken at IWU or not, remain permanently on the IWU transcript; however, only the grade and credit recorded the last time the course was taken may be used in the calculation of the GPA and credits earned. Only grades earned at IWU, including off-campus and affiliated study abroad programs, are used to calculate the GPA. Therefore, repeating a course elsewhere may remove an IWU grade and credit from the GPA calculation, but transferred-in grades and credits will not be included in the calculation.

Credit/No Credit Option

When a student selects this option, the final grade in the course will be either Credit or No Credit. Instructors are not notified and regular grades are submitted to the Registrar, who converts them according to the uniform standard of Credit for grades of “C-” and above, and No Credit for grades of “D” or “F”.

In order to be eligible to take a course for Credit/No Credit, a student must have completed eight course units, must be in good standing (GPA of 2.0 or
above). The Credit/No Credit option may be elected only by declaring this intention in the Office of the Registrar during the first five class days of the fall and spring semesters — it may not be done on the web-based registration system. The option may be dropped within the regular period for withdraw.

No more than one Credit/No Credit course may be taken in a single term, and no more than six such courses may be taken by an individual student at Illinois Wesleyan. No course originally taken for a grade may be retaken for Credit/No Credit.

Only IWU elective courses, i.e., courses which are not used to satisfy Shared Curriculum, major or minor field requirements, may be taken under this designation. In the case of a course taken in a field in which a major or minor is later declared, it may be counted toward the major or minor if the appropriate department chair approves.

Typically, students may not elect to take coursework abroad on a credit/no credit basis, regardless of the policies of their study abroad program and/or host university.

The Credit/No Credit option is not available to students during May Term.

When departments offer courses for Credit/No Credit only, the policies applying to the student–selected Credit/No Credit option do not apply.

Class Attendance

The Registrar may cancel the registration of any student who fails to initiate attendance at the beginning of a term. Attendance policies are established by individual faculty members for each class and therefore may vary from course to course. Students may expect the course attendance policy to be stated in the syllabus for that course. However, in general, students are expected to attend classes regularly. In cases of unavoidable absence, it is the student's responsibility to inform the faculty member of the cause. The Arnold Health Service will provide such evidence of medical attention that it may be aware of to faculty members at the request of that student. It is also the student's responsibility to inform faculty members of any absences because of University-approved functions. While University-sponsored non-academic activities which conflict with class schedules do not automatically take precedence over regular class work, faculty members are requested to exercise reasonable flexibility in accommodating students involved in such activities.

When a student misses class repeatedly the instructor is encouraged to report the situation to the Dean of Students, who will issue a warning and arrange counseling. When a student is absent from class either in excess of the absences permitted by the policy of the instructor or so that in the instructor's judgement it is impossible for the student to successfully complete the course, the instructor can request that the student be excluded from further class attendance. Unless the student can demonstrate a cogent reason to be allowed to remain in the course, this action will be taken by the Registrar.

Religious Accommodations

Illinois Wesleyan University affirms the religious and secular diversity of its students, faculty, and staff. In order to protect, encourage, and support
this diversity, the Council on Religious Life and Evelyn Chapel offer the Multifaith Awareness Calendar so that we may all become better aware of the many holidays observed by members of the Illinois Wesleyan community. www.iwu.edu/chaplain/MultiFaithCalendar.html

Out of respect for this diversity – and because there are times when the academic calendar conflicts with these major holidays – faculty, staff and students are encouraged to refrain from scheduling campus events during times of major holidays (Eid al-Adha, Rosh Hashanah, Yom Kippur, Good Friday, Easter Sunday, for example).

Students are strongly encouraged to bring to the attention of their instructor any religious observances that conflict with required coursework at the beginning of each semester. Faculty members are requested to exercise reasonable flexibility in accommodating students with conflicts due to religious observance.

Final Examinations

Final course assignments or exams are administered during and not before the regularly scheduled time during “finals week.” Comprehensive final examinations are not a mandatory part of every course, but a final exam or other activity must be administered during the scheduled final examination period. Exams or graded assignments scheduled earlier in the semester may come due during the last week of classes, but faculty are strongly discouraged from announcing new assignments proximal to and due during the last week of classes. Students are encouraged to prepare for final exams throughout the semester and to use reading day(s) for further preparation. These recommendations allow for better student and faculty member preparation for final exams.

Grade Designations and Quality Points

Credit at Illinois Wesleyan University is awarded on the basis of criteria of subject mastery or competence. The University does not use a uniform range of percentage scores in determining letter grades, nor does it award a predetermined percentage of letter grades in the various grade categories.

A student’s cumulative grade average (GPA) is based on grades earned at Illinois Wesleyan University. It is determined by dividing the total number of earned quality points by the total number of graded units of credit for which he or she has been enrolled at IWU, including off-campus and affiliated study abroad programs. Student academic performance is evaluated according to the following system of grade and quality point designations: Only letter grades count toward the GPA,

- A, A- Credit for work of superior quality.
- B+, B, B- Credit for work of good to very good quality.
- C+, C Credit for work of acceptable but not distinguished quality.
- C- Credit for work of marginal quality.
- D Credit for work of poor quality.
- F Failure.
- CR – Credit: indicates passing work counted in computing grade point average.
- NC – No Credit: not counted in computing grade point average.
IN – Incomplete: this mark is used in cases where course requirements are not completed because of circumstances beyond the control of the student. The designation IN is not counted in computing cumulative grade point average. At the time the grade is given, the instructor must also file with the Registrar a form for Processing Incomplete with the reason the incomplete is being requested by the student, remaining course requirements to be fulfilled, instructions for submitting the completed work, the date that work is due, and the permanent grade that will be recorded in the event that the IN designation is not removed by the given due date. The normal date for completion of an IN is within four weeks from the last day of classes in the term; however, the instructor may grant a longer period of time, not later than the conclusion of the subsequent term. If not changed to a passing grade within one regular semester, the designation IN converts into the grade F or, in the case of Credit/No Credit courses, into the designation NC. Extensions beyond one semester require the student to petition for Academic Exception in the Registrar’s Office.

IP – In Progress: this mark is used in cases (e.g., travel courses) where, by course design, the requirements cannot be completed during the usual grading period. Courses designated as IP are not counted in computing grade point average. An IP will be changed to one of the other designations following course completion.

AU – Audit: this mark is used where the student has officially registered as a course auditor. Courses designated as AU are not for credit, and not counted in computing grade point average.

W – Withdrawing from a course after the drop/add period, but during the first 8 weeks of a semester or during the first three days of the May Term. Courses designated as W are not counted in computing grade point average. (see University Calendar for actual date). The W designation may also indicate official withdrawal from the University.

NR – Not Reported: an administrative mark used only when grades have not been reported to the Office of the Registrar. If not changed to a passing grade within one regular semester, the NR mark converts to the grade of F or, in the case of Credit/No Credit courses, into the grade NC.

QUALITY POINTS: A student’s cumulative grade average (GPA) is determined by dividing the total number of earned quality points by the total number of graded units of credit for which he/she has been enrolled.

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<th>Grade</th>
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<td>A-</td>
<td>3.7</td>
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In order to remain in good standing academically, a student must maintain a cumulative grade average of 2.0 (C). Normally only those students with cumulative grade averages of 2.0 or above are permitted to continue their studies at Illinois Wesleyan.

REPEATED COURSES: Only courses graded below a “C-“ may be repeated. All grades for any courses taken, whether repeated or not, and whether taken at IWU or not, remain permanently on the IWU transcript; however, only the grade and...
credit recorded the last time the course was taken may be used in the calculation of the GPA and credits earned. Only grades earned at IWU, including off-campus and affiliated study abroad programs, are used to calculate the GPA. Therefore, repeating a course elsewhere may remove an IWU grade and credit from the GPA calculation, but transferred-in grades and credits will not be included in the calculation.

GRADE REPORTS: At mid-term grade reports may be issued to any students whose grade in any class is C- or lower. These reports are also sent to the individual student's advisor. Mid-term grades are intended to give students who are doing unsatisfactory work adequate warning prior to the end of the semester.

FINAL GRADES: At the end of each semester, May Term, and Summer Sessions, final grades are submitted by the faculty to the Registrar's Office. After faculty members have submitted their final grades, no change may be made except to correct a demonstrated clerical error, or as a result of the Academic Appeals process.

Academic Progress and Standing

GOOD STANDING — A student is classified “in good standing” if the cumulative grade average is 2.00 or higher.

ACADEMIC PROBATION — When a student's cumulative grade point average is below 2.00, the student is classified “on academic probation.”

ACADEMIC DISQUALIFICATION — Students whose cumulative grade point averages fall below the following standard shall be disqualified from attendance at the University (unless allowed to continue under the specific written prescriptions of the Associate Provost):

- GPA at the end of one full year of college study must be 1.5 or higher.
- GPA at the end of two full years of college study must be 1.8 or higher.
- GPA at the end of three full years of college study must be 2.0 or higher.

Beyond three years of college study the student must maintain at least a 2.0 cumulative grade point average through graduation.

All GPA calculations for probation and disqualification are exclusive of military science courses. Students who have been academically disqualified may apply for readmission to the University only through the Registrar's Office and must complete the Petition for Reinstatement to study at the University.

Honesty

The integrity of the academic community depends on the trustworthiness of all its members. On the part of students, honesty is assumed. Dishonesty in the form of plagiarism or cheating is not tolerated and the University maintains a clear and definite policy applying to it. Violations may result in dismissal from the University. For the complete policy, see the Student Handbook.

All offenses of academic dishonesty are reported to the Associate Provost, who maintains the University's records on these matters. For a second offense, the student is referred to the Academic Appeals Board with a recommendation for separation from the University.

Records and Transcripts

Illinois Wesleyan University collects data and maintains records in order to assist staff and faculty in educational planning and to meet student needs. Unless
information is necessary for the operations and programs of the University, records are not maintained.

Consistent with the Family Educational Rights and Privacy Act of 1974, Illinois Wesleyan University maintains policies providing students access to their educational records and procedures for the confidentiality of all data maintained in them. Consult the Student Handbook for the statement on regulations and policies.

The Office of the Registrar provides a transcript service for students and former students. A small fee is charged for this service. However, no official transcripts or other personal academic records which would not otherwise be public will be issued without the written consent of the individual involved.

Petitions

Students desiring exceptions from All-University or specific degree requirements must file a petition with the Registrar setting forth the reasons for the request. Such exceptions are granted or denied by the Petition Review Committee, whose decision may be appealed to the Associate Provost.

Student Academic Appeals

Students wishing to appeal faculty decisions on final grades should first attempt to resolve their problems with the individual faculty member and the department head involved. A student who remains unsatisfied following these attempts may submit the appeal in writing to the Registrar within one semester of receiving the disputed grade. The Registrar will then place the appeal before the Academic Appeals Board.

Leave of Absence

A leave of absence can be granted when extenuating circumstances arise. Leaves of absence are granted for two main reasons: medical conditions affecting the student’s health or fitness for academic work; and academic issues making it appropriate for the student to take leave from regular attendance at the University. In the former case, a letter from a medical professional is required both for granting the leave and to establish that the student is able to return from the leave. Normally a leave of absence means that the student will not be in attendance at another college or university during the leave. However, in some cases study elsewhere is allowed and may even be required as a condition for return. In such cases a transcript of the work elsewhere must be evaluated by the Registrar prior to granting permission to return. In any case, plans to take courses elsewhere must be approved in advance by the Registrar. Students may apply for a leave of absence by completing the Application for Permission to Leave the University and should begin the process in the Dean of Student’s Office.

Leaves of absence are normally granted for one semester. An extension of an initial leave can be considered by contacting the Registrar’s Office. Students who are absent for a period longer than an approved leave of absence must reapply for admission through the Registrar’s Office.

Withdrawal from the University

A student who is considering withdrawal from the University should discuss plans with the Dean of Students and the academic advisor. Notification of intent
to withdraw will be considered official only after the student has completed an Application for Permission to Leave the University and returned it to the Dean of Students. A grade of W may be assigned if the withdrawal occurs prior to the final withdraw date for the semester.

**CREDIT FOR WORK EXTERNAL TO ILLINOIS WESLEYAN**

Only courses taken at institutions accredited by the appropriate regional accrediting association may be presented for transfer.

No more than 16 course units for work external to Illinois Wesleyan may be counted toward a degree.

Under no circumstance may more than 50% of a major or minor be taken elsewhere.

Any course that Illinois Wesleyan University considers to be less than .66 course units will not satisfy a Shared Curriculum, major, or minor requirement.

Course credits with grades below a “C” will not transfer to Illinois Wesleyan University. Pass/fail graded courses will not be accepted.

Credit awarded by examination may present unique problems not generally addressed herein. Specific questions on the transferability of credit awarded by examination should be directed to the Registrar.

All degree candidates must complete a minimum of 2 years and 16 course units in residence. At least 8 of the last 10 course units must be taken at Illinois Wesleyan. Exceptions to the residency requirements or transfer of credit policies will ordinarily be made for those students in joint liberal arts-professional programs (eg. 3:2 engineering), approved off campus study programs, and the School of Nursing programs. Specific requirements of these programs can be obtained from the Registrar or appropriate program Director.

For purposes of incoming transfer, the University applies a conversion factor of one course unit per 4 semester hours of credit, or 6 quarter hours, excluding credits earned in courses for which IWU does not grant degree credit. Prospective transfer students should submit transcripts of prior college work to the Admissions Office with their application materials. College transcripts will be forwarded to the Registrar for evaluation with regard to credits which will be accepted in transfer and credits which may apply to various degree requirements.

For purposes of outgoing transfer, Illinois Wesleyan recommends that other institutions, in accordance with their own policies, apply the conversion factor of 4 semester hours per course unit, or 6 quarter hours, and (where credit is ordinarily granted for such activities) one semester hour for non-degree courses designated X, one-half semester hour for non-degree courses designated Y and zero semester hours for non-degree courses designated Z.

**Credit by Examination**

The University subscribes to the purposes and procedures of the Advanced Placement Program of the College Entrance Examination Board, and students with scores that are sufficiently high may receive both credit and placement on this basis. Credit and placement may also be granted by the University on the basis of satisfactory performance on the International Baccalaureate and
Cambridge International Examinations. In some areas, the University administers its own examinations to determine placement and/or proficiency which permits exemption from certain courses which are degree requirements.

The University grants credit by examination subject to the following restrictions:

1. Students may earn a maximum of 8 course units from a combination of credit by exam and college courses taken while completing high school. A maximum of four course units can qualify for Shared Curriculum credit.
2. Advanced Placement scores of 4 and 5 will receive one course unit of elective or Shared Curriculum credit. No laboratory credit will be awarded.
3. Higher Level International Baccalaureate scores of 5, 6, and 7 only, will generally receive one course unit of elective or Shared Curriculum credit. No laboratory credit will be awarded. Credit is not awarded for subjects passed at the subsidiary level.
4. Cambridge International Examinations at the A-Level with scores of A*, A, and B, will generally receive one course unit of elective or Shared Curriculum credit. No laboratory credit will be awarded. Credit is not awarded for AS-Level examinations.
5. Duplicate credit by examination will not be granted. A student who has been granted credit by examination may not receive credit for the equivalent college course.
6. Credit from AP, IB, and Cambridge or similar programs, may not be awarded after college courses have been completed in those areas.
7. All credit from AP, IB, and Cambridge or similar programs, will be counted as lower division credit.
8. Credit from AP, IB, and Cambridge or similar programs may not be counted toward fulfillment of major or minor requirements. Departments, in their discretion, may choose to substitute alternate requirements where such credits are substantially similar to major requirements, however.
9. Credit awarded in any one field is limited to 2 course units.
10. Grades are not assigned to credits awarded from AP, IB, and Cambridge or similar programs.
11. The Associate Dean of Curricular and Faculty Development, the Registrar, and department chairs/school directors shall evaluate all requests for transfer and Advanced Placement credit for Shared Curriculum courses and flags.

**College Credit Earned Prior to High School Graduation**

Illinois Wesleyan University will recognize college credit earned prior to high school graduation if the following conditions are satisfied:

1. An official transcript has been sent directly from the credit granting institution of higher education.
2. All other appropriate provisions of this Catalog are met (see Credit by Exam and Transfer Credit).
3. Students may earn a maximum of 8 course units from a combination of credit by exam and college courses taken while completing high school. A maximum of four course units can qualify for Shared Curriculum credit. These
limitations do not apply to students who complete an Associate's Degree prior to graduating from high school.

**Seal of Biliteracy**

IWU accepts the State Seal of Biliteracy for the second language Shared Curriculum requirement. This policy is consistent with accepting AP credit for language. Credit for the seal is not processed automatically. It is the student's responsibility to request credit for their seal within the first three academic years after graduation from high school. The Registrar's Office will verify the Seal of Biliteracy on the official final high school transcript. Students with a verified Seal of Biliteracy will receive one course unit of credit (4 semester hours) and will meet the IWU Shared Curriculum second language requirement.

**Students Transferring into the University**

To facilitate transfer, Illinois Wesleyan University has joined the Illinois Articulation Initiative (IAI; www.itransfer.org) as a receiving institution. This guarantees that students who have completed the General Education Core Curriculum (GECC) at any participating institution will have satisfied the General Education requirements at Illinois Wesleyan. This initiative is in effect for students who began college during or after summer 1998.

All transfer students (including those transferring in with the IAI GECC package) must have a 2.00 cumulative grade average for all college work (exclusive of military science), and for all work completed at Illinois Wesleyan, in order to qualify for an undergraduate degree. Courses with grades of less than C will not be accepted for transfer.

Transfer students who have completed the IAI will still be required to satisfy other graduation requirements (including the other aspects of the Shared Curriculum: Encountering Diversity and Physical Education).

Transfer students who have completed a statewide articulated associate degree such as the AFA, AES, AAT or those who have been granted 30 semester hours of transfer credit without having completed the GECC will have the option to complete the GECC curriculum while enrolled at IWU.

The Registrar, in consultation with the Associate Dean of Curricular and Faculty Development, shall evaluate all requests for transfer and Advanced Placement credit for Shared Curriculum courses and flags.

**Transfer From Foreign Institutions**

Any request for transfer of credit from a foreign institution must be accompanied by an official English language translation of the official transcript as well as an official English language translation of the official course descriptions from that institution's catalog (or similar description). In some cases, an English language translation of the course syllabus may also be required. All such requests must be evaluated by a transcript evaluation service approved by the University. The cost of this evaluation must be paid by the student seeking the transfer of credit. Credits from foreign institutions not affiliated with Illinois Wesleyan University will not be accepted without this evaluation. Credits from institutions formally affiliated with Illinois Wesleyan University will be
accepted based on current institutional procedures without such an evaluation. Information on approved transcript evaluation services may be obtained from the Registrar's Office.

**Course Credit Transfer for Currently Enrolled Students**

Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere. Currently enrolled students may not earn transfer credit except by request and approval from the Registrar. Course credits will be accepted only if those credits are judged by the Registrar to be Illinois Wesleyan University course equivalents. For courses to be considered course equivalents, they must be offered by a regionally accredited institution and be acceptable for credit towards a degree at that institution and, regardless of method of delivery, they must be equivalent both in rigor and, when appropriate, in content to a corresponding course or course category, as articulated by IWU faculty. Although requests for exceptions will be considered, to be successful they will need to show that taking a course elsewhere furthers some valid educational objective.

Matriculated students at Illinois Wesleyan can earn no more than 4 units of Shared Curriculum credit through a combination of credit by examination and courses transferred from other institutions, except for courses in approved off-campus study programs. Online coursework may not be applied toward fulfillment of second language or science lab requirements. A student may not receive transfer credit for the Gateway Colloquium once he/she has enrolled at Illinois Wesleyan. The Registrar, the Associate Dean of Curricular and Faculty Development, department chairs/school directors shall evaluate all requests for transfer credit for Shared Curriculum courses and flags.

For courses to count toward a major or minor, approval must be given by the department chair or program/school director.

Students may also be required to provide course descriptions or additional information (for example, syllabi), as requested. Course credits with grades below a “C” will not transfer to Illinois Wesleyan University. Pass/fail graded courses will not be accepted.

**ACADEMIC HONORS AND AWARDS**

High academic achievement is recognized in a variety of ways at Illinois Wesleyan University. An honors list that recognizes distinguished academic achievement is compiled each semester, and cumulative academic achievement is recognized at graduation through graduation honors. Students who wish to pursue honors research, or special performance honors in the fine arts, may do so through additional programs described below. A variety of prizes and awards, many of them established by alumni and friends of the University, are also given annually.

**University Honors**

DEAN'S HONOR LIST — Students meeting the established criteria will be recognized for academic excellence by inclusion on the Dean's Honor List compiled
at the end of each semester. The student must meet the following conditions to qualify:

1. Grade average of 3.50 or higher for courses taken during the grading period (exclusive of military science courses).
2. A minimum load of three graded course units. Courses taken for “Credit-No Credit,” and non-degree credit courses do not count toward the minimum.
3. No Incomplete grades for courses taken in the grading period.

GRADUATION HONORS — Students with excellent academic records are recognized at Commencement with the awarding of the degree cum laude, magna cum laude, and summa cum laude. These honors are based on the final cumulative grade average for Illinois Wesleyan coursework according to the following scale (exclusive of military science): cum laude – 3.50 or higher, magna cum laude – 3.70 or higher, and summa cum laude – 3.90 or higher.

Performance Honors in the Fine Arts

Students graduating in the Schools of Art, Music, and Theatre Arts may be selected for Art Exhibition Honors, Music Recital Honors, or Theatre Arts Production Honors, respectively. Students are selected for these honors according to the following guidelines:

1. Candidates for graduation in the School of Art may seek Exhibition Honors provided that a cumulative average of at least 3.0 overall and a 3.50 in Art has been maintained. Senior students shall apply for honors in October of each year. The Art faculty will review completed exhibitions or projects and determine whether or not honors will be granted.
2. A candidate for graduation may be selected for Theatre Arts Production Honors by the Theatre Arts faculty as recognition of superior work in production provided that a cumulative average of 3.0 overall has been maintained. Selection will be based on significant and consistent achievement throughout the student’s career in the School of Theatre Arts.
3. The School of Music faculty shall hold auditions in October of each year open to all seniors who apply. The application shall show the complete repertoire proposed for the senior recital and shall have the approval of the major teacher. Candidates selected shall be recognized through an Honor Recital.

Research Honors

The University encourages qualified students to pursue projects of original research under the guidance of a faculty member. Students should discuss their interest in Research Honors with their academic advisor in order to determine whether they qualify.

Students who have a cumulative GPA of 3.25 or higher meet the first requirement for qualifying for Research Honors. Students must also have a 3.5 cumulative GPA in the field in which they want to pursue research. In addition, students must have completed six courses in the field in which they are pursuing Research Honors. To be eligible, students must be currently enrolled in, or have completed these six courses by the application deadline.

A student’s intention to attempt Research Honors must be declared to the Associate Provost by October 1 of the students’ senior year. Independent study
credit may be earned for work associated with the completion of a Research Honors project. The assent of a faculty member willing to serve as project advisor is required for participation. A project hearing committee made up of faculty appointed with the consultation and consent of the student will review the completed project and determine whether or not honors shall be granted. For complete information see www.iwu.edu/research/honors-research.html.

Awards and Prizes in Areas of Academic Achievement

Accounting
THE JACK C. FIELDS PRIZE FOR EXCELLENCE IN ACCOUNTING (2004). This prize was established by IWU faculty and staff members to honor Jack Fields, IWU Class of 1971, who was a member of the Business Administration faculty from 1983 until his death in 2004 and University Registrar from 1993 to 2004. The prize is presented for exceptional achievement in the study of Accounting.

Art
HESTER MERWIN AYERS ART ACHIEVEMENT AWARD (1964) Established by Hester Merwin Ayers, this award is given at Commencement to the outstanding senior in art.

Biology
WANTLAND AWARD (1971). This award memorializes the late Wayne Ward Wantland, member of the biology faculty from 1944 to 1971 and Director of the Division of Natural Science. The award is given annually to a senior biology major for outstanding contributions to the department of biology.

Business Administration
WILLIAM T. BEADLES AWARD FOR EXCEPTIONAL ACHIEVEMENT IN BUSINESS ADMINISTRATION (1990). Given annually at Commencement to the most outstanding senior majoring in accounting, business administration, or insurance. The award is named in honor of William T. Beadles, professor of insurance at Illinois Wesleyan from 1924 to 1968.

Chemistry
THE PROFESSOR DAVID BAILEY PRIZE IN CHEMISTRY(2003). Established by IWU faculty and alumni, this prize is given in memory of David N. Bailey, Professor of Chemistry from 1980 to 2003 and Chair of the Chemistry Department from 1980 to 1989. It honors outstanding achievement in the field of Chemistry.

FRANKLIN SPENCER MORTIMER AWARD (1969). Given to a senior chemistry major for outstanding contributions to the department of chemistry. This award named for Franklin Spencer Mortimer, professor of chemistry at Illinois Wesleyan University from 1921 to 1945, was established by Harold C. Hodge.

Economics
THE MARGARET CHAPMAN MEMORIAL AWARD IN ECONOMICS (2014). Established by the Economics Department to honor the life of Margaret Chapman and her many years of dedicated service to Illinois Wesleyan, this award is presented annually to a senior economics major for academic excellence and outstanding engagement within the discipline and the department.
English-Writing
ARThUR WILLIAM HINNERS POETRY PRIZE. The Academy of American Poets sponsors these annual contests in over 150 American colleges and universities. Winning poems are eligible for publication by the Academy. Student poets submit portfolios of two to ten original poems to judges in the English department.

THE ILLINOIS WESLEYAN UNIVERSITY DEPARTMENT OF ENGLISH PRIZE FOR SHORT FICTION Began in 1997 as a way to promote and encourage aspiring fiction writers at IWU.

THE ILLINOIS WESLEYAN UNIVERSITY DEPARTMENT OF ENGLISH ESSAY PRIZE
NIKKI KAYE PAPE PRESIDENT’S CLUB AWARD FOR EXCELLENCE IN WRITING (1971). Established by Professor Max Pape, the award is given at Commencement to the graduating senior selected by the faculty of the English department for the best selection of writing prepared during the academic year.

Fine Arts
HOPE ELLEN PAPE PRESIDENT’S CLUB AWARD IN FINE ARTS (1971). Established by Professor Max Pape, the award is given at Commencement to the graduating senior demonstrating outstanding accomplishment in Art, Music, or Theatre Arts.

Humanities
DONALD R. KOEHN MEMORIAL AWARD (2003). Established by family and friends of Donald R. Koehn, Professor of Philosophy from 1972 to 1994, this award is given at commencement to a graduating senior for outstanding achievement in the humanities.

International Studies
PEDRO E. & RUFINA A. OLIVEROS MEMORIAL AWARD (PERAOMA). The criteria for selection of this award includes: academic achievement, active co-curricular participation in international related activities, and demonstrated financial need in college (e.g., need based financial aid). Eligibility: International Studies graduating major.

TECHNOS INTERNATIONAL PRIZE. This is an international prize that recognizes the student who has contributed greatly to broaden international/global awareness and understanding in general, and on our campus in particular, and has excelled academically. Eligibility: Any graduating major or minor in International Studies or related programs (i.e., International Business, the languages). Award: A certificate and gift that are inspired by traditional Japanese art and culture.

INTERNATIONAL STUDIES OUTSTANDING SENIOR AWARD. This award recognizes a graduating senior who has excelled both inside and outside the classroom. The recipient will be outstanding academically, perhaps has engaged in research honors, and has been involved in departmental activities. An outstanding senior will also have been actively involved in other organizations with an international focus (e.g., service, volunteer, or social) either on or off campus. Eligibility: International Studies graduating major.

EXEMPLARY STUDENT IN JAPANESE STUDIES
Library
THE AMES LIBRARY SCHOLARLY & ARTISTIC RESEARCH PROPOSAL AWARD (2009) This award funds a significant research or creative proposal in any discipline. The award supports student learning, information literacy and critical thinking skills, in collaboration with library and department & program faculty.

Music
DAVID NOTT COLLEGIATE CHOIR SCHOLARSHIP
DELTA OMICRON AWARD FOR OUTSTANDING MUSICIANSHIP. Given to a junior music student chosen for general excellence in music studies including performance.
KATHERINE RIEDELBAUCH BAKER MUSIC AWARD (1968). The award is given at Commencement to the senior music major showing superiority in musicianship. The award was established by Dr. Frances E. Baker and Dr. Gladys Baker.

Natural Sciences
HAROLD C. HODGE PRESIDENT'S CLUB AWARD IN NATURAL SCIENCE (1971). Established by Professor Max Pape, the award is given at Commencement to the graduating senior selected for outstanding achievement in natural sciences and mathematics.

Nursing
ALUMNAE ASSOCIATION OF THE BROKAW HOSPITAL NURSING SCHOLARSHIP Awarded to a third year student.
FRANCES D. ALIKONIS MEMORIAL AWARD (1965). Established by Justin J. Alikonis, the award is made to the outstanding student in the sophomore class of the School of Nursing.
HERMES CALVERT ’86 SCHOLARSHIP Awarded to a third year student.
FINFGELD FAMILY SCHOLARSHIP Endowed nursing scholarship for students receiving Financial Aid from the University.
PATRICIA GIESE MEMORIAL SCHOLARSHIP
DELORES HELSLEY-ASCHER SCHOLARSHIP Endowed nursing scholarship for students receiving Financial Aid from the University.
CAROLINE F. RUPERT NURSING AWARD (1961). Established by Mrs. Rupert, the award is given at Commencement to the outstanding senior nursing major.
MARY D. SHANKS SCHOLARSHIP ESTABLISHED BY UPSILON PI ALUMNI CHAPTER OF ALPHA TAU DELTA Awarded to a third year student.
SARA M. STEVENSON MEMORIAL SCHOLARSHIP Awarded to a first year student.

Psychology
PSI CHI AWARD (1986). Established by the local chapter of Psi Chi, the national psychology honorary organization, the Psi Chi award is given to the outstanding senior psychology major.
Social Sciences
ROBERT S. ECKLEY PRESIDENT’S CLUB AWARD IN SOCIAL SCIENCE (1971). Established by Professor Max Pape, the award is given at Commencement to the graduating senior selected for outstanding achievement in the social sciences.

Theatre Arts
JOHN L. CLARK DRAMA PRIZE (1987). Established by family and friends of John L. Clark, former Dean and University Professor at Illinois Wesleyan University, this award is given at Commencement to a graduating senior with high academic achievement and outstanding creative skills.

LARRY SHUE ENDOWMENT PRIZE (1985). Established by friends of the late Larry Shue, playwright and Illinois Wesleyan alumnus of 1968, the prize is given at Commencement to a graduating senior who shows potential as a professional playwright and outstanding talent in theatre arts.

Awards and Prizes in Areas of Special Recognition
ALPHA LAMBDA DELTA NATIONAL BOOK AWARD. Given to the senior member with outstanding academic achievement.

ANNABELLE SCROGIN ANDERSON ’36 AWARD. Recognizes distinguished achievement in multiple fields of study.

BEST GATEWAY ESSAY Gateway instructors nominate several papers written by students in their sections for the Best Gateway Essay contest.

HARVEY BEUTNER AWARD FOR JOURNALISTIC EXCELLENCE. Presented in honor of Dr. Harvey Beutner, who advised campus media for a quarter century and was the recipient of the University’s highest teaching award.

EXCELLENCE IN ADVANCING ENVIRONMENTAL SUSTAINABILITY LINCOLN LAUREATE AWARD Presented for excellence in curricular and extra-curricular activities to seniors from each of the state’s four-year, degree-granting colleges and universities, and one student from the community colleges in Illinois.

M. ROSS ANDERSON ’27 SCHOLARSHIP (1985). Established by family and friends of M. Ross Anderson, the award is given each semester to the active member of Alpha Iota Chapter of Sigma Chi with the highest academic achievement.

OUTSTANDING SENIOR IN ENVIRONMENTAL STUDIES
OUTSTANDING SENIOR IN HISPANIC STUDIES
OUTSTANDING STUDENT IN FRENCH AND FRANCOPHONE STUDIES
OUTSTANDING STUDENT IN ITALIAN STUDIES

PHI KAPPA PHI AWARD (2002) The Phi Kappa Phi Graduation Prize recognizes an outstanding senior member of PKP with exceptional promise for graduate or professional study.

W.E. SCHULTZ AWARD FOR EXCELLENCE IN MEDIA MANAGEMENT Presented in honor of former IWU English professor Dr. W.E. Schultz, who founded the Gamma Upsilon media honorary society and penned the lyrics to “Alma Mater Wesleyan.”

WEIR FELLOWS – ARC Weir Fellows work on projects that have been thoughtfully developed using action research strategies.
THE SHARED CURRICULUM

The Shared Curriculum at Illinois Wesleyan University strives to provide a foundation for a liberal education of quality and breadth through a continuously evolving program which fosters intellectual independence, critical thinking, imagination, social awareness, and sensitivity to others. These qualities of mind and character are developed through a coordinated academic and co-curricular program of active learning, problem solving, collaborative inquiry, and community involvement. In this environment, students pursue a course of study which leads to knowledge of the natural universe and the diverse realms of human experience.

The Shared Curriculum includes three components: The General Education Program, Encountering Diversity, and Physical Education. Transfer students who have completed the Illinois Articulation Initiative General Education Core Curriculum may use this to fulfill IWU General Education requirements but must still complete (or transfer in courses that fulfill) Encountering Diversity and Physical Education requirements.

The Shared Curriculum

The shared curriculum includes (1) The General Education Program, (2) Encountering Diversity, and (3) Physical Education.

The General Education Program

- Gateway Colloquium (1 course unit)
- Analysis of Values (1 course unit)
- The Arts (1 course unit)
- Contemporary Social Institutions (1 course unit)
- Cultural and Historical Change (1 course unit)
- Formal Reasoning (1 course unit)
- Intellectual Traditions (1 course unit)
- Literature (1 course unit)
- The Natural Sciences (2 course units)
- Life Science
- Physical Science
- Science Issues
- Science Lab
- Writing Intensive Course Flag (1 course unit)

Encountering Diversity

- Encountering Global Diversity Flag (1 course unit)
- Encountering US Diversity Flag (1 course unit)
- Second language (0-3 course units)

Physical Education

- Physical Education (2X or 4Y courses or an equivalent combination is required. At least one x or y must be a Fitness course)
More specifically, the Shared Curriculum at Illinois Wesleyan is committed to the following goals:

- To develop students’ capacities for critical thinking, intellectual independence, and imagination by creating opportunities for active learning;
- To develop students' knowledge and understanding of the fundamental processes and relationships of nature and culture and their evolution over time;
- To enable students to use formal methods of reasoning in problem solving;
- To heighten students’ understanding of the diversity of cultures in our own society and the world;
- To develop students’ capacities for expressing and communicating ideas in writing and orally, in English and in another language, and for using writing as a means of discovery and understanding;
- To foster in students the ability to make and assess judgments of value in such areas as ethics, aesthetics, and public policy by encouraging them to frame questions of value, to explore alternative value systems, and to become informed, active citizens in public life;
- To develop in students kinesthetic awareness, personal fitness, and lifelong habits of healthy living;
- To bring the world to campus and students to the world through varied combinations of co-curricular programming, travel and service to the community.

Students are given the opportunity to achieve the goals of the Shared Curriculum through a sequence of courses that fulfill the programs’ categories and flags. These requirements are further described on the following pages.

**SHARED CURRICULUM POLICIES AND GUIDELINES**

In planning a course of study to complete these category and flag requirements, students should take into account the following policies:

- Courses that fulfill General Education and Encountering Diversity requirements may also fulfill major or minor requirements, but may not be counted toward both a major and minor requirement or toward requirements for two different majors or minors.
- No General Education and/or Encountering Diversity courses may be taken on a Credit/No Credit basis.
- No course unit may be counted toward more than one General Education category requirement. However, a single course may count for both a General Education category and an Encountering Diversity or Writing Intensive flag.
- Students may fulfill no more than 2 General Education requirements through courses from a single subject code (e.g., HIST).
- No more than 2 units of “D” work may be used to fulfill Shared Curriculum requirements.
• One of the two required Writing Intensive courses must be completed by the end of the sophomore year.

• No activity course in Physical Education may be repeated for credit.

For students who desire to submit Seal of Biliteracy, Advanced Placement, International Baccalaureate, or Cambridge International or other credit by exam, and/or transfer credit to fulfill the requirements of the Shared Curriculum requirements, the following guidelines also apply:

• The Registrar, in consultation with the Associate Dean, shall evaluate students’ requests for transfer credit to fulfill Shared Curriculum requirements and flags. Seal of Biliteracy, Advanced Placement exam, International Baccalaureate exam, and Cambridge International exam credits will be processed by the Registrar.

• Incoming first-year students may apply a maximum of four course units from a combination of credit by exam and college courses taken while completing high school toward the Shared Curriculum requirements.

• After he/she has enrolled at IWU, a student can earn no more than 4 units of Shared Curriculum Credit through a combination of Seal of Biliteracy, Advanced Placement exam credits, International Baccalaureate exam credits, Cambridge International exam credits, and courses transferred from other institutions, except for courses in approved off-campus study programs.

• IWU accepts the State Seal of Biliteracy for the second language Shared Curriculum requirement. This policy is consistent with accepting AP credit for language. Credit for the seal is not processed automatically. It is the student’s responsibility to request credit for their seal within the first three academic years after graduation from high school. The Registrar’s Office will verify the Seal of Biliteracy on the official final high school transcript. Students with a verified Seal of Biliteracy will receive one course unit of credit (4 semester hours) and will meet the IWU Shared Curriculum second language requirement.

• In order to receive Shared Curriculum credit for Advanced Placement exams, the student must have successfully completed the courses associated with the exams and the score on the Advanced Placement exam must be a 4 or 5. In order to receive Shared Curriculum credit for higher level International Baccalaureate exams, the score on the exam must be a 5, 6, or 7. In order to receive Shared Curriculum credit for Cambridge International A-Level exams, the score on the exam must be A*, A, or B.

• Because the Gateway Colloquium is designed to be an introduction to the intellectual and academic environment that is particular to this community, students who start their collegiate study at Illinois Wesleyan must fulfill the gateway requirement at Illinois Wesleyan. Transfer students may be able to fulfill the gateway requirement with a course from their previous institution.

• Credit by examination for advanced course work completed in high school:

**AP CORRESPONDENCE CHART**

<table>
<thead>
<tr>
<th>Advanced Placement Exam</th>
<th>Approved for IWU Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, History of</td>
<td>The Arts</td>
</tr>
<tr>
<td>Art, Studio: Design 2D/3D</td>
<td>Elective Credit Only</td>
</tr>
<tr>
<td>Art, Studio: Drawing</td>
<td>Elective Credit Only</td>
</tr>
<tr>
<td>Biology</td>
<td>Life Sciences Issues Course</td>
</tr>
</tbody>
</table>
Chemistry
Chinese Language/Culture
Computer Science A
Computer Science Principles
Econ-Micro
Econ-Macro
English Lang and Comp
English Lit and Comp
Environmental Science
French Language/Culture
German Language/Culture
Gov’t and Politics–US
Gov’t and Politics–Comp.
History, European
History, US
History, World
Human Geography
Italian Language/Culture
Japanese Language/Culture
Latin
Math-Calculus AB
Math-Calculus BC
Music Theory
Physics 1
Physics 2
Physics B
Physics C–Mechanics
Physics C–E&M
Psychology
Research
Seminar
Spanish Language/Culture
Spanish Literature
Statistics

**IB CORRESPONDENCE CHART**

**International Baccalaureate Examinations**

- HL Language A: literature
- HL Language A: language and literature
- HL Classical languages (includes classical Greek and Latin)
- HL Language B
- HL Business management
- HL Economics
- HL Geography
- HL Global Politics
- HL History

**Approved IWU Credit**

- Second Language
- Second Language
- Second language
- Second language
- Elective Credit Only
- Elective Credit Only
- Contemporary Social Issues
- Physical Sciences Issues
- Global Diversity
- Elective Credit Only
HL Information technology in a global society
HL Philosophy
HL Psychology
HL Social and cultural anthropology
HL Biology
HL Chemistry
HL Computer Science
HL Design technology
HL Physics
HL Further mathematics
HL Mathematics
HL Dance
HL Film
HL Music
HL Theatre
HL Visual arts

CAMBRIDGE CORRESPONDENCE CHART
Cambridge International Examinations (only A-Level Exams are accepted) Approved for IWU Credit

Accounting
Afrikaans
Applied Information and Communication Technology
Arabic
Art and Design
Biology
Business
Chemistry
Chinese
Classical Studies
Computer Science
Computing
Design and Technology
Design and Textiles
Divinity
English – Language
English – Literature
Food Studies
French
Geography
German
Global Perspectives and Research
Hindi
Hinduism
History
Information Technology
Islamic Studies

Elective Credit Only
Intellectual Traditions
Life Sciences Issues
Elective Credit Only
Life Sciences Issues
Physical Sciences Issues
Formal Reasoning
Elective Credit Only
Physical Science Issues
Formal Reasoning
The Arts
The Arts
The Arts
The Arts

Second Language
The Arts
Life Science Issues
Elective Credit Only
Physical Science Issues
Second Language
Cultural and Historical Change
Formal Reasoning
Elective Credit Only
The Arts
The Arts
Elective Credit Only
Literature
Elective Credit Only
Second Language
Elective Credit Only
Second Language
Elective Credit Only
Second Language
Elective Credit Only
Elective Credit Only
Elective Credit Only
Elective Credit Only
<table>
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<tr>
<th>General Education Attributes</th>
<th>Encountering Diversity</th>
<th>PE</th>
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<tbody>
<tr>
<td>Law</td>
<td>Elective Credit Only</td>
<td></td>
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<tr>
<td>Marathi</td>
<td>Second Language</td>
<td></td>
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<tr>
<td>Marine Science</td>
<td>Life Science Issues</td>
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<tr>
<td>Mathematics</td>
<td>Formal Reasoning</td>
<td></td>
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<tr>
<td>Mathematics – Further</td>
<td>Formal Reasoning</td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td>Elective Credit Only</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>The Arts</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Elective Credit Only</td>
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<tr>
<td>Physical Science</td>
<td>Physical Science Issues</td>
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<tr>
<td>Physics</td>
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<td>Portuguese</td>
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<tr>
<td>Psychology</td>
<td>Life Science Issues</td>
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<tr>
<td>Sociology</td>
<td>Contemporary Social Institutions</td>
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<tr>
<td>Spanish</td>
<td>Second Language</td>
<td></td>
</tr>
<tr>
<td>Tamil</td>
<td>Second Language</td>
<td></td>
</tr>
<tr>
<td>Telugu</td>
<td>Second Language</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>Elective Credit Only</td>
<td></td>
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<tr>
<td>Travel and Tourism</td>
<td>Elective Credit Only</td>
<td></td>
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<tr>
<td>Urdu – Pakistan only</td>
<td>Second Language</td>
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<tr>
<td>Urdu</td>
<td>Second Language</td>
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**Shared Curriculum Requirements**

<table>
<thead>
<tr>
<th>Degree</th>
<th>GW</th>
<th>AV</th>
<th>AR*</th>
<th>CSI</th>
<th>CHC</th>
<th>FR</th>
<th>IT</th>
<th>LI/T</th>
<th>Nat Sci</th>
<th>W***</th>
<th>G</th>
<th>U</th>
<th>LA**</th>
<th>PE</th>
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<tbody>
<tr>
<td>BA &amp; BS</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2 course units; (LSI &amp; PSL) or (LSL &amp; PSI)</td>
<td>1 (+1 in the major)</td>
<td>1</td>
<td>1</td>
<td>3rd sem prof</td>
<td>2X or 4Y or equiv. comb. ††</td>
</tr>
<tr>
<td>BFA (Art &amp; Theater)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1 course unit; (LSI/LSL/PSI or PSL)</td>
<td>1 (+1 in the major)</td>
<td>1</td>
<td>1</td>
<td>2nd sem prof</td>
<td>2X or 4Y or equiv. comb. ††</td>
</tr>
<tr>
<td>BFA (Music Theater)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1 course unit; (LSI/LSL/PSI or PSL)</td>
<td>1 (+1 in the major)</td>
<td>1</td>
<td>1</td>
<td>2nd sem prof</td>
<td>2X or 4Y or equiv. comb. ††</td>
</tr>
<tr>
<td>BM (Music Performance)</td>
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<td>1</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1 course unit; (LSI/LSL/PSI or PSL)</td>
<td>1 (+1 in the major)</td>
<td>1</td>
<td>1</td>
<td>2nd sem prof</td>
<td>2X or 4Y or equiv. comb. ††</td>
</tr>
<tr>
<td>BME (Music Education)</td>
<td>1</td>
<td>1</td>
<td>Fulfilled by ensembles</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1 course unit; (LSI/PSI/LSL or PSI) †</td>
<td>1 (+1 in the major; choose)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2X or 4Y or equiv. comb. ††</td>
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<tr>
<td>BS (Nursing)</td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2 course units; (LSI &amp; PSL) or (LSL &amp; PSI)</td>
<td>1 (+1 in the major)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2X or 4Y or equiv. comb. ††</td>
</tr>
</tbody>
</table>
*Students interested in fulfilling Shared Curriculum requirements in “The Arts” through participation in ensembles and/or applied music lessons may choose from among the following four options:

A. Four semesters of piano lessons (MUS 100) OR one semester of Beginning Class Piano for Non-Music Majors (MUS 101) plus two semesters of applied piano (MUS 100).

B. Four semester of applied voice (MUS 100) OR two semesters of applied voice (MUS 100) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23).

C. Four semesters of classical guitar lessons (MUS 100) OR two semesters of applied classical guitar (MUS 100) with concurrent enrollment in Guitar Ensemble (MUS 37).

D. Two semesters of one of the following ensembles–Orchestra (MUS 21), Wind Ensemble (MUS 22), Symphonic Winds (MUS 24), Jazz Ensemble (MUS 34), or Jazz Lab Band (MUS 35) – with concurrent enrollment in the appropriate applied instrumental lessons (MUS 100).

Admission into these ensembles, with the exception of Jazz Lab Band (MUS 35) is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons.

** In place of the courses listed above, students can satisfy this requirement by an equivalent score on an IWU Placement Exam or AP language exam. Entering international students whose native language is not English are exempt from the second language requirement under any one of the following circumstances:

1) They were required to take the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) for admission.

2) They provide a transcript from a secondary school where the primary language of instruction was not English.

3) They provide a transcript or other form of written certification that documents satisfactory completion of more than four years of study in one language other than English.

*** Students must take two “Writing Intensive” courses. One of these courses will be satisfied in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a “Writing Intensive” course in each major.

† Psychology 100 does not meet the Natural Science state requirement for students pursuing an Elementary Education major.

†† At least 1x or 1y must be a fitness course.
COURSE CATEGORIES

THE GENERAL EDUCATION PROGRAM

Gateway Colloquium (GW; 1 course unit)

Category Description:

Gateway Colloquia are small discussion-oriented classes designed to develop students’ proficiency in writing academic and public discourse. Gateway course may be part of a First Year Experience (FYE) course. Although each colloquium investigates its own issue or question, all focus on writing as a major component of intellectual inquiry. Students are expected to participate in discussion and to analyze, integrate and evaluate competing ideas so as to formulate their own arguments about an issue. Topics will vary by section. Students must complete a Gateway Colloquium by the end of the freshman year. Students who fail Gateway will be enrolled in another section of the course at the earliest opportunity.

<table>
<thead>
<tr>
<th>Category Goals</th>
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<tbody>
<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students’ proficiency in writing and its use as a means of discovery and understanding, and of developing students’ capacities in critical thinking, independence, and imagination through active learning, Gateway Colloquium seminars seek to:</td>
<td>To achieve these goals, all Gateway Colloquia incorporate the following criteria:</td>
</tr>
<tr>
<td>1. introduce students to the process of intellectual inquiry and develop students’ critical thinking skills;</td>
<td>1. Courses introduce students to the methods of creating and acquiring knowledge in the university environment through assignments that require critical thinking, i.e., investigation, speculation, analysis and synthesis. Courses also introduce students to the ethical values of the academic community, i.e., sharing knowledge and crediting intellectual achievement through appropriate methods of documentation.</td>
</tr>
<tr>
<td>2. develop students’ ability to evaluate competing ideas and experiences;</td>
<td>2. Courses focus on a specific topic in order to engage students in a shared, sustained investigation and discussion of competing ideas and to develop their reading skills. Courses will not be an introduction to a discipline.</td>
</tr>
</tbody>
</table>
3. develop students’ skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision;

3. Courses focus on writing as a process in which students produce informal writing, drafts, revisions, and final papers, and faculty read drafts, give extensive written comments on student writing, and return comments and formal papers before collecting the next formal paper assignment. Students produce about 30 pages of writing during the term, including at least 4 formal essays of varying lengths. Informal writing — journals, exercises, drafts, responses to reading or study questions — comprises the rest of the pages produced. The bulk of the course grade is derived from student writing. Since the primary focus of the course is writing, the length and number of reading assignments should be limited accordingly.

4. engage students in learning activities that prepare them for academic life in the university.

4. Courses provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently.

### Analysis of Values (AV; 1 course unit)

**Category Description:**

Courses in this category critically examine one or more normative value issues arising in social, political, professional, religious, artistic, or other contexts. Normative value issues concern questions of what ought to be the case, and are thus distinguished from empirical and/or descriptive issues, which concern questions of what is, was, or will be the case. Courses in this category engage students in the rational examination of normative value issues and expose them to alternative theories and positions concerning such issues. Students are thereby challenged to think systematically about these issues and to refine and defend their views of them.

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<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students’ capacities for critical thinking, intellectual independence, communicating in writing and orally, and fostering their abilities to make and assess judgments of value, courses in the “Analysis of Values” category seek to:</td>
<td>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component and involve students in analysis and argumentation at a more sophisticated level than that normally found in lower-level courses.</td>
</tr>
</tbody>
</table>
1. develop students’ ability to recognize and understand normative value issues;

1. Courses consider normative value issues as their central focus. The issue or issues should be clearly identified. Whereas the study of descriptive and/or empirical information may be an important component of courses in this category, such information should relate to the normative value issue(s) under consideration.

2. encourage students to understand and evaluate contrasting theories pertaining to normative value issues;

2. Courses expose students to contrasting theories pertaining to normative value issues as these are presented in primary or secondary source readings. Courses engage students in the critical assessment of these theories and/or the practical application of these theories to particular normative value issues.

3. develop students’ ability to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information;

3. Course materials and assignments provide multiple opportunities for students to examine contrasting positions, to formulate their own positions, and to consider rigorously the grounds and arguments for such positions. Possible methods include small group exercises, debates, interactive learning technologies, participation in co-curricular events, class discussions, and paper assignments.

4. encourage students to reflect on the implications of their values for their personal, professional and civic lives, and to learn to listen to, respect, and care about the views of other people in situations other than their own.

4. Courses develop students’ ability to consider the interpersonal, professional, and social contexts of action and to understand the implications of their positions for other persons, groups, or populations.

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**The Arts (AR; 1 course unit)**

*Category Description:*

Courses in this category heighten awareness of an aesthetic dimension in human experience through study of music, theater arts, visual arts, film, and/or creative writing. These courses place the specific art(s) under consideration within the context of the time of original creation or performance, and also within other appropriate contexts.
<table>
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<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of offering opportunities for active learning and of developing students' imagination, their understanding of the fundamental processes and relationships of culture, and their ability to frame questions and make judgments of value, courses in the category of “The Arts” seek to:</td>
<td>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require students to frame questions of aesthetic value, to grapple with answers to those questions, and to evaluate competing ideas or theories of interpretation at an advanced level.</td>
</tr>
<tr>
<td>1. develop students’ awareness of the deep sources of art, both individual and communal, and of the relationship in art between disciplined technique and creative freedom;</td>
<td>1. Courses examine how the artist is related to the work (inspiration, motives, expressive intentions), how art works are constructed, and what technical and aesthetic challenges are involved in the processes of creation or performance.</td>
</tr>
<tr>
<td>2. examine how art records, reflects, and shapes the temper of its time and place of origin;</td>
<td>2. Courses consider such matters as interactions between and among audience, artist, performer, and the art work; the influence of historical, social, and cultural factors on art at the time a work is created or performed for the first time; the influence of art on society.</td>
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<tr>
<td>3. explore the significance of art in a larger context-cross-culturally, historically, or in terms of broad aesthetic parameters shared by various art forms;</td>
<td>3. Course content focuses on a single art form across multiple cultures contemporaneously or a single art form in a single culture over time or multiple art forms in a single culture contemporaneously. Courses examine the role of interpretation in suggesting message or meaning in art.</td>
</tr>
<tr>
<td>4. encourage students to gain a sense of what artists actually do with their hands, voices, bodies, and minds, in the creation and practice of their art.</td>
<td>4. Course assignments and activities expose students, if possible, to paintings/sculpture, to live music and theater, and/or offer them the opportunity to engage in the actual practice of creative or performing arts activities.</td>
</tr>
</tbody>
</table>
Students interested in fulfilling the Shared Curriculum requirements in “The Arts” through participation in ensembles and/or applied music lessons may choose from among the following four options:

A. Four semesters of piano lessons (MUS 100) OR one semester of Beginning Class Piano for Non-Music Majors (MUS 101) plus two semesters of applied piano (MUS 100).

B. Four semesters of applied voice (MUS 100) OR two semesters of applied voice (MUS 100) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23).

C. Four semesters of classical guitar lessons (MUS 100) OR two semesters of applied classical guitar (MUS 100) with concurrent enrollment in Guitar Ensemble (MUS 37).

D. Two semesters of one of the following ensembles — Orchestra (MUS 21), Wind Ensemble (MUS 22), Symphonic Winds (MUS 24), Jazz Ensemble (MUS 34), or Jazz Lab Band (MUS 35) — with concurrent enrollment in the appropriate applied instrumental lessons (MUS 100).

Admission into these ensembles, with the exception of Jazz Lab Band (MUS 35) is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons.

**Contemporary Social Institutions (CSI; 1 course unit)**

*Category Description:*

Courses in this category explore the established practices, relationships, and organizations which influence the daily lives of individuals in society. Social institutions and/or structures examined include governments, religious organizations, education, the family, the media, and the legal, economic, health care, political, and social welfare systems.

<table>
<thead>
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<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular, the goals of understanding the fundamental relationships and processes of nature and culture and their evolution over time, of fostering students’ abilities to make judgments of value in the area of public policy, of encouraging students to become informed active citizens in public life, and of bringing the world to the campus and students to the world, courses in the category of “Contemporary Social Institutions” seek to:</td>
<td>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.</td>
</tr>
<tr>
<td>1. examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts;</td>
<td>1. Courses examine the evolution of one or more contemporary social institutions to the present time and analyze the current structure and functions of the institution(s) studied and its (their) relationship with other institutions in its (their) own or another culture.</td>
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<tr>
<td>2. illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions;</td>
<td>2. Courses engage students in discovering underlying values—including those of key institutional founders or leaders, as well as those of larger groups or societies—that are embodied in the structure and functioning of the institution(s) studied.</td>
</tr>
<tr>
<td>3. enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions;</td>
<td>3. Students participate in assignments and activities that require them to consider and reflect upon how their own and/or others' attitudes, convictions, and actions are influenced, consciously or unconsciously, by the institution(s) studied.</td>
</tr>
<tr>
<td>4. provide students with opportunities to observe and/or to interact directly with individuals involved in the ongoing operations of one or more contemporary social institutions.</td>
<td>4. Courses provide opportunities for students to observe the actual functioning of the institution(s) studied and/or to interact with leaders, volunteers, clients, or other participants in the ongoing activities of the institution(s) through in-class experiences, on-campus co-curricular activities, field trips, volunteer service, electronic discussion groups, or other appropriate means.</td>
</tr>
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**Cultural and Historical Change (CHC; 1 course unit)**

*Category Description*

Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past.
### Category Goals

In keeping with the overall goals of the Shared Curriculum program, in particular, the goals of developing students’ capacities for critical thinking, intellectual independence, of understanding the fundamental relationships and processes of nature and culture and their evolution over time, and of becoming informed citizens, courses in the category of “Cultural and Historical Change” seek to:

- **In keeping with the overall goals of the Shared Curriculum program, in particular, the goals of developing students’ capacities for critical thinking, intellectual independence, of understanding the fundamental relationships and processes of nature and culture and their evolution over time, and of becoming informed citizens, courses in the category of “Cultural and Historical Change” seek to:**

### Course Criteria

To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.

1. **examine major episodes, processes and contexts of change within societies and social institutions, with special attention to changes in belief, behavior and social organization;**

2. **understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change;**

3. **examine the interactions of cultures and histories as revealed in the speech, documents, artifacts, and patterns of behavior of the women and men directly affected at the time of change;**

4. **develop the student’s understanding of her or his place in world history through reflection on the present in light of the past.**

1. **Courses focus on both the events of change and the repercussion of these events on individuals and society.**

2. **Courses include reflection on the causes and directions of change over time;**

3. **Courses include evidence of change as seen through the eyes of the participants;**

4. **Courses include some materials or approaches that encourage the student to relate her or his own present situation in a changing society to the historical/social context the course has established.**

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**Formal Reasoning (FR; 1 course unit)**

### Category Description

Courses in this category focus on approaches to knowledge which are rigorous and rule-governed. The courses enable students to develop an understanding of formal systems, including geometric, symbolic or numerical systems, and to use formal reasoning for inquiry and problem solving, including real-world problems.
<table>
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<tbody>
<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of enabling students to use formal methods of reasoning in problem solving, and developing students’ capacities for critical thinking, courses in the “Formal Reasoning” category seek to:</td>
<td>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a degree of complexity in the material beyond that normally found in lower level courses. They require students to focus on metatheoretical questions, or to engage creatively in mathematical modeling or proving theorems.</td>
</tr>
<tr>
<td>1. familiarize students with one or more formal systems;</td>
<td>1. Courses focus on examining and carefully defining the concepts employed in one or more formal systems and instructing students in the rules used in one or more of these systems.</td>
</tr>
<tr>
<td>2. promote the understanding of formal systems and their use in identifying, analyzing and solving problems;</td>
<td>2. Courses instruct students in the use of formal systems to identify, analyze and solve problems. Courses stress critical thinking and reasoning skills and not solely mechanical skills. Courses assist students in writing clear solutions to problems.</td>
</tr>
<tr>
<td>3. provide a real-world context for the use of formal reasoning;</td>
<td>3. Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world.</td>
</tr>
<tr>
<td>4. convey an appreciation of formal systems.</td>
<td>4. Courses include an appreciation of the beauty, symmetry and elegance of formal systems.</td>
</tr>
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</table>

**Intellectual Traditions (IT; 1 course unit)**

*Category Description*

Courses in this category explore major ideas that have significantly shaped culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music.
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<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students’ capacities for critical thinking, intellectual independence and social awareness, their knowledge and understanding of the fundamental processes and relationships of culture and their evolution over time, and their abilities to make and assess judgments of value, courses in the “Intellectual Traditions” category seek to:</td>
<td>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level involve an advanced level of complexity in the material studied and the interpretive questions raised and, where appropriate, may have a significant research component.</td>
</tr>
<tr>
<td>1. develop students’ abilities to evaluate critically ideas and beliefs articulated in the conversations of minds across the centuries in our own and other cultures;</td>
<td>1. Courses examine ideas, rather than events, works of art or literature, or cultural practices. Thus, although historical materials, art, literary texts, and cultural artifacts may be examined in the course, such works should be investigated for the ideas articulated in them as they pertain to the subject matter of the course.</td>
</tr>
<tr>
<td>2. increase students’ knowledge of the texts and traditions, either western or non-western, which are demonstrably important, i.e., that have shaped culture and made a difference in the course of events;</td>
<td>2. Courses focus on ideas that have shaped culture, the processes by which texts and traditions come to be seen as important, and, where appropriate, alternative voices which confront traditions.</td>
</tr>
<tr>
<td>3. enable students to see that understanding an idea requires understanding its development by examining the ways in which ideas, beliefs, and world views originate, evolve, persist, recur, and die out;</td>
<td>3. Courses examine the development of ideas over time and in relation to other ideas. Courses on a single figure, for example, should, where appropriate, devote time to studying the wider intellectual conversation of which that figure is a part.</td>
</tr>
<tr>
<td>4. develop students’ abilities to read primary texts and make, assess, and defend arguments about ideas articulated in those texts</td>
<td>4. Courses actively engage students in interpreting and evaluating primary texts (including texts in translation), which provide the majority of reading for the course and which students analyze in written essays and oral discussions.</td>
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</table>

**Literature (LIT; 1 course unit)**

*Category Description*

Courses in this category focus on the critical reading and interpretation of literary texts.
### Category Goals

In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, and imagination, their understanding of cultural relationships, their capacities for expressing and communicating ideas, and their abilities to make judgments and assess value, all in the context of active learning, courses in the “Literature” category seek to:

1. help students to recognize and understand the importance of the structure and style of a literary text;
2. encourage students to engage their imaginative faculties when they read;
3. enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays;
4. develop students' ability to interpret literary texts.

### Course Criteria

To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component involving critical or other secondary material, and involve an advanced level of complexity in the material studied and the interpretive questions raised.

1. Courses examine the style (for example: diction, sentence structure, imagery, rhythm) and structure (for example: plot, sequence of images and ideas, metrics and rhyme) characteristic of literary texts and the relation of one literary text to another.
2. Courses focus on the literary texts themselves and on the practices of intellect and imagination in the reader that make for active engagement with these texts. Such practices might include close study of significant passages, reading aloud or memorization to appreciate sounds, encouragement of visualizing, enacting of passages or texts.
3. Courses present literary texts in terms of some larger cultural framework—at least one context from which the texts emerge, or to which they respond. This context could be socio-historical or it could be the body of the author's work or movements in literary history.
4. Courses actively involve students in interpretation of texts, encouraging thoughtful judgments which the students express and defend in written essay assignments and orally in class discussion.
The Natural Sciences (LSI, LSL, PSI, PSL; 2 course units)

*Category Description*

Courses in this category help students develop the capacity for scientific literacy in preparation for responsible citizenship. Through laboratory and other learning experiences, students explore the methods by which scientists discover and formulate laws or principles that describe the behavior of nature in both living and non-living realms. Students also examine how scientific thinking applies to their own lives, and address the issues that scientific and technological advances bring to society. Two courses in this category are required, one of which deals substantively with scientific methods and laboratory techniques, and the other substantively with societal and ethical issues resulting from scientific techniques or findings. In addition, one of these courses must concern primarily life science concepts, and the other primarily physical science concepts.

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<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goal of, developing students' capacities for critical thinking, and of developing students' knowledge and understanding of the fundamental processes and relationships of nature and culture, and their evolution over time, all courses in the “Natural Sciences” category seek to:</td>
<td>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition to meeting criteria 1-3 and 4a or 4b, courses proposed for credit at the 300- or 400-level require an appropriate research component, and involve a degree of critical thinking not normally found in lower level courses.</td>
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</table>

1. acquaint students with important life and/or physical science concepts, as well as the connections among different areas of science; | 1. Courses focus on life science or physical science concepts, and will examine the ways in which one area of science contributes to and is affected by at least one other area. |

2. develop students’ understanding of the roles that critical analysis, abstract thinking, creativity, and imagination play in the scientific enterprise; | 2. Courses consist of information originating from the use of the scientific method, and will engage students in the application or discussion of the scientific method. |

3. introduce students to the usefulness of applying scientific concepts to the understanding of everyday experiences; | 3. Students are given examples of how scientific concepts learned in class can be used in less formal, non-academic settings. |

4a. (in laboratory courses) develop students’ understanding of how scientific problems are studied in a laboratory environment. | 4a. Students attend a regularly scheduled lab that averages two hours per week of laboratory instruction over the course of the semester. At least twenty percent of the course grade is determined from this laboratory work. |
Writing Intensive Courses (W, 2 total; 1 for General Education and 1 additional required for the major)

(Flag designation for any Shared Curriculum, major, minor, or elective course, except Gateway Colloquium)

Flag Description:
Courses given this designation offer students instruction and practice in writing. Writing Intensive courses encourage students to use writing as a tool for discovery and learning and to become aware that writing is a process. Writing Intensive courses teach disciplinary conventions of writing or teach students how to write for specific audiences and for specific purposes. Writing Intensive courses also provide opportunities for students to enrich their writing with research and/or imagination. Enrollment caps should be consistent with the goal of providing opportunities for intensive work with student writing.

Students must take two “Writing Intensive” courses. One of these courses will be taken in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a “Writing Intensive” course in each major. The writing in the major course will not be satisfied by the IAI GECC package.

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<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for expressing and communicating ideas in writing, using writing as a means of discovery and understanding, and developing students' capacities for critical thinking, intellectual independence, and imagination, courses given this designation seek to develop students' abilities:</td>
<td>To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.</td>
</tr>
<tr>
<td>1. to write effectively, using evidence that supports the writer's purpose;</td>
<td>1. Courses should offer explicit instruction in writing in genres or formats appropriate to a specific discipline or to a specific audience, with attention to using evidence.</td>
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<tr>
<td>2. to understand that writing is a process that includes revision;</td>
<td>2. Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign 6000 words or 20 pages of writing, including both low stakes assignments (i.e., informal writing or writing-to-learn activities, journals, reading responses, exercises) and high stakes assignments (i.e., polished and revised writing that might include formal essays, research papers, or other genres significant to the discipline or to course objectives).</td>
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<tr>
<td>3. to analyze writing situations by considering the audience, the discipline, and the purpose.</td>
<td>3. Courses should give students instruction and practice in anticipating and responding to the needs of an audience and in responding to the conventions of a discipline.</td>
</tr>
<tr>
<td>4. to use writing as a tool for invention and discovery</td>
<td>4. Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc.</td>
</tr>
<tr>
<td>5. to find, evaluate, and ethically use information from sources, if appropriate to the course objectives.</td>
<td>5. Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives.</td>
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</table>

**ENCOUNTERING DIVERSITY**

**Encountering Global Diversity (G; 1 course unit)**

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in the Second Language category—1 required)

*Flag Description*

Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society’s experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society.
The Global Diversity Flag may also be achieved by successful completion of a semester enrolled in an approved IWU, or an IWU-affiliated, study-abroad program, provided the following requirements are met:

1. The student must gain approval of the Registrar, in consultation with the Associate Dean of Curricular and Faculty Development prior to leaving for the semester abroad.

2. The overall academic experience must be in keeping with the Flag goals and criteria.

Note: This exception does not include May Term courses unless a specific course carries a Global Diversity Flag.

**Encountering U.S. Diversity (U, 1 required)**

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in Second Language category—1 required)

**Flag Description**

Courses given this designation introduce students to the ways in which diversity — as influenced by ethnic, racial, class, gender, religious, and/or sexual characteristics — has shaped and continues to shape identity and experience in
the U.S. Within the framework of individual courses, students are encouraged to develop an awareness of social differences and a sensitivity to others. Furthermore, in the process of recognizing, analyzing, understanding, and perhaps even reconciling various ways of viewing and experiencing the world, students are encouraged to acknowledge the intersections of diversity in their own lives.

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<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of heightening students’ understanding of social diversity in our own society, of fostering students’ ability to make judgments of value, and of developing students’ capacities for critical thinking, courses given this designation seek to:</td>
<td>To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.</td>
</tr>
<tr>
<td>1. develop students’ ability to analyze and understand diversity in the context of individual courses;</td>
<td>1. Courses consider one group, its alternative value system(s) and experience(s), and its encounters with dominant ideas and institutions, or examine interactions between and among diverse groups.</td>
</tr>
<tr>
<td>2. enable students to understand the ways in which issues of difference are tied to issues of privilege and advantage, and to specific histories of groups and individuals;</td>
<td>2. Courses examine processes of accommodation, resistance, and appropriation.</td>
</tr>
<tr>
<td>3. encourage students to acknowledge and appreciate the diversity in their own lives.</td>
<td>3. Courses include some material that develops students’ ability to consider the consequences of advantage and disadvantage in their own lives.</td>
</tr>
</tbody>
</table>

**Second Language (LA; 0-3 course units, as needed, to ensure proficiency at the third-semester level)**

**Category Description**

Courses in this category develop a student’s ability to communicate effectively in a second language by promoting cultural understanding, intercultural communication skills, and global citizenship. By making comparisons and connections to their immediate cultural practices and perspectives, students of a second language will deepen the knowledge and appreciation of their own native language. Modern language courses will emphasize basic conversational skills necessary for survival in the target language-culture environment.
Students of classical languages will be introduced to a variety of literary styles and will learn to translate texts from the original and analyze them critically.

<table>
<thead>
<tr>
<th>Category Goals</th>
<th>Course Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing the capacity for expressing and communicating ideas in a language other than English, of fostering in students the ability to make and assess judgments of value, and of bringing the world to the campus and the campus to the world, courses in this category seek to:</td>
<td>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course.</td>
</tr>
<tr>
<td>1a. develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English;</td>
<td>1a. Courses provide ample practice in understanding, producing, and interpreting written and spoken language on a variety of topics related primarily to the self and the immediate environment.</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>1b. develop in students of classical languages the proficiency to read, understand, and interpret classical languages. Students use orally, listen to, and write the classical language as part of the language learning process.</td>
<td>1b. Courses involve instruction in the vocabulary and grammar of classical languages, as well as afford opportunities to read and analyze texts using lexic and commentaries.</td>
</tr>
</tbody>
</table>
| 2. develop an understanding of the nuances of the cultures they study. Students are able to compare and contrast their own culture with that of the cultures they study and use this knowledge and their intercultural communication skills in a world of diverse cultures. | 2. Students in modern and classical languages are exposed to the cultural practices and products of the second language. Courses in a second language place the language within the cultural context where the language is produced and make comparisons with the Anglophone world. 
For classical languages, students will be exposed to the cultural practices and products of the ancient Greeks and Romans |
In place of the courses listed above, students can satisfy this requirement by an equivalent score on an IWU Placement Exam or AP language exam. Entering international students whose native language is not English are exempt from the second language requirement under any one of the following circumstances:

1) They were required to take the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) for admission.

2) They provide a transcript from a secondary school where the primary language of instruction was not English.

3) They provide a transcript or other form of written certification that documents satisfactory completion of more than four years of study in one language other than English.

Placement exams are available in French, German, Italian, Latin, and Spanish. Students requesting placement in other languages IWU offers (Chinese, classical Greek, Japanese, Russian) should contact the coordinator of the Language Resource Center. Results from language placement exams serve to recognize proficiency, to allow students to enroll in an appropriate course, or to fulfill the Shared Curriculum requirement in Second Language (LA). IWU does not grant course unit or degree credit as a result of placement exams.

Placement exams are typically taken by incoming first-year students during the week before classes start, although special arrangements may be made to take the placement exam at other times. Students may not arrange for a placement exam in a language once they have begun study of the language at the university level, including transfer credit or study abroad.

Special placement exams in languages the University does not offer may be arranged, when possible, for students who have demonstrated secondary school study or reading and writing proficiency in a language. When appropriate, exams will include reading, writing, and speaking. Such languages may include, but are not limited to, Korean, modern Greek, Polish, and American Sign Language.

**PHYSICAL EDUCATION**

**Physical Education (PE; 2X or 4Y courses or an equivalent combination is required. At least one x or y must be a Fitness course)**

*Requirement Description*

Courses in physical education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.
Two courses (x) or four half courses (y) or an equivalent combination is required. At least 1 x or 1 y must be a fitness course. Fitness courses meeting the requirement are designated with an asterisk*. Except where the description contains a statement to the contrary, PE courses may not be repeated without special permission from the department involved.

<table>
<thead>
<tr>
<th>Category Goals</th>
<th>Course Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses in Physical Education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.</td>
<td>To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.</td>
</tr>
<tr>
<td>Courses given the designation of Physical Education Activity must seek to:</td>
<td>1. Courses give students practice in setting long/short-term goals and familiarize students with methods that help them to track their progress.</td>
</tr>
<tr>
<td>1. help students identify long and short-term fitness goals;</td>
<td>2. Courses give explicit instruction in warm-up and stretching exercises appropriate to the activity.</td>
</tr>
<tr>
<td>2. identify and practice principles of warm-up and stretching;</td>
<td>3. Courses provide students with opportunities to recognize principles of aerobic training as they engage in the activity.</td>
</tr>
<tr>
<td>3. identify and practice principles of aerobic training;</td>
<td>4. Courses provide students opportunities to recognize principles of anaerobic training as they engage in the activity.</td>
</tr>
<tr>
<td>4. identify and practice principles of anaerobic training.</td>
<td>Courses proposed for the Physical Education Fitness Requirement will include one or more of the following topics for discussion, class participation or assessment:</td>
</tr>
</tbody>
</table>
| Courses with the Fitness designation seek to include one or more areas of long-term personal health. | • Nutritional guidelines  
• Proper weight control  
• Stress management through exercise  
• Components of physical fitness  
• Posture and back care  
• Cancer risk prevention through exercise  
For Personal Fitness I and Personal Fitness II a written assignment asking students to design and implement their own fitness plan will be required.
### The General Education

<table>
<thead>
<tr>
<th>Category / Flag</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway Colloquium (GW)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>Analysis of Values (AV)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>The Arts (AR)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>Contemporary Social Institutions (CSI)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>Cultural and Historical Change (CHC)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>Formal Reasoning (FR)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>Intellectual Traditions (IT)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>Literature (LIT)</td>
<td>(1 course unit)</td>
</tr>
<tr>
<td>The Natural Sciences</td>
<td>(2 units, one must be an issues and one must be a laboratory course)</td>
</tr>
<tr>
<td>Life Sciences Issues Course (LSI)</td>
<td>OR</td>
</tr>
<tr>
<td>Life Sciences Lab Course (LSL)</td>
<td>AND</td>
</tr>
<tr>
<td>Physical Sciences Issues Course (PSI)</td>
<td>OR</td>
</tr>
<tr>
<td>Physical Sciences Lab Course (PSL)</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Intensive Courses (W)**

(1 course unit) In addition to taking one Writing Intensive course as part of the Shared Curriculum (that may be attached to a course in the Shared Curriculum, major or minor, or be an elective), Illinois Wesleyan students are also required to take an additional Writing Intensive course that must be in the major.

**Encountering Diversity**

<table>
<thead>
<tr>
<th>Category / Flag</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encountering Global Diversity (G)</td>
<td>(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)</td>
</tr>
<tr>
<td>Encountering U. S. Diversity (U)</td>
<td>(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)</td>
</tr>
<tr>
<td>Second Language (LA)</td>
<td>(0-3 course units as needed to ensure third-semester proficiency)</td>
</tr>
</tbody>
</table>

**Physical Education**

<table>
<thead>
<tr>
<th>Category / Flag</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education (PE)</td>
<td>(4Y courses or 2X courses)</td>
</tr>
<tr>
<td></td>
<td>(1 must be a designated fitness course)</td>
</tr>
</tbody>
</table>
# BACHELOR OF FINE ARTS (B.F.A. ART)

<table>
<thead>
<tr>
<th>CATEGORY / FLAG</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The General Education</strong></td>
<td>Gateway Colloquium (GW) .................................................. (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>Analysis of Values (AV) ..................................................... (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>The Arts (AR) ................................................................. (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>Contemporary Social Institutions (CSI) ................................ .... (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>Cultural and Historical Change (CHC) ....................................... (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>Formal Reasoning (FR) ......................................................... (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>Intellectual Traditions (IT) ............................................... (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>Literature (LIT) ............................................................... (1 course unit)</td>
</tr>
<tr>
<td></td>
<td>The Natural Sciences.................................................................. (1 course unit, which fulfills one of the options below)</td>
</tr>
<tr>
<td></td>
<td>Life Sciences Issues Course (LSI) ........................................... (0-2 course units as needed to ensure second semester proficiency)</td>
</tr>
<tr>
<td></td>
<td>OR Life Sciences Lab Course (LSL) ........................................... (0-2 course units as needed to ensure second semester proficiency)</td>
</tr>
<tr>
<td></td>
<td>OR Physical Sciences Issues Course (PSI) ................................... (0-2 course units as needed to ensure second semester proficiency)</td>
</tr>
<tr>
<td></td>
<td>OR Physical Sciences Lab Course (PSL) ....................................... (0-2 course units as needed to ensure second semester proficiency)</td>
</tr>
<tr>
<td><strong>Encountering Diversity</strong></td>
<td>Encountering Global Diversity (G) ........................................ (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)</td>
</tr>
<tr>
<td></td>
<td>Encountering U. S. Diversity (U) ............................................. (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education (PE) ......................................................... (4Y courses or 2X courses)</td>
</tr>
</tbody>
</table>

# BACHELOR OF FINE ARTS (B.F.A. ACTING AND THEATRE DESIGN AND TECHNOLOGY)

<table>
<thead>
<tr>
<th>CATEGORY / FLAG</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The General Education</strong></td>
<td>Gateway Colloquium (GW) .................................................. (1 course unit)</td>
</tr>
</tbody>
</table>
The Shared Curriculum

- Analysis of Values (AV) ...................................(1 course unit)
- The Arts (AR) ................................................(1 course unit)
- Contemporary Social Institutions (CSI) .....(1 course unit)
- Cultural and Historical Change (CHC)......(1 course unit)
- Formal Reasoning (FR) .................................(1 course unit)
- Intellectual Traditions (IT) .........................(1 course unit)
- Literature (LIT) ..............................................(1 course unit)
- The Natural Sciences ....................................(1 course unit, which fulfills one of the options below)
  - Life Sciences Issues Course (LSI)
  - OR Life Sciences Lab Course (LSL)
  - OR Physical Sciences Issues Course (PSI)
  - OR Physical Sciences Lab Course (PSL)
- Writing Intensive Courses (W) .....................(attribute attached to 1 course which may be in the Shared Curriculum, major, minor, or among elective courses; the second required writing course will be satisfied in the major)

Encountering Diversity
- Encountering Global Diversity (G)............(flag attached to 1 course in the Shared Curriculum, or to major, minor or elective courses)
- Encountering U. S. Diversity (U) ..............(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)
- Second Language (LA) ...............................(0-2 course units as needed to ensure second-semester proficiency)

Physical Education
- Physical Education (PE) ..............................(4Y courses or 2X courses)

BACHELOR OF FINE ARTS (B.F.A. MUSIC THEATRE)

CATEGORY / FLAG REQUIREMENT

The General Education
- Gateway Colloquium (GW) .......................(1 course unit)
- Analysis of Values (AV) .............................(1 course unit)
- The Arts (AR) ..............................................(1 course unit)
Contemporary Social Institutions (CSI) ..... (1 course unit)  
Cultural and Historical Change (CHC) ..... (1 course unit)  
Formal Reasoning (FR) ............................. (0 course unit)  
Intellectual Traditions (IT) ........................ (1 course unit)  
Literature (LIT) ...................................... (1 course unit)  
The Natural Sciences .................................. (1 course unit, which fulfills one  
of the options below)  
Life Sciences Issues Course (LSI)  
   OR  
Life Sciences Lab Course (LSL)  
   OR  
Physical Sciences Issues Course  
   OR  
Physical Sciences Lab Course  
Writing Intensive Courses (W) .................... (attribute attached to 1 course  
which may be in the Shared Curriculum, major, minor, or among elective courses; the second  
required writing course will be satisfied in the major)  
Encountering Diversity  
Encountering Global Diversity (G) ............... (flag attached to 1 course in the  
Shared Curriculum, or to major, minor or elective courses)  
Encountering U. S. Diversity (U) ...................... (flag attached to 1 course in the  
Shared Curriculum, or to major, minor, or elective courses)  
Second Language (LA) .................................. (0-2 course units as needed  
to ensure second-semester proficiency)  
Physical Education  
Physical Education (PE) ............................ (4Y courses or 2X courses)  

BACHELOR OF MUSIC (MUSIC PERFORMANCE STUDENTS AND COMPOSITION MAJORS)  

CATEGORY / FLAG  REQUIREMENT  

The General Education  
Gateway Colloquium (GW)......................... (1 course unit)  
Analysis of Values (AV) ............................ (1 course unit)  
The Arts (AR) ......................................... (1 course unit)  
   met by a combination of lessons  
   and ensembles
Contemporary Social Institutions (CSI) ......(1 course unit)
Cultural and Historical Change (CHC) ......(1 course unit)
Formal Reasoning (FR)..............................(0 course unit)
Intellectual Traditions (IT) ........................(1 course unit)
Literature (LIT) ......................................(1 course unit)
The Natural Sciences .................................(1 course unit, which fulfills one of
the options below)
Life Sciences Issues Course (LSI)
  OR
Life Sciences Lab Course (LSL)
  OR
Physical Sciences Issues Course (PSI)
  OR
Physical Sciences Lab Course (PSL)

Writing Intensive (W) ...............................(attribute attached to 1 course
which may be in the Shared
Curriculum, major, minor, or
among elective courses; the second
required writing course will be
satisfied in the major)

Encountering Diversity
Encountering Global Diversity (G) ..........(flag attached to 1 course in the
Shared Curriculum, or to major,
minor, or elective courses)
Encountering U. S. Diversity (U).............(flag attached to 1 course in the
Shared Curriculum, or to major,
minor, or elective courses)

Second Language (LA) .............................(0-2 course units as needed to en-
sure second-semester proficiency)

Physical Education
Physical Education (PE) ...........................(4Y courses or 2X courses) One
course must be designated fitness

BACHELOR OF MUSIC EDUCATION (MUSIC
EDUCATION STUDENTS)

<table>
<thead>
<tr>
<th>CATEGORY / FLAG</th>
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</thead>
<tbody>
<tr>
<td>The General Education</td>
<td></td>
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<tr>
<td>Gateway Colloquium (GW) .................(1 course unit)</td>
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<tr>
<td>Analysis of Values (AV) ....................(1 course unit)</td>
<td></td>
</tr>
<tr>
<td>The Arts (AR) ....................................(1 course unit)</td>
<td></td>
</tr>
</tbody>
</table>

met by a combination of lessons
and ensembles
Contemporary Social Institutions (CSI) ...... (1 course unit)
Cultural and Historical Change (CHC) ...... (1 course unit)
Formal Reasoning (FR) .............................. (0 course unit)
Intellectual Traditions (IT) ....................... (1 course unit)
Literature (LIT) ........................................... (1 course unit)
The Natural Sciences ................................. (1 course unit, which fulfills one of
the options below)
Life Sciences Issues Course (LSI)
    OR
Life Sciences Lab Course (LSL)
    OR
Physical Sciences Issues Course
    (PSI)
    OR
Physical Sciences Lab Course (PSL)

Life Science Area:
    Biology
    Health
    Psychology
Physical Science Area:
    Chemistry
    Geology
    Physics

Writing Intensive Courses (W) ...................... (attribute attached to 1 course
which may be in the Shared
Curriculum, major or minor,
or among elective courses; the
second required writing course
will be satisfied in the major)

Encountering Diversity
Encountering Global Diversity (G) ............ (flag attached to 1 course in the
Shared Curriculum, or to major,
minor, or elective courses)
Encountering U.S. Diversity (U) .............. (flag attached to 1 course in the
Shared Curriculum, or to major,
minor, or elective courses)

Second Language (LA) ............................. (0 course unit)

Physical Education
Physical Education (PE) ........................... (4Y or 2X courses, 1 course must
designated fitness)
# BACHELOR OF SCIENCE IN NURSING

## CATEGORY / FLAG REQUIREMENT

### The General Education
- **Gateway Colloquium (GW)………………** (1 course unit)
- **Analysis of Values (AV)………………….** (1 course unit)
- **The Arts (AR)…………………………** (1 course unit)
- **Contemporary Social Institutions (CSI)…(1 course unit) Met through N214**
- **Cultural and Historical Change (CHC)…(1 course unit)**
- **Formal Reasoning (FR)…………………** (1 course unit)
- **Intellectual Traditions (IT)……………..** (1 course unit)
- **Literature (LIT) ........................................** (1 course unit)

### The Natural Sciences
- **(LSI or LSL; PSI or PSL) …………………** (2 units, one must be an issues and one must be a laboratory course). Met through two of the following: BIOL 107 & BIOL 108, BIOL 114, PSYC 253, CHEM 110, and HLTH 230

- **Writing Intensive Courses (W)…………...** (attribute attached to 1 course which may be in the Shared Curriculum, major, minor, or among elective courses; the second required writing course will be satisfied in the major) Met, in part, through N485.

### Encountering Diversity
- **Encountering Global Diversity (G)……..(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)**

- **Encountering U. S. Diversity (U)…………..** (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)

### Second Language (LA)……………………(0 course unit)

### Physical Education
- **Physical Education (PE)…………………..** (4Y courses or 2X courses) (1 must be a designated fitness course).
ACCOUNTING AND FINANCE

Irons, Burke, Nystrom, O’Brien, Olson, Peters, Willis

Lower-level (100-200) courses in the department are open to all students. Upper-level (300-400) courses in the department are open to students not majoring in accounting, or finance with consent of the department head; a small percentage of seats in each class is reserved to accommodate such students, but such students should follow the department's closed course petitioning process. However, students not majoring in accounting, or finance may take only one upper-level course in the department unless required to do so by a major outside the Department of Accounting and Finance, or unless they receive permission from the department head.

The major in accounting meets the accounting requirements for taking the Certified Public Accountant Examination in Illinois and provides excellent preparation for entry into field of public accounting and the practice of accounting in industry or government. To sit for the CPA exam in Illinois, current law requires students to have completed at least 37.5 course units or the equivalent of 150 semester hours. It may be possible for students to complete these requirements in four years at IWU. Contact the department head for details. See more at http://www.iwu.edu/accounting/.

IWU’s Finance major is designed to produce articulate, well-informed, responsible graduates who learn finance in a liberal art setting. We emphasize critical thinking and communication, two skills that are essential to success in any financial field. At IWU, the program centered on application for real-world problems and culminating in multiple real-world experiences including investing actual money. The major in finance prepares students for entry-level positions in the field of finance, investments, and risk management. It also helps students develop the skills necessary to adapt to a changing and increasingly complex world. The study of finance is concerned with the management of money, investments, financial institutions, and analytical preparation for careers in a wide variety of profit-seeking business and not-for-profit agencies. See more at http://www.iwu.edu/finance/.

The increasingly quantitative character of modern business practice suggests that students elect additional mathematics beyond that required for the major, and students considering graduate work in business should take at least one semester of undergraduate calculus. For many students, one or more computer science course may be appropriate. See the Computer Science section of this Catalog for course offerings.

Students seeking to matriculate into a major in accounting or finance should complete the following six courses by the end of their sophomore year: (1) Gateway Colloquium; (2) Mathematics 110, 176, or university credit for AP Calculus; (3) Economics 100: Introduction to Economics; (4) Economics 227: Statistics for Business and Economics; (5) Accounting 112: Accounting for Decision Making I; and (6) Accounting 212: Accounting for Decision Making II. A grade of C- or higher must be earned in each of these courses. In addition,
a student's cumulative GPA in these six courses must equal or exceed 2.50. No student wishing to major in accounting or finance will be permitted to enroll in any upper-level course in the department, except Business Law I, prior to meeting these requirements.

A course included in one major may not be used to fulfill requirements of another major or minor. Upper level (300-400) courses taken at another college or university at the freshman/sophomore level may not be used to satisfy major or minor requirements, absent department head approval.

**Major Sequence in Accounting:**
A minimum of 11 course units, to include:
1) ACC 112, 212, 218, 315, 316, 317, 318, 319, BUS 331 or 341, 355, and FIS 303
Other courses outside the department that accounting majors are required to complete:
1) Mathematics 110, 176, or university credit for AP Calculus
2) Economics 100
3) Economics 227
Accounting majors may count no more than 2 non-required BUS courses toward the 18 courses outside their major department.

**Major Sequence in Finance:**
A minimum of 12 course units, to include
1) ACC 112, 212, BUS 331, 341, 355, 490, FIS 303, 306, 309, and 409
2) Two course units from ECON 311, 352, FIS 300, 304, 305, 307, 308, 370, and 455
Other courses outside the department that finance majors are required to complete:
1) Mathematics 110, 176, or university credit for AP Calculus
2) Economics 100
3) Economics 227
Finance majors may count no more than 2 non-required BUS courses toward the 18 courses outside their major department.

**Minor Sequence in Finance:**
The minor in Finance is designed for students who are in disciplines other than Accounting, Business Administration, Finance, or Marketing. It offers students in non-business fields an opportunity to complement their major with the study of various finance topics. The Finance minor helps students create value in any type of business, non-profit, or government organization. The minor will broaden a student's learning experiences and professional opportunities by providing training in financial topics and analysis.

A minimum of six courses to include:
1) ACC 112: Accounting for Decision Making I
   FIS 303: Financial Management
   ECON 227: Statistics for Business and Economics
2) Three additional courses selected from the following list:
   FIS 305: Financial Statement Analysis
   FIS 306: Cases in Financial Modeling
Minor Sequence in Finance for Accounting majors:
The minor in Finance for Accounting majors is designed specifically for students majoring in accounting. The study of finance complements topics learned in the completion of an accounting degree. A finance minor can give students important insight into valuation methods, portfolio management, corporate finance, financial analysis, financial planning, and other topics. The finance minor will bridge the gap between the creation of financial statements and the use of them in business.

A minimum of five finance and economic courses chosen from the following:
1) FIS 303: Financial Management
2) FIS 304: Risk Management/Property-Liability Insurance
3) FIS 305: Financial Statement Analysis
4) FIS 306: Cases in Financial Modeling
5) FIS 307: Life/Health/Social Insurance
6) FIS 308: Derivatives
7) FIS 309: Investments
8) FIS 409: Portfolio Management
9) ECON 311: Money and Banking
10) ECON 352: International Finance
11) 11) FIS 370: Special Topics in Finance (may be repeated for different topics)
12) FIS 300: Seminar in Finance (may be repeated for different topics)
that communicates relevant data regarding business entities to internal and external decision makers. Emphasizes the basic concepts, principles, and techniques for decision makers to interpret and use accounting system information within all functional area of business, and the use of information systems generally within organizations. Prerequisite: ACC 112. Offered each semester.

ACC 216 Professional Issues in Accounting (AV, W) This course is designed to meet the needs of accounting students who are expected to complete a course in discipline-specific written communication and ethics in order to meet the educational requirements to sit for the CPA exam. This course will be discussion based, writing intensive, and will ask students to analyze a wide variety of ethical situations, apply alternative ethical theories and positions, and take a stance in the philosophical conversation. Prerequisite: Major in Accounting. Offered each semester.

ACC 218 Accounting Information Systems An introduction to the design, development, and implementation of manual and computer-based accounting information systems, with an internal control emphasis. Prerequisite: ACC 112. Offered each semester.

FIS 270 Special Topics Courses treating specialized topics in accounting or finance. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Offered occasionally.

Note: Successful completion of all foundation course requirements or consent of department chair is a prerequisite to all 300-400 level ACC and FIS courses unless the student is minoring in a business field or is required to take one of these courses in a major outside the department.

FIS 300 Seminar in Finance In-depth study of selected topics in finance. Topics vary according to student and faculty interests. May be repeated for credit if the topic matter is different. Prerequisite: FIS 303. Offered annually.

FIS 303 Financial Management Nature and functions of finance, financial management, and relevant markets and institutions. Topics include financial analysis, time value of money, valuation, capital structure, and international issues. Prerequisite: ACC 112. Offered each semester.

FIS 304 Risk Management and Property/Liability Insurance Seminar In-depth study of managing organizations’ and individuals’ exposure to property damage and legal liability. Analysis of issues in social and financial policy related to risk management and insurance, especially issues of government regulation. Prerequisite: FIS 200. Offered in alternate years.

FIS 305 Financial Statement Analysis Students will learn how professionals use financial statements, which reflect a company’s performance and give clues about its future operations, its ability to repay debt, and the potential valuation of a share of stock. The emphasis is on the interpretation, rather than the construction, of financial statements. Prerequisite: ACC 212. Offered each fall.

FIS 306 Cases in Financial Modeling A case study class designed to teach the methods and uses of financial modeling. This Excel intensive class will reinforce and build upon the fundamentals of financial management learned in FIS 302, bridging the gap between theory and practice. Prerequisite: FIS 303. Offered annually.

FIS 307 Life/Health/Social Insurance Examination of public and private provision of protection against life span and health uncertainty. Focus on contemporary public policy issues, including health care reform and Social Security. Prerequisite: FIS 200. Offered in alternate years.

FIS 308 Derivatives Forward contracts, futures contracts and options are introduced. Discussions include how to use derivatives to hedge risk or speculative. Cases discuss strategic issues related to the abuse of derivatives in business. Students will construct investment positions using options to capture profits or minimize risk skills in an investment simulation. Prerequisite: FIS 303. Offered each fall semester.
FIS 309 Investments  Principles of security analysis, valuation, and formulation of investment policy. Includes study of stocks, bonds, futures, options, mutual funds, and portfolio management. Open to juniors and seniors only. Prerequisite: FIS 303. Offered each semester.

ACC 315 Tax Accounting  Individual tax procedures and an introduction to corporation and partnership taxation. Prerequisite: ACC 212. Offered each fall.

ACC 316 Accounting and Auditing Concepts and Theory  The presentation of the traditional framework of financial accounting, including such topics as principles of revenue recognition and asset valuation; surveys the role of audits in market economies, including such topics as legal liability and materiality; contrasts the uses of financial and internal accounting, discussing such topics as the use of current cost information and the analysis of the overall value-chain. Prerequisite: ACC 212 and 218. Offered each fall.

ACC 317 Specialized Topics in Financial Reporting  Theory and problems related to stockholders’ equity, dilutive securities, investments income determination, preparation and analysis of financial statements and other selected topics. Prerequisite: grade of C– or higher in ACC 316. Offered each spring.

ACC 318 Accounting and Auditing Processes  The presentation of a number of systems and auditing topics, structured primarily around transaction cycles; offers an overview of information systems from an accounting perspective and covers such auditing subjects as internal controls and statistical sampling. Prerequisite: ACC 316. Offered each spring.

ACC 319 Cost Management  The course emphasizes the role of cost information in assisting managers in designing and implementing firms’ strategic plans; adopts a decision-oriented approach to such cost topics as budgeting, variances, controls, and cost allocations. Prerequisite: ACC 212. Offered each fall.

ACC/FIS 360 Travel Seminar  A travel course designed to increase students’ awareness and familiarity with the business practices, culture, politics, and values of different countries around the world. Students meet with business executives, educators, government officials, and visit various business organizations and cultural sites. Prerequisite: Consent of instructor. Offered May Term occasionally.

FIS 370 Special Topics in Finance  Courses treating specialized topics in accounting, or finance at an advanced level. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite will depend on topic. Offered occasionally.

ACC/FIS 395 Internship in Teaching  Intensive experience in assisting with the instruction of a specific course in business or economics. Assignments include researching, organizing, preparing, and delivering a small number of lectures in that class. Prerequisites: major in accounting or finance; completion of 22 or more course units; minimum of 3.25 GPA in major; consent of department head. Offered each semester and May Term.

ACC/FIS 397 Internship in Industry  Not more than one course unit may be counted toward graduation requirements. May not be counted as general education credit or for the major or minor. Credit/No credit. Registration must be completed prior to the beginning of the internship. Prerequisites: junior or senior standing and consent of instructor, minimum of six accounting, finance, business or economics courses. Offered each semester and May Term. May also be taken in the summer for an additional tuition charge. See department head for specific requirements.

FIS 409 Portfolio Management (W)  Advanced study of investment research, security analysis, and portfolio performance analysis. Students manage a “real dollar” portfolio, proceeds from which are used to provide scholarships for IWU students. Prerequisites: FIS 303 or 309 or consent of instructor. Offered each semester.
**ACC 416  Advanced Accounting**  Accounting theory applicable to consolidations, partnership organization and operation, liquidation and joint ventures. Prerequisite: ACC 317. Offered each fall.

**ACC 417  Accounting Theory and Practice I**  Intensive study of a range of topics including but not limited to governmental, non-profit and fund accounting, corporate taxation, capital budgeting, and stock warrants and rights. Prerequisites: ACC 315, 317, 318, 319, BUS 355. Offered each spring.

**ACC 418  Accounting Theory and Practice II**  Advanced study of a range of topics, including, but not limited to, professional and ethical responsibilities of accountants; law of trusts, wills, and estates; and auditing problems. Prerequisites: ACC 315, 317, 318, 319, BUS 355. Offered each spring.

**ACC 455  Independent Study**  Individual Study directed toward a specific topic in accounting. Prerequisite: consent of department chair. Offered each semester and May Term.

**FIS 455  Independent Study**  Individual Study directed toward a specific topic in finance. Prerequisite: consent of department chair. Offered each semester and May Term.

**ADVOCACY**

**Simeone, Coordinator**

This minor is intended for students who seek to learn effective advocacy skills appropriate to law, public administration, or nonprofit management. The minor situates the citizen advocate in the parallel and overlapping domains of the law, civil society, and government. The minor will be attractive to those interested in pursuing the JD, MPA, or MA in nonprofit management upon graduation.

**Minor Sequence in Advocacy:**

The minor in Advocacy consists of six courses: two required courses and four electives. Students must select one of three concentrations: Law, Public Administration, or Non-Profit Management. The required courses consist of the core course and a concentration appropriate application course. Students will take three electives within their concentration and may select a fourth elective from one of the two other concentrations or from the list of electives common to the minor. Students must take at least two courses at the 300-level or above.

A minimum of six courses to include:

1. PSCI 202, Engagement and the City (required core course)
2. Completion of one of the three concentrations listed below.

**Public Administration Concentration**

1. PSCI 396, City Internship (required application course)
2. One course selected from the following:
   PSCI 392, Empirical Political Research
3. Two courses selected from the following:
   PSCI 101, American National Government
   PSCI 201, State and Local Government
   PSCI 392, Empirical Political Research
4. One additional elective selected from the elective list in any of the three concentrations or from the electives common to the minor.
**Law Concentration**

1) BUS 349, Seminar in Management: Trial Class (required application course)

2) Three courses selected from the following:
   - PSCI 244, Voting, Voice, and Virtual Freedom
   - PHIL 305, Philosophy of Law
   - PSCI 307, Constitutional Law: Judicial Review and Constitutional Interpretation
   - BUS 355, Business Law I
   - BUS 356, Business Law II

3) One additional elective selected from the elective list in any of the three concentrations or from the electives common to the minor.

**Non-profit Management Concentration**

1) PSCI/SOC 395, Action Research Seminar (required application course)

2) Three courses selected from the following:
   - SOC 240, The Profession of Social Work
   - SOC 362, Social Welfare and Human Services
   - BUS 332, Marketing in Service Industries and Not-for-Profit Management
   - PSCI/SOC 396, Internship Seminar
   - PSCI/SOC 397, Internship in Administration
   - PSCI/SOC 398, Grant Writing

3) One additional elective selected from the elective list in any of the three concentrations or from the electives common to the minor.

**Electives Common to the Minor:**

- ENST 200, Introduction to Geographic Information Systems (GIS)
- PSCI 281, American Social Policy
- ECON 100, Introduction to Economics

**AFRICAN STUDIES**

For information about the major or minor in International Studies with a concentration in African Studies, please see International Studies on page 217.

**AMERICAN CULTURE STUDIES**

_A. Schultz, Coordinator_

American Culture Studies is an interdisciplinary practice that aims to understand the multiplicity of the social and cultural lives of people in – and in relation to – the United States, both past and present” (Deloria and Olson, 2017). The multiple cultures that make up the United States do not exist solely within the boundaries of the nation-state. From first contact, cultural practices have flowed back and forth across borders, both national and internal, both real and imagined. “America” exists as a physical place that is both the United States and the Western Hemisphere. It is also a social world, an institutional world, a cultural field, and an imaginary. Students who major or minor in American Culture Studies will develop social and cultural practices, the connections across time and space, that exemplify the complicated fluidity of America in process. They will build upon the analytical tools they develop in American
Studies, Native-American Studies, or Latinx Studies. If courses become available, a student may propose for approval by the Steering Committee an alternative concentration in Asian-American Studies.

**Major Sequence in American Culture Studies:**
A minimum of 10 course units, with no more than three units taken in any one subject and a minimum of four at the 300-400 level. Courses that are not listed below but are appropriate and available may be considered for inclusion.

1. **American Culture Studies 150/History 150:** Introduction to American Culture Studies (1 unit)

2. **Interdisciplinary Foundations.** This requirement introduces students to multiple cultural and social worlds within the U.S. (2 units from two different subjects):
   - American Culture Studies 270: Special Topics in American Studies
   - American Culture Studies 257/English 257/ History 257: Promised Lands: A Literary and Cultural History of the Great Migration
   - Anthropology 171: Cultural Anthropology
   - Anthropology 270: Cultural Appropriation
   - English 139: Freaks!
   - English 170: The Sixties
   - English 170: (when appropriate and with permission)
   - English 252: Slavery in US Literature and Film
   - History 144: Gilded Age, 1865-1900
   - History 154: A History of Film, U.S.
   - History 170/270: (when appropriate and with permission)
   - History 242: Colonial America
   - History 244: Women and the American Experience
   - History 247: The American West
   - History 254: American Capitalism to 1900
   - Philosophy 170/270: (when appropriate and with permission)
   - Philosophy 230: Philosophy of Feminism
   - Philosophy 232: Philosophy of Race
   - Political Science 104: Multiculturalism and Its Critics
   - Political Science 170/270: (when appropriate and with permission)
   - Religion 170/270: (when appropriate and with permission)
   - Sociology 101: Introductory Sociology
   - Sociology 222: Sex and Gender in Society
   - Sociology 230: Race and Racism
   - Sociology 250: Media and Popular Culture
   - Sociology 270: (when appropriate and with permission)

3. **Migration, Transnationalism, and Globalization.** This requirement encourages students to explore the fluidity of social and cultural practices across borders and over time. (2 units from two different subjects, at least one at the 300-level):
   - American Studies 398: American Culture Studies Seminar (when appropriate)
   - Anthropology 270/370: (when appropriate and with permission)
   - Anthropology 360: Race, Racism, and Anthropology
   - American Culture Studies 257/English 257/ History 257: Promised Lands:
A Literary and Cultural History of the Great Migration
English 252: Slavery in US Literature and Film
English 270/370: (when appropriate and with permission)
English 351: Manifest Destinies
History 242: Colonial America
History 246: Irish Emigration
History 247: The American West
History 248: American Environmental History
History 254: American Capitalism to 1900
History 270/370: (when appropriate and with permission)
History 343: Migration, Ethnicity, and Race
History 351: Modern America, 1900-1945
History 352: Recent U.S.
Philosophy 270/370 (when appropriate and with permission)
Political Science 104: Multiculturalism and Its Critics
Political Science 204/304: Transnational Justice
Political Science 270/370: (when appropriate and with permission)
Political Science 326: Globalization and Development
Political Science 345: International Political Economy
Political Science 360: Comparative Environmental Politics
Political Science 361: Globalization and the Environment
Political Science 363: Global Response to Climate Change
Religion 291: Magic, Witchcraft, and Religion
Religion 304: Latin American Religions
Religion 307: Voodoo, Santeria, and Candomble
Religion 333: Islam from Mecca to Malcom X
Religion 337: Encountering Religious Diversity
Religion 341: Religious Tolerance and Pluralism
Religion 343: American Jewish Thought
Sociology 340: Social Movements and Politics in the U.S.
Spanish 307: Reading and Writing Culture (when appropriate and with permission)
Spanish 418: Spanish Literature (when appropriate and with permission)

4. Four units in one of the following concentrations, taken in at least two different subjects. Courses in the concentrations may solely focus on, integrate, or partially focus on African-American, Latinx, or Native-American experience. At least two units must be 300-level or above.

A. African-American Studies:
American Culture Studies 257/English 257/ History 257: Promised Lands:
A Literary and Cultural History of the Great Migration
Anthropology 270/370: (when appropriate and with permission)
Anthropology 360: Race, Racism, and Anthropology
English 170/370: (when appropriate and with permission)
English 252: Slavery in US Literature and Film
English 255: Hip-Hop: A Literary Study
English 352: American Literature after 1865
English 370: Slavery and Fiction
History 144: Gilded Age, 1865-1900
History 170/270/370: (when appropriate and with permission)
History 242: Colonial America
History 244: Women and the American Experience
History 249: Growing Up in America
History 350: Women, Work, and Leisure, 1890-1930
Philosophy 170/270/370: (when appropriate and with permission)
Philosophy 232: Philosophy of Race
Political Science 170/270/370: (when appropriate and with permission)
Religion 170: African-American Religions
Religion 170/270/370: (when appropriate and with permission)
Religion 204: Native American and African Religions
Religion 307: Voodoo, Santeria, and Candomble
Sociology 270/370: (when appropriate and with permission)
Sociology 230: Race and Racism
Sociology 340: Social Movements and Politics in the U.S.
Sociology 345: Intersectionality
Sociology 380: Sociology of Sexualities

B. Latinx Studies:
Anthropology 270/370: (when appropriate and with permission)
English 111: Latinx Fiction, 1970-Present
English 170/370: (when appropriate and with permission)
History 160: Latin American History
History 170/270/370: (when appropriate and with permission)
History 343: Migration, Ethnicity, and Race
Philosophy 170/270/370: (when appropriate and with permission)
Political Science 170/270/370: (when appropriate and with permission)
Religion 304: Latin American Religions
Sociology 230: Race and Racism
Sociology 270/370: (when appropriate and with permission)
Sociology 345: Intersectionality
Spanish 230: Medical Spanish and Cultural Competency for Health Care
Spanish 240: Spanish for Social Justice
Spanish 307: Reading and Writing Culture (when appropriate)
Spanish 316: Latin American Culture and Civilization
Spanish 468: Topics in Latino/a Literature

C. Native-American Studies:
Anthropology 250: World Music
Anthropology 270/370: (when appropriate and with permission)
Anthropology 275: Anthropology of Theater, Performance, and Spectacle
Anthropology/ENST 276: Native Americans and the Environment
Anthropology 270/370: Museums and Community Engagement
Anthropology 270: Cultural Appropriation
English 170/370: (when appropriate and with permission)
English 351: Manifest Destinies: American Literature to 1865
English 354: Native-American Literature
History 144: The Gilded Age, 1865-1900
History 170/270/370: (when appropriate and with permission)
History 242: Colonial America
History 247: The American West
History 248/ENST 248: American Environmental History
History 343: Migration, Ethnicity, and Race
Philosophy 170/240/370: (when appropriate and with permission)
Political Science 170/240/370: (when appropriate and with permission)
Religion 104: Myth and Ritual
Religion History 170/270/370: (when appropriate and with permission)
Religion 204: Native American and African Religions
Sociology 270/370: (when appropriate and with permission)

5. Signature Experience: American Culture Studies 490 (1 unit)

Minor Sequence in American Culture Studies:
A minimum of 6 units, with no more than three courses taken in any one subject and a minimum of two at the 300-400 level:

1) American Culture Studies 150/History 150: Introduction to American Culture Studies (1 unit)
2) Interdisciplinary Foundations (1 unit from list)
3) Migration, Transnationalism, and Globalization (1 unit from the list, 300-level)
4) Three courses in one of the concentrations, taken in at least two different subjects, and one at the 300-level.

AMERICAN STUDIES COURSES:

150 Introduction to American Culture Studies (CHC, U) (Cross-listed with HIST 150) This course examines the historical, literary, and material culture of the United States. Topics addressed in the course may include specific events, discrete periods, or larger themes, but in each instance they will serve as significant case studies for understanding the multiplicity of the social and cultural lives of people in the United States, past and present. Offered every year.

257 Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970 (CHC, U) (Cross-listed with ENG 257/HIST 257) Between 1917 and 1970, more than six million African-Americans departed the rural U.S. South seeking asylum, economic opportunity, and equality in the urban North. This "Great Migration", as scholars call this collective movement, reconfigured the demographics, politics, and culture of both regions. This course will explore the Great Migration through two disciplinary lenses – cultural history and literature – in order to reimagine the twentieth-century United States from an African-American perspective that descends and denaturalizes whiteness as an unspoken condition in this historical construction of American identity. Offered in alternate years.

270 Special Topics in American Culture Studies A course with variable content depending on the particular aspects of the American experience selected for study. Emphasis may be directed toward historical periods or perspectives, geographical areas, and social, intellectual, or cultural phenomena, but the approach to the selected subjects will uniformly stress an interdisciplinary perspective. Offered occasionally.

350 Independent Study Designed to allow students to develop individual interests in American Culture Studies. Prerequisite: Consent of instructor. Offered each semester.

398 American Culture Studies Seminar An interdisciplinary seminar interpreting select issues pertaining to the American experience. Specific topics will vary,
according to the expertise of the instructor, but the approach will consistently stress an interdisciplinary and multicultural perspective. Substantial independent research will be required. Prerequisite: Senior standing or consent of instructor. *Offered occasionally.*

490 Signature Experience: Methods in American Culture Studies (W) A research and writing seminar in which students work with the instructor and a committee of American Studies faculty to produce a senior project that works toward synthesizing some of their work in the major, particularly in the concentration. Though the project will be individual, students will have in common a series of readings on American Studies theories and methods. Must be a senior American Studies major or minor. *Offered as needed.*

**ANTHROPOLOGY**

*Burke, Mafazy, Springwood*

Anthropology integrates the study of social, cultural, and biological aspects of human behavior. Unique among the social sciences, anthropology is indebted to both the humanities and the natural sciences, yet offers its own holistic perspective. Anthropology’s traditional emphasis upon the non-western world, as well as its focus upon culture, are both timely and practical for university students today. The field can be broken down into several subdisciplines, including the study of contemporary peoples (cultural anthropology), language and communication (linguistic anthropology), evolution and human variation (physical anthropology), and archaeology.

Emphasizing cross-cultural and non-western perspectives, the major in anthropology is designed to offer students a holistic understanding of culture, society, and human diversity. Students following both the anthropology major and minor sequences receive introductions to the field’s major branches, through foundations courses in cultural anthropology, linguistics, archaeology, and physical anthropology. Fundamentals of sociocultural research are learned in visual ethnographic methods. The remaining requirements of the major are flexible, centering on a number of electives, including geographic area studies courses, and other specialty topics.

The minor in anthropology, introducing students to basic components of the discipline, is a valuable supplement to a number of majors offered on campus, such as history, foreign language, business, nursing, psychology, biology, and religion. The study of humankind in its broadest dimensions, anthropology is useful for students entering any service profession, any field of international relations, or any social science graduate studies program.

**Major Sequence in Anthropology:**
A minimum of ten courses to include:
1) 160, 171, 310, 330, and 380
2) One course from 273, 274, 277, or 355
3) Four additional courses, at least one at the 300 level and no more than one at the 100 level from 176, 245, 252, 275, 276, 288, 295, 345, 350, 355, 360, 366, 397, 450

**Minor Sequence in Anthropology:**
A minimum of six courses to include:
1) 160, 171, 380
2) Three additional courses in anthropology, with at least one at the 300-level. For additional information, consult the Anthropology program's web page at http://www.iwu.edu/anthropology/.

160 Human Origins (LSI) An introduction to human biological evolution and prehistory. Principle topics include the nature of modern science, primate adaptation, human variation and adaptation, the human fossil record, history of evolutionary thought, and the mechanics of evolution. Offered each fall.

171 Cultural Anthropology (CSI, G) Introduces the study of cultures and social processes throughout the world today, with attention to anthropological theory and method. Topics include kinship, exchange systems, political organization, religion, and the expressive arts. Case studies from the non-western world as well as the contemporary U.S. Offered each semester.

176 Introduction to Archaeology This course introduces students to the basic theories and methods that anthropological archaeologists use in the study of material culture, past and present. Students examine the history and evolution of field archaeology paying close attention to the contemporary excavation methods being used by archaeologists working on active sites in Illinois and around the world. Offered as needed.

245/345 World Music (IT, G) (Cross-listed with MUS 245/345) This course explores how the social production of gender has interacted with music in select societies around the world and over time. Under study is the social life of music and the ways in which gender ideology has impacted how, why and by whom music is made. Case studies consider the gendered nature of musical production, interpretation, and the transformation. By tracing changing ideas about the role of women in society and how those ideas have influenced music vice versa, the intellectual traditions that shape and are shaped by music are better understood. Offered in alternate years.

252 Gender in Cross-Cultural Perspective (CSI, G, W) Examination of gender and sex cross-culturally and in evolutionary perspective, with emphasis on the developing world. Topics include women and men in prehistory; notions of masculinity, femininity, and sexuality; the sexual division of labor and economic organization; gender roles in ritual contexts; and the impact of sociocultural change on gender issues. Offered as needed.

270 Special Topics Selected topics in anthropology open to students in all majors. May be repeated for credit if content is not duplicated. Offered as needed.

273 Self and Society in Japan (CSI, G) Aspects of everyday living in social and cultural context, with emphasis on social relations and the social institutions of family, work, education, medicine, and religion. Other topics include gender, play, art, and popular culture. Offered in alternate years.

274 Peoples and Cultures of East Africa (CSI, G) (Cross-listed with ENST 274) Survey of select east African societies whose cultural adaptations to varied ecosystems make interesting case studies for comparative analysis. Reveals the diversity and the congruity of human social systems. Offered annually.

275 Anthropology of Theatre, Performance & Spectacle (AR, G) Highlights the social significance of public music and dance rituals performed by select societies around the world. Of special interest to majors of anthropology, music, dance, and theater arts. Offered as needed.

276 Native Americans & the Environment (AV, U) (Cross-listed with ENST 276) Examines the values, principles, and laws that Native Americans use to conceptualize, define, and organize their relationships with the natural world. Students compare these ideas with their own understanding of the environment in written and oral assignments. Students interact with Native Americans, participate in Native American ceremonies, and spend time outdoors. Offered each fall.
Area Studies  Selected topics in anthropology with regional focus open to students of all majors, particularly sophomores and juniors. May be repeated for credit if content is not duplicated. Offered as needed.

Consuming Passions: The Anthropology of Food (G) (Cross-listed with ENST 288)  Considers forms of human eating in historical and cross-cultural perspective and their relationship to the environment. Examines various systems of subsistence, from hunting and gathering to horticulture to pastoralism, as well as the symbolic aspects of food choice. Offered in alternate years.

Travel Course in Anthropology (G)  First hand observations of the social institutions, cultural practices, and daily life of a particular society, of a distinct cultural group or society. Offered occasionally in May term.

Re-imagining Culture and Fieldwork (IT, G, W)  Examines issues and controversies in classical and contemporary ethnographic literature. Prerequisite: ANTH 171. Offered in alternate years.

Language, Communication, and Culture (G)  Explores the relationship between language, society, and thought. The topics include the evolutionary origins of human language, multilingualism, non-verbal behavior, and gendered differences in communication styles. Offered in alternate years.

Health and Healing in Cross-Cultural Perspective (G, W)  Highlights the variety of ways illness and wellness are conceptualized and the practices that frame and give meaning to healing. Healers and scholars with expertise in non-western, alternative, and complimentary modalities introduce students to a variety of healing philosophies. Students select a healer with whom to work closely and produce an ethnography documenting their research. Offered alternate years.

African Expressive Arts (AR, G)  This course introduces students to a variety of African expressive art forms in historical particularist and cross-cultural perspective. Artists, scholars, and performers, who specialize in specific African media, will share their expertise in lecture-demonstrations and workshops, providing students with hands-on learning experiences. Offered in alternate years in May Term.

Race, Racism, and Anthropology (IT, U)  Traces the relationship of anthropology's role in both inventing the concept of human races, and then challenging that conception. Examines how racial identities emerge from a variety of social and intellectual traditions that attempt to define race. Considers systems of racial classification and racism in non-Western societies, in addition to the U.S. Offered in alternate years.

That Complex Whole: Co-Evolution of Biology & Culture  Believing behavior cannot be reduced to distinct biological or environmental causes, course seeks a full appreciation of complexity as it applies to the human experience. Analyzes classical debates about the "causes of human behavior" and highlights the relationship of biological evolution of human culture. Offered as needed.

Special Topics  Specially-designed courses of a topical nature intended for juniors and seniors. May be repeated for credit if content is not duplicated. Offered as needed.

Visual Ethnographic Methods  Critical analysis of ethnographic photography and film followed by the production of a visual auto-ethnography, and the following collaborative ethnographic research projects: a photo-essay, poster presentation, and short film. Offered in alternate years.

Internship  Directed research and work in an appropriate social agency, lab, or museum. Prerequisites: Junior or senior standing and approval of the Sociology and Anthropology Department. See Career Center for preliminary details and internship forms. Offered each semester.

Independent Study  Individual study in an area of special interest. Student must
devise a plan of study in cooperation with instructor. Limit: two units of credit. Prerequisite: Junior or senior standing. Offered each semester.

ART

Johnson, Bullock, Estep, Lowe, Lozar, Nielsen, and adjunct faculty

The School of Art offers students the opportunity to pursue the study of art, design, and art history within a small liberal arts community while also providing equipment and facilities afforded by a large comprehensive research institution. The School's programs seek to foster critical thinking and develop culturally and professionally relevant skills. The faculty members are experienced artists, designers, and scholars dedicated to stimulating and challenging students to develop their individual artistic strengths and prepare them for the creative and professional demands of contemporary art and design. Students work closely with faculty members through small classes and advanced individualized study. Every student is guided through the program by an art faculty member who serves as that student's academic advisor.

The School curriculum features major concentrations in two-dimensional studio art, three-dimensional studio art, and graphic design. The study of art history is a major part of every art student's experience at Illinois Wesleyan. All Bachelor of Fine Arts students have a four course concentration in the history of art to complement their studio major concentration. Internships, travel courses, and study abroad are available to all art students. Non-art major students are welcomed in many School of Art courses.

Housed in the School of Art, the Merwin Gallery provides an impressive 2,000 square foot space while the Wakeley Gallery is an excellent facility for smaller scale exhibitions. Ongoing shows, many featuring artists and designers of national and international prominence, provide students with an opportunity to study firsthand important works and to interact with visiting artists and designers. Students involved with gallery crew gain curatorial experience as they assist the gallery director with every exhibition. In addition, student artists and designers are provided a variety of exhibition opportunities throughout their undergraduate residence.

A portfolio review is required for students pursuing a Bachelor of Fine Arts degree, transfer students, and entering students seeking talent scholarships. A review is not required of students seeking the Bachelor of Arts degree.

Facilities and Equipment

The School of Art occupies a well equipped building with complete studio facilities and equipment available for graphic design, drawing, painting, printmaking, ceramics, glass, photography, and sculpture. In addition to the Merwin and Wakeley galleries, the art building houses a large auditorium and studio classrooms. Semi-private studios are available for art majors after completion of the sophomore year.

Graphic design, web design, and digital photography courses are held in a Macintosh lab with a teaching station, 18 large screen iMacs, scanning station, and high definition projection. High-resolution color printers are available for tabloid and oversized printing. Painting and drawing studios are equipped with
modern easels and have excellent lighting. The art lecture auditorium seats 130
and provides for large-screen audio-visual projection. The sculpture facilities
allow for work in wood, stone, metal casting and welded metal. The glass studio
holds a flame working area with eight bench-mounted torches and computer-
controlled kilns for fused and cast glass. The printmaking area is equipped with
two etching presses, a lithography press, and a variety of exceptional lithographic
stones. The ceramics studio provides facilities for wheel throwing and sculpture
including electric and kick wheels, and several kilns. The photography labs offer
complete darkroom and processing facilities with sixteen enlargers, several archival
print washers, and dry mount presses.

The School of Art has a permanent art collection of over 300 paintings, prints
and drawings, including artworks by Leonard Baskin, Max Beckmann, Philip
Guston, Nathan Oliveira, Larry Rivers, and James Abbot McNeill Whistler. This
collection is displayed throughout the Illinois Wesleyan University campus for
student study, campus enrichment, and as a symbol of the School’s commit-
tment to the visual arts.

**Bachelor of Fine Arts**

The School of Art offers programs leading to the professional degree,
Bachelor of Fine Arts. Candidates for the B.F.A. may select one of three con-
centrations: Two-dimensional Studio Art, Three-dimensional Studio Art, or
Graphic Design.

A portfolio review is required for acceptance into the B.F.A. program.

**Major sequence in Art:**
A minimum of 32 courses are required for the B.F.A. degree.

Eighteen courses minimum in the Art major:

1. Art 111, 113, 115, 320, 322, and 399
2. Students must complete one of the following concentrations (12 courses):
   Two-dimensional Studio Art, Three-dimensional Studio Art, or Graphic
   Design
3. B.F.A. degree candidates must present a senior exhibition or project for
   approval by the art faculty.

**Two-dimensional Studio Art Concentration:**

1. Select eight courses from: ART 130, 135, 140 or 240, 213, 230, 235,
   302, 330, 335, 340, 381, 415, 430, 435, 440, 480, 497
2. Select four courses outside the area of concentration. These may be
courses in Graphic Design, Three-dimensional Studio Art, Art History, or
BUS 240

**Three-dimensional Studio Art Concentration:**

1. Select eight courses from: ART 125, 137, 139, 225, 237, 239, 302, 337,
   339, 381, 437, 439, 480, 497
2. Select four courses outside the area of concentration. These may be courses
in Graphic Design, Two-dimensional Studio Art, Art History, or BUS 240

**Graphic Design Concentration:**

1. Select eight courses from: ART 140 or 240, 141, 241, 242, 341, 342,
   343, 441
2. Select four courses outside the area of concentration. These may be courses in Two-dimensional Studio Art, Three-dimensional Studio Art, Art History, or BUS 240

**Bachelor of Arts**

The Bachelor of Arts degree offered by the School of Art is a flexible program intended to facilitate integration with study in other fields. The BA is the appropriate degree in art for most students who want to double major.

The School of Art will accept any student as a Bachelor of Arts degree major who meets the general requirements for entrance to the University. For transfer students to be admitted to the School of Art, a portfolio is required if the equivalent of one year's college work or more is acceptable to Illinois Wesleyan.

**Major sequence in Art:**
A minimum of 32 courses are required for the B.A. degree.

1. ART 111, 113, 115, 320, 399
2. Students must complete one of the following concentrations: Studio Art or Graphic Design.

**Studio Art Concentration (for a total of 12 courses)**

1. ART 322
2. One of the following two-dimensional studio art: ART 130, 135, 140, 141, and 240
3. One of the following three-dimensional studio art: ART 125, 137, 139, and 225
4. Four additional studio art courses, two of which must be at the 200-level or above

**Graphic Design Concentration (for a total of 14 courses)**

1. ART 140 or 240
2. ART 141, 241, 242, 341, 342, and 343
3. Two of the following two-dimensional studio art, three-dimensional studio art, and BUS 240

**Minor Sequence in Studio Art:**
The minor program in studio art is designed to provide students with many of the basic skills and knowledge which are stressed in the degree programs. The minor includes foundation level courses, introductory and/or intermediate studio courses and courses in art history.

A minimum of seven course units to include:

A. Art 111, 113, 115, 320
B. One course unit of 100-level studio art
C. One course unit of 200-level studio art or one additional unit of 100-level studio art
D. One unit of 300-level art history.

**Minor Sequence in Art History:**
The Art History minor is open to all undergraduates and requires a minimum of five course units.

A. Art 115
B. Two course units of 100-level or above art history
C. Two course units of 300-level art history.

Students must earn a C or higher in courses applied toward the Art History minor.

**Minor Sequence in Graphic Design:**
The minor in Graphic Design provides a broad understanding of visual communication theory and practice. Through the development of conceptual, aesthetic, and technical skills, students will create visual messages across a variety of media. This minor will benefit students in Business, Marketing, Design, Technology and Entrepreneurship, and areas where visual communication is vital.

A minimum of seven course units to include:

A. Art 111, 141, 241, 242, 341
B. One unit of photography from 140 or 240
C. One unit of 300-level art history from 320 or 322

**Note: All 100-level courses are open to non-art majors without prerequisite.**

**110 Close Looking (AR)** This course introduces students to the visual arts through firsthand encounters with works on and near campus. Written assignments and discussion will emphasize art as a visual language comprised of multiple media and conceptual frameworks. The course will provide an understanding of and appreciation for the cultural impact of art. Offered in alternate years, fall semester.

**111 Foundation Art (AR)** This course explores the foundations of color, form, and design through studio projects in two and three dimensions. It seeks to foster creative processes and problem solving suitable for innovations in art, design, and culture. It also serves as the foundation for the development of aesthetic practices and is required for art majors. Offered each fall.

**Two-dimensional Art Courses**

**113 Drawing I (AR)** Drawing is a perceptual experience based on working from still life, the human form and other sources approached from a specific skill based emphasis. Familiarity with a variety of drawing media is stressed as well as the techniques relating to composition and concept. Coursework is structured around a sequence of problems concerned with developing an understanding of form, structure, value, shape, line, edge and color using various media. Additional emphasis will be given to understanding the historical significance of drawing, developing a critical language about drawing and gaining insight into the various ways artists use this medium to achieve their conceptual goals. Offered each semester.

**120 Introduction to Visual Culture (IT)** What might our contemporary attitudes toward images share with ancient image beliefs? The course explores the ideas prevalent in a society represented in visual cultural production. Through close reading of primary sources, we will investigate theories that persist and reveal the motivations of image producers endlessly fighting for our consciousness. Offered in alternate years.

**130 Painting I (AR)** Introduction to painting processes and concepts. Explores painting as a medium of aesthetic expression and develops an awareness of selected historical and contemporary modes of painting. Critiques, group discussions, research and information gathering assignments, lectures, and demonstrations, complement studio work. Offered each fall.

**135 Printmaking I (AR)** Introduction to printmaking processes and concepts. Explores printmaking as a medium of aesthetic expression and develop an awareness of selected historical and contemporary modes of printmaking. Critiques, group discussions,
research and information gathering assignments, lectures, and demonstrations complement studio work. Offered occasionally.

140 Photography I (AR)  Introduction to black and white processes and concepts. Explores photography as a medium of aesthetic expression and awareness of both historic and contemporary trends in photography. Beyond collecting photographic images and studio work, students engage in group discussions and a series of critiques. Slide lectures, demonstrations of studio processes and research assignments complement studio work. Offered each fall and occasionally in spring.

213 Drawing II  A consideration of problems in perceptual and conceptual drawing. The aim is to further the understanding of drawing as an intermediary step which leads toward a completed work of art, and as a distinct art form having its own aesthetic qualities and being fully capable of producing an art object. Prerequisite: ART 113. Offered each semester.

230 Painting II  A continuation of 130. Individual problems in painting. Prerequisites: ART 111 and 130. Offered each semester.

235 Printmaking II  An introduction to the processes of lithography and color intaglio. Techniques and skills achieved in art 135 will continue to be utilized. Prerequisite: ART 135. Offered occasionally or by special arrangement.

240 Digital Photography (AR)  Digital Photography explores the conceptual, creative, and technical processes of the medium. The course includes demonstrations of technological best practices, from image capture to print, including web publishing. Each student will create a portfolio of digital images through studio work. Offered occasionally.

330 Painting III  A continuation of 230. Students are expected to demonstrate greater independence and experimentation in their work. Prerequisite: ART 230. Offered each semester.

335 Printmaking III  A continuation of 235. Students are expected to demonstrate greater independence and experimentation in their work. Prerequisite: ART 235. Offered occasionally or by special arrangement.

340 Photography III  A continuation of 240. Students are expected to demonstrate greater independence and experimentation in their work. Prerequisite: ART 240. Offered each semester.

415 Advanced Drawing  For advanced students who have an awareness of the basic problems in drawing. The course has three aims: development of a personal drawing style, familiarity with all drawing media, and a greater general appreciation of drawing. Prerequisite: ART 213. Offered each semester.

430 Painting IV, A, B.  Concentrated individualized work for advanced students. Prerequisite: ART 330. May be repeated once for credit. Offered each semester.

435 Printmaking IV, A, B.  Concentrated individualized work for advanced students. Prerequisite: ART 335. May be repeated once for credit. Offered occasionally or by special arrangement.

440 Photography IV, A, B.  Concentrated individualized work for advanced students. Prerequisite: ART 340. May be repeated once for credit. Offered each semester.

Three-dimensional Art Courses

121 Beginning 3-D Design (AR)  This course provides an introduction to the concepts and methods of designing and making three-dimensional objects. Students receive instruction on basic tools and materials in addition to 3D software. Course content includes lecture, discussion and studio projects. Offered each fall.

125 Introduction to Kiln Glass (AR)  An introduction to glass-working techniques using electric kilns. Explores glass fusing and casting as medium of aesthetic expression
and develops an awareness of selected historical and contemporary methods of making
glass art in the kiln. Critiques, group discussions, research and information gathering
assignments, lectures, and demonstrations complement studio work. Offered each fall.

137 Sculpture I (AR) Introduction to three dimensional problem solving and to
sculptural processes and concepts. Explores sculpture as a medium of aesthetic expression
and develops an awareness of selected historical and contemporary trends in sculpture.
Critiques, group discussions, research and information gathering assignments, lectures,
and demonstrations complement studio work. Offered occasionally.

139 Ceramics I (AR) Introduction to ceramic processes and concepts. Explores
ceramics as a medium of aesthetic expression and develops an awareness of selected
historical and contemporary modes of ceramics. Critiques, group discussions, research
and information gathering assignments, lectures, and demonstrations complement studio
work. Offered each semester.

201 Design Processes (W) This course will examine various models of design
and product development processes. However, the main model that will be used is
Clarification (or Research), Ideation, Development, Implementation. Particular emphasis
will be placed on the clarification/research and ideation portions of the process. Offered
each spring.

221 Designing for People This course examines various factors that contribute to
the creation of products that are safe, usable and understandable. Course content includes
the study of ergonomics and anthropometry, as well as interactive object design and
industrial design history. The course will be taught through a combination of lecture,
discussion and studio projects. Offered each fall.

225 Three Dimensional Glass (AR) This course explores the fundamentals of
kiln cast and flame-worked glass. Both historical and contemporary ideologies of these
glassmaking techniques will be discussed, researched, and put into practice. The technical
basis of the class is equally paired with assignments that encourage and promote thought-
fulness with gained hand skills. Offered each spring.

237 Sculpture II A continuation of 137. Individual problems in sculpture. Pre-
requisite: ART 137. Offered occasionally or by special arrangement.

239 Ceramics II A continuation of 139. Individual problems in ceramics. Pre-
requisite: ART 139. Offered each semester.

312 Materials and Processes This course provides a survey of different types of materials,
fabrication techniques, and manufacturing processes. This will involve a combination of
lecture and lab/studio work. Prerequisites: PHYS 101, 105 or 131. Offered each spring.

329 Concept to Prototype This course offers an investigation into the process of
conceptualizing, designing and creating product prototypes. Students will work through a
series of projects in which they must address both functional and aesthetic considerations
involved in prototyping. This course is the capstone for the Product Design concentration.
Prerequisites: ART 201 and ART 312. Offered each fall.

337 Sculpture III A continuation of 237. Students are expected to demonstrate
greater independence and experimentation in their work. Prerequisite: ART 237. Offered
occasionally or by special arrangement.

339 Ceramics III A continuation of 239. Students are expected to demonstrate
greater independence and experimentation in their work. Prerequisite: ART 239. Offered
each semester.

437 Sculpture IV, A, B. Concentrated individualized work for advanced students.
Prerequisite: ART 337. May be repeated once for credit. Offered occasionally or by special
arrangement.
439  Ceramics IV, A, B.  Concentrated individualized work for advanced students. Prerequisite: ART 339. May be repeated once for credit. Offered each semester.

Graphic Design Art Courses

141  Graphic Design I (AR)  Introduction to visual communication, aesthetic theory, and computer graphics tools and techniques. Explores graphic design as a means of communication, artistic expression, and organization of information. Critiques, group discussions, research and information gathering assignments, lectures and demonstrations complement studio work. Offered each semester.

241  Graphic Design II: The Image & Design  A continuation of the study of imagery and image making in design through a series of projects. Visual communication through original photography, manipulated photography and illustration are explored using both hand and digital tools. Both theory and the process of design are emphasized through a variety of media ranging from print to digital. Prerequisite: ART 141. Offered each fall.

242  Graphic Design: Web Design  A studio course exploring visual layout principles of interactive website design. Survey of methodology, theory, and best practice of web design solutions. Projects will explore current technologies. Prerequisite: ART 141. Offered each fall.

341  Graphic Design III: The Narrative & Design  A study of visual narrative design, emphasizing creativity and effective visual communication. Through a variety of projects students will learn the historical basis of typography and the relationship between language and form. A continuation of the study of design principles will be emphasized in both static and interactive media. Prerequisite: ART 241. Offered each spring.

342  Graphic Design: Advanced Web Design  A studio course exploring advanced web design strategies with an emphasis on content, visual design, and effective human computer interaction. Students will complete projects that incorporate best practices for web design and development. Course projects will build on skills and concepts learned in ART 242. Prerequisite: ART 141 and 242. Offered each spring.

441  Graphic Design V: Design Portfolio  A concentrated study of complex design problems building on the students’ previous design experiences. New work may range from an illustration series, branding or promotional campaigns, and complex educational or informational communication to design entrepreneur projects. Students propose a plan for the semester for faculty approval. Prerequisite: ART 343. May be repeated once for credit. Offered each spring.

Art History Courses

115  Introduction to Art History (AR)  This course explores the relationship between artistic production and audience in a historical and global context. Students will focus on selected works of art to develop the ability to engage visual texts in an analytical and critical manner. Course includes visits to campus galleries and collections. Offered each spring.

116  Survey of Asian Art (AR, G)  An introduction to the visual cultures of South and Southeast Asia, Inner Asia, and East Asia from the ancient to the modern and contemporary period. The course explores artistic traditions, materials, media, techniques, and genres, situating objects and monuments in their social, historical, and ritual context,
and highlighting the artistic exchange of Buddhist art across Asia. Offered occasionally.

209 Myth, Image, and Symbol in South Asian Religion (AR, G) (Cross-listed with REL 209) An investigation of the interrelationship among textual and non-textual forms of religious expression in South Asian religion. Readings from Hindu, Buddhist, and Jain traditions will be correlated with images and symbols drawn from sculpture, painting, dance, and film. Offered occasionally.

212 Baroque ‘n Glass (AR, G) We will study the dramatic art and architecture of the Baroque in Rome and visit glassblowing workshops on the island of Murano, Venice. Historically the most powerful glassmaking center in Europe, Venice witnessed the shattering and forgetting of its traditions in the Baroque while Rome shaped the history of art.

307 The Art and Archaeology of Greek Myth (AR) (Cross-listed with GRS 307) Myths and rituals constitute the religion of ancient Greece, and are expressed in art, monuments, and in writing. The culture, ideas, and values imparted through the varied expressions of Greek myths influenced Western thought in a profound and lasting way. In this course, we will study the intimate relationship between myth, art, history, and culture of ancient Greece. Recommended prerequisite: GRS/REL 210. Offered occasionally May Term.

309 Greek Art from Homer to Alexander (AR) (Cross-listed with GRS 309 and HIST 309) A survey of cultural artifacts and monuments of ancient Greece from the “Age of Homer” (Bronze Age) to the “Age of Alexander” (Hellenistic Period). The goal is to develop and understanding and appreciation of Greek artistic expression, its influences, and its impact on Western art and thought. Course includes a field trip. Offered in alternate years, fall.

311 Art and Architecture of the Roman World (AR) (Cross-listed with GRS/HIST 311) This course follows the development of the forms and ideologies of Roman art from the republic to late antiquity. The issues to be discussed will include public and private and civic and religious art and architecture, urban planning, and the interaction of Roman art forms and provincial cultures in the forging of identity. Offered occasionally.

316 European Art, 1750-1900 (AR) An examination of the visual arts and critical ideas shaping Europe from the Enlightenment to the beginnings of Modernism. Course explores the visual culture of the French Revolution, art and colonialism, the major artistic movements, and the rapid technological and social changes associated with modernity. Familiarity with art history is not required. Offered occasionally.

320 Modern Art (AR) Surveys the major developments in international art and design from the late nineteenth to the mid twentieth century. Key topics include medium specificity, mass-produced design and consumer culture, avant-gardism, abstraction, the movements and trends of postimpressionism, expressionism, cubism, futurism, constructivism, Bauhaus, dada, surrealism, and international developments following World War II. Familiarity with art history is not required. Offered each fall.

322 Contemporary Art (AR, G) A critical survey of art since the 1960s with particular emphasis on the strategies of artistic practices and art’s social engagement. Course themes will address minimalism, conceptual art, postminimalism, happenings, critical theory, feminist art theory, institutional critique, postmodernism, multimedia, collaborative, and ephemeral projects, cultural globalism, and multinational artists. Offered each spring.

355 African Expressive Arts (AR, G) (Cross-listed with ANTH 355) This course introduces students to a variety of African expressive art forms in historical particularist and cross-cultural perspective. Artists, scholars, and performers, who specialize in specific African media will share their expertise in lecture-demonstrations and workshops, providing students with hands-on learning experiences. Offered in alternate years, May Term.

370 Special Topics in Art History May vary in content with each offering. The central focus may be on one or more art movements, particular artistic problems or concepts, time
periods or geographical locations which are more or less narrowly defined, or on the work of an individual artist. Each course offering under this title bears a subtitle which indicates the specific subject matter and the type of course experience that is planned. May be repeated for credit if course content is not duplicated. Offered occasionally.

450 Advanced Studies in Art History (W) The seminar topic varies with each offering and may include a specified historical movement or group of artists, methodological trends or conceptual problems in the field. The seminar combines discussion and presentation, research and writing. Offered occasionally.

Additional Art Courses

297, 397, 497 Internships Individually designed experiential learning. May include field studios or internship placements such as commercial printing, graphic design, museum or gallery work. Prerequisite: Consent of the School of Art faculty. Offered each semester.

302 Contemporary Professional Practices This course will address the material, technical, and theoretical choices necessary for producing and understanding contemporary art. It will be an exploratory seminar. The class will promote an interdisciplinary approach to the making of art and help the student to discover how different material and technical decisions can inform their visual and conceptual practice. Prerequisite: Junior standing within the School of Art. Offered occasionally.

381 Special Topics in Studio Art May vary in content with each offering. The central focus may be on one or more issues of process, content, or style. Each course offering under this title bears a subtitle which indicates the specific type of course experience that is planned. May be repeated for credit if course is not duplicated. Offered occasionally.

399 Art Seminar (W) A seminar on a theme in art and visual culture, open to all upper-level undergraduates and required of seniors in the School of Art. Topics will vary, and the course may be repeated for credit. The seminar is research-focused and writing intensive. Offered each fall.

480 Special Individual Projects Individually designed research studies, field experiences, or experimental studio projects in an area of special interest; carried out under the guidance of the instructor or a special supervisor. May be repeated for a maximum of three units of credit. Prerequisite: Consent of instructor. Offered as needed.

ARTS MANAGEMENT

Solberg, Coordinator

The Arts Management minor is designed to help prepare individuals to effectively manage performing and visual arts organizations such as galleries, theatres, orchestras, museums, and arts councils. The program is designed to complement major study in one of the Fine Arts disciplines; accordingly, the minor sequence is available only to students majoring in art, music, or theatre arts. A description of additional requirements or restrictions may be found elsewhere in this Catalog under the sections listing the B.A. requirements for Music and Theatre Arts and the B.A. and B.F.A. requirements for Art.

Minor Sequence in Arts Management:
Six course units to include:

1) Accounting 112
2) Business Administration 332, 341, 355
3) two courses chosen from Accounting 212, Business Administration 344 and English 211.
ASIAN STUDIES

For information about the major or minor in International Studies with a concentration in Asian Studies, please see International Studies on page 217.

BIOCHEMISTRY

For detailed requirements of the biochemistry major and course descriptions, please see Chemistry and Biochemistry on page 153.

BIOLOGY

Walker, Alvey, Bolivar, Cozy, Harper, Haywood, Jaeckle, Lehr, Schwend, Walter

A basic assumption underlying the biology curriculum is that all undergraduate biology majors, regardless of future plans for specialization, can profit by taking a required core of courses emphasizing study at the molecular/cellular, organismal, and population/community levels of organization, thereby gaining a broad introduction to the principles of all important areas of modern biology.

Students planning a major sequence in the field of the biological sciences should include in the four-year program of studies as much experience as possible in other sciences (particularly chemistry and physics) and mathematics.

Satisfactory completion of such a program provides the student with the necessary background for: (1) graduate level study; (2) admission to schools of medicine, dentistry, environmental science, forestry, osteopathy, pharmacy, optometry, veterinary medicine, physical therapy, or paramedical programs; (3) teaching biology at the secondary level; and (4) positions in research, industrial laboratories, and government field work.

Opportunities for independent study are offered for second, third, and fourth-year students in the courses 399, 495, and 499. Biology 395 serves as an introduction to biological research. None of these courses or combinations of any of these courses can be taken for more than two course units.

All students must earn a "C-" or better in General Biology 102 or 108 in order to take courses requiring 102 or 108 as a prerequisite.

Major Sequence in Biology:
A minimum of nine courses in biology to include:
1) BIOL 101 and 102
2) BIOL 212 Introduction to Genetics
3) BIOL 216 Foundations of Evolution
4) One course in Ecology or Diversity selected from BIOL 306, 318, 319, 322, 324, 327, 328, or 350
5) One course in Cellular or Molecular Biology selected from BIOL 314, 325, 330, 340, 407, 410, or 412
6) One course in Organismal Biology selected from BIOL 307, 310, 311, 313, 315, or 319
7) One additional course at the 300 or 400 level and selected from departmental offerings
8) One of the 4 courses at the 300/400 level must have a significant
emphasis on research and selected from the following: BIOL 307, 309, 311, 314, 324, 325, 327, 328, 340, 345, 411, or 412
9) One unit of BIOL 390

Although not required for the biology major, in preparation for many careers in biology it is strongly recommended that students take:

1) Four lab courses in Chemistry (201, 202, 311, 312)
2) Two lab courses in Physics (101, 102 or 105, 106)
3) Mathematics through 176 (or proficiency)

Minor Sequence in Biology:
Six courses in biology to include:

1) BIOL 101 and 102
2) BIOL 212
3) BIOL 216
4) One course in Organismal Biology selected from BIOL 307, 310, 311, 313, 315, or 319
5) One 300/400 elective

*Biology majors and minors who seek a secondary teaching license declare a second major in secondary education and apply to the Teacher Education program in the sophomore year. Additional coursework in the physical sciences is required for licensure. Refer to the Educational Studies section in this Catalog and the Teacher Education Program Handbook (http://www.iwu.edu/edstudies/handbooks/) for further information.

101, 102 General Biology (1.25) (1.25) (LSL) A concentrated introduction to molecular, cellular, genetic, developmental, and organismic biology. Emphasis on fundamental principles, concepts, and current developments of modern biology. Intended for biology majors, biochemistry and neuroscience students, and interested non-majors. Five hours of lecture and three hours of laboratory per week. Prerequisite: BIOL 101 for 102. 101 offered each fall; 102 offered each spring.

107, 108 Human Biology: Anatomy and Physiology (1.25) (1.25) (LSL for 107) A concentrated introduction to the biology of human beings. Emphasis on the structure and function of the human body; its organs and organ systems. Prerequisite for 108: successful completion of 107 or, in special circumstances, consent of instructor. Five hours of lecture and two hours of anatomy/physiology laboratory per week. Credit for biology majors will be given only by written consent of department chair. Credit in biology will not be given for both Human Biology 107-108 and General Biology 101-102. 107 offered each fall; 108 offered each spring.

114 The Microbial World (1.25) (LSI) An introduction to the biology of microbes that concentrates on bacteria and viruses. Emphasis on human health issues, on applied microbiology, and on the roles of microbes in the environment. Four hours of lecture and three hours of laboratory per week. Credit will not be given toward the biology major. Prerequisites: CHEM 110, BIOL 107, concurrent enrollment in BIOL 108, and consent of instructor. Offered each spring.

116 Understanding Evolution (LSI) Understanding Evolution provides students with a working knowledge of evolutionary theory and will cover history of evolutionary thought, the evolution wars, human diseases and antibiotic resistance, genetic engineering, modern agriculture, alien invasive species, conservation biology, evolution of behavior and emotions, evolution of sexual reproduction, and homosexuality. This course is intended for non-majors and credit will not be given toward the biology major or minor. Three hours of lecture per week. Prerequisites: None. Offered each fall.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>120</td>
<td>Ecology and Environmental Problems (LSI) (Cross-listed with ENST 120)</td>
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<tr>
<td></td>
<td>Examination of major environmental concepts, problems and possible solutions. Basic ecological principles will serve as a foundation for discussion of such issues as human population growth, resource extraction/depletion, loss of biodiversity, and pollution. Designed for non-science majors; credit will not be given toward the biology major or minor. <strong>Offered annually.</strong></td>
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<tr>
<td>212</td>
<td>Introductory Genetics (1.25) (LSI)</td>
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<tr>
<td></td>
<td>Introduction to the principles of transmission and molecular genetics of plants, animals and bacteria. Recombination, structure and replication of DNA, gene expression and cloning. Three hours of lecture and four hours of Lab. Prerequisites: BIOL 101 and 102, or 107 and 108. <strong>Offered each semester.</strong></td>
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<tr>
<td>216</td>
<td>Foundations of Evolution (LSI)</td>
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<tr>
<td></td>
<td>This course provides students with a framework of evolutionary biology and will cover history of evolutionary thought, natural selection, adaptation, coevolution, human evolution, human diseases and antibiotic resistance, genetic engineering, agriculture, alien invasive species, conservation biology, evolution of behavior and emissions, evolution of sexual reproduction, homosexuality, religion and evolution, and misconceptions of evolution. Three hours of lecture and one hour of discussion session per week. Prerequisites: BIOL 101 and 102 or 107 and 108. <strong>Offered each semester.</strong></td>
</tr>
<tr>
<td>300</td>
<td>Biology and Ethics (AV, W)</td>
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<td></td>
<td>A study of ethical and social issues arising out of the rapidly developing fields of reproductive biology and genetics. In the first quarter of the course, students will be introduced to different ethical theories; in the remainder of the semester, they will look at specific ethical issues. Issues examined may include those that arise in connection with RU-486, surrogacy, IVF, sex cell storage, cloning, and human stem cell research. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. <strong>Offered occasionally.</strong></td>
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<tr>
<td>306</td>
<td>Plant and Fungal Diversity (1.25)</td>
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<td>An examination of the major groups of plants and fungi plus a consideration of their evolutionary origins and phylogenetic relationships. Four hours of lecture and five hours of laboratory per week. One field trip. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. <strong>Offered each fall.</strong></td>
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<tr>
<td>307</td>
<td>Animal Physiology (1.25)</td>
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<tr>
<td></td>
<td>Principles of normal function in various animals including control system regulation ranging from molecular to organismal levels. Four hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108, Organic Chemistry &amp; General Physics (one may be concurrent), or consent of instructor. <strong>Offered each fall.</strong></td>
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<tr>
<td>310</td>
<td>Chordate Comparative Anatomy (1.25)</td>
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<td>Structural and functional organization and evolution of chordate animals. Four hours of lecture and five hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. <strong>Offered each spring.</strong></td>
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<tr>
<td>311</td>
<td>Developmental Biology (1.25)</td>
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<td>Analysis of the embryology of animals, with emphasis on vertebrate development. Observational and experimental aspects of embryology will be presented regarding the construction of animal body plans at the organismal and tissue levels of organization. Four hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. <strong>Offered each spring.</strong></td>
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<tr>
<td>312</td>
<td>Genetics (LSI)</td>
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<td>Basic principles of Mendelian, molecular, and population genetics. Four hours of lecture. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. <strong>Offered each semester.</strong></td>
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<tr>
<td>313</td>
<td>Histology (1.25)</td>
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<td>A microscopic examination of the structure of animal cells, tissues, and organs in lab is coupled with an examination of their structural and functional properties in lecture. Three hours of lecture and four hours of laboratory work per week. Prerequisites: BIOL 102 or 108. <strong>Offered each fall.</strong></td>
</tr>
<tr>
<td>314</td>
<td>Microbiology (1.25)</td>
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|             | Study of microorganisms, emphasizing biology of bacteria and viruses and including basic study of immune responses to antigenic substances. Four
hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108 (306 recommended). *Offered each fall.*

### 315 Plant Anatomy and Physiology (1.25)
A study of vascular plant structure and function integrating knowledge of plant anatomy, water relations, metabolism, growth, and development. Three hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. *Offered each spring.*

### 316 Evolution (LSI)
An examination of evolutionary theory, covering genetic and biochemical concepts of evolution; adaptation, selection, and the origin of diversity; biogeography; earth history; paleontology; and systematics of plants and animals. Three hours of lecture and one hour of lab/discussion per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. *Offered each fall.*

### 318 Field Ornithology (LSI) (Cross-listed with ENST 318)
A general introduction to the biology, ecology and behavior of birds. Students will spend time practicing bird identification and observing bird behavior in the field. Local and regional field trips will be made to observe migrating and resident birds. No previous experience with birds is expected. Satisfies major or minor in Biology or Environmental Studies. Prerequisites: BIOL 101 and 102 or BIOL 107 and 108, or BIOL/ENST 120. *Offered alternate May Terms.*

### 319 Biology of Invertebrates (1.25)
This course is a comparative study of the functional morphology, behavior, and ecological and evolutionary relationships of invertebrate animals. Students work with live specimens whenever possible. Three hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. *Offered occasionally.*

### 321 Conservation Biology and Restoration Ecology (1.25) (Cross-listed with ENST 321)
Ecological principles and conservation law and policy will serve as a basis to assess human impacts on biological diversity and to develop practical approaches to prevent species extinction. Labs will involve students in applying restoration ecology principles and techniques in the field to restore local ecosystems. Prerequisites: BIOL 102 or 108. *Offered in alternate years.*

### 322 Herpetology
This May term course introduces students to the branch of zoology (herpetology) that emphasizes the study of amphibians and reptiles. It has a lecture, lab and field components and culminates with a mini research conference in which each student presents their independent research on a selected herpetological topic. Prerequisites: BIOL 101 and 102, or 107 and 108 or BIOL/ENST 120. *Offered in alternate years, May term.*

### 323 Biostatistics and Experimental Design
This course will cover statistical theories and tests applied in the analysis of biological data, and to the proper design of scientific experiments. Students will practice asking pertinent questions and critically reading scientific literature in preparing for research projects. Each student will orally review and critique published research articles. Prerequisites: BIOL 101 and 102, or 107 and 108. *Offered each spring.*

### 324 Principles of Ecology (1.25) (W)
An introduction to the major concepts of ecology; the structure and function of ecosystems, population and community dynamics, and plant and animal adaptations. Four hours of lecture and four hours of laboratory/field work per week. Prerequisites: BIOL 101 and 102, or 107 and 108. *Offered each fall.*

### 325 Cellular and Molecular Neuroscience (1.25)
The course will first explore aspects of neural induction, differentiation and axon guidance. From this foundation, the course will examine specific structural (cellular) and gene expression (molecular) features of neurons as they coordinate key animal tasks, such as vision, pain sensation, and movement. The course will also examine the cellular mechanisms that underlie neuronal aging and common neural diseases. Prerequisites: PSYC 313 and CHEM 312. *Offered each spring.*

### 326 Topics in Marine Biology
A seminar in invertebrate zoology that explores from the primary literature diverse aspects of marine and freshwater animals and the

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**Biology**
environments in which they live. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108, and any upper level biology course. Offered occasionally, spring semester.

327  Experimental Ecology (1.25) (W)  A researched-based course in ecology in which students present and critique published ecological studies, write a research proposal and design and conduct a research project on a topic of their choice. The results of the study will be summarized in an oral presentation and a poster. Prerequisite: BIOL 101 and 102, or BIOL 107 and 108. Offered occasionally.

328  Experimental Zoology (1.25) (W)  A research-based course that explores fundamental concepts in development, physiology, and life history characteristics of animals by analyzing primary literature and conducting experiments. Students explore model systems in animal biology through in-depth study of a few species of animal. Students also have the opportunity to design and complete their own research projects. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108, and any 200 level or higher biology course. Offered in alternate years, spring semester.

330  Topics in Cell Biology (W)  A detailed examination and discussion of selected topics in cell biology. Readings from the primary scientific literature are an integral part of the course. Students will conduct research on a topic of their choice and summarize the research in both a written and oral presentation. Prerequisites: BIOL 101 and 102, (or BIOL 107 and 108), and BIOL 340 or 2 years of chemistry (recommend: 312). Sophomores interested in course should seek consent of instructor. Offered occasionally.

340  Cell Biology (W)  An examination of eukaryotic cell structure, function, and biosynthesis of cellular membranes and organelles, transport, receptors, and cell signaling; the cytoskeleton, and cell movements. Four hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108, or consent of instructor. Offered each fall.

345  Behavioral Ecology  An exploration of animal behavior from an evolutionary perspective. After examining the theory of natural selection, this concept will be applied to topics including territoriality, foraging ecology, antipredator behavior, sexual selection, and altruism. An examination of experimental studies testing hypotheses about these behaviors will be used to explore these topics. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. Offered annually.

350  Tropical Ecology (LSI, G) (Cross-listed with ENST 350)  Introduction to the ecosystems, animals, and plants of Costa Rica, including issues associated with the preservation of biodiversity. Prerequisite: BIOL 102 or 108, or BIOL/ENST 120, and consent of instructor. Offered in alternate May Terms.

390  SEED: Showcasing Evidence of Experience and Development (.25)  In collaboration with their faculty advisor, students will develop and maintain an ePortfolio that will document their academic and professional development. Students will have opportunities to reflect on both their academic and professional goals, and their progress toward these goals. Required every fall for all biology majors. May be repeated for a total of 1.0 course unit. Prerequisite: must be a biology major. Offered each fall term.

395  Introduction to Research (.5)  An on-campus introduction to research with a supervising faculty member. Students will be introduced to the research tools and techniques of an area of biological research. Prerequisite: Consent of instructor. (Credit/Non-credit; must have a major or minor in Biology). May not be repeated. Credit/Non-credit courses do not count towards the Biology major. Offered each semester.

398  Medical Externship  In cooperation with physicians of different specialties, these experiences involve full-time observation/participation in the physician's daily routines, including office/clinic hours, hospital rounds, surgery, staff meetings, etc. A daily written log is required. Credit will not count toward the major or minor in biology. Prerequisites: Junior standing and consent of instructor. This course is limited to
students seriously considering a medical career and who meet the requirements necessary to apply for admission to medical school. (Credit/Non-credit) Offered each May term.

399  **Off-Campus Research (.5) (1)** Research will be conducted off-campus in collaboration with a research program approved by the Biology Department chair and a supervising faculty member. The research will be summarized on campus in a scientific paper, and in a poster or oral presentation. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108 (Credit/Non-credit; must have a major or minor in Biology). May be repeated for a maximum of one course unit. Offered each semester.

407  **Neurophysiology** Neural control systems: receptor design; logic of neuronal networks; neural integration and decision making. Three hours of seminar per week. Prerequisite: BIOL 307. Offered in alternate years, spring semester.

410  **Molecular Foundations of Developmental Biology (W)** Examination of cellular and molecular mechanisms utilized during the developmental process. Discussions include the intercellular communications, regulations of gene expression, and intracellular phenomena that result in the patterning of the embryo and the differentiation of the cell. Evolutionary and medical topics of relevance will also be addressed. Prerequisites: BIOL 102 or 108 and at least one of the following courses is recommended: 311, 312, 340. Offered fall semester.

411  **Experimental Embryology** An experimental study of vertebrate development. Laboratory studies will emphasize specialized histological, cellular, and molecular techniques. Prerequisite: BIOL 311 and consent of instructor. Offered as needed.

412  **Molecular Genetics (1.25) (W)** The molecular basis of heredity will be discussed – including DNA replication, maintenance of the genome, our present understanding of eukaryotic gene structure, and gene expression. Much of the course is based on papers from the scientific literature. Weekly labs will provide a thorough introduction to the tools and methods currently used in the field of molecular genetics. Three one-hour lectures, one hour discussion and one four-hour lab per week. Prerequisites: BIOL 102 or 108. Offered in alternate years, spring semester.

413  **Better Living through Microbes (W)** An exploration of applied microbiology emphasizing how humans use microorganisms to perform beneficial tasks. Topics include food production, bioremediation, and the development of drugs or vaccines, highlighting aspects of microbial genetics, metabolism, and physiology. Prerequisites: BIOL 314 or permission of the instructor. Offered in alternate years.

495  **Directed Study (.5) (1)** Individualized directed readings on a topic of interest to the student which is not normally a part of the curriculum. The work may include a laboratory component. It may also include the requirement for the preparation of a significant paper which brings together the results of the study. May be repeated for a maximum of once course unit. Prerequisite: Consent of instructor. Offered each semester.

499  **Research/Thesis (.5) (1)** Experimental or theoretical examination of an unsolved problem on a topic of interest to the student and cooperating faculty member. A significant paper detailing the findings of the investigation is expected at the conclusion of the work. (1/2 or 1 unit) May be repeated for a maximum of one unit. Prerequisite: Consent of instructor. Offered each semester.

## BUSINESS ADMINISTRATION

Solberg, Gerstner, Kearney, Marvin, Wallace, Walsh

The Department of Business Administration offers majors in Business, Marketing, and International Business. The mission of the department is to prepare students for life-long learning. Faculty attempt to do more than simply meet incoming students’ expectations of their academic experience; we hope to
shape those expectations as well. In particular, faculty in the department are committed to the following activities: awakening students to the excitement of learning; exposing students to technological, analytical, research, and communication skills necessary to function successfully in managerial or organizational careers; preparing students for advanced graduate programs, particularly in law, business, government, international relations, or related fields; helping students to function independently in a professional environment immediately upon graduation; sensitizing students to a world in which respect for cultural and intellectual diversity is essential; and encouraging students to consider at all times how their actions and the action of those organizations of which they are a part affect society.

Through course work and co-curricular activities sponsored by the department, faculty encourage students to gain an awareness of their own potential, assuming responsibility for their own actions, and making ethical long-term choices. The curriculum in the department offers students a broad range of instructional methods and engages students in a wide variety of assignments, including those which stress reading, writing, quantitative analysis, and group work. Students are encouraged to participate in internships, including those for academic credit. Internships add a new dimension to remaining courses and can help students prepare for entry into for-profit or non-profit organizations after graduation. Students are also encouraged to pursue individual research projects in collaboration with faculty and to take advantage of the many leadership opportunities associated with the department's student clubs and organizations.

Lower-level (100-200) courses in the department are open to all students. Upper-level (300-400) courses in the department are open to students not majoring or minoring in business, marketing, accounting, finance, or economics with consent of the department head; a small percentage of seats in each class is reserved to accommodate such students, but such students should follow the department's closed course process by contacting the department head. However, students not majoring or minoring in business, marketing, accounting, finance, or economics may take only one upper-level course in the department unless required to do so by a major outside the Department of Business Administration, or unless they receive permission from the department head.

Marketing is the discipline that connects an organization to its customers or clients. It requires decisions relating to pricing, product development, communication and distribution of goods, services, or ideas. Marketing majors are open to many career paths, including research, communication, sales, logistics, product management, and online interactions with customers or clients.

The increasingly quantitative character of modern business practice urges that students elect additional mathematics beyond that required for the major, and students considering graduate work in business should take at least one semester of undergraduate calculus. For many students, one or more computer science courses may be appropriate. See the Computer Science section of this Catalog for course offerings.

Students seeking to matriculate into a major in business, marketing or international business, should ideally complete the following six courses by the end of their sophomore year: (1) Gateway Colloquium; (2) Mathematics 110, 140, 176, or university credit for AP Calculus; (3) Economics 100 (Introduction to Economics); (4) Economics 227 (Statistics for Business and Economics); (5)
Accounting 112 (Accounting for Decision Making I); and (6) Accounting 212 (Accounting for Decision Making II).  

Business, Marketing and International Business majors may count no more than 2 non-required ACC or FIS courses toward the 18 courses outside their major department.  

Upper level (300-400) courses taken at another college or university at the freshman/sophomore level may not be used to satisfy major or minor requirements, absent department head approval.  

Business Majors minoring in Hispanic Studies reference page 331.  

**Major Sequence in Business:**  
A minimum of 12 courses to include:  
1) Accounting 112, 212, Business Administration 331, 341, 355, 490, Economics 227, and Finance 303,  
2) Four additional courses from any 200-300-400 level BUS, ACC or FIS offering  
Other courses outside the department that business majors are required to complete:  
1) Mathematics 110, 140, 176, or university credit for AP Calculus  
2) Economics 100.  

**Major Sequence in International Business:**  
Nine courses to include: Accounting 112, 212, Business Administration 331, 341, 355, 451, 490, Economics 227, and Finance 303.  
Other requirements for international business majors:  
1) Mathematics 110, 140, 176, or university credit for AP Calculus  
2) Economics 100  
3) International Studies 240  
4) Two courses selected from Business Administration 360, Economics 351, 352, 355, or Political Science 345.  
5) Two courses selected from Anthropology 171, History 122, 353, 354, or Political Science 102. At least one of the two units must be at the 300-level. (Other courses as appropriate and available may be considered for inclusion.)  
6) Formal study outside the U.S. is required. Normally, domestic students will fulfill this requirement by a semester, summer, or academic year in formal study abroad. Other options for fulfilling the requirement should be discussed with the department head no later than the end of the student’s sophomore year.  

**Major Sequence in Marketing:**  
A minimum of 12 courses to include:  
1) Accounting 112, 212, Business Administration 331, 335, 341, 355, 490, Economics 227, and Finance 303  
2) Two of the following courses: Business Administration 332, 333, 339 and 356  
3) One of the following courses: Business Administration 332, 333, 339, 356, Anthropology 171, Art 141, Journalism 211, Psychology 211, 212, 259, Sociology 225  
Other courses outside the department that marketing majors are required to complete:
1) Mathematics 110, 140, 176, or university credit for AP Calculus
2) Economics 100

**Minor Sequence in Business Administration:**
Six courses to include:
1) Accounting 112, 212
2) Business Administration 331, 341
3) Finance 303
4) Economics 227

**Minor Sequence in Entrepreneurship:**
The Minor in Entrepreneurship is specifically designed for and available to students in any major other than Accounting, Business, Finance, or Marketing. Today’s environment demands that graduates are prepared to be collaborative, innovative and self-starting solvers of business and social problems. Students in the minor will have the opportunity to develop and then apply their skills and creativity in response to a real business or community need or problem. Students minoring in Entrepreneurship must complete BUS 240 before registering for the required courses or BUS 331 (except for ACC 113, which may be taken concurrently with BUS 240). The minor requires six courses, as follows:
1) Accounting 113
2) Business Administration 240, 340, 350 and 440
3) One elective course selected from Business Administration 331, Political Science/Sociology 398 or Music 315.

**Minor Sequence in Human Services Management:**
Five courses to include:
1) Economics 100
2) Accounting 112
3) Finance 200
4) Two courses chosen from Business Administration 332, 341, and 344.

Note: Successful completion of all foundation course requirements or consent of department chair is a prerequisite to all 300-400 level courses, except Business Law I (BUS 355), unless the student is minoring in a business field or is required to take one of these courses in a major outside the department.

220 **Foundations of Information Systems**  Application of information systems (IS) for competitive advantage. Students learn to apply management concepts to understand threats posed by and opportunities offered through the effective use of IS. Students will develop advanced competency in understanding various technologies and their effective uses. Discussions focus on companies such as Google, Netflix, and Facebook. *Offered occasionally.*

240 **Introduction to Entrepreneurship**  This course introduces the knowledge and builds the skills needed to create new not-for-profit and business organizations. Students learn how to observe underserved markets or communities, generate solutions, assess them and develop a sustainable organizational model. Specific topics include ideation, securing first clients or customers, and generating initial funding. *Offered each fall.*

270 **Special Topics**  Courses treating specialized topics in accounting, business, or international business. Two or more may be taken concurrently or repeated for credit if the topic matter is different. *Offered occasionally.*

280 **Business and Society**  A study of the business organization as part of a complex socioeconomic system. Emphasis on major problem areas associated with relations between the firm and multiple publics, e.g., consumers, employees, government, owners. Focus on
strategically managing competing interests within constraints of social responsiveness. Open to junior and senior business and non business majors. Offered occasionally.

329 Seminar in Information Systems  In-depth study of selected topics in information systems. Topics vary according to student and faculty interest. May be repeated for credit if the topic matter is different. Prerequisites: ACC 218 or BUS 220 or consent of department head. Offered occasionally.

331 Marketing: Principles and Management  Functions and activities of the consumer, retailer, and wholesaler. Consideration of development of marketing programs including product planning, marketing communications, and pricing policies. Offered each semester.

332 Marketing in Services Industries and Not-for-Profit Organizations  Marketing problems and strategies in service organizations, including retailers, hospitals, not-for-profit agencies, banking and arts organizations. Prerequisites: BUS 331 or Arts Management/Human Services Management minor or consent of department head. Offered annually.

333 Marketing Channels (W)  Course centers on the product and service distribution process and on intermediaries between manufacturer and customer. Theoretical concepts of marketing channels, as well as their evolution, structure, and management in both a local and national context are covered. Topics include various forms of retailing and wholesaling, such as department stores, restaurants, groceries, and franchises. Global dimensions are stressed since distribution is a major strength of the U.S. marketplace, where the U.S. still serves as a model for the rest of the world. Prerequisite: BUS 331. Offered annually.

334 Marketing and Social Responsibility  Covers the current and historical ethical, regulatory and legal issues of marketing. Topic areas also include corporate responsibility and consumer responsibility. Prerequisite: BUS 331. Offered occasionally.

335 Consumer Behavior  Application of social psychology to consumption situations. Situations include buying, selling, use and disposal of goods and services. Topics include attitudes, perception, decision making and internal and external influences on consumer behavior. Prerequisite: BUS 331, Business Administration and Marketing majors only; or consent of the department head.

339 Seminar in Marketing  In-depth study of selected topics in marketing. Topics vary according to student and faculty interests. May be repeated for credit if the topic matter is different. Prerequisite: BUS 331 or consent of department head. Offered annually.

340 Starting a Business  A continuation of the knowledge and skill building begun in BUS 240 needed for the creation of new for- and not-for-profit organizations, with particular emphasis on analysis, budgets and forecasts, capital budgeting, and raising capital. Students participate in creating “mini-businesses” throughout the semester. Prerequisite: BUS 240. Cannot be used in the following majors: accounting, business, finance, or marketing. Cannot be used in the following minors: business administration, or human services management. Offered each fall.

341 Organization and Management  An introduction to organization theory and fundamental considerations of planning, organizing, and controlling organizations. Focus is on theories of motivation, perception, communication, decision making, group behavior, leadership, control tools, and change as they relate to the practicing manager in business, government, hospitals, and schools. Offered each semester.

342 Production/Operations Management  The addressing of the production problems of manufacturing and service industries competing in domestic and international markets. Topic areas include production technology, capacity planning, facility location/
layout, production scheduling, inventory systems, and quality control. Quantitative methods and analytical techniques are emphasized through problem solving. Site visits will be scheduled during some class hours; students are responsible for their own local transportation. Open to juniors and seniors only. **Offered occasionally.**

**344 Human Resources Management**  The role of human resources management and its effects on individuals as managers or employees. Case studies are used extensively. Individual and group behavior are investigated. **Offered annually.**

**349 Seminar in Management**  In-depth study of selected topics in management. Topics vary according to student and faculty interests. May be repeated for credit if the topic matter is different. Prerequisite: BUS 341 or consent of department head. **Offered annually.**

**350 Law for Entrepreneurs**  This course broadly surveys the law most crucial to entrepreneurs looking to establish a not-for-profit or for-profit business. Emphasis will be focused on recognizing and managing risk. Specific topics include choice of organizational structure, torts, employment and contract law, the legal framework of finance, and intellectual property law. Prerequisites: BUS 240. **Offered each spring.**

**355 Business Law I (W)**  Nature of law and courts; international law; crimes and torts; administrative law; wills, trusts and estates; insurance law; antitrust law; landlord/tenant relationships. Introduction to contracts, sales, commercial paper, secured transactions. Prerequisite: sophomore standing and either ACC 112 or consent of department head. **Offered each semester.**

**356 Business Law II**  Detailed coverage of topics introduced in BUS 355 with additional focus on the law of organizations. Other topics covered are appropriate for those planning to sit for the CPA examination, such as professional responsibility, ethics, duties and liabilities. Prerequisite: BUS 355. **Offered annually.**

**360 Travel Seminar**  A travel course designed to increase students' awareness and familiarity with the business practices, culture, politics, and values of different countries around the world. Students meet with business executives, educators, government officials, and visit various business organizations and cultural sites. Prerequisite: Consent of instructor. **Offered occasionally.**

**370 Special Topics**  Courses treating specialized topics in business, international business, or marketing at an advanced level. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite may depend on topic. **Offered occasionally.**

**395 Internship in Teaching**  Intensive experience in assisting with the instruction of a specific course in business. Assignments include researching, organizing, preparing, and delivering a small number of lectures in that class. Prerequisites: major in business, marketing; completion of 22 or more course units; minimum of 3.25 GPA in major; consent of department head. **Offered each semester and May Term.**

**397 Internship in Industry**  Not more than one course unit may be counted toward graduation requirements. May not be counted as general education credit or for the major or minor. Credit/No credit. Registration must be completed prior to the beginning of the internship. Prerequisites: consent of instructor, minimum of six business or economics courses. **Offered each semester and May Term. May also be taken in the summer for an additional tuition charge. See department head for specific requirements.**

**440 Project in Entrepreneurship**  This course guides students through the process and experience of creating a new, real not-for-profit or for-profit organization. Students will apply the knowledge and skills first developed in Introduction to Entrepreneurship (BUS 240), from idea generation through organizational planning of a scalable and sustainable entity. Students will have substantial interaction with successful entrepreneurs. Prerequisites: BUS 240, 350, ACC 113, and BUS 340. **Offered each spring.**
451  **International Business (G)**  Organizational alternatives, trade policies and trading areas, influence of economic nationalism, international monetary systems and finance, international competitiveness, and problems of less-developed countries. Open to juniors and seniors only. Offered annually.

455  **Independent Study**  Individual study directed toward a specific topic. Prerequisite: Consent of department chair. Offered each semester and May Term.

490  **Strategy and Policy**  A capstone course which applies major functional areas and tools to critical current and future issues. Focuses on strategic management and its role in positioning organizations, profit or not-for-profit, to address internal capabilities and external opportunities. Prerequisites: Business, accounting, finance, or marketing major; senior standing; BUS 303, 331, and BUS 341, or consent of department head. Offered each semester.

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**CHEMISTRY AND BIOCHEMISTRY**

*Brennan, Baur, Kwiatkowski, Mejia, Mohan, Perera, Rettich*

The department meets the needs of students majoring in chemistry, biochemistry, and allied sciences through rigorous training in the principles and applications of modern chemistry. The department also aims to meet the needs of general education students who wish to learn and appreciate the atomic-molecular conception of matter as a background for understanding the scientific issues of importance to all in the modern world.

The department is approved by the American Chemical Society as offering a program of study that will lead to individual certification, upon graduation, by that society. Such a course of study will equip the chemistry or biochemistry major to (1) excel in chemistry and biochemistry graduate programs or medical or dental schools; or (2) enter governmental or industrial laboratories as a scientist. A major in chemistry or biochemistry can also lead to a wide variety of other occupations ranging from forensic laboratory science to chemical patent law to business management or to pharmacy.

The department, through the use of grant funds, gifts, and its own funds, is constantly acquiring new instrumentation and expanding its library holdings to ensure a modern program in chemistry. All instrumentation and library materials are available for direct use by the undergraduate student. Recent acquisitions include a 400 MHz FT-NMR, a fluorescence spectrometer, and an atomic absorption spectrometer. Students are encouraged to put their classroom learning into practice by participating in research programs directed by members of the faculty. Other opportunities for learning outside the classroom are provided through internships, externships, summer research, and study abroad. The department hosts guest research seminars featuring prominent scientists from academic, government, and industrial laboratories.

Additional information about the Department of Chemistry and Biochemistry can be found on our website: [http://www.iwu.edu/chemistry/](http://www.iwu.edu/chemistry/)

**Major Sequence in Chemistry:**
The regular chemistry major consists of the following courses:

1) Chemistry 201, 202, 311, 312
2) Chemistry 301, 302, 304, 321, 322, 332, and 380
3) One course unit selected from Chemistry 323, 324, 413, 414, 415, 432, or 470
4) Two enrollments in Chemistry 300 and two enrollments in Chemistry 300X

Those students desiring certification by the American Chemical Society must take the following courses:
1) Chemistry 201, 202, 311, 312
2) Chemistry 301, 302, 304, 321, 322, 332, 380 and 317 or 414
3) One unit of Chemistry 499
4) One course unit selected from the following: Chemistry 323, 324, 413, 415, 432 or 470.
5) Two enrollments in Chemistry 300 and two enrollments in Chemistry 300X

Courses outside the department that chemistry majors are required to take include:
1) Mathematics 176 and 177 or proficiency. Students who have scored a 4 or 5 on the AP Calculus BC exam, or who have studied calculus at another university, should consult with the Chemistry Department Chair to determine whether they have the needed calculus proficiency.
2) Physics 101 and 102 or Physics 105 and 106. Physics 207 is recommended for those who take Physics 105 and 106.

Courses outside the department that majors are recommended to take include: Biology 101 and 102 or Biology 107 and 108. (Students who plan to study biochemistry, plan to pursue a health profession, or are interested in biomedical research will need to take one of these introductory biology sequences.)

**Minor Sequence in Chemistry:**
The chemistry minor consists of the following courses:
1) Chemistry 201, 202, 311, 312
2) One of the following courses: Chemistry 301 or 321
3) And two additional courses selected from: 301, 317, 321, 322, 323, 324, 332, 413, 414, 415, 432, or 470.

**Major Sequence in Biochemistry:**
The Biochemistry major is offered through the Chemistry and Biochemistry Department and allows students the opportunity to study the physical and chemical mechanisms underlying biological systems. The major requires students to complete a common set of courses in the Chemistry and Biology departments while allowing enough flexibility for focus on specific areas of interest.

Satisfactory completion of the major will provide students with the necessary background to (1) pursue graduate studies in biochemistry, (2) enter a wide variety of professional programs (e.g. medicine, dentistry, physical therapy, optometry, forensic science, law), or (3) enter governmental or industrial laboratories as biochemists.

The Biochemistry major consists of the following courses:
1) Chemistry 201, 202, 311, 312, 321, 414 (with laboratory), and 415
2) One from the following: Chemistry 301, 322, 332, 380, 413, 432, or 470
3) Biology 101, 102, and 312
4) One from the following: Biology 307, 311, 313, 315, 330, 410, 411, or 412
Courses outside the department that biochemistry majors are required to take include:

1) Mathematics 176 and 177 or proficiency. Students who have scored a 4 or a 5 on the AP Calculus, BC exam, or who have studied calculus at another university, should consult with the Chemistry Department Chair to determine whether they have the required calculus proficiency.

2) Physics 101 and 102 or Physics 105 and 106

Minor Sequence in Biochemistry:
There are two ways in which one can complete the Biochemistry minor. Since courses cannot be double counted for a major and a minor, the two tracks are designed so that either Biology or Chemistry majors could obtain a Biochemistry minor.

Track 1: (Excludes chemistry majors)
1) Chemistry 311 and 312
2) Chemistry 414 with lab and Chemistry 415
3) One of the following courses: Biology 314, 330, or 412

Track 2: (Excludes biology majors)
1) Biology 101 and 102 or Biology 107 and 108
2) Chemistry 414 with lab and Chemistry 415
3) One of the following: Biology 314, 330, or 412

Special Notes: Students will not receive credit toward a Chemistry major, Chemistry minor, Biochemical major or Biochemistry minor for the following courses: 110, 130, 135, and 140.

110 Basic Chemistry (1.25) (PSL) Basic aspects of structural chemistry with emphasis on physiological applications. Offered each fall.

120 Forensic Chemistry (1.25) (PSL) Study of the scientific aspects of evidence from the gathering of the evidence through the laboratory stage. The course emphasizes the scientific method and the reliability of evidence. The roles of forensic experts in both the laboratory and the criminal courts are discussed. Offered occasionally.

130 Chemistry of the Environment (1.25) (PSL) See Environmental Studies 130. A survey of chemistry principles with an emphasis on the application of these principles to environmental topics such as air and water pollution, global warming, and energy. Laboratory experiments may involve analysis of water from local streams and lakes and the analysis of vegetables for pesticide residue. Can be used toward the Environmental Studies minor. Offered occasionally.

135 Water Quality (1.25) (PSL) (Cross-listed with ENST 135) Considered by some a fundamental human right, safe and plentiful drinking water is often constrained by physical forces and degraded by human activity. We will explore the issues that affect water quantity and quality, using a combination of field- and laboratory-based experimentation, as well as competitive simulation (teaching through games). Offered occasionally.

140 Chemistry in the Kitchen (PSI) An introduction to the basic chemical concepts through an examination of food. The course examines the constitution of raw food-stuffs, and what happens on a molecular level as these substances are combined, cooked and metabolized. Offered occasionally.

201, 202 General Chemistry (1.25) (201 - PSL) Fundamental principles and concepts of chemistry. Prerequisites: C- or better in 201 or consent of instructor for 202. 201 offered each fall; 202 offered each spring.
Environmental Chemistry and Toxicology (1.25) (PSL) Cross-listed with ENST
Starting from basic chemistry concepts, this class explores the many ways in which the natural world tries to poison us. We will study how contaminants move in the environment, how they enter the food web, and, ultimately, the harm they cause to individuals, populations, and communities. Offered occasionally.

From Beverages to Biofuels
This interdisciplinary course will introduce students to the science and history of fermentation, distillation, biofuels, and the alcoholic beverage industry. Through a combination of on-campus and travel activities students will study the biochemistry of fermentation, the chemistry of distillation, quality control and flavor in the ethanol industry, the utility and challenges of ethanol as a motor fuel, the social history of brewing and distillation in the US, the role of women in these industries, and the rise and fall of prohibition. Students must be 21 years old by the start of the course and have completed CHEM 201/202 and one of the following sequences: BIOL 101/102, BIOL 107/108 or CHEM 311/312, all with grades of C- or better. The class will visit venues where alcoholic beverages are produced/served. Tasting activities are optional. This course cannot be used to fulfill a major or minor requirement. Offered occasionally May Term.

Chemistry Seminar (Fall 0.00) (Spring 0.25)
This course will introduce students to a variety of chemistry research topics and scientific pursuits through attendance at a required number of chemistry colloquia and other science and career related events. Required for declared sophomore, junior, and senior chemistry majors. Zero units in fall and 0.25 units in spring. May be repeated for a total of 1.0 course units. Credit/No Credit grading. Prerequisites: C- in CHEM 202 or consent of a chemistry faculty member. Offered each semester.

Quantitative Analysis
An introduction to making and interpreting chemical measurements that emphasizes: the statistical evaluation of data, the application of ionic equilibria and the understanding of analytical methods/tools. Prerequisite: CHEM 202. Offered each fall.

Quantitative Analysis Laboratory (.25)
Using both wet chemical techniques and instruments routinely employed in industry and research, students will make chemical measurements, analyze them statistically, and interpret their significance. Prerequisite: CHEM 202 and CHEM 301. Offered each spring.

Instrumental Analysis
Principles of the design and use of modern electronic instrumentation in the chemistry laboratory with emphasis on spectral, electroanalytical and chromatographic instrumentation. Prerequisite: CHEM 301. Offered each spring.

Organic Chemistry (1.25) (311 - PSL)
Fundamentals of aliphatic and aromatic chemistry including mechanisms, syntheses, stereochemistry, and spectroscopy. Prerequisites: CHEM 202 (grade of C- or better); 311(grade of C- or better) for 312. 311 offered fall; 312 offered spring.

Survey of Biochemistry
An introduction to the fundamental principles of biochemistry and the application of chemical principles to biological problems. Topics include the structure and function of proteins, nucleic acids, carbohydrates, lipids, as well as the major catabolic and biosynthetic pathways. Prerequisites: BIOL 102 or 108, and CHEM 312 (grade of C- or better), or the consent of instructor. Offered each spring.

Physical Chemistry I: Thermodynamics (1.25)
Classical thermodynamics and its applications in chemistry. Prerequisites: CHEM 202, PHYS 102 or 106; MATH 177; or consent of instructor. Offered each fall.

Physical Chemistry II: Kinetics
Kinetic molecular theory, mass transport, experimental and theoretical chemical kinetics. Prerequisites: CHEM 201, PHYS 102 or 106, MATH 177. Offered each spring.

Quantum Mechanics (Cross-listed with PHYS 407)
Wave mechanics, the Schroedinger equation, operator formalism, the harmonic oscillator, the hydrogen atom,
angular momentum, spin, scattering theory, chemical bonding, electromagnetic interaction. Prerequisite: PHYS 304. Offered in alternate years.

324  **Statistical Physics (Cross-listed with PHYS 408)**  Introduces central principles underlying thermodynamic properties found in large collections of atoms and molecules (i.e., systems with many degrees of freedom). A core pillar of the major, Statistical Physics is recommended for any student considering graduate school in Physics, and for Chemistry Majors, reinforcing key elements of Physical Chemistry. Prerequisite: PHYS 207 or CHEM 332. Offered in alternate years.

332  **Inorganic Chemistry**  An introduction to the fundamentals of inorganic chemistry including atomic structure; metallic, ionic, and covalent substances; acids and bases; coordination compounds; and descriptive chemistry of the elements. Students will use electronic structure, modern bonding theories, and models (tangible, virtual, and theoretical) to systematically understand the physical and chemical properties of inorganic substances. Prerequisite: CHEM 202. Offered each spring.

340  **Introduction to Food Biochemistry: Hawaii (LSI, US)**  This course focuses on the fundamental biology and chemistry of food preparation and metabolism as well as the agricultural production of food processing, and food manufacture. Students will meet with local farmers, molecular biologists, horticulturists, and USDA scientists to examine the science behind modern food production techniques in Hawaii. Prerequisites: BIOL 102 or 108 and CHEM 202. Offered in alternate years, May.

380  **Advanced Inorganic Synthesis and Analysis (1)**  Individualized projects which emphasize techniques of advanced inorganic synthesis and instrumental analysis. Prerequisites: CHEM 301 and 321. Co-requisites: CHEM 304 and 322. Offered each spring.

397  **Internship in Chemistry**  Internships in scientific research centers or industrial laboratories. Prerequisites: sophomore status and consent of department chair. This course does not meet major requirements. Internship offered for 0.5 or 1.0 course units. Offered occasionally.

413  **Advanced Organic Chemistry**  A detailed examination of selected classical and modern topics within organic chemistry. Topics may include pericyclic reactions, spectroscopic methods of structure determination, physical-organic chemistry, synthetic transformations and strategy, and bio-organic/medicinal chemistry. Prerequisite: C- or better in CHEM 312. Offered annually.

414  **Biochemistry I (1)(1.25)**  The fundamentals of biochemistry, including an exploration of biomolecules and an introduction to experimental techniques. An emphasis is placed on understanding the structure and function of proteins, enzyme kinetics and regulation, nucleic acid chemistry, and bioenergetics. Offered for 1.0 unit without lab or for 1.25 units with optional four-hour laboratory. Prerequisite: CHEM 312 (grade of C- or better) or consent of instructor. Offered each fall.

415  **Biochemistry II (W)**  A continuation of Chemistry 414. Topics include the major catabolic and anabolic pathways, the integration and regulation of these pathways, cell signaling and biochemical genetics. The majority of the readings for this course will come from the current primary literature. Prerequisite: CHEM 414. Offered each spring.

432  **Advanced Inorganic Chemistry**  A detailed examination of advanced topics in inorganic chemistry. Topics will include the quantum atom and electronic states; the application of molecular symmetry and group theory to spectroscopy and X-ray crystallography; the mechanisms of inorganic reactions; bioinorganic chemistry; and catalysis. Prerequisites: CHEM 332 or consent of instructor. Offered each fall.

470  **Special Topics in Chemistry (.5) (1)**  Designed to offer topics not normally covered by the chemistry curriculum. Topics offered for 1.0 units may be used as electives
toward the chemistry major or minor and two 0.5 unit topics may together serve as an elective. May be repeated for credit if subject matter is different. Prerequisite: varies by topic. Offered occasionally.

495 Directed Study (.5) (1) Individualized directed readings on a topic of interest to the student which is not normally a part of the curriculum. The work may include a laboratory component. It may also include the requirement for the preparation of a significant paper which brings together the results of the study. Prerequisite: Consent of instructor. Offered each semester.

499 Research/Thesis (.5) (1) (W) Directed or independent study of a specialized topic which may include laboratory research. May be repeated for a maximum of two course units. Prerequisites: Junior standing, four previous course units in chemistry, and consent of instructor. Offered each semester.

CLASSICAL STUDIES
See Greek and Roman Studies

COMPUTER SCIENCE
Liffiton, Law, Shallue

Computer science is the study of what computers can and cannot do. Central to that study is the concept of the algorithm, a set of directions for solving a problem or accomplishing a task. Computer science studies algorithms in terms of their implementation in hardware and software, their analysis, and their applications. The curriculum in computer science provides students with an understanding of the fundamental principles of computing and of the capabilities, limitations, and applications of algorithmic problem solving. It provides students with the central skills of the discipline: fluency in multiple approaches to programming and problem solving, the ability to use levels of abstraction to manage complexity, and preparation to adapt to technological changes in the field. It provides students with the ability to convey technical information in written and oral communication to all audiences, experts and non-experts alike.

Major Sequence in Computer Science:
A minimum of twelve courses to include:
  1) CS 125, 126 or 127; students who are placed directly into CS 128 need to take an additional course that counts towards the major to replace this course.
  2) CS 128, 253, 256, 354, and 355
  3) Four additional upper-level courses in computer science
  4) MATH 135 and 136

Minor Sequence in Computer Science:
A minimum of six courses to include:
  1) CS 125, 126 or 127; students who are placed directly into CS 128 need to take an additional course that counts towards the minor to replace this course.
  2) CS 128
  3) Three additional courses, one at the 200-level or above and two at the 300-level or above in computer science
  4) MATH 135 or 136
Only one of the courses CS 125, 126 and 127 will count towards the major or minor in computer science. Students in the major or minor with previous experience may opt to skip CS 125, 126, and 127, instead starting in CS 128. This requires approval of the department chair, and it requires taking an additional course that counts toward the computer science major or minor to take the place of the skipped course.

At most, one of CS 498 and CS 499 may count toward completion of the major degree requirements; neither may count for the minor degree requirements.

111 **Physical Computing**  
Physical computing involves creating and using programmable objects that interact with the physical world and the people around them. In this class, we will approach computing from this perspective, learning about the fundamentals of programming and electronics as we create. No programming or electronics experience is necessary. This course does not count towards the computer science major or minor. 
*Offered occasionally.*

125 **Introduction to Computer and Data Sciences (FR) (Cross-listed with DASC 125)**  
Computer Science studies how to solve problems using computers. Data science focuses on acquiring, cleaning, and exploring data, via visualization and statistical analysis, to aid decision making. This course introduces programming, the fundamental skill of computer science, using data science examples and applications in the Python programming language. May not be taken for credit after successfully completing CS 126 or CS 127. No prerequisites. 
*Offered each term.*

126 **Introduction to Computer Science Using the Web (FR)**  
Introduction to object based programming using JavaScript to create dynamic web pages. Includes a brief introduction to HTML and CSS, with emphasis on the division of structure and presentation. Topics: internet architecture and history, selection, iteration, functions, operators, objects, methods, properties, arrays, strings, event handlers, and form processing. May not be taken for credit after successfully completing CS 125 or CS 127. No prerequisites. 
*Offered annually.*

127 **Computer Science I (FR)**  
Computer science studies how to solve problems using computers. This course introduces computer science as a field of study and programming as a core component thereof. Covers programming concepts and techniques; variables, data types, lists, loops, conditionals, functions, objects, classes, testing, debugging, and program design. Teaches the Python programming language. May not be taken for credit after successfully completing CS 125 or CS 126. No prerequisites. 
*Offered each term.*

128 **Computer Science II**  
Introduction to data structures and algorithmic problem solving. Encapsulation and information hiding, recursion, algorithm techniques, and time complexity. Advanced object oriented programming with inheritance, static and dynamic memory allocation. Linked lists, stacks, queues, and sequential and binary search. Teaches the C++ programming language and UNIX command line fundamentals. 
Prerequisite: CS 125/DASC 125, CS 126, or CS 127. 
*Offered each term.*

135 **Applications of Sets, Logic, and Recursion (FR) (Cross-listed as MATH 135)**  
Introduction to functional programming and discrete mathematics. Sets, functions, and relations. Basic logic, including formal derivations in propositional and predicate logic. Recursion and mathematical induction. Programming material: Data types and structures, list-processing, functional and recursive programming. No prerequisite. 
*Offered each spring.*

136 **Computational Discrete Mathematics (Cross-listed as MATH 136)**  
*Offered each fall.*
222  Ethics, Values and Issues in Cybertechnology (AV, W) (Cross-listed with PHIL 222)  An overview of the ethical issues which shape modern technology, including such topics as free expression and content control, intellectual property, privacy and information access, crime and security, and concepts, methodology, and codes of cyberethics. Theory and actual cases will be analyzed in readings, discussion, and written work. Will not count toward the major or minor. No prerequisites. Offered annually.

253  Software Development (W)  Explores the application of computer science through the software development process. Focuses on software engineering and the production of complete programs, from planning and user interface design through coding, testing, development, and maintenance. Additionally, the course covers several aspects of technical writing, encompassing documentation, specifications, and communication with clients. Prerequisite: CS 128. Offered each fall.

256  Computer Organization and Architecture  Introduction to computer organization and system architecture. Topics: Boolean algebra, combinational and sequential logic design, fundamental structure of major computer hardware systems (CPU/ALU, memory, cache, registers, I/O), instruction sets, computer arithmetic, pipelining, and memory hierarchy. A two-hour weekly hardware lab is required. Prerequisites: CS 128. Offered each spring.

314  Database Systems  Introduction to the relational and semi-structured data base models. Theoretical concepts include relational algebra and calculus, logical and physical database design, database security and integrity, data definition and data manipulation languages. Programming topics: database creation, modification, and querying using XQuery, MySQL and PHP. Prerequisite: CS 128 and MATH 135. Offered in alternate years.

330  Computer Networking  Introduction to computer networking, from single, physical links to the structure of the global internet. Focuses on the internet and related technologies, its nuts and bolts, and the principles that govern how and why it works. Several advanced topics are covered, often drawn from the rapidly advancing forefront of network applications. Prerequisite: CS 128 and CS/MATH 136. Offered in alternate years.

338  Artificial Intelligence  Artificial intelligence is, broadly, the study of computational solutions to difficult real-world problems – problems whose solutions might be considered to involve “intelligence”. Applications range from self-driving cars to intelligent personal agents to challenging routing/scheduling problems. Topics include Bayesian inference, constraint satisfaction, game playing, logic, machine learning, Markov decision processes, and heuristic search. Prerequisites: CS 128, MATH/CS 135, and MATH/CS 136. Offered in alternate years.

354  Algorithm Design and Analysis  Explores efficient programming through the study of algorithms and data structures. Algorithm complexity analysis. Common patterns and trade-offs; e.g., recursion, divide and conquer, greedy algorithms, parallelization, etc. Advanced data structures and abstract data models; e.g., linked structures, array-based structures, hash tables, trees, graphs, sets, etc. Prerequisites: CS 128 and CS/MATH 136. Offered every year.

355  Programming Languages  Comparative analysis of programming languages. Taxonomy and history of programming languages, parsing, garbage collection/resource management. Type systems, semantics, and advanced object oriented and functional programming. Prerequisite: CS 128 and CS/MATH 135. Offered every year.

357  Models of Computing (W)  Theoretical foundations of computing. Automata, grammars, decidability, and complexity. Computability and logic: undecidability and incompleteness. Automata theoretic approaches to decision problems in logic. Prerequisite: CS 128 and CS/MATH 135. Offered alternate years.

360  Topics in Logic (Cross-listed with PHIL 360)  Investigation of topics in formal logic. Covers soundness, completeness, and undecidability of classical predicate
logic. Additional topics might include incompleteness, non-classical logics (e.g., modal, intuitionistic, many valued), computer implementations, and logic programming. Students will complete a final project relative to the rubric (Computer Science, Philosophy) chosen at registration. Prerequisite: CS 128 and CS/MATH 135. Offered as needed.

370 Special Topics  In-depth examination of selected areas within computer science not currently offered in the curriculum. May be repeated for credit if course content is not duplicated. Prerequisite: CS 128 and either CS/MATH 135 or CS/MATH 136. Offered as needed.

377 Applied Data Analysis (Cross-listed with DASC 377 and PSYC 377)  This course further develops the programming, mathematical, and statistical skills required for the application of data science tools to data analysis, data visualization, and decision making. The course includes a methodology/writing component in which students develop a draft research proposal for a capstone project. Prerequisites: CS/DS 125, CS 126, or CS 127; CS/MATH 136; BIOL 323, ECON 227, MATH 141, MATH 325, or PYSC 227. Offered every other year.

379 Internship (0)  This non-credit course is offered by arrangement with the department head. Application must be made at the beginning of the semester prior to the internship. Prerequisites: CS 128. Offered each term.

440 Compiler Construction  Study of the techniques for translating high-level programming languages into executable machine code or byte code: lexical analysis, syntactic analysis, contextual analysis, and code generation. Comparison between compilation and interpretation as approaches to programming language implementation. Optional topics include: garbage collection, polymorphic type checking, optimization, implementation of virtual machines. Prerequisites: CS 253 and 355. Offered as needed.

456 Operating Systems  Introduction to fundamental issues and techniques of operating system design. Topics: processes and threads, process scheduling, deadlock, memory management, I/O systems, file management. Optional topics: multimedia and distributed operating systems, security, and parallel operating systems. Prerequisites: CS 253 and 256. Offered in alternate years.

498 Directed Study  Individual directed study on a topic of interest to the student. Student must devise a plan of study in cooperation with instructor; may be used as preparation for CS 499. At most one of CS 498 or CS 499 can count toward the CS major, but not both. This course does not count toward the CS minor. Open only to CS majors with a GPA of 3.00 or higher in CS. Prerequisites: Two upper-level courses in CS. Requires permission of department chair and instructor. Offered by arrangement.

499 Research/Thesis  Opportunity to pursue directed or independent study of a specialized topic. Work is expected to culminate in a committee-reviewed thesis. Students enrolled in this course must present their work at a student research conference or a professional meeting, or it must be accepted for publication in a committee approved journal. At most one of the CS 498 or CS 499 can count toward the CS major, but not both. This course does not count toward the CS minor. Open only to CS majors with a GPA of 3.00 or higher in CS. Please see University-wide regulations if seeking research honors. Prerequisites: Three upper-level courses in CS and either CS 498 or other prior research experience with a faculty advisor. Requires permission of the department chair and thesis advisor. Offered by arrangement.

DANCE

Kerr

Students interested in declaring a minor in Dance should arrange an appointment with the head of the dance program and with the Director of the School of Theatre Arts at the earliest convenience.
Minor Sequence in Dance:
A minimum of seven course units to include:
1) THEA 102 (Theatre majors substitute THEA 180 or 188) and 376
2) A total of three course units from the following: MUTH 232, 233, 234, 235, 331, 332, 333, 334, 335, and 435
3) MUTH 336
4) One of the following: THEA 490, 491, 498, 499 or MUTH 494 or PEC 325

DATA SCIENCE
Sheese, Liffiton

Data is central to the natural and social sciences, to business, and to economics, and is increasingly used in the humanities. As information technology grows in power and ubiquity, the amount of data collected is growing commensurately. Data Science is a field that focuses on the specific problems of acquiring, curating, and exploring data, via visualization and statistical analysis, to aid decision making.

The core topics addressed by the minor are:
- Algorithmic/computational thinking
- Communication (written and verbal)
- Data curation/management
- Ethics (privacy, data access, control)
- Machine learning
- Process/reproducibility
- Programming
- Statistics/statistical inference
- Visualization

Minor Sequence in Data Science:
A minimum of five courses to include:
1) CS 125/DASC 125–Introduction to Computer and Data Sciences
The following are approved substitutions for students who have already taken them:
   CS 126–Introduction to Computer Science with the Web
   CS 127–Introduction to Computer Science
2) CS 136/MATH 136–Discrete Mathematics
3) One statistics course from the list:
   BIOL 323: Biostatistics and Experimental Design
   ECON 227: Statistics for Business and Economics
   MATH 141: Math Modeling: Statistics (note that Math majors may replace MATH 141 with MATH 325: Mathematical Statistics)
   PSYC 227: Statistics
4) CS 377/DASC 377/PSYC 377–Applied Data Analysis
5) DASC 395 Directed Study: Data Science Capstone
The following approved substitutions may count toward the minor if any of the five required courses are counted toward a student's major:
   CS 314: Database Systems
ECON 328: Applied Econometrics
ECON 338: Time Series Analysis
MATH 215: Linear Algebra
MATH 303: Regression and Time Series

Students pursuing a minor in Data Science should consider the following:

Though there are three options for satisfying the introductory course requirement, students who have not already taken CS 126 or CS 127 should enroll in CS/DASC 125, as it is the most relevant to the minor.

Students pursuing a Data Science minor should seek to take courses in their major and/or area of interest that involve the collection, analysis, or other use of data. More exposure to the use of data within their field will provide more opportunities to identify connections to Data Science and to develop ideas for a capstone project.

125 Introduction to Computer and Data Sciences (FR) (Cross-listed with CS 125)
Computer Science, broadly, studies how to solve problems using computers. Data science is a related field that focuses on acquiring, cleaning, and exploring data, via visualization and statistical analysis, to aid decision making. This course introduces the fundamental skill of computer science, programming, using data science examples and applications. Students may not take CS 126 or CS 127 for credit after successful completion of CS/DASC 125. No prerequisites. Offered each fall.

377 Applied Data Analysis (Cross-listed with CS 377 and PSYC 377) This course further develops the programming, mathematical, and statistical skills required for the application of data science tools to data analysis, data visualization, and decision making. This course includes a methodology/writing component in which students develop a draft research proposal for a capstone project. Prerequisites: CS/DASC 125, CS 126, or CS 127; CS/MATH 136; BIOL 323, ECON 227, MATH 141, MATH 325, or PSYC 227. Offered every other year.

395 Directed Study: Data Science Capstone Individual directed study to complete a capstone project. Requires an approved proposal for a substantial project that applies data science techniques to gather, clean, analyze, visualize, and make inferences with data. Project culminates in written and oral reports. Prerequisites: CS/DASC/PSYC 377 and approval of the program director. Offered as needed.

**DESIGN, TECHNOLOGY, AND ENTREPRENEURSHIP**

Gerstner, Bullock

The Design, Technology, and Entrepreneurship (DTE) program is meant to provide students with the knowledge and skills necessary to conceive, develop, and deliver products and services for industry, society, and the planet. This program is interdisciplinary in nature, and draws from offerings in accounting, art, business, computer science, physics, and theater.

DTE is well suited for the student who is interested in creating a career in commerce that is outside of the traditional business major; it promotes a more individualized, creative approach concentrating on business start-ups. It is also a program that enables science-oriented students to deal with creative problem solving. Additionally, it allows the artistic student to develop a working knowledge of science, technology and business.
Students wishing to major in DTE will need to complete a set of core courses, four courses chosen from one of three concentrations, and a capstone course. The design and technology core courses give students the tools and experience needed to conceive solutions for challenging problems that range from the design of consumer products to the remediation of societal issues. Required coursework will cover basic concepts of how things work, manufacturing and prototyping techniques, design technique, and technical drawing. The entrepreneurship core courses develop students' ability to grow their ideas, whether by creating their own business, organization, or within an already existing entity.

The concentrations allow students to gain greater depth in one of three areas:

- The technology design concentration is for students who are more interested in the technical (mechanical, electrical, and/or programming) aspects of their creations.
- The product design concentration is for students who are more interested in the aesthetics of, and interactions with, their creations.
- The entrepreneurship concentration is for students who are more interested in the implementation (as opposed to the initial development) of their ideas.

Regardless of concentration, DTE majors will accomplish several goals as they progress through the program. In particular, each student will:

- Gain familiarity with basic scientific concepts useful for product design.
- Understand the basic financial, administrative, regulatory, and marketing needs for starting a business.
- Become adept at rapid prototyping.
- Demonstrate proficiency at making drawings of their designs, both by hand and with CAD software.
- Start a business from ideation to creation.
- Assemble an electronic portfolio of several of their designs and finished products.

Two minors related to DTE are also available. One in Entrepreneurship (through the Department of Business Administration), the other in Product Design. DTE majors cannot minor in Product Design due to the significant overlap in courses/content between the major and the minor. Similarly, DTE majors who have chosen the Entrepreneurship concentration cannot pursue a minor in Entrepreneurship. However, majors who have chosen the Product or Engineering Design concentrations can minor in Entrepreneurship.

**Major Sequence in Design, Technology, and Entrepreneurship:**

A minimum of twelve courses, at least five of which are at the 300-level or higher. Eight core courses are required for all DTE majors and an additional four courses are required in each concentration.

All DTE majors are required to take the following core courses:

1) ART 121  
2) ART 201  
3) BUS 240  
4) BUS 340  
5) PHYS 131  
6) CS 126
Students then choose a concentration and complete four more courses in their concentration.

**Concentration in Product Design:**
Requires the following courses:
1) ART 221
2) THEA 310
3) THEA 377
4) ART 329

**Concentration in Technology Design:**
Requires the following courses:
1) CS 128
2) PHYS 305
3) PHYS 339
4) Choose 1 of the following: PHYS 308 or THEA 310

**Concentration in Entrepreneurship:**
Requires the following courses:
1) ACC 113
2) BUS 350
3) BUS 440
4) Choose 1 of the following: BUS 331 or ART 141

Students wishing to pursue a DTE major and an Entrepreneurship minor should be aware of the following:
- They must choose the Technology Design, or Product Design concentration.
- Since BUS 240 and BUS 340 are required both for the DTE major, and the Entrepreneurship minor, substitutions for those courses will be required for either the major or the minor. The following courses are acceptable substitutions: BUS 332 (Marketing in Service Industries), BUS 333 (Marketing Channels), BUS 335 (Consumer Behavior), BUS 339 (Seminar in Marketing), and BUS 344 (Human Resource Management). Note that BUS 331 (Marketing: Principles and Management), which is an elective for both the Entrepreneurship concentration of the DTE major, and the Entrepreneurship minor, is a prerequisite for BUS 332, 333, 335, and 339.

**Minor Sequence in Product Design:**
A minimum of six courses to include:
1) PHYS 131 (How Things Work)
2) ART 201 (Design Processes)
3) ART 312 (Materials and Processes)
4) THEA 310 (Technical Drawing)
5) ART 329 (Concept to Prototype)
6) Students will select one course from:
   a) ART 121 (Beginning 3-D Design)
   b) ART 221 (Designing for People)
   c) THEA 377 (History of Decor)

Note that students who have taken PHYS 101 or PHYS 105 may substitute another
course (from ART 121, ART 221, PHYS 305, THEA 377, PHYS 339 or ART 329) for PHYS 131.

360 Entrepreneurship Around the Globe (G) This class explores entrepreneurship in other areas of the world. The course will compare the entrepreneurship in locations visited, while focusing on understanding the societies of these cultures. Students will visit local businesses, learn about intercultural communication and management, discuss economic climate, and visit cultural sites. Prerequisites: consent of instructor. Offered occasionally during May Term.

397 Internship (.5 or 1) Not more than one course unit may be counted toward graduation requirements. May not be counted as general education credit or for the major or minor. Credit/No Credit. Registration must be completed prior to the beginning of the internship. Can be taken for 0.5 or 1 credit. Prerequisites: Sophomore or above standing, consent of instructor. Offered each semester and May Term.

455 Independent Study Individual study directed toward a specific topic. Prerequisites: consent of department chair. Offered each semester and May Term.

490 Design, Technology, and Entrepreneurship Capstone This course requires each student to conceive, design, and implement a product or service. The result will be something that either fulfills an unmet need, or improves upon an existing product or service. Prerequisites: PHYS 339 or SOC/PSCI 398; or consent of instructor. Offered each spring.

DEVELOPMENTAL STUDIES

For information about the major or minor in International Studies with a concentration in Developmental Studies, please see International Studies on page 217.

DIPLOMATIC STUDIES

For information about the major or minor in International Studies with a concentration in Diplomatic Studies, please see International Studies on page 217.

ECONOMICS

Marvin, Amoloza, Brün

The overarching goal of the economics program is to develop analytical thinking skills that are of value to any student preparing for a career and responsible citizenship, regardless of major. The economics major provides students with training for diverse careers, in business, finance, government, and social services. Majors also pursue graduate study in economics, business, law, and other specialized fields.

The Department of Economics offers an intellectually challenging major program which addresses socially relevant issues and gives students many opportunities to apply what they learn. Topics covered in elective courses range from international trade and finance to the environment. All economics majors complete an original research project in the capstone Senior Project course and many choose to participate in independent study under the supervision of a professor. Many economics students also complete internships. In addition, students have the opportunity to participate in activities of the student-led
Economics Society, the publication of a unique undergraduate economics journal, *The Park Place Economist*, and the publication of an online journal, *The Undergraduate Economic Review*.

For additional information, see the department web page at: [http://www.iwu.edu/economics/index.html](http://www.iwu.edu/economics/index.html)

**Major Sequence in Economics:**
A minimum of 10 courses to include:

1. Economics 100, 227, 301, 302, and 401.
2. Five additional Economics courses, at least four at the 300 level or above.

Majors are also required to take the calculus course Mathematics 176, or show equivalent proficiency.

The department also offers students the option to complete one of two concentrations in the economics major: financial economics or international economics. Each concentration requires the completion of five core courses: Economics 100, 227, 301, 302, and 401, and five electives in the discipline as follows:

**Financial Economics Concentration:**

1. Three courses from Economics 311, 328, 338, or 352.
2. Two additional economics courses, at least one at the 300 level or above.

**International Economics Concentration:**

1. Economics 351, 352, and 355.
2. Two additional economics courses, at least one at the 300 level or above.

**Minor Sequence in Economics:**
A minimum of six courses to include:

1. Economics 100, 301, 302.
2. Three additional economics courses, at least two at the 300 level or above.

Economics 227 does not count towards the minor.

The department also offers students the opportunity to complete one of two other economics minors: financial economics or international economics. Each minor requires the completion of three core courses: Economics 100, 301, and 302, and three electives in the discipline as follows:

**Sequence in Financial Economics Minor:**
Three courses from Economics 311, 328, 338, or 352.

**Sequence in International Economics Minor:**
Economics 351, 352, and 355.

All courses in the major and minor sequences should be taken at Illinois Wesleyan University. Any exceptions are subject to the approval of the Department of Economics.

**Credit by Examination**
Credit towards Economics 100, Introduction to Economics, is granted for either:

a) Advanced Placement (AP) examinations with scores of 4 or 5 on both the Microeconomics and Macroeconomics tests

or

b) International Baccalaureate (IB) examinations with scores of 6 or 7 on the Economics Higher Level (HL) test.
Students in the major can show the required calculus proficiency through either:

a) Advanced Placement (AP) examinations with scores of 4 or 5 on either the Calculus AB test or Calculus BC test

or

b) International Baccalaureate (IB) examinations with scores of 6 or 7 on the Mathematics Higher Level (HL) test.

100 Introduction to Economics (CSI) Survey of microeconomic and macroeconomic principles. Includes analysis of individual and public sector behavior in product and resource markets and surveys applied areas. Also explores the performance of the entire economy with an emphasis on economic growth, employment and inflation. Offered each semester.

227 Statistics for Business and Economics An introduction to the use of statistics. Topics include summary statistics, introductory probability, estimation, hypothesis testing, regression, and time series analysis. Students may not receive credit toward graduation for both this course (required for the major) or Psychology 227. Offered each semester.

230 Seminar on Applied Research in Labor Economics A practical introduction to the process of doing empirical research in labor economics. Seminar participants select a research topic, review related literature, develop an empirical model, and test hypotheses. The end result of the guided research project is an original research paper that is presented to seminar participants. Prerequisites: 100 and 227. Offered occasionally in May Term.

240 Game Theory Goes to the Movies Game theory is the science of strategic thinking. Through films, readings and discussion students are introduced to basic tools which will help them develop an understanding of the decisions made by individuals in interactive situations. Topics addressed include sequential rationality, the prisoner's dilemma, credible commitment, brinkmanship, bargaining, and voting. Prerequisite: 100. Offered occasionally in May Term.

270 Special Topics Specialized applications of economic theory. May be taken for credit more than once if the topics differ. Prerequisite: 100. Offered occasionally.

301 Intermediate Microeconomics Neoclassical analysis of the behavior of households and firms, the determination of prices, and the allocation of resources in a market economy. Prerequisite: 100. Offered each semester.

302 Intermediate Macroeconomics Analysis of the overall performance of an economy with emphasis on the effects of monetary and fiscal policy. Topics include unemployment, inflation, long-run economic growth, and business cycle stabilization. Prerequisite: 100. Offered each semester.

311 Money and Banking Analysis of the pricing of bonds and financial derivatives, banking theory and operation, monetary theory, and the role of banks in the economy at the national and international level. Includes the study of public policy related to bank activity and to economic stability. Prerequisite: 100. Offered each fall.

314 Industrial Organization and Public Policy Study of markets dominated by a few large firms. Examines firms' strategic behavior and market performance related to pricing, profitability, advertising, innovation, and predatory conduct. Prerequisite: 100.

328 Applied Econometrics Methods for quantitative research in economics. Topics include the formulation of an empirical model; estimation and hypothesis testing; and violations of the classical regression model. Prerequisites: 100 and 227. Offered annually.

329 Labor Economics A study of economic aspects of labor markets. Topics include labor demand and supply, investments in education and training, labor market discrimination, unemployment, and labor unions. Prerequisite: 100.

338 Time Series Analysis Methods for quantitative research in economics. Topics include data compilation and management; stochastic processes; stationarity; trends and
de-trending; testing for unit roots; least squares estimation of time series models; and basic estimation of cointegrated vectors. Prerequisites: 100 and 227. Offered each spring.

351 International Trade The economic factors that induce countries to engage in international trade are examined, along with the various challenges facing the international trading system. Gains from trade, comparative advantage, international factor movements, and trade policy are among the principal topics addressed. International Trade and International Finance are the core courses in international economics. They can be taken in either order. Prerequisite: 100 or 151.

352 International Finance Examines exchange rate mechanisms, international financial markets, balance of payments accounts, and open economy macroeconomics. Current challenges facing the international financial system are explored and policy options considered. International Trade and International Finance are the core courses in international economics. They can be taken in either order. Prerequisite: 100 or 151. Offered each spring.

355 Economics of Developing Countries (G) An introduction to economic analysis for developing countries. Topics include: poverty and inequality, what the process of "development" entails, growth models, the role of the agricultural sector, and industrial strategies. In addition, a study of the present economic situation of a developing country will be required. Prerequisite: 100.

370 Special Topics Specialized applications of economic theory. May be taken for credit more than once if the topics differ. Prerequisite: 100. Offered occasionally.

401 Senior Project (W) A capstone seminar designed for senior economics majors. Requires completion of research on a topic chosen by the student with the consent of the instructor. The course gives students the opportunity to draw on tools developed in the economics program to produce a research paper, and present the results to seminar participants. Prerequisites: 227, either 301 or 302, at least two other 300-level economics electives, and economics major with senior standing, or consent of department chair. Offered each fall.

450 Independent Study Advanced individualized study. Prerequisite: Consent of instructor. Offered as needed.

EDUCATIONAL STUDIES

Epstein, Crider, Evans, Gray, and Nillas

The Educational Studies department offers coursework qualifying students for teacher licensure as well as a non-credential degree in interdisciplinary studies in education that allows students to pursue education related careers outside of the formal school setting. Both courses of study are grounded in the liberal arts and social justice mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social, and cultural context to the educative endeavor. The teacher's challenge requires the same spirit of inquiry, creativity of thought, skillful communication, and strength of character that is expressed in the University mission. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education and the role of the teacher in a diverse and democratic society. In particular, our mission is to educate teacher-scholars committed to social justice in their classrooms and schools so that the democratic ideals of equity and opportunity are realized for all students. Thus, we strive to graduate teacher-scholars for social justice who understand, appreciate, and are responsive to students from diverse backgrounds, and who have the knowledge, skills and dispositions to foster learning among all children regardless of race, class, culture, language, gender and/or ability. We hold to
a vision of teachers committed to making a meaningful difference in the lives of all students, teachers who will inspire among their students a passion for learning and acting in the world, and in so doing, who will transform the educational landscape. This is our vision of the teacher-scholar committed to social justice. For the complete mission statement, go to the Educational Studies website.

**Teacher Licensure Program**

Teacher Licensure is governed by the requirements of the State of Illinois. All candidates must pass state exams and meet the knowledge and performance standards outlined for all Illinois teachers. State requirements are subject to ongoing changes. For more detailed information, refer to the Teacher Education Handbook online at http://www.iwu.edu/edstudies/handbooks/.

Illinois Wesleyan University is accredited by the Illinois State Board of Education (ISBE) for the undergraduate preparation of teachers in the following licensure programs:

- Elementary Education (grades 1-6).
- Secondary Education (grades 9-12) in mathematics, science (biology, physics), social science (history), and English language arts.
- K-12 Education in foreign language (Spanish), and music.

Professional education coursework includes educational foundations, child study, pedagogy and curriculum, and teacher research. Emphasis on scholarship and social justice is infused throughout the curriculum. All teacher education courses require field experiences in area schools. Field experiences are planned to provide a gradual, sequential, and coherent introduction to the full range of teaching responsibilities, and are supervised by University faculty and school personnel. Student teaching placements are within the community and surrounding areas.

**Admission to the Teacher Education Program**

Students pursuing teacher licensure should indicate their interest to the Registrar and the Assistant Director for Teacher Licensure and Assessment as early as possible in order to ensure adequate advising. Formal application for admission to the teacher education program takes place in the sophomore year upon completion of the two introductory level classes (225 and 255), outlined in the Teacher Education Handbook available on the Educational Studies website: http://www.iwu.edu/edstudies. Students must be accepted to the Teacher Education Program to enroll in 300/400 level coursework.

**Major Sequence in Elementary Education (13 units):**

Elementary Education students declare a major in Elementary Education.

1. Education 225: Education and Social Justice (CSI)
2. Education 255: Child Study and Assessment (W)
3. Education 257: The Exceptional Child (U)
4. Education 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)
6. Education 335: Exploring Inquiry and Creativity in the Elementary Curriculum
7. Education 340: Instructional Planning, Assessment and Safe Learning Environments
8. Education 341: Curriculum and Pedagogy Seminar for Elementary Education Majors (.5 units)
9. Education 490: Student Teaching Seminar
10. Education 496: Student Teaching: Elementary (3 units)
11. Education 498: Educational Inquiry (W)

Teacher licensure also requires completion of Math 105 and Math 106, Mathematical Concepts for Elementary Teachers.

The Illinois State Board of Education (ISBE) mandates the following coursework (but not credit hours) for elementary education licensure candidates:

- Coursework that addresses at least four areas of the social sciences: history, international studies, political science, sociology, anthropology, and/or economics. Content addressing Illinois, the United States, and the world must be addressed in your course selection.

- Coursework that addresses at least three areas of the natural sciences: physical, life, earth, and space. Environmental Studies may meet one or more of these requirements pending Educational Studies faculty approval. Psychology does NOT meet this requirement.

AP and transfer courses may count toward the above requirement with Educational Studies advisor approval.

**Major Sequence in Secondary Education (10.5 units):**
1. Education 225: Education and Social Justice (CSI)
2. Education 255: Child Study and Assessment (W)
3. Education 257: The Exceptional Child (U)
4. Education 345: Instructional Planning, Assessment and Safe Learning Environments at the Secondary Education Level
5. Education 320: Foundations of Literacy: Reading, Writing and Oral Communication or
   Education 365: Reading, Writing and Communication Across the Curriculum
6. Education 360, 361, 362, or 363: Seminar: Curriculum and Pedagogy (.5)

Must be taken concurrently with Education 345.
7. Education 490: Student Teaching Seminar.
8. Education 491, 492, 493, 494, or 495 (3 units): Student Teaching.
9. Education 498: Educational Inquiry (W)

**Middle School Endorsement**

Students interested in teaching at the middle school level can receive an additional Middle School endorsement should consult with the Director of Teacher Education to examine their options, with regards to this and other endorsement opportunities. See the Teacher Education Handbook at http://www.iwu.edu/edstudies/handbooks.

**Interdisciplinary Major and Minor in Educational Studies**

The Interdisciplinary Educational Studies major or minor prepares students to work with children and families in a variety of settings and occupations. Students can apply coursework in Educational Studies to professional work in
government, private industry, adult education, correctional institutional, and/or related school services such as recreation, after-school care, nursing, social work or social policy. The Educational Studies curriculum also prepares students for graduate and professional school in social policy, school counseling, or law.

**Major Sequence in Interdisciplinary Educational Studies (10 units)**

1. Education 225  
2. Education 255  
3. One Educational Studies Elective  
4. One Educational Studies Curriculum course to be chosen with the consent of the instructor. If a student elects to take EDUC 340 or EDUC 345, they will not be required to take EDUC 341, 360, 361, 362, or 363.  
5. Education 497 and 498  
6. Four courses (at least one upper level) to be taken from one of the following interdisciplinary concentrations:  
   1. Child and Family Study  
   2. Education and International Studies  
   3. Education, Identity and Public Policy  

At least four courses must be taken at the 300 level or above for completion of the major. At least one 300 level course or above must be completed within the major concentration.

**Minor Sequence in Interdisciplinary Educational Studies (6 units)**

1. Education 225  
2. Education 255  
3. One Educational Studies Elective (which may be a curriculum course to be chosen with the consent of the instructor). If a student elects to take EDUC 340 or EDUC 345, they will not be required to take EDUC 341, 360, 361, 362, or 363.  
4. Education 497 or 498  
5. Two courses (at least one upper level) to be taken from one of the following interdisciplinary concentrations:  
   1. Child and Family Study  
   2. Education and International Studies  
   3. Education, Identity and Public Policy  

**Interdisciplinary Concentration Areas**

Substitutions are permissible with approval of advisor.

1. **Child and Family Studies**: HLTH 101 (Introduction to Public Health), HLTH 230 (Human Nutrition), HLTH 330 (Human Sexuality); HIST 249 (Growing up in America, 1607-Present); PSYC 270/370* (Special Topics), PSYC 252 (Child and Adolescent Development), PSYC 253 (Lifespan Developmental Psychology), PSYC 259 (Social Psychology), PSYC 359 (Advanced Social Psychology), PSYC 369 (Special Topics in Clinical, Developmental and Social Psychology); SOC 201 (Social Problems), SOC 240 (The Profession of Social Work), SOC 270/370* (Special Topics), SOC 311 (Marriage and Family), SOC 362 (Social Welfare and Human Services).

2. **Education and International Studies**: ANTH 171 (Cultural Anthropology), ANTH 330 (Language, Communication, and Culture), ANTH 370* (Special Topics); ECON 355 (Economics of Developing Countries); HLTH 280
(Perspectives in Global Health); HIST 353, 354 (History of United States Foreign Relations); IS 222/322 (International Human Rights: An Introduction), IS 240 (Introduction to International Studies), IS 370* (Special Topics), IS 373 (Education and International Development); PSCI 103 (Comparing Nations), PSCI 215 (Politics in Developing Societies), PSCI 270/370* (Special Topics), PSCI 303 (International Law and Organizations), PSCI 325 (Conflict Areas of the Third World), PSCI 326 (Globalization and Development), PSCI 345 (International Political Economy), SOC 270/370* (Special Topics).

3. **Education, Identity and Public Policy:** PSCI 281 (American Social Policy), PSCI 270/370* (Special Topics), SOC 201 (Social Problems), SOC 222 (Sex and Gender in Society), SOC 270/370* (Special Topics), SOC 362 (Social Welfare and Services), PSCI 220 (Women in Politics), ANTH 270/370* (Special Topics), ANTH 360 (Race, Racism and Anthropology), HIST 244 (Women and the American Experience), HIST 257 (Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970), HIST 270/370* (Special Topics), HIST 343 (Migration, Ethnicity, and Race)

Students may substitute a 300 level course in specific areas with approval.

*Special topics as appropriate

**Educational Studies Courses**

100 **Introduction to Youth Advocacy I (.25)** Students research a social issue that directly affects the welfare of children and youth. They also investigate the work of relevant local community agencies. Open to first year semester students only. Must be taken concurrently with EDUC 255. **Offered each fall.**

101 **Introduction to Youth Advocacy II (.25)** Students work with a local community agency that promotes the welfare of children and youth. They also pursue advocacy strategies by speaking with government officials at the local and state levels. Open to second semester first year students only. Prerequisite: EDUC 100. **Offered each spring.**

125 **Education and Social Justice (.25)** Prospective teacher education candidates observe and interact with students in a local public school, examining the relationship between education and social justice as it expresses itself in the field. Requires 20-25 hours in the field while additionally meeting once a week for formal classroom instruction. Prerequisite: EDUC 225 or equivalent. May not be taken as a substitute for EDUC 225. May be repeated once.

126 **Teaching to the World of the Child (.25)** Prospective teacher education candidates observe and interact with individual children at the elementary or secondary levels in a local public school, assessing the factors that contribute to or inhibit the child's learning and socio-emotional development. Requires 20-25 hours in the field while additionally meeting once a week for formal classroom instruction. Prerequisite: EDUC 225 or equivalent. May not be taken as a substitute for EDUC 225. May be repeated once.

225 **Education and Social Justice (CSI)** Critical examination of the social, cultural, political and economic forces that influence school policies and practices. Analysis of the challenges and opportunities teachers confront as they respond to the needs of all students and the lived experience of their social class, gender, race, ethnicity, linguistic difference, ability, and/or sexual orientation. Required field experience and fingerprint background check. Prerequisites: None. **Offered each semester.**

234 **Environmental Chemistry and Toxicology (1.25) (PSL) Cross-listed with CHEM 234** Starting from basic chemistry concepts, this class explores the many ways in which the natural world tries to poison us. We will study how contaminants move in
the environment, how they enter the food web, and, ultimately, the harm they cause to individuals, populations, and communities. Offered occasionally.

250/350/450 Independent Study An opportunity for students to deepen their concepts of educational topics and issues not offered through regular courses, primarily through intensive library research. Arranged to meet individual needs. May be repeated if project is different. Prerequisite: Consent of supervising faculty member. Offered as needed.


257 The Exceptional Child (U) The characteristics and assessment of, and methods of instruction for, students with disabilities, and the gifted, within a range of cross-categorical placements. Inclusion, individualized education plans, and universal design. The historical and legal evolution of special education, the rights of families, and the responsibilities of teachers. The lived experience of students defined as disabled and the social construction of disability. Working with and establishing partnerships with professionals and parents of children with exceptionalities. Field trips or field placement in inclusive or special education classrooms. Prerequisites: EDUC 255 or MUS 132. Offered each semester.

270/370/470 Special Topics in Educational Studies Focused exploration of varied topics relevant to Educational Studies. Courses have included Children and Families with Special Needs, School and Community, Images of Children and Film, and Globalization and Youth Advocacy. Topics will vary each year. Course may be repeated if content is not duplicated. See current Program of Classes to determine if this course fulfills general education requirements. May count toward interdisciplinary major and minor. Offered annually.

271 Teaching and Learning with Technology K-12 Educational technologies and their applications in K-12 classrooms, including instruction, assessment, and research. Attention to technological skills, trends, and curricular pedagogical and ethical issues involved in the use of technology in schools. Prerequisite: 225 or permission of instructor. May be taken concurrently with other Educational Studies courses. Offered annually.

320 Foundations of Literacy: Reading, Writing and Oral Communication (1.5) Theory and practice addressing language, literacy, and reading instruction in the K-12 classroom. Research-based instructional approaches for content literacy, alphabetic code, and language. Includes examination of materials, technologies, and assessments and their applications in a supportive literacy environment. Emphasis on interdisciplinary instruction and creating socially just curricula. Meets reading endorsement requirements for licensure candidates. Concurrent field placement. Prerequisites: Acceptance to the TEP. Offered each fall.

330 Mathematics, Science, and Technology Curriculum and Pedagogy in the Elementary Classroom Constructivist approaches to the teaching and learning of mathematics and science focusing on problem-solving, reasoning, and proof, scientific inquiry, modeling, technology integration, and interdisciplinary connections. Emphasis upon planning, assessment and teacher research regarding best practices for addressing the needs of all students. Concurrent field experience. Prerequisites: C- or above grades in Math 105 and Math 106 or equivalent, and acceptance into the Teacher Education Program. Refer to the TEP Handbook and consult with instructor for prerequisite college algebra equivalents. Offered each fall.

335 Exploring Inquiry and Creativity in the Elementary Curriculum Concepts, materials, and pedagogies in the visual and performing arts (music, theatre, and dance) and the social sciences throughout the elementary curriculum. Integrating fine arts and the social sciences through use of simulation, role play and project based initiatives across content areas to promote communication, inquiry, and engagement for developmentally
and culturally diverse learners. Required field experience. Prerequisites: 225, 257, and acceptance to the TEP or permission of instructor. Offered each spring.

340 Instructional Planning, Assessment and Safe Learning Environments at the Elementary Level (Cross-listed with EDUC 345) Lesson and unit planning strategies that incorporate principles of differentiated instruction and assessment, concepts involved in the assessment construction and the assessment of student progress, alternative ways of creating safe and comforting classroom environments, to be examined, observed, and tested in the field. Prerequisites: 225, 257, and acceptance to the Teacher Education program or permission of instructor. Must be taken concurrently with EDUC 341. Offered each spring.

341 Curriculum and Pedagogy Seminar for Elementary Education Majors (.5) Application of concepts of curricular planning, differentiated instruction, assessment techniques, and strategies for creating safe learning environments to the elementary classroom setting. Must be taken concurrently with EDUC 340. Offered each spring.

345 Instructional Planning, Assessment and Safe Learning Environments at the Secondary Education Level (Cross-listed with EDUC 340) Lesson and unit planning strategies that incorporate principles of differentiated instruction and assessment, concepts involved in the assessment construction and the assessment of student progress, alternative ways of creating safe and comforting classroom environments to be examined, observed, and tested in the field. Prerequisites: 225, 255, 257, and acceptance to the Teacher Education Program or permission of instructor. Must be taken concurrently with EDUC 360, 361, 362, or 363. Offered each spring.

360 Seminar: Curriculum and Pedagogy in English and Foreign Language (.5) Curriculum development, pedagogical theory and practice in middle and high schools specific to literature, culture, and written and oral communication in English and foreign languages. Curriculum planning, instructional strategies, assessment, and creating positive learning environments responsive to the individual needs and abilities of all students. Required field experience (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major. Taken semester prior to student teaching. Must be taken concurrently with EDUC 345. Offered each spring.

361 Seminar: Curriculum and Pedagogy in Social Science (.5) Curriculum development, pedagogical theory and practice in middle and high schools specific to social science with an emphasis on history, including teaching with primary sources. Curriculum planning, instructional strategies, assessment, and creating positive learning environments responsive to the individual needs and abilities of all students. Required field experience (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major. Taken semester prior to student teaching. Must be taken concurrently with EDUC 345. Offered each spring.

362 Seminar: Curriculum and Pedagogy in Grades 6-12 Mathematics (.5) Curriculum development and pedagogical theory and practice in middle and high schools specific to mathematics, emphasizing mathematical reasoning and problem solving, multiple representations, and technology integration from a constructivist perspective. Curriculum planning, implementation, assessment, and creating positive learning environments responsive to the individual needs and abilities of all students. Required field experience (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major. Taken semester prior to student teaching. Must be taken concurrently with EDUC 345. Offered each spring.

363 Seminar: Curriculum and Pedagogy in the Natural Sciences (.5) Curriculum development and pedagogical theory and practice in middle and high schools in the natural sciences, with specific attention to biology, chemistry, and physics. Specific attention to scientific inquiry and reasoning, laboratory experiences and relevant technologies. Curriculum planning, implementation, assessment, and creating positive
learning environments responsive to the individual needs and abilities of all students. Required field experience (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major. Taken semester prior to student teaching. Must be taken concurrently with EDUC 345. Offered each spring.

365 Reading, Writing and Communication in the Content Areas Examination of the relationships among reading, writing, and oral communication and integrating each within content learning across the disciplines. The nature of reading; assessment of students' reading, writing and oral communication skills; the design of instructional approaches and best practices for developing academic vocabulary, comprehensive, and content knowledge based on research; and the selection of materials and texts to support content area literacy among diverse groups of K-12 students. Prerequisites: EDUC 360, 361, 362, or 363 OR MUS 232, 333A and 333B. Offered every May Term.

372 English Language Learners Investigation of the needs and challenges faced by English language learners. Emphasis on understanding students from different cultures, theories of second language acquisition, ways to support English language development, teaching academic content, and effectively engaging families of English Language Learners in the education process. Field placement in a bilingual school setting or in an adult E.S.L. class. Prerequisites: 225 and 255 or consent of instructor. Offered occasionally.

373 Education and International Development (CSI, G, W) Throughout the world, education has been viewed as an important means of improving people's lives. This assumption is examined and critiqued by analyzing educational policies and practices in Asia, Latin America, and Africa. Specific topics include the educational treatment of girls, indigenous peoples, street children, child refugees, and child laborers. Also examined are the efforts to teach reformed child soldiers and children who are, or whose parents are HIV positive. Offered alternate years.

397/497 Internship Directed research and individually designed field experience in an educational, community, or social service setting. Prerequisites: Junior/senior standing and education advisor approval. Offered as needed.

490 Student Teaching Seminar Creating socially just, democratic, culturally responsive and inclusive classroom communities. Parent-teacher relationships and professional collaboration. Self-study of teaching. Teacher Performance Assessment. Summer reading required prior to the start of the term. Prerequisites: acceptance to Student Teaching. Concurrent enrollment with student teaching (491, 492, 493, 494, 495). Offered each fall.

491 Student Teaching: Secondary English Language Arts Full time immersion and induction into the range of experiences associated with public school teaching at all levels of high school English, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

492 Student Teaching: Secondary Social Science Full time immersion and induction into the range of experiences associated with public school teaching of high school core social science and designated history classes, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

493 Student Teaching: Foreign Language Full time immersion and induction into the range of experiences associated with public school teaching at all levels of the high school foreign language classroom, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.
494  **Student Teaching: Secondary Mathematics**  Full time immersion and induction into the range of experiences associated with public school teaching at all levels of the high school mathematics classroom, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. *Offered each fall.*

495  **Student Teaching: Secondary Science**  Full time immersion and induction into the range of experiences associated with public school teaching of core science and designated sciences (biology, chemistry, or physics) under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. *Offered each fall.*

496  **Student Teaching Elementary**  Full time immersion and induction into the range of experiences associated with public school teaching in grades kindergarten through eight, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. *Offered each fall.*

498  **Educational Inquiry (W)**  Capstone course revisiting social justice issues in education through student led and collaborative research within classroom, school, and community contexts, culminating in a public presentation. Includes extensive literature review. Prerequisites: 490 and 491, 492, 493, 494, 495, or 496 or all other courses in the interdisciplinary major or minor (exception for 9th semester student teachers). *Offered each spring.*

**Reading Courses**

272  **Child and Adolescent Literature (LIT)**  Exploration of child and adolescent literature through analyses of themes, characters, and narratives. Emphasis on multicultural and social justice perspectives and the uses of literature to illuminate and inform human experiences. Counts toward the child and family studies concentration in the Educational Studies interdisciplinary major and toward the reading endorsement for licensure candidates. Prerequisite: 255 or permission of the instructor. *Offered in alternate years, May Term.*

322  **Advanced Assessment and Diagnosis of Reading**  In-depth treatment of assessment and diagnosis of reading disabilities grades K-12. Uses and limitations of standardization, authentic, formal, and informal assessment measures and strategies. Emphasis on nondiscriminatory assessment which takes into consideration the impact of disabilities, communication, culture, and primary language. The interpretation of assessment information for diagnosing individual students' reading. Communicating diagnostic information to students and their parents. Course counts towards the reading endorsement for licensure candidates. Prerequisite: 320 or permission of instructor. *Offered each spring.*

323  **Advanced Interventions for Struggling Readers**  Remedial reading instruction, support, materials, and resources for K-12 students with reading disabilities. Development of individual educational plans (IEP) or response to intervention ( RtI) plans, and the design, implementation, and evaluation of reading programs for small groups and individual students. Strategies for multisensory instruction are emphasized. Course counts towards the reading endorsement for licensure candidates. Prerequisite: 322. *Offered each May term.*

497  **Internship in Reading**  Field placement focused on the specialized implementation of reading, assessment, and remedial instruction and support in the K-12 classroom. 150 hours with concurrent one hour weekly seminar and related assignments exploring the relationship between reading theory, research, and practice. Completes state of Illinois reading endorsement requirements and the Reading content area emphasis in Elementary Education. Prerequisites: 323 and permission of the instructor. *Offered each spring.*
The English curriculum in literature and writing trains students in the arts of reading, creative thinking, deft expression, and argumentation. Studying literature and its kindred arts enables students to recognize the power and beauty of language and to find meaning in the complexities of human experience. Reading imaginative works from different eras and locating them in their intellectual, historical and social contexts, students come to understand how literature transmits and transforms the cultures that produce it. Academic work in the discipline fosters lifelong skills that enable students to investigate and respond to critical questions, while helping them live reflective, imaginative lives. As they take intellectual and imaginative risks in their own writing, students develop their sense of agency and experience the pleasure of engaging with texts and ideas.

All English majors take courses in literature, a vital part of the humanities and the liberal arts. Those planning to teach English in primary or secondary school combine literary studies with Educational Studies courses. Students interested in journalism combine literature courses with courses in newswriting, reporting and new media. Students of English prepare themselves for graduate school and for positions in a variety of fields, a short list of which includes advertising, business, consulting, counseling, editing, law, library science, marketing, politics, public relations, publishing, social work, systems analysis, telecommunications, university teaching, web design, and writing of all kinds—any kind of work that requires adeptness in verbal expression, a capacity for thinking critically and creatively, and an ability to envision, design, and execute complex projects.

The department offers two sequences for majors: a Literature sequence and a Writing sequence in creative writing and/or journalism. English majors seeking a license to teach English at the middle or high school level should refer to the Educational Studies Department section of the Catalog and Teacher Education Handbook (<http://www.iwu.edu/edstudies/handbooks/>) for further information. Students seeking teacher licensure should inform the Educational Studies office and consult with the Educational Studies department chair for advising. Questions regarding the English major and/or career options should be directed to the department chair.

**Major Sequence in English Literature (10 Courses):**
Students may take this sequence as late as the fall semester of their junior year, providing that a sufficient portion of general education requirements have been met. A minimum of ten courses from English departmental offerings is required:

1. English 280
2. Two or three lower division literature courses: a) One course must be from 220-257; b) One or two additional courses from 109-170, or 220-257 (Only one unit of 100-level English courses may be counted toward the major).
3. Five or six additional courses in literature at the 300/400 level. At least one must be pre-1830 literature (341-345, 393-394).
4. English 480
5. Students may substitute either one unit of writing taken at the 100/200 level for 2b above, OR one unit of writing at the 300/400 level for one course from 3 above, excluding the pre-1830 requirement.
**Major Sequence in English Writing (12 Courses):**
The writing sequence usually requires a minimum of five semesters to accommodate the additional course work. Students may focus on creative writing, journalism, or multiple genres. A minimum of twelve courses from English departmental offerings is required:
1. English 280
2. One lower division literature course from 220-257
3. Three courses in literature at the 300/400 level. At least one must be pre-1830 literature (341-345, 393-394).
4. One course in literature at the 100/200/300 level.
5. Two lower division writing courses from 201, 202, 206, 272-writing. JOUR 211, JOUR 212 and JOUR 213 may also fill this requirement.
6. Two upper division writing courses from 301 (may be repeated for credit with different subject matter), 302-314, 335, JOUR 315, JOUR 325, and JOUR 397.
7. One additional course in writing from 101, 201-206, 301-314, 335, and 485-writing. THEA 341, THEA 342, JOUR 315, JOUR 325, and JOUR 397 may also fulfill this requirement.
8. English 401

**Minor Sequence in English (6 courses):**
Six courses from English departmental offerings are required:
1. English 280
2. Two lower division literature courses: a) One course must be from 220–257; b) One additional course from 109-170 or 220-257.
3. Two additional courses in literature at the 300/400 level.
4. One additional course unit in writing or literature at the 100, 200, or 300 level.

**Minor Sequence in Creative Writing (6 courses):**
A minimum of six courses from English departmental offerings is required:
1. One lower division creative writing course (101, 201, 202, 206)
2. One upper division creative writing course (301-314)
3. One additional creative writing course at the 200 or 300 level. THEA 341 or 342, as well, may fulfill this requirement.
4. English 280
5. Two additional literature courses
6. With regard to the requirements listed above, of the total number of courses, only one course at the 100 level may count toward the minor, and at least two must be at the 300 level or above.

**Minor Sequence in Journalism and New Media Studies (6 courses):**
A minimum of six courses from English departmental offerings is required:
1. JOUR 211
2. Four courses from ENGL 206, JOUR 212, 213, 315, 325, at least one of which must be at the 300 level or above
3. JOUR 397 or ENGL 335

**Literature**

109 Poetry through Performance (LIT) An introduction to poetry that uses performance as a key method for engaging a range of poetic texts, from sonnets to slam poets. Offered occasionally.
110  The Short Story (LIT)  Examines short stories from a variety of traditions and diverse points of view. Considers the conventional elements of fiction – plot, character, setting, point of view, thematic concerns – and examines how those elements can propose and/or subvert meaning. Considers, too, the limits of the short story: what it can and cannot accomplish. Offered annually.

111  Latinx Fiction from 1980 - Present (LIT, U)  This course focuses on fiction by recent and contemporary Latinx writers in the United States. We will study styles and structures of literary texts and the ways in which they function in the service of narratives of American life, with diverse cultural elements that contribute to the experience of Latinidad. Offered in alternate years.

115  Science Fiction (LIT)  Science fiction represents that which does not (or does not yet) exist – and as such has suffered from the reputation of being escapist fare. In this course, we will consider how science fiction uses “that which does not exist” – imagined futures, alternate histories, alien cultures, and the like – to grapple with genuine historical, social, and philosophical concerns. Offered occasionally.

120  Women in Literature (LIT)  This course examines select twentieth- and twenty-first century American and British women writers, with an emphasis on cultural diversity. We will read novels, autobiographies, graphic novels, plays, short stories, and poems, as well as view films. Among the questions we will ask are: What do we mean by women’s literature? How has it been influenced by changing societal norms? How might gender and feminist theories be used as categories of textual analysis? And how have women used different textual genres to express their subjectivity? Prerequisites: None. Offered occasionally.

131  Literature & War (LIT)  This course explores significant developments in the war novel, as well as changing social attitudes and psychological responses to war. Students will read and view a variety of material, from flag-waving heroism to “M*A*S*H”-like attempts to survive. This course will also introduce students to basic literary criticism. Offered occasionally.

132  The Healing Art: Illness Narratives in Film and Literature (LIT)  In this course, students consider the techniques that writers and filmmakers use to explore the complexities of illness. This course asks: how do writers use figurative language, shifts in perspective, and filmic techniques to negotiate questions about the body? Readings and viewing include contemporary poems, short stories, essays, and films. Offered occasionally.

133  Crime and Punishment: Searching for Justice in Film and Literature (LIT)  In this course, students consider texts in which characters commit violent crimes and victims seek justice, and sometimes revenge, for those crimes. Students consider the pervasiveness of the legal culture that literature both helps to constitute and critique. Readings include films, plays, poems, and short stories. Offered occasionally.

139  Freaks! (LIT, U)  This course explores the representation of physical, psychological, and social abnormality in fiction and film. Course discussions and assignments focus on themes of belonging and alienation, the construction of race and gender, and cultural understandings of normalcy and deviance. Offered occasionally.

170  Special Topics in Literature (LIT)  Critical reading and interpretation of literary texts. Encourages close reading as well as oral and written work in articulating understanding. May be repeated for credit if subject matter is not duplicated. Offered occasionally.

Foundation Courses for the English Major

220  Literature and Its Signs (LIT)  Examines how issues of representation, genre, and historical context cooperate in a “reading” of British, American, or other English language texts. May be repeated for credit if the subject matter is not duplicated. Prerequisite: Gateway Colloquium. Offered occasionally.
222  Shakespeare's Shrews (LIT, W)  This course examines how Shakespeare's plays respond to his culture's conversation and debate about women and their roles during the early modern period. Prerequisite: Gateway Colloquium. Offered alternate years.

224  Shakespeare and Film (LIT, W)  In this course, we consider film as a medium that provides radical reimaginings of Shakespeare's texts in the twentieth and twenty-first centuries. Students examine the cultural context and meanings of these plays in the English Renaissance as well as their significance to the history of film. Prerequisite: Gateway Colloquium. Offered in alternate years.

232  British Drama 1950 – Present (LIT)  A study of important theatrical innovations and the staging of social and political issues in Great Britain from 1950 to the present. Prerequisite: Gateway Colloquium. Offered in alternate years.

233  American Drama: 1940 – Present (LIT)  A study of American drama of the past sixty to seventy years, with special focus on theatrical innovation and the staging of social issues. Prerequisite: Gateway Colloquium. Offered in alternate years.

234  Latinx Drama: 1965 - Present (LIT, U)  A study of plays in English by Latinx writers, beginning with the impact of El Teatro Campesino. The class will study the ways in which these authors stage cultural, socioeconomic, linguistic, and other concerns. Prerequisite: Gateway Colloquium. Offered occasionally.

243  What's Love Got To Do With It?: English Poetry, 1500-1700 (LIT)  This course offers an introduction to early modern English poetry, including sonnet sequences, epics, and devotional lyrics. Close readings of poems will yield an understanding of the preoccupations of the period – including women's chastity, homoerotic desire, scientific knowledge, and the nature of sin and despair. Prerequisite: Gateway Colloquium. Offered occasionally.

252  Slavery in US Literature and Film (LIT, U)  This course examines the representation of slavery in American literature and film from the nineteenth through twenty-first centuries, illuminating the ways that this institution was and continues to be foundational to American experience and identity. Prerequisite: Gateway Colloquium. Offered occasionally.

254  Web of American Poetry (LIT, W)  This course traces several threads of ideas in American poetry from the Puritan era to the second half of the 20th century. Prerequisite: Gateway Colloquium. Offered occasionally.

255  Hip-Hop: A Literary Study (LIT, W, U)  This course examines hip-hop, a set of cultural practices that includes rap, dance, and graffiti art. Studying hip-hop as literature, students analyze the poetics of rap, consider the sociopolitical significance of rap's racial and gendered performances, and explore the influence of hip-hop on contemporary literary fiction. Prerequisite: Gateway Colloquium. Offered occasionally.

257  Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970 (CHC, U) (Cross-listed with AMST 257/HIST 257)  Between 1917 and 1970, more than six million African-Americans departed the rural U.S. South seeking asylum, economic opportunity, and equality in the urban North. This “Great Migration” as scholars call this collective movement, reconfigured the demographics, politics, and culture of both regions. This course will explore the Great Migration through two disciplinary lenses – cultural history and literature – in order to reimagine the twentieth-century United States from an African-American perspective that descenders and denaturalizes whiteness as an unspoken condition in this historical construction of American identity. Offered in alternate years.

272  Travel Course  Emphasis on texts in overseas or domestic contexts in which they were created or upon which they focus. All or most of May term will be spent off-campus. May be repeated for credit if the topic is not duplicated. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally in May Term.
280 Understanding Literature (W) Practice in interpretation of texts through discussion and written work; attention to strategies of writing about literature, to critical vocabulary, and to critical approaches in current use. Restricted to English majors and minors only. Prerequisite: Gateway Colloquium. Offered each semester.

285x Introduction to Research in English (0 units – Credit/No Credit) Design and completion of library or archive research project in language, literature, or culture under faculty tutelage. Research may serve as first step toward larger, independent research project, investigate an issue raised in student's previous study, or complete a limited project using library or archive holdings or acquisitions. Prerequisites: Consent of instructor and English department chair. Offered each semester and occasionally in May Term.

374 Literary Editing and Publishing (LIT) This course provides students with an in-depth understanding of key issues in literary editing and publishing. Students will learn about editorial theory and practice, the history of small presses and literary magazines, and practical knowledge about the production of literary texts. Prerequisite: Gateway Colloquium, 1 course from ENGL 109-170 or 220-257, plus 280. Offered in alternate years.

385x Advanced Research in English (0 units – Credit/No Credit) Design and completion of advanced-level library or archive research project in language, literature, or culture under faculty tutelage. Research can build on previous coursework or study in ENGL 285x. Ideally, this research serves as a foundation for a project in ENGL 485 or English research honors. Prerequisites: Consent of instructor and English department chair and a GPA in the major of at least 3.25. May be repeated with prior approval of instructor and chair. Offered each semester and occasionally in May Term.

341-356 Historical Periods and Movements

341 Medieval Literature (LIT) Readings of English and Continental texts from the 9th-15th century with selected readings in Middle English and in modern translation from Latin, Old French, Provencal, Welsh, and other traditions. May include Arthurian romance, the literature of courtly love, drama, lyric poetry, or writings of medieval mystics. Prerequisites: Gateway Colloquium; 1 course from 109-170 or 220–257, plus 280. Offered in alternate years.

342 Renaissance Literature (LIT) Investigates issues of representation of gender and sexuality, representations of the court, the place of the stage, versions of early modern selfhood, and moral theory in the Renaissance period, 1520-1660. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220-257, plus 280. Offered as needed.

343 Restoration and 18th Century (LIT) Focus on British authors between 1660-1789 who consider issues of aristocratic decadence, wit as a moral touchstone, emergence of the middle class, and gender through the use of satire, romance, the novel (epistolary, picaresque, comic), comedy of manners, sentimental and laughing comedy, neoclassical tragedy, and mock forms. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220-257, plus 280. Offered occasionally.

344 Romantic Literature (LIT) Examines the great literature – much of it poetry – of the period 1789-1830. Addresses themes and issues characteristic of this time of unrest and redefinition. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220-257, plus 280. Offered in alternate years.

345 The Global Renaissance (LIT, G) In this course, we will investigate how Renaissance literature helped to shape our twenty-first century ideas about race, ethnicity, colonization, and religious difference. Students will read a variety of plays, poems, and essays that foreground European encounters with the Mediterranean, the New World, Africa, and Asia in the period between 1400-1650. Prerequisite: Gateway Colloquium and one of the following: ENGL 280, HIST 121, HIST 123, HIST 224, or HIST 323. Offered in alternate years.

346 Victorian Literature (LIT) Focus on British novelists, poets, playwrights, and essayists between 1830-1900 who are drawn to themes of the divided self, middle class
decorum, the fight for women’s suffrage and education, organization of the working class, responses to poverty, expansion of the British empire, and religious conversion and doubt. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220-257, plus 280. Offered in alternate years.

351  Manifest Destinies: American Literature to 1865 (LIT, U) Focus on aspect(s) of American literature up to the Civil War to form a coherent view of one part of the American experience. May examine poetry, drama, fiction, essays, journals, diaries, news articles, or collateral art like painting and music. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220–257, plus 280. Offered in alternate years.

352  American Literature after 1865 (LIT, U) Focus on aspect(s) of American literature since the Civil War to form a coherent view of American experience. Draws upon several literary and non-literary genres. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220–257, plus 280. Offered in alternate years.

354  American Literature since 1945 (LIT, U) Focus on literary, historical, and cultural contexts and movements through faculty selected topics, e.g., War and Literature, Black American Literature, The Modern Experiment and the Arts, or Postmodernism. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220–257, plus 280. Offered occasionally.

355  Native American Literature (LIT, U) Focus on the literature produced by Native American writers of the twentieth century. Students will explore selected theoretical essays, poetry, and prose in order to come to a greater understanding of the issues that concern Native American writers. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220–257, plus 280. Offered in alternate years.

356  Modernism (LIT) Emphasis and scope varies on American, British, or world modernism. Topics may include development of modernism, modernist views of language and art, the social contexts of literary modernism, for example. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220–257, plus 280. Offered occasionally.

World Literatures

359  World Literature (LIT, G) Focus on 1) Anglophone literature of Africa, South Asia and the Caribbean, or 2) national literature in translation, or 3) comparative treatments of issues, authors or literary genres. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170, 220-257, plus 280. Offered occasionally.

Special Topics

370  Special Topics in Literature Courses with related objectives but varying content. May treat a genre (fiction, poetry, drama) or broad theme with extensive rather than specialized focus. May be repeated if subject matter is not duplicated. Prerequisites: Gateway Colloquium; 1 course from ENGL 109-170 or 220–257, plus 280. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

380  Literary Theories Focus on modern theoretical approaches to literature. While materials and emphases may vary, the course addresses multiple perspectives, twentieth century criticism, and concepts over practical applications. Prerequisites: Gateway Colloquium; 1 course from ENGL 109–170 or 220–257, plus 280. Offered in alternate years.

381  Thinking Queer/Reading Queer (LIT, U) This course introduces students to queer theory, a critical framework used to analyze gender and sexuality, and it immerses students in the interpretation of literature by gay, lesbian, queer, and trans-identified individuals as well as literature and films that take as their subject queer genders and sexualities. Prerequisite: Gateway Colloquium and one of the following: ENGL 280, HLTH 330, PHIL 230, SOC 222, SOC 311, or WGS 101. Offered in alternate years.
393-394 Author Studies

393  Love, Marriage, Sex, Power: Shakespeare's Comedies and Histories (LIT)
This course investigates the ways Shakespeare's comedies and histories engage the themes of the course title. These themes emerge from the political and domestic norms of the early modern world, norms that the plays may question, subvert, or reinforce. Prerequisites: Gateway Colloquium and one of the following: ENGL 280, THEA 241, HIST 290, 321, or 323. Offered annually.

394  Death, Gender, Power: Shakespeare's Tragedies and Romances (LIT)  This course investigates how Shakespeare's tragedies and romances attempt to respond to the ideologies of power in the early modern period. It also considers the plays' relevance for a contemporary audience. Prerequisites: Gateway Colloquium and one of the following: ENGL 280, THEA 241, HIST 290, 321, or 323. Each course offered annually.

Courses for Seniors

480  Senior Seminar (W)  Intensive study of a particular topic, author, or genre. Enrollment limited. Prerequisites: Majors and minors with junior or senior standing and prior completion of at least two ENGL 300- or 400-level courses in literature. Offered annually.

485  Directed Study in English  Independent study in English. May not duplicate the content of regularly offered courses. Enrollment limited to English majors. Prerequisites: Consent of instructor and the chair of the department. Student must submit a plan of study prior to enrollment. Offered each semester and occasionally in May Term.

Creative Writing

101  Introduction to Creative Writing (AR)  Examines theory and practice of writing creatively. Reading combined with practice in the basic processes of and strategies for writing fiction, poetry, or drama. Offered annually.

201  Writing Fiction (AR)  Workshop in reading and writing fiction while focusing on principles and techniques used by writers and on key elements of the story form. Students will complete stories and develop a portfolio. Offered annually.

202  Writing Poetry (AR)  Workshop in reading and writing poetry while focusing on primary techniques and fundamental elements used in writing poetry, both formal and free verse. Students will complete a series of poems and develop a portfolio. Offered annually.

206  Creative Nonfiction (AR,W)  Workshop in reading and writing creative nonfiction while focusing on fundamentals, including situating experience, finding the right form, and developing a personal voice. Students will complete essays and develop a portfolio. Offered in alternate years.

301  Special Topics in Creative Writing (AR)  Workshop in a single genre or topic focusing on specific issues related to specific schools, styles or subjects in writing. May be repeated for credit if subject matter not duplicated. Prerequisite: ENGL 201 (if fiction), ENGL 202 (if poetry), ENGL 206 (if nonfiction), or consent of instructor. These prerequisites may be waived by the instructor based on evaluation of student's portfolio. Priority enrollment given to writing concentration majors when necessary. Offered occasionally.

302  Fiction and Field Study (AR)  In this course, students will consider the environmental underpinnings of fiction, exploring the way place works in concert with character and action to create evocative fiction. Students will engage in experiential learning to cultivate their observation skills, understand dimension of place, and translate their observations into well-crafted fiction that has urgency. Prerequisite: ENGL 201. Offered occasionally.
303    Flash Nonfiction (AR)    In this course, students will examine and write concise literary essays, from the micromemoir to the brief personal essay. Writing with brevity, students will experiment with structure, concise imagery, and compressed language. While the form is short, it is not slight. As author Judith Kitchen writes, “the effect is a little sting.” Prerequisite: ENGL 201 or ENGL 206. Offered occasionally.

304    Novel Writing (AR)    While exploring techniques in narrative structure, character development, plotting, scenic construction, dialogue, description, and narrative voice, students will be encouraged to create a full-length novel. Previous classes focused on the mystery or literary novel, but topics may vary. Prerequisite: ENGL 201. Offered occasionally.

305    Interrelated Short Stories (AR)    In this course, we will examine story sequences and novels-in-stories-structures that use carefully connected short stories to create compelling narrative progression. Students will engage in a sustained, on-line role play exercise, and use that experience to collaboratively create a collection of very short stories, which will become our text to better understand the dynamic nature of interrelation. Students will then plan, draft and revise their own collection of interrelated stories. Prerequisite: ENGL 201. Offered occasionally.

306    Writer as Explorer (AR)    Following an intense personal preoccupation is often the engine of a fiction. In this class, students will discuss the nature of these preoccupations and how they interact with the creative and writing processes. Students will generate a significant amount of new material and consider its effectiveness in discussion and revision. Prerequisite: ENGL 201. Offered occasionally.

310    Forms of Poetry (AR)    Even before they had paper and pen, ancient poets were drawn to formal structures, and contemporary poets continue to write formal verse. In this workshop, students write poems in a variety of forms and more experimental modes, including the blues poem, the sonnet, the ghazal, the sestina, the villanelle, erasure poetry, and Oulipians constraints. Prerequisite: ENGL 202. Offered occasionally.

311    Poetics of Engagement (AR)    In this course, students will read and write poems that engage with the world-politically, historically, and personally. We will ask: what makes a poem feel consequential? What are the ethical risks that poets must take in order to respond to the world? By the end of the semester, students will have written and revised a series of poems that feel urgent and essential. Prerequisite: ENGL 202. Offered occasionally.

312    Ekphrastic Poetry (AR)    Ekphrastic poetry employs the visual arts as its subject matter and/ or inspiration. In this class, we will use the visual arts to make vital, new discoveries in the verbal art of poetry. Prerequisite: ENGL 202. Offered occasionally.

313    Stand-Up Poetry (AR)    This course will introduce students to the art and practice of stand-up poetry; poetry that is humorous, performable, and clear, and that contains flights of fancy, emerges from a strong individual voice, and packs emotional punch. We will learn comedic techniques, and apply them to writing bold, new, risky, and rambunctious poems. Prerequisite: ENGL 202. Offered occasionally.

314    Ideas of Poetry/Poetry of Ideas (AR)    Poet William Blake writes “I must create my own system or be enslaved by another man’s.” This course explores how systems – processes, projects, theoretical frameworks – assist the production of poetry, inspiring and informing it. By semester’s end, each participant devises a poetic system and crafts a collection of related poems. Prerequisite: ENGL 202. Offered occasionally.

401    Senior Writing Project (W)    Capstone experience for English-Writing majors requires thoughtful study of portfolio work and completion of an extensive, ambitious individual project that is both a logical extension of the student’s work and a new challenge. The course will be multi-genre, with an emphasis on feedback and support. Prerequisites: At least one ENGL 300-level writing course and senior standing, or permission of instructor. Offered annually.
Journalism

JOUR 211  Newswriting and Reporting (W)  Fundamentals of newswriting, with emphasis on style and structure; methods of news reporting. Offered annually.

JOUR 212  Editorial Writing and Reviewing (W)  Background, theory, and practice in editorial writing, as well as the composition of book, theater, and film reviews. Prerequisite: ENGL 211 or consent of instructor. Offered in alternate years.

JOUR 213  New Media  Americans are becoming increasingly dependent upon social media for their news. This course will introduce students to the fundamentals of social/new media for journalists, including (but not limited to) research techniques, professional responsibilities, best practices, and storytelling across multiple platforms. Offered in alternate years.

JOUR 315  Seminar in Public Relations  An advanced journalism course that introduces students to sound practices in public relations, with an experiential learning component that requires students to work with a local non-profit business or organization to conceive, propose, and implement a public relations project from start to finish. Prerequisite: one 200-level Writing Intensive course or consent of instructor. Offered in alternate years.

JOUR 325  Feature Writing and Investigative Reporting (W)  Feature writing and investigative reporting for print journalism. Field trip(s) and real-world assignments, with an emphasis on publication. Prerequisite: ENGL 211 or 212 or consent of instructor. Offered in alternate years.

Internships

335  Internship in Professional Writing  Offered in cooperation with an off-campus firm, business, institution, agency, department, station, etc. Attention is given to the student's special interests. Consent of instructor and the off-campus supervisor is required. Enrollment limited to English majors. Only one internship may be counted toward the major. Offered each semester and May Term.

JOUR 397  Internship in Editing and Publishing  This internship provides students with an opportunity to gain work experience in positions that emphasize editing, design, marketing, and other aspects of publishing and public relations. Consent of instructor and the off-campus supervisor is required. Offered each semester.

Environmental Studies

Munro, Brown, Harper, Jahiel, Mafazy, Wilson

Environmental Studies addresses a broad range of issues concerning the relationship of human beings with the natural world. Understanding these issues requires that knowledge from diverse disciplines be brought together, and new modes of thinking be developed. At Illinois Wesleyan, the Environmental Studies Program is designed to provide students with a basic knowledge of the scientific concepts, the societal factors—cultural, political, and economic—and the ethical dimensions behind environmental issues. The program includes both inter-disciplinary courses and courses that address environmental issues from a variety of disciplinary perspectives, and offers both a major and a minor degree. Students majoring in Environmental Studies have four pathways to complete their degrees. They can pursue a General Major in Environmental Studies, expanding upon the core courses required of all majors, with additional course work in the natural sciences, humanities and social sciences. Alternatively, students can pursue a specialist degree in which they attain in-depth knowledge of a particular area of study through completion of a Concentration in one of
three fields: Ecology, Environmental Policy, or International Environmental Sustainability. The General Major in Environmental Studies provides the flexibility necessary for those interested in the environment but as yet undecided in their career path to pursue their interests and develop a broad base of knowledge in the field. The Concentrations are designed especially for those who intend to pursue graduate education or employment in environmental science, environmental policy or law, or international sustainable development. A student who wishes to pursue a disciplinary major, but would like to supplement his or her education with coursework on the environment, should consider pursuing an Environmental Studies Minor. All students seeking an Environmental Studies degree should consult with the ES Director early in their studies to determine which course of study is most appropriate for achieving their desired goals.

Requirements for All Pathways to the Major:
A minimum of 11 courses (at least four of which are at the 300-level or above) to include the following core and pathway requirement:

A. Core Requirements:
   1. ENST 100: Environment and Society
   2. Ecology requirement: specified below per chosen pathway
   3. ENST 230: Earth Systems Science
   4. Ethics requirement: either ENST 365: Ethical Dilemmas in Environmental Politics or PHIL 301: Ethics and the Environment
   5. Methods requirement: specified below per chosen pathway
   6. ENST 480: Senior Seminar: Creating a Sustainable Society

B. Pathway Requirements
   Five courses selected to complete the requirements specified below for one of the four pathways to the major (General Major in Environmental Studies; Ecology concentration, Environmental Policy concentration, or International Environmental Sustainability concentration).
   No more than one internship (ENST 397) may be used to fulfill the requirements for the major or the minor.
   Courses may not count for two majors or for both a major and a minor.
   Students should check required prerequisites for courses indicated by an asterisk (*).

   It is recommended that all majors study abroad.

Requirements for the Minor:
A minimum of 6 courses (at least two of which are at the 300-level or above) to include the following core and pathway requirement:

1. ENST 100: Environment and Society
2. ENST 230: Earth Systems Science or ENST 120: Ecology and Environmental Problems
3. ENST 397: Internship or ENST 480: Senior Seminar: Creating a Sustainable Society, taken in the junior or senior year.
4. Three additional courses from the list of Environmental Studies courses listed under the General major below.
   It is recommended that students pursuing a minor take an introductory environmental ethics course (ENST/PSCI 365: Ethical Dilemmas in Environmental Politics or PHIL 301: Ethics and the Environment).
Courses may not count for both a major and a minor; and no more than one internship (ENST 397) may be used to fulfill the minor requirements.

**GENERAL MAJOR IN ENVIRONMENTAL STUDIES**
(Advisors: Brown, Wilson)

A. **Students pursuing a General Major in Environmental Studies must complete the following ES core requirements, in addition to those core courses listed above:**
- ENST/Biol 120: Ecology and Environmental Problems to fulfill the ES core Ecology requirement.
- One course from the following list to fulfill the ES core Methods requirement:
  - ENST 200: Introduction to Geographic Information Systems
  - PSYC 227: Statistics
  - BIOL 323: Biostatistics and Experimental Design*
  - ECON 227: Statistics for Business and Economics
  - SOC 225: Methods of Social Research
  - PSCI 392: Empirical Political Research

B. **Students pursuing a General Major must additionally complete the following pathway requirements:**
- **Two courses from the approved Natural Science list:**
  - ENST 115/PHYS 120: Energy and Society
  - ENST/CHEM 130: Chemistry of the Environment
  - ENST/CHEM 135: Water Quality
  - BIOL 322: Herpetology*
  - BIOL 324: Principles of Ecology*
  - ENST/Biol 318: Field Ornithology*
  - ENST 231: Environmental Science in Action
  - ENST/CHEM 234: Environmental Chemistry and Toxicology
  - PHYS 239: Problems of Nuclear Disarmament
  - ENST 240: Health and the Environment
  - ENST 241: War on Cancer: Does Environment Matter?
  - ENST 242: Toxic Threats to Reproduction and Child Development
  - ENST/Biol 321: Conservation Biology and Restoration Ecology*
  - ENST/Biol 350: Tropical Ecology*
  - ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor
  - ENST 270: Special Topics, when approved as a natural science course
  - ENST 370: Special Topics, when approved as natural science course
  - ENST 397: Internship*, with approval of ES faculty advisor
  - ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor
  - ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor
- **Three courses from the approved Humanities and Social Science list:**
  - ENGL 220: American Ground Zero
  - ENGL 220: Thinking like a Mountain: Literature and Environmental Consciousness
  - ENGL 320: Fiction and Field Study
ENST/HIST 248: American Environmental History
ENST/PSCI 260: American Environmental Politics
ENST 262: Global Sustainability and Asian Development
ENST/ANTH 274: Peoples and Cultures of East Africa
ENST/ANTH 276: Native Americans and the Environment
ENST/ANTH 288: Consuming Passions: The Anthropology of Food
ENST/PSYC 355: Psychology and the Environment
HIST 360: Modern Brazil
ENST/PSCI 360: Comparative Environmental Politics
ENST/PSCI 361: Globalization and the Environment
ENST/PSCI 362: Global Sustainability and Asian Development
ENST/PSCI 363: Global Responses to Climate Change
ENST/SOC 367: Environmental Sociology
ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor
ENST 270: Special Topics, when approved as a humanities and social science course
ENST 370: Special Topics, when approved as a humanities and social science course
ENST 397: Internship*, with approval of ES faculty advisor
ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor
ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

CONCENTRATIONS IN THE MAJOR

ECOLOGY (Advisors: Harper, Wilson)

A. Students concentrating in Ecology must complete the following ES core requirements, in addition to those core courses listed above:
   BIOL 324: Principles of Ecology* to fulfill the ES core Ecology requirement
   BIOL 323: Biostatistics and Experimental Design* to fulfill the ES core Methods requirement

B. Students concentrating in Ecology must additionally complete the following pathway requirements:
   ENST 200: Introduction to Geographic Information Systems
   ENST/Biol 321: Conservation Biology and Restoration Ecology*
   Two courses from the following list:
   BIOL 216: Introduction to Evolution*
   BIOL/ENST 318: Field Ornithology*
   BIOL 319: Biology of Invertebrates*
   BIOL 322: Herpetology*
   BIOL 345: Behavioral Ecology*
   BIOL 306: Plant and Fungal Diversity*
   BIOL 314: Microbiology*
   BIOL 327: Experimental Ecology*
   BIOL/ENST 350: Tropical Ecology*
   ENST/CHEM 234: Environmental Chemistry and Toxicology
ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor
ENST 270: Special Topics, when approved by the program director
ENST 370: Special Topics, when approved by the program director
ENST 397: Internship*, with approval of ES faculty advisor
ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor
ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor
MATH 300: Mathematical Modeling*, with approval of ES advisor
One course from the Humanities and Social Science list included under the General Major above.
Depending on their career interests, and in consultation with their concentration advisor, students should consider taking CHEM 201, 202, 311 and 312; and PHYS 105 and 106

ENVIRONMENTAL POLICY (Advisor: Jahiel)

A. Students concentrating in Environmental Policy must complete the following ES core requirements, in addition to those core courses listed above:
ENST/BIOL 120: Ecology and Environmental Problems, to fulfill the ES core Ecology requirement
One course from the following list, to fulfill the ES core Methods requirements:
BIOL 323: Biostatistics and Experimental Design*
ECON 227: Statistics for Business and Economics
ENST 200: Introduction to Geographic Information systems
PSCI 392: Empirical Political Research
PSYC 227: Statistics
SOC 225: Methods of Social Research

B. Students concentrating in Environmental Policy must additionally complete the following pathway requirements:
ENST/PSCI 260: American Environmental Politics
One course from the following list:
PSCI 341: Congress and the Legislative Process*
ENST/SOC 367: Environmental Sociology
Two Courses from the following list:
ECON 100: Introduction to Economics
PSCI 201: State and Local Government*
ENGL 220: American Ground Zero
ENST/HIST 248: American Environmental History
ENST/ANTH 276: Native Americans and the Environment
PSCI 341: Congress and the Legislative Process*
ENST/PSYC 355: Psychology and the Environment*
ENST/SOC 367: Environmental Sociology
PSCI/SOC 398: Grant Writing
PSCI/SOC 395: Action Research Seminar
ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor
ENST 270: Special Topics, when approved by the program director
ENST 370: Special Topics, when approved by the program director
ENST 397: Internship*, with approval of ES faculty advisor
ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor
ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor
One course from the Natural Science list included under the General Major above.

INTERNATIONAL ENVIRONMENTAL SUSTAINABILITY
(Advisor: Jahiel)

A. Students concentrating in International Environmental Sustainability must complete the following ES core requirements, in addition to those core courses listed above:
ENST/BIOL 120: Ecology and Environmental Problems, to fulfill the ES core Ecology requirement
One course from the following list to fulfill the ES core Methods requirement:
BIOL 323: Biostatistics and Experimental Design*
ECON 227: Statistics for Business and Economics
ENST 200: Introduction to Geographic Information Systems
PSCI 392: Empirical Political Research
PSYC 227: Statistics
SOC 225: Methods of Social Research

B. Students concentrating in International Environmental Sustainability must additionally complete the following pathway requirements:
PSCI 326: Globalization and Development
One course from the following list:
ENST/ANTH 274: Peoples and Cultures of East Africa
ENST/ANTH 288: Consuming Passions: The Anthropology of Food

One course from the following list:
ENST/PSCI 361: Globalization and the Environment
ENST/PSCI 362: Global Sustainability and Asian Development
ENST/PSCI 363: Responses to Global Climate Change

One course from the following list:
PHYS 239: Problems of Nuclear Disarmament
ENST/PSCI 262: Global Sustainability and Asian Development
ENST/ANTH 274: Peoples and Cultures of East Africa
ENST/ANTH 288: Consuming Passions: The Anthropology of Food
PSCI 303: International Law and Organization
HIST 360: Modern Brazil
ENST/PSCI 360: Comparative Environmental Politics
ENST/PSCI 361: Globalization and the Environment
ENST/PSCI 362: Global Sustainability and Asian Development
ENST/PSCI 363: Responses to Global Climate Change
ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor
ENST 270: Special Topics, when approved by the program director
ENST 370: Special Topics, when approved by the program director
ENST 397: Internship*, with approval of ES faculty advisor
ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor
ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor
One course from the Natural Science list included under the General Major above.

100  Environment and Society (AV)  Exploration of the relationship between human-kind and nature, designed to encourage critical thinking about the environmental predicaments of the twenty-first century, as well as to provide a theoretical foundation from which to evaluate the causes and possible solutions to these problems. Major theorists, ideas and schools of thought that have influenced environmentalism are discussed. Offered annually.

115  Energy and Society (PSI) (Cross-listed with PHYS 120)  This course provides an introduction to the fundamental scientific principles governing the production, inter-conversion and transmission of various forms of energy, and the manner in which they interact with the environment, both on a local as well as on a global scale. Students will also apply this fundamental knowledge to specific and competing choices that can be made at the individual level and as a society, regarding energy options and energy policy. Offered annually.

120  Ecology and Environmental Problems (LSI) (Cross-listed with BIOL 120)  Examination of major environmental concepts, problems, and possible solutions. Basic ecological principles will serve as a foundation for discussion of such issues as human population growth, resource extraction/depletion, loss of biodiversity, and pollution. Offered annually.

130  Chemistry of the Environment (1.25) (PSL) (Cross-listed with CHEM 130)  A survey of chemistry principles with an emphasis on the application of these principles to environmental topics such as air and water pollution, global warming, and energy. Laboratory experiments may involve analysis of water from local stream and lakes and the analysis of vegetables for pesticide residue. Offered annually.

135  Water Quality (1.25) (PSL) (Cross-listed with CHEM 135)  Considered by some a fundamental human right, safe and plentiful drinking water is often constrained by physical forces and degraded by human activity. We will explore the issues that affect water quantity and quality, using a combination of field – and laboratory-based experimentation, as well as competitive simulation (teaching through games). Offered alternate fall semesters.

200  Introduction to Geographic Information Systems (GIS) (FR)  Master the tool used to plan cities, track endangered species, redraw congressional districts and head off the spread of infectious disease. Join this class to gain skills in gathering geographic data, managing it, combining it, analyzing and in the end producing presentation-ready maps. Offered each spring.

230  Earth Systems Science (PSL) (1.25)  This course investigates our planet and the complex biogeochemical systems that connect the land, ocean, atmosphere and living things with one another. Topics include energy, climate change, oceans, the atmosphere, nutrient pollution and mineral resources. This course includes laboratory simulations of natural systems and student-designed experiments. Offered each spring semester.

231  Environmental Science in Action (PSL)  Join this class and prepare to get dirty as we wade in streams, dig in soils and work in laboratories to gather data about the environment. In this course we will test water quality, sift sediments, measure contaminants and evaluate the impacts of chemicals on insect communities. Offered alternate years May Term.

234  Environmental Chemistry and Toxicology (1.25) (PSL) Cross-listed with CHEM 234  Starting from basic chemistry concepts, this class explores the many ways in which the natural world tries to poison us. We will study how contaminants move in the
environment, how they enter the food web, and, ultimately, the harm they cause to individuals, populations, and communities. Offered occasionally.

240 Health and the Environment (LSI, U) Environmental factors are among the most important determinants of health status of individuals and communities. While great strides have been made in public health, new challenges have arisen with industrial pollution, environmental degradation and climate change. This course explores connections between modern environmental factors and health issues, such as asthma, cancer, and emerging infectious diseases, including disparities among vulnerable groups. Offered occasionally.

241 War on Cancer: Does Environment Matter? (LSI) Why is cancer epidemic in America? And what progress have decades of the War on Cancer brought us? This course looks at epidemiological and other evidence of changing cancer incidence and mortality. We investigate emerging research on causes of cancer, especially environmental triggers. Pathways to prevention are explored within a complex backdrop of politics, science, and culture. Offered occasionally.

242 Toxic Threats to Reproduction and Child Development (LSI) Humans and ecosystems in the United States and worldwide are regularly exposed to some 85,000 synthetic chemicals, most of which are poorly tested or untested for human health effects. This course will explore the effects of chemicals – such as heavy metals, pesticides, solvents, dioxins, PCBs, and endocrine disruptors – on reproduction and child development, and will look at intervention strategies to reduce toxic threats. Offered in alternate years, May Term.

248 American Environmental History (CHC, U) (Cross-listed with HIST 248) Overview of American environmental history from pre-colonial days to the present. This course examines the relationship between social and ecological change, focusing on the impact of Native American societies, Western colonialism, and market forces on land-use patterns, biodiversity and the development of the contemporary environmental movement in the United States. Offered in alternate years.

250 Directed Readings in Environmental Studies Individualized directed reading on a topic of interest to the student which is not normally a part of the Environmental Studies curriculum. Prerequisite: consent of faculty supervisor prior to registration. Offered occasionally.

260 American Environmental Politics and Policy (CSI) (Cross-listed with PSCI 260) Basic introduction to the institutional and legal framework of contemporary American environmental policy and to environmental politics in the United States. Policy issues explored include water and air pollution, solid and hazardous waste, endangered species and wilderness preservation, energy development, growth management, and environmental justice. Offered in alternate years.

262/362 Global Environmental Sustainability and Asian Development (CSI, G) (Cross-listed with PSCI 262/362) Home to 60 percent of the world’s population, abundant biodiversity, and rapid economic growth, Asia is central to life on our planet. This course introduces students to Asia’s ecosystems, geography, cultures, and political systems; it then focuses on how economic development trends in Asia are influencing environmental, social, and economic sustainability and affecting people both within Asia and globally. Offered annually.

274 Peoples and Cultures of East Africa (CSI, G) (Cross-listed with ANTH 274) Survey of select East African societies whose cultural adaptations to varied ecosystems make interesting case studies for comparative analysis. Reveals the diversity and the congruity of human social systems. Offered annually.

276 Native Americans & the Environment (AV, U) (Cross-listed with ANTH 276) Examines the values, principles, and laws that Native Americans use to conceptualize, define, and organize their relationships with the natural world. Students compare these ideas with their own understanding of the environment in written and oral assignments.
Students interact with Native Americans, participate in Native American ceremonies, and spend time outdoors. Offered each fall.

288 Consuming Passions: The Anthropology of Food (G) (Cross-listed with ANTH 288) Considers forms of human eating in historical and cross-cultural perspectives and their relationship to the environment. Examines various systems of subsistence, from hunting and gathering to horticulture to pastoralism, as well as the symbolic aspects of food choice. Offered in alternate years, fall semester.

300 Applied Geographic Information Systems Advanced study in geographic information systems (GIS), including techniques used to create weather maps, locate endangered species and generate efficient delivery routes. Spatial analysis, interpolation, cluster analysis, network analysis and field collection of data will all be studied. Includes individual projects in GIS. Prerequisite: ENST 200. Offered in alternate years, fall semester.

318 Field Ornithology (LSI) (Cross-listed with BIOL 318) A general introduction to the biology, ecology and behavior of birds. Students will spend time practicing bird identification and observing bird behavior in the field. Local and regional field trips will be made to observe migrating and resident birds. No previous experience with birds is expected. Satisfies major or minor in Biology or Environmental Studies. Prerequisite: BIOL 101 and 102 or BIOL 107 and 108, or BIOL/ENST 120. Offered alternate May Terms.

321 Conservation Biology and Restoration Ecology (1.25) (Cross-listed with BIOL 321) Ecological principles and conservation law and policy will serve as a basis to assess human impacts on biological diversity and to develop practical approaches to prevent species extinction. Labs will involve students in applying restoration ecology principles and techniques in the field to restore local ecosystems. Prerequisite: BIOL 102 or 108. Offered in alternate years.

350 Tropical Ecology (LSI, G) (Cross-listed with BIOL 350) Introduction to the ecosystems, animals, and plants of Costa Rica, including issues associated with the preservation of biodiversity and in the classroom. Prerequisite: BIOL 102 or 108; or BIOL/ENST 120; and consent of instructor. Offered in alternate May Terms.

355 Psychology & the Environment (1.25) (Cross-listed with PSYC 355) Students will apply psychological science to better understand (a) how humans impact the environment and (b) how the environment influences human well-being. To contextualize this work, students learn about several major environmental issues. Students conduct original research studies in the course laboratory. Prerequisites: 100 and 227 or 300, or permission of instructor. Offered occasionally.

360 Comparative Environmental Politics (CSI, G, W) (Cross-listed with PSCI 360) Examination of how different political-economic systems shape the environmental policy process and impact the environment. This course considers how party structure, mode of interest articulation, economic system and level of development affect environmental policy. Countries studied include the United States, Germany, former Soviet Union/Russia, China, India, Brazil and Nigeria. Recommended prerequisite: A course in either PSCI or ENST. Offered in alternate years, spring semester.

361 Globalization and the Environment (CSI, G) (Cross-listed with PSCI 361) Introduction to the international politics behind efforts to deal with tropical deforestation, ozone depletion, global warming, loss of biodiversity and transnational transfer of hazardous wastes. Actors, conferences, and accords involved in the international environmental policy process are discussed, with particular attention to different positions of industrialized versus developing countries. Offered in alternate years, spring semester.

362 Global Environmental Sustainability and Asian Development (CSI, G) (Cross-listed with PSCI 262/362) See full course description in 262/362.
363  **Global Responses to Climate Change (Cross-listed with PSCI 363)**  This course examines from a comparative perspective the effects of climate change in five different countries on five different continents (North America, Europe, Africa, Asia, South America) and how different governments and peoples in these countries are responding to rapidly changing ecological conditions. *Offered in alternate years.*

365  **Ethical Dilemmas in Environmental Politics (AV) (Cross-listed with PSCI 365)**  When can non-human claims trump human interests? Does humanism provide a coherent lens for resolving environmental issues? How do answers to these questions influence our answers to dilemmas in environmental politics such as how to weigh the value of biodiversity and whether to use cost/benefit analysis to evaluate and determine regulatory policy? Utilitarian, Kantian, Social Contract, and holistic theories are introduced as competing criteria for evaluating the risk of environmental harm caused by human development. *Offered in alternate years.*

367  **Environmental Sociology (Cross-listed with SOC 367)**  Course considers the complex intersection between humans and nature by offering an examination of sociological perspectives on the environment. Students will deepen their environmental knowledge on topics including: environmental inequalities, the treadmill of production, environmental impact on identity construction, and the role of social movements in the development of policies. *Offered in alternate years.*

370  **Special Topics**  An examination at the advanced level of selected environmental topics not covered in Environmental Studies courses. See current Program of Classes to determine if this course fulfills General Education requirements. *Offered occasionally.*

397  **Internship**  Students may arrange an internship with an environmental-related agency. Prerequisites: ENST 100 and 230 or 120, declared major or minor in Environmental Studies, junior or senior standing, and consent of both the supervising faculty member and the Environmental Studies director. *Offered each semester.*

450  **Independent Study**  Individual study in an area of interest relating to the environment. Student must devise a plan of study in cooperation with a supervising faculty member. Prerequisites: ENST 100 and 230 or 120, declared major or minor in Environmental Studies, junior or senior standing, and consent of the supervising faculty member and the Environmental Studies director. *Offered each semester.*

451  **Independent Research and Writing (W)**  Individual study in an area of interest relating to the environment. In cooperation with a supervising faculty member, student must devise a plan of research which includes a significant writing project. Student must present this preliminary research proposal to a faculty member in writing, and receive the faculty member's approval of the topic and consent to provide instruction in writing appropriate to the subfield of Environmental Studies. Prerequisites: ENST 100, 230 and 120 (or Biology 324), declared major or minor in Environmental Studies, junior or senior standing, and consent of the supervising faculty member and the Environmental Studies Director. *Offered each semester.*

480  **Senior Seminar: Creating a Sustainable Society (W)**  A project-oriented course, in which students conduct professional research and writing in a real-world setting, and present their findings to the public. Acting as a consulting team, students bring together knowledge acquired in earlier coursework to tackle an environmental challenge in our community or in an overseas partner community. Prerequisite: Majors and minors with senior standing who have completed ENST 100, ENST/BIOL 120, and ENST 230 and at least two ES-approved courses at 300-level or above. Offered each fall.

**NOTE:** For courses which receive credit in the Environmental Studies Program but are not cross-listed as ES courses, course descriptions may be found under the appropriate departments.
FINANCE
See Accounting and Finance

FINE ARTS

100 Arts and Artists A course which will explore the nature of artistic purpose from the perspective of the creator, performer and perceiver. The course will be taught by, therefore focused through, the viewpoints of the artist in music, art and theatre arts. Offered occasionally.

397 Arts Management Internship (1-4 course units) Prerequisites: Consent of the appropriate fine arts director (art, music, theatre arts) one semester in advance of planned enrollment. Offered as needed.

FIRST YEAR EXPERIENCE & GATEWAY COLLOQUIUM

Sullivan, Coordinator

Gateway Colloquia are small, discussion-oriented classes designed to develop students’ proficiency in writing academic and public discourse. Although each colloquium investigates its own issue or question, all focus on writing as a major component of intellectual inquiry. Students are expected to participate in discussion and to analyze, integrate and evaluate competing ideas so as to formulate their own arguments about an issue. Topics will vary by section. Students must complete a Gateway Colloquium by the end of the freshman year.

First Year Experiences are year-long academic courses that offer a unique opportunity for small groups of first year students to interact with faculty and fellow students while exploring topics beyond the classroom. Enrollment into a FYE course is an optional opportunity and in most cases replaces the standard, semester-long Gateway course that all first-year IWU students take. Admission to a FYE course is based on application materials submitted during the admission process.

100 Gateway Colloquium In keeping with the overall goals of the General Education program, in particular the goals of developing students’ proficiency in writing and its use as a means of discovery and understanding, and of developing students’ capacities in critical thinking, independence, and imagination through active learning, Gateway Colloquium seminars seek to: introduce students to the process of intellectual inquiry and develop students’ critical thinking skills; develop students’ ability to evaluate competing ideas and experiences; develop students’ skills in the conventions and structures of presenting knowledge in written academic and public discourse, and in strategies for effective revision; engage students in learning activities that prepare them for academic life in the University. Current listings will be available for entering freshmen at the time of orientation and registration. Offered each semester.

101 First Year Experience First Year Experience’s explore a broad topic over an entire academic year. FYE courses are intended to build strong relationships between faculty and students and among students through sustained engagement and immersive experiences. FYE may or may not be a Gateway Colloquium. Offered each fall.

101 First Year Experience (.25, .5, 1) A continuation of the fall FYE 100 course. Prerequisite, consent of instructor. Offered each spring.
FRENCH AND FRANCOPHONE STUDIES
See World Languages, Literatures, and Cultures

GEOLOGY

Geology is the scientific study of the solid earth, including interactions with the surrounding air and water. In addition to its academic nature, geology has applications ranging from site selection, hazard estimation and mitigation, to exploration and production of water, fuels, ores, gems, and building materials.

The aim of the geology courses is to teach students from all disciplines not only about earth processes and history, but also about the development of scientific knowledge, including its strengths, weaknesses, and limitations; the origin of earth resources such as groundwater, ores, fuels, and soils and their present and past importance in society; and the geological reality and uncertainty underlying many social and political issues such as the availability of water resources and hazards of earthquakes. Geology is an integrative science that relies on physics, chemistry, and biology. Geology courses are taught assuming a general, high school knowledge.

101  General Geology (1.25)(PSL) A descriptive overview of rock-forming components and processes. Three hours lecture and two hours laboratory per week. Offered occasionally.

110  The Geology of Southern Utah (1.25)(PSL) An introduction to geologic processes, emphasizing those which have left their mark on Southern Utah. Travel to Utah to study geologic formations at Timpanogos Caves, and Zion, Bryce, Capitol Reef, and Arches National Parks. Lecture and Lab daily. Consent of instructor required. Offered in May Term.

GREEK

Jin, Coles

See World Languages, Literatures, and Cultures description beginning on page 328 for general information about language programs.

101  Beginning Ancient Greek I First course of basic sequence; no prior knowledge expected. Grammar and vocabulary building through short sentence practice and drill. Discussion of Greek culture and society. Offered every fourth semester.

102  Beginning Greek II Completion of basic grammar and introduction to reading texts. Prerequisite: Greek 101 or by placement. Offered the semester following 101.

201  Intermediate Greek (LA) Selections from several authors, mainly of narrative and dialogue, to be read both as an introduction to the variety of Greek styles and for practice in translation and review of grammar. Texts may include selections from Greek tragedy, Thucydides, Xenophon, Plato, Aristotle, and the Greek New Testament. Prerequisite: Greek 102 or equivalent. Offered every 3rd semester, following 102.

399  Independent Study Directed reading of Greek at the fourth semester level or above. Text will be chosen by students in consultation with instructor. Prerequisite: GRK 201 and consent of instructor. Offered as needed.
GREEK AND ROMAN STUDIES

Coles, Engen, Sullivan, Sultan

The Greeks and Romans carried their ideas from Britain to Sudan and from Portugal to Iran, fusing indigenous traditions with their own, thereby creating a remarkably diverse and yet culturally distinct world. The western imagination is rooted in this foundation, historically providing inspiration in all aspects of life, including language, literature, law, art, architecture, politics, philosophy, music, and theatre, as well as notions of nationality, gender, and race.

GRS is an interdisciplinary program designed to provide students with linguistic skills through the study of the Greek and Latin languages, as well as an in-depth knowledge of the history and culture of Greece and Rome. Students will be prepared to further their interests in language, literature, and history at the postgraduate level, whether in this field or others, including medicine, education, law, public service, journalism, publishing, library science, theology, and more.

A Minor is offered. Students intending to minor in GRS should consult with the Professor Coles or Professor Sultan to determine the best course plan for their needs and time, since not all courses are offered each semester.

Study abroad and archaeological field work opportunities are available and strongly encouraged. Some requirements may be satisfied abroad. Approved study abroad programs include: The College Year in Athens, Arcadia in Greece, Bilkent University in Turkey, Summer Session at the American School of Classical Studies in Athens, the American University in Rome and others.

Minor Sequence in Greek and Roman Studies:
5-6 courses, one at the 300-level or above:
1. Students will complete one of the following options in either Greek or Latin:
   a.) No prior language coursework: 101 and 102
   b.) Placement into second semester: 102 and 201
   c.) Placement into third semester: 201
   d.) Placement out of third semester: one elective from #3, below
2. Two Required Courses:
   a.) GRS 210
   b.) HIST 212 or HIST 214
3. Two or more courses from the following (1 at 300-level or above):
   Greek 201 or above
   Latin 201 or above
   GRS 211, 212, 214, 277, 270/370; 307, 309, 311, 312, 318, 499
   HIST 120; 212; 214; 219; 316
   PHIL 308
   REL 221; 294; 322; 323; 324; 325
   HUM WoI 101

GRS 210 Greek Myth & the Hero (IT) (Cross-listed with REL 210) In our society, “myth” is often perceived as “storytelling” that has an element of falsehood built into it. For archaic Greek society, like many traditional societies that operate on ancestral principles, myths are the ultimate way of encoding truth values. Storytelling, therefore, is not just entertainment; it is a set of patterns set up by a specific society that gives the members of that culture a sense of their own identity. In this course we will begin to
understand how the storytelling traditions of Greece establish social order and define what it means to be truly civilized. Offered annually.

GRS 211 Mastering Space and Time in Pre-Modern Mathematics (IT) (Cross-listed with HIST 211 and MATH 211) Explore humanity’s first conceptions of space and time by mastering early mathematical discoveries! Through analysis of ancient writings, students learn about number systems, trigonometry, polynomials, absolute value, and other mathematical concepts in their original contexts, from ancient Mediterranean to Newton's England. Will not count toward Math major/minor. Offered occasionally.

GRS 212 Greek Drama and Society (LIT, W) (Cross-listed with THEA 212) In this course we will survey works by three great ancient Greek tragic playwrights: Aeschylus, Sophocles, and Euripides. We will examine the structure, style and significance of the ancient plays in context, as well as modern adaptations and interpretations. Students will have an opportunity to perform a staged reading of select scenes. Offered alternate years, spring.

GRS 214 Greek & Roman Comedy (LIT W) (Cross-listed with THEA 214) In this course we will survey works by four great ancient comic playwrights of Greece and Rome: Aristophanes, Menander, Plautus, and Terence. We will examine the structure, style, and significance of the ancient plays and the modern adaptations and interpretations. Students will have an opportunity to perform a staged reading of select scenes. Offered in alternate years, spring.

GRS 217 Race, Gender and Ability in the Ancient World (AV W) (Cross-listed with HIST 217) Ancient concepts of law, freedom, and democracy shape Western values. But should Greek and Romans be role models for human rights and equality? This class examines ancient identity and citizenship as a foil for critiquing what rights people of different races, genders, sexual orientations, and abilities out to have today.

GRS 270/370 Special Topics Courses under this heading are designed to explore a wide variety of special topics that are not covered under any other course number: history of science, ancient medicine, ancient music, or women in antiquity, to name a few examples. Students may elect to take this course either at the 200 or 300 level. Additional assignments required for students enrolling in 370. This course may be repeated if content is not duplicated. Offered occasionally.

GRS 277 Greek/Latin Literature in Translation (LIT) Great works of literature from classical antiquity studied in English translation. Readings will be selected from Greek or Latin poetry, prose, and drama and will typically vary from year to year. Course may be applied to the minor in classical studies and may be repeated for credit if course content is not duplicated. Offered occasionally.

GRS 307 The Art and Archaeology of Greek Myth (AR) (Cross-listed with ART 307) Myths and rituals constitute the religion of ancient Greece, and are expressed in art, monuments, and in writing. The culture, ideas, and values imparted through the varied expressions of Greek myths influenced Western thought in a profound and lasting way. In this course, we will study the intimate relationship between myth, art, history, and culture of ancient Greece. Recommended prerequisite: GRS/REL 210. Offered occasionally May Term.

GRS 309 Greek Art from Homer to Alexander (AR) (Cross-listed with ART 309 and HIST 309) A survey of cultural artifacts and monuments of ancient Greece from the “Age of Homer” (Bronze Age) to the “Age of Alexander” (Hellenistic Period). The goal is to develop an understanding and appreciation of Greek artistic expression, its influences, and its impact on Western art and thought. Course includes a field trip. Offered in alternate years, fall.

GRS 311 Art and Architecture of the Roman World (AR) (Cross-listed with ART 311 and HIST 311) This course follows the development of the forms and ideologies of Roman art from the republic to late antiquity. The issues to be discussed will include public
and private and civic and religious art and architecture, urban planning, and the interaction of Roman art forms and provincial cultures in the forging of identity. *Offered alternate years with GRS/ART/HIST 309.*

**GRS 312  Sex & Gender in Ancient Greece & Rome (CHC, W)**  This course examines issues of sex, sexuality, and gender in the ancient societies of Greece and Rome through the study of literature, art, and science. We will investigate the representation of sexuality and gender cross-culturally over time to learn what we know, and what we can’t know, about the role they play in ancient Greek and Roman culture and society. *Offered in alternate years, fall.*

**GRS 318  Blood Rites and Mystery Cults (CHC) (Cross-listed with HIST 318 and REL 318)**  Ancient Roman religion was uniquely open to foreign influence while respecting its own customs. This course will examine how the Roman people demonstrated this quality as they adopted or adapted new religious ideas and traditions from the beginnings of the Roman monarchy in 753 BCE to the fifth century CE. *Offered occasionally.*

**GRS 499  Independent Study (W)**  A major capstone research project related to the study of classical language, culture, or literature under the close supervision of a faculty member. Prerequisite: Consent of instructor. *Offered as needed.*

**HEALTH**

_Folse, Coordinator_

Health is a continuous balancing of the physical, emotional, social, intellectual, and spiritual components of an individual that contribute to well-being. The meaning of health to individuals and groups is shaped by societal norms and values and by the options and barriers to health within a society. Health education is a critical factor in determining one’s own future as well as an essential part of a liberal arts education. Control over health is enhanced by knowledge about how multiple factors affect health. Health can be influenced by the availability and accessibility of health care services and by the need to accept responsibility for health on individual, societal, and global levels.

Health courses are designed for University students pursuing any field of study to prepare individuals to act knowledgeably as agents of self-care, to exercise decision-making as consumers of health care, and to understand health issues affecting a global society.

A health minor is also available. This minor places emphasis on the individual’s understanding of health issues and self-care practices and choices. This latter focus is consistent with a philosophical view of health espoused by the School of Nursing faculty. While an emphasis is placed on the individual’s personal lifestyle, a view of the importance of health at the societal level is also addressed.

**Minor Sequence in Health:**
This minor consists of a minimum of five course units, including:

1. One course unit from the following: Psychology 100, 253; Sociology 305
2. All of the following: Health 280, 300, 330
3. At least one course unit from the following: Health 230, 297, 301, 310, 350, 351, 370, 397.

**101  Introduction to Public Health (LSI, U)**  Concepts including population–based tools for evaluation and promoting health, trends in mortality and burden of disease,
health disparities among vulnerable groups, and strengths or limitations of U.S. health care and public health systems. Lessons from past, current and emerging public health issues will be examined. Offered occasionally.

230  **Human Nutrition (LSI)**  Introduction to principles of nutrition that affect health promotion, health maintenance, and illness prevention throughout the life cycle. The nutritional requirements of individuals with special needs are also considered. Offered at least annually.

252  **Independent Study**  Individual study, on the topic of special interest related to health or healthcare under the guidance of faculty. May include observational experience on-campus, in the community, or in another country related to the chosen topic. Students must register with a specific instructor. May be taken in more than one semester, but limited to two course units. Prerequisite: Permission of the Director, School of Nursing. Offered each semester.

280  **Perspectives in Global Health (G)**  Explores global health issues across different world regions, including measures of health status, burden of disease, and health disparities. Analyzes cultural, economic, and political influences on health practices, public health, and healthcare systems. Investigates strategies to prevent and control disease and examines roles of key global health organizations. Offered annually.

297  **Internship in Health (.75 or 1)**  Internship experience coordinated with academic, independent study is planned according to student interest(s). A variety of settings in which health and health knowledge are leading factors in daily operations is available. Actual site selection is coordinated between the student and the Director of the School of Nursing or her designee. May be taken more than once semester but limited to two course units. Prerequisite: Consent of the Director of the School of Nursing. Offered each semester and May term.

300  **Achieving Wellness: Issues and Choices**  An analysis of those factors affecting individual control of health. Students explore self-care health principles of detecting illness, major threats to health and alternatives to care. Emphasis is placed on the wide range of options available to each individual, within and outside the traditional health care system, when making informed decisions regarding personal health. Offered annually.

301  **Stress Management**  Emphasis upon understanding the body’s physiological and psychological responses to stress, recognition of the manifestations of stress, and exploration of adaptive and maladaptive methods of coping with stress. Offered occasionally.

310  **Special Topics in Health**  A group of courses exploring and analyzing current issues in health. Most examine the impact on the individual and society. Examples include Transcultural Healthcare in Hawaii (CHC, U) and Interdisciplinary Studies in Palliative Care and Gerontology (AV). See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally in May Term.

330  **Human Sexuality (AV)**  Investigation and evaluation of knowledge, attitudes, and values pertinent to issues in human sexuality. The course focuses upon personal, interpersonal, ethical, and medical aspects of sexuality throughout the life cycle. Offered at least annually.

350  **Drug Abuse: The Individual and Society (AV)**  Exploration of the physiological, psychological, and sociological implications of drug use and addictive behavior on the human body, family, and society. The focus is on analyzing ethical issues related to drug use in society and identifying knowledge, attitudes, and values affecting individual choices. Offered occasionally.

351  **Abuse in America (AV)**  This course is a study of abuse, utilizing a theoretical framework to examine the societal norms and values that influence the pervasiveness of child abuse, intimate partner violence, sexual assault, elder abuse, and human trafficking.
This course focuses on the manifestations of abuse and treatment of the victim and the abuser, as well as prevention and resolution of abuse. Offered occasionally, May Term.

352 Independent Study  In-depth examination on a topic of special interest related to health or healthcare under the guidance of faculty; including completion of a scholarly paper or project approved by the supervising faculty. May include observational experiences on-campus, in the community, or in another country related to the chosen topic. Students must register with a specific instructor. May be taken in more than one semester, but limited to two course units. Prerequisite: Permission of the Director of the School of Nursing. Offered each semester.

370 Women’s Health  An exploration of various health issues that are either unique to women or of special significance to women of all ages will be examined using current research findings. Culture, ethnicity, and socioeconomic status factors influencing women’s roles as consumers/providers of health care in the United States will be explored. Offered occasionally.

397 Internship in Health (.75 or 1)  Internship experience coordinated with academic, independent study, is planned according to student interest(s). A variety of settings in which health and health knowledge are leading factors in daily operations is available. Actual site selection is coordinated by the Director of the School of Nursing or her designee. A project/paper is required. May be taken more than one semester but limited to two course units. Prerequisite: Consent of the Director of the School of Nursing. Offered each semester and May Term.

452 Independent Study  Individual research and study in an area of special interest related to health or healthcare. The student must devise the study project in conjunction with faculty. Prerequisites: Senior standing and permission of the Director of the School of Nursing. Offered each semester.

HISPANIC STUDIES
See World Languages, Literatures, and Cultures

HISTORY
R. Schultz, Coles, Horwitz, Lutze, A. Schultz, Weis

History is by nature interdisciplinary. It attempts to understand all facets of the past, both for their own sake and for the light they shed on our present condition. The study of history consequently develops the capacity to see matters from different points of view. It also cultivates the more specific skills of researching, analyzing, and writing.

At Illinois Wesleyan, history majors often combine their love of history with study in other compelling fields from political science to foreign languages to business. Many of our history majors complete a second major or minor in these and other Liberal Arts disciplines. Moreover, our history majors are encouraged to follow their passions by combining knowledge from their majors, minors, general education experiences, and lifetime pursuits into a Signature Experience that is meaningful for their lives. Students can follow Pathways in Media & the Arts, Public History, Collaborative Projects, Historical Research, Secondary Education, or even create their own unique pathway. See the History Signature Experience Handbook for details on these Pathways.

All history majors take a sophomore Seminar in the Theory and Crafting of History (290) and a Capstone Seminar in Historical Research (490). These
courses are about the tools of the trade. They emphasize researching, analyzing, and writing. Students will build their Signature Experience by choosing courses from one or more of the Pathways, completing an e-Portfolio chronicling their journey in four advisor-led ARCHES sessions (390, .25 credit units each session), and taking a Pathways Signature Experience Seminar (451-454) to work on a project of their own devising. Students are free to choose any other eight courses in history to complete the major, as long as at least three of the eight are upper level courses; one covers pre-1800 history; and three are courses in each of these geographical areas: the U.S., Europe, and Asia/Latin America. For a particularly meaningful scholarly experience, history students may undertake an honors research project in any of the Pathways in close consultation with faculty members.

History majors can continue in the historical profession after graduation as teachers and “public historians” at historical sites and agencies. But the broad content and transferable skills of the history major more often lead to careers in other areas such as journalism, law, government, and business. Or students might use their Signature Experience as a stepping stone into careers in creative non-fiction, documentary filmmaking, professional editing, dramaturgy, or digital history.

Students pursuing teacher licensure to teach high school history/social studies major in history and secondary education. For details, please contact the chairs of both History and Educational Studies, and refer to the Educational Studies section in this Catalog, as well as the Teacher Education Handbook posted to the Educational Studies website (http://www.iwu.edu/edstudies/handbooks/).

Major Sequence in History:
A minimum of 11 course units in History to include:
1. HIST 290: Theory and Crafting of History (W)
2. HIST 390: ARCHES: Archiving and Reflecting on Your History Education and Signature Experience (taken as four .25 credit units to add to 1 full unit by senior year)
3. One course unit from:
   HIST 451: Media and the Arts Pathway Signature Experience Seminar
   HIST 452: Public History Pathway Signature Experience Seminar
   HIST 453: History Research Pathway Signature Experience Seminar
   HIST 454: Secondary Education Pathway Signature Experience Seminar
4. HIST 490: Capstone Seminar in History (W)
5. One course in pre-1800 history
6. One course in each of three geographic areas: U.S., Europe, and Asia/Latin America
7. At least three more courses at the 300-level or above for a total of 11 units.

*Only one unit of History 397 may count toward the major.

Minor Sequence in History:
Six course units to include:
1. At least two course units selected at the 100-200 level*
2. At least three courses at the 300-level or above*

*History 250, 397, and 450 may not count toward the minor.
100  Introduction to Chinese History (CHC, G)  A survey of Chinese society from ancient times to the present. Examines the premodern development of Chinese philosophy, arts, imperial state, and social structure. Also explores the decline of the Chinese empire, the impingement of Western imperialism, and subsequent efforts to strengthen China through reform and revolution. Offered annually.

101  Introduction to Japanese History (CHC, G)  A survey of Japanese society from ancient times to the present. Examines the premodern development of religions, continental influences, the arts, and feudal society. Also explores the modern rise and fall of Imperial Japan, the postwar US occupation, and the emergence of Japan as an East Asian economic power. Offered in alternate years.

120  The Ancient and Medieval West (CHC)  A survey of Western Civilization from its origins in the ancient Near East, through Greece and Rome, to the late Middle Ages. Political history is balanced by social, cultural, and intellectual history with an emphasis on those elements which became part of the Western heritage. Offered annually.

121  Europe: Renaissance to Revolution (CHC)  A survey of Western Civilization from the Renaissance to the French Revolution, emphasizing the changes in politics, society, economics, science, art, and thought that transformed Western values from "medieval" to "modern." Offered each semester.

122  Modern Global History (CHC, G)  This course focuses on a selected number of topics to make clear the historical roots of the contemporary world. Such topics include: the nation-state, warfare and diplomacy, modern ideologies, and Western imperialism and its anti-Western response. Emphasis is on 20th century global affairs. Offered annually.

123  Revolutionary England (CHC)  The 1600’s were England’s "Century of Revolution." New ideas about politics, religion, science, and sexuality emerged. One king was decapitated, another driven into exile. Natural rights were invented. Religious toleration was established. Officials turned from executing witches to persecuting sodomites. Offered in alternate years, fall term.

144  Gilded Age, 1865-1900 (CHC, U)  An examination of the transformations in American life and culture from 1865 to 1900. Emphasizes the conflicts and contradictions of American life for various racial, ethnic, class, regional, and gender groups, focusing particularly on the new industrial city; the growth of commercialized leisure; the "civilizing" of the West; and African Americans in the New South. Offered every other year.

150  Introduction to American Culture Studies (CHC, U) Cross-listed with AMST 150 This course examines the historical, literary, and material culture of the United States. Topics addressed in the course may include specific events, discrete periods, or larger themes, but in each instance they will serve as significant case studies for understanding the multiplicity of the social and cultural lives of people in the United States, past and present. Offered every year.

151, 152  The United States (CHC, U)  From the colonies to the present, a study of the growth of the nation, emphasizing major interpretative problems in America's social, economic, political and cultural experience. The later section involves the period after 1877. Either semester may be taken separately. Offered each semester.

153  The First Progressives, US (CHC, U)  We study the first reformers who defined themselves as "progressive" while they created and used private and government organizations and agencies to intervene in social, economic, cultural and political life; they searched for order in response to the apparent irrational development of modern society and the economy. Offered in alternate years.

154  Film and History, U.S. (CHC, U)  A study of American cultural history via the medium of film, and the birth and development of the motion picture industry from the early twentieth century to the present. We study a variety of US historical issues and how they are represented in American film in different historical contexts. Offered in alternate years.
160  Latin America (CHC, G)  A survey of Latin American history from Columbus to the present that focuses primarily on Mexico and Argentina and addresses key historical issues: conquest, colonialism, independence, racial relations, dependency, economic development, urbanization, militarism, nationalism and relations with the United States. Offered annually.

170  Studies in History  Courses designed to introduce the beginning student to the skills and challenges involved in the disciplined study of the past. Each course is an examination of a particular topic in history which will be announced in advance. May be repeated for credit when topic varies. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

202  World War II in the Pacific (CHC)  Explores the origins and consequences of Japanese militarism in Asia, 1931-1945. Examines domestic and international factors behind the war, assesses responses to Japanese expansion by East Asians, Southeast Asians, Americans, and the Japanese people themselves, and evaluates the use of nuclear weapons at war’s end. Offered occasionally.

210  Emperors and Revolutionaries: Chinese History Through Travel  May Term travel course hosted by the History Department at Peking University. Explores China from pre-historic to recent times, focusing on the imperial state and the Communist revolution. Visits historic locations in cities and countryside, including well-known sites and those off the beaten path. Lectures by top Chinese historians and interaction with Chinese students at PKU. Prerequisite: HIST 100, 300, or consent of instructor. Offered occasionally, May Term.

211  Mastering Space and Time in Pre-Modern Mathematics (IT) (Cross-listed with GRS 211 and MATH 211)  Explore humanity’s first conceptions of space and time by mastering early mathematical discoveries! Through analysis of ancient writings, students learn about number systems, trigonometry, polynomials, absolute value, and other mathematical concepts in their original contexts, from ancient Mediterranean to Newton's England. Will not count toward Math major/minor. Offered occasionally.

212  Ancient Greece (CHC)  This course focuses on cultural and historical change in the Greek world beginning with the Bronze Age and continuing until the death of Alexander the Great (1300-323 BC). Emphasis is placed on the interconnection of Greek historical themes with literature, art, and architecture. Offered in alternate years, Fall Term.

214  Ancient Rome (CHC)  Charts the political, social, and cultural development of the Roman state from the foundation of the city to the conversion of the emperor Constantine to Christianity (ca. 753 BC-AD 312). Emphasis will be placed on the multiplicity of peoples and cultures that constituted the Roman state, religious experience and change, the evolution of political institutions, and the variety of sources necessary for our reconstruction of the Roman past, from the literary to the art historical. Offered in alternate years, Fall Term.

217  Race, Gender and Ability in the Ancient World (AV W) (Cross-listed with GRS 217)  Ancient concepts of law, freedom, and democracy shape Western values. But should Greek and Romans be role models for human rights and equality? This class examines ancient identity and citizenship as a foil for critiquing what rights people of different races, genders, sexual orientations, and abilities out to have today.

221  The Holocaust (CHC)  The course seeks to understand the Holocaust and examines the process of extermination from its religious cultural antecedents through the wartime process of ghettoization, open-air mass execution, and the employment of gas in fixed chambers. Among sources examined are laws and directives emanating from the German bureaucracy, eyewitness testimony and memoirs of survivors from the ghettos and camps, and film. Offered annually.
The Two World Wars  The course focuses on the diplomatic and military origins of these two global conflicts, war and the popular imagination, the soldiers’ experience, the literary testimony of combatants and non-combatants, the effect of the wars on the status of women, mutiny and revolution, the American struggle with Japan, and the unleashing of war against civilian populations. Offered occasionally.

Century of Genius (IT)  This course focuses on the revolutionary ideas in western Europe during the 1600s that challenged traditional views of the physical universe, human nature, social relations, politics, and virtue. Figures studied include Galileo, Descartes, Hobbes, and Locke. Offered in alternate years.

The Enlightenment (IT)  The intellectual history of the late 17th and 18th centuries, otherwise known as the Age of Reason, through a close examination of key texts by such authors as Locke, Montesquieu, and Voltaire and key ideas about natural law, natural rights, political liberalism, laissez-faire economics, deism, progress, and reason. Offered in alternate years.

The Great Depression in the United States (CHC, W)  The course is an in-depth study of the social, cultural, and political history associated with the economic crisis known as the Great Depression, 1929-1941. The emphasis is on thinking and writing about the issues prevalent in Depression America and the significant changes that resulted from the crisis. Offered occasionally.

Colonial America (CHC, U)  Examines the establishment of colonies before the American Revolution, the development of diverse colonial societies, the transformation of life for all peoples and groups, and the interactions of diverse cultural and religious groups. The people we study include farmers, planters, merchants, craftsmen, witches, slaves, Native Americans, Puritans, Catholics, and Quakers. Offered in alternate years.

Women and the American Experience (CHC, U)  This course will examine the lives of women in America, beginning in the colonial period, focusing on the ways in which women of various backgrounds have confronted life in America. In the process, we will examine large-scale movements; cultural attitudes and beliefs about women over time; and how women lived their everyday lives in work, leisure, and family.

Individualism and Community in American History (AV, W)  Studies the tensions between individualism and community in American History regarding religion, business, politics, culture and the economy and nature. Examines the values of individualism and community embedded in these arguments. Explores the consequences of implementing the social and economic practices. Offered occasionally.

“By Force, By Famine, and by Fabled Story”: Irish Emigration to the U.S. (CHC, G)  Between 1815 and 1920, five and a half million Irish emigrated from Ireland to the United States. This emigration had an enormous impact on American society, of course, but it had just as significant an impact on Irish society, both demographically and culturally. In a two-week stay in Ireland at the Allihies Language and Arts Centre, Beara Peninsula, County Cork, students live with host families and study together the historical, cultural, musical and literary impact of Irish emigration on both the Irish in Ireland and in the United States. Offered occasionally in May Term.

American West (CHC, U)  An introduction to the history of the American West. Particular attention will be paid to the clash of peoples and cultures that resulted from territorial and economic expansion, the significance of ideas and myths about the frontier in American history, and the changing social relationships and patterns of land use that accompanied the economic development of the West. Offered occasionally.

American Environmental History (CHC, U) (Cross-listed with ENST 248)  Overview of American environmental history from pre-colonial days to the present. This course examines the relationship between social and ecological change, focusing on the impact of Native American societies, Western colonialism, and market forces on land-use
patterns, biodiversity and the development of the contemporary environmental movement in the United States. Offered in alternate years.

249  Growing up in America, 1607-Present (CHC, U)  No aspect of American life is as shrouded in myths and misconceptions as the history of the family. This course examines childhood and family in American culture from the colonial era to the present, providing historical perspective and understanding regarding these primary institutions of American life. Though the course is roughly chronological, we will compare family structures across both time and space, examining the changing and divergent meanings of motherhood, fatherhood, and childhood through such sources as advice manuals, popular journalism, fiction, art, and film. Offered in alternate years.

250  Special Project  A research project under the supervision of a member of the department on a topic mutually agreed upon. Prerequisite: Consent of instructor. Offered as needed.

251  The Vietnam Wars (CHC)  Explores the origins, expansion, and repercussions of the Vietnam War (1945-1975) within the context of Vietnamese history. Uses film, interviews, and documents to examine this historical context and events of the war. Analyzes support for and resistance to war among the Vietnamese and American peoples. Offered occasionally.

252  The Sixties: Sex, Drugs, and Rock & Roll? (CHC, U)  An in-depth look at America in the 1960s that explores the myths and realities of the Civil Rights Movement, the counter-culture, the sexual revolution, rock music, and the student, feminist, gay rights, and antiwar movements. Offered occasionally in May Term.

253  The Beatles and Their World (CHC)  Examines the impact of the most popular recording artists of all time. The Beatles influenced rock music as well as attitudes toward fashion, religion, war, and drug use, among others. Moreover, this influence was global in scope, crossing gender, racial, generational and political boundaries. Sometimes offered as a travel course. Offered occasionally.

254  American Capitalism to 1900 (CHC, U)  We study the development of the capitalist economy; the emergence of social classes; how people representing different classes shaped and were shaped by historical developments like the corporate reconstruction of the capitalist system; the increasing social, economic, and cultural diversity that resulted; the impacts of technological change on people and the economy; the political battles over the nature of the capitalist system; and much more. Offered as needed.

255  Museums: Making History Come Alive! (CHC)  Discover how museums are reexamining the theory, practices, and history of their institutions, which are facing tremendous challenges. This course explores the tensions between history and memory, internal missions and external audiences, tradition and entrepreneurship. Students learn how museums interpret collections through exhibits, tours, oral history, archives, film and digital media, living history, historic preservation, landscape conservation, heritage tourism, and fundraising. Museum visits and guest lecturers introduce career options that are available to students in history and related humanities disciplines. Offered by arrangement.

257  Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970 (CHC, U) (Cross-listed with AMST 257/ENG 257)  Between 1917 and 1970, more than six million African-Americans departed the rural U.S. South seeking asylum, economic opportunity, and equality in the urban North. This “Great Migration”, as scholars call this collective movement, reconfigured the demographics, politics, and culture of both regions. This course will explore the Great Migration through two disciplinary lenses – cultural history and literature – in order to reimagine the twentieth-century United States from an African-American perspective that descenders and denaturalizes whiteness as an unspoken condition in this historical construction of American identity. Offered in alternate years.
260  **Spanish North America (CHC, G)**  Explores the region that today comprises Mexico, Central America and the Caribbean from the conquest to the present. Examines major social, political and economic issues including: conquest and resistance; indigenous, European and African; economic development; and relations with the United States.  
*Offered occasionally.*

270  **Studies in History**  Open to all students, these courses explore a specialized topic of historical study at an intermediate level, requiring focused and extensive reading but not necessarily a significant research project. May be repeated for credit when topic varies. Consult current *Program of Classes* to see if any particular course fulfills general education requirements.  
*Offered occasionally.*

290  **The Theory and Crafting of History (W)**  An introduction to philosophical and methodological debates in the profession of history, paying particular attention to the critical skills of the historian – including the analysis of primary sources, historiography, historical research and writing, critique, and historical argument. The course will also introduce students to the various genres of history available in the Signature Experience Pathways. Open only to History majors.  
*Offered annually.*

300  **The Chinese Revolution (CHC, G)**  Examines the conditions of 20th century China that gave rise to revolution and Communism. Uses fiction, documents, and film to explore the decay of Confucianism, the impact of imperialism, the plight of urban and rural areas, the rule of Chiang Kai-shek, the victory of Communism and "continuing revolution" under Mao Zedong, and the "reforms" of Deng Xiaoping.  
*Offered annually.*

301  **Modern Japan, 1800-Present (CHC, G)**  Explores the fall of the feudal order and Japan's emergence as a world power since 1868. Focus on the social impact of this political and economic transformation. Topics include "Restoration," the state and democracy, dissent, militarism, war, the postwar "reinvention" of Japan by the U.S., and the rise to economic preeminence in Asia.  
*Offered in alternate years.*

303  **China: The Cultural Revolution (G)**  Explores the tumultuous Cultural Revolution in China (1966-1976). Originally hailed as a progressive social experiment in education, health care, women's rights, sports, and the work-place, the movement was later condemned for its fanaticism, violence, and vilification of intellectuals. Evaluates the complex issues and conflicting appraisals of the upheaval and assesses its impact on recent Chinese history. Prerequisite: HIST 100 or 210 or 300 or consent of instructor.  
*Offered occasionally in May Term.*

305  **Seminar In Asian History (CHC, G)**  In-depth study of selected topics in Asian history. Emphasis on reading and discussion, with several short papers to facilitate reflection on the material. Prerequisite: One other course in Asian history, or consent of instructor.  
*Offered occasionally.*

309  **Greek Art from Homer to Alexander (AR) (Cross-listed with ART 309 and GRS 309)**  A survey of cultural artifacts and monuments of ancient Greece from the "Age of Homer" (Bronze Age) to the "Age of Alexander" (Hellenistic Period). The goal is to develop an understanding and appreciation of Greek artistic expression, its influences, and its impact of Western art and thought. Course includes a field trip.  
*Offered in alternate years, fall.*

311  **Art and Architecture of the Roman World (AR) (Cross-listed with ART 311 and GRS 311)**  This course follows the development of the forms and ideologies of Roman art from the republic to late antiquity. The issues to be discussed will include public and private and civic and religious art and architecture, urban planning, and the interaction of Roman art forms and provincial cultures in the forging of identity.  
*Offered occasionally.*

316  **The World of Alexander the Great (CHC)**  This course sets the life of Alexander the Great (ruled 336-323 BCE) against the backdrop of the politics, society, culture, and
religion of his times. Special attention is paid to the peoples that Alexander encountered in his march eastward into India and the results of this contact on the development of the histories and cultures of both the east and west. Offered occasionally.

318  **Blood Rites and Mystery Cults (CHC) (Cross-listed with GRS 318 and REL 318)** Ancient Roman religion was uniquely open to foreign influence while respecting its own customs. This course will examine how the Roman people demonstrated this quality as they adopted or adapted new religious ideas and traditions from the beginnings of the Roman monarchy in 753 BCE to the fifth century CE. Offered occasionally.

322  **Love and Death in Freud's Vienna (CHC)** Simultaneously one of the most politically explosive and artistically creative urban centers in Europe at the turn of the 20th century, Vienna was a battleground of reaction and modernism. The course focuses on the leading intellectual and artistic movements of the day: Freud and psychoanalytic theory; modernism in art, architecture, and music; the drama of Schnitzler, and the creative insights of social criticism. Offered annually.

323  **Sex, Gender, and Power Under King James (CHC)** This course uses the politics, writings, personal affairs, and scandals of King James's reign in Scotland and England (1567-1625) to explore early modern attitudes about sex, gender, and power. Offered in alternate years.

325  **Modern Germany (CHC, G)** A social, economic, and cultural history of Germany in the 19th and 20th centuries. Topics include the formation of national identity, Prussian ascendancy, the creation of empire, the role of women, the rise of the working class, war and revolution, and the refashioning of state, society, and culture after 1945. Offered annually.

326  **Modern Russia/Soviet Union (CHC, G)** A survey of Russian/Soviet history since 1861, emphasizing the collapse of the Tsarist regime, the Leninist and Stalinist revolutions, and problems in the Soviet Union and after. Offered occasionally.

343  **Migration, Ethnicity, and Race (CHC, U)** Survey of immigration in the 19th and 20th centuries. Focuses on the ways race, ethnicity, gender, class, and national ideals shaped the lives of immigrants during this period. Also explores the dynamic and creative ways that immigrants and ethnics have confronted and shaped American culture and society. Offered in alternate years.

350  **Women, Work and Leisure, 1890-1930 (CHC, U)** This course examines the transformation of ideas about women and gender roles at the turn of the century. Focuses on how women of all classes played a central role in changing these ideas and reshaping family, work, and leisure practices in the context of a rapidly changing industrial society. Offered in alternate years.

351  **Modern America, 1900-1945 (CHC, U)** Provides students with a firm foundation in the social, cultural, and political history of the early twentieth century. Topics include Progressive-era reforms, domestic “culture wars”, home front during world wars, jazz age, Great Depression, birth of mass culture and motion picture industry. Analyze written texts, documentaries, films. Offered in alternate years.

352  **Recent United States (CHC, U)** The American experience since 1945. Emphasis is on the impact of the Cold War at home, the baby boom, Vietnam, 1960s protest movements, and the crises of the 1970s and 1980s. Offered in alternate years.

353, 354  **History of United States Foreign Relations (CHC)** The conceptual formulation of America’s attitudes and actions in the world from colonial times to 1914; the United States as a world power since the First World War. Either semester may be taken separately. HIST 353 offered each fall; HIST 354 offered each spring.

360  **Modern Brazil, 1825-Present** An in-depth study of Brazilian history and culture from the independence period to the present. Brazil is the most populous Latin
American nation with the world's eighth largest economy and fifth largest area. Offered in alternate years.

370 Studies in History Courses treating a specialized topic of historical study at an advanced research level. May be repeated for credit if the topic matter is different. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

380 Emperors and Revolutionaries: Chinese History Through Travel Research section of a travel course to China, hosted by the History Department at Peking University, covering the country's political history in both ancient and modern times. Students visit and study pre-historic, dynastic-era, and modern revolutionary sites throughout the country. Explorations include both famous historical sites and lesser-known but historically significant locations off the beaten track—all enhanced by discussions with Chinese scholars, students, and common people. Research conducted on changes in rural life since 1949. Prerequisite: HIST 100, 300, or consent of instructor. Offered occasionally, May Term.

390 ARCHES: Archiving and Reflecting on the Course of Your History Education and Signature Experience (.25) In consultation with a faculty advisor, students will document and reflect on one of four chosen History Pathways in a multi-year ePortfolio. The ePortfolio will culminate with a presentation of and reflection on the student’s Signature Experience. Required each year or per semester as determined by the date of major declaration; repeated for a total of 1.0 course units, with a maximum of .25 allowed in any one semester.

397 Internship in Public History A work experience intended as an introduction to the field of public history. The exact activities will vary, depending on the abilities and interests of the intern and the needs of the organization. Possibilities include accessioning and cataloging artifacts; making calendars and inventories; preparing exhibits; conducting outreach programs; researching and writing; and collecting oral histories. This course is limited to students seriously interested in careers in public history. Internships offered only on a credit/no credit basis. Prerequisites: HIST 290, and consent of departmental internship supervisor. Offered as needed.

450 Special Project A research project under the supervision of a member of the department on a topic mutually agreed upon. Students seeking research honors in History must take two consecutive semesters of HIST 450. The first taken pass/fail, the second for a letter grade. Prerequisites: HIST 290 and consent of instructor. May be repeated for a maximum of two course units. Offered as needed.

451 Media and the Arts Pathway Signature Experience Seminar Work closely with professor and peers on a Media and the Arts Signature Experience. Senior students must demonstrate their readiness for their proposed project through previous coursework, training workshops, or instructor permission. Offered in the fall semester as needed.

452 Public History Pathways Signature Experience Seminar Work closely with professor and peers on a Public History Signature Experience. Senior students must demonstrate their readiness for their proposed project through previous coursework, training workshops, or instructor permission. Offered in the fall semester as needed.

453 History Research Pathways Signature Experience Seminar Work closely with professor and peers on a History Research Signature Experience. Senior students must demonstrate their readiness for their proposed project through previous coursework, training workshops, or instructor permission. Offered in the fall semester as needed.

454 Secondary Education Pathways Signature Experience Seminar Work closely with professor and peers on a Secondary Education Signature Experience that is appropriate to your teaching goals and in consultation with the Educational Studies faculty.
Junior Secondary Education majors in history will take this course in the spring. Offered as needed.

490 Capstone Seminar in History (W) Students review principles and methods of historical scholarship, and examine their application to the variety of forms of historical expression represented in the seminar members' multimodal projects, begun in the 451-454 seminars. Course assignments allow students to demonstrate their mastery of the key elements of historical endeavor: reading, research, writing, critique, and oral presentation. Open to History majors and minors, or by permission of instructor. Offered annually.

HUMANITIES
Sheridan, Director

Humanities courses expose students to major artistic, literary, philosophical, and religious works and familiarize them with the methods of inquiry used in the humanities disciplines. Studies in the humanities enable students to examine, appreciate, and understand intellectual, moral, and artistic traditions.

World of Ideas
These courses are designed to increase students’ awareness of basic human values – intellectual, social, literary, historical, ethical, and artistic—through an examination of the works and movements throughout history that both shaped and were shaped by Western thought. Attention is given to male and female voices that have accepted or rejected values and assumptions of their times. The courses move chronologically from antiquity to the present, but each course may be taken independently. Literature, art, film, music, and philosophy are examined in their cultural and historical contexts.

Students learn to draw parallels and make connections between disciplines, as they recognize the arbitrary nature of traditional disciplinary boundaries and distinctions. Humanities courses combine discussion and lecture and emphasize the development of writing skills and critical and creative thinking. Students will understand and be able to define the term “humanities” from both a historical and a methodological perspective, as they reflect on the connections between the humanities and terms such as “intellectual traditions” and “liberal arts learning.” Students will be able to contextualize the place of humanistic inquiry within their educational goals. Students are encouraged to enroll in their first or second year.

A Minor in Humanities:
A Humanities minor helps students appreciate the value of languages, literatures, philosophy, religion, history, and art to all human pursuits. Students who minor in the Humanities will develop their critical and creative thinking skills, learn how to communicate in a variety of contexts and for a variety of purposes; and gain a deeper understanding of the traditions and innovations that shape human thought and achievement in all fields. Minors are particularly encouraged to meet regularly with their designated Humanities mentor (assigned by the coordinator of the Humanities program) to discuss values and skills acquired in the minor, how courses overlap and differ within the minor, how they relate to the student’s major, and how the skills and knowledge acquired in the minor can enhance opportunities as a student prepares for graduate school and/or the job market.
Minor Sequence in Humanities:


1) Two courses from the World of Ideas sequence: HUM 101, 102, 103, and 104.
2) Three courses from the following programs: English, French and Francophone Studies, Greek and Roman Studies, Hispanic Studies, Humanities, Italian Studies, Japanese Studies, Philosophy, and Religion. (See complete list of approved courses below.)
3) One from the following programs: Art History, History, Literature and Culture, Music, Theatre, English, French and Francophone Studies, Greek and Roman Studies, Hispanic Studies, Humanities, Italian Studies, Japanese Studies, Philosophy, and Religion.
4) Two courses must be at the 300-level or above.
5) No more than one independent study may count toward the Humanities minor.

Courses approved for the Humanities minor:

Art History
ART 115: Introduction to Art History (AR)
ART 116: Survey of Asian Art (AR, G)
ART 316: European Art, 1450-1900 (AR)
ART 320: Modern Art (AR)
ART 322: Contemporary Art (AR, G)
ART 370: Special Topics in Art History

English
ENGL 109: Slamming, Jamming, Understanding: Poetry through Performance (LIT)
ENGL 110: The Short Story (LIT)
ENGL 115: Science Fiction (LIT)

French and Francophone Studies
FREN 303: Introduction to Literature 1: The Individual and Society (LIT)
FREN 304: Introduction to Literature II: Ideals of Love (LIT)
FREN 312: French Cinema (CSI, G)
FREN 370: Special Topics
FREN 499: Independent Study
LC 125: Special Topics in French Literature in Translation (LIT)

Greek and Roman Studies
GRK 399: Independent Study
GRS 210: Greek Myth and the Hero (IT)
GRS 211: Mastering Space and Time in Pre-Modern Mathematics (IT)
GRS 212: Greek Drama and Society (IT)
GRS 214: Greek and Roman Comedy (LIT)
GRS 270/370: Special Topics
GRS 277: Greek/Latin Literature in Translation (LIT)
GRS 307: The Art and Archaeology of Greek Myth (AR) (cross listed with ART 307)
GRS 309: Greek Art From Homer to Alexander (AR) (cross listed with ART 309 and HIST 309)
GRS 311: Art and Architecture in the Roman World (AR) (cross listed with ART 311 and HIST 311)
GRS 312: Sex and Gender in Ancient Greece and Rome (CHC, W)
GRS 318: Blood Rites and Mystery Cults (CHC) (cross listed with HIST 318 and REL 318)
GRS 499: Independent Study (W)
LAT 399: Independent Study

Hispanic Studies
SPAN 240: Spanish for Social Justice (U)
SPAN 307: Reading and Writing Culture (W, G)
SPAN 308: Introduction to Literature (LIT, G)
SPAN 314: Iberian Culture and Civilization (CHC)
SPAN 316: Latin American Culture and Civilization (CHC)
SPAN 360: Studies in Media and Film (AR, G)
SPAN 418: Modern Spanish Literature (LIT)
SPAN 478: Latin American Literature: Short Narrative and Essay (LIT)
LC 135: Special Topics in Hispanic Literature in Translation (LIT)

History
HIST 100: Introduction to Chinese History (CHC, G)
HIST 101: Introduction to Japanese History (CHC, G)
HIST 120: The Ancient and Medieval West (CHC)
HIST 121: Renaissance Reformation and Revolution (CHC)
HIST 122: Modern Global History (CHC, G)
HIST 123: Revolutionary England (CHC)
HIST 144: Gilded Age: 1865-1900 (CHC, U)
HIST 151: The United States (CHC, U)
HIST 152: The United States (CHC, U)
HIST 153: The First Progressives, U.S. (CHC, U)
HIST 154: Film and History, U.S. (CHC, U)
HIST 160: Latin America (CHC, G)
HIST 170: Studies in History
HIST 202: World War II in the Pacific (CHC)
HIST 210: Emperors and Revolutionaries: Chinese History Through Travel
HIST 212: Ancient Greece (CHC)
HIST 214: Ancient Rome (CHC)
HIST 221: The Holocaust (CHC)
HIST 223: The Two World Wars
HIST 224: Century of Genius (IT)
HIST 225: The Enlightenment (IT)
HIST 241: The Great Depression in the United States (CHC, U)
HIST 242: Colonial America (CHC, U)
HIST 244: Women and the American Experience (CHC, U)
HIST 245: Individualism and Community in American History (AV, W)
HIST 246: "By Force, By Famine, and By Fabled Story": Irish Emigration to the U.S. (CHC)
HIST 247: American West (CHC, U)
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HIST 248/ENST 261</td>
<td>American Environmental History (CHC)</td>
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<tr>
<td>HIST 249</td>
<td>Growing Up in America (CHC, U)</td>
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<td>HIST 250</td>
<td>Special Project</td>
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<td>HIST 251</td>
<td>The Vietnam Wars (CHC)</td>
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<td>HIST 252</td>
<td>The Sixties: Sex, Drugs, and Rock &amp; Roll? (CHC, U)</td>
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<td>HIST 253</td>
<td>The Beatles and Their World (CHC, U)</td>
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<td>HIST 254</td>
<td>American Capitalism to 1900 (CHC, U)</td>
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<td>HIST 260</td>
<td>Spanish North America (CHC, G)</td>
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<tr>
<td>HIST 270</td>
<td>Studies in History</td>
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<td>HIST 300</td>
<td>The Chinese Revolution (CHC, G)</td>
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<td>HIST 301</td>
<td>Modern Japan, 1800-Present (CHC, G)</td>
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<tr>
<td>HIST 303</td>
<td>Seminar in Asian Studies (CHC, G)</td>
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<tr>
<td>HIST 309</td>
<td>Greek Art From Homer to Alexander (AR)</td>
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<td>HIST 311</td>
<td>Art and Architecture of the Roman World (AR)</td>
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<td>HIST 316</td>
<td>The World of Alexander The Great (CHC)</td>
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<td>HIST 318</td>
<td>Blood Rites and Mystery Cults (CHC)</td>
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<td>HIST 322</td>
<td>Love and Death in Freud's Vienna</td>
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<td>HIST 323</td>
<td>Sex, Gender, and Power Under King James (CHC)</td>
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<td>HIST 325</td>
<td>Modern Germany</td>
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<td>HIST 326</td>
<td>Modern Russia/Soviet Union</td>
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<td>HIST 343</td>
<td>Migration, Ethnicity, and Race (CHC, U)</td>
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<td>HIST 350</td>
<td>Women, Work and Leisure, 1890-1930 (CHC, U)</td>
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<td>HIST 351</td>
<td>Modern America, 1900-1945 (CHC, U)</td>
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<td>HIST 352</td>
<td>Recent United States (CHC, U)</td>
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<tr>
<td>HIST 353</td>
<td>History of United States Foreign Relations (CHC)</td>
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<tr>
<td>HIST 354</td>
<td>History of United States Foreign Relations (CHC)</td>
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<tr>
<td>HIST 360</td>
<td>Modern Brazil, 1825-Present</td>
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<tr>
<td>HIST 361</td>
<td>Central America and the Caribbean (CHC, G)</td>
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<tr>
<td>HIST 370</td>
<td>Studies in History</td>
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<td>HIST 380</td>
<td>Emperors and Revolutionaries: Chinese History Through Travel</td>
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**Humanities**

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<tr>
<th>Course Code</th>
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<tr>
<td>HUM 270</td>
<td>Special Topics in the Humanities</td>
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<td>HUM 370</td>
<td>Special Topics in the Humanities</td>
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**Italian Studies**

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<tr>
<td>ITAL 399</td>
<td>Independent Study</td>
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<tr>
<td>LC 165</td>
<td>Special Topics in Italian Literature in Translation (LIT)</td>
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<tr>
<td>LC 260</td>
<td>Italian Cinema</td>
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<td>LC 265</td>
<td>Renaissance Italy (LIT)</td>
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**Japanese Studies**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>JPN 310</td>
<td>Studies in Literature and Humanities (to be taken abroad)</td>
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<tr>
<td>JPN 311</td>
<td>Studies in Social Science (to be taken abroad)</td>
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<tr>
<td>JPN 306/LC 106</td>
<td>Japanese Studies Through Popular Culture (CHC, G)</td>
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<tr>
<td>LC 105</td>
<td>Special Topics in Japanese Literature in Translation (LIT)</td>
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<tr>
<td>LC 202/JPN 202</td>
<td>From Atom to Akira: Japan's Pop Culture (LIT, G)</td>
</tr>
<tr>
<td>LC 205</td>
<td>Language and Culture in Japan (CSI, G)</td>
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<tr>
<td>LC 303/JPN 303</td>
<td>Blades, Bows, and Boshido: The Samurai in Context (CHC, G)</td>
</tr>
</tbody>
</table>
LC 304: Cross-Cultural Communications: U.S. and Japan (AV, G)
LC 308: Japanese Way of Life: Traditions and Changes (IT, G)

**Literature and Culture in English Translation**
LC 170: Special Topics
LC 270: Special Topics
LC 370: Special Topics
LC 377: Studies in Comparative Literature
LC 380: Introduction to Literary Theory

**Music**
MUS 164: The Gourmet Listener (AR)

**Philosophy**
PHIL 102: Introduction to Symbolic Logic (FR)
PHIL 103: Mind and World (IT)
PHIL 105: Rights and Wrongs (AV)
PHIL 106: God and Science (IT)
PHIL 107: Introduction to the Philosophy of Natural Science (IT)
PHIL 170: Special Topics
PHIL 204: Introduction to Ethical Theory (AV)
PHIL 205: What is Law? (AV, W)
PHIL 209: Philosophy of Religion (IT)
PHIL 213: Business Ethics (AV)
PHIL 214: Philosophy of Education (AV)
PHIL 224: Introduction to Social and Political Philosophy (AV)
PHIL 225: Medical Ethics (AV)
PHIL 230: Philosophy of Feminism (AV, U)
PHIL 232: Philosophy of Race (U, W)
PHIL 268: Hume’s Philosophy of Religion (IT, W)
PHIL 270: Special Topics
PHIL 300: Biology and Ethics (AV, W)
PHIL 302: Ethics and the Environment
PHIL 304: Ethical Theory (AV)
PHIL 305: Philosophy of Law (AV)
PHIL 307: Philosophy of Natural Science (IT, W)
PHIL 308: History of Ancient Philosophy (IT)
PHIL 309: History of Modern Philosophy (IT)
PHIL 310: Social and Political Philosophy (IT, W)
PHIL 311: Philosophy of the Mind (IT, W)
PHIL 340: Philosophy of Language (W)
PHIL 350: Knowledge, Belief, and Society (W)
PHIL 351: Metaphysics (W)
PHIL 351: Major Philosophers or Philosophical Movements (IT, W)
PHIL 356: Contemporary Ethics (AV, W)
PHIL 360: Advanced Symbolic Logic
PHIL 370: Special Topics
PHIL 380/381: Independent Study in Philosophy

**Religion**
REL 102: Introduction to Religious Thought (AV)
REL 104: Introduction to Myths and Rituals (CSI, G)
REL 106: Women, Religion, and Spirituality (CSI, G)
REL 110: Religions of the World (CSI, G)
REL 120: Introduction to Biblical Studies (IT)
REL 123: Jesus at the Movies (AR)
REL 130: Asian Religious Literature (LIT, G)
REL 131: Chinese Religions (CHC, G)
REL 132: Asian Religious Practice (CSI, G)
REL 133: Islam in the Modern World (CHC, G)
REL 135: Zen (CHC)
REL 170: Special Topics
REL 204: Native American and African Religions (CSI, G, W)
REL 209: Myth, Image, and Symbol in South Asian Religion (AR, G)
REL 210: Greek Myth and the Hero (IT) (cross-listed with GRS 210)
REL 221: The World of Jesus (CHC, W)
REL 231: Cults, Divination and Popular Religions in East Asian Societies (CHC)
REL 232: Hindus and Christians (IT, G)
REL 241: Modern Religious Thought (IT)
REL 242: Philosophers Read the Bible (IT, W)
REL 246: Who is (not) a Jew? (IT)
REL 270: Special Topics
REL 291: Magic, Witchcraft and Religion (CSI, W)
REL 292: Religion in Contemporary Japan (CSI, W)
REL 294: Jesus and the Gospels (IT)
REL 295: The Problem of Interpretation in Buddhism (IT)
REL 304: Latin American Religions (CHC, G, W)
REL 307: Voodoo, Santeria, and Candomble (CSI, G)
REL 309: Imagining Modern India (IT, G)
REL 310: Cults in America (CSI, U)
REL 318: Blood Rites and Mystery Cults (CHC)
REL 321: Angels and Demons in Biblical Literature (IT)
REL 322: Judaism and Christianity in the Greco-Roman World (CHC)
REL 323: Christian Controversies and Creeds (IT, W)
REL 324: Sexuality and Christianity (AV)
REL 325: Lost Books of the Bible (IT, W)
REL 330: Buddhism in India and Tibet (CHC, G)
REL 331: Buddhism in East Asia (IT)
REL 332: The Hindu Religious Tradition (CHC, G)
REL 333: Islam from Mecca to Malcolm X (CHC, G)
REL 334: Reading Hindu Texts (LIT)
REL 335: Reading Buddhist Texts (LIT, W)
REL 336: The World of Thought in Ancient China (IT)
REL 337: Encountering Religious Diversity (CSI, G)
REL 341: Religious Tolerance and Pluralism (AV)
REL 342: Judaism Through the Ages (IT, W)
REL 343: American Jewish Thought (IT)
REL 370: Advanced Topics in Religion
REL 450: Independent Study
Humanities Courses

World of Ideas
101 World of Ideas: The Ancient World (IT)  Introduction to the great thinkers of the ancient world, including sacred and secular poetry and prose; and to ancient art and architecture. Offered annually.

102 World of Ideas: 5th-16th Centuries (IT)  The history of an idea or theme from the Western Middle Ages through the Renaissance. Offered annually.

103 World of Ideas: 17th-18th Centuries (IT)  The important works and movements of the two centuries leading up to the modern era. Offered annually.

104 World of Ideas: The Modern Era (IT, G)  Important works and movements of the 19th, 20th, and the 21st centuries in their historical and cultural context. Offered annually.

120 First-Year Humanities Fellows Seminar  This course will allow First-Year Humanities Fellows to learn through a wide range of experiences, including attendance at lectures, poetry and fiction readings, performances, and museum visits. Credit/No Credit. Prerequisites: C- in Gateway and consent of instructor. (0.5 unit) Offered each spring.

Special Topics in the Humanities
270 Courses under this heading are designed to explore a wide variety of topics in the humanities that are not covered under any other course number. All texts are in English. This course may be repeated if the subject matter differs. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

370 Advanced examination of topics in the humanities. All texts are in English. Work in original languages, if not English, is allowed, after consultation with the instructor. Prerequisite: Gateway Colloquium. This course may be repeated if the subject matter differs. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

INTERNATIONAL STUDIES

Sheridan, Director

The International Studies Major is interdisciplinary in orientation; it is designed to bring the knowledge of several disciplines to address the myriad, cultural, economic, historical, political, and social problems which transcend national boundaries. Thus, the major is designed to serve the educational and career needs of students who are interested in studying issues from a trans-national perspective, and who are planning careers with international related agencies of the public and private sectors, international organizations, and foundations.

The International Studies Minor is designed for students who are interested in studying global and regional problems from an interdisciplinary perspective. It is recommended for students who would like to enhance or supplement their major with an international background. Students can pursue either an area studies minor – African, Asian, Latin American, or West European Studies – or a functional area minor – Development or Diplomatic Studies. Students who declare a major in International Studies can not declare a minor in any of the areas. If the students choose another area of concentration, a course may count toward only one area of concentration. At least two courses taken in each minor must be at the 300-400 level or equivalent.
Major Sequence in International Studies:
A minimum of ten courses to include the following (A minimum of four courses must be at the 300–400 level):

1) International Studies 240: Introduction to International Studies
2) One course on international systems, structures and processes to be chosen from the following:
   History 122: Modern Global History
   International Studies 222/322: International Human Rights: An Introduction
   Political Science 102: International Politics
   Political Science 218: Advanced Democracies
3) One course on the nature and the analysis of culture to be chosen from the following:
   Anthropology 171: Cultural Anthropology
   Anthropology/Environmental Studies 274: People and Cultures of East Africa
   Humanities 104: World of Ideas: The Modern Era
   Religion 110: Religions of the World
4) International Studies 488: Senior Seminar
5) All majors are required to complete an appropriate study abroad experience (excluding May Term).
6) Six additional courses in the area of concentration. Note that each area of concentration has a specific language requirement:

I. GEOGRAPHICAL AREA CONCENTRATION
Each student declaring a concentration in a geographic area—Asian, Latin American, or Western European Studies—must take one course beyond the general education language requirements in the language of the area, and five courses from various disciplines in the cultural, economic, historical, political, and social life of the area. This requirement does not apply to African Studies students who must complete one semester of an African language.

AFRICAN STUDIES CONCENTRATION
Core Courses
   IS 240: Introduction to International Studies
   One course on international systems, structures, and processes
   One course on the nature and analysis of culture
   IS 488: Senior Seminar
1) Language Proficiency: Students are required to fulfill general education requirements in a language taught on campus. It is highly recommended that students meet this requirement in French since it is the official language of 22 African countries and spoken by over 150 million Africans. In addition, students are required to complete one semester of an African language, which can be completed while studying abroad in Africa.
2) One semester study abroad in Africa that includes instruction in an African language.
3) Six additional courses: two courses from section A, and at least one from section B and at least one course from section C. Students are strongly encouraged to take two courses in section A prior to studying abroad in Africa. At least three of these six courses must be at the 300 level or above.
A) African History, Culture, & Politics
*Anthropology 270/370: Special Topics
Anthropology/Environmental Studies 274: Peoples and Cultures of East Africa
*Anthropology 277: Area Studies
Anthropology 355: African Expressive Arts (May Term Course)
*History 270/370: Special Topics
*International Studies 270/370: Special Topics
Political Science 216: Politics in Africa
Political Science 217: Politics and Society in Contemporary South Africa
*Political Science 270/370: Special Topics

B) Comparative Perspectives
Anthropology 171: Cultural Anthropology
Anthropology 250: World Music (May Term Course)
*Anthropology 252: Gender in Cross-Cultural Perspective
Anthropology 275: Anthropology of Theater, Performance & Spectacle
Anthropology 360: Race, Racism & Anthropology
Economics 355: Economics of Developing Countries (ECON 100 prerequisite)
Religion 204: Native American and African Religions
Religion 307: Voodoo, Santeria, and Candomble

C) Contemporary Issues
*Anthropology 397: Internship
*Anthropology 450: Independent Study
Health 280: Perspectives in Global Health
Political Science 325: Conflict Areas of the Third World
Political Science 326: Globalization & Development
*Political Science 450: Independent Study

Note: Courses taken through a study abroad program or travel courses may be
substituted for courses in sections B or C, depending on the content. Such cours-
es require the approval of the African Studies Coordinator and the Director of
International Studies.

*Applies if the course is taught on an African topic. Such courses require approval
by the African Studies Coordinator and the Director of International Studies.

Minor Sequence in African Studies:
1) Core Course: International Studies 240: Introduction to International Studies
2) Five additional courses, two at the 300 level or above. Three courses must
come from section A (Africa specific courses), one course must come from
section B (Comparative Perspectives), and one course must come from section C
(Contemporary Issues).

ASIAN STUDIES CONCENTRATION
Core Courses
IS 240: Introduction to International Studies
One course on international systems, structures, and processes
One course on the nature and analysis of culture
IS 488: Senior Seminar

1) Language Proficiency: Japanese 202 or equivalent in a language other
than Japanese appropriate to the student's study program. The Coordinator of
the Asian Studies Team and the Director of the International Studies Program
will determine when language proficiency other than Japanese will be appropri-
ate within a student’s program.

2) Five additional courses to be selected from sections A and B with at least
two from each. The fifth course may be a comparative course from section C
or another course from Section A or B. At least two of the five should be at
the 300-level or above. Of the two 300-level courses, only one may be a travel
course in May term.

A) Humanities and Fine Arts:
Art 116: Survey of Asian Art
Fine Arts 120: Japanese Film and Aesthetics
History 390: Seminar in Asian History (topics may vary; course may be appro-
priate in this section or in section B, check with instructor)
Literature and Culture 106/Japanese 306: Japanese Studies through Popular Media
Literature and Culture 202: Japanese Literature and Culture
Literature and Culture 205: Language and Culture in Japan
Media
Literature and Culture 304: Cross-cultural Communication: U.S. and Japan
Literature and Culture 308: Japanese Way of Life
Modern Languages 101: Beginning Chinese I
Modern Languages 102: Beginning Chinese II
Modern Languages 201: Intermediate Language I Chinese (prerequisite ML
101/102)
Religion 130: Asian Religious Literature
Religion 131: Chinese Religions
Religion 132: Asian Religious Practices
Religion 135: Zen
Religion/Art 209: Myth, Image and Symbol in South Asian Religion
Religion 231: Cults, Divination and Popular Religions in East Asian Societies
Religion 232: Hindus and Christians
Religion 309: Imagining Modern India
Religion 330: Buddhism in India and Tibet
Religion 331: Buddhism in East Asia
Religion 332: The Hindu Religious Tradition
Religion 334: Reading Hindu Texts
Religion 335: Reading Buddhist Texts

B) Social Science and Natural Science:
Anthropology 273: Self and Society in Japan
Business 451: International Business
History 100: Introduction to Chinese History
History 101: Introduction to Japanese History
History 202: World War II in the Pacific
History 210: Emperors and Revolutionaries: Chinese History Through Travel
History 251: The Vietnam Wars
History 300: The Chinese Revolution
History 301: Modern Japan, 1800-Present
History 303: China: The Cultural Revolution
History 390: Seminar in Asian History (topics will vary; course may be appropriate in this section or in section A; check with instructor)
Political Science 270/370: Special Topics*
Physics 239: Problems of Nuclear Disarmament
Religion 292: Religion in Contemporary Japan

C) Comparative Courses
One of the following courses may be substituted for one of the "five additional courses" required for the Asian Studies concentration in number 2 above.
Education 373/IS 373: Education and International Development*
International Studies 222/322: International Human Rights: An Introduction*
Political Science 215: Politics in Developing Societies*
Political Science 325: Conflict Areas of the Third World*
Political Science 360: Comparative Environmental Politics*
*When course includes a significant Asian component as determined by the Coordinator of the Asian Studies Team and the Director of International Studies.

Minor Sequence in Asian Studies:
At least two courses must be at the 300-400 level.
Either of the following two options may be chosen: I or II.
I: 1) Core Course: International Studies 240: Introduction to International Studies
   2) Language Proficiency: Japanese 202 or equivalent in another Asian language (See Asian Studies Concentration)
   3) Four courses: two from Section A, two from Section B, but one course from section C may be substituted for one in A or B (See lists under Asian Studies concentration)
II: 1) Core Course: International Studies 240: Introduction to International Studies
   2) Five courses: two from Section A, two from Section B, and one from Section A, B, or C (See lists under Asian Studies concentration)

LATIN AMERICAN STUDIES CONCENTRATION
Core Courses
   IS 240: Introduction to International Studies
   One course on international systems, structures, and processes
   One course on the nature and analysis of culture
   IS 488: Senior Seminar
   1) Language Proficiency: Spanish 203 Conversation and Composition. Students who also wish to pursue a major or minor in Hispanic Studies will meet the language proficiency requirement upon completion of the Hispanic Studies major or minor course requirements.
   2) Five additional courses to be selected from sections A and B, with at least two from each.
A) Fine Arts and Humanities:
   Literature and Culture 135: Special Topics in Hispanic Literature & Translation*
   Music 250: Special Topics: Latin American Music and Dance
   Music 268: Latin American Music
   Religion 270: Special Topics*
Religion 304: Latin American Religions
Religion 307: Voodoo, Santería and Candomblé
Spanish 305: Travel Seminar*
Spanish 360: Special Topic in Media and Film*
Spanish 470: Special Topics in Hispanic Studies*
Spanish 478: Latin American Literature-Short narrative and Essay
Spanish 488: Latin American Literature: The Novel

B) Social Sciences:
Economics 352: International Finance
History 160: Latin America
History 260: Spanish North America
History 360: Modern Brazil, 1825-Present
Spanish 316: Latin American Culture and Civilization
Spanish 320: Studies in Cultural History*
Spanish 330/350: Topics in Hispanic Studies*
Spanish 403: History of the Spanish Language
*Accepted only when topic or main focus is on Latin America.

3) One semester of study in Latin America: Course work for requirement #2 may be completed during the period of study abroad. Such courses are subject to the approval of the Latin American Studies Coordinator and the Director of the International Studies Program.

Minor Sequence in Latin American Studies:
At least two courses must be at the 300-400 level.
1) Core Course: International Studies 240: Introduction to International Studies
2) Language proficiency: Spanish 202 or equivalent
3) Four additional courses to be selected from sections A and B with at least one from each. (See lists under Latin American Studies concentration.)

WESTERN EUROPEAN STUDIES CONCENTRATION
Core Courses
IS 240: Introduction to International Studies
One course on international systems, structures, and processes
One course on the nature and analysis of culture
IS 488: Senior Seminar

1) Language Proficiency: French 230, Italian 202, or Spanish 203 or equivalent. Students who also wish to pursue a major or minor in French and Francophone Studies or Hispanic Studies may substitute this course requirement with a course from Section (A) Fine Arts and Literature or Section (C) Cultural History and Philosophy.
2) Five courses with at least one but no more than two courses in any one category (A, B, or C, and no more than two courses covering the period prior to 1800.)
3) One semester of study abroad in Western Europe. Course work for requirement #2 may be completed during the period of study abroad. Such courses are subject to the approval of the Western European Studies Coordinator and the Director of the International Studies Program.
A) Fine Arts and Literature

Art 316: European Art, 1750-1900
*English 243: What's Love Got To Do With It?: English Poetry, 1500-1700 (prerequisite: GW Colloquium)
*English 341: Medieval Literature
*English 342: Renaissance Literature
*English 343: Restoration and 18th Century
English 344: Romantic Literature
English 346: Victorian Literature
*English 393: Love, Marriage, Sex Power: Shakespeare's Comedies and Histories
*English 394: Death, Gender, Power: Shakespeare's Tragedies and Romances
French 303: Intro. to Lit. I: Individual and Society
French 304: Intro. to Lit II: Ideals of Love
Music 351: History of Opera
Spanish 360: Special Topics in Media and Film (focus on Spain only)
*Spanish 408: Early Spanish Literature
Spanish 418: Modern Spanish Literature
**Spanish 470: Special Topics in Hispanic Literature (focus on Spain Only)

B) Social and Political Science; Business and Economics

Business 451: International Business
Economics 325: History of Economic Thought
Economics 352: International Finance
French 310: Business French
*History 120: The Ancient and Medieval West
*History 121: Europe: Renaissance to Revolution
History 122: Modern Global History
History 221: The Holocaust
History 223: The Two World Wars
*History 321: Tudor-Stuart England
History 322: Love and Death in Freud's Vienna
History 325: Modern Germany
Political Science 218: Advanced Democracies
*Political Science 315: Classical Political Thought: Democracy in Athens and America
Political Science 316: Modern Political Thought: Liberalism & its Discontent
*Spanish 403: History of the Spanish Language

C) Cultural History and Philosophy

French 301: Advanced Expression I: Oral Communication
French 312: French Cinema
*History 224: Century of Genius
*History 225: The Enlightenment
*Humanities 101: World of Ideas: The Ancient World
*Humanities 102: World of Ideas: 5th-16th Centuries
*Humanities 103: World of Ideas: 17th-18th Centuries
Humanities 104: World of Ideas: The Modern Era
Literature and Culture 260: Italian Cinema
*Philosophy 280: History of Ancient Philosophy
Philosophy 281: History of Modern Philosophy
*Spanish 314: Iberian Culture and Civilization
**Spanish 320: Studies in Cultural History (Focus on Spain only)
**Spanish 330/350: Studies in Hispanic Studies (taken in Spain)
*Designates courses prior to 1800. Courses whose content straddle this marker will be considered as modern, if greater than 50 percent of the syllabus is devoted to the period post-1800.
**Designates courses whose focus (pre-1800 or post-1800) varies depending on the instructor.

Minor Sequence in Western European Studies:
At least two courses must be at the 300–400 level.
  1) Core course: International Studies 240: Introduction to International Studies
  2) Language Proficiency: French 230, Italian 202, or Spanish 203 or equivalent
  3) Four courses with at least one from categories A, B, and C, and no more than two courses covering the period prior to 1800. (See lists under Western European Studies concentration.)

II. FUNCTIONAL AREA CONCENTRATION
Each student declaring a concentration in a functional area—development studies, diplomatic studies—must take six courses from across the various disciplines that are related to the concentration.

DEVELOPMENT STUDIES CONCENTRATION
Core Courses
  IS 240: Introduction to International Studies
  One course on international systems, structures, and processes
  One course on the nature and analysis of culture
  IS 488: Senior Seminar
Required Course:
  Political Science 326: Globalization and Development OR
  Political Science 215: Politics in Developing Societies

1. Human Rights Emphasis
Any three of the following:
IS 222/322: Introduction to International Human Rights
Philosophy 224: Individual and the State
Physics 239: Problems of Nuclear Disarmament
Political Science 303: International Law and Organization
Political Science 325: Conflict Areas of the Third World
Plus two courses in one of the following specific areas in the developing world:
Latin America, Asia, Africa or Middle East. (Relevant language courses above the intermediate level would count).
In addition, Economics 100: Introduction to Economics is strongly recommended but not required.

2. Sustainability Emphasis
Any three of the following:
Anthropology 274: Peoples and Cultures of East Africa
Anthropology 288: Consuming Passions
Health 280: Perspectives in Global Health
Physics 239: Problems of Nuclear Disarmament
Political Science 360: Comparative Environmental Politics
Political Science 361: Globalization and the Environment

Plus:
Two courses in one of the following specific areas in the developing world:
Latin America, Asia, Africa or Middle East. (Relevant language courses above
the intermediate level would count).
In addition, Economics 100: Introduction to Economics is strongly recom-
mended but not required.

3. Globalization and Culture Emphasis
Any three of the following:
Anthropology 171: Cultural Anthropology
Anthropology 245/345: World Music (crosslisted with MUS 245/345)
Anthropology 275: Anthropology of Theatre, Performance and Spectacle
Anthropology 277: Area Studies (if in relevant region)
Anthropology 350: Birthing, Dying, and Healing
Anthropology 360: Race, Racism and Anthropology
English 359: World Literature
Music 245/345: World Music (crosslisted with ANTH 245/345)
Religion 333: Islam from Mecca to Malcolm X

Plus: two courses in one of the following specific areas in the developing world:
Latin America, Asia, Africa or Middle East. (Relevant language courses above
the 201 level would count).
In addition, Economics 100: Introduction to Economics is strongly recom-
mended but not required.

4. Economics and Policy Emphasis
Economics 100: Introduction to Economics
Plus: Any two of the following:
Business 451: International Business (junior and senior standing only)
Economics 351: International Trade
Economics 352: International Finance
Economics 355: Economics of Developing Countries
Political Science 345: International Political Economy

Plus: two courses in one of the following specific areas in the developing world:
Latin America, Asia, Africa or Middle East. (Relevant language courses above
the intermediate level would count).

Minor Sequence in Development Studies:
At least two courses must be at the 300-400 level.
Core Course: International Studies 240: Introduction to International Studies
Required Course:
Political Science 326: Globalization and Development OR
Political Science 215: Politics in Developing Societies
Two courses from approved list in one of the Emphasis sub-concentrations.
Two courses in a specific area or region.
DIPLOMATIC STUDIES CONCENTRATION

Courses in this area are designed for students who are interested in working in the field of international relations without specific geographic location. Courses focus on international organizations, diplomacy, global issues and international trade and finance.

Core Courses
1) IS 240: Introduction to International Studies
2) One course on international systems, structures, and processes
3) One course on the nature and analysis of culture
4) IS 488: Senior Seminar
5) Language: A fourth semester of a second language is required. If a student is majoring or minoring in a language, that student may substitute the language requirement with a course form the list in the student's chosen emphasis.
6) Off Campus study: students must study off campus for at least a semester. Study abroad in an appropriate program is strongly recommended. However, students in the Diplomatic Studies Concentration may also study for a semester in an appropriate domestic program (e.g. Washington Semester, Drew New York program). The off campus program must be approved by the International Studies Program Director and the coordinator of the Diplomatic Studies Team.

Peace and Security Emphasis:
   a) EITHER History 354: US Foreign Relations since 1914 OR Political Science 303: International Law and Organizations
      AND
   b) Four of the following courses, no more than two from one department:
      History 202: World War II in the Pacific
      History 223: The Two World Wars
      History 353: US Foreign Relations to 1914
      History 354: US Foreign Relations since 1914
      Political Science 303: International Law and Organizations
      Political Science 321: International Politics of East Asia
      Political Science 405: Theories of International Relations
      International Studies 222/322: International Human Rights
      Physics 239: Problems of Nuclear Disarmament
      Religion 133: Islam and the Modern World
      Religion 333: From Mecca to Malcolm X

OR

Globalization and Political Economy Emphasis:
   a) EITHER Economics 351: International Trade OR Political Science 345: International Political Economy
      AND
   b) Four of the following courses, no more than two from one department
      Business Administration 451: International Business
      Economics 351: International Trade
      Economics 352: International Finance
      Economics 355: Economics of Developing Countries
      History 227: The Bloody History of Afternoon Tea: The British Empire and Asia
      Political Science 303: International Law and Organizations
Political Science 322: Politics of the European Union
Political Science 345: International Political Economy
Political Science 360: Comparative Environmental Politics (cross-listed with Environmental Studies 360)
Political Science 361: Globalization and Development (cross-listed with Environmental Studies 361)
Religion 110: Religions of the World
Religion 133: Islam and the Modern World

**Minor Sequence in Diplomatic Studies:**
At least two courses must be at the 300-400 level
1) International Studies 240: Introduction to International Studies
2) One course on the analysis of systems, structures, and processes
3) One course on the analysis of culture
2) Three courses from either the Peace and Security emphasis or the Political Economy emphasis

**INTERNATIONAL STUDIES COURSES:**

**190 Global Titans (.5)** This spring seminar allows students enrolled in the Global Titans First-year Experience to continue their cohort experience. Prerequisite: Admission into the Global Titans FYE and the fall Global Titans Gateway 100 section and instructor permission. *Offered each spring.*

**222/322 International Human Rights: An Introduction (AV)** In this course, we will examine some of the basic theories that have defined the study of human rights and then explore issues involving rights violations as they involve mass violence, poverty, and inaccessibility to basic health care. We also investigate international efforts to redress human rights abuses such as the workings of truth and reconciliation commissions and international criminal courts. *Offered every other year.*

**240 Introduction to International Studies (G)** An examination from a global perspective of the major forces that have shaped and continue to influence our world. The course does not attempt exhaustive coverage of global problems, issues, and twentieth century history, but instead attempts to provide an interpretive framework for understanding those issues and problems. *Offered each spring.*

**260/360 Contemporary Global Cinema** This course is designed to compare and contrast examples of global cinema as an art form that facilitates critical thought about the attitudes, philosophies, values, and lifestyles portrayed onscreen with particular attention paid to gender, sexuality, race/ethnicity, and class. Students will view international films from the 21st century and examine them as aesthetic and cultural texts. Courses taught in English; films shown will have English subtitles. *Offered occasionally.*

**270 Special Topic** An interdisciplinary course with variable content depending on the particular aspects of the international experience selected for study. Emphasis may be directed towards a country, region or theme. See current Program of Classes to determine if this course fulfills general education requirements. *Offered occasionally.*

**370 Special Topic** An examination at the advanced level of selected international topics not covered in international studies courses. Course content varies depending upon the topic, which may be directed toward a country, region or theme. See current Program of Classes to determine if this course fulfills general education requirements. *Offered occasionally.*

**373 Education and International Development (CSI, G, W)** Throughout the world, enhanced educational opportunity has been viewed as an important means of improving people’s lives. This assumption will be examined by analyzing educational policies in Asia, Latin America, and Africa. Specific topics that will be covered include literacy, student
protest, and the educational treatment of girls, indigenous peoples, street children, child refugees, and child laborers. Offered in alternate May Terms.

397  Internship  Supervised experiential learning for students in International Studies. A substantial written project is required. Other requirements and placement to be specified in the internship learning contract. Course will not count towards the major or minor in International Studies. Prerequisites: Junior or senior standing and consent of Director of International Studies. Offered as needed.

450  Special Project  A major original research project developed and implemented in consultation with a faculty mentor. Particularly appropriate for qualified students seeking to graduate with Research Honors. Prerequisite: Consent of Director of International Studies. Offered as needed.

488  Senior Seminar (W)  An advanced analysis of a particular topic in international studies through a seminar format. Each student researches and writes a substantial paper which involves a detailed and original examination of an international issue or which focuses on a country or region. Offered each spring.

STUDY ABROAD PROGRAMS

Please see page 273.

ITALIAN STUDIES

See World Languages, Literatures, and Cultures

JAPANESE STUDIES

See World Languages, Literatures, and Cultures

KINESIOLOGY, SPORT AND WELLNESS

Eash, Dulak, Fish, Huffaker, Iannucci, Kauth, Martel, Mueller, Nelson-Brown, Prager, Rose, Schauls, Schumacher, Smith, Wagner

The department of Kinesiology, Sport and Wellness provides courses to meet the needs of the following:

1. Students enrolling in activity courses to meet the general education requirement for graduation.
2. Students interested in coaching, or who are pursuing a middle school or secondary endorsement in physical education.
3. Students interested in exercise science and fitness related professions.
4. Students choosing activity or theory courses as electives.

The objectives of the Kinesiology, Sport and Wellness departments are the following:

a) To provide students with skills, attitudes, and knowledge concerning sports and human movement for enjoyment now and in later years.

b) To provide experiences and activities for fostering and appreciating good health and physical fitness.

c) To prepare effective coaches and to instill in them professional attitudes and to offer coursework towards a middle school or secondary endorsement.

Students may choose courses from a wide range of available activities. All courses are offered on a coeducational basis.
Special options are available to students with physical limitations and students desiring independent study opportunities.

The following guidelines apply to the listings for activity courses:

1) Except where the description contains a statement to the contrary, **activity courses may not be repeated** without special permission from the department involved.

2) Where required, prerequisite ability for activity courses must be demonstrated prior to registering for the courses.

3) Certain courses involving commercial facilities require special fees as indicated at the time of registration (Bowling, Golf, Karate, Scuba Diving, Rock Climbing).

4) Students in activity courses are graded on a credit/no credit basis.

5) All activity courses are offered for non-degree credit. In other words, courses may be taken by full time students in addition to the standard class load at no additional tuition charge. Work will be recorded in the student's permanent record and will be counted toward completion of the general education physical education requirement, but may not be counted as part of the minimum total course unit requirements for a degree.

6) Course numbers followed by “X” are full term courses. Course numbers followed by “Y” are half term courses.

7) Fitness courses that meet the Physical Education requirement are identified by an asterisk.

**Major Sequence in Health Promotion and Fitness Management:**
The Health Promotion and Fitness Management major provides the knowledge and competencies related to a variety of health and fitness settings. The program combines curriculum and instruction from courses in the areas of biology, health, and exercise science. A dedicated focus within these disciplines provide the preliminary basis of information necessary for a future profession as a health care provider to promote healthy lifestyles. These professions could include a Certified Personal Trainer (CPT), Certified Strength and Conditioning Specialist (CSCS), Physical Therapist (PT), Wellness Director, Chiropractor and others.

This major will require a maximum twelve courses to complete the major. Courses in the biology, health, and exercise science disciplines fulfill the academic and competency based requirements to take a number of certifications in health and fitness. The requirements are based upon those suggested by the American College of Sports Medicine (http://certification.acsm.org/files/file/acsm-certified-personal-trainer-exam-content-outline.pdf) and the National Strength and Conditioning Association (http://www.nsca.com/ERP/). The major follows more closely the requirements of the NSCA. In order to be a Recognized Education Program (REP) by the NSCA we provide formal instruction in the following content areas:

- Human Anatomy and Physiology
- Exercise Physiology
- Kinesiology/Biomechanics
- Nutrition
- Scientific Principles of Strength and Conditioning
- Resistance Training and Conditioning
Exercise Technique/Exercise Prescription
Program Design as Related to Strength and Conditioning

The major includes some of the prerequisite courses for professional graduate programs in other allied health (occupational and physical health) professions while still leaving room for necessary prerequisite courses outside of the major.

Required Core Courses:
1) BIOL 107: Human Anatomy and Physiology I
2) BIOL 108: Human Anatomy and Physiology II
3) HLTH 230: Human Nutrition (LSI)
4) HLTH 280: Perspectives in Global Health (G)
5) HLTH 300: Achieving Wellness
6) PETH 320: Organization and Administration of Athletics and P.E.
7) PETH 325: Kinesiology
8) PETH 326: First Aid and Athletic Training
9) PETH 327: Essentials of Strength and Conditioning (W)
10) PETH 330: Exercise Physiology
11) PETH/HLTH 397: Internship (.75/1.0)
12) PSYC 380: Sport and Exercise Psychology

Although not required for the HPFM major, in preparation for some health sub-specialties and fitness careers or for graduate school, it is strongly recommended that students take prerequisites for those programs which may include:
1) Two lab courses in chemistry (201, 202 or 311, 312)
2) Two lab courses in physics (101, 102 or 105, 106)
3) Mathematics through 176 (or proficiency)
4) Two general psychology courses (251, 252)
5) One course in statistics (PSYC 227, BIOL 323 or 395)

Theory Courses/Minors
Theory courses for minors offered by the department of Kinesiology, Sports and Wellness consist of a variety of studies relating to the acquisition and teaching of movement skills, to coaching techniques and theories, to first-aid and safety, and to basic principles of the mechanics and physiology involved in human movement.

The minor in physical education consists of courses primarily designated for persons desiring to teach and coach the sports most commonly encountered in the public schools, or for students pursuing a middle school or secondary endorsement in physical education. **Note:** Per ISBE requirements, students must first complete the requirements for a teaching license to be eligible to add an endorsement (see Educational Studies for programs and requirements). Students may qualify for the physical education endorsement by completing a series of at least six courses in physical education and receiving a passing score on the Illinois State Board physical education content exam (secondary only). Contact your physical education advisor for more information.

An individual not seeking teacher licensure may select courses in the Kinesiology, Sports and Wellness department. Such a student may design a program involving supplementary courses from other areas as preparation for a variety of careers. Examples might include sports writing, equipment sales, recreation administration, or exercise science and fitness related professions.
**Minor Sequence in Coaching:**
The following courses are required for the minor.
1) Choose one of four
   - PETH 210: Coaching Baseball and Football
   - PETH 211: Coaching Basketball and Track
   - PETH 214: Coaching Golf and Soccer
   - PETH 216: Coaching Volleyball and Softball
2) PETH 290: Introduction to Coaching
3) PETH 320: Organization and Administration of Athletic and Physical Education Programs
4) PETH 325: Kinesiology
5) PETH 326: First Aid and Athletic Training
6) PETH 330: Exercise Physiology
Recommended:
7) PEC 129X: Personal Fitness I
8) PETH 327: Essentials of Strength and Conditioning

**Minor Sequence in Exercise Science:**
The following courses are required for the minor.
1) BIOL 107: Human Anatomy and Physiology
2) HLTH 230: Nutrition
3) PETH 325: Kinesiology
4) PETH 326: First Aid and Athletic Training
5) PETH 327: Essentials of Strength and Conditioning
6) PETH 330: Exercise Physiology
Recommended:
7) PEC 129X: Personal Fitness I
8) PEC 123Y: Cross Fit
9) PEC 135Y: Weight Lifting
10) BIOL 108: Human Anatomy and Physiology
11) HLTH 310: Special Topics in Health
12) PETH 397: Internship in Exercise Science
13) PSYC 380: Sport and Exercise Psychology

**Minor Sequence in Physical Education:**
The following courses are required for the minor.
1) PETH 201: Theory and Practice of Physical Education
2) PETH 202: Theory and Practice of Physical Education
3) PETH 320: Organization and Administration of Athletic and Physical Education Programs
4) PETH 325: Kinesiology
5) PETH 330: Exercise Physiology
6) Choose one of these three:
   - PETH 326: First Aid and Athletic Training
   - HLTH 300: Achieving Wellness
   - PETH 327: Essentials of Strength and Conditioning

**Minor Sequence in Sports Management:**
The following courses are required for the minor.
1) PETH 280: Foundations of Sports Management
2) PETH 310: Planning, Design, and Event Management in Sports & Recreation
3) PETH 315: Marketing and Public Relations for Sports & Recreation

Electives (3 courses)

One must be taken from one of the asterisk courses found in the Kinesiology, Sports and Wellness Department or Psychology Department.

Two courses must be from other asterisked courses or non-asterisked courses found outside the Kinesiology, Sports and Wellness Department.

*PETH 290: Introduction to Coaching
*PETH 320: Organization & Admin of Athletic Education
*PETH 397: Internship – Sports Management
*PSYC 380: Sports & Exercise Psychology
ECON 100: Intro to Economics
ACC 112: Accounting & Decision Making
ACC 212: Accounting & Decision Making II
FIS 303: Financial Management
BUS 331: Marketing: Principles & Mgmt.
BUS 341: Organization & Mgmt.
BUS 355: Business Law I

Activity Courses

Two courses (X) or four half courses (Y) or an equivalent combination are required. At least 1 x or 1 y must be a fitness course. Fitness courses meeting the requirement are designated with an asterisk*.

109X Basic Scuba Diving An introduction to basic scuba diving. This course does not provide certification, but will prepare the participant to take the exam for Open Water Certification should they so desire. Special fee. Offered each semester.

111Y Beginning Swimming Basic swimming instruction and lifesaving skills for the non-swimmer or beginning swimmer. May be repeated one time only with the consent of instructor. Offered in alternate years, fall semester.

*113X Fitness Swimming For the intermediate and advanced swimmer. Geared to train the student in swimming strokes, distances, and combination strokes to increase endurance, muscle growth, appearance and circulatory efficiency. Offered each spring.

*114Y Water Aerobics An aerobic water fitness program designed for non-swimmers and swimmers to help maintain lifetime physical fitness. Offered each spring.

*116X Lifeguard Training Course focuses upon increasing awareness of water hazards, the avoidance of accidents, and utilization of appropriate rescue techniques. Course includes 20 hours outside of class for First Aid and CPR. Prerequisite: ability to swim 500 yards continuously using several strokes. Special fee. Offered in alternate years.

117X Water Safety Instructor Red Cross Water Safety Instructor course leading to certification for teaching swimming. Prerequisite: a current Advanced Lifesaving certificate. Special fee. Offered as needed, fall semester.

118Y Tennis I Open to individuals with no experience in playing tennis. Offered each fall and May Term.

120Y Badminton An introduction to singles and doubles play. Offered each semester.

*121Y Pilates An introduction to Pilates basic movements; course focuses on improvement of overall strength, posture, and flexibility. Offered each semester.
122Y Volleyball  An introductory course in fundamentals of power volleyball. Offered each semester.

*123Y Cross Fit  Affiliated with Crossfit TCB. Course is programmed to improve individuals’ core strength and conditioning. The goal is to gain competency in ten fitness areas. Workouts are constantly varied, high intensity functional movement. Offered each semester.

124Y Bowling  For beginners and those who already know how to bowl. Special fee. Offered each semester.

125Y Beginning Golf  An introduction to basic skills. Special fee. Offered each fall and May Term.

126Y Intermediate Golf  For experienced golfers. Emphasis on swing mechanics, playing strategies and specialty shots. Special fee. Offered as needed.

127Y Racquetball  Introduction to individual skills, techniques, and strategies of singles and doubles play. Offered each semester.

*128Y Circuit Training  An introduction of circuit training in the use of Selecterize machines to improve strength, endurance and flexibility. Offered each semester.

*129X Personal Fitness I  Students assess the five health related aspects of fitness; muscular strength and endurance, flexibility, body composition, and cardiovascular endurance. Various types of exercise programs are discussed and practiced. Offered each semester.

*131X Personal Fitness II  Designed to help students plan and carry out their own personal fitness program using results of physical fitness tests obtained in Fitness I. Prerequisite: 129X or consent of instructor. Offered as needed.

*132Y Fitness Walking  Designed to develop physical fitness through a walking program. Open to all levels of fitness. Offered each semester and May Term.

*133Y Step Aerobics  Designed to improve cardiovascular fitness through rhythmic exercise. Open to beginning as well as advanced levels of fitness. Offered each semester.

*134Y Jogging  Improving cardiovascular fitness through jogging. Open to all levels of experience. Offered each semester.

*135Y Weight Lifting  Lifting free weights to improve total body strength. Proper technique and safety emphasized. Open to beginners as well as experienced lifters. Offered each semester.

*136Y Cycling Fitness  Improving cardiovascular fitness using stationary bicycles. Open to all levels of fitness. Fulfills general education requirements in Physical Education category.

137Y Special Activities  Various recreational activities (rock climbing, wallyball, fitness games, yoga). Special fee required for some activities. Offered each semester.

*138Y Cycling Fitness II  Designed to provide accelerated cardiorespiratory fitness at an intermediate to advanced level. Prerequisite: Cycling Fitness 136Y. Offered each semester.

*139Y Aerobics  Improving cardiovascular fitness through rhythmic movements and exercises set to music. Students work at their own physical level whether it be beginning or advanced. Offered each semester.

140Y Beginning Social Dance  An introduction to social dancing, including waltz, fox trot, polka, jitterbug, and others. Offered annually.

*142X Jazz Dance I (Cross-listed with MUTH 132)  An introduction to the fundamentals of jazz dance technique. The course will build the student's jazz vocabulary and technical skill in properly executing that vocabulary. Students will be drilled in proper body alignment and proper body conditioning for jazz dance, and ability to perform simple jazz combinations. May be repeated, but Gen Ed credit can only be received for a student's first. Offered annually.
*143X  Tap Dance I (Cross-listed with MUTH 133)  An introduction to the funda-mentals of tap dance technique. The course will build the student's tap vocabulary and technical skill in properly executing that vocabulary. Students will be drilled in proper body alignment and proper body conditioning for tap dance, and ability to perform simple tap combinations. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered annually.

*144X  Ballet I (Cross-listed with MUTH 134)  Beginning Ballet: An introduction to the fundamentals of ballet technique. The course will build the student's ballet vocabulary and technical skill in properly executing that vocabulary. Students will be drilled in how to learn, master and perform simple ballet combinations. Prerequisites: none. May be repeated for credit. Offered each semester.

*145X  Modern Dance I (Cross-listed with MUTH 135)  An introduction to the fundamentals of modern dance. The course will build the student's basic modern dance vocabulary and technical skills in properly executing that vocabulary. Students will be drilled in proper body alignment and proper body conditioning for modern dance, and ability to perform simple modern dance combinations. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered annually.

*151X  Adapted Physical Education  Designed for students whose medical examination indicates a recommendation of restricted exercise. May be repeated. Prerequisite: Consent of department chairman. Offered each semester.

*152Y  Adapted Physical Education  Designed for students whose medical examination indicates a recommendation of restricted exercise. May be repeated. Prerequisite: Consent of department chairman. Offered each semester.

153X  Karate  Students work toward attaining a red belt. Special fee. Offered each semester.

155X  Advanced Karate  Prerequisite: Consent of instructor. Special fee. Offered each semester.

180Y  Fencing  Beginning techniques in foil fencing and bout judging and directing. Offered each semester.

*232X  Jazz Dance II (Cross-listed with MUTH 232)  Intermediate jazz dance tech-nique. The course will expand jazz vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level strength, stretching, stamina and body awareness suitable to the jazz idiom. Prerequisite: PEC 142X*/MUTH 132 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered annually.

*233X  Tap Dance II (Cross-listed with MUTH 233)  Intermediate tap dance tech-nique. The course will expand tap vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level rhythm, strength, stretching, stamina, and body awareness suitable to the tap idiom. Prerequisite PEC 143X*/MUTH 133 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered annually.

*234X  Ballet II (Cross-listed with MUTH 234)  Intermediate ballet technique. The course will expand ballet vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level strength, stretching, stamina, and body awareness suitable to the ballet idiom. Prerequisite: PEC 144X*/MUTH 134 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered each semester.

*235X  Modern Dance II (Cross-listed with MUTH 235)  Intermediate modern dance technique. The course will expand modern dance vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level strength, stretching, stamina and body awareness suitable to the modern dance idiom.
Prerequisites: PEC 145X*/MUTH 135 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered each semester.

*250X  Varsity Sports  Prerequisite: Consent of head coach of each sport. Offered each semester.

*332X  Jazz Dance III (Cross-listed with MUTH 332)  Advanced jazz dance technique. The course will expand jazz dance vocabulary as well as explore more advanced styles and combinations. Students will be expected to master advanced level strength, stretching, stamina, and body awareness suitable to the jazz dance idiom. Students will focus on exploring performance skill that range beyond the technique. Prerequisite: PEC 232X*/MUTH 232 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered annually.

*333X  Tap Dance III (Cross-listed with MUTH 333)  Advanced tap dance technique. The course will expand tap dance vocabulary as well as explore more advanced styles and combinations. Students will be expected to master advanced level strength, stretching, stamina, and body awareness suitable to the tap dance idiom. Students will focus on exploring performance skill that range beyond the technique. Prerequisite: PEC 233X*/MUTH 233 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered annually.

*334X  Ballet III (Cross-listed with MUTH 334)  Advanced ballet technique. The course will expand ballet vocabulary as well as explore more advanced styles and combinations. Students will be expected to master advanced level strength, stretching, stamina, and body awareness suitable to the ballet idiom. Students will focus on exploring performance skill that range beyond the technique. Prerequisites: PEC 234X*/MUTH 234 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered each semester.

*335X  Modern Dance III (Cross-listed with MUTH 335)  Advanced modern dance technique. The course will expand modern dance vocabulary as well as explore more advanced styles and combinations. Students will be expected to master advanced level strength, stretching, stamina, and body awareness suitable to the modern dance idiom. Students will focus on exploring performance skill that range beyond the technique. Prerequisites: PEC 235X*/MUTH 235 or consent of instructor. May be repeated, but Gen Ed credit can only be received for a student's first enrollment. Offered each semester.

Theory Courses

201  Theory and Practice of Physical Education  Teaching methods and activities and practical class participation in learning various team sports at the secondary school level. Offered in alternate years, fall semester.

202  Theory and Practice of Physical Education  The development of physical education, its history, teaching methods and activities; practical class participation in learning various individual sport activities at the secondary school level. Offered in alternate years, spring semester.

210  Coaching Baseball and Football  Fundamentals of coaching baseball and football including drills, strategies, rules, and conditioning. Offered in alternate years, fall semester.

211  Coaching Basketball and Track  Fundamentals of coaching basketball including modern offenses and defenses, strategies, and drills. Coaching track and field events including modern methods in conditioning and training. Offered in alternate years, spring semester.

214  Coaching Soccer/Golf  This course is intended to cover the essentials of coaching soccer and golf in order to prepare the students to be more active post-graduation as well as more active in their community with the knowledge to coach both soccer and golf. Offered in alternate years, spring semester.
216 Coaching Volleyball and Softball  Basic and advanced skills, techniques, tactics, and strategies of competitive softball and volleyball along with techniques of coaching individual and team play. Offered in alternate years, spring semester.

280 Foundations of Sports Management  Instruction in the foundation of sports as an occupation and industry; sports management functions and best practices in sports finance, sports economics, sports sponsorship, sports marketing, sports law, and event management. Sport ethics and social issues will be discussed. There will be an introduction to career opportunities in sports. Offered in alternate years, fall semester.

290 Introduction to Coaching  The study of basic scientific principles of Biomechanics, Psychology, and Physiology as they relate to coaching sports skills. Basic discussions regarding scientific training methods and conditioning, motivational techniques, nutrition, environmental conditions, and handling the pressures of competition. Offered in alternate years, fall semester.

297/397 Internships  Opportunity for field work at community non-profit agencies, alternative school settings, parks and recreation departments, and camping facilities. Prerequisite: P.E. Theory 201, 290, 320 and consent of department chair. Offered as needed.

310 Planning, Design, & Event Management in Sports & Recreation  This course emphasizes the leadership, management, and organizational principles necessary for directing programs and facilities in sport management. This will be accomplished by dividing the class into research groups that will select a method of integrating the principles necessary for directing programs via internships or some type of community venue. This practical experience will be supported by a culminating research paper. Offered in alternate years, fall semester.

315 Marketing & Public Relations for Sports & Recreation  Students will research and examine the processes behind the proper techniques of sports information and media relations. They will be required to perform field experience in marketing and public relations as assigned by the instructor. This will be done on campus by integrating with the Illinois Wesleyan Athletic Department. All students will finish the class with a capstone project by developing a comprehensive marketing plan which will be given by oral presentation to the class. Offered in alternate years, spring semester.

320 Organization and Administration of Athletic and Physical Education Programs  The administrative problems involved in organization of the athletic, recreation, and physical education programs, will cover curriculum design. Practical applications in intramural sports and athletic organization and management. Recommended: 201 and 202. Offered in alternate years, spring semester.

325 Kinesiology  Use of mechanics and muscular action in balance and movement of the human body. Offered in alternate years, fall semester.

326 First Aid and Athletic Training  Instruction in administering accepted first aid practices in emergencies and accepted methods for the prevention and corrective treatment of athletic injuries. Offered in alternate years, spring semester.

327 Essentials of Strength and Conditioning (W)  An application oriented course that provides useful information for students with a background in anatomy, physiology, Kinesiology, and other exercise sciences. Useful for those who intend to pursue professional work as a personal trainer or become involved with exercise prescription. Prerequisite: PE Theory 325, 330, or consent of instructor. Offered in alternate years, spring semester.

330 Exercise Physiology  Exercise Physiology is the study of movement and the research based principles associated with the systematic and functional responses and adaptations to different forms of exercise. Offered in alternate years, fall semester.

400 Independent Study  Independent research and study beyond courses offered in any particular area of physical education. Prerequisite: consent of department chairman. Offered as needed.
LATIN

Jin, Coles, Sultan

101 Beginning Latin I First course of basic sequence; no prior knowledge expected. Grammar and vocabulary building through short sentence practice and drill. Discussion of Roman culture and society. Offered every fourth semester.

102 Beginning Latin II Completion of basic grammar and introduction to reading of texts. Prerequisite: Latin 101 or by placement. Offered the semester following 101.

201 Intermediate Latin (LA) Introduces students to intermediate Latin prose through study of three works to be selected from the following genres: forensic oratory, history, biography, and letters. Authors may include Nepos, Cicero, Livy, Sallust, and Pliny the Younger. Includes study of the author’s career and historical and cultural milieu of the works, as well as Latin grammar and vocabulary. Prerequisite: Latin 102 or equivalent. Offered every third semester following 102.

399 Independent Study Directed reading of Latin at the fourth semester or above. Text will be chosen by student in consultation with the instructor. Prerequisite: Latin 201 and consent of instructor. Offered by arrangement.

LATIN AMERICAN STUDIES

For information about the major or minor in International Studies with a concentration in Latin American Studies, please see International Studies on page 217.

LITERATURE AND CULTURE STUDIES IN ENGLISH TRANSLATION

See World Languages, Literatures, and Cultures

MATHEMATICS

Drici, Harris, He, Lee, Roberts

Mathematics is the language of science, providing a framework for analyzing the world by abstracting from our observations that which is essential to the question at hand. A successful study of mathematics gives the student a powerful approach to solving problems through organization, simplification, and abstraction. This process often leads to solutions and techniques of great beauty independent of their application. The aim of the Department of Mathematics is to give its students an understanding of some of the theories and methods of mathematics as well as an appreciation of their beauty.

In today’s job market, individuals with highly developed analytical and problem-solving skills are in great demand and so there are a number of career options open to the students who choose to major in Mathematics. These include careers in secondary education, actuarial science, operations research, data science, scientific computing, and management science and other areas of business. The Department of Mathematics maintains a list of suggested tracks of courses for different career paths, including a 3:2 Dual-Degree Pre-Engineering Program.

Mathematics majors, including first-year students, should seek advisement by a member of the mathematics faculty as soon as possible.
All students needing to take calculus will begin their study of mathematics with MATH 176. The MATH 176-177-178-278 sequence is an alternative approach to the standard Calculus, which uses a more sophisticated and rigorous approach and integrates multivariate calculus with single variable calculus. Placement into MATH 177 or MATH 278 (Calculus 2 or 3) via AP credit is not allowed.

Individuals who do not start their college mathematics with calculus should take MATH 105, 110, 140, 141, 143, or 145 depending on their major interests. Credit will not be allowed for any course that is taken after the successful completion of another course for which the first course was a prerequisite.

**Major Sequence in Mathematics:**

A minimum of twelve course units in mathematics to include:

1) MATH 176, 177, 178, 278.
2) MATH 120X, 220, 320, 420: Math Immersion Sequence
   Note: Math 321 Math Immersion III B is intended specifically for transfer students who declare their math major during their junior year.
3) MATH 200 and 215. Both MATH 200 and MATH 215 should be completed by the end of the second year. Students should consult with a mathematics advisor in order to determine the best time for them to take these courses.

And a minimum of six course units that satisfy the following requirements:

4) Two courses selected from MATH 360, 362, 364, 366, 368, or approved 470.
   Students must take at least one of the two courses in their junior year. Students are allowed to take more than two courses from 360, 362, 364, 366 and 368.
5) MATH 397, 495, or 499 for the completion of a capstone experience during the senior year. See below for additional information about the capstone experience requirement.
6) Three additional electives selected from Math 310, 324, 325, 340, 360, 362, 364, 366, 368, 400, 403, 407, 412, 430, 437, 451, or approved 370/470.
   At least one of the 12 required math courses should be taken during the senior year. MATH 105, 106, 110, 135, 136, 140, 141, 143, 145 will not count towards the Mathematics major.

**Signature Experience:**

The signature experience is a major requirement to be completed during the senior year. It is an academically challenging activity, which may involve individual or group projects, such as directed research, mathematical modeling projects, computational projects, or tutorials. The signature experience will require a substantial mathematical background and is expected to develop a relatively sophisticated understanding and use of concepts, as well as an ability to discuss ideas and results, and to articulate them in writing and in oral presentations. At least one informal presentation at the department senior colloquium is required. The signature experience may take the form of a single project/research completed in one semester or it may be extended over several semesters with a grade recorded upon completion of the project through enrollment in MAT 397, 495, or 499 in the fall semester of the senior year. Required of all majors. Consent of the department Chair and research/project advisor required.
Upon approval of the Math Department Chair, the signature experience may be waived for students completing an equivalent signature experience in another area, such as Secondary Education. In such cases, the requirement is replaced with the completion of an additional math elective course.

**Actuarial Science Concentration:**

Actuarial science is the study of financial uncertainty that quantifies risk management. Actuaries often work in insurance and finance industries and use mathematical and statistical models to analyze financial risk. The concentration in actuarial science provides a foundation in the areas of mathematics, statistics, economics, finance, and accounting.

A minimum of thirteen course units in mathematics to include:

1. MATH 176, 177, 178, 278
2. MATH 120X, 220, 320, 420: Math Immersion Sequence
   Note: Math 321 Math Immersion III B is intended specifically for transfer students who declare their math major during their junior year.
3. MATH 200 and 215. Both MATH 200 and MATH 215 should be completed by the end of the second year. Students should consult with a mathematics advisor in order to determine the best time for them to take these courses.
4. MATH 324, 325, 403, and ACC 112
5. Two courses selected from MATH 360, 362, 364, 366, 368 or approved 470. Students must take at least one of the two courses in their junior year. Students are allowed to take more than two courses from MATH 360, 362, 364, 366, and 368.
6. MATH 397, 495, or 499 for the completion of a capstone experience during the senior year.

At least one of the 12 required math courses should be taken during the senior year. Students are strongly encouraged to take ECON 100 and FIS 303.

**Statistics Concentration:**

A minimum of twelve course units in mathematics to include:

1. MATH 176, 177, 178, 278
2. MATH 120X, 220, 320, 420: Math Immersion Sequence
   Note: Math 321 Math Immersion III B is intended specifically for transfer students who declare their math major during their junior year.
3. MATH 200 and 215. Both MATH 200 and MATH 215 should be completed by the end of the second year. Students should consult with a mathematics advisor in order to determine the best time for them to take these courses.
4. MATH 324, 325, 403
5. Two courses selected from MATH 360, 362, 364, 366, 368, or approved 470. Students must take at least one of the two courses in their junior year. Students are allowed to take more than two courses from MATH 360, 362, 364, 366, and 368.
6. MATH 397, 495, or 499 for the completion of a capstone experience during the senior year.

At least one of the 12 required math courses should be taken during the senior year.
Minor Sequence in Actuarial Science:
A minimum of 7 course units to include:
  1) MATH 176, 177
  2) MATH 215
  3) MATH 324
  4) MATH 325
  5) ACC 112
  6) FIS 303
Students are also encouraged to take ECON 100 and MATH 403.
Note that math majors may not earn a minor in actuarial science.

Minor Sequence in Mathematics:
A minimum of 6.25 course units in mathematics to include:
  1) MATH 176, 177, 178
  2) MATH 200 or 215
  3) Three additional courses numbered 300 or above, or any other course
     approved by the Chair of the Math department.

    MATH 105, 106, 110, 135, 136, 140, 141, 143, 145, will not count towards
    the Mathematics minor.

Minor Sequence in Statistics:
A minimum of six course units to include:
  1) MATH 176, 177
  2) MATH 215
  3) MATH 324, 325, 403
Note that math majors may not earn a minor in statistics.

    Math majors and minors who seek a secondary teaching licensure declare
    a second major in secondary education and apply to the Teacher Education
    Program in the sophomore year. Refer to the Educational Studies section in this
    Catalog and the Teacher Education Program Handbook (http://www.iwu.edu/
edstudies/handbooks/) for further information.

    The Department of Mathematics maintains three computer labs. A
    Mathematics Learning Center (MLC) is also available throughout the academic
    year. It is staffed with student assistants under faculty supervision and is open
    to students enrolled in most first-year courses.

105  Mathematical Concepts for Elementary Teachers I  Study of mathematical
      concepts including counting and cardinality, operations, and algebraic thinking, number
      and operations (base ten and fractions), with attention to mathematical practices and the
      historical development of mathematical concepts. Emphasis on mathematical reasoning,
      including proof. This is not a methods course. Will not count toward the major or minor
      in mathematics. Prerequisite: ACT score of 22 or SAT score of 1030. Enrollment limited
      to elementary teacher education majors. Offered each fall.

106  Mathematical Concepts for Elementary Teachers II (FR)  Study of mathemati-
      cal concepts including measurement and data, geometry, statistics, probability, with
      attention to mathematical practices and the historical development of mathematical
      concepts. Emphasis on mathematical reasoning, including proof. This is not a methods
      course. Will not count toward the major or minor in mathematics. Prerequisite: 105.
      Enrollment limited to elementary teaching education majors. Offered each spring.
110 Finite Mathematics (FR)  Topics to be selected from solving systems of linear equations using Gaussian and Gauss-Jordan Elimination, matrix algebra, linear programming, probability, mathematics of finance, statistics, and Markov chains. Will not count toward the major or minor in mathematics. Prerequisites: two years of high school algebra and one year of high school geometry. Offered each semester.

120X Math Immersion 1 (0)  This course serves as an introduction to the culture of the math program at IWU. Requirements of this course are accruing at least 5 math immersion points throughout the year, creating a math portfolio that will be maintained throughout each students time at IWU, and meeting once per semester with the math faculty advising group. Credit/No Credit only. To be taken spring of the first year.

135 Applications of Sets, Logic, and Recursion (FR) (Cross-listed with CS 135)  Introduction to functional programming and discrete mathematics. Sets, functions, and relations. Basic logic, including formal derivations in propositional and predicate logic. Recursion and mathematical induction. Programming material: Data types and structures, list processing, functional and recursive programming. No prerequisite. Will not count towards the major or minor in mathematics. Offered every year.


140 Mathematical Modeling: Finance (FR)  An introduction to the mathematics of finance. Topics will include geometric and arithmetic sequences and series, simple interest, compound interest, bank discounts, treasure bills, time diagrams, ordinary annuities, annuities due, general annuities, retirement annuities, amortization, sinking funds and other selected topics that could include bonds, life insurance, and stocks. Prerequisite: Two years of high school algebra or the equivalent. Offered each fall.

141 Mathematical Modeling: Statistics (FR)  This course introduces some basic statistical methods used in practice: organization and description of data, probability, probability distributions, the normal distribution, sampling distributions, inferences from large and small samples, comparing two treatments. Focus will be placed on the derivation of these methods from first principles and its generalization in decision making. Prerequisites: Two years of high school algebra and one year of high school geometry. Offered in alternate years, Spring Term.

143 Mathematical Modeling: Discrete Structures (FR)  This course explores discrete mathematical structures and their properties. Emphasis is placed on how these structures can be used to model problems encountered in the world. The theory of graphs will be studied, as well as graph algorithms. Topics may include flows in networks, scheduling problems, properties of social networks, matching theory, and others. Prerequisites: Two years of high school algebra and one year of high school geometry. Offered as needed.

145 Mathematical Modeling: Measurement and Approximation (FR)  An introduction to the mathematical modeling of problems that contain a quantity that cannot be measured directly by performing a simple computation. Approximation methods will be designed to produce a sequence of approximations that approaches the true measurement. One objective of the course is to introduce the sequential definition of limit and to strengthen pre-calculus skills. Prerequisites: Two years of high school algebra and one year of high school geometry. Offered as needed.

176 Calculus I (FR)  This is the first course in a three-course sequence on differential and integral calculus. Topics covered include limits and continuity, differential calculus of functions of one variable, and introduction to integration. Prerequisites: Two years of high school mathematics, including algebra, trigonometry, pre-calculus. Offered each semester.
177  **Calculus II**  Further topics in one variable calculus, applications of the definite integral, techniques of integration, sequences and series, and polar coordinates. Prerequisite: 176 or placement by advisement from the Department of Mathematics. Offered each semester.

178  **Calculus Lab (.25)**  Lab explorations of the theory and applications of differential and integral calculus encountered in Calculus I and II. Offered every semester. Required for math majors. To be completed by the end of the first year. No prerequisite.

200  **Techniques of Mathematical Proof (W)**  Writing mathematical proofs. Topics to include naive set theory, indexing sets (including arbitrary indexing), relations, equivalence relations, functions, function inverses and inverse images, composition of functions, Epsilon-delta and sequential definitions of limit of a function, induced functions on power sets, finite and infinite sets, countable sets, mathematical induction. Prerequisite: MATH 176 or consent of instructor. Offered each semester.

211  **Mastering Space and Time in Pre-Modern Mathematics (IT) (Cross-listed with GRS 211 and HIST 211)**  Explore humanity’s first conceptions of space and time by mastering early mathematical discoveries! Through analysis of ancient writings, students learn about number systems, trigonometry, polynomials, absolute value, and other mathematical concepts in their original contexts, from ancient Mediterranean to Newton’s England. Will not count toward Math major/minor. Offered occasionally.

215  **Linear Algebra (FR)**  Vector spaces, linear mappings, determinants, matrices, eigenvalues, geometric applications. Prerequisite: 176 or consent of instructor. Offered each semester.

220  **Math Immersion II (.25)**  A continuation of Math 120. Requirements include accruing at least 5 math immersion points throughout the year, maintaining the portfolio including completion of a 2-year plan, and meeting with the math faculty advising group once per semester. A sophomore project must be approved by the project advisor and completed by the end of the sophomore year. To be taken spring of the sophomore year. Prerequisite: Math 120.

270/370/470  **Topics in Mathematics**  Topics in pure and applied mathematics not covered in other offerings. Math 470 will be proof oriented. May be repeated for different topics. Prerequisite: varies with the topic. Offered as needed.

278  **Calculus III**  This is a course in multivariate calculus. Topics include vectors and geometry in 3-D space, derivative of a function of several variables, partial derivatives, gradients, line integrals and multi-variable integrals, vector-valued functions, Green's and Stokes' Theorems. Other topics, as time permits: vector fields and basic topology of the real number line. Prerequisite: 177 or placement by advisement from the Department of Mathematics. Offered each semester.

310  **Combinatorics and Graph Theory**  Topics to include basic counting techniques (counting principles, binomial identities, inclusion/exclusion, recurrences, and generating functions), an introduction to graph theory, and extremal problems. Prerequisites: MATH 177 and 200. Offered in alternate years, fall semester.

320  **Math Immersion III (.25)**  A continuation of Math 220. Requirements include accruing at least 5 math immersion points throughout the year, maintaining the portfolio, and meeting with the math faculty advising group once per semester. A declaration for the capstone experience must be submitted and approved by the project advisor by the end of the junior year. To be taken spring of the junior year. Prerequisite: Math 220.

321  **Math Immersion III B (.5)**  (Intended specifically for transfer students or students who declare a math major during their junior year). Requirements include accruing at least 5 math immersion points throughout the year, maintaining the portfolio, and meeting with the math faculty advising group once per semester. An independent project must be approved by the project advisor and completed by the end of the junior year. A
declaration for the capstone experience must also be submitted and approved by the project advisor by the end of the junior year. To be taken spring of the junior year. Prerequisite: Permission of the Chair of the Department. Offered each spring semester.

324 Probability An introduction to probability; random variables with discrete and continuous distributions, independence and conditional probabilities, distributions and expectations of random variables, moment generating functions, joint distributions. Prerequisites: 177 and 215. Offered each fall.

325 Mathematical Statistics Transformation of random variables, order statistics, central limit theorem, estimation and hypothesis testing: point estimation, interval estimation, sufficient statistics, most powerful tests, likelihood ratio tests, chi-square tests. Prerequisite: MATH 324. Offered each spring.

326 Differential Equations Topics may include, but are not limited to, first-order equations, linear higher order equations, systems of differential equations, series solutions, Laplace transforms, and other selected topics. Prerequisite: 177 and 178 (or some familiarity with Mathematica with the instructor’s approval). Offered each spring.

340 Modern Algebra Groups, rings, ideals, integral domains, fields. Prerequisites: MATH 177, 200, and 215. Offered in alternate years, spring semester.

342 Introduction to Complex Analysis This course provides a rigorous introduction to the theory of functions of a complex variable, which extends Calculus to the complex domain. Topics covered include complex numbers, analytic functions, integrals, power series, elementary complex functions, mappings by elementary functions, elementary conformal mappings, Cauchy's Integral Theorem, the Residue theorem, and harmonic functions. Prerequisites: MATH 200, 215, and 278. Offered in alternate years, spring semester.

344 Introduction to Real Analysis A rigorous study of the real number system, functions, limits, continuity, derivatives, integrals, sequences, and series. Prerequisites: MATH 200, 215, and 278. Offered in alternate years, fall semester.

366 Topics in Geometry Selected topics in geometry emphasizing the pertinent theorems, proofs, definitions, postulates, and axioms, where applicable. Possible topics include synthetic Euclidean geometry, convexity, metric geometry, projective geometry, synthetic geometry, etc. Prerequisites: MATH 177, 200, and 215. Offered in alternate years, spring semester.

368 Topology Selected topological topics to include: open sets; closed sets; accumulation points; the interior, exterior, and boundary of a set; compact sets; connected sets; continuous functions; and homeomorphisms. Prerequisites: MATH 177, 200, and 215. Offered in alternate years, fall semester.

379 Internship (.5, .75, 1) This course provides opportunities for junior and senior mathematics majors to apply skills acquired in the classroom to a job-related experience in various professional areas and locations. Prerequisite: Consent of department chair. Offered as needed.

400 Mathematical Modeling This course demonstrates the applicability of mathematics in the formulation and analysis of mathematical models used to solve real world problems. Students are expected to write the results of the models obtained in technical reports and to give oral presentations. This course is taught with the aid of a computer lab. Prerequisites: 177, 215 or 340 and 178 (or some familiarity with Mathematica with the instructor’s approval). Offered in alternate years, fall semester.

403 Computational Data Analysis This course introduces regression and time series methods, which are statistical modeling techniques commonly used in practice for the purpose of data analysis. It also includes some selected topics in statistical computations: generation of random numbers, statistical computing, statistical graphics and Monte Carlo simulations techniques. The course introduces and uses the R statistical
programming language. Prerequisite: MATH 325 or one of the following: BIO 323, ECON 227, or PSYCH 227. Offered fall term of even-numbered years.

407 Numerical Analysis  Numerical processes and error estimates relating to non-linear equations, linear systems of equations, polynomial interpolation and approximation, spline functions, numerical integration and differentiation, and initial-value problems in ordinary differential equations. Prerequisites: MATH 177, 215, and 178 (or some familiarity with Mathematica with the instructor’s approval). Offered in alternate years, fall semester.

412 Combinatorial Designs  This course will examine many of the standard constructions for Steiner trip systems – the prototypical combinatorial design. Other structures studied include Latin squares, quasigroups, graph decompositions, Kirkman triple systems, pairwise balanced designs, group divisible designs, and projective and affine planes. Prerequisite: MATH 200. Offered in alternate years, spring semester.

420 Math Immersion IV (.25)  A continuation of Math 320. Requirements include accruing at least 5 math immersion points throughout the year, finalizing the portfolio including a reflection on the capstone experience, and meeting with the math faculty advising group once per semester. To be taken spring of the senior year. Prerequisite: Math 320.

430 Topics in Linear Algebra  Advanced topics in pure and applied linear algebra, selected by the instructor of the course. Possible topics include, but are not limited to, linear programming, nonlinear programming, linear complementarity theory, canonical representations of matrices for specific applications, finite dimensional vector spaces, and applications in numerical analysis, mathematical modeling and graph theory. Prerequisites: MATH 177, 200, 215 and permission of the Chair. Offered in alternate years, fall semester.

437 Algorithmic Number Theory  This course introduces the mathematics necessary to understand public key cryptography. Students will prove results from number theory and analyze algorithms to determine their running times. Topics include modular arithmetic, units and squares modulo integers, Fermat’s little theorem, determining primality, and factoring composites. Prerequisite: CS/MATH 135 or MATH 200. Offered in alternate years.

451 Wavelet Analysis  Topics to be covered include spline functions, inner product spaces, Fourier series, Fourier transform, multiresolution analysis, Haar wavelet analysis, Daubechies wavelets, Franches and multiwavelets. Prerequisites: MATH 177 and 215. Offered in alternate years, spring semester.

495 Independent Study (.5, .75, 1)  Individual independent study of a topic of interest to the student, requiring a significant review of the literature and culminating in a committee-reviewed manuscript. This course may serve as preparation for Math 499 (Research Thesis). Prerequisites: Two courses in mathematics at the 300-level or higher and consent of department chair. Offered each semester.

499 Research/Thesis  Experimental or theoretical examinations of a significant problem in a topic of interest to the student that is not normally part of the curriculum. It includes as a requirement the preparation of a significant paper. Prerequisite: Consent of department chair. Offered each semester.

MILITARY SCIENCE

The goal of the Army Reserve Officers’ Training Corps (ROTC) is to commission college graduates into the Active, National Guard, and Reserve components of the Army. Military Science classes are conducted on Illinois State’s campus (with the exception of ROTC 101/102 which are taught on IWU’s campus). Military science classes are recorded on students’ transcripts, but they are not figured in the students’ GPA. No military science credit is granted towards graduation or other university requirements.
Military Science students can receive financial incentives through Federal Army ROTC scholarships, which are awarded for a four, three, or two-year period. Each scholarship pays either 100% tuition and fees or room and board, provides a book allowance of $1,200 a year, and a tax free stipend.

**Sequence:** To complete the basic course a student must complete ROTC 101, 102, 111, 112 normally taken in that sequence over a four semester period. Exceptions are determined by law and may be discussed on an individual basis with the professor of Military Science. Entry into the advanced course requires successful completion of the basic course, basic camp, or advanced placement and acceptance by the professor of Military Science. The advanced course must be completed over a four semester period, the usual sequence consisting of ROTC 220, 221, 240, 241. In addition to the Military Science classes, there is also a mandatory Military History class.

101 **Introduction to Leadership: Individual Effectiveness** Introduction to leadership from perspective of the member of an effective organization. Self-enhancement skills such as time management techniques, problem solving and decision-making processes, and health enrichment actions. *Offered each fall.*

102 **Introduction to Leadership: Teamwork** Basic leadership fundamentals, principles, and experiences. Relevant for all organizational leaders. Purpose is to examine how the individual organizational member and the team are affected by leaders and leadership decisions. *Offered each spring.*

111 **Applied Leadership I** Provides in-depth and critical assessment of the role, functions and traditions of U.S. commissioned officers. *Offered each fall.*

112 **Applied Leadership II** Provides more in-depth and critical assessment of leadership within American society. Students are challenged to learn and apply leadership principles. Group research projects designed to research, examine, and analyze leaders and leadership within community context. *Offered each spring.*

220 **Advanced Leadership and Tactics I** Provides general knowledge and understanding of advanced leadership principles, small unit offensive operations, land navigation, and the operating systems. Prerequisite: Consent of instructor. *Offered each fall.*

221 **Advanced Leadership and Tactics II** Provides knowledge and understanding of advanced combat leadership techniques, small unit defensive operations, patrolling, and land navigation. Prerequisites: AROTC and MSC 220 or consent of instructor. *Offered each spring.*

240 **Advanced Applied Leadership I** Fundamental concepts of military justice; principles of court martial and nonjudicial punishment; staff principles and procedures in the Army organizational structure. Prerequisite: AROTC Advanced Course or consent of instructor. *Offered each fall.*

241 **Advanced Applied Leadership II** Introduction to professionalism and military professional responsibility. Provides students with a capstone experience in leadership studies before their transition to officership. Prerequisite: AROTC Advanced Course or consent of instructor. *Offered each spring.*

**MODERN LANGUAGE**

See World Languages, Literatures, and Cultures
Larey, Ahn, Farquharson, E. Ferguson, S. Ferguson, Hudson, Mangialardi, Nelson, Ponce, Radoslavov, Risinger, West, and adjunct faculty.

The faculty and staff of the School of Music are committed to providing students with the comprehensive musicianship, knowledge, and skills required to pursue successful careers in music in the 21st century. Supporting the development of core musicianship is an innovative curriculum, unique offerings, and the numerous benefits of being part of a liberal arts university. The Bachelor of Music Education certifies students to be public school teachers in the State of Illinois. The Bachelor of Arts allows students to explore other personal interests and perhaps a second major while still pursuing music. Additionally, non-music majors are encouraged to investigate the numerous opportunities for participation in ensembles, private and class applied study, and music courses designed for the liberal arts student (see below).

**Facilities and Supportive Equipment**

Since its construction in 1929, Presser Hall has been the home of the School of Music. In 1971, Presser Hall was extensively renovated and a sizable adjoining structure was erected as part of the Alice Millar Center for the Fine Arts. The total music facility includes teaching studios, practice rooms, classrooms, rehearsal rooms for both small and large ensembles, an electronic piano laboratory, an electroacoustic music studio, a computer laboratory, and a recital hall.

**Facilities and Supportive Equipment** — The School of Music completed the transition to an All-Steinway School in 2019. Musical equipment and technology include pianos, organs, harpsichords, a Gamelan, sophisticated audio and computer/MIDI systems, professional quality audio and video recording equipment, and VoceVista software with electroglottograph and sound pressure level meter for voice research.

**Computer Facilities** — The Electroacoustic Music Studio supports the composition of electroacoustic music and features hardware and software for synthesis, sampling, signal processing, recording, and mastering. The Computer Laboratory contains networked workstations, each with a Macintosh computer, a digital keyboard, and a variety of software, including Finale, Sibelius, Sound Forge, and others used for music theory and sequencing.

The Ames Library provides access to a wide range of resources for the study of music, as well as vocal and music performance. An extensive collection of music scores, periodicals, books, and sound recordings is available on the third floor of The Ames Library, and members of the IWU community also have access to digital collections of streaming media available 24/7. Performing editions of keyboard, instrumental, and vocal compositions are supplemented by collected editions of major composers and other historical sets, and rare printings of early music are available through Special Collections. Recordings of major School of Music performances are also housed in The Ames Library, and outstanding student compositions are accessible through the Digital Commons repository. Library collections represent nearly every aspect of music scholarship, including historical musicology, music theory, music education, jazz, opera music theatre, sacred music, and world music.
Library faculty, including the University Copyright Officer, are available for consultation about acquiring materials for performances and research and on navigating the complexities of performance rights and permissions.

The Ames Library also provides access to a number of technology tools supporting music research and performance, including media creation, editing, and presentation software. The Thorpe Center, also located on the third floor of the library, includes a One Button Studio, allowing easy access to technology required to record musical and vocal performances. For more information on music resources in the library, please visit: https://libguides.iwu.edu/music

**Special Programs and Opportunities**

*Concerts and Recitals* — Members of the University community and the citizens of Bloomington-Normal have the opportunity to attend a variety of excellent faculty and student recitals, concerts by University ensembles, programs presented by guest artists and performing groups, the many programs sponsored by nearby Illinois State University and concerts by the Illinois Symphony Orchestra are available.

*Symposium of Contemporary Music* — Founded in 1952, the annual Symposium centers around prominent guest composers and performers. IWU faculty and students participate in the performance of works by guest composers and in discussions on aesthetic or analytical issues. Guests also give master-classes and presentations to composition and performance students. Recent guests have included Judith Shatin (2017), Eve Beglarian (2016), Kyle Gann (2016), The Fifth House Ensemble (2015), John Daversa (2014), and Chinary Ung (2013).

*Summer Programs* — The School of Music offers a Chamber Music Camp open to high school and college students.

*Preparatory Instruction* — A limited number of pre-college students are accepted in piano, string, and woodwind instruments for instruction in music performance and musicianship skills. The work is normally carried on in a combination of group and private lessons. These students may serve as a laboratory group for college students who are preparing to become music teachers. The calendar of the preparatory department coincides with the academic year.

**Opportunities for All University Students**
The School of Music offers a variety of courses and performance opportunities that are available to all University students. Students interested in fulfilling General Education requirements in The Arts through participation in ensembles and/or applied music lessons should refer to the General Education section of the Catalog for specific requirements. Study in applied music and participation in music ensembles and organizations are available to all qualified students at the University. Admission into ensembles, with the exception of Titan Band (MUS 25X), is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons beyond those required by the curriculum. Additional music courses are available to those students who possess the prerequisite knowledge of music theory and who are able to arrange compatible scheduling.
Baccalaureate Programs

The School of Music offers 4 degrees: a Bachelor of Music (BM) in Performance, a BM in Composition; a Bachelor of Music Education (BME), and a Bachelor of Arts (BA) in Music. In addition to the majors, 3 minors are offered: Music, Arts Management and Jazz Studies.

Programs of study are available that lead to the professional degrees Bachelor of Music and Bachelor of Music Education, as well as a liberal arts degree, the Bachelor of Arts in Music. Students in the Bachelor of Music Performance, Bachelor of Music Composition, and Bachelor of Music Education may choose from the following primary instruments: classical guitar, band instruments, keyboard, orchestral instruments, or voice. Admission into all baccalaureate degree programs is based on an audition and academic preparation. Each degree program is divided into an upper and a lower division; initial acceptance does not guarantee acceptance into the upper division. The lower division core curriculum for all music majors encompasses the first year and sophomore year and is comprised of: (1) specified courses in the liberal arts, (2) basic musicianship sequence, (3) the four-semester sequence of music theory, (4) one year of music history courses, (5) applied study in the major and/or minor instrument, and (6) performing ensembles. The first year course of study is outlined below.

The First Year Course of Study (For All Professional Degrees)

<table>
<thead>
<tr>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Applied Major</td>
</tr>
<tr>
<td>Applied Minor (optional)</td>
</tr>
<tr>
<td>Music Theory</td>
</tr>
<tr>
<td>Keyboard Skills (Remedial)</td>
</tr>
<tr>
<td>General Education</td>
</tr>
<tr>
<td>Ensemble</td>
</tr>
<tr>
<td>P.E.</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

In the sophomore year, the student begins to explore courses specific to their area in music, (e.g., performance, composition or music education) in anticipation of admission to upper division study. During the sophomore year, students apply for admission to upper division study in music. At that time each student's performance in courses delivered by the School of Music is evaluated in terms of the quality and appropriateness of work completed to date in relation to the major area in which degree candidacy is sought. Once admitted to upper division study, the student engages in studies that further develop skills and concepts acquired during the first year and sophomore years and that provide increasing breadth and depth. Such studies include: (1) further courses in the liberal arts, (2) studies in music history and theory-related courses, (3) performing ensembles, (4) studies in the major area, and (5) courses selected in consultation with the advisor that are supportive of the individual interests and abilities of the student.

Academic Advising, Placement, and Career Counseling

Each entering student is given an audition in order to determine an appropriate program of study. Specific course requirements for the various degrees
are presented on the following pages in summary form. Students are provided with prescribed schedule guidelines and counsel by experienced faculty advisors from the time of entry to the completion of the degree. The University's Hart Career Center assists seniors and graduates in securing appropriate employment or entry into graduate programs.

Requirements for Degrees

Applied lessons are available in the following areas: Composition, Voice, Keyboard Instruments (Piano, Organ, Harpsichord). Stringed Instruments (Violin, Viola, Cello, Double Bass, Electric Bass, Classical Guitar, Electric Guitar, and Harp), Woodwind Instruments (Flute, Oboe, Clarinet, Bassoon, and Saxophone), Brass Instruments (French Horn, Trumpet, Trombone, Euphonium, and Tuba), and Percussion Instruments. BM and BME applied lessons are 60 minutes long. BA and minor lessons are 30 minutes. For non-majors, an applied less fee will be charged (see page 23).

The following requirements and limitations apply generally to all music degree candidates:

1) Secondary applied study must be completed on the same instrument.
2) Attendance at recitals in accordance with requirements set by the music faculty.
3) Attendance at and participation in music convocation and the regular repertoire classes supportive of the applied major field.
4) Participation in one appropriate ensemble, possibly two, during each semester in residence. Consult the School of Music Handbook for more detailed information.
5) Demonstration of proficiency in piano at the levels required for the various degrees.
6) Substitutions in the prescribed courses of study may be permitted only by approval of the Director of the School of Music.
7) A minimum GPA of 2.0, with no more than 1 course unit of ‘D’ work in music and no more than 3 total units of ‘D’ work may be counted toward the degree.
8) At least 11 course units of work counted toward a degree must be from upper division offerings (numbered 300 or higher) and at least four of these units must be in the major field or concentration. Refer to the Bachelor of Music Education section (page 116) for specific requirements for the degree.

Bachelor of Music

A minimum of 35 course units of credit are required for completion of the Bachelor of Music degree. Every BM degree candidate is required to complete one semester of 014x and six semesters of 015x. The other requirements for the BM degrees are as follows:

1) Major Sequence in Piano Performance:
A minimum of 27 course units in music to include:
   A. Seven units of applied major study
   B. 103, 104, 201, 202, 203, 204, 207, and 208 (seven units)
   C. One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w
D. One additional unit in music history and literature selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w
E. One unit upper-division theory selected from 301, 302, and 309
F. Fundamentals of Conducting, 227
G. One semester of 14X
H. Six semesters of 15X
I. Two units accompanying, 31, or appropriate ensembles (one unit minimum in accompanying)
J. Three units of music electives (minimum)
K. One half unit applied minor study
L. Piano Pedagogy 366 and 367
M. Keyboard Literature 360 and 361

2) **Major Sequence in Vocal Performance:**
A minimum of 27 course units in music to include:
A. Seven units applied major study
B. 103, 104, 201, 202, 203, 204, 205, and 206 (seven units)
C. One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w
D. One additional unit in music history and literature selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w
E. One unit upper-division theory selected from 301, 302, and 309
F. One unit: 227 and either 209, 328, or 329
G. One semester of 14X
H. Six semesters of 15X
I. Two units of work in appropriate ensembles and organizations
J. Three units of music electives (minimum)
K. One unit applied minor study
L. Two units vocal diction
M. One-half unit opera theatre work
N. One-half unit Vocal Pedagogy 325
O. One-half unit Song Literature 324

3) **Major Sequence in Instrumental Performance:**
A minimum of 27.5 course units in music to include:
A. Seven units of applied major study
B. 103, 104, 201, 202, 203, 204, 205, and 206 (seven units)
C. One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w
D. One additional unit in music history and literature selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w
E. One unit upper-division theory selected from 301 or 302
F. One unit conducting 227 (.5) and 328 (.5)
G. One semester of 14X
H. Six semesters of 15X
I. Two units of work in appropriate ensembles and organizations
J. Five units of music electives (minimum)
K. One unit of applied minor study
L. One unit of orchestration
M. One-half unit of chamber music
4) **Major Sequence in Composition:**

A minimum of 27 course units in music to include:

A. Three and one-half units of applied concentration study
B. 103, 104, 201, 202, 203, 204 and either 205/206 or 207/208 (seven units)
C. 358 or 358w and one unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, or 357w.
D. One unit: 227 and either 209, 328, or 329
E. Two units of work in appropriate ensembles and organizations. Pianists may fulfill up to one unit with accompanying, 031-01
F. One semester of 14X
G. Six semesters of 15X
H. One and one-half units of music electives
I. 111, 112, 211, 212, 311, 312, 411, and 412 (seven units)
J. 301, 302, 309 and 313 (four units)

**Other specific requirements:**

All students pursuing the Bachelor of Music degree in Performance must present both junior and senior recitals of acceptable quality for completion of the applied music requirements for the respective levels. Students pursuing the Bachelor of Music degree with a major in composition must present a public recital of original work during the senior year.

**Bachelor of Music Education (BME)**

A minimum of 36 course units of credit are required for completion of the Bachelor of Music Education degree. Formal application for admission to the Teacher Education Program (TEP) is required to enroll in upper level coursework and takes place in the spring of the sophomore year. Licensure candidates must pass required state exams and meet the knowledge and performance standards outlined for all Illinois teachers. Candidates are also required to complete a minimum of one hundred clock hours of clinical experience prior to student teaching. State requirements are subject to ongoing changes. Upon satisfactory completion of the music education degree and state requirements, candidates are recommended for teacher licensure (K-12 Music) in the State of Illinois by the Educational Studies Office. For more detailed information, including TEP admission and student teaching requirements, refer to the Teacher Education Handbook (http://www.iwu.edu/edstudies/handbooks/).

The basic requirements are specified as follows:

A minimum of 36 course units are required for the BME degree: 12.5 course units in Professional Music Education and 16.5 course units in Music (Teaching Specialization), one of which (ensembles) also fulfills the General Education requirement in “The Arts”. Student must also fulfill general education requirements for BME, see pages 130-131. In the state of Illinois, Music Education majors must not receive lower than a C- in any professional education and/or music coursework. A grade of C or higher must be earned in all music, music education, and educational studies courses in order to gain licensure. In addition, music education students must maintain a minimum 2.75 cumulative GPA, 2.75 music GPA, and 2.85 professional education GPA to be accepted into the Teacher Education Program (TEP). The state of Illinois requires that
students earn a minimum 3.0 cumulative GPA, music GPA, and professional education GPA in order to earn a teaching license. An explanation of which courses fall under the content area (music) and professional education GPAs can be found on pages 41-43 of the Teacher Education Handbook (https://www.iwu.edu/edstudies/handbooks/). A minimum of 30 course units in music specialization and professional music education to include:

**Degree Requirements**

A. Three course units in applied concentration study
B. Seven course units from 103, 104, 201, 202, 203, 204, 205, 206 (if piano concentration, take 207 and 208 instead of 205 and 206)
C. One unit in music history and literature taken as writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w
D. One additional unit in music history and literature selected from 353, 354, 355, 356, 357, or 358
E. One course unit in upper-division theory selected from 301, 302, and 309
F. One course unit in conducting
G. One semester of 14X
H. Five semesters of 15X
I. 1.75 course units (seven semesters) of work in appropriate music ensembles (if piano concentration, complete .5 units in accompanying, 031)
J. 1.75 course units of music electives
K. Two and one-half course units in instrumental and vocal techniques courses
L. Nine course units in music education: Foundations and Principles of Music Education 132; Elementary General Music Methods 232; Special Topics: Music and the Exceptional Child 250 or The Exceptional Child EDUC 257; Instrumental Music Methods 333A; Choral Music Methods 333B; and Student Teaching in Music 497A
M. One course unit in Educational Studies: Reading, Writing, and Communication in the Content Area EDUC 365
N. Two seasons of Titan Band (for wind and percussion concentrations)

**Application to Music Teacher Education Program**

An Upper Division Assessment is completed during the spring semester of the sophomore year. Music Education candidates must successfully pass all portions of the assessment including the applied upper division jury, for admission to the Teacher Education Program and Upper Division status. If a student is deficient on any portion of the assessment that can be rectified in a semester, the Music Teacher Advisory Committee (MTAC) in consultation with the Director of the School of Music will create a remediation plan. The student will be granted one semester (fall, junior year) of probation, and may enroll in 232 and 333A during the probationary semester. If documented progress has not occurred by the end of the probationary semester, the student will be dismissed from the program and not be permitted to enroll in 333B, 497, and 427.

**Bachelor of Arts (BA)**

The Bachelor of Arts (BA) in Music is designed for students who wish to complete a general study of music within a liberal arts curriculum and is
the preferred degree for those who wish to double major. Course work and experiences are designed to provide opportunities for students to develop basic musicianship skills, performance skills, and to engage in a broad study of musical repertoire. Acceptance into the BA in Music sequence is based upon evaluation by music faculty members of an audition and an interview.

The music minor concentration is intended for qualified students who have a background in music and who wish to complete a secondary concentration in this area to complement their studies in the liberal arts. The minor concentration includes studies in the performance of music, development of basic musicianship skills, and opportunities to explore selected musical literature. To complete a minor in music studies, a student must seek assistance with course selection and Sequence from either the Director of the School of Music or a designated music advisor.

**Major Sequence in Music:**
A minimum of thirteen course units in music including:
1. 100A (no credit), 100B (no credit), 103, 104, 201, 202, 203, 204 (six units total)
2. One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, or 357w
3. Two additional units in music history and literature OR one additional unit in music history and literature and one unit in music theory and composition. History and literature courses selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w. Theory and composition courses must be selected from 301, 302, or 309
4. Two course units of applied B.A. study (.25 units each semester)
5. One course unit in appropriate ensembles. Pianists may fulfill any portion with accompanying, 031-01
6. One to three course units of music electives
7. One semester of 14X
8. Five semesters of 15X

**Minor Sequence in Music:**
A minimum of eight course units in music including:
1. 103, 104, 201, 202 (four units total)
2. One unit of applied minor study (.25 units each term for four terms)
3. One unit of ensemble
4. One unit of music history/literature (to be selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, 358w)
5. One unit of music electives
6. One semester of 14X
7. Three semesters of 15X

**Jazz Studies**
The minor in Jazz Studies is designed for music majors and non-music majors who seek a substantial understanding of jazz music, particularly in the areas of arranging, harmony, history, improvisation, performance, and theory. Requirements for this minor program are different for music majors than for non-music majors.
Minor Sequence in Jazz for Music Majors:
The total number of units is five, and none of the courses cited below can count toward any of the major degree programs for music. Furthermore, music majors must also meet the prerequisites for each of these courses.

1) Jazz Improvisation 216 (one unit)
2) Jazz History 264 (one unit)
3) Jazz Piano 303 (one unit)
4) Jazz Theory, Harmony, and Arranging 305 (one unit)
5) Jazz Ensemble 034 (.25 units) or Unlicensed Syncopation 028 (.25 units); taken more than once*
6) Jazz Lab Band and Combos 035 (.25 units); taken more than once*

*Any combination of Jazz Ensemble, Jazz Lab Band, Unlicensed Syncopation, or Combo, will meet this requirement provided that students participate in at least one of these ensembles for a total of four semesters (also, the ensemble selected does not have to be the same one each of the semesters).

Minor Sequence in Jazz for Non-Music Majors:
The total number of course units is seven.

1) An audition (as an instrumentalist or vocalist)
2) Jazz Improvisation 216 (one unit)
3) Jazz History 264 (one unit)
4) Jazz Piano 303 (one unit)
5) Jazz Theory, Harmony, and Arranging 305 (one unit)
6) Jazz Ensemble 034 (.25 units) or Unlicensed Syncopation 028 (.25 units); taken more than once*
7) Jazz Lab Band and Combos 035 (.25 units); taken more than once*
8) Music Theory I 103 (one unit)
9) Music Theory II 104 (one unit)
10) Applied Music 100 (.25 units); taken more than once**

*Any combination of Jazz Ensemble, Jazz Lab Band, Unlicensed Syncopation, or Combo will meet this requirement provided that students participate in at least one of these ensembles for a total of four semesters (also, the ensemble selected does not have to be the same one each of the semesters).

**This course must be taken twice and in most cases, the focus of applied instruction will be on classical music, not jazz music. Techniques for performing jazz music will be learned in Jazz Ensemble, Jazz Improvisation, Jazz Lab Band and Combos, and Jazz Piano.

Minor Sequence in Arts Management:
Requirements for the Arts Management minor can be found on page 141.

Concentration in Music Composition:
For music majors who have a strong interest in composing but are not pursuing the Bachelor of Music in Composition, the School of Music offers the Concentration in Music Composition. Composition concentrations are available to students pursuing a BM, BME, or a BA in Music.

Course Requirements (Six unit minimum):
1) Composition: One and one-half unit minimum
   a) Introduction to Music Composition 111 (.5 units)
2) Fundamentals of Conducting 227 (.5 units)
3) Orchestration 309
4) Tonal Counterpoint 301 or Advanced Analysis MUS 302
5) Electroacoustic Music 313
6) History of Musical Style VI: Post-World-War II to the Present 358 or 358w

**Basic Musicianship**

14X  Colloquia in Music (0)  This course will expose first-year music majors and minors to a variety of musical styles, forms and topics in musical leadership through attendance at performances and colloquia given by faculty and guest artists. Students will gain a framework upon which future musical study will be based. *Offered each fall.*

15X  Experiencing the Live Performance of Concert Repertoire (0)  This course will expose music majors and minors to a variety of musical styles, forms, and artistic interpretations through attendance at a required number of performances. Through listening to performances and observing performers, students will develop their own personal style and strategies for use in preparation of their own musical presentations. *Offered each semester.*

100A (0), 100B (0)  Keyboard Basics  A course of instruction for those music majors whose keyboard preparation is insufficient to effectively interact in the first-year theory sequence without additional tutoring in keyboard skills. Is not part of basic degree requirements. *Offered each semester.*

101  Beginning Class Piano for Non-Music Majors (.5)  This course is taught in a classroom environment and is for non-music majors who have minimal keyboard background. Students will learn to play with both hands in a variety of keys. Students will also be taught to improvise, to harmonize, and to sight read on a basic level. Observation of and participation in musical performances is expected. *Offered each semester.*

102  Beginning Class Voice (.5)  This course is designed for students who want to learn how to sing but who have little or no experience studying voice. Students will be taught the fundamentals of healthy vocal production, study traditional singing techniques, and explore classical song repertoire. Must be able to match pitch. *Offered each fall.*

103  Theory I  Basic materials of music, scales, intervals, primary and secondary chords, elementary voice-leading, basic harmonic analysis and related aural skills. Course includes two electronic modules on fundamentals and fluency to be completed before and during the first semester of study. Passing the second module is required to passing the course. *Offered each fall.*

104  Theory II  Secondary dominants, more advanced voice-leading, harmonic analysis, elementary formal analysis; related aural and keyboard skills instruction is integrated with written work in a laboratory situation. Prerequisite: MUS 103 or equivalent skill. *Offered each spring.*

113  Audio Recording Techniques  Introduction to digital audio recording, editing, and mastering. Prerequisite: Consent of instructor. *Offered in alternate years, fall.*

114  Introduction to Music Technology  Introduction to music technology for performers, composers, and educators. Topics include: MIDI, Digital Audio & Video, web-based music tools, designing music-related computer applications, and interactive sound design. *Offered in alternate years, spring.*

201  Survey of Music History I (1) (CHC)  This is the first part of a two-semester introduction to some of the most prominent intellectual, aesthetic and stylistic trends in Western classical music, and to its most important literature, genres, and composers. It spans from Antiquity through the Baroque Period and includes a substantial amount of required listening. Prerequisite: MUS 104 or equivalent skill. *Offered each spring.*
202 Survey of Music History II (1) (CHC) This is the second part of a two-semester introduction to some of the most prominent intellectual, aesthetic and stylistic trends in Western classical music, and to its most important literature, genres, and composers. It spans from the Classical Period through the present and includes a substantial amount of required listening. Prerequisite: MUS 104 or equivalent skill. 201 offered each fall; 202 offered each spring.

203 Theory III Chromatic harmonies/borrowed chords, advanced voice leading and part writing, formal analysis, aural skills instruction are integrated with written work. Prerequisite: MUS 104 or equivalent skill. Offered each fall.

204 Theory IV Twentieth century compositional/harmonic techniques, advanced formal analysis; aural skills instruction is integrated with written work. Prerequisite: MUS 203. Offered each spring.

205 Functional Piano I (.5) A keyboard-oriented reinforcement of theoretical concepts with special attention to the development of sufficient keyboard technique to handle the demands of vocal and instrumental accompaniments, basic score reading, harmonization and improvisation. Prerequisite: MUS 104 or equivalent proficiency. Offered each fall.

206 Functional Piano II (.5) A keyboard-oriented reinforcement of theoretical concepts with special attention to the development of sufficient keyboard technique to handle the demands of vocal and instrumental accompaniments, basic score reading, harmonization and improvisation. Prerequisite: MUS 205. Offered each spring.

207 Keyboard Harmony I (.5) Techniques of melodic harmonization, transposition, sightreading, realization of figured bass, improvisation, and other related skills. Designed specifically for music majors with keyboard as the major applied instrument. Prerequisite: MUS 104 or equivalent skill. Offered in alternate years, fall.

208 Keyboard Harmony II (.5) Techniques of melodic harmonization, transposition, sightreading, realization of figured bass, improvisation, and other related skills. Designed specifically for music majors with keyboard as the major applied instrument. Prerequisite: MUS 207. Offered occasionally.

209 Improvisation Workshop (.5) Instrumentalists and vocalists will unlock their creativity as performers by learning to make music spontaneously. Attentive listening, musical interaction, and letting go of constricting inhibitions will be developed through exercises, discussions, and demonstrations, culminating in a public performance. Prerequisite: Consent of instructor; music majors/minors preferred. Offered in alternate years, spring.

315 The Entrepreneurial Musician Today more than ever, musicians need to be entrepreneurial in nearly every aspect of their careers. This course will cover a wide range of subjects related to music entrepreneurship. Field trips will be taken, guest speakers will be engaged, and the draft of an individual career plan will be developed. Prerequisite: Open to junior and senior music majors, sophomore music majors with consent of instructor. Offered occasionally.

397 Internship in Music (.5, .75, 1) Supervised experiential learning for students in music. A project/paper is required. Offered on a credit/no-credit basis; counts for degree, not major. Enrollment arranged in consultation with a supervising music faculty member and the Director of the School of Music. Unit value earned is determined by the number of hours worked. May be repeated for credit up to a total of two units. Prerequisite: Open to sophomores, juniors, and seniors. Offered each semester, in May Term, and during the summer.

Music Theory and Composition

111 Introduction to Music Composition (.5) An introduction to writing original music and an overview of related areas such as notation, instrumentation and contemporary
musical styles. Class sessions plus individual lessons. Open to all students. Prerequisites:
Ability to read music, consent of instructor. Offered each fall.

112 Composition I (.5) Guided creative work in composition, emphasizing the
development of a personal style and a clear connection between inner ear and final
product. Includes weekly seminar class. Prerequisite: MUS 111. Offered each spring.

211 Composition II (.5) Includes weekly seminar class and continued creative
work in composition. Prerequisite: MUS 112 or consent of instructor. Offered each fall.

212 Composition III (.5) Includes weekly seminar class and continued creative
work in composition. Prerequisite: MUS 211 or consent of instructor. Offered each spring.

216 Jazz Improvisation Students will be introduced to the harmonic, melodic, and
rhythmic elements of various styles of jazz and will learn the techniques for improvising
in these styles. This course is intended for both instrumentalists and vocalists and will
feature in-class playing and singing of improvisations. Also, transcribed improvisations
will be analyzed. Prerequisite: MUS 103 and 104. Offered in alternate years.

301 Tonal Counterpoint Instruction in 18th century contrapuntal style/techniques,
including practical applications with cantus firmus, inventions, and fugues. Prerequisite:
MUS 204 or consent of instructor. Offered in alternate years, spring.

302 Advanced Analysis A detailed study of the principal organizing factors and
structural patterns found in large-scale works of the 18th to 20th centuries, including
comparisons between the treatment of similar forms in different style periods. Prerequisite:
MUS 204. Offered each fall.

303 Jazz Piano This will be a study of jazz (e.g., categories of chords; chord voicings
for piano, chord progressions, etc.) followed by a study of the melodic resources for jazz
(i.e., scales and modes) and the interpretation of lead sheets. Essential piano arranging
and improvisation techniques will be discussed. Prerequisites: MUS 100A, 100B, 103, and
104. Offered in alternate years or every third year, fall.

305 Jazz Theory, Harmony and Arranging This course will examine a large num-
ber of the elements associated with jazz theory, harmony, and arranging, particularly as
applied to ensemble music. Also, selected jazz ensemble arrangements will be analyzed and
students will create their own arrangements of preexisting compositions (expressed origin-
ally as lead sheets) for jazz ensemble. Prerequisite: MUS 103 and 104. Offered in alternate
years, spring.

309 Orchestration Physical and sonic characteristics of orchestral instruments, indi-
vidually and in combination. In-class demonstrations; performances of student assign-
ments; analysis of orchestral techniques in the works of important composers; final
project in composing or arranging for orchestra. Prerequisite: MUS 103 or consent of
instructor. Offered in alternate years, spring.

311 Composition IV Includes weekly seminar class and continued creative work in
composition. Prerequisite: MUS 212 or consent of instructor. Offered each fall.

312 Composition V Includes weekly seminar class and continued creative work in
composition. Prerequisite: MUS 311 or consent of instructor. Offered each spring.

313 Electroacoustic Music History and literature of electronic and computer music.
Techniques of sound production, modification and recording, with an emphasis on creative
compositional applications. Prerequisite: Consent of instructor. Offered alternate years, fall.

411 Composition VI Includes weekly seminar class and continued creative work in
composition. Prerequisite: MUS 312 or consent of instructor. Offered each fall.

412 Composition VII Includes weekly seminar class and continued creative work
in composition. Prerequisite: MUS 411 or consent of instructor. Offered each spring.
Music Education

132 Foundations and Principles of Music Education  This course provides opportunities to examine fundamental components of music education that explore historical and current music pedagogies, philosophies, and theories as well as offer experiences with teaching-learning interactions through observation, concept-integration, evaluation, and teaching episodes. Offered each spring.

219 Introduction to Private Teaching (.25)  An introduction to the aspects of private teaching applicable to all instruments/voice. Topics include lesson "etiquette," communication with students and their parents, recruitment, recital and event planning, and other aspects of starting and running a private studio. Students will develop a teaching philosophy and studio handbook. Offered in alternate years, fall.

221 String Techniques (.5)  A laboratory class in string instrument techniques and teaching materials and methods designed to familiarize students with the fingerings and idioms of the instruments. Attention is also given to the study of pedagogical strategies and arranging appropriate to the grade level. Offered each spring.

222A, 222B Woodwind Techniques (.25), (.25)  A laboratory class in woodwind instrument techniques and teaching materials and methods. Attention is also given to the study of pedagogical strategies and arranging appropriate to the grade level. Must be taken in sequence. Prerequisite: BME students only, or consent of instructor. 222A offered each fall; 222B offered each spring.

223 Brass Techniques (.5)  A laboratory class in brass instrument techniques and teaching materials and methods. Attention is also given to the study of pedagogical strategies and arranging appropriate to the grade level. Offered each semester.

224 Percussion Techniques (.5)  A laboratory class in percussion instrument techniques and teaching materials and methods. Attention is also given to the study of pedagogical strategies and arranging appropriate to the grade level. Offered each semester.

225 Vocal Techniques (.5)  A laboratory class in vocal techniques and teaching materials and methods. Attention is also given to the study of the basic anatomy and physiology of voice production and its application to teaching. Offered each fall.

227 Fundamentals of Conducting (.5)  Designed to assist the student in acquiring a mastery of applied understanding of the basic conducting techniques. These include accurate conducting patterns, independent use of the left hand, active and passive gestures, expressive gestures, and integration of musicianship. Basic score study and transposition are also covered. Prerequisite: MUS 100B and 104, or permission of instructor. Offered each semester.

232 Elementary General Music Methods  This concept-focused course provides application of established methodologies and approaches (Orff, Kodály, Dalcroze, and Gordon) along with current research in constructing, implementing, and assessing music lessons for elementary-aged children. Peer teaching and field experiences in elementary general music classrooms are required. Prerequisite: MUS 132 with a ‘C’ or higher. Offered each spring.

328 Instrumental Conducting (.5)  Attention is focused on the refinement of fundamental conducting techniques. Kinesthetic, aural, and rehearsal techniques are applied to the successful conducting of an instrumental ensemble. Attention is also given to the study of arranging, orchestral bowings and transpositions. Prerequisite: MUS 227. Offered each spring.

329 Choral Conducting (.5)  Basic beat patterns are coordinated with the specific demands of choral literature. Ear training and conducting exercises supplement instruction in manual technique. The study of choral performance includes warm-ups, physical preparation, posture, breath, tone, balance, diction, intonation, rhythm, and more. Other topics include organization of choral groups, testing and classification of voices, the audition procedure, program building, arranging, score analysis, and marking and rehearsal techniques. Prerequisite: MUS 227. Offered each fall.
333A  **Instrumental Music Methods**  This course provides opportunities to develop research-based techniques and materials for teaching instrumental music in both established and less established ensemble settings while acquiring appropriate technology skills to support instruction. Peer teaching and field experiences in secondary instrumental music classrooms are required. Prerequisite: MUS 132 and 232 with a ‘C’ or higher. *Offered each fall.*

333B  **Choral Music Methods**  This course is designed to develop research-based ensemble teaching strategies and to develop lessons and curricular units relevant to performance skills and music literacy in the secondary choral music classroom. Peer teachings and field experiences in secondary choral music classrooms are required. Prerequisite: MUS 132 and 232 with a ‘C’ or higher. *Offered each spring.*

339  **Marching Band Practicum (.25)**  A laboratory class in which selected instrumental majors are largely responsible for the planning and execution of football half-time shows with the Marching Band. Prerequisite: Consent of instructor. *Offered each fall.*

427  **Practicum in Music Education (.25 or .5)**  The application of knowledge and skills acquired in courses to a live teaching situation. Prerequisite: Junior standing, successfully pass all portions of the BME upper division interview, and admittance to upper division status within the BME program. *Offered each semester.*

428  **Advanced Instrumental Conducting (.5)**  Advanced rehearsal techniques involved in the performance of excellent orchestral and band literature; refinement of baton technique and careful attention to analysis and interpretation of instrumental scores. Students have the opportunity to conduct a lab ensemble. Prerequisite: MUS 328. *Offered each fall.*

429  **Advanced Choral Conducting (.5)**  This course focuses on the refinement of manual technique, rehearsal procedures and aspects of interpretation (i.e. performance practice, stylistic understanding, and arranging). Larger choral/orchestral works are discussed from the conductor’s viewpoint. *Offered every other spring.*

430  **Practicum in Conducting (.25 or .5)**  Application of acquired conducting skills through preparing and conducting works in concert performance. Prerequisite: MUS 227 and 328 or 329 and consent of instructor. *Offered occasionally.*

497A  **Student Teaching In Music (4)**  Students develop licensure expectations, explore components of the job search, and discuss/evaluate current issues in music education through student teacher placement experiences in both elementary and secondary settings under the guidance of certified personnel and the university supervisor concurrently with a weekly seminar. Prerequisite: All state-mandated requirements as articulated in the Teacher Education Program Handbook. *Offered each semester.*

**Music History and Literature**

164  **The Gourmet Listener (AR)**  Designed for liberal arts students, this course is an introduction to the numerous genres of Western concert music. Emphasis will be placed on identifying different styles and forms of music. Features live performances. *Offered occasionally.*

201  **Survey of Music History I (1) (CHC)**  This is the first part of a two-semester introduction to some of the most prominent intellectual, aesthetic and stylistic trends in Western classical music, and to its most important literature, genres, and composers. It spans from Antiquity through the Baroque Period and includes a substantial amount of required listening. Prerequisite: MUS 104 or equivalent skill. *Offered each spring.*

202  **Survey of Music History II (1) (CHC)**  This is the second part of a two-semester introduction to some of the most prominent intellectual, aesthetic and stylistic trends in Western classical music, and to its most important literature, genres, and composers. It spans from the Classical Period through the present and includes a substantial amount of
required listening. Prerequisite: MUS 104 or equivalent skill. 201 offered each fall; 202 offered each spring.

245/345 World Music (IT, G) (Cross-listed with ANTH 245/345) This course explores how the social production of gender has interacted with music in select societies around the world and over time. Under study is the social life of music and the ways in which gender ideology has impacted how, why and by whom music is made. Case studies consider the gendered nature of musical production, interpretation, and the transformation. By tracing changing ideas about the role of women in society and how those ideas have influenced music vice versa, the intellectual traditions that shape and are shaped by music are better understood. Offered in alternate years.

250 Special Topics in Music Dedicated to specific topics, periods, styles or ideas in music. May be repeated for credit if the topic is not duplicated. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

264 Jazz History (U, AR) The origins, evolution, and emergence of jazz as an art form. Lectures, readings, and listening to recorded and live performances illustrate various styles in the development of jazz. An emphasis is placed on individual styles important to the periods of jazz. Open to all students. Offered in alternate years, spring or May Term.

350 Special Topics in Music Intensive study in a selected topic in music. Topics vary from semester to semester. Open to all students. May be repeated for credit if the topic is not duplicated. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

351 History of Opera A survey of opera from its origins to the present day. The study will explore the relationship between music and drama, the development of characterization, the theatrical and aesthetic conventions of operatic production, and the interrelationship between the operatic art work and its parent culture. Prerequisite: Junior standing or consent of instructor. Offered in alternate years, fall.

352 Choral Literature (.5) A survey of selected major choral compositions and composers of the past 500 years, with emphasis on the standard masterpieces, but also including lesser-known works of importance. Other topics include selection of quality literature, sources of literature and practical application of choral literature to various types of ensembles. Offered in alternate years, spring.

353 History of Musical Style I: Renaissance Study of musical styles and historical context 1450-1600, culminating in the works of Palestrina and Victoria. Explores in greater depth the core repertory and composers covered in MUS 201 with emphasis on musical analysis and interdisciplinary perspectives. Substantial listening required. Prerequisite: MUS 201. Offered in alternate years, spring.

353w History of Musical Style I: Renaissance (W) Study of musical styles and historical context 1450-1600, culminating in the works of Palestrina and Victoria. Explores in greater depth the core repertory and composers covered in MUS 201 with emphasis on musical analysis and interdisciplinary perspectives. Substantial written component and required listening. Prerequisite: MUS 201. Offered occasionally.

354 History of Musical Style II: Baroque Study of musical style in Europe from the Florentine camerata to the end of high-Baroque counterpoint. Emphasis on application of appropriate analytical techniques, interdisciplinary perspectives, performance practice and interpretation. Substantial listening required. Prerequisite: MUS 201. Offered occasionally.

354w History of Musical Style II: Baroque (W) Study of musical style in Europe from the Florentine camerata to the end of high-Baroque counterpoint. Emphasis on application of appropriate analytical techniques, interdisciplinary perspectives, performance practice, and interpretation. Substantial written component, required listening. Prerequisite: MUS 201. Offered occasionally.


357  History of Musical Style V: Post-Romanticism to WWII  Study of developments and innovations in musical styles during this volatile period. Emphasis on application of appropriate analytical techniques, interdisciplinary perspectives, historical and cultural context, performance practice, and interpretation. Substantial listening required. Prerequisite: MUS 202. Offered in alternate years, fall.

357w  History of Musical Style V: Post-Romanticism to WWII (W)  Study of developments and innovations in musical styles during this volatile period. Emphasis on application of appropriate analytical techniques, interdisciplinary perspectives, historical and cultural context, performance practice, and interpretation. Substantial written component, required listening. Prerequisite: MUS 202. Offered in alternate years, fall.

358  History of Musical Style VI: Post-World War II to the Present  The expanding concert-music universe of the contemporary era. The modernist, neoclassic, and postmodern aesthetics; the exploration of timbre, texture, and intonation; the growth of electronic and computer music; the development of new forms of music theater, sound art, and multimedia; the profound effects of popular, jazz, and traditional musics. Substantial listening required. Prerequisite: MUS 202. Offered in alternate years, spring.

358w  History of Musical Style VI: Post-World War II to the Present (W)  The expanding concert-music universe of the contemporary era. The modernist, neoclassic, and postmodern aesthetics; the exploration of timbre, texture, and intonation; the growth of electronic and computer music; the development of new forms of music theater, sound art, and multimedia; the profound effects of popular, jazz, and traditional musics. Substantial writing and listening required. Prerequisite: MUS 202. Offered in alternate years, spring.

359  Women in Popular Music (U)  Women in Popular Music investigates popular music as created and performed by celebrated female artists. Contextual consideration of her story analyzes the values of her contemporary society – as she sings within the socially accepted role of victimized sexual doll-toy or as she advocates for the activist-feminist partnership in the home, or as she reconstructs for herself the independent, iconic, financial, musical “dynastress” of the stage! Prerequisite: Junior rank or consent of instructor. Offered each spring.

360, 361  Keyboard Literature  A survey of the literature written for stringed keyboard instruments from the 16th century to the present, involving playing, listening, and
analysis. 360 offered in alternate years, fall; 361 offered in alternate years, spring.

370 Special Topics in Music Intensive study of a selected topic in music for music majors. Topics will vary from semester to semester. May be repeated for credit if the topic is not duplicated. Offered occasionally.

475 Independent Study Studies of selected topics in the areas of music history and literature, music education, performance practice, or sacred music. May be repeated for credit. Prerequisite: Junior standing and consent of instructor. Offered each semester.

Applied Music

100 Minor Study (.25) Applied music lessons open to all students with consent of instructor and payment of the applied music lesson fee. Students will be assigned to teachers for one half-hour private lesson each week. Jury, technical examination, and weekly repertoire class are not required. Offered each semester.

100X (0) Minor Study Applied music lessons open to all students with consent of instructor and payment of the applied music lesson fee. Students will be assigned to teachers for one half-hour private lesson each week. Depending on the area of study, some combination of jury, technical examination, and weekly repertoire class is required. Offered each semester.

171, 173 Freshman Applied B.A. (.25) (.25) Instruction in the principal field of applied music is designed to prepare students to meet the performance requirements in the B.A. degree program in addition to providing a laboratory for the study of the literature of the art of music. Instruction is available in the following fields: Voice, Keyboard Instruments (Piano, Organ, Harpsichord), Stringed Instruments (Violin, Viola, Cello, Double Bass and Classical Guitar), Woodwind Instruments (Flute, Oboe, Clarinet, Bassoon, Saxophone), Brass Instruments (French Horn, Trumpet, Trombone, Euphonium, Tuba), Percussion Instruments. 171 offered each fall; 173 offered each spring.

181, 183 Freshman Applied Major (.5) (.5) Instruction in the principal field of applied music is designed to prepare students to meet the performance requirements in the various degree programs in addition to providing a laboratory for the study of the literature of the art of music. Instruction is available in the following fields: Voice, Keyboard Instruments (Piano, Organ, Harpsichord), Stringed Instruments (Violin, Viola, Cello, Double Bass and Classical Guitar), Woodwind Instruments (Flute, Oboe, Clarinet, Bassoon, Saxophone), Brass Instruments (French Horn, Trumpet, Trombone, Euphonium, Tuba), Percussion Instruments. 181 offered each fall; 183 offered each spring.

271, 273 Sophomore Applied B.A. (25) (25) A continuation of applied work in the chosen field as described under 171. 271 offered each fall; 273 offered each spring.

281, 283 Sophomore Applied Concentration (.5) (.5) A continuation of applied work in the chosen field as described under 181. 281 offered each fall; 283 offered each spring.

291, 293 Sophomore Applied Major (1) (1) A continuation of applied work in the chosen field as described under 181. For potential performance majors. 291 offered each fall; 293 offered each spring.

300 (0) Minor Study (.25) A continuation of applied work in the minor field as described under 100. Prerequisite: Four semesters of minor study or consent of instructor. Offered each semester.

300X Minor Study A continuation of applied work in the minor field as described under 100X. Prerequisite: Four semesters of minor study or consent of instructor. After completing this course, it will not be possible to substitute it for MUS 300. Offered each semester.

371, 373 Junior Applied B.A. (.25) (.25) A continuation of applied work in the chosen field as described under 171. 371 offered each fall; 373 offered each spring.
381, 383  Junior Applied Concentration (.5) (.5)  A continuation of applied work as described under 181 at the junior level. 381 offered each fall; 383 offered each spring.

391, 393  Junior Applied Major (1) (1)  A continuation of applied work in the chosen field as described under 181. A public recital is required in the junior year. 391 offered each fall; 393 offered each spring.

395X (0)  Junior Recital  Public performance of a half recital (30 minutes) during the Junior year. Students must be concurrently enrolled in major applied lessons during the semester the recital is given. Offered each semester.

471, 473  Senior Applied B.A. (.25) (.25)  A continuation of applied work in the chosen field as described under 171. 471 offered each fall; 473 offered each spring.

481, 483  Senior Applied Concentration (.5) (.5)  A continuation of applied work as described under 181 at the senior level. 481 offered each fall; 483 offered each spring.

491, 493  Senior Applied Major (1) (1)  A continuation of applied work as described under 181. A public recital is required in the senior year. 491 offered each fall; 493 offered each spring.

495X (0)  Senior Recital  Public performance of a full recital (60 minutes) during the Senior year. Students must be concurrently enrolled in major applied lessons during the semester the recital is given. Offered each semester.

Piano Pedagogy

360, 361  Keyboard Literature (1, 1)  A survey of the literature written for stringed keyboard instruments from the 16th century to the present, involving playing, listening, and analysis. 360 offered in alternate years, fall; 361 offered in alternate years, spring.

366  Piano Pedagogy: Methodologies and Resources (1)  Concepts and materials for teaching piano to pre-school children, and individual and group lessons to average-age beginners, adult beginners, and intermediate level students; survey of elementary method books, piano literature available to bridge the transition from method books to the standard advanced repertory, and study of the development of technique in the advancing pianist; curriculum and lesson planning concepts; introduction to computer-aided instruction in music theory and the use of other MIDI applications in the applied studio; includes components of observation and intern teaching in the IWU piano preparatory program. Offered every other fall.

367  Studies in Pedagogical Literature (1)  Research and study of various philosophical schools and historical ideas in advanced piano pedagogy. Focus on the selection of appropriate literature to foster a logical sequence of musical and technical development in the advanced student, formulation of an annotated bibliography of source readings, and a study of the strengths and weaknesses of various editions as standard scores. Offered every other spring.

String Pedagogy

316  String Pedagogy I (.75)  A study of the history and development of the significant Schools of Pedagogy and well-known pedagogues and the anatomical and physiological background to playing string instruments. Offered in alternate years, spring.

317  String Pedagogy II (.75)  Private lesson teaching at the elementary stage: development of teaching strategies, materials, and skills needed to establish a firm foundation for beginning students of all ages (right-hand technique, left-hand technique, ear-training, etc.); repertoire for elementary students; viewing of excerpts from the Paul Rolland teaching films. Offered in alternate years, fall.

318  String Pedagogy III (.75)  Private lesson teaching at the intermediate stage, repertoire and teaching materials for intermediate students, and remedial teaching techniques. Offered in alternate years, spring.
319  **String Pedagogy IV (.75)**  Students will complete an approved research project resulting in a paper or public presentation. May be repeated for credit. Prerequisite: MUS 316, 317, and 318.  *Offered each semester.*

320  **Private Teaching Pedagogy Lab (.25)**  Lesson observations and supervised teaching in the IWU String Preparatory Program, which has a long history of offering private lessons to pre-college-age students, or with approved private teachers. May be repeated for credit. Prerequisites: MUS 219 or consent of instructor.  *Offered each semester.*

343  **String Literature**  A survey of string solo and chamber music repertoire from the 17th century to the present, offering listening, playing, and analysis. Prerequisites: MUS 201 and 202.  *Offered in alternate years, fall.*

**Voice**

38  **Opera Theatre Workshop (.25)**  A laboratory course devoted to the analysis and preparation of solos and ensembles based on operatic/musical drama literature chosen from opera seria to 20th century musical dramatic entertainments. Course instruction will include audition processes, stylistic performance practice, role research, musical coachings, stage movement, makeup application, and technical support systems. Prerequisite: Consent of instructor.  *Offered in alternate years, fall.*

39, 39X  **Opera Theatre Performance (.25)**  A laboratory course devoted to the performance of operatic/musical drama literature. Prerequisite: Completion of a successful audition and consent of instructor.  *Offered each semester.*

185  **English and Italian Diction**  A laboratory course in English and Italian diction for singers, utilizing the International Phonetic Alphabet.  *Offered in alternate years, fall.*

195  **German and French Diction**  A laboratory course in French and German diction for singers, utilizing the International Phonetic Alphabet. Prerequisite: MUS 185.  *Offered in alternate years, spring.*

324  **Song Literature (.5)**  A survey of Art Song Literature from the 18th century through the present day. Emphasis on song study, interpretation, performance practice and skill study in the art of programming a solo voice recital performance. Prerequisite: MUS 202 or consent of instructor.  *Offered in alternate years, fall.*

325  **Vocal Pedagogy (.5)**  An in-depth study of the components of singing—respiration, phonation, resonance, and articulation—combining traditional techniques with modern voice analysis software; along with practical teaching methods to address tonal quality, diction, registration, and other related topics.  *Offered in alternate years, spring.*

**Organizations and Ensembles**

The various ensembles listed below are open for participation by all students in the University regardless of major. The following ensembles require an entrance audition before approval to register can be granted: Illinois Wesleyan Symphony Orchestra, Collegiate Choir, Jazz Ensemble, Jazz Lab Band and Combos, Symphonic Winds, Wind Ensemble.

The “X” listing indicates that the ensemble may be taken for no credit. “X” courses will not count toward the accumulation of units required for a degree. However, coursework will be evaluated and a grade recorded on the student’s transcript.

Music degree candidates enrolling in more than one ensemble in a single term must register for the “X” (no credit) number in each ensemble beyond the first.

21, 21X  **Illinois Wesleyan Symphony Orchestra (.25) (0)**  A symphony orchestra open by audition to all string, wind and percussion students of the University. The
orchestra performs the standard orchestral repertoire and presents many concerts each year. Offered each semester.

22, 22X Wind Ensemble (.25) (0) The Wind Ensemble is comprised of the more experienced wind and percussion students at the University and performs the finest in wind and percussion literature. Besides performing many concerts at home, the Wind Ensemble also tours. Offered each semester.

23, 23X Collegiate Choir (.25) (0) A mixed ensemble that perfects the finest sacred and secular choral literature of the past five centuries. Open to all students by audition. Numerous on-and off-campus performances, including an annual tour. Offered each semester.

24, 24X Symphonic Winds (.25) (0) The Symphonic Winds is one of two wind bands that rehearses and performs serious literature from the best of the band repertoir. The Symphonic Winds performs at least once per semester and is comprised of students from the University regardless of major. The ensemble is open, by successful audition or with consent of instructor, to all students. Offered each semester.

25X Titan Band (0) An activity band that performs at home football and basketball games. Students must register for the season, which runs from late August through the first half of March. Open to all students of the University.

26, 26X University Choir (.25) (0) A mixed ensemble maintained for the study and performance of sacred and secular choral literature of different periods and styles. Performs at least three times per year. Open to all students by placement audition. Offered each semester.

28, 28X Unlicensed Syncopation (.25) (0) A vocal ensemble of 10-14 voices that focuses on study and performance of jazz, as well as on other contemporary studio music genres from the 20th and 21st centuries, both a cappella and with rhythm section. The ensemble performs on- and off-campus. Open by audition to all students of the University. Offered each semester.

31, 31X Chamber Music: Strings, Brass, Woodwinds, Percussion, Voice, Piano Accompaniment, and Piano Ensemble (.25) (0) Ensembles of varying size and instrumentation which engage in the study and performance of chamber music. Offered as needed.

34, 34X Jazz Ensemble (.25) (0) Rehearsal, study and performance of all styles of music in the jazz idiom. Jazz improvisation is stressed in rehearsals and out of class assignments. Student arrangers and composers are encouraged to have their works performed. Open by audition to all students of the University. Offered each semester.

35, 35X Jazz Lab Band and Combos (.25) (0) Rehearsal, study, and performance of a variety of music for jazz combos. Jazz improvisation is stressed in rehearsals. Several combos will be formed each semester. Open by audition to all students of the University. Offered each semester.

37, 37X Guitar Ensemble (.25) (0) Performances of repertoire written for two or more guitars. Ensembles will be formed at the beginning of the semester and coached throughout. Offered each semester.

General Education Credit in “The Arts” for Music Ensemble Participation and Applied Lessons

Students interested in fulfilling General Education requirements in “The Arts” through participation in ensembles and/or applied music lessons may choose from among the following four options:

A. Four semesters of piano lessons (MUS 100) OR one semester of Beginning Class Piano for Non-Music Majors (MUS 101) plus two semesters of applied piano (MUS 100).
B. Four semester of applied voice (MUS 100) OR two semesters of applied voice (MUS 100) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23).

C. Four semesters of classical guitar lessons (MUS 100) OR two semesters of applied classical guitar (MUS 100) with concurrent enrollment in Guitar Ensemble (MUS 37).

D. Two semesters of one of the following ensembles – Orchestra (MUS 21), Wind Ensemble (MUS 22), Symphonic Winds (MUS 24), Jazz Ensemble (MUS 34), or Jazz Lab Band (MUS 35) – with concurrent enrollment in the appropriate applied instrumental lessons (MUS 100).

Admission into these ensembles, with the exception of Jazz Lab Band (MUS 35) is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons.

See page 96 of this Catalog for a full description of the general education category, “The Arts”.

NEUROSCIENCE

Kerr, Coordinator

Neuroscience examines the structure and function of the nervous system at a variety of levels, from individual molecules involved in neural function, to brain network analysis, to behavior of the whole organism. As a field, Neuroscience combines elements of Biology, Chemistry, and Psychology. At Illinois Wesleyan University, the Neuroscience program is designed to provide students with a basic understanding of scientific concepts of each of these disciplines as they relate to the structure and function of the brain.

The major in Neuroscience includes a minimum of 13-15 courses depending on the concentration, at least 7-9 of which are 300-level or higher. Students will complete core sequences in Biology (that will give students a foundation for understanding human anatomy and physiology), Chemistry (that will give students a foundation in general chemistry), and Psychology (that will teach students about the field of neuroscience in general and provide a more in-depth study of the field through a content specific study) in addition to 300-level electives and a capstone course.

**Major Sequence in Neuroscience:**

Six core courses. Students must also complete the course work in one of two concentrations (Behavioral Neuroscience or Cellular and Molecular Neuroscience).

**The Neuroscience Core**

1) Biol 107: Human Biology: Anatomy and Physiology I
2) Biol 108: Human Biology: Anatomy and Physiology II
3) Chem 201: General Chemistry I
4) Chem 202: General Chemistry II
5) Psyc 213: Behavioral Neuroscience
6) Senior capstone experience. Choose one of the following:
   a. Neur 400: Neuroscience Capstone
   b. Neur 499: Research/Thesis
**Cellular/Molecular Neuroscience Concentration**

A minimum of 15 courses (at least 9 of which are 300-level or above) to include the following (in addition to the core courses listed above):

7) Choose one of the following
   a. Biol 323: Biostatistics and Experimental Design
   b. Psyc 300: Research Methods (Please note that Psyc 300 has a prerequisite of Psyc 227: Psychological Statistics)

8) Chem 311: Organic Chemistry I

9) Chem 312: Organic Chemistry II

10) Biol 312: Genetics

   i. Note: Chem 317 is a survey course that covers biomolecules and biochemical processes in a single semester. Chem 414 and Chem 415: Biochemistry II constitute a two-semester sequence for students seeking a more detailed presentation of biochemistry. The first semester concerns biological molecules and the second semester concerns metabolism, cell signaling, and biochemical genetics. Students who elect to take Chem 414 are advised to also take Chem 415.

12) Biol 325: Cellular and Molecular Neuroscience

13) Two additional biology/chemistry courses at the 300- or 400-level
   - Biol 307: Animal Physiology
   - Biol 311: Developmental Biology
   - Biol 410: Molecular Foundations of Developmental Biology
   - Biol 411: Experimental Embryology
   - Biol 412: Molecular Genetics
   - Biol 495: Directed Study
   - Chem 415: Biochemistry II
   - Chem 495: Directed Study (as approved by program director)
   - Neur 395: Directed Study
   - Neur 499: Research/Thesis

14) One additional Psychology course from the following:
   - Psyc 302: Neuropsychopharmacology
   - Psyc 311: Foundations of Learning
   - Psyc 313: Advanced Behavior Neuroscience
   - Psyc 314: Advanced Human Neuroscience
   - Psyc 321: Brain Injury and Recovery
   - Psyc 329: Special Topics in Neuroscience (as approved by program director)
   - Neur 395: Directed Study
   - Neur 499: Research/Thesis

**Behavioral Neuroscience Concentration**

A minimum of 13 courses (at least 7 of which are 300-level or above) to include the following (In addition to the core courses listed above):

7) Psyc 227: Statistics

8) Psyc 300: Research Methods

9) Two additional Psychology courses from the following:
   - Psyc 302: Neuropsychopharmacology
   - Psyc 311: Foundations of Learning
   - Psyc 313: Advanced Behavioral Neuroscience
Psyc 314: Advanced Human Neuroscience
Psyc 321: Brain Injury and Recovery
Psyc 329: Special Topics in Neuroscience (as approved by program director)
10) Three additional courses at the 300- or 400- level.
   Biol 307: Animal Physiology
   Biol 311: Developmental Biology
   Biol 312: Genetics
   Biol 325: Cellular and Molecular Neuroscience
   Biol 410: Molecular Foundations of Developmental Biology
   Biol 411: Experimental Embryology
   Biol 412: Molecular Genetics
   Psyc 302: Neuropsychopharmacology
   Psyc 311: Foundations of Learning
   Psyc 313: Advanced Behavioral Neuroscience
   Psyc 314: Advanced Human Neuroscience
   Psyc 321: Brain Injury and Recovery
   Psyc 329: Special Topics in Neuroscience (as approved by program director)
   Neru 395: Directed Study
   Neur 499: Research/Thesis

11) At least one of the above courses at the 300- or 400- level must include a laboratory component. In Psychology, these courses are denoted in the course Catalog with an EXP designation. In Chemistry and Biology, laboratories are included in course descriptions and/or carry 1.25 unit credit.

*Students pursuing a major in Neuroscience should be aware of the following:
*Students may count up to two units of independent or directed study (Neru 395, Neur 499 or Chem 395) toward fulfilling major requirements.

110 Foundations for Nonmajors Foundation for non-majors will introduce students to the basic principles of the field with an emphasis on structure and function. Topics covered include neural communication, mechanisms of drug actions, neural development, hormones, genetics, and neuroanatomy. This course is designed specifically for non-Neuroscience majors and will not count toward major requirements. Offered annually.

395 Directed Study Individualized directed readings on a topic of interest to the student that is not normally part of the curriculum. The work may include a laboratory component and will result in the preparation of a significant paper or project that brings together the readings or results of the study. Prerequisites: consent of instructor. Offered each semester.

399 Off Campus Research (.5 unit) Research will be conducted off-campus in collaboration with a research program approved by the Neuroscience Program director and a supervising faculty member. The research will be summarized on campus in a scientific paper or poster, and in an oral presentation. This course does not count toward major requirements. Repeatable up to 1.0 unit. Prerequisites: PSYCH 213 and one upper-division course toward the major. Offered each semester.

400 Senior Capstone in Neuroscience (W) Intensive study of a particular topic culminating in a grant proposal and oral presentation. Prerequisites: Neuroscience major with senior standing. Offered annually.

499 Research/Thesis Experimental or theoretical examination of a topic of interest to the student in collaboration with a faculty mentor. A significant paper detailing
the findings of the investigation is required at the conclusion of the work. Prerequisites: consent of instructor. Offered each semester.

NURSING

Folse, Bertschi, Drury, Eckhardt, Funk, Hall, Hopkins, Jarvis, Kerr, Kookan, Lessen Knoll, and adjunct faculty.

Within a liberal arts environment at Illinois Wesleyan students learn to become exceptional thinkers and nursing/health care leaders in a global society. Professional and liberal learning is enhanced by concurrent enrollment in professional and liberal arts study. Small class and clinical practicum sizes allow personal interaction with faculty and the flexibility to help students develop special interests.

Nursing majors enter the program as first year students and develop a strong foundation in the biological sciences. The nursing sequence that begins in the sophomore year includes classroom content that is coordinated with outstanding patient care experiences in urban and rural settings. The nursing sequence includes classroom, laboratory, and clinical courses for six semesters. The hallmark of these experiences is continuing engagement among faculty and students that results in clinical reasoning, critical thinking, and skills necessary to contribute to global citizenship. Students develop a professional identity with commitment to integrity and lifelong learning.

The baccalaureate degree program in nursing at Illinois Wesleyan University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001; phone 202-887-6791.

Upon completion of the degree requirements graduates are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Baccalaureate Degree Program

The School of Nursing offers a program leading to the degree of Bachelor of Science in Nursing (BSN).

Mission Statement

The School of Nursing extends the University’s liberal arts tradition to prepare exceptional thinkers, compassionate professionals, and leaders for nursing and global healthcare.

Goals

The goals of the School of Nursing are to provide a quality educational program for the preparation of a professional baccalaureate nurse who:

• Embodies the liberal arts ideal of creativity, critical thinking, effective communication, strength of character, spirit of inquiry, and a comprehensive world view in professional nursing practice.
• Provides professional leadership in a global community to promote access to quality healthcare.
• Engages in lifelong professional development, including graduate study, to enhance the future of nursing and health care.

As suggested by the mission and goals, graduates develop skills necessary to assume leadership roles in nursing and society. The nursing curriculum is
designed around seven content areas that provide a foundation for excellence in nursing: nursing science, nursing as a profession/occupation, nursing's social field and economics (culture, politics, law, social justice), leadership, informatics, ethics, and research/evidence-based practice.

**Requirements for the Degree of Bachelor of Science in Nursing**

A minimum of 32 units of credit and 32 courses is required for the BSN. Nursing study ordinarily begins in the first semester of the sophomore year. Before enrolling in specified nursing courses offered at the sophomore level, the student must complete Biology 107 and 108, Psychology 253, Chemistry 110, and Biology 114. Course requirements include the following:

1. General education courses
2. Professional Nursing Sequence: A minimum of 15 course units must be in nursing, including Nursing 214, 217, 218, 260, 280, 320, 330, 360, 380, 385, 400, 430, 450, 460, and 485.
3. Supplemental Professional Preparation, including: Health 230 (Human Nutrition) and Business 341 (Organization and Management) are required for the major.
4. Requirements and Limitations: At least 11 of the course units counted toward the total degree requirements must be at the upper division level (courses 300 or higher). No more than 4 course units of “D” work completed at Illinois Wesleyan or elsewhere may be counted toward the degree with no more than two of those in general education courses. It should be noted that students may not progress in the nursing curriculum (a) with a grade in any nursing course lower than a C (not a C-) and/or (b) with a cumulative GPA lower than a 2.0. Students who earn a final grade lower than “C” in any required nursing course must repeat the course and earn a final grade of “C” or better to progress in the nursing curriculum. See School of Nursing Student Handbook for complete list of academic policies.

**PROFESSIONAL NURSING SEQUENCE**

**214 Nursing and Society (1 unit) (CSI)** Introduces concepts basic to the profession of nursing and to the development of self as nurse. Legal, ethical, economic, and social policy issues in health care are introduced. U.S. and global health care, including the influence of culture, are examined. Students use current technologies to access and evaluate health information. *Offered each fall.*

**217 Pathophysiology and Pharmacology I (1 unit)** Builds on knowledge from natural sciences to provide a foundation for nursing practice by examining the etiology and pathophysiology of illnesses across the lifespan. Pharmacodynamics and pharmacokinetics of medications as well as the nurse’s role in administration are introduced. Selected pathophysiological disorders are presented. Prerequisites: BIOL 107, 108, 114, and CHEM 110, or consent of faculty. *Offered each fall.*

**218 Pathophysiology and Pharmacology II (1 unit)** Continues the examination of prevalent pathophysiologic disorders. Includes the normal physiology of aging. Cultural and genetic variations in disease for individuals and populations are examined. Classifications of medications and their use as nursing interventions to facilitate health maintenance and disease management are presented. Prerequisite: NURS 214, 217. *Offered each fall.*

**260 Nursing Foundations I: Health Assessment and Professional Communication (1.25 units)** Develops assessment techniques to examine the physical, psychosocial, and spiritual health of individuals from diverse populations across the lifespan. Introduces skills in interdisciplinary, multigenerational, and culturally sensitive professional commu-
Principles of teaching-learning, stress and psychosocial theories are presented to promote the individual's health and prevent disease. Prerequisites: BIOL 107, 108, 114, CHEM 110, PSYC 253, and HLTH 230. Offered each fall.

280  **Nursing Foundations II: Health Promotion and Risk Reduction (1 unit)**
Focuses on influencing behavior to promote health and reduce risks of individuals in ambulatory and community-based settings. Process of nursing introduced with emphasis on integrating previous skills and knowledge to begin clinical decision-making. Basic nursing skills are developed to allow for care of individuals across the lifespan from diverse ethnic and cultural backgrounds. Prerequisites: NURS 214, 217 and 260; HLTH 230; Corequisite 218. Offered each spring.

320  **Adult Nursing I (1 unit)**
Focuses on care of adults, particularly older adults, in need of risk reduction and health maintenance in varied clinical settings. Integration of sociocultural, legal, ethical, and economic factors that influence illness care are applied to provide patient-centered care. Includes use of informatics to inform clinical practice. Prerequisites: NURS 218 and 280. Offered each fall.

330  **Psychiatric/Mental Health Nursing (1 unit)**
Provides care to individuals with mental illness in acute and community-based settings. Emphasis placed on interdisciplinary collaboration, application of psychopharmacologic and therapeutic treatment principles, and use of integrated biopsychosocial theories. Application of the process of nursing expands the student's ability to address mental health needs across the lifespan in all clinical settings. Prerequisites: NURS 218 and 280. Offered each fall.

360  **Child and Adolescent Nursing (1 unit)**
Delivers care to children in a variety of settings by using evidence-based interventions that support children and their families in coping with multiple demands of childhood health and illness. Nursing interventions adapted for this population include specialized technologies needed to assist families caring for ill children. Prerequisites: NURS 320 and 330. Offered each spring.

380  **Adult Nursing II (1 unit)**
Expands clinical judgment in the care of adults in need of health maintenance, as well as acute and chronic disease management in acute care settings. Develops nursing role by integrating previous learning with evidence-based practice to design care for patients especially those with co-morbidities. Prerequisites: NURS 320 and 330. Offered each spring.

385  **Research in Nursing Practice (1 unit)**
Develops skills to read, evaluate, and synthesize research essential to providing evidence-based practice in the clinical setting. Scientific inquiry within the discipline of nursing is introduced by examining the relationships among conceptual, empirical, and analytic processes of research. Opportunities to critique empirical data for health care issues are provided. Prerequisite: Junior Standing in Nursing. Offered annually.

390  **Special Topics in Nursing**
Courses that give the student opportunity to develop expertise in specialized areas of nursing, such as transcultural healthcare in Hawaii. Prerequisites: Gateway Colloquium or equivalent, 280 or consent of instructor. Offered occasionally.

397  **Internship in Nursing (.75 or 1 unit)**
Individual students have the opportunity to work with an on-site supervisor and participate in preprofessional experiences in various health care organizations. Actual site selection is coordinated between the student and the Director of the School of Nursing or designee. A project/paper is required. May be taken for more than one semester but limited to two course units. Prerequisites: Senior standing in Nursing and consent of Director of the School of Nursing. Offered each semester and in May Term.

400  **Nursing in Complex Situations (1 unit)**
Focuses on care of multiple individuals, care of the critically ill, and those at end of life. Emphasizes ability to monitor, evaluate,
revise, and coordinate patient centered care. Expands need to manage time and prioritize competing demands. Integrates evidence-based practice and health information technology to provide cost-effective quality care. Prerequisites: NURS 360, 380, and 385. Offered each fall.

**430  Maternal and Newborn Nursing (1 unit)** Manages care for childbearing families experiencing normal and high-risk pregnancies in various settings. Roles of the professional nurse in promoting physical and psychosocial behaviors to prevent health problems are emphasized. Applies legal, ethical, spiritual, and cost-benefit considerations when examining technologies related to reproductive health choices. Prerequisites: NURS 360, 380, and 385. Offered each fall.

**450  Nursing Leadership and Management in Health Care (1 unit)** Examines nurse's leadership/management role in health care delivery system. Practicum provides opportunity to design and regulate nursing systems in collaboration with other health care workers. Emphasis placed on assuming accountability for multiple patients/teams of caregivers and expansion of leadership skills. Opportunities for implementing quality improvement and staff development project provided. Prerequisites: NURS 400 and 430; BUS 341. Offered each spring.

**460  Public Health Nursing (1 unit)** Applies epidemiological concepts in the analysis of health promotion and maintenance of populations. Emphasis is placed on concepts of social justice, disparities in health and health care, and vulnerable and culturally diverse populations. Use of informatics to provide care that is evidence-based to improve health of the community is required. Prerequisites: NURS 400 and 430. Offered each spring.

**485  Seminar in Professional Nursing (1 unit) (W)** Examines contemporary global healthcare issues and explores personal values in relation to those of the profession. Study of health care policy, principles of social justice, and political action provides methods for active world citizenship. A senior thesis provides opportunity for in depth analysis and dissemination of current healthcare issues. Prerequisites: NURS 360, 380, and 385 and a course from Analysis of Values category. Offered annually.

**499  Research and Studies** Individual projects under the supervision of nursing faculty. Students must register with a specific instructor. May be taken in more than one semester but limited to two course units. Offered each semester.

**ACADEMIC POLICIES**

The *Illinois Wesleyan University School of Nursing Student Handbook* details the academic and clinical policies of the nursing program.

**Minor Sequence in Health**

Qualified students of the University, including nursing majors, may elect a Health minor offered by the School of Nursing. This minor prepares the student to make responsible life style choices in a complex society through exploration of determinants of health and quality of life (See Health, page 200).

**Minor Sequence in Human Services Management**

Qualified nursing majors may elect a minor in Human Services Management. This minor offers an educational pathway leading to entry level management positions in nursing, following appropriate clinical experience, or to graduate study in nursing service administration and/or business administration (See Minor Sequence in Business Administration, page 150).

Nursing majors can complete the minor within the four years of academic study. Interested students should contact their academic advisors.
**Minor Sequence in Hispanic Studies**

Qualified nursing majors may elect the Hispanic Studies minor for nursing majors offered by the Department of World Languages, Literatures, and Cultures. This minor prepares students for leadership in the care of Spanish speaking clients in the United States or the global community. In addition to campus classes, this minor offers domestic and international travel opportunities and internships where students apply linguistic and cultural skills in health care settings or with health care professionals. Entering students interested in the Hispanic Studies minor and who studied Spanish in high school are advised to take the Spanish placement test in August of their first year.

The minor sequence recommended for nursing majors consists of six courses in Spanish at or above the 203 level, including 230, 303, 307, 308, and two electives. Study abroad is also available (See Hispanic Studies, page 331).

**Other Study Options**

When courses articulate with the nursing sequence, students with specific interests have opportunity to work with faculty advisors to meet individual professional goals, such as enriched clinical study through student-designed internships.

**OFF-CAMPUS STUDY**

**THE IWU SEMESTERS IN LONDON AND SPAIN**

*Shimizu, Coordinator*

Sophomore, junior, and senior students may choose to live and study for the fall semester in London or the spring semester in Barcelona, accompanied by an IWU faculty member who will teach and live with them. Students earn four course units of credit during the semester, just as they would if they were studying on campus. The IWU faculty member teaches one of these courses, and students choose among other courses taught by local professors. All courses offered in the London Program fulfill 200-level general education degree requirements. Courses in the Spain Program fulfill a mix of general education, Hispanic Studies, and Nursing requirements.

Besides traditional classroom activities, such as reading, lecture, and discussion, London and Spain Program courses take advantage of the unique opportunities for intellectual and personal growth available in two of the world’s greatest cities. In London, these include visits to Parliament, class sessions using the exceptional collections in the National Gallery or the Victoria & Albert Museum, and assignments analyzing performances on the London stage or concert hall. In Barcelona, these include world famous collections of art, as well as numerous historical and cultural opportunities available in Barcelona and other parts of Spain.

In London, students are housed in comfortable flats in safe neighborhoods convenient to shopping and public transportation. They have access to student-center facilities at the Imperial College London student union building. In addition to their studies in London, students also make day trips to relevant sites for study, such as Stratford-upon-Avon, Oxford, or Canterbury with the faculty. In Barcelona, students will attend classes at a centrally located academic center and
live with host families within reasonable commuting distance, with trips within
the city and to other parts of Spain.

Both programs require a program fee in addition to IWU room, board, tuition
and fees for the term. This fee covers roundtrip airfare, local transportation costs
for the full term, day trips and extended excursions outside London or Barcelona,
welcome and farewell banquets, other social activities, and on-site orientation.

Courses vary from year to year, but are selected from the list below. Each
course takes advantage of the special opportunities available in London or
Barcelona in a given semester. Each course may also be taken more than once
if the subject matter is not duplicated, but only one will count for General
Education credit in the designated category.

Students interested in enrolling in the London or Spain Programs should
contact the International Office for information. Applications for London
are due by March 1 of the preceding spring term. Applications for the spring
Barcelona semester are due in mid-April of the preceding spring term.

OFF-CAMPUS STUDY—London (LOND) These courses are for London
(taught in English for general education credit only.)

220/320 Studies in the Arts Courses in, for example, Art, Art History, Classical
Studies, Creative Writing, Fine Arts, Music, Music Theatre, or Theatre that heighten
awareness of an aesthetic dimension in human experience. These courses place the
specific art(s) under consideration within the context of the time of original creation or
performance and also within other appropriate contexts. Offered as needed.

221/321 Studies in Literature Courses that focus on the critical reading and inter-
pretation of literary texts, including study of style and structure, plot, imagery, and ideas.
Works studied are presented in the larger cultural framework of which they are a part, and
students actively interpret and make thoughtful judgments about them. Offered as needed.

222/322 Studies in Analysis of Values Courses in any discipline that critically
examine one or more issues of values arising in ethical, political, professional, religious,
artistic, or other contexts. By engaging students in the rational analysis of values and
their foundations, and by exposing students to alternative value frameworks, these courses
encourage students to think more systematically about their own values. Offered as needed.

223/323 Studies in Contemporary Social Institutions Courses in, for example,
Anthropology, Business Administration, Economics, Educational Studies, Nursing, Political
Science, Religion, or Sociology that explore the established practices, relationships, and
organizations which influence the daily lives of individuals in society. Social institutions
and/or structures examined include governments, religious organizations, education, the
family, the media, and the legal, economic, health care, political and social welfare systems.
Offered as needed.

224/324 Studies in Cultural and Historical Change Courses in, for example,
Economics, History, Music, Political Science, Religion, or Theatre in the London program
that investigate the formation, persistence, and change of human-constructed institutions,
emphasizing significant transformations in human social existence, and allowing historical
personalities to speak across time and space. Each course acknowledges the complex
interactions of social and historical context, recognizing that we cannot understand the
present without the past. Offered as needed.

225/325 Studies in Intellectual Traditions Courses in any discipline that explore
major ideas that have made a difference in the shaping of culture and the course of
events. Courses may focus on an individual figure, a broader intellectual movement, or
a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and
evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music. *Offered as needed.*

**226/326 Studies in the Natural Sciences** Courses that help students develop the capacity for scientific literacy in preparation for responsible citizenship. Through laboratory or other learning experiences, students explore the methods by which scientists discover and formulate laws or principles that describe the behavior of nature in both living and non-living realms. Students also examine how scientific thinking applies to their own lives and address the issues that science and technological advances bring to society. *Offered as needed.*

**OFF-CAMPUS STUDY—Spain (BARC) courses are taught in English or Spanish and may be either Hispanic Studies courses or general education courses taught in Spanish.**

**101/102/201/203 Studies in Second Language** Courses in this category develop a student’s ability to speak, read, listen and write in Spanish. Courses stress basic conversational skills necessary for survival in the target-language environment. All courses in this category seek to place the target language within a cultural context. *Offered each spring.*

**220/320 Studies in the Arts** Courses in, for example, Art, Art History, Classical Studies, Creative Writing, Fine Arts, Music, Music Theatre, or Theatre that heighten awareness of an aesthetic dimension in human experience. These courses place the specific art(s) under consideration within the context of the time of original creation or performance and also within other appropriate contexts. *Offered as needed.*

**221 Studies in Literature** Courses that focus on the critical reading and interpretation of literary texts, including study of style and structure, plot, imagery, and ideas. Works studied are presented in the larger cultural framework of which they are a part, and students actively interpret and make thoughtful judgments about them. *Offered as needed.*

**222 Studies in Analysis of Values** Courses in any discipline that critically examine one or more issues of values arising in ethical, political, professional, religious, artistic, or other contexts. By engaging students in the rational analysis of values and their foundations, and by exposing students to alternative value frameworks, these courses encourage students to think more systematically about their own values. *Offered as needed.*

**223 Studies in Contemporary Social Institutions** Courses in, for example, Anthropology, Business Administration, Economics, Educational Studies, Nursing, Political Science, Religion, or Sociology that explore the established practices, relationships, and organizations which influence the daily lives of individuals in society. Social institutions and/or structures examined include governments, religious organizations, education, the family, the media, and the legal, economic, health care, political and social welfare systems. *Offered as needed.*

**224 Studies in Cultural and Historical Change** Courses in, for example, Economics, History, Music, Political Science, Religion, or Theatre in the London program that investigate the formation, persistence, and change of human–constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak across time and space. Each course acknowledges the complex interactions of social and historical context, recognizing that we cannot understand the present without the past. *Offered as needed.*

**225 Studies in Intellectual Traditions** Courses in any discipline that explore major ideas that have made a difference in the shaping of culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music.
226 Studies in the Natural Sciences Courses that help students develop the capacity for scientific literacy in preparation for responsible citizenship. Through laboratory or other learning experiences, students explore the methods by which scientists discover and formulate laws or principles that describe the behavior of nature in both living and non-living realms. Students also examine how scientific thinking applies to their own lives and address the issues that science and technological advances bring to society.

250 Business Spanish This course is designed for students planning to work in business and who want to acquire more business-related language and cultural competency skills before entering the work force. The course includes sections on the work force, businesses and entrepreneurs, products, publicity, banks and savings and loans, business trips, and business on the web. This course is taken abroad in the IWU Spain program or another comparable program. Prerequisite: SPAN 201.

321 Studies in Literature Courses in this category focus on the critical reading and interpretation of literary texts. Taught in Spanish. Offered as needed.

322 Studies in Analysis of Values Courses in this category critically examine one or more normative value issues arising in social, political, professional, religious, artistic, or other contexts. Normative value issues concern questions of what ought to be the case, and are thus distinguished from empirical and/or descriptive issues, which concern questions of what is, was, or will be the case. Courses in this category engage students in the rational examination of normative value issues and expose them to alternative theories and positions concerning such issues. Students are thereby challenged to think systematically about these issues and to refine and defend their views of them. Taught in Spanish. Offered as needed.

323 Studies in Contemporary Social Institutions Courses in this category explore the established practices, relationships, and organizations which influence the daily lives of individuals in society. Social institutions and/or structures examined include governments, religious organizations, education, the family, the media, and the legal, economic, health care, political, and social welfare systems. Taught in Spanish.

324 Studies in Cultural and Historical Change Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past. Taught in Spanish.

325 Studies in Intellectual Traditions Courses in this category explore major ideas that have made a difference in the shaping of culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music. Taught in Spanish.

326 Studies in Natural Sciences Global climate change is one of the most profound and complex issues facing humanity. This course will introduce students to the scientific principles that underlie its causes and consequences, and consider ways to address its impacts in Barcelona and the U.S. Student will conduct a research project and write a paper. No prerequisite. Offered spring, 2020.

PHILOSOPHY

Kelahan, Coleman, Criley, Engen

Philosophers try to make sense of reality and human experience through critical reflection and argument. The study of philosophy involves asking questions
about the nature of knowledge, reality, and values, and formulating and evaluating answers to these questions. Students learn to reason more effectively and defend principled views. The department aims to: (1) help students from all fields develop habits of critical reading, thinking, and writing; (2) introduce students to philosophical issues including the nature of consciousness, personal identity, morality, and skepticism; (3) explore these and other traditional philosophical issues through the writings of such major philosophers as Plato, Descartes, Hume, Kant, and Mill; and (4) aid students in tracing connections among various disciplines.

The philosophy department offers courses to meet the needs of general education students wishing to explore perplexing and controversial questions about the fundamental nature of the world and human experience. The best way to learn about philosophy is by doing it, so all philosophy courses offer an open forum for a disciplined exchange of ideas. In such exchanges, students and professors learn from one another and from the careful reading and critical analysis of philosophical works. Among the traditional tasks of philosophers is the investigation of the aims and methodology of other disciplines and specific problems that arise from them. Thus, the department offers courses that probe the philosophical assumptions and implications of different disciplines, including courses in the philosophies of Religion, Natural Science, Psychology, Education, and Law.

The department offers: challenging programs for students who major or minor in philosophy; a diverse selection of courses from the different branches of philosophy; and courses taught on both historical and contemporary works using primary sources (in English translation where necessary).

Because philosophers investigate the foundations of other disciplines, philosophy is often studied in conjunction with another discipline. Many philosophy majors or minors have a second major or a minor in such fields as Literature, Political Science, Religion, Biology, Psychology, and Music. Majors and minors have considerable freedom to pursue their individual interests in independent studies, internships, and research honors. Students may declare a major in philosophy as late as their junior year.

**Major Sequence in Philosophy:**
A minimum of nine courses in philosophy to include:

1. PHIL 102, 308, 309
2. Six additional courses in philosophy to include:
   a) One of the following: PHIL 103, 106, 107, 209, 232, 268, 307, 311, 340, 350, 351, 360
   b) One of the following: PHIL 105, 204, 205, 213, 214, 224, 225, 230, 301, 304, 305, 310, 356
   c) Two upper-division courses in philosophy (but not including 397)
   d) Two additional courses in philosophy

**Minor Sequence in Philosophy:**
A minimum of five courses to include:

1. Philosophy 102
2. Philosophy 308 or 309 (though the student may take both 308 and 309 for credit in the minor)
3) Two additional courses at the upper-division level (but not including 397)
4) One additional course in philosophy.

102 Introduction to Symbolic Logic (FR)  Introduction to systems of formal logic and to the use of such systems to model and evaluate inferences made in practical reasoning and natural language. Propositional logic, first-order quantifier logic, and the metatheoretic properties of soundness and completeness will be covered. No prior coursework in mathematics, logic, or philosophy is presupposed. Offered annually.

103 Mind and World (IT)  Is everything composed of matter? What are minds? Does all knowledge come from experience? Studying, discussing, and writing about these metaphysical and epistemological questions – as posed, for example, by Plato, Descartes, Locke, Hume, Kant, and Russell – will introduce students to major themes of Western Philosophy. Offered annually.

104 Ethics Bowl (AV, W)  Are you interested in debating issues in practical and professional ethics? Do you like working collaboratively to solve complex problems? Students in this course will be introduced to ethics through the examination of case studies. Topics include corporate responsibility, government intervention, medical ethics, and ethical use of technology and data. Prerequisites: Gateway or consent of instructor. Offered annually.

105 Rights and Wrongs (AV)  A first course in ethics, and a critical examination of central moral concepts and arguments. What makes an action morally permissible or impermissible? Are there moral duties, and if so, what are they, and where do they get their authority? Contemporary issues commonly discussed include abortion, euthanasia, punishment, and torture. Offered annually.

106 God and Science (IT)  Examination of issues in the philosophy of science and the philosophy of religion. Topics may include models of the relationship between religion and science, issues in physical cosmology, the debate over creationism, the nature of ‘emergent’ properties/laws in complexity theory, or psychological accounts of religious experience. Offered annually.

107 Introduction to the Philosophy of Natural Science (IT)  Analysis of the central methodology and conceptual schemes employed in scientific investigation. The course will examine accounts of scientific inferences and methods and may include criticisms offered by historians of science and feminist philosophers. Intended primarily for students with a minimum of one year of college-level work in the natural sciences. Offered as needed.

170 Special Topics  An examination, at the introductory level, of selected topics in philosophy not covered in regular course offerings. May be repeated for credit when different subjects are studied. See current Program of Classes to determine if this course fulfills general education requirements. Offered as needed.

204 Introduction to Ethical Theory (AV)  Examination of major moral theories such as those of Plato, Aristotle, Hume, Kant, and Mill. Questions to be examined include: What is the best life for a human being? What things are good? What is the foundation of the distinction between right and wrong? What motives do we have for acting morally? Offered annually.

205 What is Law? (AV, W)  Examination of fundamental questions concerning the nature of law, including: What is law? What distinguishes the law from moral or social rules? What authority does law have, and where does that authority derive from? What sort of normative standards does the law comprise – commands, rules, principles, exemplars? – and how are these standards related? Offered in alternate years, spring.

209 Philosophy of Religion (IT)  Is there evidence that God exists? Should we believe in miracles? Should faith in God be enough? During our examination of these questions, we will consider the nature of God’s attributes, arguments for God’s existence, alternatives
to the Judeo-Christian conception of God, and whether belief in God requires rational support. Offered as needed.

213 Business Ethics (AV)  A critical examination of ethical issues arising in business affairs with some attention to ethical theory. Offered as needed.

214 Philosophy of Education (AV)  Examination of the nature and roles of education and teaching. What are the aims of education? Do different political systems imply different approaches to schooling? What role should the state play in delivering education? Who should be educated, and why? Readings are from classical as well as contemporary writers. Offered as needed.

222 Ethics, Values and Issues in Cybertechnology (AV, W) (Cross-listed with CS 222)  An overview of the ethical issues which shape modern technology, including such topics as free expression and content control, intellectual property, privacy and information access, crime and security, and concepts, methodology, and codes of cyberethics. Theory and actual cases will be analyzed in readings, discussion, and written work. Will not count toward the major or minor. No prerequisites. Offered annually.

224 Introduction to Social and Political Philosophy (AV)  Focusing on the justification of political structures, students will critically analyze, at an introductory level, a number of fundamental political issues: What makes a law a proper law? What makes a form of government legitimate? What may people be coerced to do and by whom? Readings include several major political philosophers. Offered occasionally.

225 Medical Ethics (AV)  A compressed introduction to ethical theory (first quarter of the course) and an examination of ethical problems arising in the context of medical and health care. Examination of such issues as paternalism, euthanasia, treatment of severely defective infants, reproductive rights, research on human subjects, and distribution of health care resources. Offered each spring.

230 Philosophy of Feminism (AV, U)  Investigation of how feminism and philosophy inform one another. What is the nature of gender inequality in our society? Are rationality and objectivity gendered concepts? Examination of the relations between gender and such topics as social policy, law, ethics, pluralism, objectivity, and science. Offered as needed.

232 Philosophy of Race (U, W)  Examination of questions about race from a philosophical perspective. What is race: a biological category, a social construction, or a fiction? Should we stop thinking in terms of race? What do we owe the victims of racism? Also, other social policy questions, such as, is racial profiling ever justified? Offered in alternate years, spring term.

268 Hume's Philosophy of Religion (IT, W)  Introduction to the philosophy of religion of David Hume (1711-1776), generally regarded as the greatest philosopher ever to write in English. Hume's Dialogues Concerning Natural Religion, one of the most influential works in philosophy of religion, critically examines the idea of intelligent design. Offered as needed.

270 Special Topics  An examination of selected topics not covered in regular course offerings. May be repeated for credit when different subjects are studied. See current Program of Classes to determine if this course fulfills general education requirements. Offered as needed.

300 Biology and Ethics (AV, W)  A study of ethical and social issues arising out of the rapidly developing fields of reproductive biology and genetics. In the first quarter of the course, students will be introduced to different ethical theories; in the remainder of the semester, they will look at specific ethical issues. Issues examined may include those that arise in connection with RU-486, surrogacy, IVF, sex cell storage, cloning, and human stem cell research. Offered as needed.

Philosophy
301 Ethics and the Environment  An examination of different ethical theories to see which provide an adequate basis for an environmental ethics – a basis for deciding whether and how we ought morally to treat non-human entities, including non-human animals and “nature.” We will consider the answers they provide to fundamental ethical questions concerning the environment. The specific normative issues we examine will vary from year to year but they will include issues such as factory farming, genetically engineered crops, air quality, and the preservation of endangered species. Offered in alternate years.

304 Ethical Theory (AV)  A critical examination at an advanced level of different kinds of ethical theories. Ethical theories to be considered may include those of Butler, Hume, Kant, Bentham, Mill, Sidgwick, and Nietzsche. The course will focus on central ethical concepts and the way in which different ethical theorists organize them in a systematic way. Prerequisite: One course in Philosophy or consent of instructor. Offered in alternate years.

305 Philosophy of Law (AV)  Examination of philosophical and legal questions about judicial decision-making and the interpretation of law. Are there correct answers in controversial legal cases? What are a judge’s obligations in deciding such cases? Special attention will be paid to recent work in the intersection of philosophy of language and law. Prerequisite: One course in Philosophy or consent of instructor. Offered in alternate years.

307 Philosophy of Natural Science (IT, W)  Analysis of central issues in the philosophy of natural science, such as the problem of induction, scientific realism, and scientific theory selection. The course will examine accounts of these issues and may include alternative views provided by historians of science and feminist philosophers. Prerequisite: One course in Philosophy or consent of instructor. Offered as needed.

308 Ancient Philosophy (IT)  Survey of the development of philosophy from Thales to the early Roman philosophers, with emphasis on Plato and Aristotle. Prerequisite: One course in Philosophy. Offered annually.

309 Modern Philosophy (IT)  Survey of the development of philosophy from the rise of modern science to Kant, with emphasis on Descartes and the Classical Empiricists. Prerequisite: One course in Philosophy. Offered annually.

310 Social and Political Philosophy (IT, W)  A critical examination of questions such as: Why do we have to do what the state says? What is the basis of political obligation? What duties, if any, does the state have to its citizens? Is there a conflict between the ideals of equality and liberty? Prerequisite: Either one course in Philosophy, PSCI 315, PSCI 316, or consent of instructor. Offered as needed.

311 Philosophy of Mind (IT, W)  Examines issues raised by this question: ‘Can mental phenomena be accounted for by a physicalist theory?’ Topics such as the problem of other minds, artificial intelligence, mental causation, mental imagery, intentionality, and consciousness will be studied. Prerequisite: One course in Philosophy or consent of instructor. Offered in alternate years.

340 Philosophy of Language (W)  What are the relationships between language, thought, and reality? How is the study of language important to philosophy? Through classic texts in the analytic tradition, we will investigate questions concerning meaning, truth, and the relationship between words and things ‘in the world.’ Prerequisite: One course in Philosophy or consent of instructor. Offered in alternate years.

350 Knowledge, Belief, and Society (W)  Consideration of the nature of, and relations between, knowledge, belief, perception, truth, meaning, and evidence. Prerequisite: One course in Philosophy or consent of instructor. Offered in alternate years.

351 Metaphysics (W)  Examination of central problems in metaphysics such as freedom and determinism, causality, existence, and identity. Prerequisite: One course in Philosophy or consent of instructor. Offered in alternate years.
Major Philosophers or Philosophical Movements (IT, W)  
Close study of a major philosopher (e.g., Aristotle, Hume, Kant); an imagined encounter between philosophers (e.g., Hume and Kant, Aristotle and Mill); a major historical period, school, or philosophical movement (Rationalism, Empiricism, Existentialism). May be repeated for credit when different subjects are studied. Prerequisite: One course in Philosophy or consent of instructor. Offered annually.

Contemporary Ethics (AV, W)  
An advanced study of recent and contemporary work in ethical theory. Readings may include the work of Christine Korsgaard, Bernard Williams, Thomas Nagel, and Derek Parfit, among others. Prerequisite: One course in Philosophy or consent of instructor. Offered in alternate years.

Advanced Symbolic Logic  
An investigation of topics in formal logic beyond first-order logic. Topics may include model theory; proof theory; proofs of various metatheorems concerning classical first-order logic; and/or development of other systems of logic such as second-order logics, modal logics, or many-valued logics. Prerequisite: PHIL 102 or MATH 200, or consent of instructor. Offered in alternate years.

Special Topics  
An examination, at the advanced level, of selected topics in philosophy not covered in the regular course offerings. May be repeated for credit when different subjects are studied. See current Program of Classes to determine if this course fulfills general education requirements. Prerequisite: One course in Philosophy or consent of instructor. Offered as needed.

Independent Study in Philosophy  
Topics to be arranged in consultation with individual members of the Philosophy department. Normally topics may not duplicate regular departmental course offerings. Prerequisite: Three courses in Philosophy and consent of instructor. Offered on request.

Internship in Philosophy  
Students in their junior or senior year may do an internship related to their philosophical interest on a credit/no-credit basis. To be arranged in consultation with members of the Philosophy department. Prerequisite: Junior or senior standing and consent of instructor. Offered on request.

Research Honors in Philosophy  
Independent study leading to the defense of a research honors project. Intended primarily for senior philosophy majors, though philosophy minors and majors in other disciplines may qualify. Prerequisite: Senior standing in philosophy or consent of instructor. Offered on request.

PHYSICAL EDUCATION

See Kinesiology, Sport and Wellness

PHYSICS

Perera, deHarak, Jaggi, Spalding

We believe that some training in physics is an important component of a liberal education in a technological world. The department, therefore, offers a number of general education courses open to all students.

The major is designed as an experimentally intensive and theoretically rigorous foundation in classical and modern physics. It is the recommended major for pre-engineering students interested in automotive, civil, electrical, electronics, mechanical, and nuclear engineering. The department also offers service courses for other science majors.

Physics majors and minors who desire a secondary teaching license declare a second major in Secondary Education. Additional coursework in the life sciences is required for licensure. Refer to the Educational Studies curriculum.
description in this Catalog and the Teacher Education Information Handbook (http://ww2.iwu.edu/edstudies/handbooks/) for further information.

The department specializes in condensed matter physics, atomic physics, astronomy, and optics and encourages all students to work on research projects in collaboration with faculty members. The 3-2 engineering program is available with a major in physics and consideration of this option is encouraged, but careful planning is required because the advanced physics courses are offered in alternate years only.

The department of physics has many facilities for research including the Mark Evans Observatory which has a computer controlled 11-inch telescope with CCD Detector. Students majoring in physics may take up to two course units of independent study or research.

Major Sequence in Physics:
A minimum of ten courses and units including:

1) Physics 105 and 106
2) Physics 207 and 304
3) Two from Physics 405, 406, 407, and 408; one of these must come from Physics 405, 406
4) Four additional courses and units in physics selected by the student with the consultation and approval of the major advisor/department chair to form a coherent program. Two of these four must be from the upper level courses that have a lab component. These include Physics 301 (Intermediate Experimental Methods), Physics 305 (Electronics), Physics 306 (Materials Physics), Physics 307 (Optical Physics), Physics 308 (Scientific Imaging), Physics 339 (Engineering Design), Physics 370 (An Exploration of Advanced Topics in Physics, when it has a lab component) and Physics 399 (Experimental Physics.)

The following physics courses will not count toward the major: Physics 101 (General Physics I), Physics 102 (General Physics II), Physics 110 (Fundamental Astronomy), Physics 120 (Energy and Society), Physics 130 (Sound, Music, Hearing), Physics 210 (Conceptions of the Cosmos), Physics 239 (Problems of Nuclear Disarmament), and Physics 397 (Internship).

5) Courses outside the department that physics majors are recommended to take: two semesters of chemistry or biology.

Physics majors have the option of pursuing a concentration in Optics & Photonics or Astrophysics.

Concentration in Optics & Photonics Concentration:
A minimum of eleven courses and units including:

1) Physics 105 and 106
2) Physics 207, 304, and 399
3) Physics 406
4) Once course selected from Physics 405, 407, and 408
5) Two courses selected from Physics 307, 308, and 317
6) Two additional courses and units in physics selected by the student with consultation and approval of the major advisor/department chair to form a coherent program.
Concentration in Astrophysics:
A minimum of eleven courses and units including:
1) Physics 105 and 106
2) Physics 207, 304, and 399
3) Two courses selected from Physics 405, 406, 407, and 408; one of these must come from Physics 405, 406
4) Once course selected from Physics 307, 308, and 408
5) Physics 310
6) Physics 370 (Cosmology)
7) Two additional courses and units in physics selected by the student with consultation and approval of the major advisor/department chair to form a coherent program.

The following physics courses will not count towards the major: Physics 101 (General Physics I), Physics 102 (General Physics II), Physics 110 (Fundamental Astronomy), Physics 120 (Energy and Society), Physics 130 (Sound, Music, Hearing), Physics 131 (How Things Work), Physics 210 (Conceptions of the Cosmos), Physics 231 (How Things Work II), Physics 239 (Problems of Nuclear Disarmament), and Physics 397 (Internship).

Two semesters of chemistry or biology

Minor Sequence in Physics:
A minimum of five courses to include:
1) Physics 101 or 105, 102 or 106
2) Physics 207 and 304
3) One additional 300-level course. The following are recommended:
   A. Mechanics 405 for Mathematics majors
   B. Quantum Mechanics for Chemistry majors
   C. Electronics 305 for Biology majors.

101, 102 General Physics (1.25) (1.25) (PSL) A two-semester sequence in general physics (not intended for pre-engineering students, or students planning to become chemists or physicists). Topics include a survey of: vector methods, conservation laws, classical mechanics, gravitation, optics, sound, heat, electricity, magnetism and elementary quantum physics. Three hours lecture, two hours lab, and one hour discussion per week. Prerequisite: Skill in algebraic manipulation; Physics 101 for 102. Offered annually.

105 Physics I - Mechanics (1.25) (PSL) An introductory course designed for physical science and pre-engineering majors. Uncovers the foundation of non-relativistic Newtonian mechanics of a system of particles. Topics include translational, rotational, vibrational and wave-like motions in simple physical and engineering systems. Three hours lecture, two hours lab, and one hour discussion per week. Prerequisite: concurrent enrollment in MATH 176, or consent. Offered annually.

106 Physics II - Electricity, Magnetism and Optics (1.25) (PSL) A course for physical science and pre-engineering majors. Topics include electric and magnetic fields, a.c. and d.c. circuits, geometrical optics, wave motion and physical optics. Three hours lecture, two hours lab, and one hour discussion per week. Prerequisites: PHYS 105, concurrent enrollment in MATH 176 or consent. Offered annually.

110 Fundamental Astronomy (PSL) A course dealing in a limited mathematical way with the nature of light, astronomical instruments, the universe and relativity, galactic
structure, the properties and evolution of stars and the solar system, and cosmology. This course is primarily, but not exclusively, for non-science majors. May not count for the major. *Offered annually.*

120  **Energy and Society (PSI)** *(Cross-listed with ENST 115)* This course provides an introduction to the fundamental scientific principles governing the production, interconversion and transmission of various forms of energy, and the manner in which they interact with the environment, both on a local as well as on a global scale. Students will also apply this fundamental knowledge to specific and competing choices that can be made at the individual level and as a society, regarding energy options and energy policy. *Offered annually.*

130  **Sound, Music and Hearing (PSL)** Sound, Music, and Hearing connects physics, aesthetics, physiology, psychology and ecology through the study of sound. In the class-room and in the laboratory, students will learn about the physical basis of sound production, human hearing, the creation of musical sound, and noise pollution. Outside of class, students will study specific sounds in their environment and explore additional topics of their choosing, such as acoustics, holographic analysis, or noise reduction in buildings. The course has minimal mathematical prerequisites, consisting of high school algebra, plane geometry, and some trigonometry. *Offered occasionally.*

131  **How Things Work (PSL)** This course for non-science majors will introduce concepts from physics and other branches of science to understand how a selection of devices (some ancient, some modern) work. A significant portion of the course will involve disassembling and building mechanisms. *Offered annually.*

170  **Introductory Special Topics in Physics (1.25) (PSL)** x-70 courses are a general rubric, allowing for curricular innovation. Topics vary, depending of the interest and demand. To include such areas as: How Things Work: Introduction to Design, or Materials Science for Design I, or Sustainable Design, or Principles of Electro-Mechanical Design. This course is offered primarily, but not exclusively, for non-science majors. May not count for the major. Prerequisites: High school algebra, plane geometry, and some trigonometry. *Offered occasionally.*

207  **Physics III – Modern Physics and Thermodynamics (1.25) (W)** An introduction to the formalisms associated with Relativity and basic Quantum theory, including the consequences of indistinguishability, which lead directly to the Pauli Exclusion Principle, Fermi-Dirac statistics, Bose Einstein statistics, and the many-body physics underlying both Thermodynamics and Materials Physics. Includes Laboratory and Computer exercises. Prerequisites: PHYS 102 or 106, and either completion of or concurrent enrollment in MATH 177. *Offered annually.*

210  **Conceptions of the Cosmos (IT)** This course traces the history of how thinkers in different eras have addressed the questions: "What is our place in the Universe? How do we know?" Students will read and analyze works of Plato, Aristotle, Ptolemy, Copernicus, Galileo, Kepler, Newton, Herschel, Goodriche, Einstein, Hubble, and more modern investigators.

231  **How Things Work II** This course is a continuation of PHYS 131. It will investigate the workings of relatively complex mechanisms and systems as well as providing opportunities for students to design and build various electro-mechanical devices. Prerequisite: PHYS 101, 105, or 131. *Offered in alternate years.*

239  **Problems of Nuclear Disarmament (PSI)** An examination of reasons for the continual existence of nuclear weapons. Elementary atomic and nuclear physics, the physics of nuclear weapons and the results of their use. Consideration of possible approaches to nuclear disarmament and the responsibility of scientists with respect to disarmament. May not count for the major. *Offered annually.*
Intermediate Special Topics in Physical Design (1.25) (PSL) x-70 courses are a general rubric, allowing for curricular innovation. Topics vary, depending on the interest and demand. To include such areas as: How Things Work: Introduction to Design II, or Materials Science for Design II, or Sustainable Design II, or Engineering Design. This course is offered primarily, but not exclusively, for non-science majors. May not count for the major. Prerequisite: The corresponding PHYS 170, if applicable, or consent of instructor. Offered occasionally.

Special Topics in Physics x-77 courses are a general rubric, allowing for curricular innovation. Topics vary, depending on interest and demand. This course is offered primarily, but not exclusively, for science majors, and may count toward the major. Prerequisite: PHYS 102, 106, or consent of instructor. Offered occasionally.

Intermediate Experimental Methods Intermediate Experimental Methods is a methods course intended to prepare students for the many other experimental opportunities offered at IWU. Experience has shown that such methods courses greatly ease subsequent efforts. This course offers a broad survey of experimental methods in physics built around several labs. Prerequisite: PHYS 207 or CHEM 332, or consent of instructor. Offered in alternate years.

Mathematical Methods of Physical Science This course covers mathematical techniques needed in the physical sciences. Topics include: infinite series, complex variable, linear algebra, vector spaces and analysis, partial differentiation, multiple integrals, Fourier series and transforms, differential equations, and variational calculus. Prerequisite: MATH 176. Offered annually.

Electronics (1.25) Elementary circuit theory; fundamentals of diodes and transistors; amplifiers. Integrated circuitry; operational amplifiers and their versatility; introduction to digital logic and electronics. Lectures and laboratory. Prerequisites: PHYS 102, 106 or 131. Offered in alternate years.

Materials Physics (1.25) Microscopic principles behind macroscopic collections of atoms in gases, liquids, and solids. For each "state of matter" we will consider: mechanical properties, thermal properties, sound propagation, electrical transport, optical properties, and magnetic properties. Prerequisite: PHYS 207 or CHEM 332. Offered in alternate years.

Optical Physics (1.25) Geometrical theory of optical systems; interference, diffraction, Fourier theory, spatial filtering; coherent light, holography; electromagnetic theory of light, polarization, crystal optics; spectroscopy. Lectures and laboratory. Prerequisites: PHYS 106, 304. Offered occasionally.

Scientific Imaging (1.25) Scientific imaging is an interdisciplinary course that teaches concepts from physics and computer science, and applies them to problems in biology, astronomy, physics, and engineering. Topics include the format, characterization, and manipulation of digital images, geometric optics, and biomedical imaging. 2.5 hours lecture, and 2.5 hours lab per week. Prerequisite: One year of physics or chemistry or consent of instructor. Offered in alternate years.

Introduction to Astronomy and Astrophysics Quantum theory of light, radiation and spectra, astronomical instruments and coordinate systems, the Milky Way and other galaxies, properties of gases and stellar evolution, gravitation, relativity, cosmology. Prerequisite: MATH 176. Offered in alternate years.

The Momentum of the Photon This course introduces Quantum Optics alongside parallel discussion of Classical Electrodynamics, here presented as a story of energy and momentum. The aim is to leverage the physical understanding provided by analysis of laser beams, to provide context for discussions of quantum physics. Prerequisite: PHYS 304. Offered in as needed.
339  Engineering Design  During this course you will design and build several devices that are suitable for use by a customer. In each case, you will need to consider the function, cost, and aesthetics of what you are creating. There will be a strong emphasis on prototyping your designs as your ideas evolve. Prerequisites: PHYS 101, 105 or 131. Offered in alternate years.

370  An Exploration of Advanced Topics in Physics  Offered occasionally.

397  Internship in Physics  Internships in various scientific research centers, industrial laboratories, or engineering firms. Prerequisites: junior standing and consent of department chair. May not count toward the major. Offered annually.

399  Experimental Physics  Experiments and experimental techniques in contemporary physics. Electrical and electronic circuits, optics, atomic and nuclear physics. An intensive course offered usually during May Term. Prerequisites: general physics, MATH 176 and consent. May be repeated for a maximum of two course units. Offered in alternate years.

405  Theoretical Mechanics  Vector analysis and matrices, Newtonian mechanics, gravitation, oscillatory motion, Lagrangian and Hamiltonian dynamics, central forces, non-inertial systems, wave mechanics. Four hours lecture per week. Prerequisite: PHYS 304. Offered annually.

406  Electricity and Magnetism  Potential theory in statics and Maxwell's equations in dynamics. Coulomb's law, Gauss' law, vector calculus, Ampere's law, Faraday's law, interaction of matter with fields, and radiation theory. Four hours lecture per week. Prerequisite: PHYS 304. Offered every other year.

407  Introduction to Quantum Mechanics (Cross-listed with CHEM 323)  Wave mechanics, the Schroedinger equation, operator formalism, the harmonic oscillator, the hydrogen atom, angular momentum, spin, scattering theory, chemical bonding, electromagnetic interaction. Four hours lecture per week. Prerequisite: PHYS 304. Offered in alternate years.

408  Statistical Physics (Cross-listed with CHEM 332)  Introduces central principles underlying thermodynamic properties found in large collections of atoms and molecules (i.e. systems with many degrees of freedom). A core pillar of the major, Statistical Physics is recommended for any student considering graduate school in Physics, and for Chemistry Majors, reinforcing key elements of Physical Chemistry. Prerequisite: PHYS 207 or CHEM 332. Offered in alternate years.

435  Physics Signature Experience Seminar  An integrative experience where students advance, reflect upon, and document their exploration of a substantive research question or other project. Students learn to effectively communicate their work to a variety of audiences, work toward developing a broader perspective on their project, and receive instruction on advanced data analysis. Prerequisite: declared Physics major with senior or junior standing and consent of instructor. Offered each spring semester.

495  Directed Study  Individualized directed readings on a topic of interest to the student which is not normally a part of the curriculum. The work may include a laboratory component. It may also include the requirement for the preparation of a significant paper which brings together the results of the study. Offered annually.

499  Research/Thesis (.5 or 1)  Experimental or theoretical examination of an unsolved problem on a topic of interest to the student and cooperating faculty member. A significant paper detailing the findings of the investigation is expected at the conclusion of the work. Prerequisite: Consent of department head. Offered annually.

POLITICAL SCIENCE

Shaw, Munro, Renner, Simeone

Politics permeates the life of any organized society, for it is through the medium of politics that rewards, penalties, values, and statuses are distributed among
society’s members. The study of political science is particularly concerned with social organization and activity as it relates to government. Political science is a natural preparation for the lawyer, the journalist, the lobbyist, the political campaign consultant, or the public servant at international, national, state, regional and local levels. For the scientist engaged in social research, for the business-person who communicates with governments, for the secondary teacher of social science, or for the teacher of political science at all institutions of higher learning, a political science major is an invaluable asset.

The citizen with a political science major will be a more effective participant in politics and community affairs. Today’s democratic society demands of the citizen that he or she participate intelligently in the activities of government, display understanding of the world, understand and develop political thought, and appreciate the process by which the human activity of politics is studied. Moreover, the educated citizen should be able to analyze information and think critically about the process of politics. Two Political Research Seminars are offered each Fall semester and provide opportunities for collaborative learning and the integration of knowledge at an advanced level. As such, these seminars mark a step in student’s emergence as an independent scholar and must be passed with a grade of “C-” or higher. Students whose grade falls below a “C-” must enroll in another Political Research Seminar or in Political Science 402 Advanced Studies in Politics to revise the research project, earning at least a grade of “C-” in one or the other of these courses.

The courses prescribed below constitute the minimum requirements for the major, and are intended to provide graduates a necessary core of knowledge. This includes American government, international and comparative politics, political theory, and the role of scholarly research in understanding modern government and politics. The Political Research Seminars provide opportunities for conducting original political science research, and the integration of knowledge at an advanced level.

**Major Sequence in Political Science:**

A minimum of 10 course units in political science, including:

- 6 electives (at least two of which must be at the 300-level or above;)
- 4 required courses:
  1) Political Science 101, 102, or 103
  2) Political Science 315, 316, 317, or 318
  3) Political Science 392
  4) At least one of the following: Political Science 420, 421, 422, 424 or 425.

Political science majors must also satisfy an off-campus requirement. This requirement does not necessarily involve a specific course. Rather, students can satisfy this requirement by completing PSCI 395, 396, 397, a study abroad program, the Washington Semester, the Chicago Urban Studies Program, or a department approved May Term course. Students seeking to apply a May Term course to this requirement must obtain the department chair’s approval for doing so prior to the beginning of the course.

Political science majors are also encouraged to take relevant courses in the following areas: economics, history, philosophy, statistics, and sociology.
**Minor Sequence in Political Science:**

Students contemplating a minor in political science should consult with the department head before choosing courses. The minor consists of 6 courses, to include:

1) At least one course from each of the two areas listed below:
   A. Political Science 101, 102, or 103
   B. Political Science 315, 316, 317, or 318

2) At least one other course at the 300-level or above (in addition to 1, B above, excluding 398)

3) Three additional electives in political science (for a total of 6 courses, excluding 398)

Note: Not more than one course unit of independent study or internship may count toward the minor (Political Science 250, 396, 397, or 402).

101 **American National Government (CSI, U)** An introduction to the structure, institutions and processes of American government. Topics include an analysis of the system of American federalism, separation of powers, Congress, the Presidency, Supreme Court policy-making, elections and voting behavior, political parties and interest groups. *Offered each semester.*

102 **International Politics (CHC, G)** A theoretical and historical basis for analyzing and understanding international politics. It does so by examining the major conceptual approaches to the study of war, peace, and the interactions of nations and states. The class seeks to place contemporary and historical events into a broader analytical context, and to understand the forces of change in the international system from a number of theoretical perspectives. *Offered each semester.*

103 **Comparing Nations (CSI, G)** Compares the peoples, geography, political culture (attitudes and values of citizens), and government (structures, processes, and policy-making) across a range of countries in order to better understand how politics works. *Offered annually.*

104 **Multiculturalism and its Critics (AV)** Internationally, advocates of multiculturalism promote the cultural and religious interests of national minorities, immigrants, and dispersed communities within the nation state. This course focuses on liberal multiculturalism, which claims that individual rights are necessary but insufficient for the protection of minority group interests. Critics see tensions between multi-cultural protections and (1) national unity, (2) feminism, and (3) the liberal ideal of state neutrality. *Offered in alternate years.*

200 **American Political Cultures (U)** This course examines the variations among and conflicts between the different “political cultures” in America. These include varying values, attitudes, beliefs and symbols. The course analyzes several “cultural clashes” over the public policy decisions of government. *Offered occasionally.*

201 **State and Local Government** Analysis of the different structures and political cultures of state and local governments in the United States. Focus is on institutional structures, behavioral patterns and trends, public policies, and on the interplay of levels of government in a Federal system. Prerequisite: PSCI 101 or consent of instructor. *Offered in alternate years.*

202 **Engagement & the City (U)** An introduction to the challenges of contemporary citizenship, the course teaches students the basic skills of action research. Students work in teams on projects with community partners. Students learn to conduct stakeholder analyses, locate communities in the context of power and social capital, complete “best practice” studies, and create and implement action plans. Sophomore standing recommended. *Offered each spring.*
204/304 Transitional Justice (AV) Societies emerging from extreme violence such as genocide, ethnic cleansing, or state terror cannot find durable peace without taking account of these legacies, acknowledging responsibility for such crimes, and implementing some form of justice. Such “transitional justice” processes have become a major mechanism of international relations, human rights law, and humanitarian advocacy. This course examines the political, institutional, and normative challenges of implementing them. Offered every third year.

210 Democracy: What’s the Big Idea: (IT) This seminar introduces students to multiple perspectives on democratic theory and practice. These include expectations surrounding citizen competence and involvement in governance, the evolution of democratic institutions, and prospects for saving democracy from the economic and cultural crises of our era. This is a team-taught seminar involving the entire department. Prerequisites: at least sophomore standing, or instructor approval. Offered annually.

212 International Politics of East Asia (CHC, G) This course of International Politics of East Asia seeks to develop students’ capacity in understanding the challenges and opportunities that East Asian countries currently face and predicting the future dynamics of regional security and political economy. Offered annually.

215 Politics in Developing Societies A study of emerging societies with marked problems evidenced in their political behavior and structures, cultural diffusion, unequally progressing systems, and international acts. Examples will include nations in Asia, Africa, the Middle East, or Latin America. Offered in alternate years.

216 Politics in Africa Examines trajectories of political and economic development in Africa. Considers the impact of colonialism on economic, social and cultural organization in Africa, the nature of postcolonial African elites, and the sources of their power. Analyzes the politics of ‘development’ in Africa through African states’ relationship to international financial institutions. Offered in alternate years.

217 Politics and Society in Contemporary South Africa (G) This course examines South Africa’s transition from authoritarian apartheid rule to a democratic dispensation. It focuses on the legacies of apartheid and the characteristics of the liberation struggle; emerging political cultures; the design of new political institutions; the political economy of uneven development; the challenges of poverty and social reconstruction. Offered in alternate years.

218 Advanced Democracies (G) Course explores politics in post-industrial democracies (primarily Western Europe, North America and Australasia). Through readings and assignments students will evaluate the role that differences in political culture and institutional structure play in explaining country-level responses to common welfare state challenges. Offered in alternate years.

220 Women and Politics (CSI, U) Analyzes the status of women in American political and social life. Emphasis is placed upon political participation, voting, and policies that affect women at home and in the workplace. This status is then compared with the status of women in other advanced industrial societies, developing and theocratic societies, and the communist and post-communist systems. Offered in alternate years.

225 Compare, Analyze, Discover (W) Based on the model of a think tank, students in this class will learn the logic and strategies of comparative method in order to apply those in cross-national research aimed at solving real-world problems. Short practice assignments build toward an original research design and Working Paper. Offered in alternate Spring Terms.

230 The American Presidency (W) This course surveys the American presidency from its founding to the current period, with an emphasis on the modern presidency. Several perspectives on understanding presidential power are examined. Particular attention is given to presidential relations with Congress and the courts. Students produce a research paper. Recommended prerequisite: PSCI 101. Offered in alternate years.
241 American Elections, Political Parties and Campaigns (CSI, W) Designed to explore the idiosyncratic nature of the American electoral process and political party system. It includes an analysis of divergent political sub-cultures, public opinion, the impact of electoral structures or different “rules of the game,” electoral history, change, partisan realignment and the critical factors which affect individual voting decisions such as party identification, ideology, issues and candidate images. It will also examine political institutions in the era of modern “new style” election campaigns. Recommended prerequisite: PSCI 101. Offered in alternate years.

243 Public Opinion and Political Behavior Introduces students to the major themes in American public opinion and political behavior. Emphasis is given to the mechanics of opinion polling, political learning and opinion formation, media influences, connections between opinion and behavior, and linkages between public opinion and public policy. Offered in alternate years.

244 Voting, Voice, and Virtual Freedom (AV, W) Is the Voting Rights Act still needed after the Obama era? Was the city of Chicago justified in shutting down nightly Occupy protests in Grant Park? Is net neutrality a First Amendment right? Should Twitter be held to free speech standards? These and other issues will be featured in this discussion-based class. Students will master the persuasive essay form, and will research, write, present, and publish Wikipedia entries on a variety of civil liberties topics. Offered in alternate years.

250 Special Project Independent research under the supervision of a department faculty member. Prerequisite: Consent of faculty supervisor. Offered occasionally.

260 American Environmental Politics and Policy (CSI) (Cross-listed with ENST) Basic introduction to the institutional and legal framework of contemporary American environmental policy and to environmental politics in the United States. Policy issues explored include water and air pollution, solid and hazardous waste, endangered species and wilderness preservation, energy development, growth management, and environmental justice. Offered in alternate years, fall semester.

262/362 Global Environmental Sustainability and Asian Development (CSI, G) (Cross-listed with ENST 262/362) Home to 60 percent of the world’s population, abundant biodiversity, and rapid economic growth, Asia is central to life on our planet. This course introduces students to Asia’s ecosystems; it then focuses on how economic development trends in Asia are influencing environmental, social, and economic sustainability and affecting people both within Asia and globally. Offered annually.

270 Special Topics in Politics (1.00 or 1.25 depending on topic) A periodic course dealing with political issues of current or unique interest. May be repeated once for credit if the topic is not repeated. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

281 American Social Policy (AV, U) This course surveys some major social programs in the U.S. in an effort to understand why Americans debate politics in the ways they do. Topics include Social Security, welfare, health policy, and affirmative action, among others. Students will examine the basic workings of these programs in addition to significantly exploring the cultural and economic values the programs involve. Offered annually.

282/382 American Health Policy This course examines health policy in the United States. In addition to covering issues related to quality of and access to care, it addresses the major payment systems of Medicare, Medicaid, and private insurance. Students will have opportunities to meet and discuss these issues with health professionals who visit class. Some small-group work will allow students to identify problems with the nation's current health systems and propose detailed solutions. Prerequisite for 382: approval of instructor. Offered in alternate years.

301 Studies in Political Culture: The American South and the Politics of Race (U) Examines the distinctive political culture of the American South (its collective values,
beliefs, history and demographic characteristics) and the central role of race in forming this uniqueness. Offered in alternate years.

302 Political Protest and Social Movements Through an examination of case studies and theoretical approaches, this course examines the politics of popular protest and rebellion. Topics include: resources and prerequisites for movement mobilization and success; the role of cultures/ideologies in mobilization; changing protest ‘repertoires’ and tactics; ‘old’ and ‘new’ social movements; how state institutions structure the characteristics of social movements. Offered in alternate years.

303 International Law and Organizations The sources and nature of international law. Concern for current legal issues such as the use of force, human rights, war crimes, outer space, ecology, and international organizations, both general and economic. Case law course. Offered in alternate years.

304 Transitional Justice (AV) See 204/304 for complete description.

305 Theories of International Relations (IT, W) The course of Theories of International Relations seeks to examine major theoretical approaches to international relations. Its primary goal is to give students the analytic tools to understand contemporary issues in international politics, including the causes of war and peace, economic cooperation and conflict, and the role on international institutions. Offered occasionally.

307 Constitutional Law I: Judicial Review and Constitutional Interpretation The Constitution governs the relations between the executive branch and Congress and the federal government and the states. But is a Constitution more than a set of rules?; who has the ultimate authority to interpret it?; and how should it be done? With these questions, we interrogate the classic cases of Calder v. Bull, Marbury v. Madison, McCulloch v. Maryland, Missouri v. Holland, and Roe v. Wade among others. Offered in alternate years.

315 Classical Political Thought: Democracy in Athens and America (IT, W) This course uses Thucydides’ History of the Peloponnesian War, the dialogues of Plato, and the plays of Sophocles and Aristophanes to examine the values and ideals of Athenian democracy. The American case is used to spur debate. Issues addressed include: the rules of war, realist and constructivist views of power, and the merits of democratic participation. Offered in alternate years.

316 Modern Political Thought: Liberalism and its Discontents (IT, W) This class uses the defining texts of modern political theory—Hobbes’ Leviathan, Locke’s Second Treatise on Government, and Rousseau’s On the Social Contract—to develop a working definition of liberalism. Problems that plague the application of liberal principles are raised as we address the conundrum of voluntary servitude, the shifting basis of the social contract in consent and reason, the claim that property is a pre-political right, the distinction between negative and positive liberty, and the role of religion in public life. Offered in alternate years.

317 American Political Thought: Three Political Traditions (IT, W) American political ideals often express a liberal commitment to individual freedom, but a republican commitment to citizen independence and ascriptive commitments to particular ethnic and religious traditions have also characterized mainstream political ideology in the United States. This class assesses the claim that the liberal tradition dominates American politics. Offered in alternate years.

318 Schools and Sects in the Study of Politics (IT) This seminar course covers many influential writings in political science in order to examine why we ask the questions we ask and why we tend to look for the types of evidence we often gather. We read these texts paying at least as much attention to the theoretical and epistemological approaches used as to the substance of the findings and conclusions. Several short papers are required. Prerequisite: Junior or senior standing or consent of instructor. Offered in alternate years.

322 Politics of the European Union (CHC, G) The course of Politics of the European Union seeks to examine the history of European integration, European institutions,
European policies, and the challenges and opportunities of European integration (e.g., Europeanization, the democratic deficit, European identity, transatlantic relations, the Eurozone crisis, etc.). Offered occasionally.

323 Post-Communist Europe (CHC, G) This course explores the establishment, functioning, and collapse of the system of rule developed in the Soviet Union and exported to states in East Central Europe (ECE). Students will evaluate the legacies of communist rule for contemporary politics and uncover national diversity in a region once treated as homogeneous. Recommended prerequisite: PSCI 103. Offered in alternate years.

325 Conflict Areas of the Third World The focus will be on both the sources and the nature of conflict in the various areas of the Third World: Africa, Latin America, Asia. Offered in alternate years.

326 Globalization and Development Explores the roots of global poverty and inequality by examining the interplay of ideas and power that shape poor countries’ development strategies. Analyzes foundational ideas of classical thinkers: Smith, Marx, Durkheim, Weber. Assesses concepts of modernization, dependency and neoliberalism. Analyzes effects of multilateral organizations, states, markets, civil society organizations and local cultures. Offered in alternate years.

341 Congress and the Legislative Process This course introduces students to the contemporary U.S. Congress. Topics include explanations of how Congress organizes itself and the implications of those perspectives, and how Congress relates to the executive branch and the courts. Individual research projects allow examination of a topic of particular interest to a student. Prerequisite: PSCI 101. Offered in alternate years.

342 The Politics of Presence (W) Women and minorities are under-represented in legislatures worldwide. What explains this? Does it matter? This course begins with theories of democratic representation; develops arguments for a “politics of presence”; and uncovers factors that improve or hinder the representation of marginalized groups. Offered in alternate years.

343 Making Democracy Work (CSI, W) It can be useful to think of democratic political institutions as “rules of the game”. How do different rules affect the quality of democratic outcomes in different contexts? How do countries “choose” their particular rules? What is the relationship between constitutional crafting and democratic survival? Students will address these questions through readings, writing, and an extended simulation game designed to write a new constitution for a fragile real world democracy. Offered occasionally.

345 International Political Economy An examination of the ways in which the interplay between political and economic factors shape the global system. Prerequisite: PSCI 102 or ECON 100 or consent of instructor. Offered annually.

360 Comparative Environmental Politics (CSI, G, W) (Cross-listed with ENST 360) Examination of how different political-economic systems shape the environmental policy process and impact the environment. This course considers how party-structure, mode of interest articulation, economic system and level of development affect environmental policy. Countries studied include the United States, Germany, former Soviet Union/Russia, China, India, Brazil and Nigeria. Recommended prerequisite: a course in either PSCI or ENST. Offered in alternate years, spring semester.

361 Globalization and the Environment (CSI, G) (Cross-listed with ENST 361) Introduction to the international politics behind efforts to deal with tropical deforestation, ozone depletion, global warming, loss of biodiversity and transnational transfer of hazardous wastes. Actors, conferences, and accords involved in the international environmental policy process are discussed, with particular attention to different positions of industrialized versus developing countries. Offered in alternate years, spring semester.

362 Global Environmental Sustainability and Asian Development (CSI, G) (Cross-listed with ENST 262/362) See 262/362 for full course description.
Global Response to Climate Change (Cross-listed with ENST 363)  This course examines from a comparative perspective the effects of climate change in five different countries on five different continents (North America, Europe, Africa, Asia, South America) and how different governments and peoples in these countries are responding to rapidly changing ecological conditions. Offered in alternate years.

Ethical Dilemmas in Environmental Politics (AV) (Cross-listed with ENST 365)  When can non-human claims trump human interests? Does humanism provide a coherent lens for evaluating environmental issues? How do answers to these questions influence our answers to dilemmas in environmental politics such as how to weigh the value of biodiversity and whether to use cost/benefit analysis to evaluate and determine regulatory policy? Utilitarian, Kantian, Social Contract, and holistic theories are introduced as competing criteria for evaluating the risk of environmental harm caused by human development. Offered in alternate years.

Advanced Special Topics in Politics  An upper level course examining a specialized subfield in the discipline. Examples include "Ethnic Nationalism," "The American South and the Politics of Race," and "Public Finance and Budgeting." Students will be able to repeat the course if the subject is not duplicated. Prerequisite: any 100 level political science course. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

Empirical Political Research  An introduction to the logic, process and methodology of conducting empirical research in political science. It includes discussions of theory/hypothesis and analysis. The latter often involves the use of statistics. However, the approach to statistical analysis in the course is upon how and why statistics are used to study political behavior and not upon memorizing particular formulas or mathematical proofs. Offered each spring.

Action Research Seminar (Cross-listed as Sociology 395)  This seminar bridges theory and applied research in community action. The course introduces the student as scholar-citizen to the multiple ways of seeking information on communities and examining community issues. On teams with community partners and faculty, students develop action plans and implement research projects. Prerequisite: Sophomore standing. Offered each semester.

Internship Seminar  Qualified students may arrange an action research project in consultation with a department member and a community partner. Visit the Career Center or the Action Research Center (ARC) website for potential projects. Requirements include a journal, demonstrated citizenship skills, attendance at a weekly seminar, a supervisor’s evaluation, and a formal project outcome. May be repeated for a total of two course units. Prerequisites: a learning contract and consent of instructor. Offered each semester.

Internship in Administration  Qualified students may arrange work-study programs in consultation with a faculty member and a sponsor associated with a public agency, law firm, social service agency, the local branch of a non-profit or non-governmental agency. Requirements to be specified in the internship learning contract include a journal and an oral presentation at a departmental internship colloquium (offered in December and April). Prerequisites: Consent of instructor and sophomore standing. Offered each semester.

Grant Writing (Cross-listed with SOC 398)  Grants are a funding challenge and opportunity for non-profits. Successful grants must construct a compelling argument and align with funder priorities. Students partner with community leaders to complete applications in support of actual programs. This course does not count toward the major or minor in Sociology or Political Science. Recommended prerequisite: PSCI 395. Prerequisite: Sophomore standing and above. Offered by arrangement.

Advanced Studies in Politics  A major original research project developed and implemented in consultation with a department faculty mentor. Particularly appropriate
for qualified students seeking to graduate with Research Honors. Prerequisite: Consent of faculty mentor. Offered occasionally.

420 Political Research Seminar: Behaviors and Attitudes (W) This seminar provides students the opportunity to develop an original research project on political attitude formation and expression. Topics include attitude formation, persuasion, public opinion polling, media effects, voting, and participation. Students will develop an original research question, write a literature review, develop a theory-based empirical analysis, and will present their significant project to the class at the end of the term. Prerequisites: PSCI 101; political science major or consent of instructor; junior or senior standing. Recommended prerequisite: PSCI 392. Offered as needed.

421 Political Research Seminar: Inclusion and Exclusion (W) This seminar explores two sides of democratic participation; arguments and mechanisms that promote inclusion versus ideologies and organizations that define the people in exclusionary terms. Students are required to develop an original research project situated in one of those literatures. Students will develop an original research question, write a literature review, develop a theory-based empirical analysis, and will present their significant project to the class at the end of the term. Recommended prerequisites: PSCI 103 and 392. Offered as needed.

422 Political Research Seminar: American Political Development (W) This seminar provides students the opportunity to develop an original research project on topics in American political development. Class units may cover American political thought, political regimes, racial orders, religion and politics, policy history, and constitutional law. Students will develop an original research question, write a literature review, develop a theory-based empirical analysis, and will present their significant project to the class at the end of the term. Recommended prerequisite: PSCI 317. Offered in alternate years.

424 American Politics in Action: People, Policies and Power (W) This seminar provides students the opportunity to develop an original research project on how public opinion and/or elections affect public policy actions of governments. The effects of public policies upon citizens may also be examined. Recommended prerequisite: PSCI 392. Prerequisite: PSCI 101. Offered as needed.

425 Political Research Seminar: Hunger (W) The persistence of hunger at global and local levels poses questions of power and politics that are amenable to research from a variety of political science perspectives. These include comparative public policy, political economy, social movement theory, and normative theory. This seminar offers students an opportunity to develop an original research project on a selected aspect of hunger using established political science techniques. Students will be required to develop an original research question, write a literature review, develop a theory-based empirical analysis, and present their project to peers and faculty at the end of the term. Offered as needed.

426 Political Research Seminar: Democracy (W) Democracy is the institutional and normative lodestone of modern political communities. Yet democratic governance and citizenship remain unfinished political projects. This seminar offers students an opportunity to develop an original research project that explores an aspect of democracy using established political science research techniques. Students will be required to develop an original research question, write a literature review, develop a theory-based empirical analysis, and present their project publicly at the end of the term. Offered every other year.

PSYCHOLOGY

Vicary, Furlong, Kerr, Kunce, Montpetit, Nebel-Schwalm, Sheese, Themanson, Williams

Courses in psychology are designed to explore the principles of human and animal behavior. The curriculum is designed to meet three goals:
1) To provide a basic background in principles and exploratory methods of psychology in preparation for graduate study in areas such as experimental, clinical and physiological psychology and medicine;

2) To prepare students to function at the bachelor’s level in careers that apply psychology to such areas as education, business, and human services;

3) To enhance the liberal education of all students.

Located in the Center for Natural Sciences, the department of psychology provides excellent facilities for experimental and applied work. Laboratories for cognitive studies, animal learning and conditioning, behavioral neuroscience, developmental, abnormal and statistics are used in classroom instruction and undergraduate research. The psychology computer lab provides 16 networked computer systems. Many students choose to do individual research projects in the 399, 400, and 401 courses. Students also choose from a wide variety of internship experiences in human services settings throughout the community.

Major Sequence in Psychology:
A minimum of 11 course units in Psychology including:

a.) Psychology 100

b.) Psychology 227 (recommended sophomore year)

c.) Psychology 300 (recommended sophomore or junior year)

d.) Two of the following: Psychology 211, 212, and 213

e.) Two courses, numbered Psychology 251-259 (cannot take both 252 and 253 to fulfill this requirement)

f.) One course, numbered Psychology 311-329

g.) One course, numbered Psychology 351-369

h.) One additional course, numbered Psychology 301-370, 400, or 497

i.) One additional course in Psychology (this may be met with any Psychology course with the exception of Psychology 202)

j.) One Psychology course carrying the EXP attribute (does not need to be in addition to above)

Courses outside the department that are required:

a.) One semester of biological coursework, either Neuroscience 110, Biology 101, or Biology 107.

b.) A Philosophy course approved by the advisor (or Psychology 330)

Minor Sequence in Psychology:
Six course units of which at least two are upper division. If students meet competencies through advanced placement or through coursework in another department, they must take additional courses to meet unit requirements.

Requirements include:

a.) Psychology 100

b.) Either Psychology 211, 212, or 213

c.) Either Psychology 251, 252, 253 or 259

d.) One of the following options:

a. Psychology 202 and two additional Psychology courses number 301 or above

b. Psychology 227 and 300 and one additional Psychology course number 301 or above
c. Completion of methodology competency in another department (approved by the Psychology department chair), two additional Psychology courses numbered 301 or above, and one additional Psychology course as necessary to meet the six unit requirement.

100  General Psychology (LSI)    A survey of topics in psychology, and an introduction to scientific methodology. Offered each semester.

202  Psychological Research    Research methods and statistical analysis primarily intended for minors. Does not count toward psychology major and students may not receive credit for both this course and PSYC 300 (Research Methods in Psychology). Prerequisite: PSYC 100. Offered occasionally.

211  Learning and Conditioning (LSL) (1.25)   An introduction to the principles of learning and conditioning in both humans and animals. Topics include Pavlovian (classical) conditioning, operant conditioning, and applied behavior analysis. Laboratory work includes conditioning of animal subjects. Offered annually.

212  Perception and Cognition    Overview of perceptual and cognitive psychology. Topics include perception, attention, memory, mental representations, concepts, knowledge, language, problem solving, and decision-making. Students participate in computer-based experiments designed on classics in the field of human perception and cognition. Prerequisite: 100. Offered each semester.

213  Behavioral Neuroscience    An introduction to the structure and function of the neuron, basic neuro-chemistry, neural substrates involved in learning and memory, behavioral disorders, neurodegenerative diseases, and social behavior in humans and animals. Offered annually.

227  Statistics   An introduction to statistical procedures in psychology, with the goal of integrating statistical theory with statistical applications. Topics may include basic measurement, probability, measures of central tendency and variability, correlation, regression, hypothesis testing, the t-test, analysis of variance, and non-parametric techniques. Students may not receive credit toward graduation for both this course and ECON 227. Offered each semester.

251  Abnormal Psychology (LSI)    The etiology, assessment, and treatment of patterns of deviant behavior. Emphasis is placed on recent experimental and clinical findings. 100 recommended. Offered each semester.

252  Child and Adolescent Development    Psychological development from conception through adolescence. Emphasis upon theoretical and methodological approaches to studying developmental change. Prerequisite: 100. Offered annually.

253  Lifespan Developmental Psychology    Using current theoretical and empirical work, Lifespan Developmental Psychology offers a comprehensive overview of human development from womb to tomb. Topics include the biological, psychological (i.e., cognitive and emotional), and social forces that drive and shape development, and the dynamic impact of context and culture on these processes. Prerequisite: 100 or BIOL 107. Offered each spring.

259  Social Psychology    Understanding the individual in a social context. Topics include attitudes, social cognition, stereotypes, aggression, communication, influence, attraction and intimacy, and the application of psychology to social problems. Offered each semester.

270/370  Special Topics in Psychology    Courses addressing topics of special interest in psychology. See current Program of Classes to determine if this course fulfills general education requirements. Offered annually.

300  Research Methods in Psychology (W)    Design, analysis and reporting of psychological research. Prerequisites: 100, 227, and one of the following – PSYC 211, 212, 213, 251, 252, 253 or 259. Offered each semester.
302 Neuropsychopharmacology Principles of drug action and their effects on human behavior. Prerequisite: BIOL 101-102 or 107-108. PSYC 213 recommended. Offered in alternate years.

311 Foundations of Learning Examination of learning, conditioning, and underlying mechanisms through discussion and evaluation of primary sources. Topics include modern theories of classical conditioning, consolidation and reconsolidation, and extinction. Prerequisites: NEUR 110 or BIOL 102/108 or consent of instructor. Offered in alternate years.

312 Animal Cognition (1.25) An exploration of topics from experimental cognitive psychology. Students read primary sources, critiquing the research and designing future studies. In the laboratory component students design, conduct, and analyze their own study on cognition using animal subjects. Prerequisites: 212 and 300 or consent of instructor. Offered annually.

313 EXP Advanced Behavioral Neuroscience (EXP) (1.25) (W) Neural mechanisms of behavior in animals, investigated through laboratory demonstrations and student-conducted experiments. Prerequisite: 213 or consent of instructor. Offered each spring.

314 Advanced Human Neuroscience This course surveys the theory and practice of using recordings of the brain's electrical activity to study cognition and behavior. It explores what brain activity reveals about normal and abnormal perception, attention, decision-making, memory, response preparation, social behavior, and language comprehension. Prerequisites: 213 Offered every fall.

321 Brain Injury and Recovery (W) Mechanisms of neuroplasticity following injury and the consequent impact on behavioral recovery, investigated through an in-depth study of basic and clinical research. Topics include mechanisms of cell death and survival, spontaneous recovery and rehabilitation with a focus on stroke, traumatic brain injury, and spinal cord injury. Prerequisites: NEUR 110 or BIOL 102/108 or consent of instructor. Offered in alternate years.

329 Special Topics in Behavioral and Cognitive Psychology and Neuroscience Courses addressing topics of special interest in the more traditional experimental areas of Psychology (e.g. behavioral psychology, cognitive psychology, behavioral neuroscience). See current Program of Classes to determine if this course fulfills General Education requirements.

330 History and Systems of Psychology (IT) A study of the historical, philosophical, and conceptual foundations of contemporary psychology. The course will trace "history of ideas" from early Greek philosophy to modern psychology, with particular emphasis on the Darwinian revolution. Prerequisite: two courses in psychology. Offered annually.

334 Psychology of Racism Students will learn how to define and analyze dynamics of racism. They will work to develop a sense of agency through advanced readings, dialogues, writing and experiential exercises. Student will learn ways that systems of privilege are perpetuated and explore ways to interrupt the cycle. Prerequisite: Consent of instructor. Offered occasionally.

351 Counseling and Psychotherapy (IT, W) An overview of counseling methods, and models of psychological treatment. Approaches covered include behavioral and cognitive-behavioral, psychodynamic, person-centered, and Gestalt. The course also covers therapeutic response modes, family and group therapy, and community interventions. Prerequisites: 100, 251. Offered occasionally.

352 Advanced Child Development Provides an in-depth examination of the biological and environmental influences on child development. Specific topics include nature/nurture, genetics, epigenetics, the impact of poverty, media exposure, abuse and physical punishment, and the development of psychopathology. Prerequisites: 252 or consent of instructor. Offered in alternate years.
353 Mental Health and Aging This service learning course explores basic issues relating to the mental health of elders, critically examining both pathological aging (i.e., assessment, diagnosis, and treatment) and resiliency (e.g., social support, personality, and stress). Throughout the semester, we’ll explore linkages between the scientific literature and students’ experiences from volunteering with community elders. Offered annually.

354 Identity, Social Justice, and Psychology (U) Identity, Social Justice, and Psychology is a service-learning course examining various aspects of identity development through the lens of physical disability, race relations, and migration. We consider how, when full human development is hindered by conditions of discrimination and injustice, associated costs to identity accrue not just for the oppressed, but for those participating in oppression, even indirectly. Prerequisite: PSYC 300 or consent of instructor. Offered each fall semester.

355 EXP Psychology & the Environment (EXP) (1.25) (Cross-listed with ENST 355) Students will apply psychological science to better understand (a) how humans impact the environment and (b) how the environment influences human well-being. To contextualize this work, students learn about several major environmental issues. Students conduct original research studies in the course laboratory. Prerequisites: 100 and 227 or 300, or permission of instructor. Offered occasionally.

359 Advanced Social Psychology (W) Theoretical and empirical perspectives on social psychology. Three or four topics on a rotating basis will be selected for intense study from both classic and contemporary approaches. Possible topics include influence, prejudice, obedience, love, group dynamics, social cognition, stress and coping, disclosure, the self, aggression, and loneliness. Prerequisites: 300 or consent of instructor. Offered annually.

369 Special Topics in Clinical, Developmental and Social Psychology Courses addressing topics of special interest in the more applied areas of Psychology (e.g. clinical, social and developmental psychology). See current Program of Classes to determine if this course fulfills General Education requirements.

374 Psychology of Gender (U) An exploration of psychological perspectives on gender with a particular emphasis on culture, race, social class, and psychological development. Topics include sex and gender, biological bases of gender, sexuality, gender identity and implications for researchers and practitioners. Prerequisites: 100. Offered annually.

377 Applied Data Analysis (Cross-listed with CS 377 and DS 377) This course further develops the programming, mathematical, and statistical skills required for the application of data science tools to data analysis, data visualization, and decision making. This course includes a methodology/writing component in which students develop a draft research proposal for a capstone project. Prerequisites: CS/DS 125, CS 126, or CS 127; CS/MATH 136; BIOL 323, ECON 227, MATH 141, MATH 325, or PSYC 227. Offered every other year.

379 Helping Skills Course content emphasizes the stages and skills of the helping process, especially with respect to relevant theory, ethical guidelines, research, and issues in diversity. Students will work on developing interaction skills important in many helping professions (e.g., counseling, medicine, human resources). Emphasis is on both academic and experiential learning. Prerequisites: 100 and 251, or permission of the instructor. Offered occasionally.

380 Sports and Exercise Psychology This course examines a wide variety of topics in sport and exercise psychology by investigating how psychological factors influence participation and performance in sports and exercise and how, in turn, participation in sports and exercise affects the psychological makeup of an individual. Offered each spring.

395 Directed Study Individualized directed readings on a topic of interest to the student which is not normally a part of the curriculum, resulting in the preparation of a significant paper. Prerequisite: Consent of department chair. (1/2 or 1 unit) Offered each semester.

397 Internship Supervised experiential learning in psychology. Students intern at a variety of sites, such as mental health, educational, social services, medical, and
correctional agencies. A written project is required. Prerequisites: Three courses in psychology, declared psychology major or minor, and/or consent of department internship coordinator. *Offered each semester.*

**399  Research Internship**  Experimental or theoretical examination of a topic of interest to the student and cooperating faculty member. A significant paper detailing the findings of the investigation is expected at the conclusion of the work. Prerequisite: Consent of department chair. (1/2 or 1 unit) *Offered each semester.*

**400  Directed Research**  Independent research in collaboration with a faculty member. This course will provide students with research experience. Students will prepare a thesis proposal; the proposed research will be completed in 401. Prerequisites: psychology 300, at least five courses at the 200 level or higher, and approval of a thesis supervisor and the department chair. *Offered each fall.*

**401  Thesis in Psychology (W)**  Independent research conducted in collaboration with a faculty member. This course will provide students with research experience that will provide a foundation for graduate study. Students will complete and defend a thesis. Prerequisite: 400. *Offered each spring.*

**497  Internship with Directed Study**  Supervised experiential learning designed to help students integrate scholarly understanding with field experiences. Internships may be completed in mental health, social service, educational, correctional, research or other settings. In addition to on-site work, students will keep a journal, attend a bi-weekly seminar, and complete a major academic project. Prerequisites: Psychology 300, major or minor in psychology, and advance approval of the department internship coordinator. *Offered each semester.*

**RELIGIOUS STUDIES**

*Jin, Chaulagain, Erlewine, Myscofski, Sullivan*

The academic study of religion offers an interdisciplinary approach to the ways in which human thought, values, ceremonies, literature, architecture, art, community, and politics are woven into a cultural and religious fabric. Our courses explore the religious traditions of Asia, the Middle East, Africa, the Americas, and Europe. We expect students to engage in critical and constructive thinking, to develop their reading, writing, and speaking skills, and to expand their aesthetic awareness.

The major and minor programs in Religious Studies invite students to consider the nature and definition of religion; to assess and apply critical theories and methods; and to practice comparative, constructive, and empathetic analysis of texts, rituals, and communities. Required classes are grouped in four categories: 1) textual studies, 2) history of religions, 3) critical-constructive studies, and 4) methodological studies. The Religious Studies major provides a wide range of skills, including the ability to research, write in various capacities, and to think critically. Such skills prepare students for virtually any career path after college including graduate studies in religion. Because of its flexibility, the Religious Studies major is suitable as a second major.

The minor in Religious Diversity is designed for students seeking an academic foundation in religious literacy to better understand and appreciate religions in the twenty-first century. The courses required investigate how pluralism and diversity may be accomplished in different settings and provide in-depth studies of individual or linked religious traditions.
Major Sequence in Religious Studies:
A minimum of nine course units in Religious Studies to include:
1) One course unit from 130, 323, 325, 334, 335
2) One course unit from 104, 132, 204, 231, 304, 330, 331, 332, 333, 342
3) One course unit from 106, 241, 242, 324, 341
4) One course unit from 291, 292, 294, 296 (expected completion by junior year)
5) Four additional course units chosen in consultation with an advisor
6) Senior Seminar in Religion (one course unit): 490
7) No more than two of the nine course units may be taken at the 100 level; at least four must be at the 300 level or above.
8) Optional tenth course: 491 (does not count toward major)

Minor Sequence in Religious Studies:
Six course units as follows:
1) Two course units chosen from two of the following categories:
   a) 130, 323, 325, 334, 335
   b) 104, 132, 204, 231, 304, 330, 331, 332, 333, 342
   c) 106, 241, 242, 324, 341
2) One course unit from 291, 292, 294, 296
3) Three additional course units
4) No more than two of the six course units may be taken at the 100 level; at least two must be at the 300 level or above.

Minor Sequence in Religious Diversity:
A minimum of 5 course units and a minimum of 2 course units in upper division course, in the following areas:
1) Foundations of Religious Diversity
   At least 2 courses selected from among the following:
   REL 110 Religions of the World (CSI, G)
   REL 131 Chinese Religions (CHC, G)
   REL 232 Hindus and Christians (IT, G)
   REL 242 Philosophers Read the Bible (IT, W)
   REL 337 Encountering Religious Diversity (CSI, G)
   REL 341 Religious Tolerance and Pluralism (AV)
2) Diversity in Religions
   At least 3 courses on 3 different religious traditions, selected from 3 different categories (I-VII)
   i) Buddhism
      REL 135 Zen (CHC)
      REL 331 Buddhism in East Asia (IT)
      REL 335 Reading Buddhist Texts (LIT, W)
   ii) Christianity
      REL 170 African American Religions (CHC, U)
      REL 221 The World of Jesus (CHC, W)
      REL 294 Jesus and the Gospels (IT)
   iii) Hinduism
      REL 332 The Hindu Religious Tradition (CHC, G)
   iv) Islam
REL 133 Islam in the Modern World (CHC, G)
REL 333 Islam from Mecca to Malcolm X (CHC, G)

V) Judaism
REL 322 Judaism and Christianity in the Greco-Roman World (CHC)
REL 342 Judaism through the Ages (IT, W)
REL 343 American Jewish Thought (IT)

VI) Native American Religions
REL 204 Native American and African Religions (CSI, G, W)

VII) New Religions
REL 307 Voodoo, Santeria, and Candomblé (CSI, G, W)
REL 310 Cults in America (CSI, U)

Minors who wish to complete their Signature Work in Religion are invited to enroll in REL 490, the Senior Seminar in Religion as a sixth course.

102 Introduction to Religious Thought (AV)   An introduction to central issues in religious thought and their relevance in the contemporary world. Topics may include the idea “God,” the nature of the self, the nature of religious experience, and the question of pluralism. Offered annually.

104 Introduction to Myths and Rituals (CSI, U)   An introduction to the academic study of religion through investigation of the basic components of religions through comparison of sacred narratives (myths) and patterned interactions with sacred powers (rituals). Special focus on interpretation of religious experience and the symbolic meanings present in Native American religious traditions. Offered in alternate years.

106 Women, Religion, and Spirituality (CSI, G)   A rediscovery of women’s religious activities and women-centered spirituality in a variety of cultural and religious settings, ranging from ancient to contemporary traditions, and from local to world religions. Includes cross-cultural comparisons of women’s writings about their encounters with the sacred. Offered in alternate years.

110 Religions of the World (CSI, G)   An introduction to the variety of religious traditions and communities throughout the world, emphasizing their contemporary cultural and social contexts. Included for study will be the beliefs and practices of the world religions as well as the religions of indigenous peoples. Offered in alternate years.

120 Introduction to Biblical Studies (IT)   Focuses on understanding the historical, cultural and religious traditions within the biblical narratives, the process of the canonization of the biblical texts, and the variety of methods of interpretation used to study the biblical materials. Offered annually.

123 Jesus at the Movies (AR)   This course will examine Jesus as a movie star. We will be particularly interested in the problems encountered by and ways in which Hollywood has depicted Jesus on the silver screen. We will explore how the portrayal of Jesus has varied as social, political, and religious perspectives have shifted over the last century. Offered in alternate years, May Term.

130 Asian Religious Literature (LIT, G)   An introduction to the religious literatures of India, China, and Japan. Emphasis on close reading and analysis of a variety of primary texts, with attention paid both to distinguishing stylistic and structural dimensions of individual texts and to situating those texts within their historical and social contexts. Offered annually.

131 Chinese Religions (CHC, G)   An introduction to the three major Chinese religions: Taoism, Confucianism and Chinese Buddhism. Emphasis is placed on doctrinal and institutional evolvements and changes, as well as the socio-historical factors that affected these changes. Offered in alternate years.
132 **Asian Religious Practice (CSI, G)**  A selective introduction to religion as practiced in the cultures of South, East, and Southeast Asia. Emphasis is placed on understanding and comparing such possible topics as life-cycle rites, sacrifice and worship, divination and possession, meditation, monastic life, and pilgrimage. *Offered occasionally.*

133 **Islam in the Modern World (CHC, G)**  This course will introduce students to Islam, its evolution, and the challenges it faces both within and in relation to others. The students will have an informed understanding of Islam, its historical development, its diversity, inter-religious dialogues, and the major challenges posed by religious violence in the modern world. *Offered annually.*

135 **Zen (CHC)**  As a unique form of East Asian Buddhism, Zen has fascinated people not only through its wisdom, but also through the expression of such wisdom: haiku, tea ceremony, calligraphy, landscape painting and pastoral poetry. But what is Zen? How does it work as a religion? What are the features that make it unique? And what factors contributed to its appearance and continuation within East Asia? This course seeks to address precisely these questions. *Offered in alternate years.*

170 **Special Topics**  Introductory study of selected topics in textual studies, contemporary religious thought, or the history of religions. May be repeated if subject matter is different. See current *Program of Classes* to determine if this course fulfills general education requirements. *Offered occasionally.*

204 **Native American and African Religions (CSI, G, W)**  This course will investigate the religions of native peoples, balancing an overview of patterns in religious traditions across the Americas and Africa with specific studies of individual religions. Focused on the nature and definition of religion in the myths, rituals, social roles, and traditions of indigenous communities, this course also offers substantial instruction in essay writing. *Offered in alternate years.*

209 **Myth, Image, and Symbol in South Asian Religion (AR, G) (Cross-listed with ART 209)**  An investigation of the interrelationship among textual and non-textual forms of religious expression in South Asian religion. Readings from Hindu, Buddhist, and Jain traditions will be correlated with images and symbols drawn from sculpture, painting, dance, and film. *Offered occasionally.*

210 **Greek Myth and the Hero (IT) (Cross-listed with GRS 210)**  In our society, “myth” is often perceived as “storytelling” that has an element of falsehood built into it. For archaic Greek society, like many traditional societies that operate on ancestral principles, myths are the ultimate way of encoding truth values. Storytelling, therefore, is not just entertainment; it is a set of patterns set up by a specific society that gives the members of the culture a sense of their own identity. In this course we will begin to understand how the storytelling traditions of Greece established social order and define what it means to be truly civilized. *Offered annually.*

221 **The World of Jesus (CHC, W)**  This course studies Judaism from the Exile (587 BCE) by the Babylonians to the Jewish War against Rome (70 CE). It focuses on the Jewish reaction to three historical events: (1) the destruction of Solomon’s Temple, (2) the desecration of the Second Temple by the Greeks, (3) its destruction by the Romans. It reconstructs the religious and political climates which resulted from these historical struggles and which provided the ground for the beginning of Christianity. *Offered in alternate years.*

231 **Cults, Divination and Popular Religions in East Asian Societies (CHC)**  This course focuses on the diverse forms of popular religion in East Asian societies, such as cult, pilgrimage, divination, folk ecology and ancestral worship. While without systematic formulation of doctrines and practices, popular religions are as vibrant as those institutionalized religions, if not more. Thus this course aims to introduce students to the richness of the East Asian culture through a close examination of such popular expressions
of religiosity, and the complex and sometimes fluid relationship among these popular religions. Offered in alternate years.

232 Hindus and Christians (IT, G) An introduction to the history and theology of Hindu-Christian encounter, with special attention given to colonial rule and missionary ideology in India, strategies of Hindu reform, and the current status of Hindu-Christian dialogue. Offered in alternate years.

241 Modern Religious Thought (IT) An intellectual history of 19th and 20th century Christian and Judaic thought, this course is organized around major themes in religious thought (e.g., the idea “God,” the relationship between reason and faith, and the nature of history). Representative works by major thinkers in Christian and Judaic theology and philosophy are read to see how these thinkers have dealt with such themes over time and in relation to wider currents in intellectual thought. Offered in alternate years.

242 Philosophers Read the Bible (IT, W) Philosophers have long been avid readers of the Bible, frequently debating questions of authority and meaning regarding text. In this class, we will grapple with philosophical debates over the meanings of specific passages of the Bible as well as explore disputes over such topics as revelation and prophecy. Offered in alternate years.

246 Who is (not) a Jew? (IT) The institution of ‘Jewishness’ has carried with it significant religious, ethnic and social connotations. In this course we will examine representations of Jews in countries where Jews are the minorities (especially in predominantly Christian countries) by exploring both how Jews conceive of themselves in regard to non-Jews, and how non-Jews understand themselves with regard to Jews. Offered occasionally.

270 Special Topics Intermediate study of selected topics in textual studies, contemporary religious thought, or the history of religions. May be repeated if subject matter is different. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

291 Magic, Witchcraft, Religion (CSI, W) An examination of the historical distinctions between “magic”, “witchcraft”, and “religion”, focusing on disputes over the boundaries and definitions of the terms. Emphasizes the theories and approaches that Western scholars bring to their studies of magic, sorcery, shamanic traditions, and controversial aspects of religion and witchcraft in American history. Offered in alternate years.

292 Religion in Contemporary Japan (CSI, G) An exploration of religion as practiced in postwar Japan. Through the analysis of selected themes such as secularization, healing, and new religious movements, students are introduced to the complexity of Japanese religion and to sociological methods for its study. Offered occasionally.

294 Jesus and the Gospels (IT) Explores the various portraits of Jesus in the gospel literature of the New Testament and the extra-canonical traditions. By approaching the literature from a historical-literary perspective, we will reconstruct each gospel’s interpretation of Jesus and, finally, the “historical” Jesus himself. Offered in alternate years.

295 The Problem of Interpretation in Buddhism (IT) This course introduces the practice of scriptural interpretation in Buddhism and, as the basis of that, how Buddhists conceive of the nature of truth, understanding and language. To facilitate a more in-depth appreciation of this subject, the course also introduces the Western theories of Hermeneutics as its methodological framework. Offered in alternate years.

296 What is Religion? (IT, W) This course introduces students to the academic study of religion by exploring major questions such as: What is religion? Is it universal? What religions all have in common? How can we best study this phenomenon? Can someone understand a religion of which they are not a member? In this course, we will examine the ways scholars study different religious traditions and we will explore disagreements and controversies. Offered in alternate years.
304  Latin American Religions (CHC, G, W)  Historical study of the religions of the indigenous, imported, and emergent cultures in the Americas, including the traditions of the pre-conquest tribal cultures, religions formed during the contact of indigenous and European peoples, the transformed Christian traditions in modern Latin America, and religions of African heritage. Offered in alternate years.

307  Voodoo, Santería, and Candomblé (CSI, G)  An examination of the distinctive spirituality of the African diaspora, whose religions fuse ideas and expressions from ancestral African traditions with the ancient traditions of Western and American religions in a variety of cultural settings. Emphasis on understanding the persistence and reinterpretation of religious experience in new and dynamic dimensions. Offered in alternate years.

309  Imagining Modern India (IT, G)  This course explores the many ways Indians have imagined and contested the identity of the modern nation. Students will assess a variety of religious, moral, and artistic visions that have worked to shape the India of today, from Rabindranath Tagore and Mahatma Gandhi to Gurcharan Das and Arundhati Roy. Offered in alternate years.

310  Cults in America (CSI, U)  A critical investigation of so-called “cults,” New Religious Movements, sects, and alternative spirituality formed over the past 150 years in the United States. Includes study of a wide range of phenomena, from millenarian groups to the New Age, and their purpose and place in contemporary society. Offered in alternate years.

318  Blood Rites and Mystery Cults (CHC) (Cross-listed with GRS 318 and HIST 318)  Ancient Roman religion was uniquely open to foreign influence while respecting its own customs. This course will examine how the Roman people demonstrated this quality as they adopted or adapted new religious ideas and traditions from the beginnings of the Roman monarchy in 753 BCE to the fifth century CE. Offered occasionally.

321  Angels and Demons in Biblical Literature (IT)  This course will examine the ideas of Biblical writers with regard to the fundamental role that the spirit world (angels and demons) played in their understanding of the universe. In so doing, we will come to understand how important these ideas were in shaping Christian beliefs generally. Offered occasionally.

322  Judaism and Christianity in the Greco-Roman World (CHC)  This course examines the development of Judaism and Christianity during the Roman period from 167 BCE-312 CE. We will study pivotal moments in the development of Judaism and Christianity to see how these religions were affected by Greek culture and the Roman Empire and also how these religions affected the course of Western history. Offered in alternate years.

323  Christian Controversies and Creeds (IT, W)  Traces the development and meaning of the major doctrinal traditions which gained authoritative status within the ancient Church from the bible to the Council of Chalcedon. We will understand these traditions to be the result of dialogue, contention, and controversy between various groups of Christians. Offered in alternate years.

324  Sexuality and Christianity (AV)  Studies the development of attitudes toward sexuality and the body in many varieties of Christianity in order to understand the origins, complexity, and continuation of the religious sanctification of sexism in our society. Offered occasionally.

325  Lost Books of the Bible (IT, W)  This course examines writings from antiquity that were omitted from the Bible such as the Dead Sea Scrolls, The Book of Enoch, and the Gospel of Thomas and considers the complex reasons why these writings were omitted and what they might mean for us today. Offered in alternate years.

330  Buddhism in India and Tibet (CHC, G)  An overview of the Buddhist religious tradition as it developed in South Asia and Tibet. Emphasis placed on the development of
Buddhist doctrine and practice in Theravada, Mahayana, and Tantric traditions. Offered in alternate years.

331  Buddhism in East Asia (IT)  Buddhism assumes various forms in its various homes across East Asia, where the originally South Asian religion has interacted with indigenous religious traditions in a long process of mutual influence and mutual assimilation. Such a process has given Buddhism a uniquely East Asian aspect. This course is designed to explore this East Asian aspect through the examination of the major doctrinal debates either within Buddhism, or among Buddhism and other major East Asian traditions. Offered in alternate years.

332  The Hindu Religious Tradition (CHC, G)  An introduction to the major themes of thought and practice that characterize the Hindu religious tradition. Attention will be paid to exploring the relationship between the religious life of ancient India and the subsequent development of classical and modern Hindu movements. Offered in alternate years.

333  Islam from Mecca to Malcolm X (CHC, G)  A study of Islam through its core religious doctrines, texts, practices, and leaders in the diverse cultures in which the religion has thrived. Includes a focus on the central issues of Islamic development in the contemporary U.S., especially as shaped by Malcolm X and the immigrant communities. Prerequisite: Senior or junior standing or consent of instructor. Offered in alternate May Terms.

334  Reading Hindu Texts (LIT)  A course in the close reading of selected texts from the ancient and classical Hindu tradition, with special attention to issues of historical context; genre, style and structure; commentary, interpretation, and translation; and the development of religious and philosophical systems. Texts chosen may include the Upanisads, Bhagavadgita, Yogasutras, or classical Vedanta texts. Offered in alternate years.

335  Reading Buddhist Texts (LIT, W)  Dedicated to a close reading of selected Buddhist texts, this course focuses on issues of historical contexts, formation and development of major religious teachings, interaction among texts, and their impact on the cultures in which they have been and are still being widely circulated. Offered in alternate years.

336  The World of Thought in Ancient China (IT)  This course introduces the world of thought in ancient China (500-200 BCE) as one of the intellectual and moral fountainheads of East Asian civilizations. It focuses on the competing views about the relationship between Man and an impersonal God, as well as Man’s response to the Way, or the Tao, of that God.

337  Encountering Religious Diversity (CSI, G)  This course facilitates an informed cross-cultural comparison on issues related to religious diversity, and helps students understand how some of the major world religions share their sacred mythologies, religious ethics, philosophies, ritual practices, and social institutions. It will also provide contest for inter-and intra-religious research. Offered in alternate years, May Term.

341  Religious Tolerance and Pluralism (AV)  In the contemporary world, religious differences are a major cause of conflict. How are we to contend with these differences? This class debates various arguments about tolerance and pluralism such as whether or not Jews and Christians are morally obligated to adapt their religious world-views to these principles. Offered in alternate years.

342  Judaism through the Ages (IT, W)  A survey of the varied nature of Judaism focusing on history, theology, philosophy, and politics. Subjects covered will include the Hebrew Bible, Second Temple Judaism, Rabbinic theology, Maimonides, the Haskala (Jewish Enlightenment), Hasidism, Zionism, and the diversity of contemporary Judaism. Offered in alternate years.

343  American Jewish Thought (IT)  How have developments in history, philosophy, science and especially the multicultural nature of society in the twentieth and twenty-first
century US, shaped Jewish self-understanding? Of particular interest are the contested issues of Chosenness, the meaning of God, ethnicity, and religious observance.

370 Advanced Topics in Religion Investigation of selected topics in textual studies, contemporary religious thought, or the history of religions intended for more advanced students and students with previous study in religion. May be repeated if subject matter is different. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

397 Internship in Religion Students may arrange internships on an individual basis in areas related to religious and social agencies. May be repeated in a different area for a maximum of two units. Prerequisite: Two other courses in religion or consent. Will not satisfy University general education requirement. Offered each semester.

450 Independent Study Designed to allow students to develop individual interests. Prerequisite: one course in religion and consent of instructor. May be repeated if subject matter is different. Offered each semester.

490 Senior Seminar in Religion Arranged in consultation with individual members of the Religion Department. Student will select a topic and conduct research toward a substantial paper while participating in a guided study of methods in religion. Prerequisites: senior standing, Religion majors only. Offered each fall.

491 Senior Honors Research Project Arranged in consultation with individual members of the Religion Department. Continuation of research conducted in Religion 490, emphasizing original research and leading to the completion of a research honors project. Prerequisites: 490, Research Honors candidacy. Offered each spring.

SOCIAL SCIENCES

At Illinois Wesleyan, the social sciences include anthropology, educational studies, history, political science, and sociology.

Students seeking teacher certification in social studies through the secondary educational studies program should contact either the chair of the history department or the coordinator of teacher education.

In addition, there are specific courses of an interdisciplinary nature, or capable of interdisciplinary application, which are offered for the benefit of students in all fields.

SOCIOLOGY

Burke, Amoloza, Fuist, Irby

Sociology is the study of society. Using sophisticated research methods, we study groups, intuitions, beliefs, and experiences to understand how societies work. Some of the topics we're interested in include race, gender, crime, sexuality, families, youth, and politics. Students are often attracted to sociology because of a passion for social justice, a desire to understand different groups or cultures, or a need to understand organizations or institutions.

Students may declare a major in sociology as late as the spring semester of their junior year, although special interests and needs may be accommodated through the advising process. To broaden their educational opportunities, students are encouraged to develop a minor field, to study abroad, or to participate in an internship.

Sociologists are social scientists who learn a variety of research methods to gather and analyze data about society. Sociology students learn about culture,
diversity, inequality, and justice, preparing them to navigate a diverse society. Classes on specific topics, such as crime, the media, and the family, also provide students with valuable knowledge about important topics in society. Additionally, critical thinking, effective communication, and writing skills are forefront in the discipline, and these skills are highly sought after by employers in diverse fields. Through internships, an important part of our program, our majors receive practical work experience and insight leading to numerous career choices, while earning college credit.

Major Sequence in Sociology:
A minimum of ten courses in sociology to include:
1) Sociology 225, 290, 325*, and 490***; and
2) Six additional course units, at least three at the 300-level.

Sociology majors must earn at least a C- in SOC 225 (methods) and SOC 325 (advanced methods) to demonstrate proficiency in the skills needed to complete independent sociological research and register for SOC 490 (senior seminar).

*Sociology majors, in consultation with their advisor, may elect to take a non-sociology course that includes the development of significant social scientific research skills (e.g., GIS, statistics in social science fields, an independent study with this work as its primary focus) in place of the advanced sociological research method requirement for the major. Consultation with and approval from the Department Chair is required.

***The prerequisite for registering for SOC 490 is earning at least a C- in both SOC 225 and SOC 325 (or its approved equivalent), as approved by the Department Chair. Majors must take SOC 225 prior to SOC 325, and both prior to SOC 490.

Minor Sequence in Sociology:
A minimum of six courses in sociology to include:
1) SOC 225, and 290; and
2) four additional courses, at least two at the 300-level.

Pre-Professional Opportunities
Sociology offers a good foundation for graduate and professional degrees and for careers in social service, criminal justice, and community organizations. Working closely with their faculty advisor, students develop a course of study, including related minors, which best fits their interests and aspirations.

To support career goals in the following areas, sociology majors/minors can take:
1) Law and Criminal Justice: Criminology (SOC 328), Social Problems (SOC 201), Youth Subcultures (SOC 333), and Race and Racism (SOC 230).
2) Social Justice/Advocacy: Race and Racism (SOC 230), Sex and Gender in Society (SOC 222), Intersectionality (SOC 345), Sociology of Sexualities (SOC 380), Social Movements and Politics in the US (SOC 340), and Environmental Sociology (SOC 367).
3) Marketing and Organizational Research: Race and Racism (SOC 230), Sex and Gender in Society (SOC 222), Media and Popular Culture (SOC 250), Youth Subcultures (SOC 333), and additional methodologies courses (e.g. SOC 2/370 Field Work Experience and SOC 325 Advanced Research Methods).
4) Social Work/Not for Profit: The Profession of Social Work (SOC 240), Social Welfare and Human Services (SOC 362), Social Problem (SOC 201), Action Research Seminar (SOC 395), Grant Writing (SOC 398), Marriage and Family (SOC 311), and Sociology of the Life Course (SOC 260).

5) Student Affairs: Race and Racism (SOC 230), Sex and Gender in Society (SOC 222), Sociology of the Life Course (SOC 260), Youth Subcultures (SOC 333), Social Movements and Politics in the US (SOC 340), Intersectionality (SOC 345), and Sociology of Sexualities (SOC 380).

For additional information, consult the Sociology program’s web page at [http://www.iwu.edu/sociology/](http://www.iwu.edu/sociology/).

101 Introductory Sociology (CSI) Invites students to use basic sociological concepts and research methods to analyze patterns of behavior and beliefs in contemporary social institutions such as the family, education, religion, mass media and work. Offered each semester.

201 Social Problems (AV) Course explores how social problems are socially constructed by asking what gets labeled as a problem, who gets to label something, how groups mobilize around what people consider problematic, and about the role of social policies in this process. Offered in alternate years.

222 Sex and Gender in Society (CSI, U) Explores the social organization of sex and gender in American society by investigating the cultural construction of masculinity and femininity, processes of socialization, and how gender structures other social institutions. Offered annually.

225 Methods of Social Research Introduction to basic theory and methods of research, data collection, and analysis in the social sciences. The course will provide students with hands-on experiences with key sociological methods, such as survey design, content analysis, interviewing and focus groups, and ethnography. Students will leave the course with their own research proposal. Offered each spring.

230 Race and Racism (CSI, U) Examines how racial categories are socially constructed and the impact of race in society – including the relative salience of race and ethnicity. This includes how racism is practiced historically, institutionally, ideologically, and interpersonally, and the intersections between race and other social identities. Emphasis is added on social justice efforts and antiracism. Offered annually.

240 The Profession of Social Work Examines the norms and practices of the social work profession from a sociological perspective. Includes such topics as the history, functions, and current status of the profession; professional training; methods and programs of clinical intervention in the United States; and issues of professional ethics. Field experience acquired through field trips and volunteer opportunities. Offered each fall.

250 Media and Popular Culture (CSI) Explores different perspectives for understanding media and popular culture in society. Students will examine the news, representation of different groups in popular culture, social media, and how media consumption shapes social identities. Offered in alternate years.

260 Sociology of the Life Course From childhood and adolescence to middle-age and our elderly years, how we age is shaped by norms and social institutions. This class explores processes of human development from the perspective of sociological theories of the self, the life course, and aging. Offered in alternate years.

270 Special Topics Selected topics in sociology open to students of all majors, particularly sophomores and juniors. May be repeated for credit if content is not duplicated. See current Program of Classes to determine if this course fulfills general education requirements. Offered as needed.

277/377 Travel and Fieldwork in Sociology Guided explorations of places, groups, and cultures beyond Bloomington-Normal. Itinerary, readings, and assignments vary.
from semester to semester. See Program of Classes for specific course descriptions and general education designations. May be repeated for credit if the topic does not duplicate. Prerequisite: At least one course in Sociology or consent of instructor. Offered occasionally in May.

290 History of Social Thought (IT, W) A study of social philosophy and social-logical theory from the Enlightenment to the present, including such figures as Karl Marx, Max Weber, and Emile Durkheim. Emphasizes the biographical, historical, and intellectual contexts of their ideas. Prerequisite: Gateway 100. Offered each semester.

300 Sociology Research Experience (.25) Supervised research experience working with faculty to gain additional experience with empirical research projects. May be repeated up to 4 times for up to one full unit. Approval of department chair is required, through SOC 225 is preferred as preparation. Offered only as faculty projects are available. Credit/No credit. Offered by arrangement.

305 Medical Sociology (IT) Examines issues of power and the social construction of knowledge with regard to health and illness. Topics include aspects of the evolution of medical institutions, cultural and social definitions of health and illness, the training of doctors, and issues of power and control in the medical profession. Prerequisite: Junior or senior standing. Offered in alternate years.

311 Marriage and Family (CHC, U) To understand how contemporary family life encompasses a wide variety of living arrangements and social relationships, this course explores how marriage and family life have changed in the past and how they are continuing to change. Topics include union formation, parenting, family policies, and work-family negotiations. Offered in alternate years.

325 Advanced Sociological Methods Students move from their research proposal, developed in SOC 225, to collecting and analyzing data using their chosen research method. The development of marketable research skills is emphasized. Prerequisite: SOC 225 at a C- or better. Offered each fall.

328 Criminology (CSI) A systematic analysis of the nature, causes, and prevention of crime, and the treatment of the criminal. Offered in alternate years.

333 Youth Subcultures Course explores subcultures, such as punk, hip-hop, heavy metal, and science fiction fandom, focusing on social trends that give rise to them and how they shape the lives of participants. Students learn the social histories, cultural codes, aesthetics, and ideologies of these subcultures, and connect their development to wider social changes. Offered in alternate years.

340 Social Movements and Politics in the US (CHC, U) Considering both classical and contemporary work on social movements and politics, this course traces the development of sociological theories on collective action and civic engagement. Focusing on both macro-level trends and micro-level identity construction, the course examines US politics through historically significant movements such as feminism, environmentalism, and LGBT rights. Offered alternate years.

345 Intersectionality (IT, U) Seminar course examining the theoretical and methodological framework of intersectionality, and how multiple forms of inequality shape social identities, interactions, power relations in institutions, and movements for social justice. Offered in alternate years.

362 Social Welfare and Human Services Examines and evaluates social welfare institutions and organizations, emphasizing contemporary policy issues and social problems and practices. Recommended for students interested in the human services professions and students considering pursuit of the masters in social work. Field experience acquired. Offered each spring.

367 Environmental Sociology (Cross-listed with ENST 367) Course considers the complex intersection between humans and nature by offering an examination of
sociological perspectives on the environment. Students will deepen their environmental knowledge on topics including: environmental inequalities, the treadmill of production, environmental impact on identity construction, and the role of social movements in the development of policies. Offered in alternate years.

370 Special Topics Specially-designed courses of a topical nature intended for juniors and seniors. May be repeated for credit if content is not duplicated. See current Program of Classes to determine if this course fulfills general education requirements. Offered as needed.

377/277 Travel and Fieldwork in Sociology Guided explorations of places, groups, and cultures beyond Bloomington-Normal. Itinerary, readings, and assignments vary from semester to semester. See Program of Classes for specific course descriptions and general education designations. May be repeated for credit if the topic does not duplicate. Prerequisite: At least one course in Sociology or consent of instructor. Offered occasionally in May.

380 Sociology of Sexualities (U) Explores different sociological perspectives for understanding how sexuality structures social life, specifically considering the intricate ways that behaviors, norms, and identities intersect. Offered in alternate years.

395 Action Research Seminar (Cross-listed with PSCI 395) This seminar bridges theory and applied research in community action. The course introduces the student as scholar-citizen to the multiple ways of seeking information on communities and examining community issues. On teams with community partners and faculty, students develop action plans and implement research projects. Open to second year students and above. Offered as needed.

397 Internship Directed research and work in a social agency, business or government bureau. Prerequisites: Junior or senior standing and approval of the Sociology and Anthropology Department. See Career Center for preliminary details and internship forms. Offered each semester.

398 Grant Writing (Cross-listed with PSCI 398) (W) Grants are a funding challenge and opportunity for non-profits. Successful grants must construct a compelling argument and align with funder priorities. Students partner with community leaders to complete applications in support of actual programs. This course does not count toward the major or minor in Sociology or Political Science. Recommended prerequisite: PSCI 395. Prerequisite: Sophomore standing and above. Offered as needed.

450 Independent Study Individual study in an area of special interest. Student must devise a plan of study in cooperation with instructor. Limit: two units of credit. Prerequisite: Junior or senior standing. Offered each semester.

490 Senior Seminar (W) Students will complete necessary revisions to their senior projects, and enhance their capacity to utilize sociological skills and concepts by examining contemporary developments in the field. Career relevance is emphasized. Prerequisites: SOC 225 and SOC 325, at a C- or above in each. Offered each spring.

SPANISH

See Hispanic Studies in World Languages, Literatures, and Cultures

THEATRE ARTS

Kerr, Ballard, Gibbs, Loitz, Quinn, Susong, Trout, and adjuncts

Within the liberal arts tradition of Illinois Wesleyan University, the School of Theatre Arts strives to create an environment conducive to the development of theatre artists, scholars and audiences. Theatre Arts majors, whether enrolled in the pre-professional training programs (Bachelor of Fine Arts) or the traditional liberal arts program (Bachelor of Arts), are urged to strengthen
their understanding of the complex world they live in while they develop and sharpen their skills as theatre artists and scholars. Close interaction with fellow students and faculty helps to foster this development.

**Curricular Programs**

The School of Theatre Arts offers three preprofessional Bachelor of Fine Arts degrees: the BFA in Acting; the BFA in Theatre Design and Technology; and the BFA in Music Theatre. These specialized degree programs are designed for those students who aspire to a professional career in theatre.

All students applying for admission to any of the BFA degrees must meet University academic standards and present either an audition or design portfolio to the faculty in the School of Theatre Arts. For specific audition requirements, contact the School of Theatre Arts or the Office of Admissions.

Both the Bachelor of Arts and the Bachelor of Fine Arts Degrees are anchored in a broad liberal arts background with a core of foundation courses in theatre arts in addition to the general education courses required by the University. The BA program provides the student with creative experiences and academic training through classroom and laboratory course of study with studio and performance experiences available. This degree program is particularly suited to the student who wishes to declare a second academic major or who has a strong interest in more than one aspect of theatre.

Current students must undergo an interview with the Director of Theatre Arts before declaring a theatre major or minor. No audition is required for acceptance to the Bachelor of Arts degree program.

**Production Program**

The production program features two components:

The Jerome Mirza Theatre bill consists of four or five productions normally directed and designed by the faculty or guest artists. These productions provide a professional showcase for student and faculty work.

The E. Melba Johnson Kirkpatrick Laboratory Season, which may include one faculty directed show, is primarily devoted to productions directed and designed by advanced students. Positions in this program are awarded on a competitive basis.

Additional performance opportunities are available through the student organized Phoenix Theatre season and the annual student choreographed dance concert.

Performances in the Main Stage and Lab Theatre seasons are limited to students at sophomore standing and above.

**Facilities**

Classroom, laboratory, studio and performance facilities which are available to the School of Theatre Arts include Jerome Mirza Theatre, the E. Melba Johnson Kirkpatrick Laboratory Theatre, the upper floor of the Carriage House, the Phoenix Theatre, two dance studios housed in the basement of the Center for Natural Science and studio and rehearsal rooms located in Shaw Hall.

**Degree Requirements**

*Major Sequence in Theatre Arts:*

A minimum of 10 course units in theatre arts to include:
A. THEA 105Y and/or THEA 106Y (11 enrollments)
B. THEA 141, 188, 220, 241, 355, 371, 372, 441
C. One from the following: THEA 219, 221, 288*
D. Two from the following: THEA 110, 112 114

*Students interested in performance are encouraged to take upper level performance courses.
*Students interested in design are encouraged to take upper level design courses.

**Minor Sequence in Theatre Arts:**
A minimum of seven course units to include:
A. THEA 102
B. THEA 241
C. THEA 220
D. One of the following: THEA 110 or THEA 112 or THEA 114
E. 6 enrollments in: THEA 105Y and/or 106Y
F. 3 electives in Theatre Arts, 2 of which must be at the upper level
Students interested in declaring a minor in Theatre Arts must arrange an appointment with the Director of Theatre at the earliest convenience.

**Minor Sequence in Film:**
A minimum of 7 units, of which at least three are upper division, to include:
1. FLM 110: Film Aesthetics
2. FLM 320: Film Theory
3. FLM 330: Digital Videography
4. Four courses from:
   (Courses that are not listed below, but are appropriate and available may be considered for inclusion by the Director of the School of Theatre Arts. Existing prerequisites for all courses must be satisfied.)
   ANTH 380: Visual Ethnographic Methods
   ART 240: Digital Photography
   FLM 431: Directed Study: Video Production
   FLM 432: Independent Study: Advanced Film Studies Project
   HIST 154: Film and History, US
   HIST 305: Seminar in Asian History
   MUS 113: Audio Recording Techniques
   LC 116: German Post-War Cinema
   LC 260: Italian Cinema
   LC 320: French Cinema
   THEA0A 114: Introductions to Lighting and Sound Technology (Course offered with variable credit. Film Studies Minors must register for 1 full unit).
   THEA 225: Drawing for the Theatre
   THEA 314: Lighting Dynamics
   THEA 342: Screenwriting

**Minor Sequence in Theatre Arts Design & Technology:**
A minimum of 6.5 units to include:
1) Five enrollments in either: THEA 105Y or 106Y (0) (waived for Theatre Arts majors)
2) Choose one of the following:
   THEA 110 (.5)
THEA 112 (.5)
THEA 114 (.5)

3) THEA 220 (THEA 221, 225, or 310 may be substituted if THEA 220 has been previously taken.)

4) One course from: THEA 421, 422, 423, 424

5) Four courses from: THEA 225, 310, 311, 312, 313, 314, 318, 377, 378, 392

Students interested in declaring a minor in Theatre Arts Design & Technology should arrange an appointment with the Director of the School of Theatre Arts at the earliest convenience. The minor is open to all students including BFA Acting, BFA Music Theatre, and BA Theatre Arts majors.

1) Bachelor of Fine Arts in Acting: 21 units required for the major to include:
   A. THEA 105Y and/or 106Y (11 enrollments)
   B. Two from the following: THEA 110, 112, 114
   C. THEA 180, 181, 184, 185, 220, 241, 280, 284, 371, 372, 380, 383, 384, 385, 481, 483, 484
   D. Four additional upper-division units in Theatre Arts or Music Theatre
   E. One unit from the following: ENGL 170 or 370 (when content is focused on dramatic literature), ENGL 393, GRS/THEA 212, 214 or LC 377 (when content is focused on dramatic literature)
   F. Adherence to all policies and procedures outlined in the School of Theatre Arts Handbook.

2) Bachelor of Fine Arts in Theatre Design and Technology: 20 units required for the major to include:
   A. THEA 105Y and/or 106Y (11 enrollments)
   B. THEA 110, 112, 114, 220, 225, 241, 310
   C. THEA 188 or 102
   D. One from the following: THEA 371 or 372
   E. One from the following: THEA 377 or 378
   F. Three from the following: THEA 421, 422, 423, or 424
   G. Two from the following: THEA 392 490, or 491
   H. Four from the following: THEA 311, 312, 313, 317, 318, 319, or 392
   I. Two additional from the following: THEA 211, 219, 221, 290, 392, 396, 421, 422, 423, 424, 490, 491, 496, or 499

3) Bachelor of Fine Arts in Music Theatre: 22.25 course units required for the major to include:
   A. Nine and one half units in Theatre/Music Theatre to include (9.5):
      THEA 105X and THEA 106X (Theatre Lab {11 enrollments required, spread across 8 semesters} for graduation using X enrollment), THEA 180, THEA 181, THEA 185, THEA 211, THEA 241, THEA 280, MUTH 374, MUTH 383, THEA 384, MUTH 483, THEA 484
   B. One of the following (.5 units): THEA 110, THEA 112, THEA 114
   C. One course unit from the following (1 unit): THEA 380, THEA 381, THEA 383, THEA 482, THEA 483
   D. One course unit from the following (1 unit): THEA 371, THEA 372
   E. Five and one quarter units of Music/Music Theatre to include (5.25 units): MUS 23/23X or MUS 26/26X, MUTH 160, MUTH 160X, MUTH 161,
MUTH 161X, MUTH 162, MUTH 163, MUTH 262, MUTH 263, MUTH 362, MUTH 363, MUTH 462, MUTH 463


G. Two additional upper level units from the following Music Theatre/Theatre/Music (prerequisite courses may be needed) courses (2 units): MUTH 336, MUTH 337, THEA 341, MUS 351, THEA 355, THEA 376, THEA 377, THEA 378, THEA 380, THEA 381, THEA 383, THEA 385, THEA 481, THEA 482, THEA 483, THEA 441, THEA 455, THEA 485, THEA 486, MUTH 494

4) Bachelor of Arts in Theatre Arts:

Miscellaneous Requirements and Limitations:

1) Candidates for the BA degree are expected to make significant contributions either as performers or technicians in the production program. They may expect assignment to such duties as are considered by the faculty to be necessary and desirable in their academic and artistic development.

2) Majors are expected to adhere to all policies and procedures outlined in the School of Theatre Arts Handbook.

3) Attendance at all Theatre Arts classes is mandatory.

4) At the conclusion of the sophomore year, students meet individually with the faculty of the School of Theatre Arts to evaluate progress to date.

5) Students who fail to fulfill their responsibilities within the School of Theatre Arts may be put on departmental probation, limiting their ability to participate in the production program.

6) Juries will be held for theatre majors during each academic year to give the faculty the opportunity to provide input on individual student progress and to assist the student's decisions in a continuing course of study.

Miscellaneous Requirements and Limitations for all BFA degrees:

1. At least 11 of the course units counted toward the total degree requirements must be at the upper-division level.

2. Not more than four course units of “D” work completed at Illinois Wesleyan University or elsewhere may be counted toward a degree. Not more than two course units of “D” work in music, music theatre, or theatre arts may be counted toward a degree.

3. Candidates for the B.F.A. degree will be expected to make significant contribution to the production program as performers (actors, singers, dancers), designers, or in various technical capacities. Students may expect assignment to such duties as are considered by the faculty to be necessary and desirable in their academic and artistic development.

4. Majors are expected to adhere to all policies and procedures outlined in the School of Theatre Arts Handbook.

5. Attendance at all Theatre Arts and Music Theatre classes is mandatory.

6. At the conclusion of the sophomore year, each student will meet with the faculty of the School of Theatre Arts to evaluate progress to date.
7. Juries will be held for theatre majors during each academic year to give the faculty the opportunity to provide input on individual student progress and to assist the student’s decisions in a continuing course of study.

8. Additional electives in the major are encouraged.

9. Students who fail to fulfill their responsibilities within the School of Theatre Arts may be put on departmental probation, limiting their ability to participate in the production program.

COURSES IN THEATRE ARTS

101 Theatre Appreciation (AR)  An introduction to the history and literature of the theatre, as well as the arts of playwriting, acting, directing and theatrical design. Offered annually.

102 Fundamentals of Acting (AR)  An examination of the basic concepts, vocabulary and techniques of acting for non-Theatre Arts majors. Offered annually.

105Y/106Y Theatre Laboratory I/Theatre Laboratory II  Laboratory experience in the practical application of stagecraft to scenery construction, costume construction, stage lighting and theatre management. Grades are credit/no credit. Offered every seven weeks.

110 Stagecraft (.5)  A survey of the basic principles of stagecraft and their practical application to scenery, properties, and stage equipment. For theatre majors and minors only. Offered each fall.

112 Costume Technology (.5)  An introduction to the basic costume studio skills, including the use of various sewing machines and other specialized studio equipment as well as an introduction to basic pattern drafting and cutting skills. For theatre majors and minors only. Offered annually.

114 Lighting and Sound Technology (.5 or 1 unit)  An introduction to the basic technology used in theatrical lighting and sound including stage lighting fixtures, lighting consoles, electrical systems, sound equipment, sound consoles, and sound programs. Students registered for full unit enrollment do additional work to gain proficiency on lighting and sound equipment control softwares. For theatre majors and minors only. Offered annually.

141 Introduction to Theatre Studies  An introductory seminar for first year theatre majors in the BA program, examining the practice and analysis of theatre performance, design, and literature from a liberal arts perspective. Designed to model the basic historical, practical and theoretical models of theatre studies as a discipline. Offered each fall.

180 Acting I  An introduction to the fundamental vocabulary, skills and concepts of acting. Students will be asked to explore the actor’s process through a series of exercises that develop listening, concentration and imagination. Designed for Theatre Arts majors only, this course serves as a foundation for all subsequent performance courses. Offered each fall.

181 Acting II  A process oriented course focused on scene study from contemporary plays. Course also introduces beginning text analysis for actors. For Theatre Arts majors only. Prerequisite: THEA 180. Offered each spring.

184 Voice/Speech I (.5)  Introduction to breathing and sounding techniques fundamental to developing a free voice. Also includes study of human anatomy and vocal hygiene. For Theatre Arts majors only. Offered in first seven weeks each fall term.

185 Movement for the Actor I  An exploration of a variety of movement principles applicable to the stage actor. Emphasis is placed on increasing body strength, endurance and flexibility. Primary focus of the course is in using the principles of Rudolf Laban’s work with “Effort/Shape”. For Theatre Arts majors only. Offered each spring.

188 Performance I  An introduction to techniques and approaches in acting, voice/speech, and movement. Acting work includes sensory and emotional awareness, observation, concentration and basic scene study techniques. Voice/speech work includes anatomy and
kinesthetics of breath and voice, basic vocal warm-ups, and diction drills. Movement work includes neutral body, physical conditioning, and moving through time and space with energy. Required for Theatre Arts majors pursuing the Bachelor of Arts degree. Offered annually.

211 Stage Makeup (.5) Through demonstration, practical application and experimentation the student will evolve a personal approach to makeup for the stage. A seven-week lecture and laboratory course. Offered each fall.

212 Greek Drama and Society (LIT, W) In this course we will survey works by three great ancient Greek tragic playwrights: Aeschylus, Sophocles, and Euripides. We will examine the structure, style and significance of the ancient plays in context, as well as modern adaptations and interpretations. Students will have an opportunity to perform a staged reading of select scenes. Offered alternate years, spring.

214 Greek and Roman Comedy (LIT, W) In this course we will survey works by four great ancient comic playwrights of Greece and Rome: Aristophanes, Menander, Plautus, and Terence. We will examine the structure, style, and significance of the ancient plays and the modern adaptations and interpretations. Students will have an opportunity to perform a staged reading of select scenes. Offered in alternate years, spring.

219 Stage Management An introduction to the basic theories and principles of stage management for theatrical productions. Special attention will be given to script analysis for production planning, group discussions, lectures and practical projects. Prerequisite: THEA 110. Offered every other spring.

220 Fundamentals of Theatrical Design Introduction to visual communication and aesthetic theory as it applies to design for the stage. Explores theatre design as a means of communication, artistic expression and organization of information. Lectures, demonstrations, research, discussions, and design projects in sets, lighting and costumes complement studio work. Prerequisites: THEA 110 or 112 or 114, or consent of instructor. Offered each fall.

221 Visual Concepts Advanced study of aesthetic theory and the collaborative process. Explores the complex relationship between designer, director, text and audience with special emphasis on the dynamic between designers and directors. Features critiques, research, group discussions, lectures, demonstrations and project work. Prerequisite: THEA 220 recommended. For theatre majors and minors only. Offered in alternate years.

225 Drawing for the Theatre An introduction to drawing from the human form designed for Theatre Arts majors. Students will be introduced to the art of drawing as an exercise through observation, technique and media exploration. Discussion, drawing from human models, critiques and demonstrations will complement studio work. May be repeated for credit. For theatre majors and minors only. Offered each fall.

241 Introduction to Dramatic Literature (AR, W) An introduction to the key theories and theorists of theatrical history. Provides an understanding of the fundamentals of dramatic analysis and exposes the student to a variety of theatrical genres and modes of dramatic expression. Offered annually.

276 Dance Appreciation (AR, W) An examination of the last fifty years of concert dance in the United States. Through readings and viewings of performances on video, students will become familiar with various choreographers, be able to offer critical analysis of selected works and hypothesize future trends in dance performance. Offered occasionally.

280 Acting III A continuation of the process from Acting II including elements of style and advanced text analysis. For BFA Acting and Music Theatre students only. Prerequisite: THEA 181. Offered each fall.

284 Voice/Speech II (.5) Continuing development of breath and voice with application of techniques to speaking poetry. Also covered are approaches to breath, voice, and character work for actor's preparation outside of rehearsal. Prerequisite: THEA 184. Offered in second seven weeks each fall term.
Performance II  A continuation of Performance I, this course allows students to continue to develop the ability to integrate acting, voice/speech, and movement. Focus is placed on scene study and dramatic action. A unit on auditioning techniques will be included in the course. Prerequisite: THEA 188 or consent of instructor. Offered annually.

Practicum  Practical work for theatre arts majors. Students will assume production responsibilities in one of the following areas: performance, assistant directing, design, stage management, scenic craftwork and costuming. A contract outlining specific assignments must be filed with the Director of the School of Theatre Arts. May be repeated for credit. Prerequisite: Consent of Director of the School. Offered each semester.

Technical Drawing  Introduction to artistic and technical aspects of theatrical drawing and drafting as utilized to communicate spatial design for the stage. Project work, exploration of craft techniques and drawing media, emphasis on hand drafting techniques and Vectorworks software are featured. Prerequisite: THEA 220 or ART 201 or permission of instructor. Offered in alternate years, spring semester.

Rendering  Introduction to rendering processes and concepts for theatrical design. Explores various styles of scenic and costume drawing and painting as artistic expression, communication and organizational information. Study of selected historical and contemporary modes of rendering. Experimentation with many painting and drawing media. Project work, research, and demonstrations complement studio work. Prerequisite: THEA 220 recommended. Offered in alternate years.

Properties for the Theatre  Introduction to many materials, media, methods and shop tools utilized for project development. Formal presentation skills will be developed through assignments. Craft skills, material selection and tool use will be developed through project work. May be repeated for credit. Prerequisite: THEA 110 or consent of instructor. Offered every other spring.

Costume Crafts  Introduction to the artistic and technicals of creating costume accessories and properties for the stage. Special attention given to fabrication and construction. Lectures, demonstrations of fabrication techniques, and research assignments complete studio work. Prerequisite: THEA 112 or consent of instructor. Offered alternate years, spring semester.

Lighting Dynamics  An exploration of the applications of advanced technology for modern stage lighting. Topics include data and networking structures; console programming; workflow strategies; lighting software, graphics, and documentation; photometrics; intelligent fixtures; projection and digital media. Students will learn to use technology effectively in the service of aesthetic considerations of design. Prerequisite: THEA 114, or consent of instructor. May be repeated for credit. Offered alternate years.

Costume Construction  Project work in the construction of costumes for the stage, including pattern drafting, draping and the translation of the costume rendering into reality. Prerequisite: THEA 112 or consent of instructor. Offered in alternate years.

Scene Painting (AR)  An exploration of the preparation and painting of scenery for the stage. Project work includes layout, textural applications, figurative and trompe l'oeil methods for translating scale elevations or scenic models into reality. Prerequisite: THEA 110 or consent of instructor. Offered in alternate years.

Special Materials and Techniques  A continuation of scene painting and properties fabrication. The course will explore in detail special construction techniques, unique materials or applications, complex shop tools and detailed painting and surface finishing processes. Project work, research and demonstrations complement studio work. Prerequisite: Consent of instructor. Offered occasionally.

Playwriting (W, AR)  Instruction in the basic principles of the art of playwriting. Using a workshop format, each student will be required to write and rewrite one or more
plays. May be repeated for credit if the subject matter is not duplicated. Prerequisite: Junior standing and consent of instructor. Offered occasionally.

342 Screenwriting (W, AR) Instruction in the basic principles of the art of screenwriting. Using a workshop format, each student will be required to write and rewrite one or more screenplays. May be repeated for credit if the subject matter is not duplicated. Prerequisites: Junior standing and consent of instructor. Offered occasionally.

355 Fundamentals of Play Direction An introduction to the theories and techniques of theatrical direction. Prerequisite: Junior standing in the School of Theatre Arts. Offered annually.

360 Travel Seminar An on-site study of national and international centers of theatrical activity. Open to all University students. May be repeated for credit with permission of the instructor. Prerequisite: Consent of instructor. Offered occasionally during May Term.

370 Special Topics in Theatre A group of courses varying in content and approach which are not otherwise offered as part of the regular Theatre Arts curriculum. May be repeated for credit if the subject matter is not duplicated. Prerequisite: Consent of instructor. Offered occasionally.

371 Theatre History I (CHC, W) A comprehensive survey-seminar about world theatre history tracing theatre in the ancient world to 1650, exploring theatrical architecture, conventions, theory, and literature as they interact with cultural movements. This class requires significant dramaturgical and written projects alongside a heavy reading load. Prerequisite: Junior standing in the School of Theatre Arts. Offered each fall.

372 Theatre History II (CHC) A comprehensive survey-seminar about world theatre history tracing theatre 1650 to present, exploring theatrical architecture, conventions, theory, and literature as they interact with cultural movements. This class requires significant dramaturgical and written projects alongside a heavy reading load. Offered each spring.

376 History of Western Dance (AR) Covers the evolution of western dance with concentration on ballet and American modern dance. Special attention is given to historical figures who made a large contribution to the development and art of dance. Offered in alternate years.

377 History of Décor (AR, G) An exploration of the decorative history of human experience as expressed through domestic crafts, ornamentation, architectural styles and furniture. Offered in alternate years.

378 Costume History (AR) A comprehensive survey of Western costume from Mesopotamia to the 20th century. Explores the study of dress from a sociocultural and historical context. Special attention will be given to the evolution of silhouette and the attitudes expressed by each period regarding personal adornment. Slide lectures, group discussions, and pictorial research complement class work. Offered every other fall.

380 Play Workshop This process-oriented course is designed to provide acting students with the opportunity to apply and synthesize advanced acting skills in the development of a laboratory, showcase production. Productions may be of existing texts, or may be devised by the class. May be repeated for credit. Prerequisite: 280 or 288, and the consent of instructor. Offered in alternate years, Spring Term.

381 Audition Technique This course focuses on specific skills required of the actor in the audition situation. Other issues related to entering the profession are also addressed. The course is intended for performance majors who intend to pursue a professional career in Acting or Musical Theatre. Prerequisite: THEA 280, 288, or consent of instructor. Offered annually.

383 Advanced Scene Study Advanced work in analysis and preparation of scenes from a wide range of dramatic genres and styles. Focus will be given to choosing material tailored to the needs of each student. Working with the instructor, students will be
encouraged to select and work on scenes that most accurately address current, developmental needs. May be repeated for credit. Prerequisite: THEA 280 or 288, and consent of instructor. Offered every other spring.

384 Voice/Speech III (.5) Work on freeing breath and voice continues. Also covered is an experiential approach to study of English speech sounds and International Phonetic Alphabet with techniques applied to work on a monologue. Open to B.F.A. performers only. Prerequisite: THEA 184 and 284 or declared major in Music Theatre. Offered in first seven weeks each spring term.

385 Movement for the Actor II An exploration of the body-mind connection and how it pertains to the physical work of the actor. In addition to visiting a variety of movement principles, particular focus will be given to the area of unarmed stage combat (including falls and rolls) in scene work. Prerequisite: THEA 185. Offered each fall.

391 Performance in Production (AR) This experiential course is designed to give Theatre Arts students an immersion experience in a production process. Students invited to participate in this course will function as a theatre company, creating a theatrical performance in our E. Melba Johnson Kirkpatrick Laboratory season. May be repeated for credit. Prerequisite: Consent of instructor. Offered each May Term.

392 Seminar in Design and Technology Study of specialized topics pertaining to the developmental theatrical design process and/or the experiential production process. Topics are tailored to each enrollment cadre in order to meet specific demands of the group and needs of individuals. May be repeated for credit. Offered each semester.

396/496 Internship Design/Technical Credit for participation in an off-campus supervised internship in theatre. Sample apprenticeships include work with casting agencies, production companies, professional theatres and film companies. Prerequisite: Consent of Director of the School of Theatre Arts. Offered each semester.

421 Costume Design Introduction to aesthetic theory and visual communication as they apply to designing costumes for the stage. Script analysis, character development, collaborative dynamics, research techniques, rendering projects, and theoretical application of production techniques complement studio work. Prerequisite: THEA 220, 221 and 311, or consent of instructor. Offered in alternate years.

422 Scene Design A concentrated study of spatial design methods for the theatre. Through multiple projects, students will undertake script analysis, visual research, conceptual design development and application of studio production techniques to create unique scene design solutions. Perspective drawing, rendering, drafting, model building and formal aspects of design presentation will be utilized. Prerequisite: THEA 220, 221 and 310, or consent of instructor. Offered in alternate years.

423 Lighting Design A study of lighting design principles and techniques for the theatre. Through multiple projects, students will undertake script analysis, visual research, conceptual design development and application of studio production techniques to create lighting designs. Formal aspects of design presentation will be utilized. Prerequisite: THEA 220, 221 and 310 or consent of instructor. Offered in alternate years.

424 Sound Design An exploration of the presence, aesthetic, and purposeful use of sound. Through the lenses of science and art, students will explore sound as a dynamic medium for creative composition and storytelling. Students will engineer and implement original content and explore how designers implement creative sound designs for live performance. Prerequisite: THEA 220, 221, or consent of instructor. Offered in alternate years.

441 Issues in Contemporary Theatre A discussion course focusing on contemporary theatre production, theory, and reception. Although international perspectives will be raised, the focus will be on American theatre practice, and occasional trips to Chicago and other venues may be required. Prerequisite: Senior standing in the School of Theatre Arts. Offered each spring.
455  **Directing Workshop**  Experiential course in which advanced directors develop and execute concept-driven theatre pieces. Prerequisite: THEA 355. *Offered in alternate years, spring.*

471  **American Theatre History**  A study of the most significant events, plays and individuals in the American theatre from 1665 to the present. *Offered occasionally.*

481  **Acting Shakespeare**  Advanced work in acting, focused on techniques and approaches needed for Shakespeare's plays. Classes will include textual analysis as well as scene study. Designed for B.F.A. performers, though B.A. Theatre students may be admitted based on availability and audition. May be repeated for credit. Prerequisite: THEA 280 or THEA 288, and consent of instructor. *Offered every fall semester.*

482  **Actors' Studio**  An advanced performance course. Content will vary depending upon the needs of the student and the expertise of the instructor. Course may include advanced scene and character work, contemporary techniques, audition preparation and discussion of the transition to the profession. Designed for BFA performers, though BA students may be admitted based on availability and audition. May be repeated for credit. Prerequisite: THEA 280 or 288, and consent of instructor. *Offered each fall.*

483  **Acting for the Camera**  Advanced work in acting, designed to introduce the student to the special demands of the camera and the unique challenges encountered when acting in film/video productions. Through selected readings, exercises, and on-camera scene work, the student will develop modified acting techniques appropriate to this intensely intimate performance medium, and learn to adapt to its non-sequential production format. May be repeated for credit. Prerequisite: THEA 280 or 288, and consent of instructor. *Offered each fall.*

484  **Voice/Speech IV (.5)**  Work on freeing breath and voice continues. Methods for learning accents and dialects are explored and applied to work on monologues. Also covered are approaches to voice and speech work during rehearsal and performance. Open to B.F.A. performers only. Prerequisite: THEA 384 or declared major in Music Theatre. *Offered in second seven weeks each spring term.*

485  **Rapier and Dagger**  Advanced movement course that includes scene work. Students will learn safe and effective techniques for performance of staged violence, using the rapier and the dagger. Prerequisite: THEA 385 or consent of instructor. *Offered in alternate years.*

486  **Sticks and Stones**  Advanced movement/acting class. Students will learn safe and effective techniques for performance of staged violence. The course will focus on use of only one weapon, most often broadsword technique. However, the course could focus on small sword, quarterstaff, sword and shield, single sword, found weaponry or any weapon currently recognized by the American Society of Fight Directors. May be repeated for credit. Prerequisite: THEA 385 or consent of instructor. *Offered alternate years.*

490  **Practicum**  Advanced practical work for upper level theatre arts and music theatre majors. Students will assume major production responsibilities in one of the following areas: directing, design, assistant directing, stage managing, etc. A contract outlining specific assignments must be filed with the Director of the School of Theatre Arts. May be repeated for credit. Prerequisite: Consent of Director of the School. *Offered each semester.*

491  **Degree Project**  All theatre arts students may submit a degree project proposal. For detailed information about requirements and procedures, consult the Theatre Arts Handbook. A contract outlining specific assignments must be filed with the Director of the School of Theatre Arts. May be repeated for credit. Prerequisite: Consent of Director of the School. *Offered each semester.*

497  **Independent Study: Theatre History and Dramatic Literature**  Individual, concentrated study in theatre history or dramatic literature. A student must have permission of a sponsoring faculty member and the Director of the School of Theatre Arts. May be repeated for credit if subject matter is not duplicated. *Offered each semester.*
Independent Study: Performance  Individual, concentrated study in performance. A student must have permission of a sponsoring faculty member and the Director of the School of Theatre Arts. May be repeated for credit if subject matter is not duplicated. Offered each semester.

Independent Study: Design and Technical  Individual, concentrated study in design or technical theatre. A student must have permission of a sponsoring faculty member and the Director of the School of Theatre Arts. May be repeated for credit if subject matter is not duplicated. Offered each semester.

COURSES IN FILM

110  Film Aesthetics (AR)  This course will closely examine film as an item of popular culture and as a serious art form with the aim of developing an understanding of the language of film drawn from its narrative content and formal structure. Special attention will be given to the thematic elements of the film and the unique ways in which the narrative mode is given cinematic realization. Offered in alternate years.

320  Film Theory (LIT)  This course explores a variety of theories of and critical approaches to film, including modernism and realism, genre theory, queer theory, and feminist criticism. Through reading of critical articles, viewing of films, and in-class discussion, students will learn how to apply theoretical framework to films across time periods and styles. Pre-requisite: FLM 110 and one additional cinema class or 200-300 level English literature class. Offered in alternate years.

330  Videography  This course is designed for students interested in developing skills in digital videography. Through lecture and hands-on, mentored, technical training, students will study camera basics, the art of shot-making, editing, color grading, special effects, and audio capture and engineering. Through the production of various video projects, students will work to bridge the gap between technical proficiency and creative expression. Prerequisite: FILM 110. Offered each spring semester.

431  Directed Study in Video Production  Advanced practical work for upper level students on the Film Studies minor. Students will assume major production responsibilities for THEA 483- Acting for the Camera, including video-taping, lighting, and audio capture of actors’ in-class exercises, monologues, scenes, and writing, producing, directing, and shooting a short motion picture: post-production on all recording media, including: editing, titling, color correction, special effects, and audio engineering. Attendance at all THEA 483 class meetings is required. Prerequisites: FILM 330 and consent of the THEA instructor. Offered each fall.

432  Independent Study  Individual, concentrated study in Film Studies for advanced students on the Film Studies minor. Students will be ordered around a single, major project, such as an original motion picture or a scholarly paper, which may be eligible for research honors. A contract outlining project details must be filed with the Director of the School of Theatre Arts. Students must have permission of a sponsoring faculty member and the Director of the School of Theatre Arts. Prerequisites: FILM 320, FILM 330. Offered each semester.

COURSES IN MUSIC THEATRE

32, 32X  Music Theatre Pit Orchestra (.25, 0)  This instrumental ensemble course runs in conjunction with the School of Theatre Arts’ musical productions, including the rehearsal and performance run of the musical. May be repeated for credit. May be taken for credit or no credit. Prerequisite: Consent of instructor. Offered each semester.

132  Jazz Dance 1 (.25) (Cross Listed with PEC 142X*)  An introduction to the fundamentals of jazz dance technique. The course will build the student’s jazz vocabulary and technical skill in properly executing that vocabulary. Students will be drilled in proper body alignment and proper body conditioning for jazz dance, and ability to perform simple jazz combinations. May be repeated for credit. Offered annually.
133 Tap Dance I (.25) (Cross-listed with PEC 143X*) An introduction to the fundamentals of tap dance technique. The course will build the student's tap vocabulary and technical skill in properly executing that vocabulary. Students will be drilled in proper body alignment and proper body conditioning for tap dance, and ability to perform simple tap combinations. May be repeated for credit. Offered annually.

134 Ballet I (.25) (Cross-listed with PEC 144X*) Beginning Ballet: An introduction to the fundamentals of ballet technique. The course will build the student's ballet vocabulary and technical skill in properly executing that vocabulary. Students will be drilled in how to learn, master and perform simple ballet combinations. May be repeated for credit. Offered each semester.

135 Modern Dance I (.25) (Cross-listed with PEC 145X*) An introduction to the fundamentals of modern dance. The course will build the student's basic modern dance vocabulary and technical skills in properly executing that vocabulary. Students will be drilled in proper body alignment and proper body conditioning for modern dance, and ability to perform simple modern dance combinations. May be repeated for credit. Offered annually.

160 Music Theory for Musical Theatre I (.5) Basic key concepts in music theory, including melody, rhythm, harmony, and form using excerpts from musical theatre literature. The course includes related aural and sight singing instruction and integrates keyboard skills with written work in a laboratory setting. Offered every fall.

160X Musical Theatre Basic Keyboard I (0) Basic keyboard reinforcement of theoretical concepts from Music Theory for Musical Theatre with special attention to the development of sufficient keyboard technique to handle simple vocal accompaniments.

161 Music Theory for Musical Theatre II (.5) Basic analysis of musical theatre songs, presenting models for the singing actor on how to use music analysis to aid performance. The course continues instruction of key concepts of music theory including scales, intervals, and elementary voice-leading and basic harmonics. The course includes related aural and sight singing instruction and integrates keyboard skills with written work in a laboratory setting. Offered every spring.

161X Music Theatre Basic Keyboard II (0) Basic keyboard reinforcement of theoretical concepts from Music Theory for Musical Theatre with special attention to the development of sufficient keyboard technique to handle simple vocal accompaniments.

162, 163 Freshman Applied Voice for Music Theatre (.5) Instruction in the area of applied voice for Music Theatre students. In addition to providing instruction in vocal technique, this course introduces students to the repertoire and styles associated with the Music Theatre genre. Students will receive private instruction and will participate as a member of a repertory class. 162 offered each fall; 163 offered each spring.

232 Jazz Dance II (.25) (Cross-listed with PEC 232X*) Intermediate jazz dance technique. The course will expand jazz vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level strength, stretching, stamina and body awareness suitable to the jazz idiom. Prerequisite: PEC 142X*/MUTH 132 or consent of instructor. May be repeated for credit. Offered annually.

233 Tap Dance II (.25) (Cross-listed with PEC 233X*) Intermediate tap dance technique. The course will expand tap vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level rhythm, strength, stretching, stamina, and body awareness suitable to the tap idiom. Prerequisite: PEC 143X*/MUTH 133 or consent of instructor. May be repeated for credit. Offered annually.

234 Ballet II (.25) (Cross-listed with PEC 234X*) Intermediate ballet technique. The course will expand ballet vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level strength, stretching, stamina, and body awareness suitable to the ballet idiom. Prerequisite: PEC 144X*/MUTH 134 or consent of instructor. May be repeated for credit. Offered each semester.
235 Modern Dance II (.25) (Cross-listed with PEC 235X*)  Intermediate modern dance technique. The course will expand modern dance vocabulary as well as explore more difficult styles and combinations. Students will be expected to master intermediate level strength, stretching, stamina and body awareness suitable to the modern dance idiom. Prerequisite: PEC 145X*/MUTH 135 or consent of instructor. May be repeated for credit. Offered each semester.

262, 263 Sophomore Applied Voice for Music Theatre (.5) (.5)  A continuation of applied work in Music Theatre as described under MUTH 162. 262 offered each fall; 263 offered each spring.

311 Broadway Dance Repertory  This seven week course will expose the students to choreography from Broadway musicals. Dances, in whole or in part, will be reconstructed/restaged. Students will be expected to become familiar with a variety of choreographers and styles. Prerequisite: Consent of instructor. May be repeated for credit. Offered annually.

332 Jazz Dance III (.25) (Cross-listed with PEC 332X*)  Advanced jazz dance technique. The course will expand jazz dance vocabulary as well as explore more advanced styles and combinations. Students will be expected to master advanced level strength, stretching, stamina, and body awareness suitable to the jazz dance idiom. Students will focus on exploring performance skill that range beyond the technique. Prerequisite: PEC 232X*/MUTH 232 or consent of instructor. May be repeated for credit. Offered annually.

333 Tap Dance III (.25) (Cross-listed with PEC 333X*)  Advanced tap dance technique. The course will expand tap dance vocabulary as well as explore more advanced styles and combinations. Students will be expected to master intermediate to advanced level rhythm, strength, stretching, stamina, and body awareness suitable to the tap idiom. Students will focus on exploring performance skills that range beyond the technique. Prerequisite PEC 233X*/MUTH 233 or consent of instructor. May be repeated for credit. Offered annually.

334 Ballet III (.25) (Cross-listed with PEC 334X*)  Advanced ballet technique. The course will expand ballet vocabulary as well as explore more advanced styles and combinations. Students will be expected to master advanced level strength, stretching, stamina, and body awareness suitable to the ballet idiom. Students will focus on exploring performance skills that range beyond the technique. Prerequisite: PEC 234X*/MUTH 234 or consent of instructor. May be repeated for credit. Offered each semester.

335 Modern Dance III (.25) (Cross-listed with PEC 355X*)  Advanced modern dance technique. The course will expand modern dance vocabulary as well as explore more advanced styles and combinations. Students will be expected to master advanced level strength, stretching, stamina, and body awareness suitable to the modern dance idiom. Students will focus on exploring performance skills that range beyond the technique. Prerequisite: PEC 235X*/MUTH 235 or consent of instructor. May be repeated for credit. Offered each semester.

336 Dance Composition  An examination of the tools available to the dance choreographer for creating dance for the solo form. Areas of space, time, and energy are addressed individually and in combination. Students have the opportunity to work on specific problems and to show the solutions to the class. Prerequisite: THEA 232, 233, 234, 235, or consent of instructor. Offered in alternate years.

337 Choreography  This course examines the theoretical and practical approaches to the art and creation of choreography. Elements of dance may also be applied in particular to the music theatre to discover and explore the problems inherent in choreography for the musical stage. Prerequisite: THEA 332, 333, 334, 335, or consent of instructor. Offered occasionally.

362, 363 Junior Applied Voice for Music Theatre (.5)  A continuation of applied work in Music Theatre as described under MUTH 162. 362 offered each fall; 363 offered each spring.
Music Theatre History and Literature (AR)  This is a survey course exploring the evolution of early popular music in America and the surfacing of the Broadway standard while simultaneously investigating key figures in the development of the literature and practices of the modern musical. An emphasis is placed on the variety of ethnic music genres that combined to create the “Broadway sound” spanning the emergence of Tin Pan Alley to contemporary theatre music. Offered in alternate years.

Music Theatre Scene Study  This course is designed to address acting the song and advanced analysis and preparation of solo, duet and ensemble scenes from music theatre literature. On occasion this practice results in a final showcase of material explored during the semester. Prerequisite: THEA 280 or consent of instructor. Offered in alternate years.

Advanced Contemporary Dance: Advanced Techniques and Strategies (.5 or 1)  This course challenges each student on their artistic journey to better understand his/her body: how and why they move the way they do. By deconstructing dance technique, giving special attention to acting, physical storytelling, and musicality this course is an upper level and intensive experience in dance technique. Available for variable credit: 0.5 units focusing on class work, 1.0 units focusing of class work, the broader world of contemporary dance and exploring the mechanics of the body at a deeper level. Prerequisite: Consent of instructor. May be repeated for credit. Offered each semester.

Senior Applied Voice for Music Theatre (.5)  A continuation of applied work in Music Theatre as described under MUTH 162. 462 offered each fall; 463 offered each spring.

Music Theatre Workshop  This course is designed to investigate, encourage and promote new work by contemporary composers in an educational setting; providing the students of the School of Theatre Arts with an opportunity to experience the collaborative process between originator, actor, form and the professional world of music theatre. The students will workshop a single musical or a selection of chamber musicals resulting in a midterm public reading and final workshop presentation. Prerequisite: THEA 280 or consent of instructor. Offered in alternate years.

Music Theatre: Special Projects  Individual work in the areas of dance, music theatre performance, production, and/or auditioning. This course is designed to provide faculty supervision in learning specialized performance techniques, in developing resume and portfolio material, or in developing a senior music theatre recital. Prerequisites: Consent of instructor and approval of project by music theatre faculty. Offered each semester.

UNIVERSITY WIDE COURSES

STEM Project (Non-department Associated) (.25, .5, .75, 1.0)  A supervised experiential learning opportunity related to one or more of the STEM disciplines. Work may occur on or off campus. Students will have a faculty supervisor. Students working off campus may also have a site supervisor. Maximum of 2 units of credit may be used to fulfill graduation requirements. Prerequisite: permission of faculty supervisor. Offered each semester.

Supervised Internship (Non-department Associated) (.5, .75, 1.0)  A supervised experiential learning opportunity for students to apply skills in a professional setting. This course is designed for students desiring academic credit for an internship who do not have the option to earn internship credit through an academic department. Students may arrange internships for academic credit in consultation with a designated faculty supervisor and on-site internship supervisor. Prerequisite: Sophomore standing. Offered each semester. May also be taken in the summer for additional tuition charge. Maximum of 2 units of credit may be used to fulfill graduation requirements.
UNIV 398  International Supervised Internship (Non-department Associated) (G) (.75, 1.0)  A supervised experiential learning opportunity outside the United States for students to apply skills in a professional setting. Through an international internship experience, students will engage in sustained interactions with the host culture both in and outside of the workplace. Additionally, students will fulfill course assignments that analyze and demonstrate understanding of the host culture. This course is designed for students desiring academic credit for an internship who do not have the option to earn internship credit through an academic department. Students may arrange internships for academic credit in consultation with a designated faculty supervisor and on-site internship supervisor. Prerequisites: Sophomore standing. *Offered each semester. May also be taken in the summer for additional tuition charge.* Maximum of 2 units of credit may be used to fulfill graduation requirements.

WESTERN EUROPEAN STUDIES

For information about the major or minor in International Studies with a concentration in Western European Studies, please see International Studies on page 217.

WOMEN’S AND GENDER STUDIES

Myscofski, Director

Women's and Gender Studies is an interdisciplinary curriculum that offers feminist perspectives on the human experience, analyzes the role and contributions of women in history, investigates the impact of the construction of gender in our lives and institutions, and examines the construction of knowledge. The curriculum is designed to meet three goals:

- To study gender as a category of analysis, and its intersection with race/ethnicity, class, age, sexual identity, and (dis)ability, especially within a multicultural and institutional context;
- To focus on historical, social, cultural, economic, and political issues affecting women and men;
- To reflect on the rapidly expanding scholarship on women and gender.

Since the discipline of Women's and Gender Studies promotes social change, some courses include an activist or service learning component. Still others ask students to reflect on how gender-related issues affect people's lives, including their own. Opportunities for internships and independent study allow students to individualize the major according to their interests or career goals.

Women's and Gender Studies is valuable to students planning to attend graduate school and/or build careers in such areas as business, health care, education, government, history, law, psychology, religion, and social work.

The Women's and Gender Studies major requires a minimum of ten courses and the minor requires a minimum of six courses. Students must earn a grade of “C” or higher for a course to count toward a major or minor. Students interested in a Women's and Gender Studies major or minor should consult the Women's and Gender Studies Director for academic advising, especially since not all courses are offered each semester.

**Major Sequence in Women's and Gender Studies:**

A minimum of ten course units, to include the following (A minimum of four courses must be at the 300-400 level):
1) Women's and Gender Studies 101: Introduction to Women's and Gender Studies (CSI, U)
2) History 244: Women and the American Experience (CHC, U)
3) Six additional courses designated as Women's and Gender Studies courses. Courses must be chosen from at least two different divisions, schools, or programs, and within those, from at least three different departments or disciplines. WGS 270, 370, 397, and 450 may also count in these six.
4) One course focused on non-western, minority, or immigrant women. Choose from among these:
   Anthropology 252: Gender in Cross-Cultural Perspectives (CSI, G, W)
   Anthropology 350: Health and Healing in Cross-Cultural Perspective (G, W)
   History 343: Migration, Ethnicity, and Race (CHC, U)
5) Women's and Gender Studies 490: Senior Seminar (W)

**Minor Sequence in Women's and Gender Studies:**
A minimum of six courses to include:
1) Women's and Gender Studies 101: Introduction to Women's and Gender Studies (CSI, U)
2) Five additional courses designated as Women's and Gender Studies; at least two of must be at the 300 level. These five courses must be chosen from at least two different divisions, schools, or programs and within those, at least three different departments or disciplines. WGS 270, 370, 450, and 490 may also count in these five.

* Applies if course has significant women's and gender issues content. Contact the Women's and Gender Studies Director for advice.

**HUMANITIES**
American Studies 257/English 257/History 257: The Promised Land (CHC, U)
English 120: Women in Literature (LIT)
English 170: Special Topics: 20th Century Women Writers (LIT)
English 220: Literature and its Signs: An (Un)Suitable Job for a Woman (LIT) or Jane Austen and Economics (LIT)
English 222: Shakespeare's Shrews (LIT, W)
English 255: Hip-Hop: A Literary Study (LIT, U, W)
English 351: Manifest Destinies: American Lit. to 1865 (LIT, U)
English 370: Special Topics*
English 381: Thinking Queer/Reading Queer (LIT, U)
Greek & Roman Studies 312: Sex and Gender in Ancient Greece and Rome (CHC, W)
Philosophy 230: Philosophy of Feminism (AV, U)
Religion 106: Women, Religion, and Spirituality (CSI, G)
Religion 324: Sexuality and Christianity (AV)

**SOCIAL SCIENCES**
Anthropology 252: Gender in Cross-Cultural Perspective (CSI, G)
Anthropology 350: Health and Healing in Cross-Cultural Perspective (G, W)
History 144: The Gilded Age, 1865-1900 (CHC, U)
History 244: Women and the American Experience (CHC, U)
History 249: Growing Up in America, 1607-Present (CHC, U)
History 323: Sex, Gender and Power under King James (CHC)
History 343: Migration, Ethnicity, and Race (CHC, U)
History 350: Women, Work, and Leisure 1890-1930 (CHC, U)
History 390: Special Topics *
Political Science 220: Women and Politics (CSI, U)
Political Science 270: Special Topics *
Political Science 342: The Politics of Presence (W)
Sociology 222: Sex and Gender in Society (CSI, U)
Sociology 311: Marriage and Family
Sociology 328: Criminology
Sociology 345: Intersectionality (IT, U)
Sociology 355: Special Topics*
Sociology 380: Sociology of Sexualities

NURSING/HEALTH
Health 310: Special Topics in Health*
Health 330: Human Sexuality (AV)
Health 351: Abuse in America (AV)

NATURAL SCIENCES
Psychology 333: Psychology of Gender (U) (prerequisite PSYC 100; some section for Psychology majors only)

FINE ARTS
Music 350/370: Special Topics*
Theatre 370: Special Topics*

WOMEN’S AND GENDER STUDIES
Women's and Gender Studies 270: Special Topics in Women's and Gender Studies
Women's and Gender Studies 370: Special Topics in Women's and Gender Studies
Women's and Gender Studies 397: Internship
Women's and Gender Studies 450: Independent Study

101 Introduction to Women's and Gender Studies (CSI, U) The study of women's lives and the construction of gender roles in American culture and society. Topics may include literary, religious, and philosophical perspectives on sex and gender, culture variations in gender, issues of women's health and sexuality, the relationship of gender, class, and ethnicity, and specific social issues such as economic discrimination or violence based on gender. Offered annually.

270 Special Topics in Women's and Gender Studies Designed to explore a topic of special interest in Women's and Gender Studies. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if course earns general education credit. Offered occasionally.

370 Special Topics in Women's and Gender Studies An examination of selected topics in women's and gender studies at the advanced level, focusing on theoretical approaches to the study of gender. Not all special topics courses will earn credit in general education; see current Program of Classes to determine if course earns general education credit. Offered occasionally.

397 Internship Directed research and work for experiential learning with a community organization, not-for-profit association, social service agency, or business focused on women and/or gender issues. See Career Center for additional information. Prerequisites: declared Women's and Gender Studies major or minor, junior or senior
standing, WGS 101, and consent of Women's and Gender Studies Director. Offered each semester.

450 Independent Study Individualized study (including directed readings) on a topic not normally in the Women's and Gender Studies curriculum resulting in the preparation of a significant end product such as a research paper or performance. Student must devise a plan of study in cooperation with faculty. Prerequisites: declared Women's and Gender Studies major or minor, junior or senior standing, and consent of Women's and Gender Studies Director. Offered each semester.

490 Senior Seminar (W) An advanced research and writing seminar examining theory in Women's and Gender Studies. Students will research and write an independent analytical paper. Prerequisites: WGS major/minor, and senior standing, or consent of instructor. Offered each fall.

WORLD LANGUAGES, LITERATURES, AND CULTURES

Nadeau, Callahan, Dixon-Montgomery, Ferradáns, Kojima, Sheridan, Valverde

In today's global society, knowledge of languages and cultures is increasingly important in business, industry, and the professions. Courses in World Languages, Literatures, and Cultures are an integral part of the IWU Liberal Arts experience, and directly support the University's mission of preparing students for democratic citizenship and life in a global society.

The WLLC department offers majors in French and Hispanic Studies, and minors in French and Francophone Studies, Hispanic Studies, Italian Studies, and Japanese Studies. Lower-level courses (numbered 100/200) develop an awareness of cultural and linguistic diversity in the world as they develop all four language skills (speaking, reading, listening, and writing). Upper-level courses (numbered 300/400) deal with cultural history, literature, film, popular culture, contemporary social and political issues as well as the intellectual traditions that have shaped the societies where these languages are spoken.

In addition to courses taught in French, Italian, Japanese, and Spanish, the WLLC faculty offer courses in Literature and Culture Studies in English Translation (LC), which are designed to provide students with a knowledge and understanding of the literature/culture of non-English speaking countries. See Literature and Cultural Studies in English Translation, page 338.

FRENCH AND FRANCOPHONE STUDIES

Callahan (section coordinator), Sheridan

See Literature and Culture Studies in English Translation beginning on page 338 for information on courses taught in English.

Major Sequence in French:
Nine courses:
1) FREN 201: Intermediate French I
2) FREN 230: French for Human Rights and Social Justice
3) FREN 303: Intro to Literature (cross-listed with LC 125 Special Topics in French Literature
4) FREN 312 French: Cinema (cross-listed with LC 320 French Cinema)
5) FREN 319: Survey of French Civilization (cross-listed with LC 325)
6) FREN 330 or 340 or 350 (taken abroad)
7) FREN 330 or 340 or 350 (taken abroad)
8) FREN 360 (taken abroad)
9) FREN 490: Senior Project

A minimum of one semester of approved study abroad in France or a Francophone country is also required. Students wishing to pursue Research Honors in French should plan to enroll in French 499 either fall or spring of their senior year.

**Minor Sequence in French:**

Five courses:
1) FREN 201: Intermediate French
2) FREN 230: French for Human Rights and Social Justice
3) FREN 303: Intro to Literature (cross-listed with LC 125 Special Topics in French Literature)
4) FREN 312 French: Cinema (cross-listed with LC 320 French Cinema)
5) FREN 319: Survey of French Civilization (cross-listed with LC 325)

**Minor Sequence in French and Francophone Studies:**

Five courses:
1) FREN 201: Intermediate French
2) FREN 230: French for Human Rights and Social Justice
3) LC 125: Special Topics in French Literature (cross-listed with FREN 303)
4) LC 320: French Cinema (cross-listed with FREN 312 French Cinema)
5) LC 325: French Civilization (cross-listed with FREN 319)

*Placement test results or AP credit does not exempt students from taking the required number of courses for the major/minor in French. Students testing into the 300 level should substitute a 300 level elective for French 201. Furthermore, of the 9 courses required for a major and the 5 required for the minor, a minimum of 5 courses for the major and 3 for the minor must be taken in residence at IWU.*

101 **Elementary French I** An introduction to the French language and culture that emphasizes the skills of listening, speaking and reading, and introduces students to writing. Primary emphasis is placed on oral communicative skills and on functioning in real-life situations in a French cultural context. *Offered annually.*

102 **Elementary French II** A continuation of language skills developed in 101, with exposure to more complicated grammatical concepts as well as cultural issues. Primary emphasis is placed on oral communicative skills and on functioning in real-life situations in a French cultural context. Prerequisite: 101 or equivalent. *Offered annually.*

201 **Intermediate French (LA)** This course continues the proficiency-oriented approach of the first-year sequence. A distinction is made between review grammar and new material. In this way a bridge is made between the grammar at the elementary level and the greater control expected of second-year students. Prerequisite: 102 or equivalent. *Offered annually.*

230 **French for Human Rights and Social Justice (AV, G)** A level-appropriate introduction to the major contributions by the Francophone world to the development and shaping of the field of human rights and social justice. Course materials will include philosophical approaches particularly from the Enlightenment, as well as European Union policy and examples of contemporary issues. Students will learn how to speak
about human rights and social justice issues in French and will learn advanced gram-
mar while doing so. Prerequisite: 201 or equivalent. Offered each spring.

301 Advanced Expression I: Oral Communication (CSI, G) Development of linguisti
c skills at the advanced level with an emphasis on reading and speaking about con
temporary French and Francophone cultures. Sources include a variety of authentic print, video, and audio materials or commentaries drawn from the French-speaking world. Prerequisite: 230 or equivalent. Offered in alternate years, fall.

302 Advanced Expression II: The Written Medium (W) French 302 focuses on ana
lysis and practice of various text types essential to culturally informed mastery of written French: portraiture, description, narration, essay, explication de texte, reviews. A third of the course is devoted to acquisition of the grammatical skills necessary to functioning at this stylistic level. Prerequisite: French 230 or equivalent. Offered in alternate years, fall.

303 Introduction to Literature I: The Individual and Society (LIT) This course is
designed to provide majors and minors in French with an introduction to the read-
ning and study of great French literary works of all genres, spanning the Medieval to
the contemporary post-modern period. In French 303, students examine works that focus on the theme of the individual and society, with an emphasis on developing advanced lan-
guage skills through reading, discussing, and writing about literature. Prerequisite: French 230 or equivalent. Offered in alternate years, spring.

304 Introduction to Literature II: Ideals of Love (LIT) This course is designed to
provide majors and minors in French with an introduction to the reading and study of great French literary works of all genres, spanning the Medieval to the contemporary post-modern period. In French 304, students examine works that focus on the theme of ideals of love, with an emphasis on developing advanced language skills through reading, discussing, and writing about literature. Prerequisite: French 230 or equivalent. Offered in alternate years, spring.

310 Business French (W) The course, taught in French, is designed for students who wish to learn specific business vocabulary and acquire experience in business writing procedures. It concentrates on translation from and into English, letters, precise writing and reports. It aims to enable students to cope with recurring situations in French business. Prerequisite: 230 or equivalent. Offered in alternate years, fall.

312 French Cinema (AR,G) This course is designed to show the aesthetics of film in 20th century French and Francophone cultures. Students will 1) study the chrono-
logical development of French film from the Lumière brothers to the Nouvelle Vague, focusing on the roll of cinema in portraying social issues, 2) acquire the technical vocabulary of filmography, using it to analyze cinematic techniques used in the films we study, and 3) write and produce a short film. Two-thirds of the class will be devoted to the technical side of filmmaking, first theoretical and then practical. Films will be in French with English subtitles. Prerequisite: for FR 312: FR 230 or equivalent. Offered in alternate years, spring semester.

319 Survey of French Civilization (IT) An overview of French and Francophone civili-
zation from pre-Roman Gaul to present day, highlighting political history and developments in language, literature, art, architecture, music and the sciences. Topics covered will include the family, gender roles, the educational system, the state, religion, immigration and coloniza-
tion/post-colonization. Prerequisite: 230 or equivalent. Offered in alternate years, fall semester.

330 Studies in Literature Upper level courses in an approved study abroad program in French and/or Francophone literature. Readings and lectures are in French. Credit should be discussed with the section coordinator before departure. Prerequisite: 230 or equivalent.

340 Studies in Humanities Upper level courses in an approved study abroad program in Humanities, including art history, theater, gender studies, music, history,
philosophy, and religion. Readings and lectures are in French. Credit should be discussed with the section coordinator before departure. Prerequisite: 230 or equivalent.

350 **Studies in Social Science** Upper level courses in an approved study abroad program in social sciences, including business, economics, history, political science, sociology, geography, and anthropology. Readings and lectures are in French. Credit should be discussed with the section coordinator before departure. Prerequisite: 230 or equivalent.

360 **Advanced French Language Studies** Upper level courses in French language in an approved study abroad program. These courses will contain advanced grammar instruction and a strong writing component in addition to conversation and reading. Readings and lectures are in French. Credit should be discussed with the section coordinator before departure. Prerequisite: 230 or equivalent.

370 **Special Topics** Courses under this heading are designed to explore a wide variety of topics in French not part of the regular course offerings. All readings, lectures, and discussions will be in French. Students may receive credit for this course in an upper-level French course taken in an approved study abroad program. Credit should be discussed with the section coordinator before departure. Prerequisite: 301 or equivalent. Offered as needed.

397 **Internship (.75 or 1)** Opportunities for students to apply linguistic and cultural skills in a professional context in a wide variety of professional areas and locations including local, domestic, and international sites. Discuss with the section coordinator. Prerequisites: 230 or equivalent. Offered as needed.

407 **Studies in Nineteenth and Twentieth-Century Literature (LIT)** A lecture and discussion course on the historical and aesthetic evolution of French literature in the 19th and 20th centuries. The prose, theater and poetry works of great authors, poets, and playwrights will be explored within the sociopolitical framework of 19th and 20th century France. Prerequisite: French 301 or 302 or 303 or 304. Offered occasionally.

490 **Senior Project** Arranged in consultation with individual members of French and Francophone Studies. The capstone experience for French majors is also open to advanced minors. An intensive study of a particular topic, author/director, or genre culminating in a research paper. Prerequisite: Senior standing and the completion of at least four 300 or 400 level courses in French. Offered as needed.

499 **Independent Study** Independent reading, writing, or project related to the advanced study of French language, culture or literature. Prerequisite: departmental approval and instructor's consent. Offered as needed.

**HISPANIC STUDIES**

*Nadeau* (section coordinator), Dixon-Montgomery, Ferradáns, Valverde

Hispanic Studies at Illinois Wesleyan University introduces students to the Spanish language as it is used in Spain and in the Americas. In addition to language and linguistics at all levels, our program offers study in literature and cultural history. The courses in cultural history stress the connections between literature, the other arts, and the sociopolitical environment from which they emerge. Literature courses sharpen analytical skills and foster greater sensitivity to particular cultural issues and their more broadly human and universal implications. Hispanic Studies majors who seek teacher licensure declare a second major in Secondary Education. Refer to the Educational Studies section in this Catalog and the Teacher Education Program Handbook for further information (http://www.iwu.edu/edstudies/handbooks/).

The general purpose of the Basic Sequence Spanish courses is tri-fold: to develop the four basic language skills of speaking, reading, listening, and
writing; to develop an understanding of the nuances of Hispanic cultures; and
to help students recognize and use elements of Spanish to increase knowl-
edge of their own language. Students are encouraged to begin basic language
sequence (101, 102, 201) at a level determined by placement tests in August of
their first year.

Students who complete the minor program should be able to demonstrate:
1) an intermediate level of oral skills in both speaking and comprehen-
sion, 2) the ability to write, constructing an extended argument with analysis of histori-
cal or literary texts, and 3) an understanding of the variety of Hispanic cultures
around the globe.

Upon completion of a major, students should demonstrate: 1) an interme-
diate-high or advanced proficiency in written and spoken Spanish, 2) a com-
plex awareness of issues of cultural difference, 3) comprehension of linguistic
components of the Spanish language 4) critical analysis of literary works in
Spanish and, 5) an appreciation for the aesthetic and intellectual currents of the
Hispanic world. The major sequence lists minimum requirements only: students
are encouraged to strengthen their program of study by taking additional upper-
level courses. In particular, one should seek a balance between courses dedicated
to Spain and to Latin America, striving for a broad knowledge of issues on both
sides of the Atlantic.

Study abroad programs are available through affiliated colleges and universities.
They are selected by the student with a faculty advisor according to the student's
individual needs, goals, and abilities.

**Major Sequence in Hispanic Studies:**
Ten Hispanic Studies courses beyond the basic language sequence including:
1) Spanish 303
2) Spanish 307
3) Spanish 308
4) Spanish 314
5) Spanish 316
6) Two courses at the 400-level (one of them must be a literature course)
7) A minimum of one semester abroad
8) Three electives beyond the basic sequence

**Minor Sequence in Hispanic Studies:**
Six Hispanic Studies courses beyond the basic language sequence including:
1) Spanish 303
2) Spanish 307
3) Spanish 308
4) One cultural history course from 314 or 316
5) Two electives beyond the basic sequence

*Hispanic Studies Minors are strongly encouraged to participate in IWU’s Spain*
*Program in the spring of their sophomore year.*

**Minor Sequence in Hispanic Studies for Health Care Majors:**
(See Spanish language study for Nursing Majors.)
Six Hispanic Studies courses beyond the basic language sequence including:
1) Spanish 230
2) Spanish 303
3) Spanish 307
4) Spanish 308
5) Two electives beyond the basic sequence

**Minor Sequence in Hispanic Studies for Business Majors:**

Six Hispanic Studies courses beyond the basic language sequence including:
1) Spanish 303
2) Spanish 307
3) Spanish 308
4) Spanish 250 or BARC 250
5) BARC 322 or one SPAN 340 course or another elective
6) Spanish 397 or one SPAN 340 course or another elective

*While students can take as many 340 courses as they like, only one will count toward the minor. In other words, one SPAN 340 course can fulfill either criteria 5 or 6, but not both.*

101  **Elementary Spanish**  An introduction to the Spanish Language and culture that emphasizes the basic language skills of listening, speaking, reading, and writing. Primary emphasis is placed on interpersonal and presentational oral skills and on functioning in real-life situations in a Spanish-language cultural context. Taught in Spanish. *Offered each spring.*

102  **Elementary Spanish II**  A continuation of basic language skills developed in 101, with exposure to more complicated structural forms as well as cultural issues. Primary emphasis is placed on interpersonal and presentational oral skills and on functioning in real-life situations in a Spanish-language cultural context. Taught in Spanish. Prerequisite: SPAN 101 or equivalent. *Offered each fall.*

201  **Intermediate Spanish (LA)**  This course continues the proficiency-oriented approach of the Beginning Spanish sequence. It is designed to strengthen the basic language skills introduced in 101 and 102 with an emphasis on interpersonal and presentational oral skills. Students have to attend one weekly conversation session. Taught in Spanish. Prerequisite: SPAN 102 or equivalent. *Offered each semester.*

203  **Conversation and Composition (G)**  This course reviews Spanish structural forms and builds vocabulary in the context of developing speaking, listening, reading, and writing skills, and examines the diverse Spanish-speaking cultures. In-class time focuses on the development of interpersonal and presentational skills, while out-of-class time will be directed toward the development of interpretative skills. Prerequisite: SPAN 201 or equivalent. Cannot be taken if student has already taken 303. *Offered annually.*

230  **Medical Spanish and Cultural Competency for Health Care (U)**  This course is designed for students planning to work in health care and who want to acquire more skills in medical Spanish. We will discuss Hispanic culture in the U.S., particularly how it relates to health care. Students will participate in an informal internship at a local community clinic. Prerequisite: SPAN 201 or equivalent. *Offered each fall.*

240  **Spanish for Social Justice (U)**  Students develop language skills and cultural competency for situations that focus on social justice. Fieldwork in one of the following areas: immigration, housing, education, employment and voter rights is a key part of the course. Prerequisite: SPAN 201 or equivalent. *Offered occasionally.*

250  **Business Spanish and its Cultural Context (G)**  This course is designed for students planning to work in business or accounting and who want to acquire more business-related language and cultural competency skills before entering the work force. Students will read and analyze business documents in Spanish, present oral reports, and work 1-3
hours/week as part of a group project related to the local Latino community. Prerequisite: SPAN 201 or equivalent. Offered in spring semester.

300  Intensive Language Studies (Abroad only)  When taken abroad in an approved program. This course should be an intensive practice of intermediate/advanced oral and written communication skills in the language. Credit should be discussed and approved by the section coordinator before departure. Prerequisite: SPAN 203 or equivalent. Offered each semester.

303  Advanced Grammar and Composition  A practice of advanced oral communication strategies and a thorough review of basic problems of grammar and vocabulary, with a focus on nuances of word choice. Prerequisite: SPAN 203 or equivalent. Offered each semester.

305  Travel Seminar  Travel with a faculty member to countries in which Spanish is spoken. Will include independent projects, a daily journal, and field trips to cultural monuments, museums, and other sites of interest. An experience in linguistic and cultural immersion. Prerequisites vary. Offered occasionally.

307  Reading and Writing Culture (W, G)  This course investigates a cultural topic, issue, or theme significant to the Hispanic world, such as migration, revolution, hybridity, and culinary practices. Students will explore and practice different research strategies and key concepts in cultural studies as they strengthen reading and writing skills in Spanish. Prerequisite: SPAN 203 or equivalent. Offered annually.

308  Introduction to Literature (LIT, G)  An introduction to the literary analysis of Spanish texts. Major authors, themes, and genres from both Latin America and Spain are included, with basic concepts of contemporary literary criticism and theory. Prerequisite: SPAN 303 or equivalent. Offered annually.

314  Iberian Culture and Civilization (CHC)  Cultural history of the Iberian Peninsula from the early Celtic settlements to the present, including medieval Arab Spain, the Golden Age, Romanticism, the Avant-garde, the Spanish Civil War and the transition to democracy. Emphasis on the artistic achievements of these periods and their socio-political contexts. Prerequisite: SPAN 303. Offered each fall semester.

316  Latin American Culture and Civilization (CHC)  Cultural history of Latin America, from pre-Columbian times to the present, including the main indigenous cultures, the Colonial period, the wars of Independence, changing US relations, the Cold War, transnationalism and globalization. Emphasis on cultural production in social, political, economic and historical contexts. Prerequisite: SPAN 303. Offered each spring semester.

330  Topics in Hispanic Studies (Abroad only)  Taken abroad in an approved program. Subject matter might include anthropology, economics, history, literature, political science, or other. Credit should be discussed and approved by the section coordinator before departure. Prerequisite: SPAN 303. Offered each semester.

340  Spanish Across the Curriculum  Taken in conjunction with a course outside the department, this course integrates Spanish language and cultural competency with studies in disciplines commonly taught in English. For example, Business Law and Marketing in Spanish. May be repeated as topics change. Prerequisite: SPAN 303 or equivalent. Offered occasionally.

360  Studies in Media and Film (AR, G)  Analysis of main aesthetic, cultural and philosophical questions in the Hispanic world as articulated in film and media. Topics may vary. Prerequisite: SPAN 303 or equivalent. Offered occasionally.

373  Introduction to Spanish Linguistics (FR)  Examines Spanish language as a functional system of communication. Emphasis is on general principles of linguistic analysis: sound, form, order and on linguistic changes related to temporal, regional and social pressures. Prerequisite: SPAN 303. Offered occasionally.
Directed Study  A project of interest to the student related to the advanced study of the Spanish language, or the cultures and literatures of Spanish-speaking countries. Normally topics may not duplicate the content of regularly offered courses. Prerequisites: Consent of instructor and the section coordinator. Student must submit a plan of study prior to enrollment. Offered as needed.

Internship (.75 or 1)  Opportunities to apply linguistic and cultural skills in a professional context in a wide variety of professional areas and locations including local, domestic, and international sites. Prerequisite: SPAN 303 and consent of instructor. Offered as needed.

History of the Spanish Language (CHC)  Discusses the origins and development of the Spanish language in the context of cultural and political movements of the Iberian Peninsula in different eras, and in the colonial era in Latin America. Focus on the development of Spanish phonology and lexis through history. Prerequisite: SPAN 308. Offered occasionally.

Spanish Literature (LIT)  Representative authors, genres, and/or literary movements of Spanish Literature from medieval to present times. Texts may include medieval and Golden Age texts, Cervantes and El Quijote, masters of the Baroque, the Romantics and the Generations of 1898 and 1927. Authors and topics vary, may be repeated. Prerequisite: SPAN 308. Offered alternate years.

Topics in Latino/a Literature (LIT, U)  This course analyzes the literary production of Latinos/as in the United States from the 1980s to the present with particular attention to questions of gender, ethnic, linguistic, class, racial and cultural differences. We will read works by Julia Álvarez, Richard Rodriguez, Gloria Anzaldúa, Sandra Cisneros, and others. Prerequisite: SPAN 308. Offered in alternate years.

Special Topics in Hispanic Studies  Focuses on a variety of literature or linguistic topics related to Spanish-speaking communities. Specific topics may include a single author or a broad theme like anti-slave narrative. May be repeated if subject matter is not duplicated. Prerequisite: SPAN 308. Offered occasionally.

Latin American Literature (LIT)  This course focuses on the literary production of Latin America, from colonial to present times. Topics and authors will include Romanticism, Regionalism, The Boom, Sor Juana Inés, Jorge Luis Borges, Gabriel García Márquez, Carlos Fuentes, Mario Vargas Llosa and Isabel Allende, among others. Prerequisite: SPAN 308. Offered in alternate years.

Advanced Directed Study  A major research project developed in consultation with a Hispanic Studies faculty member. Emphasizes original research in Spanish, and may lead to the completion of a research honors project. Prerequisite: Hispanic Studies major and minors with senior standing, and consent of department chair. Offered as needed.

ITALIAN STUDIES

Sheridan (section coordinator)

See Literature and Culture Studies in English Translation description beginning on page 338 for information.

A special contract major in Italian Studies may be possible with advanced planning and participation in a study abroad program in Italy. Interested students should consult with the section coordinator for further details.

Minor Sequence in Italian Studies:
Five courses to include:
  1) ITAL 201 Intermediate Italian 1
2) ITAL 202 Intermediate Italian II
3) LC 165 Special Topics in Italian Literature in Translation
4) LC 361 Glorious Past: Italian Civilization from the Risorgimento to the Present OR LC 365 Italian Renaissance
5) LC 360 Italian Cinema

*Placement test results or AP credit does not exempt students from taking the required number of courses for the major/minor in Italian Studies. Students testing into the 300 level should substitute a 300-level elective for Italian 201/202. Furthermore, of the 5 required for the minor, a minimum of 3 courses must be taken in residence at IWU.

101  **Elementary Italian I**  An introduction to the Italian language and culture that emphasizes the skills of listening, speaking, and reading, and introduces students to writing. Primary emphasis is placed on oral communicative skills and on functioning in real-life situations in an Italian cultural context. Offered each spring.

102  **Elementary Italian II**  A continuation of language skills developed in 101, with exposure to more complicated grammatical concepts as well as cultural issues. Primary emphasis is placed on oral communicative skills and on functioning in real-life situations in an Italian cultural context. Prerequisite: 101 or equivalent. Offered each fall.

201  **Intermediate Italian I (LA)**  This course continues the proficiency-oriented approach of the Beginning Italian sequence. It is designed to strengthen basic language skills with an emphasis on oral skills. Prerequisite: 102 or equivalent. Offered each spring.

202  **Intermediate Italian II (G)**  A course designed to expand reading and writing skills beyond the basic sequence. Italian 202 emphasizes the development of narrative-level discourse, with increased control of complex sentences, hypothesizing, abstract reasoning, and self-correction. Grammar instruction incorporates a close reading of texts. Reading and writing assignments introduce issues central to Italy's historical and contemporary cultural identity. Prerequisite: Italian 201 or equivalent. Offered every other fall semester.

397  **Internship (.75 or 1)**  Opportunities for students to apply linguistic and cultural skills in a professional context in a wide variety of professional areas and locations, but primarily international sites during study abroad. Prerequisite: 202 or equivalent. Offered as needed.

399  **Independent Study**  Directed reading in Italian including a major research project related to the study of Italian language, culture, or literature under the close supervision of a faculty member. Prerequisite: Italian 202 or equivalent and consent of instructor. Offered as needed.

**JAPANESE STUDIES**

Kojima (section coordinator)

The Japanese minor at IWU is an interdisciplinary program that considers the study of the language and culture to be inseparable. The minor engages with topics that are integral to understanding modern Japan, namely popular culture, history, and literature. As not all courses are offered every semester, planning ahead is essential.

The University’s second language proficiency requirement is outlined in the General Education section of the Catalog. Students who studied Japanese in high school are strongly encouraged to contact the section coordinator at the beginning of their first year for placement. Regardless of level, students interested in
pursuing Japanese language study should contact the program advisor as early as possible.

Study abroad programs are available through the International Office and are highly recommended for the minor. Internships are available.

See Literature and Culture Studies in English description beginning on page 338 for information.

**Minor Sequence in Japanese Studies:**
A minimum of three courses for the minor must be taken in residence at IWU.

1) Japanese 201: Intermediate Japanese I
2) Japanese 202: Intermediate Japanese II
3) LC 308: Japanese Way of Life
4) Two courses, one of which must be 300 level course. Additionally, one must come from the LC category.

Japanese 310: Studies in Literature and Humanities (Study Abroad)
Japanese 311: Studies in Social Science (Study Abroad)
Japanese 410: Advanced Japanese Language Studies (Study Abroad)
Anthropology 273: Self and Society in Japan
LC 105: Special Topics in Japanese Literature in Translation
LC 202: From Atom to Akira: Japan’s Pop Culture
LC 205: Language and Culture in Japan
LC 303: Blades, Bows, and Bushido: The Samurai in Context
History 101: Introduction to Japanese History
History 202: World War II in the Pacific
History 301: Modern Japan, 1900–Present

101      Beginning Japanese I  An introduction to the four basic language skills: listening, speaking, reading and writing. Includes an introduction to grammar and alphabets (hiragana and katakana) and kanji. Offered each fall.

102      Beginning Japanese II  A continuation of Japanese 101. Another hundred kanjis will be added. Prerequisite: 101 or equivalent. Offered each spring.

LC 105      Special Topics in Japanese Literature in Translation (LIT)  This course will vary in content and approach to emphasize genres, themes, and periods in Japanese literature. Readings and lectures in English. May count toward minor in Japanese. General credit category: Literature.

201      Intermediate Japanese I (LA)  Higher communicative skills will be reached by learning another hundred additional kanjis as well as complex grammar structures. Prerequisite: 102 or equivalent. Offered each fall.

202      Intermediate Japanese II (G)  A continuation of Japanese 201. Students will learn more complex grammar and a few hundred more kanjis. Cultural and social aspects of the Japanese people are discussed through the language, learning to improve communicative skills. Prerequisite: 201 or equivalent. Offered each spring.

LC 202      From Atom to Akira: Japan’s Pop Culture (LIT, G)  Japanese popular culture is nearly synonymous with anime (animation), manga (comics), and video games. All three are an integral part of Japanese life. This class will discuss the global popularity of these three forms of entertainment, which has spurred interest in Japan and the cultural themes that inform its popular culture. Offered in alternate years.

LC 205      Japanese Film and Aesthetics (CSI, G)  This course will examine Japanese films made in the post-World War II period. Students will study internationally-known directors such as Ozu and Kurosawa and learn terminology for analyzing artistic elements
such as framing, camera position, lighting, sound, camera movement, optical distortion, and editing. Offered occasionally.

**LC 303  **Blades, Bows, and Bushido: The Samurai in Context**  This course will examine literary, artistic, and film representations of the samurai in order to understand one of Japan's most popular cultural icons. We will chart the growth of the samurai from simple horseback archers to a class characterized by a rigidly-defined code of behavior referred to as bushido. Offered in alternate years.

**LC 304  **Cross-cultural Communication: US and Japan (CSI, G)**  This course will focus on the interpersonal relationships between/within the US and Japan. Students will conduct research on various issues, including discrimination, misunderstanding, and prejudice. Offered each spring.

**LC 308  **Japanese Way of Life: Traditions and Changes (IT, G)**  This course explores the development of Japanese thoughts from antiquity to the present, focusing on issues of continuity and change. Students will study the major intellectual movements in Japan over time and examine the impact that modern influences from the West have had on traditional Japanese language, culture, and society. Offered in alternate years, May Term.

**310  **Studies in Literature and Humanities (to be taken abroad)**  Upper level courses in an approved study abroad program in the literature or the humanities category, including art history, theater, gender studies, music history, philosophy, and religion. Readings and lectures are in Japanese. Credit should be discussed with a member of the Japanese faculty before departure.

**311  **Studies in Social Science (to be taken abroad)**  Upper level courses in an approved study abroad program in the social science category, including business, economics, history, political science, sociology, geography, and anthropology. Readings and lectures are in Japanese. Credit should be discussed with a member of the Japanese faculty before departure.

**410  **Advanced Japanese Language Studies (to be taken abroad)**  Upper level course taken in an approved study abroad program. This course will contain a strong writing component in addition to practice in reading and conversation in Japanese. Credit should be discussed with a member of the Japanese faculty before departure.

**LITERATURE AND CULTURE STUDIES IN ENGLISH TRANSLATION**

Courses in Literature and Culture Studies in English Translation are designed to provide students with a knowledge and understanding of the literature/culture of non-English speaking countries. Depending on the course, students will be introduced to issues that are at the core of a national literature, culture or linguistic practice. These courses may focus either on one specific country or present specific trends that cut across geographical boundaries. Readings, lectures, discussions in English.

**LC 105  **Special topics in Japanese Literature in Translation (LIT)**  This course will vary in content and approach to emphasize genres, themes, and periods in Japanese literature. Readings and lectures in English. May count toward minor in Japanese. Offered occasionally.

**LC 125  **Special Topics in French Literature in Translation (LIT)**  This course will vary in content and approach to emphasize genres, themes and periods in French literature. Readings and lectures in English. Offered occasionally.

**LC 135  **Special Topics in Hispanic Literature in Translation (LIT)**  This course will vary in content and approach to emphasize genres, themes and periods in Hispanic literature. Readings and lectures in English. Offered occasionally.
LC 165  Special Topics in Italian Literature in Translation (LIT)  This course will vary in content and approach to emphasize genres, themes and periods in Italian literature. Readings and lectures in English. Offered occasionally.

LC 170  Special Topics  Introductory study of a wide variety of selected topics in literature and culture in translation, which are not covered in regular course offerings. This course may be repeated if the subject matter differs. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

LC 202  From Atom to Akira: Japan's Pop Culture (LIT, G)  Japanese popular culture is nearly synonymous with anime (animation), manga (comics), and video games. All three are integral part of Japanese life. This class will discuss the global popularity of these three forms of entertainment, which has spurred interest in Japan and the cultural themes that inform its popular culture. Prerequisite: N/A. Offered in alternate years.

LC 205  Japanese Film and Aesthetics (AR, G)  This course will examine Japanese films made in the post-World War II period. Students will study internationally-known directors such as Ozu and Kurosawa and learn terminology for analyzing artistic elements such as framing, camera position, lighting, sound, camera movement, optical distortion, and editing. Offered occasionally.

LC 260/360  Italian Cinema (AR)  This course will focus on the development and evolution of Italian cinema proceeding chronologically from 1912 to the present. Particular attention will be paid to questions of national identity, gender and political and social history. The class will center on the viewing and discussion of films and will survey a broad spectrum of directors and styles. Lectures, readings, and discussions in English. Knowledge of Italian not required. Offered occasionally.

LC 265/365  Renaissance Italy (IT)  From its passion for antiquity to its contrast with the Middle Ages, the Italian Rinascimento represents a turning point in Western history. The goal of this travel course is to introduce students firsthand to the art, architecture, literature, and history of Renaissance Italy. Prerequisite: Permission of the instructor. Offered occasionally in May Term.

LC 270  Special Topics  Intermediate study of a wide variety of selected topics in literature and culture in translation which are not covered in regular course offerings. This course may be repeated if the subject matter differs. See current Program of Classes to determine if this course fulfills general education requirements. Offered occasionally.

LC 303  Blades, Bows, and Boshido: The Samurai in Context (CHC, G)  This course will examine literary, artistic, and film representations of the samurai in order to understand one of Japan’s most popular cultural icons. We will chart the growth of the samurai from simple horseback archers to a class characterized by a rigidly-defined code of behavior referred to as bushido. Offered in alternate years.

LC 308  Japanese Way of Life (IT, G)  This course explores the development of Japanese thoughts from antiquity to the present, focusing on issues of continuity and change. Students will study the major intellectual movements in Japan over time and examine the impact that modern influences from the West have had on traditional Japanese language, culture, and society. Offered every other May.

LC 320  French Cinema (AR,G)  This course is designed to show the aesthetics of film in 20th century French and Francophone cultures. Students will 1) study the chronological development of French film from the Lumiére brothers to the Nouvelle Vague, focusing on the role of cinema in portraying social issues, 2) acquire the technical vocabulary of filmography, using it to analyze cinematic techniques used in the films we study, and 3) write and produce a short film. Two-thirds of the class will be devoted to the technical side of filmmaking, first theoretical and then practical. Films will be in French with English subtitles. Prerequisite: for LC 320: none. Offered in alternate years, spring semester.
LC 325  Survey of French Civilization (IT)  An overview of French and Francophone civilization from pre-Roman Gaul to present day, highlighting political history and developments in language, literature, art, architecture, music and the sciences. Topics covered will include the family, gender roles, the educational system, the state, religions, immigration and colonization/post-colonization. Courses taught in English. Offered in alternate years, fall semester.

LC 361 (IT)  Glorious Past: Italian Civilization from the Risorgimento to the Present  This course presents Italian cultural history from its reunification in the Nineteenth Century through WWII to the present day. Topics include constructions of national identity and regional biases, social thought, literature, and art. All readings, lectures, etc. in English. Offered in alternate years.

LC 370  Special Topics  Advanced study of a wide variety of selected topics in literature and culture in translation which are not covered in regular course offerings. This course may be repeated if the subject matter differs. See current Program of Classes to determine if this course fulfills general education requirements. Prerequisite: Gateway Colloquium. Offered occasionally.

LC 377  Studies in Comparative Literature  Designed to investigate various aspects of literature in a comparative context. Treats two or more national literatures and will vary in content and approach. Offered occasionally.

LC 380  Introduction to Literary Theory  Taught in English, introduces students to various formative stages of twentieth-century literary theory and their applications with emphases varying from year to year. Open to all students interested in literature. Offered occasionally.

MODERN LANGUAGE

The Modern Language course rubric is housed in the Department of World Languages, Literatures, and Cultures. It was designed as a way to offer courses in modern language and culture that are not regularly offered. Students should consult the current schedule of classes under “Modern Language” for specific offerings in a particular semester.

For information on individual programs go to the corresponding page listed below:
French and Francophone Studies, see page 328.
Greek and Roman Studies, see page 198.
Greek, see page 197.
Latin, see page 237.
Hispanic Studies, see page 331.
Spanish, see Hispanic Studies page 331.
Italian Studies, see page 335.
Japanese Studies, see page 336.
Literature and Culture Studies in English Translation, see page 338.

101, 102  Beginning Modern Language I & II  An introduction to a modern language and culture not regularly offered. The courses will emphasize the skills of listening, speaking, and reading, and introduce students to writing. Primary emphasis is placed on oral communication skills and on functioning in real-life situations in an appropriate cultural context. Prerequisite for 102: 101 or equivalent. Offered sequentially, as needed.

103  Introduction to General Linguistics (Cross-listed with COG 103)  General Linguistics studies the structural patterns, meaning, usage in society, historical development, and biological foundation of human language. The core course work will examine phonetics and phonology, morphology and syntax, and semantics. Readings may also
cover language acquisition, social and geographic variation, pragmatics, neurolinguistics. Examples will be drawn from world languages, including English. No prerequisites.

175 Introduction to Romance Linguistics (FR)  Introduction to Romance Linguistics examines French, Italian, and Spanish language as a functional system of communication. Emphasis is on general principles of linguistic analysis: sound, form, and order and on linguistic changes related to temporal, regional and social pressures. Prerequisite: any experience with French, Italian or Spanish. Offered occasionally.

201 Intermediate Modern Language I  This course continues the proficiency-oriented approach of the beginning sequence. It is designed to strengthen the four basic language skills, as appropriate to the language. Prerequisite: 102 or equivalent. Offered as needed.

SPANISH

Please see Hispanic Studies on page 331.

PROFESSIONAL PREPARATION IN THE COLLEGE OF LIBERAL ARTS

The University considers the intellectual breadth which results from a liberal arts education to be an invaluable asset for individuals planning to enter a profession. This view has been accepted by employers and experienced professionals. Keeping this assumption in mind, Illinois Wesleyan offers many opportunities and advantages to the future professional. In addition to the opportunity provided by its own professional schools, the University has made arrangements with other institutions for combined programs leading to both liberal arts and professional degrees. In the College of Liberal Arts itself, students may obtain professional training in the areas of business and education. Also, numbers of graduates in liberal arts and the professional schools pursue advanced degrees and go on to become doctors, lawyers, ministers, and college teachers.

Business

The departments of accounting and finance, business administration, and economics in the College of Liberal Arts provide excellent preparation for students wishing to proceed directly into the business profession, to enter on-the-job training programs, or to do additional academic work leading to advanced degrees in these fields.

Students who plan a career in business may wish to combine graduate study in business with an undergraduate major in some other discipline. Interested students should contact the Career Center.

Combined Programs

The special combined liberal arts-professional programs in conjunction with other institutions are designed for students who wish to obtain both a B.A. or B.S. degree and a professional bachelor's degree. Such combined courses are available in engineering and occupational therapy. For complete information on opportunities and requirements connected with these programs, contact the Registrar's office.

Educational Studies

Each year a significant number of Illinois Wesleyan graduates are licensed for entry into the teaching profession.
Students may prepare for teaching at either the elementary or secondary level. Specialization in music education is also possible.

Future elementary teachers major in elementary education. Those students seeking secondary licensure double major in an approved academic discipline and secondary education. Those who plan to teach music major in music education through the School of Music.

Course requirements, as mandated by both the Illinois State Board of Education and IWU, are quite specific, leaving little room for electives. It is, therefore, essential that all students planning to enter the teaching profession declare their intent to do so to the Chair of the Educational Studies Department as soon into their academic career as possible.

**Forestry and Environmental Management**

Illinois Wesleyan University participates with the School of the Environment at Duke University in offering a 3-2 cooperative program in forestry and environmental management, providing a unique combination of liberal and professional education. Illinois Wesleyan students majoring in biology, business, economics, or political science may participate in the program.

During their three years at Illinois Wesleyan, students complete the general education requirements of the College of Liberal Arts, selected requirements of their major department and 26 courses. Irrespective of major, all students are also expected to have had at least one course in calculus, statistics, and Economics, and to have a working knowledge of word processing and spreadsheet analysis. For students who select either the Resource Ecology or the Forest Resource Management program, this previous training must include an introductory course in ecology.

Qualified students are then accepted into either of two degree programs at Duke University, the Master of Forestry (M.F.) for those concentrating in Forest Resource Management or the Master of Environmental Management (M.E.M.) for those concentrating either in Resource Ecology or in Ecotoxicology and Environmental Chemistry or in Water and Air Resources or in Resource Economics and Policy or in Coastal Environmental Management. Upon satisfactory completion of the initial two semesters of study at Duke (24 semester hours at Duke), Illinois Wesleyan University awards the student the appropriate bachelor's degree. After successful completion of two additional semesters of study, the student receives one of the professional master's degrees from Duke University.

Recent graduates hold positions with industrial firms, environmental consulting firms, state and Federal governmental agencies, and private conservation groups.

Many students complete their four-year baccalaureate degree program from Illinois Wesleyan before entering the M.F. or M.E.M. program at Duke. For students with specific career goals combining interests, Duke's School of the Environment has established formal concurrent degree programs allowing students to earn both a M.F. or M.E.M. degree from the School of the Environment and either a Master of Business Administration degree from the School of Business, or a law degree (Juris Doctor) from the School of Law, or a Master of Arts in public policy degree from the Institute of Policy Sciences and Public Affairs. To obtain further information about the degree programs of Duke
University’s School of the Environment, contact the Natural Science Division Office in the Center for Natural Sciences Learning and Research.

**Journalism**

Newspaper editors and journalism graduate schools often prefer applicants who have broad backgrounds of college study. Illinois Wesleyan offers the breadth of a strong liberal arts curriculum, along with a minor in Journalism and New Media Studies within the English department. Many graduates have gone on to a journalism school or directly into the profession after gaining experience at Illinois Wesleyan through internships or work on the campus newspaper staff.

**Law**

A background of four years in the liberal arts has proved to be excellent preparation for entrance into law school. Illinois Wesleyan graduates have traditionally enjoyed notable success in this field. Illinois Wesleyan graduates have been accepted at top law schools across the nation. Students considering a career in law should consult the Career Center for assistance in obtaining information about careers in law and about the process for making successful application to law schools.

**Medicine and Dentistry**

Undergraduate training in the biological and physical sciences combined with the breadth of the liberal arts experience have enabled Illinois Wesleyan graduates to gain acceptance to the best medical schools in the nation. The University and the natural science departments in particular have built outstanding reputations in preparing students for medical careers.

Students interested in careers in medicine should consult with the Pre-Health and Biology Career Advisor in the Hart Career Center.

**Occupational Therapy**

Illinois Wesleyan University offers a 3-2 cooperative program with the Program in Occupational Therapy of the School of Medicine at Washington University in Saint Louis that enables students to earn either a Bachelor of Arts or a Bachelor of Science degree from IWU and a Master of Science in Occupational Therapy from Washington University. It is a five year academic program in which the first three years are spent at Illinois Wesleyan and the final two years in the Washington University Program in Occupational Therapy. The cooperative program also offers students the opportunity to earn either a Bachelor of Science or a Bachelor of Arts degree from IWU and a Doctor of Occupational Therapy from Washington University. It is a six year program in which the first three years are spent at IWU and the last three years at Washington University. Students are eligible for admission to the Program in Occupational Therapy following successful (B- or higher) completion of course work at Illinois Wesleyan, to include: 1 life science course (200 level or above, Psych 213 would apply), 1 physiology course (or the 2 semester Human Biology sequence), Abnormal Psychology, Developmental Psychology, Statistics, plus an additional psychology or social science course.

Detailed information may be obtained from the University Therapy advisor by first contacting the Natural Science Division Office in the Center for Natural Sciences.
Pre-Engineering

Illinois Wesleyan University offers several possibilities for students who wish to enter the engineering profession. Most pre-engineering students participate in the 3-2 cooperative engineering program. In this program the student completes three years at Illinois Wesleyan University obtaining the basic science, mathematics, and general education courses necessary for entrance into formal engineering study at a larger university. Illinois Wesleyan has formal ties with Washington University (St. Louis), Case-Western Reserve University (Cleveland), and Columbia University in the City of New York which virtually guarantee that the cooperating institution will accept the student provided that certain criteria are met. It is also possible to make individual arrangements with other institutions. Another program, either a 2-1-1-1 or a 3-2, is available with Dartmouth College (Hanover, N.H.) on a non-guaranteed basis. Students following either of these plans are awarded two bachelor's degrees: a Bachelor of Arts degree from Illinois Wesleyan following the fourth year of study and a Bachelor of Science degree from the engineering school following the fifth year of study. Although most students who participate in these programs declare their Illinois Wesleyan majors in one of the sciences or mathematics, this program is also open to students who wish to major in non-science fields provided that certain science and mathematics courses are taken prior to application for admission to the engineering institution. The 3-2 program combines the broad education typical of a liberal arts curriculum with the specialization typical of study in one of the engineering fields. Graduates of this program are especially well prepared for the future challenges to be faced by tomorrow's engineers.

A variety of other plans are also available for students whose needs are different from those who participate in the 3-2 plan. One of these, a 2-2 plan with the University of Illinois, coordinates the student's first two years of study at Illinois Wesleyan with the program needed by the College of Engineering at the University of Illinois to assure the minimum number of problems with transfer. These students are treated as ordinary transfer students by both institutions. Other students have obtained their bachelor's degree at Illinois Wesleyan before transferring to the engineering school. In some cases these students have entered into the same program of study at the engineering school as they would had they been on the 3-2 plan and obtained a second bachelor's degree; others have entered directly into a master's degree program.

Social Work

The sociology program offers courses, including field work experiences, which prepares students who plan to enter social work after graduation or graduate studies in this field.
UNIVERSITY PERSONNEL

THE CORPORATION
(effective August, 2020)

The corporate name of the institution is ILLINOIS WESLEYAN UNIVERSITY. The Board of Trustees is at present constituted as follows, the date in connection with each name being that of first election to membership on the Board.

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Molly Rollings '99 (2019)
President, Illinois Wesleyan University Alumni Association,
Sales Executive, Dimond Bros. Insurance, LLC
Savoy, Illinois

For the term expiring in 2021
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Chicago, Illinois
Steven J. Dudash '99 (2017)
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Chicago, Illinois
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President,
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Martha D. Henderson '83 (2018)
Senior Trial Litigator,
Zenith Insurance Company,
Granada Hills, California
Michael A. Mason '80 (2013)
Senior Vice President–Chief Security Officer,
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President of the University,
Bloomington, Illinois
Frank J. Beard (2016)
Resident Bishop,
Illinois Great Rivers Conference,
United Methodist Church,
Springfield, Illinois
President, Illinois Wesleyan Associates,
Executive Vice President,
State Farm Mutual Automobile Insurance Company, (retired),
Bloomington, Illinois

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University Personnel
Stephen L. Ondra '80 (2015)
Founder and Chief Executive Officer,
North Star Healthcare Consulting, LLC,
Williston, Florida

Laura Randolph '92 (2014, 2018)
Plastic Surgeon,
Laura C. Randolph, M.D.S.C.,
Bloomington, Illinois

Marc F. Talluto '94 (2017)
Entrepreneur | Investor,
Chicago, Illinois

Byron Tucci '66 (2010)
Managing Director, Investments,
Wells Fargo, LLC, (retired),
Bloomington, Illinois

George A. Vinyard '71 (1977)
Attorney-at-Law,
Glen Ellyn, Illinois

Steven J. Wannemacher '73 (2001)
Vice Chairman of the Board of Directors,
Heritage Enterprises, Inc.,
Bloomington, Illinois

President, Head of Equipment Finance and Leasing Solutions
Fifth Third Commercial Bank (retired)
Elmhurst, Illinois

For the term expiring in 2022

Ceasar Douglas, Jr. '75 (2010)
Professor of Management,
College of Business,
Florida State University,
Tallahassee, Florida

Vaughn Hoffman (2013)
Senior Minister,
Wesley United Methodist Church (retired),
Bloomington, Illinois

Chairman,
Pacific Consolidated Industries, Inc.,
Paradise Valley, Arizona

Nancy J Hutson '71 (2018)
Senior Vice President of Global Research & Development (R&D),
Pfizer (retired),
Stonington, Connecticut

Daniel E. Jameson '80 (2010)
Vice President-Marketing, Government Affairs and Municipal Services,
Republic Services, Inc.,
Phoenix, Arizona

Danielle M. Kays '01 (2019)
Commercial Litigation Attorney,
Labor & Employment Department,
Seyfarth Shaw LLP
Chicago, Illinois

W. Thomas Lawrence '80 (2007)
Tax Managing Partner,
Ernst & Young LLP (retired),
Hudson, Illinois

Kathy Larey Lewton '70 (1992)
Principal, Lewton, Seekins & Trester,
Stamford, Connecticut

Ann E. Marquis Fisher '82 (2016)
Personal Banking Officer,
Wells Fargo Bank, (retired),
Paradise Valley, Arizona

Sundeep V. Mullangi '97 (2016)
Managing Director in Investment Research,
PPM America,
Chicago, Illinois

Owner, Neis Insurance Agency, Inc.,
Crystal Lake, Illinois

Edward B. Rust, Jr. '72, H '94 (1985)
Chairman and Chief Executive Officer,
State Farm Insurance Companies,
(retired),
Bloomington, Illinois

Robert K. Zimmerman '71 (2013)
Vice President of Energizer Holdings,
(retired),
St. Louis, Missouri

For the term expiring in 2023

Former President, Command Plastic Corporation,
Chagrin Falls, Ohio

Phyllis Barker '73 (2002)
Director of Volunteer Services,
Little Brothers-Friends of the Elderly,
Chicago Chapter, (retired),
Chicago, Illinois
Jack Dickens ’86 (2020)
Executive Vice President and Chief Operating Officer,
LivCor (retired),
Dana Point, California

Ron Greene (2020)
President and Chief Executive Officer
Afni,
Bloomington, Illinois

Hussain Hasan ’91 (2020)
National Leader for Technology Risk Consulting,
RSM US LLP,
Chicago, Illinois

Mark A. Israel ’91 (2017)
Senior Managing Director,
Compass Lexecon,
Washington, D.C.

Colleen Kannaday (2018)
President, Carle BroMenn Medical Center,
Normal, Illinois

Pediatrician,
St. Louis Pediatric Associates, Inc.,
Chesterfield, Missouri

Mark W. Ohlendorf ’82 (2014)
Former President and Chief Financial Officer,
Brookdale Senior Living, Inc.
Rio Verde, Arizona

Martina L. Scanlan ’87 (2017)
Publisher, Interiors & Sources Magazine. Principle, The Wig Exchange,
San Francisco Bay Area (retired),
Moraga, California

Kimberly Sterling ’92 (2020)
Operations Vice President
State Farm Insurance Companies,
Bloomington, Illinois

Timothy J. Szerlong ’74 (2011)
President, Worldwide Field Operations,
CNA Financial Corp. (retired),
Chicago, Illinois

Honorary
Miles Buckinghamshire, the Earl of Buckinghamshire (1995)
Buckinghamshire, England
Howard F. Fricke ’60, H ’09 and Sharon Fricke ’60 (2011)
Reno, Nevada
Kent W. Wallace ’62 (2011)
Dallas, Texas

Emeriti
Marvin D. Bower ’45 (1976)
Scottsdale, Arizona
Cathy T. Carswell ’65 (1996)
Greenwich, Connecticut
Ronald B. Cate ’54 (1984)
Wildrose, Wisconsin
Gilbert L. Dorsey ’62 (1992)
Bloomington, Illinois
Worcester, Massachusetts
Robert E. Field ’67 (1990)
New Lenox, Illinois
David W. Gaffron (1999)
Bloomington, Illinois
Craig C. Hart H ’08 (1981)
Hudson, Illinois
J. Richard Hull ’55 (1977)
Sarasota, Florida
John E. Jordan ’57 (1992)
Urbana, Illinois
Parker Kemp (2000)
Lexington, Illinois
Garry D. Kinder ’55 (1990)
Dallas, Texas
Rebie R. Kingston H ’96 (1994)
West Bloomfield, Michigan
John W. Maitland, Jr. (1983)
Bloomington, Illinois
Rancho Santa Fe, California
J. William Roberts ’64 (2006, 2014)
Springfield, Illinois
Decatur, Illinois
James A. Shirk (1987)
Bloomington, Illinois

Sidney G. Smith ’60 (1971)
Carbondale, Illinois

Anne Colwell Tryon (1988)
Frankfort, Michigan

Martha Coolidge Wetzel ’52 (1992)
South Pasadena, California

Bloomington, Illinois

ADMINISTRATIVE OFFICERS AND STAFF

Presidents of
Illinois Wesleyan

1. Clinton W. Sears 1855-1857
2. Oliver Spencer Munsell 1857-1873
3. Samuel J. Fallows 1873-1875
5. William H. Wilder 1888-1898
6. Edgar M. Smith 1898-1905
7. Francis G. Barnes 1905-1908
8. Theodore Kemp 1908-1922
9. William J. Davidson 1922-1932
12. William E. Shaw 1939-1947
20. S. Georgia Nugent 2019-

President’s Cabinet

S. Georgia Nugent, Ph.D.
President

Mark R. Brodl, Ph.D.
Provost and Dean of the Faculty

Matthew Bierman, M.B.A.
Vice President for Business and Finance

Karla Carney-Hall, Ph.D.
Vice President for Student Affairs and Dean of Students

Steven D. Seibring ’81, B.A.
Vice President for Advancement

LeAnn Hughes, M.A.
Vice President of Enrollment and Marketing

Rebecca A. Roesner, Ph.D.
Associate Provost for Academic Planning and Standards

Michael D. Thompson, Ed.D.
Associate Vice President for Institutional Research, Planning and Evaluation, and Staff Council Representative

Ann Eckhardt ’03, Ph.D., RN
Chairperson, Council on University Programs and Policy

Carl F. Teichman ’80, M.S.
Director of Government and Community Relations

Julie Anderson ’87, M.B.A.
Executive Assistant to the President

Academic Affairs

Mark R. Brodl, Ph.D.
Provost and Dean of the Faculty

Rebecca A. Roesner, Ph.D.
Associate Provost for Academic Planning and Standards

Kevin Sullivan, Ph.D.
Associate Dean of Curriculum and Faculty Development

Leslie Betz, Ph.D.
Registrar

Stephanie Davis-Kahl, M.S.L.S.
University Librarian and Professor

Michael Wagner, M.S.
Athletic Director

Dick Folse, M.A.
Director of Grants and Foundation Relations

Stacey Shimizu, M.A.
Director of the International Office
Chandra Shipley, M.S. Ed.
Director of Academic Advising/
Coordinator of Disability Services

Karen Bussone, M.B.A.
Director of the Small Business Development Center

Deborah Halperin
Director of Action Research Center

Admissions and Financial Aid
LeAnn Hughes, M.A.
Vice President for Enrollment and Marketing

Scott A. Seibring ’85, M.S.
Director of Financial Aid

Greg King, M.A.
Associate Vice President for Enrollment Management and Dean of Admissions

Andrew Reddington, M.B.A.
Associate Director of Financial Aid

Andrew Kreiss ’86, B.F.A.
Director of Marketing

Kasey Evans ’12, M.A.
Associate Dean of Admissions

Advancement and Alumni Engagement
Steve Seibring ’81, B.A.
Vice President for Advancement

Carlo Robustelli, B.A.
Assistant Vice President for Advancement

Rosetta L. Clay, M.S.
Assistant Vice President for Engagement

Bob Murray ’82, M.S.
Associate Vice President for Advancement Strategy

Michele Brady, B.A
Senior Director for Advancement and Gift Planning

Elizabeth Chambers-Klatt, B.A.
Director of Annual Giving

Robert C. Geraty ’98, M.S.
Associate Director for Advancement

Kaylee Kurtz, B.A.
Assistant Director of Alumni Engagement–Reunions

Gina Mandros, B.A.
Director of Advancement Operations

Morgan Massey, B.A.
Assistant Director of Engagement Communications

Christopher A. Murray ’91, B.S.
Senior Director for Advancement

Adriane Powell, B.A.
Director of Alumni Engagement

Maggie Schnittker, B.S.
Assistant Director of Annual Giving

Business Affairs
Matthew Bierman, M.B.A.
Vice President for Business and Finance

Cynthia Lotz, M.A.
Director of Human Resources and Title IX Coordinator

John T. Bryant ’92, C.P.A.
Assistant Vice President & Controller

James Blumberg, B.S.
Director of Physical Plant

Londa Dunlap, M.B.A.
Assistant Director of Human Resources/Benefits and Employee Relations

Communications
Ann Aubry, B.A.
Director of Communications

John Twork, M.A.
Assistant Director of Communications

Matthew Wing, M.A.
Communications Strategist/Magazine Editor

Robert Repta, B.S.
Web Developer
THE FACULTY
(effective August, 2020)

In case of two dates, the first indicates year of first appointment to faculty; the second, year of appointment to present position.

Emeriti
Susan E. Anderson, Ph.D.
Professor, Library (1992, 2017)
B.S., Illinois State University;
M.L.S., Ph.D., University of Illinois.

Miles C. Bair, M.A.
Professor of Art (1979, 2015)
Director of the School of Art (1979, 2015)
B.S., M.Ed., Edinboro State College;
M.A., West Virginia University.

Marina Balina, Ph.D.
Isaac Funk Professor (2007) and Professor of Russian Studies (1989, 2019)
A.B., M.A., Pedagogical University of Leningrad, USSR;
Ph.D., University of Leningrad.

Shela Bondurant-Koehler, D.Mus.Ed.
Associate Professor of Music (1992, 2013)
B.M.E., Murray State University;
M.M., Ball State University;
D.Mus.Ed., Indiana State University.

Barbara Bowman, Ph.D.
Professor of English (1976, 2010)
B.A., Antioch College;
M.A., Ph.D., University of Maryland.

Susan J. Brandon, M.F.A.
Associate Professor of Music (1967, 1980)
B.S., Bowling Green State University;
M.A., M.F.A., University of Iowa.

Robert C. Bray, Ph.D.
R. Forrest Colwell Professor of American Literature (1970, 2014)
B.A., Kansas State College (Pittsburg);
M.A., Ph.D., University of Chicago.

Dennis Bridges, M.S.
Professor of Physical Education (1964, 2015)
Director of Athletics (1981)
B.S., Illinois Wesleyan University;
M.S., Illinois State University.
Charlotte Brown, Ph.D.  
*Associate Professor of Philosophy (1990-2011)*  
B.A., Manhattanville College;  
M.A., Ph.D., Yale University.

Jared Brown, Ph.D.  
*Professor of Theatre Arts (1989, 2002)*  
B.F.A., Ithaca College;  
M.A., San Francisco State College;  
Ph.D., University of Minnesota.

Mary Ann Bushman, Ph.D.  
*Associate Professor of English (1980, 2018)*  
B.A., University of Illinois;  
M.A., Ph.D., University of California-Berkeley.

Paul E. Bushnell, M.A.  
*Professor of History (1966, 2013)*  
B.A., College of Wooster;  
M.A., University of Michigan;  
B.D., Yale University.

R. Kent Cook, D.M.  
*Professor of Piano (1999, 2020)*  
B.M., Baylor University;  
M.M., D.M., Indiana University

George A. Churukian, Ph.D.  
*Associate Professor of Education (1976, 1993)*  
B.S., Millikin University;  
M.S., Hofstra University;  
Ph.D., Syracuse University.

Barbara Cothren, M.S.  
*Associate Professor of Physical Education (1979, 2001)*  
B.S., M.S., Illinois State University.

Bruce B. Criley, Ph.D.  
*George C. and Ella Beach Lewis Professor of Biology (1971, 1973)*  
B.S., M.S., Ph.D., University of Illinois.

Norma Criley, Ph.D.  
*Visiting Assistant Professor of Biology (1973, 2009)*  
B.A., Northland College;  
M.S., Marquette University;  
Ph.D., University of Illinois.

Robert C. Delvin, A.M.L.S.  
*Professor, Library (1980, 2017)*  
B.A., Hope College;  
M.A., Eastern Michigan University;  
A.M.L.S., University of Michigan.

Connie M. Dennis, Ph.D.  
*Professor of Nursing (1973, 2011)*  
B.S.N., Illinois Wesleyan University;  
M.S.N., University of Arizona;  
Ph.D., Illinois State University.

Herman L. Detweiler, M.S.T.  
*Associate Professor of Physics (1968, 2006)*  
B.S., Illinois State University;  
M.S.T., Illinois Wesleyan University.

C. Lynn DeVore, Ph.D.  
*Associate Professor of English (1984, 2014)*  
B.A., Midwest Christian College;  
M.A., Fort Hays Kansas State College;  
Ph.D., University of Tulsa.

Robert P. Donalson, D.M.  
*Professor of Music (1964, 1994)*  
B.A., San Francisco State College;  
M.A., San Jose State College;  
D.M.A., University of Colorado.

Steven W. Eggleston, M.M.  
*Professor of Music (1979, 2014)*  
B.M., Butler University;  
M.M., University of Michigan.

John Ficca, Ph.D.  
*Professor of Theatre Arts (1956, 1968, 2002)*  
B.A., West Liberty State College (West Virginia);  
M.A., Ph.D., State University of Iowa.

Linda French, Ph.D.  
*Professor of Physics (2002, 2020)*  
A.B., Indiana University;  
M.S., Ph.D., Cornell University.

Ruth Ann C. Friedberg, M.S.  
*Associate Professor of Business Administration (1995, 2006)*  
B.A., Wheaton College (Mass.);  
M.A.T., Northwestern University;  
M.S., Illinois State University.

Mona J. Gardner, Ph.D.  
*Special Assistant to the President (2002)*  
*Adlai H. Rust Professor of Insurance/Finance (1988, 1989)*  
B.A., Southern Methodist University;  
M.A., Columbia University;  
M.B.A., Ph.D., University of Cincinnati.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Years</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger A. Garrett, M.M.</td>
<td>Associate Professor of Music</td>
<td>B.M., M.M., University of Michigan.</td>
</tr>
<tr>
<td>Timothy J. Garvey, Ph.D.</td>
<td>Professor of Art (1980, 2011)</td>
<td>B.A., M.A., University of Minnesota; M.A., University of Minnesota-Duluth; Ph.D., University of Minnesota.</td>
</tr>
<tr>
<td>Nina Gordon, D.M.A.</td>
<td>Associate Professor of Music</td>
<td>B.M., Moscow Conservatory; M.M., University of Tel Aviv; D.M.A., University of Kansas.</td>
</tr>
<tr>
<td>Dennis E. Groh, Ph.D.</td>
<td>University Chaplain and Professor of Humanities/Archeology (2006)</td>
<td>B.A., Illinois Wesleyan University; B.D., Garrett Theological Seminary; Ph.D., Northwestern University.</td>
</tr>
<tr>
<td>Donna L. Hartweg, Ph.D.</td>
<td>Caroline F. Rupert Chair of Nursing (1978, 1998) Director of the School of Nursing (1991, 2010)</td>
<td>B.S.N., University of Iowa; M.S. Ed., Illinois State University; M.S., University of Illinois; Ph.D., Wayne State University.</td>
</tr>
<tr>
<td>Sheila R. Jesek-Hale, D.N.Sc.</td>
<td>Associate Professor of Nursing</td>
<td>B.S.N., Millikin University; M.S.N., Texas Women's University; D.N.Sc., Rush University.</td>
</tr>
<tr>
<td>Frederick B. Hoyt, Ph.D.</td>
<td>Associate Professor of Business Administration (1987, 2019)</td>
<td>B.A., University of Chicago; M.B.A., Illinois State University; Ph.D., University of Wisconsin-Madison.</td>
</tr>
<tr>
<td>Melvyn W. Jeter, Ph.D.</td>
<td>Professor of Mathematics (1986, 2020)</td>
<td>B.S., Midwestern State University; M.S., North Texas State University; Ph.D., Oklahoma State University.</td>
</tr>
<tr>
<td>Mario V. Mancinelli, M.A.</td>
<td>Professor of Violin and Chamber Music (1948, 1980)</td>
<td>B.M., B.S., M.A., Ohio State University.</td>
</tr>
<tr>
<td>James D. Matthews, Ph.D.</td>
<td>Associate Professor of French (1986, 2018)</td>
<td>B.A., Albion College; M.A., Ph.D., University of Michigan.</td>
</tr>
<tr>
<td>John J. McGrosso, M.M.</td>
<td>Associate Professor of Music (1958, 1985)</td>
<td>B.M., Eastman School of Music; M.M., Northwestern University.</td>
</tr>
<tr>
<td>Sharie A. Metcalfe, Ph.D.</td>
<td>Professor of Nursing (1979, 2008)</td>
<td>B.S., Bradley University; M.S.N., University of Illinois; Ph.D., Wayne State University.</td>
</tr>
</tbody>
</table>
Carren Moham, D.M.A.
Professor of Music (1998, 2011)
B.A., Northeastern State University, Oklahoma;
M.M., The University of Oklahoma;
D.M.A., The Ohio State University.

William E. Morris, Ph.D.
Professor of Philosophy (2000, 2012)
B.A., Rhodes College;
M.A., Ph.D., University of Virginia.

Robert L. Mowery, Ph.D.
Professor, Library (1968, 1998)
B.S. in M.E., Purdue University;
B.D., Garrett Theological Seminary;
M.S.L.S., University of Illinois;
M.A., Ph.D., Northwestern University.

Pamela B. Muirhead, Ph.D.
Associate Professor of English (1972, 1989)
B.A., Illinois Wesleyan University;
M.A., Northwestern University;
Ph.D., University of Illinois.

Mauricio Parra, Ph.D.
Professor of Hispanic Studies (1990, 2018)
B.A., M.A., University of California–Santa Barbara;
Ph.D., University of Illinois.

Mario Pelusi, Ph.D.
Professor of Music (2003, 2019)
B.M., M.M., University of Southern California;
M.F.A., Ph.D., Princeton University.

Julie D. Prandi, Ph.D.
Professor of German (1984, 2013)
B.A., M.A., Ph.D., University of California–Berkeley.

Christopher Prendergast, Ph.D.
Professor of Sociology (1985, 2010)
B.A., Brooklyn College;
M.A., Ph.D., Southern Illinois University.

Georganne Rundblad, Ph.D.
Professor of Sociology (1992, 2016)
B.A., M.S., Illinois State University;
Ph.D., University of Illinois.

Alison Sainsbury, Ph.D.
Associate Professor of English (1991, 2019)
B.A., M.A., University of Colorado;
M.A., Ph.D., Cornell University.

Kathryn Scherck, D.N.Sc.
Associate Professor of Nursing (1987, 1996)
B.S., University of Washington;
M.S., University of California-San Francisco;
D.N.Sc., Rush University.

Karen Schmidt, Ph.D.
University Librarian and Professor (2007, 2019)
B.A., M.L.S., Indiana University;
Ph.D., University of Illinois.

Roger H. Schnaitter, Ph.D.
Associate Provost for Academic Planning and Standards (1994, 2010)
Professor of Psychology (1969, 1979)
B.A., Ph.D., University of Minnesota.

Sammy G. Scifres, D.M.A.
Associate Professor of Music (1967, 2011)
B.M., Hardin-Simmons University;
M.A.T., Colorado State University;
D.M.A., University of Iowa.

Michael C. Seeborg, Ph.D.
Robert S. Eckley Distinguished Professor of Economics (1989, 2020)
B.A., University of Oregon;
Ph.D., University of Utah.

James P. Sikora, Ph.D.
Professor of Sociology (1979, 2017)
B.A., Southern Illinois University;
M.A., Ph.D., University of Illinois.

Kevin J. Strandberg, M.F.A.
Professor of Art (1979, 2018)
B.F.A., University of Minnesota;
M.F.A., University of Wisconsin–Milwaukee.

Thomas W. Streeter, D.M.A.
Professor of Music (1971, 2011)
B.M.E., M.M.E., Indiana University;
D.M.A., Catholic University.

Susan L. Swanlund, Ph.D.
Associate Professor of Nursing (2002, 2016)
B.S., Illinois Wesleyan University;
M.S., Texas Womans University;
Ph.D., Saint Louis University.
Alice E. Swift, M.S.N.
Assistant Professor of Nursing (1972, 1999)
Diploma, Lancaster General Hospital School of Nursing;
B.S.N., Eastern Mennonite College;
M.S.N., Washington University.

Margaret D. Tennis, Ed.D.
Associate Professor of Nursing (1986, 1999)
B.S.N., Berea College;
M.S.N., University of Illinois-Peoria;
Ed.D., Illinois State University.

Daniel P. Terkla, Ph.D.
Professor of English (1995, 2018)
B.A., M.A., California State University–Long Beach;
Ph.D., University of Southern California.

Marcia Thomas, M.S.
Professor, Library (2006, 2018)
B.A., Illinois Wesleyan University;
M.S., University of Illinois.

Hans-Joerg Tiede, Ph.D.
Professor of Computer Science (1999, 2017)
B.S., Freie Universitat Berlin;
M.S., Ph.D., Indiana University.

Todd M. Tucker, Ph.D.
Associate Professor of Music (1981, 2006)
B.F.A., University of South Dakota;
M.M., Ph.D., Indiana University.

David J. Vayo, A.Mus.D.
Fern Rosetta Sherff Professor of Music (1991, 2020)
B.M., M.M., Indiana University;
A.Mus.D., University of Michigan.

Evelyn K. Wantland, Ph.D.
Professor of Mathematics (1964, 1976)
B.A., A.M., Ph.D., University of Illinois.

Robert Bedford Watkins, Jr., Ph.D.
Professor of Music (1956, 1988)
B.Mus., Southwestern (Memphis);
M.Mus., University of Michigan;
Ph.D., University of Iowa.

John D. Wenum, Ph.D.
Professor of Political Science (1971, 1994)
B.A., Lake Forest College;
M.A., Ph.D., Northwestern University.

John C. Westall, M.S.L.S.
Associate Professor, Library (1962, 2000)
B.A., University of Illinois;
M.S.L.S., University of Wisconsin.

Raymond G. Wilson, Ph.D.
Associate Professor of Physics (1962, 1997)
B.S., M.S., University of Illinois;
Ph.D., University of Arizona.

Michael B. Young, Ph.D.
Robert Harrington Professor of History
(1970, 2019)
B.A., Moravian College;
M.A., Ph.D., Harvard University.

Nancy W. Zander, M.S.,
Assistant Professor of Nursing (1987, 1993)
B.S.N., Governors State University;
M.S., DePaul University.

Endowed Chairs and Professorships

Illinois Wesleyan University currently has a number of endowed Chairs and Professorships. These endowed faculty positions, the honorees for whom they are named, and the year in which the endowment was established are listed below.

The George C. and Ella Beach Lewis Endowed Chair of Biology (1963)
Given Harper, Ph.D.
Beach Professor of Biology

The Caroline F. Rupert Endowed Chair of Nursing (1967)
Victoria N. Folse, Ph.D.
Rupert Chair of Nursing

The Miner Linnaeus Sherff Endowed Professorship of Botany (1977)
David Bollivar, Ph.D.
Sherff Professor of Biology

The Pulaski, Emma, Alvin and Daisy McFee Endowed Professorship of Religion (1984)
Carole Mysofski, Ph.D.
McFee Professor of Religion

The Edward R. Telling ’46 Endowed Professorship of Business Administration (1987)
Robert Kearney, J.D.
Telling Distinguished Professor of Business Administration
The Earl H. and Marian A. Beling
Endowed Professorship of Natural
Sciences (1998)
Tian-Xiao He, Ph.D.
Beling Professor of Natural Sciences

Isaac Funk Professorship (2007)
Robert Erlewine, Ph.D.
Issac Funk Endowed Professor of Religion

Byron S. Tucci Endowed Professorship
(2010)
Carolyn A. Nadeau, Ph.D.
Byron S. Tucci Professor of Hispanic
Studies

Wendell and Loretta Hess
Professorship of Chemistry (2013)
Ram Mohan, Ph.D.
Hess Professor of Chemistry

Betty Ritchie-Birrer ’47 and Ivan Birrer
Endowed Professorship (2013)
William A. Munro, Ph.D.
Birrer Professor of Political Science

Robert W. Harrington Endowed
Professorship (2013)
Michael Theune, Ph.D.
Robert Harrington Endowed Professor of
English and Writing Program Director

B. Charles and Joyce Eichhorn Ames
Professorship (2014)
Gabriel C. Spalding, Ph.D.
Ames Professor of Physics

Ben and Susan Rhodes Professor of
Peace and Social Justice (2015)
Irving Epstein, Ph.D.
Rhodes Professor of Peace and Social Justice

Davis U. Merwin Endowed Professor of
History (2015)
Gordon J. Horwitz, Ph.D.
Merwin Professor of History

R. Forrest Colwell Endowed Professor
of English (2015)
James Plath, Ph.D.
Colwell Professor of English

Deloris Helsley Ascher Professorship of
Nursing (2020)
Ann Eckhardt, Ph.D., RN
Dee Ascher Endowed Associate Professor of
Nursing

Semour and Diana Galina Endowed
Professorship (2020)
William Jaekle, Ph.D.
Semour and Dianne Galina Endowed
Professor of Biology

Regular

Seyeon Ahn, D.M.A.
Visiting Assistant Professor of Music (2020)
B.M., Northwestern University;
M.M., University of Southern California;
D.M.A., University of Kentucky.

Richard Alvey, Ph.D.
Assistant Professor of Biology (2018)
B.S., Virginia Tech
Ph.D., Indiana University.

Jerry Amoloza, Ph.D.
Visiting Assistant Professor of Economics
(2020)
B.S., University of the Philippines;
M.A., Ph.D., Northern Illinois University

Teodora Amoloza, Ph.D.
Professor of Sociology (1990, 2001)
B.S., M.S., University of the Philippines;
Ph.D., University of Nebraska.

Julie Ballard, M.F.A.
Assistant Professor of Theatre Arts (2019)
B.A., Kent State University;
M.F.A., University of Florida.

Melinda Baur, Ph.D.
Assistant Professor of Chemistry (2008)
B.S., Calvin College;
M.S., Indiana University;
Ph.D., University of North Carolina.

Lydia A. Bertschi. D.N.P.
Assistant Professor of Nursing (2015, 2016)
B.S.N., Illinois Wesleyan University;
D.N.P., University of Illinois–Chicago.

David Bollivar, Ph.D.
Linnaeus Sherff Endowed Professor of
Botany (2014)
Professor of Botany (1996, 2014)
B.A., Illinois Wesleyan University;
Ph.D., Indiana University.

Brian Brennan, Ph.D.
Associate Professor of Chemistry (2007, 2013)
B.S., Loyola University;
Ph.D., University of Michigan.
Mark Brodl, Ph.D.
Provost and Dean of the Faculty (2017)
Professor of Biology
B.A., Knox College;
M.S., University of Illinois;
Ph.D., Washington University.

Michael Brün, Ph.D.
Visiting Assistant Professor of Economics (2020)
B.S., University of Illinois, Urbana-Champaign;
M.A., University of California, Riverside;
M.S., Ph.D., University of Illinois, Urbana-Champaign

William Bullock, M.A.
Visiting Professor of Art and Design (2020)
B.A., Auburn University;
M.A., University of Kansas.

Meghan Burke, Ph.D.
Professor of Sociology (2009, 2020)
B.A., Grand Valley State;
M.A., Ph.D., Loyola University Chicago.

William Burke, M.A.
Visiting Assistant Professor of Accounting and Finance (2020)
M.A., Arizona State University;
B.S., Indiana University.

Christopher J. Callahan, Ph.D.
Professor of French and Spanish (1989, 2008)
A.B., University of Notre Dame;
M.A., Middlebury College;
Ph.D., Indiana University.

Wes Chapman, Ph.D.
Associate Professor of English (1991, 1997)
B.A., University of Colorado;
M.A., Ph.D., Cornell University.

Nawaraj Chaulagain, Ph.D.
Associate Professor of Religion (2012, 2020)
M.A., Florida International University;
Ph.D., Harvard University.

Mary Coleman, Ph.D.
Associate Professor of Philosophy (2009, 2013)
B.A., Kenyon College;
M.A., Tufts University;
Ph.D., Harvard University.

Amanda Coles, Ph.D.
Associate Professor of History (2009, 2017)
B.A., University of Colorado;
M.A., Ph.D., University of Pennsylvania.

Loralyn Cozy, Ph.D.
Associate Professor of Biology (2014, 2020)
B.S., Western Washington University;
Ph.D., Indiana University.

Mark Criley, Ph.D.
Associate Professor of Philosophy (2003, 2015)
B.S., Stanford University;
M.A., Ph.D., University of Pittsburgh.

Stephanie Davis-Kahl, M.S.
Professor, Library (2004, 2015)
B.A., Oberlin College;
M.S., University of Illinois, Urbana-Champaign.

Bruno deHarak, Ph.D.
Professor of Physics (2009, 2020)
B.S., M.S., Ph.D., University of Kentucky.

Joanne Diaz, Ph.D.
Professor of English (2008, 2020)
B.A., Tufts University;
M.F.A., New York University;
Ph.D., Northwestern University.

Jessie Dixon-Montgomery, Ph.D.
Associate Professor of Hispanic Studies (2019)
B.A., Knox College;
M.A., Ph.D., University of Chicago.

Zahia Drici, Ph.D.
Professor of Mathematics (1995, 2005)
Licence es-Sciences Physiques, University of Algiers, Algeria;
M.S., Case Western Reserve University;
M.S., Ph.D., Ph.D., Florida Institute of Technology.

Norman D. Eash, M.S.
Professor of Physical Education and Head Football Coach (1987, 2009)
B.S., Illinois Wesleyan University;
M.S., Illinois State University.

Ann L. Eckhardt, Ph.D.
Dee Ascher Endowed Associate Professor of Nursing (2020)
Professor of Nursing (2011, 2018)
B.S.N., Illinois Wesleyan University;
Ph.D., University of Illinois at Chicago.
Andy Engen, Ph.D.
Associate Professor of Philosophy (2012, 2019)
B.S., University of Wisconsin; Ph.D., University of California.

Irving Epstein, Ph.D.
Rhodes Professor of Peace and Social Justice (2015)
Professor of Educational Studies (1996, 2003)
Director of the Center for Human Rights (2012, 2019)
B.A., Lake Forest College; M.A., University of Toronto; M.A., Claremont Graduate School; Ph.D., University of California, Los Angeles.

Robert Erlewine, Ph.D.
Issac Funk Endowed Professor of Religion (2020)
Professor of Religion (2006, 2018)
B.A., St. Mary’s College of Maryland; M.A., Boston College; Ph.D., Rice University.

Constance Estep, M.F.A.
Associate Professor of Art (1997, 2003)
B.A., Rice University; M.F.A., Pratt Institute.

Margaret Evans, Ph.D.
Assistant Professor of Educational Studies (2015, 2017)
B.A., University of Illinois–Urbana-Champaign; M.A., University of Illinois–Chicago; Ph.D., University of Illinois–Urbana-Champaign.

Linda J. Farquharson, D.M.A.
Professor of Music (1988, 2001)
B.M.E., The Ohio State University; M.M., Kent State University; D.M.A., University of Illinois.

J. Scott Ferguson, D.M.A.
Professor of Music (1996, 2005)
B.Mus., Oberlin College Conservatory of Music; M.F.A., University of California–Irvine; D.M.A., University of Wisconsin–Madison.

Carmela Ferradans, Ph.D.
Professor of Hispanic Studies (1992, 2006)
B.A., University of Santiago de Compostela, Spain; M.A., University of Nevada, Las Vegas; Ph.D., University of California-Irvine.

Teresa R. Fish, M.S.
Professor of Physical Education, Director of Aquatics, and Head Swimming & Diving Coach (1995, 2017)
B.A., Kenyon College; M.S., Duke University.

Victoria N. Folse, Ph.D.
Director, School of Nursing (2009)
Professor of Nursing (2002, 2008)
Caroline F. Rupert Chair of Nursing (2014)
B.S.N., Illinois Wesleyan University; M.S., University of Illinois-Chicago; Ph.D., Saint Louis University.

Todd Fuist, Ph.D.
Assistant Professor of Sociology (2017)
B.A., M.A., DePaul University Chicago; Ph.D., Loyola University Chicago.

Amy Funk O’Rourke, Ph.D.
Assistant Professor of Nursing (2016)
B.S., M.A., Western Illinois University; B.S., Saint Francis Medical Center College of Nursing; Ph.D., Mennonite College of Nursing.

Ellen Furlong, Ph.D.
Associate Professor of Psychology (2013, 2019)
B.A., Transylvania University; M.A., Ph.D., The Ohio State University.

Tara Gerstner, M.B.A.
Assistant Professor of Business and Marketing (2020)
B.A., Illinois Wesleyan; M.B.A., University of Texas, San Antonio.

Michelle Gibbs, Ph.D.
Assistant Professor School of Theatre Arts (2020)
B.A., Western Michigan University; M.F.A., University of California; Ph.D., Bowling Green State University.
Pennie Gray, Ph.D.
Associate Professor of Educational Studies (2008, 2020)
B.S., M.S., Ph.D., Illinois State University.

Monica Hall, Ph.D.
Assistant Professor of Nursing (2018)
B.S., Illinois Wesleyan University; Ph.D., University of Illinois.

Given Harper, Ph.D.
Beach Lewis Professor of Biology (2011) Professor of Biology (1992, 2003)
B.A., Transylvania University; M.S., Western Illinois University; Ph.D., Illinois State University.

Glenn Harris, Ph.D.
Visiting Assistant Professor of Mathematics (2020)
A.A., Oakton Community College; B.S., Southern Illinois University, Edwardsville; Ph.D., Northern Illinois University.

Tian-Xiao He, Ph.D.
Beling Professor of Natural Sciences Professor of Mathematics (2013)
Professor of Mathematics (1991, 2000)
B.S., M.S., Hefei University of Technology; Ph.D., Dalian University of Technology; Ph.D., Texas A & M University.

Amanda Hopkins, Ph.D.
Associate Professor of Nursing (2013, 2019)
B.S.N., M.S.N., Ph.D., University of Illinois at Chicago.

Gordon J. Horwitz, Ph.D.
B.A., Princeton University; M.A., Ph.D., Harvard University.

William Hudson, D.M.
Associate Professor of Music (2012, 2019)
B.S., West Chester University of PA; M.M., Longy School of Music; D.M., Indiana University.

Courtney Irby, Ph.D.
Assistant Professor of Sociology (2017)
B.A., Seattle Pacific University; M.A., Ph.D., Loyola University Chicago.

Robert Irons, Ph.D.
Associate Professor of Accounting and Finance (2019)
B.S., M.B.A., Northeastern Illinois University; Ph.D., Illinois Institute of Technology.

William Jaeckle, Ph.D.
Semour and Dianne Galina Endowed Professor of Biology (2020)
Professor of Biology (2001, 2015)
B.A., Humboldt State University; Ph.D., University of Southern California-Los Angeles.

Narendra K. Jaggi, Ph.D.
Professor of Physics (1991, 1998)
B.S., Ranchi University; Ph.D., University of Bombay.

Abigail Jahiel, Ph.D.
Professor of Environmental Studies and International Studies (1999, 2016)
B.A., Cornell University; Ph.D., University of Michigan.

Tao Jin, Ph.D.
Associate Professor of Religion (2008, 2014)
B.A., Tianjin Normal University (China); M.A., Tianjin Foreign Languages Institute; Ph.D., University of Illinois at Urbana-Champaign.

Julie Johnson, M.F.A.
Interim Director, School of Art and Visiting Associate Professor of Art (2016)
B.S., Illinois State University; M.F.A., University of Illinois Urbana-Champaign.

William A. Kauth, M.S.
Associate Professor of Physical Education and Head Athletic Trainer (1994, 2007)
B.S., M.S., Ed.D., Illinois State University; Ed.D., Ball State University.

Robert Kearney, J.D.
Telling Distinguished Professor of Business Administration (2014)
Professor of Business Administration (2002, 2014)
B.A., J.D., University of Notre Dame; M.B.A., University of Illinois–Chicago.
Emily Kelahan, Ph.D.
Associate Professor of Philosophy (2011, 2017)
B.A., Illinois Wesleyan University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Lindsey Kellar, Ph.D.
Associate Professor of Physical Education and Head Women’s Lacrosse Coach (2013, 2019)
B.A., University of Chicago; Ph.D., University of Albany, SUNY.

Abigail Kerr, Ph.D.
Associate Professor of Psychology (2012, 2018)
B.A., Wittenberg University; M.S., Ph.D., University of Wisconsin–Milwaukee.

Jean Kerr, M.A.
Director of the School of Theatre Arts (2018)
Associate Professor of Theatre Arts (1990, 1997)
B.A., B.M., State University of New York–Potsdam; M.A., Ohio State University.

Noel Kerr, Ph.D.
Associate Professor of Nursing (2010, 2017)
B.S., San Jose University; M.S., University of California–Los Angeles; Ph.D., Rutgers, The State University of New Jersey.

Chisato Kojima, Ph.D.
Assistant Professor of Japanese (2020)
A.A., St. Margaret's Junior College, Tokyo, Japan; B.A., Tokyo Woman’s Christian University; M.A., Sophia University, Tokyo, Japan; M.A., Ph.D., Indiana University.

Wendy Kooken, Ph.D.
Associate Professor of the School of Nursing (2012, 2018)
B.S.N., M.S.N., Bradley University; Ph.D., Indiana University.

Linda J. Kunce, Ph.D.
Associate Professor of Psychology (1995, 2001)
B.S., B.A., University of Missouri–Columbia; M.A., Ph.D., State University of New York–Buffalo.

Thomas Kwiatkowski, Ph.D.
Visiting Assistant Professor of Chemistry and Biochemistry (2020)
B.S., State University of New York, Oswego; Ph.D., Ohio State University.

Brian Law, Ph.D.
Assistant Professor of Computer Science (2020)
B.S., University of Waterloo; B.Ed., M.S., Ph.D., University of Toronto.

Franklin Larey, D.M.A.
Director of the School of Music (2019)
Professor of Music (2019)
B.A., University of the Western Cape; M.Mus., Ph.D., University of Cincinnati, College–Conservatory of Music.

Seung-Hwan Lee, Ph.D.
Associate Professor of Mathematics (2010, 2017)
B.S., M.S., Chung–Ang University; M.S., Texas A & M University; Ph.D., Texas Tech University.

Edgar Lehr, Ph.D.
Professor of Biology (2009, 2017)
M.S., Gutenberg University; Ph.D., Goethe University; Dr. Habil., University of Koblenz, Landau.

Brenda Lessen Knoll, Ph.D.
Associate Professor of Nursing (2008, 2015)
B.S., Illinois Wesleyan University; M.S., Ph.D., University of Illinois, Chicago.

Mark Liffiton, Ph.D.
Associate Professor of Computer Science (2009, 2015)
B.A., Simon’s Rock College of Bard; M.A., Worcester Polytechnic Institute; Ph.D., University of Michigan.
Nancy B. Loitz, M.F.A.
Professor of Theatre Arts (1986, 2000)
B.A.C., Bowling Green State University;
M.F.A., University of Minnesota.

Joshua Lowe, M.F.A.
Assistant Professor of Art (2019)
B.A., Grace College;
M.F.A., Purdue University.

Thomas D. Lutze, Ph.D.
Professor of History (1996, 2010)
B.A., M.A., Ph.D., University of Wisconsin–Madison.

Rebecca Mafazy, Ph.D.
Professor of Anthropology (1999, 2014)
B.A., Mount Holyoke College;
M.A., Ph.D., University of Florida.

Robert R. Mangialardi, M.M.
Assistant Professor of Music (2008, 2017)

Dennis W. Martel, M.S.
Associate Professor of Physical Education and Head Baseball Coach (1986, 2001)
B.S., University of Maine;
M.S., Illinois State University.

David S. Marvin, J.D.
Associate Professor of Business Administration (1994, 2003)
B.S., St. Cloud State University;
J.D., University of Minnesota Law School;
M.B.A., University of Oklahoma.

Maria del Pilar Mejia, Ph.D.
Assistant Professor of Chemistry (2008, 2019)
B.S., Universidad Del Valle, Columbia, South America;
Ph.D., Baylor University.

Meg P. Miner, M.S.
Associate Professor, Library (2002, 2014)
B.A., Northern Illinois University;
M.S., University of Illinois at Urbana–Champaign.

Ram S. Mohan, Ph.D.
Beling Professor of Natural Sciences (2013)
Professor of Chemistry (1996, 2007)
B.S., Hansraj College, Delhi, India;
M.S., University of Delhi;
Ph.D., University of Maryland–Baltimore.

Mignon Montpetit, Ph.D.
Associate Professor of Psychology (2009, 2016)
B.A., St. Mary’s College, University of Rome;
M.A., Ph.D., University of Notre Dame.

William A. Muaro, Ph.D.
Betty Ritchie-Birrer ’47 and Ivan Birrer Endowed Professorship (2013)
Professor of Political Science (2000, 2013)
Co-Director of International Studies (2003)
B.A., Natal University (Pietermaritzburgh);
B.A., M.A., Cambridge University;
Ph.D., Yale University.

Carole A. Myscofski, Ph.D.
McFee Professor of Religion (2011)
Professor of Religion (1991, 2001)
A.B., A.M., Ph.D., University of Chicago.

Carolyn A. Nadeau, Ph.D.
Byron S. Tucci Professor of Hispanic Studies (2010)
Professor of Hispanic Studies (1994, 2005)
B.A., University of Virginia;
M.A., New York University–Madrid;
Ph.D., Pennsylvania State University.

Marie Nebel-Schwalm, Ph.D.
Assistant Professor of Psychology (2013, 2017)
B.A., Michigan State University;
M.A., Ph.D., Louisiana State University.

Lisa Nelson, D.M.A.
Assistant Professor of Music (2013, 2019)
B.A., St. Olaf College;

Kimberly Nelson-Brown, M.S.
Professor of Physical Education and Head Volleyball Coach (1996, 2020)
B.S., M.S., Illinois State University.

Kristine Nielsen, Ph.D.
Associate Professor of Art (2012, 2018)
B.F.A., Eastern Michigan University;
M.A., Ph.D., University of Chicago.

Leah Nillas, Ph.D.
Associate Professor of Educational Studies (2004, 2011)
B.S., Roosevelt College Foundation Center for Teacher Education–Philippines;
M.A., University of the Philippines;
Ph.D., Illinois State University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Years</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillip Oberg, Ph.D.</td>
<td>Visiting Assistant Professor of Economics (2017)</td>
<td>B.S., University of Wisconsin-Stevens Point; Ph.D., University of Wisconsin–Milwaukee.</td>
</tr>
<tr>
<td>Kathleen B. O’Gorman, Ph.D.</td>
<td>Professor of English (1986, 1997)</td>
<td>B.A., M.A., Marywood College; Ph.D., University of Notre Dame.</td>
</tr>
<tr>
<td>Gerald A. Olson, M.S.</td>
<td>Professor of Accounting (1986, 2003)</td>
<td>B.S., M.S., Illinois State University.</td>
</tr>
<tr>
<td>Manori Perera, Ph.D.</td>
<td>Associate Professor of Chemistry (2011, 2017)</td>
<td>Ph.D., University of Massachusetts Amherst.</td>
</tr>
<tr>
<td>Thushara Perera, Ph.D.</td>
<td>Associate Professor of Physics (2008, 2014)</td>
<td>B.A., Ohio Wesleyan University; M.Sc., Ph.D., Case Western University.</td>
</tr>
<tr>
<td>Jaime Peters, M.B.A.</td>
<td>Assistant Professor of Accounting and Finance (2016)</td>
<td>B.S., Illinois State University; M.B.A., University of Chicago.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., California State University–Chico; M.A., Ph.D., University of Wisconsin–Milwaukee.</td>
</tr>
<tr>
<td>Adriana Ponce, Ph.D.</td>
<td>Associate Professor of Music (2007, 2015)</td>
<td>B.A., Boston University; M.A., Ph.D., Brandeis University.</td>
</tr>
<tr>
<td>Tiffany Prager, M.S.</td>
<td>Associate Professor of Physical Education and Head Softball Coach (2016, 2020)</td>
<td>B.S., M.S., Illinois State University.</td>
</tr>
<tr>
<td>Bradley Regier, Ph.D.</td>
<td>Assistant Professor of Music (2019)</td>
<td>B.M.E., Kansas State University; M.S.E., University of Oklahoma; Ph.D., University of Missouri.</td>
</tr>
<tr>
<td>Brandi Reissenweber, M.F.A.</td>
<td>Associate Professor of English (2011, 2020)</td>
<td>B.A., Purdue University; M.F.A., New York University.</td>
</tr>
<tr>
<td>Tari Renner, Ph.D.</td>
<td>Professor of Political Science (1994, 1999)</td>
<td>B.A., University of South Florida; M.A., Ph.D., American University.</td>
</tr>
<tr>
<td>Timothy R. Rettich, Ph.D.</td>
<td>Professor of Chemistry (1981, 2004)</td>
<td>B.S., University of Dayton; Ph.D., Case Western Reserve University.</td>
</tr>
<tr>
<td>Daniel Roberts, Ph.D.</td>
<td>Associate Professor of Mathematics (2012, 2019)</td>
<td>B.S., University of Dayton; M.A., Ph.D., Auburn University.</td>
</tr>
<tr>
<td>Molly Robey, Ph.D.</td>
<td>Associate Professor of English (2013, 2019)</td>
<td>B.A., St. Mary’s College of Maryland; M.A., Ph.D., Rice University.</td>
</tr>
<tr>
<td>Rebecca A. Roesner, Ph.D.</td>
<td>Associate Provost for Academic Planning and Standards (2020)</td>
<td>Professor of Chemistry (1997, 2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Ohio Wesleyan University; Ph.D., The University of Kansas.</td>
</tr>
<tr>
<td>Kyle Schauls, M.A.</td>
<td>Head Men’s Soccer Coach and Assistant Professor (2014)</td>
<td>B.A., Wartburg College; M.A., Western Michigan University.</td>
</tr>
</tbody>
</table>
April Schultz, Ph.D.
Professor of History (1992, 2013)
B.A., California State University-Fullerton; M.A., Ph.D., University of Minnesota.

Robert Schultz, Ph.D.
Professor of History (1993, 2015)
B.A., California State University-Fullerton; M.A., Ph.D., University of Minnesota.

Christopher Schumacher, M.S.
Professor of Physical Education and Head Track Coach (1997, 2013)
B.S., M.S., University of Wisconsin-LaCrosse.

Tyler Schwend, Ph.D.
Assistant Professor of Biology (2016)
B.A., University of Illinois Urbana-Champaign; Ph.D., Northwestern University.

Andrew Shallue, Ph.D.
Associate Professor of Computer Science (2009, 2019)
B.A., Gustavus Adolphus College; Ph.D., University of Wisconsin-Madison.

Greg Shaw, Ph.D.
Professor of Political Science (1998, 2010)
B.A., Southwestern Oklahoma State University; M.A., M. Phil., Ph.D., Columbia University.

Brad E. Sheese, Ph.D.
Professor of Psychology (2007, 2019)
B.S., James Madison University; M.S., Texas A & M University; Ph.D., Purdue University.

Scott Sheridan, Ph.D.
Professor of French and Italian (1998, 2016)
B.A., M.A., University of Nebraska–Lincoln; Ph.D., University of Iowa.

James P. Simeone, Ph.D.
Professor of Political Science (1992, 2013)
B.A., M.A., Ph.D., University of Chicago.

Mia Smith, M.S.
Associate Professor of Physical Education and Head Women’s Basketball Coach (1998, 2008)
B.S., M.S., Southern Illinois University.

Joseph Solberg, J.D.
Visiting Professor of Business (2016)
B.B.A., University of Notre Dame; J.D., Loyola University of Chicago.

Gabriel C. Spalding, Ph.D.
Ames Professor of Physics (2014)
Professor of Physics (1996, 2006)
A.B., Washington University; Ph.D., Harvard University.

Charles Springwood, Ph.D.
Professor of Anthropology (1996, 2007)
B.A., Purdue University; M.A., Ph.D., University of Illinois.

Kevin Sullivan, Ph.D.
Associate Dean of Curricular and Faculty Development (2017)
Professor of Religion (2006, 2016)
B.A., M.A., University of Michigan; M.A., University of Notre Dame; Diploma, Oxford Centre for Hebrew and Jewish Studies; Ph.D., University of Oxford.

Nancy Sultan, Ph.D.
Professor of Greek and Roman Studies (1993, 2003)
B.A., University of North Carolina; M.A., University of Minnesota; Ph.D., Harvard University.

Scott Susong, M.F.A.
Associate Professor of Theatre Arts (2007, 2013)
B.A., University of Texas at El Paso; M.F.A., Towson University.

Christopher Sweet, M.L.S.
Associate Professor, Library (2009, 2014)
B.A., Augustana College; M.L.S., University of Illinois, Urbana-Champaign.

Jason Themanson, Ph.D.
Professor of Psychology (2007, 2016)
B.S., University of Illinois; M.A., University of Connecticut; Ph.D., University of Illinois.
Michael Theune, Ph.D.
Robert Harrington Endowed Professor of English and Writing Program Director (2020)
Professor of English (2002, 2015)
B.A., Hope College;
B.A., University of Oxford;
M.A., University of Iowa;
Ph.D., University of Houston.

W. Michael Weis, Ph.D.
Professor of History (1988, 1999)
B.S., Bowling Green State University;
M.A., Ph.D., Ohio State University.

William R. West, M.M.
Professor of Music (1982, 2004)
B.M., West Virginia University;
M.M., University of Michigan.

Joseph Williams, Ph.D.
Associate Professor of Psychology (1999, 2005)
B.S., The University of Utah;
M.A., The Johns Hopkins University;
Ph.D., The Ohio State University.

David M. Willis, Ph.D.
Associate Professor of Business Administration (1995, 2001)
B.A., M.A., Ph.D., Ohio State University;
M.B.A., Ph.D., University of Cincinnati.

W. Aaron Wilson, Ph.D.
Assistant Professor of Environmental Studies (2015)
B.S., Truman State University;
Ph.D., University of Georgia.

Instructional Staff

Charles Berggren, B.M.
Instructor and Music Coordinator (2019)
B.M., Illinois Wesleyan University.

Laurine Brown, Ph.D.
Instructional Professor of Health and Environmental Studies and Environmental Studies Coordinator (2006)
B.S., University of Illinois;
M.P.H., Boston University;
Ph.D., Tufts University.

Jennifer Crider, M.A.
Instructor and Director of Field Placement (2013)
B.S., MacMurray College;
M.S., Bradley University.

Eva Ferguson, M.M.
Instructor of Music (Keyboard) and Coordinator of Accompanying (2008)
Diploma in Piano Performance, Conservatory of Music, Zilina, Slovak Republic;
M.M., Academy of Music and Drama, Bratislava, Slovak Republic.
Elizabeth Haywood
*Instructional Professor and General Biology Laboratory Coordinator (2019)*
B.S., Illinois State University;
M.S. University of Illinois.

Peggy Jacobs, D.N.P.
*Instructional Professor and Outcomes Coordinator (2017)*
B.S.N., Mennonite College of Nursing;
M.S., Northern Illinois University;
D.N.P., University of Illinois at Chicago.

Carmen Lozar, M.F.A.
*Instructional Professor (2006) and Gallery Director (2016)*
B.F.A., University of Illinois;
M.F.A., New York State College of Ceramics at Alfred University.

Edward Risinger, M.M.
*Instructor of Music (Tuba and Euphonium) and Coordinator of Technical Operations (2012)*

Anna Scanlan, Ph.D.
*Instructional Professor and Writing Center Director (2019)*
B.A., M.A., University of Akron;
Ph.D., Marquette University.

Armella Thompson, M.F.A. (1999)
*Instructor Professor and Technical Director/Production Manager*
M.F.A., Illinois State University;
B.A., Arts Upper Iowa University.

Thomas Gilbert, M.S.
*Instructor of Physical Education and Assistant Swimming Coach (2016)*
B.A., Illinois Wesleyan University
M.S., Illinois State University.

Katie Gonzales, M.S.
*Instructor of Physical Education and Director of Athletic Communications (2019)*
B.A., Loras College;
M.S. Eastern Michigan University.

Mike Gunter, B.S.
*Instructor of Physical Education and Assistant Football Coach (2019)*
B.S., Eastern Illinois University.

Reed Hoskins, B.A.
*Instructor of Physical Education and Assistant Football Coach (2016)*
B.A., Wartburg College.

Gregory Huffaker, B.A.
*Instructor of Physical Education and Head Cross Country Coach (2005)*
B.A., North Central College.

Zachary Iannucci, B.S.
*Instructor of Physical Education and Head Men's Lacrosse Coach (2013)*
B.S., Saint Joseph's University.

### Instructors, Athletic Department

Candy Anderson, M.S.
*Instructor of Physical Education and Athletic Trainer (2013)*
B.A. Eureka College;
M.S., Michigan State University.

Tyler Brown, B.A.
*Instructor of Physical Education and Assistant Volleyball Coach (2020)*
B.A., Illinois Wesleyan University

Grant Caserta, M.B.A.
*Instructor of Physical Education and Assistant Football Coach (2019)*
B.A., M.B.A., Saginaw Valley State University.
STATISTICAL INFORMATION

SUMMARY OF ENROLLMENT

Beginning Enrollment, Fall 2019

College of Liberal Arts 1,260
School of Art 8
School of Music 70
School of Nursing 202
School of Theatre Arts 85
University Totals 1,625

All-University Summary

Men Women Total
Seniors 176 204 380
Juniors 177 185 362
Sophomores 194 239 433
First Year 222 219 441
Unclassified Full-Time
Part-Time 7 2 9
University Totals 776 849 1,625

Full-Time By Schools

Men Women Total
College of Liberal Arts 676 576 1,252
School of Art 1 7 8
School of Music 32 37 69
School of Nursing 28 174 202
School of Th. Arts 32 53 85
Special
University Totals 769 847 1,616

FINANCIAL

A copy of the most recent audit report, together with the auditors’ opinion, may be obtained from the Office of the Vice President for Business and Finance.

Degrees Conferred During The Past Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Liberal Arts</th>
<th>Fine Arts</th>
<th>Music</th>
<th>Music Ed.</th>
<th>Nursing</th>
<th>University Totals</th>
</tr>
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<tbody>
<tr>
<td>2015</td>
<td>366</td>
<td>14</td>
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<td>2016</td>
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<td>2017</td>
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<td>2018</td>
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<td>2019</td>
<td>322</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

2019 GEOGRAPHICAL DISTRIBUTION OF STUDENTS

States and Commonwealths

- Tennessee 5
- Texas 13
- Washington 10
- Wisconsin 32

Foreign Countries

- Bangladesh 1
- Canada 2
- China 38
- Ecuador 1
- Egypt 2
- Ethiopia 2
- France 1
- India 2
- Indonesia 1
- Japan 1
- Morocco 2
- Myanmar 1
- Nepal 2
- Pakistan 3
- Peru 2
- Romania 1
- Russia 1
- Saudi Arabia 1
- South Korea 1
- Spain 1
- Vietnam 1
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Correspondence and Campus Visits

Please direct all inquiries to the appropriate offices listed below at the following address:

Illinois Wesleyan University
P.O. Box 2900
Bloomington, Illinois 61702-2900

FOR INFORMATION RELATING TO:            CONTACT: Area Code: 309

Academic Policies and Faculty Appointments
Academic Programs  Provost and Dean of the Faculty 556-3101
Academic Records and Requirements  Admissions Office 556-3031
Admissions  Registrar 556-3161
Alumni Affairs  Dean of Admissions 556-3031
Health Services  Alumni Association 556-3251
Athletic Programs  Arnold Health Service 556-3107
Athletic Director 556-3196
Coordinator of Women’s Athletics 556-3349
Director of Sports Information 556-3206

Business Matters
Career Information  Hart Career Center 556-3071
General University Affairs  President 556-3151
Gifts and Requests  Office of Advancement 556-3091
Employment of Graduates,
Credentials Services  Hart Career Center 556-3071
Employment of Students  Student Employment Coordinator 556-3096
Fee Payments, Financial Records  Controller 556-3022
Financial Aid, Grants,  Director of Financial Aid 556-3096
Scholarships, Loans
Libraries, Learning Resources  University Librarian 556-3172
Publications, Printing and Mailing Services  Printing Services 556-3087
Religious Life  Office of Multifaith Engagement 556-3005
Student Counseling, Housing  Vice President for Student Affairs 556-3111
Student Government  Student Senate 556-3189
Student Newspaper  The Argus 556-3117
Student Radio Station  WESN 556-2635
Telephone Information  556-1000
University Communications
News Services  556-3181

Campus Visit
The University welcomes visitors to the campus. Holmes Hall on the central quadrangle houses all major administrative offices. Office hours are 8 a.m. to noon and 1 p.m. to 4:30 p.m., Monday through Friday (except for the period June 1–August 15, when offices close at 4 p.m.). The Admissions Office is also open for campus tours and counseling each Saturday morning from 9:00 a.m. to noon. The information desk in the Memorial Center is attended 24 hours a day the year round.

Individuals or groups desiring arrangements for meals, special presentations, auditions, campus tours, or admission to special events (athletic contests, art exhibits, concerts, etc.) are requested to contact the University in advance by calling or contacting either the Admissions Office (http://www.iwu.edu/admissions) or the Advancement Office.
**Campus Buildings and Sites:**
1) Alumni Relations Office
2) The Ames Library
3) Joyce Eichhorn Ames School of Art*
4) Arnold Health Center  
   (Magill Hall, north entrance)
5) Beadles-Morse Courts
6) Buck Memorial Library
7) Campus Safety
8) Center for Liberal Arts  
   • Mellon Center
9) Center for Natural Science  
   • The Wilson Atrium
10) Eckley Quadrangle  
    • Family with Dog Sculpture
11) Egbers Quadrangle  
    • Aspiration Water Sculpture
12) Former English House
13) Evelyn Chapel
14) Fort Natatorium
15) Hansen Student Center  
    and University Bookstore
16) Holmes Hall  
    • Business Office
    • Dean of Students Office
    • Financial Aid Office
    • President's Office
17) Horenberger Field
18) Information Technology
19) Mark Evans Observatory
20) McPherson Theatre*  
    (School of Theatre Arts)
21) E. Melba Kirkpatrick Lab Theatre*
22) Memorial Center  
    • Joslin Atrium
    • Young Main Lounge
23) Myers Welcome Center  
    • Admissions Office
    • Hart Career Center
24) Multicultural Center
25) Music Building*  
26) Neis Soccer Field
27) Office of Residential Life  
   (Gulick Hall, north entrance)
28) Park Place
29) Peace Garden
30) President's House
31) Presser Hall* (School of Music)  
    • Westbrook Auditorium
32) Physical and Heat Plant
33) Publications, Printing and  
    Mailing Services
34) SBDC (State Farm Hall,  
    3rd floor)
35) Sesquicentennial Gates
36) Shaw Hall
37) Shirk Center  
    • Basketball / Volleyball Arena
    • Indoor Track
    • Recreation Center
38) IWU Softball Field
39) State Farm Hall  
    • Kemp Plaza
40) Stevenson Hall  
    (School of Nursing)
41) Tucci Stadium  
    • Keck Track

**Residential Living:**
A) Acacia (Adams Hall)
B) Alpha Gamma Delta
C) Blackstock Hall
D) Dodds Hall
E) Dolan Hall
F) East Street Apartments
G) Ferguson Hall
H) Gates at Wesleyan Apartments  
    • Fricke Hall
I) Gulick Hall
J) Harriett Fuller Rust House
K) Kappa Delta
L) Kappa Kappa Gamma
M) Kemp Hall (International House)
N) Magill Hall
O) Munsell Hall
P) Pfeiffer Hall
Q) Phi Gamma Delta
R) Phi Mu Alpha
S) Sigma Alpha Iota
T) Sigma Chi
U) Sigma Kappa
V) Tau Kappa Epsilon
W) Theta Chi
X) Wilder House

◆ Visitor/Faculty/Staff Parking: A-L
◆ Student Parking: 1-15
★ SBDC Parking ★ Disability Parking
* Alice Millar Center for the Fine Arts (Schools of  
  Art, Music, and Theatre Arts)