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ACADEMIC PROGRAMS

Anthropology

Course Number and Description Change

ANTH 209. Language and Culture (1). (Formerly *Anthropology 252*.) This course is an introduction to the subdiscipline of linguistic anthropology: the study of language as a cultural resource and speaking as a cultural practice. Linguistic anthropology is concerned with the study of speech communities: groups of individuals who share a way of speaking. Throughout the semester, we read and discuss various topics related to the study of language and culture: language change; bilingualism; literacy and citizenship; the use of language in describing illness and speech as performance (poetry, hip-hop, dirty jokes). We also examine how ethnographic methods can be used alongside linguistic methods to better understand the connections between culture and communication. (Also listed as *Critical Identity Studies 251*.) Offered occasionally. Prerequisite: *Anthropology 100* or consent of instructor.

New Crosslist

ANTH 257. Secularism and Fundamentalism (1). This advanced-level course investigates the mutually constituting relationship between “secularism” and the diverse set of contemporary movements labeled (whether by adherents or critics) as “fundamentalist.” Media representations, polemical writings, and campus norms will be analyzed, to both better understand the centrality of these categories in the construction of political, social, and personal realities and to recognize and critique our own assumptions through comparative study. (Also listed as *Religious Studies 280/Critical Identity Studies 309*.) Offered occasionally. Prerequisite: *Critical Identity Studies 165*, *Anthropology 100*, or at least one course in *Religious Studies*.

New Course

ANTH 323. Anthropology of Sex and Reproduction (1). This course we will examine current issues in human sexual behavior and reproduction (both biologically and culturally) utilizing an anthropological perspective. Most broadly defined, anthropology is the study of humans, and anthropological investigations strive to know who we are, how we came to be, and where we are headed. In an evolutionary sense, sex and reproduction are intimately tied to our Darwinian fitness. Our approach will enable us to study the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Through readings, lectures, films and class discussions we will examine issues such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, menopause, sexual dysfunction, sex/gender anomalies, etc. (Also listed as *Health and Society 323*) (3B) Prerequisite: junior or senior standing, and *Anthropology 100* or *120*, or *Biology 110*.

Art and Art History

Major Requirement Change

Studio Art Major

Art 390 may now apply to the 300-level studio art requirement.

Domain Change

ART 150. Specialized Media (1). (2A).

Biochemistry

Major Requirement Changes

Biochemistry Major (13.75 units)

- 1) Nine and three-quarter units:
 - a) Chemistry 117, 220, 230, and 235.
 - b) One unit chosen from Biology 110, 111, 121, 141, or 151.
 - c) Biology 247 and 289.
 - d) Biology/Chemistry 260 and 300.
 - e) Chemistry 280 (.25) and either Chemistry 380 (.5) or Biology 385 (.5) or 387 (.5).
- 2) Four supporting units:
 - a) Mathematics 110 or 113 or 115
 - b) Physics 101 or 102
 - c) Two additional units selected from biology, chemistry, mathematics, and physics. (Students intending to attend graduate school are strongly encouraged to take Chemistry 240. Students intending to attend medical school are strongly encouraged to take Physics 102.)
- 3) Writing/communication requirement: Biochemistry requires skills in oral and written communication. General, technical, and laboratory report writing are skills developed in each class. Public, class, and professional speaking skills are developed through class presentations, Beloit College symposia, and presentations at scientific meetings. Beloit College biochemistry students construct their knowledge of biochemical processes through gathering, organizing, and critically analyzing information. Additionally, students learn to present their research logically and persuasively.

Core courses within the biochemistry major that may be used to satisfy a portion of the Beloit College writing requirement include: Chemistry 117; Biology 248, 289, 357, 385, and 387.

In addition, the major offers seminars and capstone experiences that focus on writing and communication. Chemistry 280 covers specific communication skills required by chemistry professionals, including résumé preparation, job searching and interview skills, scientific ethics and issues, and participating in peer review. Chemistry 380 provides multiple opportunities to present topical scientific seminars and to evaluate seminars given by peers and culminates in a departmental presentation that includes synthesis of a body of work selected by the student. Biology 385 is a capstone course that explores an area of biology deeply through careful reading and analysis of the research literature and/or primary investigation. It includes oral presentations, writing, and peer review and culminates in the writing of a critical review or research manuscript.

Biology 387 is a capstone experience in which students prepare a primary research manuscript or critical review for submission to the departmental journal, *The Beloit Biologist*, under the mentorship of a faculty member.

- 4) Computer analysis and data visualization: Computer skills are essential for data acquisition, analysis and visualization, simulations of biomolecular processes, and molecular modeling. Computer programs and software supplement and enhance the skills for oral and written communication in biochemistry. Excel-based spreadsheets and macros are used throughout the curriculum. Students also learn to use specialized computation and visualization tools including ChemDraw, Spartan, Gaussian, and Protein Data Bank molecular viewers.

Biology

Minor Requirement Change

Note: *No more than two units taken to satisfy requirements for a major or another minor may count toward the Biology minor.*

Chemistry

Dropped Course

CHEM 381. Chemistry Seminar LAP (.25).

Course Title and Description Changes

CHEM 280. Professional Tools for Scientific Careers (.25).

Planning your future, defining and finding internship and post-college opportunities, locating useful technical literature, discussing scientific ethics and issues, and participating in peer review. One 1-hour period per week. *Graded credit/no credit. Offered each spring. Prerequisite: Chemistry 117 or 230 or sophomore standing.*

CHEM 380. Chemistry Seminar (.5). Presentation and discussion of issues in chemistry, biochemistry, health, environment, and technology using current articles from the scientific literature as well as participation in professional development activities and engagement in peer review. The culminating project is a departmental presentation that includes synthesis of a body of work selected by the student. One 2-hour period per week. Offered each semester. (CP) *Prerequisite: Chemistry 280 and senior standing.*

CHEM 385. Honors Thesis (.5). Comprehensive written critical evaluation of a topic or original research. This course may partially fulfill the requirements for departmental honors. *Prerequisite: consent of the department chair.*

Major Requirement Changes

Chemistry Major (13.75 units)

- 1) Nine and three-quarter departmental units:
- Nine units from this list, with at least 1 unit from each of the five branches of chemistry. Chemistry 117 may also be used as 1 of the 9 units.
 - Analytical Chemistry: 220, 225
 - Organic Chemistry: 230, 235
 - Physical Chemistry: 240, 245

- Inorganic Chemistry: 150, 250
 - Biochemistry: 260, 300
- b) Seminars: Chemistry 280 (.25) and 380 (.5).

- 2) Four supporting units:
- Mathematics 110 or 113 or 115
 - Physics 101 or 102
 - Two additional units selected from Mathematics 106, 115, 175; Physics 102, 206, 210; one 100-level biology course; Biology 247; or Computer Science.
- 3) In preparation for graduate study in chemistry, as much mathematics, physics, and additional chemistry as possible, and at least one summer or semester of full-time research experience are strongly recommended.
- 4) Writing/communication requirement: Chemistry majors require multiple skills in writing and communication—general, technical, and laboratory writing; public, class, and professional speaking; computer skills for analysis and visualization of data, simulations, and modeling.
- Chemistry 117 introduces students to chemistry by having them write laboratory notebooks and formal scientific reports and give oral presentations of their research results.
 - Chemistry 280, Professional Tools for Scientific Careers, covers specific communications skills required by chemistry professionals, including résumé preparation, job searching and interview skills, as well as scientific ethics and issues, and participating in peer review.
 - Chemistry 380, Chemistry Seminar, provides multiple opportunities to present topical scientific seminars and to evaluate seminars given by peers, and culminates in a departmental presentation that includes synthesis of a body of work selected by the student.
- 5) Computer analysis and data visualization: Computer skills are essential for data acquisition, analysis and visualization, simulations of molecular processes, and molecular modeling. Excel-based spreadsheets and macros and specialized computation and visualization tools are used throughout the curriculum.

Applied Chemistry Major (13.75 units)

- 1) Seven and three-quarter departmental units:
- Seven units from this list, with at least 1 unit from each of four of the five branches of chemistry. Chemistry 117 may also be used as 1 of the 7 units.
 - Analytical Chemistry: 220, 225
 - Organic Chemistry: 230, 235
 - Physical Chemistry: 240, 245
 - Inorganic Chemistry: 150, 250
 - Biochemistry: 260, 300
 - Seminars: Chemistry 280 (.25) and 380 (.5).
- 2) Six supporting units:
- Mathematics 110 or 113 or 115
 - Physics 101 or 102
 - 4 additional units in a complementary discipline as approved by petition to the department chair.
- 3) In preparation for graduate study in chemistry, as much mathematics, physics, and additional chemistry as possible

and at least one summer or semester of full-time research experience are strongly recommended.

- 4) Writing/Communication requirement: *See chemistry major.*
- 5) Computational analysis and data visualization: *See chemistry major.*

Biological Chemistry Major (14.75 units)

- 1) Eight and three-quarter departmental units:
 - a) Chemistry 117, 220, 230, 235, 260, and 300.
 - b) Two additional units with at least 1 unit from each of the remaining branches:
 - i) Chemistry 240 or 245
 - ii) Chemistry 150 or 250.
 - c) Seminars: Chemistry 280 (.25) and either Chemistry 380 (.5) or Biology 385 (.5) or 387 (.5).
- 2) Six supporting units:
 - a) Mathematics 110 or 113, and 115.
 - b) Physics 101 and either 102 or 210.
 - c) Biology 110, 111, 121, 141, or 151.
 - d) Biology 237, 248, 289, or 345.
- 3) In preparation for graduate study in chemistry, as much mathematics, physics, and additional chemistry as possible and at least one summer or semester of full-time research experience are strongly recommended.
- 4) Writing/Communication requirement: *See chemistry major.*
- 5) Computational analysis and data visualization: *See chemistry major.*

Environmental Chemistry Major (13.75 units)

- 1) Six and three-quarter departmental units
 - a) Six units from this list, with at least 1 unit from each of four of the five branches of chemistry. Chemistry 117 may also be used as 1 of these 6 units.
 - i) Analytical Chemistry: 220, 225
 - ii) Organic Chemistry: 230, 235
 - iii) Physical Chemistry: 240, 245
 - iv) Inorganic Chemistry: 150, 250
 - v) Biochemistry: 260, 300
 - b) Seminars: Chemistry 280 (.25) and 380 (.5).
- 2) Seven supporting units:
 - a) Mathematics 110 or 113 or 115
 - b) Physics 101 or 102
 - c) Biology 206 or 372
 - d) Geology 100 or 110
 - e) 3 additional units from economics, environmental studies, interdisciplinary studies or political science, approved by petition to the department chair.
- 3) In preparation for graduate study or employment in environmental science, additional science, mathematics, and social science courses and at least one summer or semester of experience in an environmental internship or program are strongly recommended.
- 4) Writing/Communication requirement: *See chemistry major.*
- 5) Computational analysis and data visualization: *See chemistry major.*

Classics

Credit Value Changes

GREK 200, 205, 210, 215, 300, 305, 315 (.5, 1).

Cognitive Science

New Program

The cognitive science major provides a program for the interdisciplinary study of mind, drawing on the content and methodologies of several other disciplines. The major combines the study of cognitive psychology, the philosophy of mind, theories of computation, and various other core and satellite disciplines to enable students to explore important topics such as the nature and structure of mind, the possibility of artificial intelligence, and the relationship between minds and brains or minds and bodies. Students who choose the cognitive science major or minor experience both the depth and breadth of the field through focused clusters of courses on human nature, computation, and more. Students who study cognitive science will graduate with training in critical thinking, computation, and social science approaches, all of which position them for a wide range of post-graduate options.

Cognitive Science Major (11.5 or 12.5 units)

- 1) Five core courses: Cognitive Science 101, Philosophy 110 or 115, Psychology 100, Psychology/Cognitive Science 240, and Philosophy/Cognitive Science 241.
- 2) One of the following courses in interdisciplinary breadth: Cognitive Science 220, 260, 280.
- 3) One unit from the following language-related courses: Anthropology 209/Critical Identity Studies 251, Education and Youth Studies 246, Interdisciplinary Studies 242, or one unit of any foreign language at the 200-level or above.
- 4) One unit from the following computational courses: Cognitive Science 280 (cannot also fulfill the interdisciplinary breadth requirement), Computer Science 111, 125, 170 (when relevant, with approval of advisor), 225 or 204, or Philosophy 100. Other courses possible in consultation with advisor.
- 5) One unit from the following courses offering theories of humanity: Anthropology 100 or 120, Interdisciplinary Studies 380, Philosophy 205, 238, or 240 (when relevant, with approval of advisor), Psychology 250, Sociology 265, or Theater, Dance and Media Studies 107. Other courses possible in consultation with advisor.
- 6) One unit from the following courses about behavior: Anthropology 260, Biology 340 or 343, Education and Youth Studies 151, Psychology 230, 235, or 265. Other courses possible in consultation with advisor.
- 7) One of the following options from among statistics offerings: Biology 247, Mathematics 106, 205 or 310, both Psychology 161 and 162 (recommended). Students intending to pursue graduate study in cognitive science are strongly advised to take the Psychology 161 and 162 sequence.
- 8) One capstone course, chosen in consultation with advisor: Philosophy 385, Interdisciplinary Studies 310, or Cognitive Science 380 (honors thesis offered by invitation only).

- 9) Honors in Cognitive Science: Students with a 3.7 GPA or above in courses in the major may apply to be considered honors students, who will complete a thesis with an appropriate advisor.

Cognitive Science Minor (6 units)

- 1) A student may double-count no more than two courses with any other major or minor.
- 2) No student majoring in the area of the concentration may choose that concentration area to minor in. A student may still choose any of the other minor concentration areas. (For example, no student majoring in philosophy may choose to minor in cognitive science with a philosophy concentration, but a student may minor in cognitive science with a psychology or computer science concentration.)

Philosophy Concentration

- 1) Three core courses: Cognitive Science 101, Philosophy 110 or 115, Philosophy/Cognitive Science 241.
- 2) One of the following interdisciplinary courses: Cognitive Science 220, 260, 280.
- 3) For philosophical breadth (2 units):
 - a) One chosen from Anthropology 209/Critical Identity Studies 251 or Interdisciplinary Studies 242 and one chosen from Philosophy 100, 205, 238, or 240 (when relevant, with approval of advisor) OR
 - b) Two chosen from Philosophy 100, 205, 238, or 240 (when relevant, with approval of advisor).

Psychology Concentration

- 1) Three core courses: Cognitive Science 101, Psychology 100 and Psychology/Cognitive Science 240.
- 2) One of the following interdisciplinary courses: Cognitive Science 220, 260, 280.
- 3) For psychological breadth (2 units):
 - a) One chosen from Anthropology 260 or Biology 340 or 343, and one chosen from Psychology 230, 235, or 265 OR
 - b) Two chosen from Psychology 230, 235, or 265.

Computer Science Concentration

- 1) Three core courses: Cognitive Science 101, Computer Science 111 and 204.
- 2) One of the following interdisciplinary courses: Cognitive Science 220, 260, 280.
- 3) Any two units of the following breadth courses: Computer Science 125, 170 (when relevant, with approval of advisor), 225, 245, 270 (when relevant, with approval of advisor), 315, or 347.

New Courses and Course Number Changes

COGS 101. Introduction to Cognitive Science (1). (Formerly *Interdisciplinary Studies 130*.) This course asks questions about how humans think. We examine how emotion has been considered distinct from cognition, as well as the relationship between language and thought. Some time is spent looking at the differences between perception, action, and rationality, while

examining the role of social interaction in the development of our minds. Additionally, the class looks at the evolution of cognition, as well as the possibility that a mind could be realized on something other than a brain (and what the difference between the two might be). Cognitive science is an interdisciplinary field, and as such students are introduced to perspectives and methodologies from philosophy, psychology, biology, linguistics, and computer science. *Offered each year.*

COGS 220. Artificial Intelligence in Fact and Fiction (1).

(Formerly *Interdisciplinary Studies 273*.) This course is an introduction to cognitive science through artificial intelligence. Readings include many of the classic science fiction stories of authors like Stanislaw Lem and Isaac Asimov, as well as interdisciplinary readings that introduce the student to the actual state of the field of artificial intelligence. This course juxtaposes the “what ifs” of science fiction with the “what is” from the field itself. We survey the field of AI from Alan Turing’s work in the 1950s through the current theoretical explorations of philosophers, psychologists, and computer scientists. The questions we ask involve what “intelligence” is, how it shows itself in human beings and other animals, and what it might look like in a machine.

COGS 240. Memory and Cognition (1). This course examines some of the mental processes involved in human behavior. General issues to be covered include the accuracy of memory, problem solving, decision making, and the rationality of thought processes. Specific topics such as selective attention, subliminal perception, neurological bases of memory, and effects of aging will be discussed. (Also listed as Psychology 240.) (3B) *Offered occasionally. Prerequisite: Psychology 100.*

COGS 241. Philosophy of Mind (1). The human mind is often considered to be the last great mystery of the physical world – the thing that sets us apart from other animals and seems to defy physical law. Philosophy is not known for dealing with simple problems, but consciousness holds the special title of “The Hard Problem” across philosophical traditions. Traditional philosophy of mind examines the mind-body problem, usually as it has been conceived and explored through analytic philosophy. This course looks at the analytic texts that have defined and shaped the field historically, while including texts from other philosophical traditions that have only recently changed how the mind-body problem is understood. These include texts from phenomenologists, pragmatists, and linguists, among others. We survey many authors and perspectives, while remaining grounded in the classical texts of the field, with the goal of understanding why the mind-body problem remains a problem. (Also listed as Philosophy 241.) (5T) *Offered odd years, fall semester. Prerequisite: Philosophy 110 or 115.*

COGS 260. Cyborg Brains and Hybrid Minds (1). (Formerly *Interdisciplinary Studies 292*.) This course explores the ways that our bodies and brains absorb external technologies. We look at the mundane ways that our bodies and brains change with bodily technologies (eyeglasses, artificial limbs, pharmaceuticals) as well as more drastic alterations (advances that allow paraplegic individuals to control cursors with eye movements; and

performance artist Stelarc, who has attached and used a prosthetic third arm alongside his two “natural” arms). Students discover and discuss ways in which the pop culture concept of the “cyborg” has emerged as a genuine cognitive theory. The theory of the “Extended Mind” in cognitive science is used as students explore the interaction between body, mind, and environment as one continuous process rather than three distinct objects. The political, ethical, philosophical, artistic, and scientific implications of this claim are viewed critically and in depth. *Offered odd years, fall semester. Prerequisite: Philosophy 110 or Psychology 100 or Cognitive Science 101 or consent of instructor.*

COGS 280. Cognitive Robotics (1). (Formerly *Interdisciplinary Studies 274*.) This course serves as an introduction to robotics and to the many philosophical questions raised when using machines to do traditionally human activities. The reconfigurable and programmable robots used in class (such as LEGO Mindstorms) will allow students to see how machines respond to performing human-like activities. The class simultaneously explores what we know about cognition and embodiment, while asking philosophical questions about whether a machine could replicate or emulate genuine intelligence. This class integrates approaches from computer science, cognitive psychology, and philosophy, but prior knowledge of these fields is not required or expected. Students are welcome from all levels of programming experience, including those completely new to it. (3B)

COGS 380. Senior Thesis (.5, 1). Independent research by a superior student under faculty supervision. (CP) *Prerequisite: Senior standing, invitation only.*

COGS 385. Advanced Topics in Cognitive Science (.5, 1). This course examines advanced topics in cognitive science that reflect the interests and expertise of the instructor. May be repeated for credit if topic is different. *Prerequisite: Cognitive Science 101 and one other Cognitive Science course. Other prerequisites may be required depending on topics.*

COGS 390. Special Project (.25 - 1). Individual study or research under close faculty supervision. *Prerequisite: sophomore standing.*

COGS 395. Teaching Assistant (.25, .5). Work with faculty in classroom instruction. *Graded credit/no credit.*

Computer Science

New Course

CSCI 165. Web Design (.5). An introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, how to create and maintain web pages, how to design web page layout and effective site navigation, and learn about web design standards and their importance. The course includes implementation using HTML, CSS, and other basic tools for Web based construction. The course then continues with higher level tools, including page design tools, DHTML, and related tools. Some site management techniques are covered, accessibility issues and working with clients discussed. The course progresses from introductory work

on web design to a culminating project, usually on a student-selected project or a site for a local community organization. *Prerequisite: junior standing.*

Critical Identity Studies

New Course

CRIS 236. Men's Health (1). *See Health and Society 235 for description.* (3B)

Prerequisite Change

CRIS 309. Secularism and Fundamentalism (1). (Also listed as Religious Studies 280/Anthropology 257.) *Prerequisite: Critical Identity Studies 165, Anthropology 100, or at least one course in Religious Studies.*

Education and Youth Studies

Course Number and Prerequisite Change

EDYS 164. Constructing Difference: Diversity and Education (1). (Formerly *Education and Youth Studies 204*.) *No Prerequisites.*

Grading Scale Change

EDYS 306. Fieldwork: Youth and Education (.5-3). *Letter Grade (formerly Credit/No Credit).*

Environmental Studies

Major Requirement Changes

Environmental Studies Major

Spanish 282 may now apply to the environmental communication and arts practice requirement in both tracks of the Environmental Studies major.

Health and Society

Major/Minor Requirements Changes

Health and Society Major (13 or 14 units)

- 1) Two units from the following physical and natural sciences chosen to provide prerequisites for additional course work below: Chemistry 117, 150, and at most 1 of Anthropology 120 or any 100-level Biology.
- 2) Two units from the following social sciences: Anthropology 100, Critical Identity Studies 165, Economics 199, Political Science 110, 160, Psychology 100, Religious Studies 101, Sociology 100, chosen to provide prerequisites for additional course work below.
- 3) Completion of .5 unit of Health and Society 240 (offered every spring).
- 4) Three units chosen from the core health and society courses: Anthropology 262, Anthropology/Health and Society 323, Biology 215, 217, Critical Identity Studies 236/Health and Society 235, Critical Identity Studies/Health and Society 252, Interdisciplinary Studies 265, Philosophy 221, Physical Education, Recreation, and Athletics 308, Political Science/Health and Society 212 or 230, Psychology 210 or

252, Spanish/Health and Society 218. At least 2 of the core courses must be completed before the senior year. Other relevant course offerings with significant health content may be substituted with approval of the chair.

5) One or 2 unit(s) of statistics or research methods chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Health and Society/Political Science 201, Psychology 161 and 162 (must take both), Sociology 205 or 211.

6) Choose 2 units from one theme and 1 unit each from the other two themes below. Other relevant course offerings with significant health content may be substituted with approval of the chair.

Health and Well-Being: Interdisciplinary Studies 318, at most 1 of Psychology 210 or 252, Psychology 215, 375, Psychology/Critical Identity Studies 225 (may not be counted for the major in conjunction with Critical Identity Studies/Health and Society 252), at most 1 of Psychology 310 or 315, and at most 1 of Interdisciplinary Studies 380 or Anthropology 230.

Biological Systems and Health: Biology 237, 256, 289, 340, 357, Biology/Chemistry 260, Chemistry 220, 230, Psychology 230.

Social Determinants of Health: Anthropology/Critical Identity Studies 305 or 306, Critical Identity Studies/Sociology 221, Critical Identity Studies 226/Sociology 225, Critical Identity Studies/Sociology 245, Critical Identity Studies 250/Sociology 251, Economics 204, Political Science/Health and Society 212 or 230, Political Science 217, 255, 262, Sociology 275.

7) Students interested in health and society are encouraged to fulfill their Liberal Arts in Practice requirement by engaging to improve the health of our neighborhoods, country, and/or world. This may occur during an approved study abroad experience, a Duffy Partnership, a research or field internship, or a LAP-designated course. Students majoring in health and society may fulfill major requirements while studying abroad. Consult with your major advisor when preparing for studying abroad.

8) Students interested in health and society are strongly encouraged to develop fluency in a second language. Spanish fluency is valuable to students who will be health care practitioners in the United States. French fluency is necessary for participation in the AIDS Advocacy course in Dakar, Senegal.

9) Completion of .5 unit of Health and Society 340 (offered every fall) or other capstone course with approval of the program chair.

10) Writing/communication requirement: Writing in health and society incorporates the multiple traditions that inform the study of public health. Students will be exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Health and Society 340, will provide opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about health issues. Students will also write a reflective essay

at the end of the major. Students are encouraged to present their experiences from study away or research at Beloit College student symposia.

11) Honors in health and society: Students with a 3.7 GPA or above in courses in the major may apply junior year for honors and develop a self-designed honors project.

Health and Society Minor (5.5 units)

1) Completion of .5 unit of Health and Society 240 (offered every spring).

2) Three units chosen from the core health and society courses: Anthropology 262, Anthropology/Health and Society 323, Biology 215, 217, Critical Identity Studies 236/Health and Society 235, Critical Identity Studies/Health and Society 252, Interdisciplinary Studies 265, Philosophy 221, Physical Education, Recreation, and Athletics 308, Political Science/Health and Society 212 or 230, Psychology 210 or 252, Spanish/Health and Society 218. At least 2 of the core courses must be completed before the senior year. Other relevant course offerings with significant health content may be substituted with approval of the chair.

3) One additional course, related to the student's interest, chosen from the thematic electives below.

Health and Well-Being: Interdisciplinary Studies 318, 380, Anthropology 230, Psychology/Critical Identity Studies 225 (may not be counted for the minor in conjunction with Critical Identity Studies/Health and Society 252), Psychology 210, 215, 252, 310, 315, 375.

Biological Systems and Health: Biology 237, 256, 289, 340, 357, Biology/Chemistry 260, Chemistry 220, 230, Psychology 230.

Social Determinants of Health: Anthropology/Critical Identity Studies 305, 306, Critical Identity Studies/Sociology 221, Critical Identity Studies 226/Sociology 225, Critical Identity Studies/Sociology 245, Critical Identity Studies 250/Sociology 251, Economics 204, Political Science/Health and Society 212, 230, Political Science 217, 255, 262, Sociology 275.

4) One unit of statistics or appropriate research methods course chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Health and Society/Political Science 201, Sociology 205, 211.

New Courses and Crosslists

HEAL 218. Health and Culture in the Spanish-Speaking World (1). *Spanish 218 for description.* (5T)

HEAL 235. Men's Health (1). In this course we examine the disparities, conditions, and unique pathologies that define the parameters of contemporary male morbidity, mortality, and well-being. Beyond epidemiological data, our interdisciplinary investigation encompasses an empirical look at the biology and biochemistry of maleness, coupled with analysis of masculine identities and their past and present impacts on men's general and sexual health. Male circumcision, the clinical or ritual cutting of the foreskin, is the backdrop for our exploration of men's health. In addition to field trips and guest lectures spanning the

spectrum of health, our journey culminates in a curated exhibit, research posters, and/or performance pieces that weave the phenomenon of male circumcision into the fabric of men's health across time, cultures, and sexual identities. (3B) (Also listed as Critical Identity Studies 236.)

HEAL 252. Women's Health: Topics (1). This course focuses on the biological, social, psychological, cultural, and political factors that impact women's experience of health and illness in the United States and around the world. Topics covered will be selected from critical topics focused on women's experience of health and illness, including childbirth, breast cancer, aging, HIV/AIDS, and forms of psychological and physical violence. Depending on the instructors, this course may consider global issues and/or may include a significant laboratory component. May be taken for credit only one time. (Also listed as Critical Identity Studies 252.) Offered occasionally.

HEAL 323. Anthropology of Sex and Reproduction (1). *See Anthropology 323 for description.* (3B)

Prerequisite Change

HEAL 340. Senior Seminar in Health and Society (.5).
Prerequisite: declared major in Health and Society and junior or senior standing (junior standing requires instructor consent), or consent of instructor.

History

New Crosslists

HIST 249. Central Asia: A Sense of Region (1). Between the Caspian Sea and the region of Lake Baikal, Central (Inner) Asia is a region of millions of square miles, inhabited by non-Slavic and non-Chinese peoples—Azeri, Kazakh, Kirghiz, Mongol, Tajik, Tibetan, Turkmen, Uighur, Uzbek, et al. Although their number is close to 100 million, we know little of their way of life and their societies, and even less of their histories and their aspirations. They are now resuming the course of their independent development, after being dominated—directly or indirectly—by the neighboring empires of Russia and China, among others. This interdisciplinary lecture-discussion course emphasizes the region's environment, which had the primary effect on the inhabitants' way of life, their history, and their marginalization in the modern era. Parts of the region are still described as belonging to “the Third World,” while others are making promising moves toward modernization. Beyond a strategic location and an abundance of natural resources, Central Asia is rich in tradition. It was the center of history's largest land empire. It more than once exerted epoch-making historical influence on its neighbors (including Europe), and survival techniques of its peoples—from simple items such as use of the stirrup and dehydrated food to such practices as diplomatic immunity and parliamentary representation—became components of our modern life. (Also listed as Interdisciplinary Studies 249.) *Offered biennially.*

HIST 255. East/Central Europe: A Sense of Place (1). This is an interdisciplinary lecture-discussion course, surveying past and present realities that prevail in the geographical center of

Europe, i.e. the lands inhabited primarily by Poles, Czechs, Slovaks, and Hungarians. Looking first at the environment, which had much to do with the markedly diverse peopling of the region, the course presents Central Europe's earliest viable nation-states—Poland, Bohemia, and Hungary—and their promising development within Christian Europe. The impact of geography on national life is demonstrated, as the region became the object of expansionist desire to the surrounding empires: Ottoman, Habsburg, Romanov. As “the shatter-belt” between hostile alliances, Central Europe was forced to miss all or most of such crucial stages in European history as rational Enlightenment or a democracy-building Industrial Revolution. Owing in large part to shortsighted and tradition-bound leadership, the region's peoples were easy prey to false ideologies, leading them into some of history's most destructive wars and subjecting them to decades of spirit-killing oppression. Subsequent to the liberating year of 1989, Poles, Czechs, Hungarians, and Slovaks are now in the midst of “nation-building”—along with their Balkan and Eastern European neighbors. It is a promising and confusing period. This course attempts to provide guidance for the region's future course by presenting those aspects of its past that shaped the feeling, thinking, and behavior of its peoples. (Also listed as Interdisciplinary Studies 255.) *Offered biennially.*

Interdisciplinary Studies

Dropped Courses

IDST 130. Introduction to Cognitive Science (1).

IDST 252. Women's Health (1).

IDST 273. Artificial Intelligence: Fact and Fiction (1).

IDST 274. Cognitive Robotics (1).

IDST 292. Cyborg Brains and Hybrid Minds (1).

Course Title and Description Change

IDST 200. Your Major Meets the World: Planning for Study Abroad (.25) What is study abroad's purpose? What role does it play in students' learning and development? How does a semester abroad differ from a semester at home? Using readings, discussions, and a variety of exercises, students in this course will explore these and other questions about study abroad. In the process, they will develop ideas for their own study abroad experiences and identify what they need to do to further prepare. The resulting essays they write will become part of their study abroad applications. *Graded credit/no credit. Prerequisite: Sophomore or junior standing and intention to study abroad in the following academic year.*

Prerequisite Change

IDST 239. Psychology and Law (1). *Prerequisite: sophomore standing.*

Latin American and Caribbean Studies

Minor Requirement Changes

Since Spanish 220 will no longer be offered, Spanish 230 or 285 will take its place in the Latin American and Caribbean Studies minor requirements.

Mathematics

Major Requirement Change

Mathematics Major

- 1) *As listed in catalog.*
- 2) Supporting courses (3 units):
 - a) One unit of computer science, *excluding* computer science 165, 390 (except by permission), 395, and the AP Computer Science Principles exam.
 - b) Two courses in physics, or 1 course in physics and 1 course emphasizing quantitative methods, chosen in consultation with the major advisor.

New Course

MATH 113. Calculus as Applied Mathematics (1). Limits and continuity. Derivatives and integrals of the elementary functions and the basic theorems of calculus; concepts, methods, and theorems illustrated by examples from biology, chemistry, geology, physics, and economics. Some use of Mathematica or Matlab in numerical and symbolic calculations. At least one project dealing with modeling. (1S) *Offered once a year. Prerequisite: Precalculus or four years of high school mathematics, including trigonometry and algebra. Open to students who have not taken Mathematics 110.*

Note: *Mathematics 113 may substitute for Mathematics 110 in all instances as a prerequisite or major/minor requirement. Affected majors/minors include biochemistry; ecology, evolution, and behavioral biology; environmental biology; molecular, cellular, and integrative biology; biology minor; applied chemistry; biological chemistry; chemistry; environmental chemistry; chemistry minor; computer science; economics; business economics; geology; environmental geology; physics; and the 3/2 engineering program.*

Prerequisite Change

MATH 375. Complex Analysis (1). *Prerequisite: Mathematics 175.*

Modern Languages

Major and Minor Dropped

German Major

German Minor

New Minor

German Studies Minor

- 1) Students must complete six units of German-themed coursework. At least four of these units must be taken in the Department of Modern Languages and Literatures; the remaining units may be taken in other departments or abroad following approval by the advisor for the German studies minor

Dropped Courses - German

GERM 275. Masterpieces of German Literature I: The Early Period, 800-1700 (1).

GERM 280. Masterpieces of German Literature II: Enlightenment and the Age of Goethe, 1700-1832 (1).

GERM 285. Masterpieces of German Literature III: Romanticism and the 19th Century, 1800-1900 (1).

GERM 305. Masterpieces of German Literature IV: The 20th Century (1).

Course Description Changes – German

GERM 210. German Conversation and Composition (1).

This course assumes that students have a grasp of basic German grammar. It reviews persistent grammatical difficulties and focuses on systematic vocabulary building. The goal of the course is to combine the knowledge of grammar and vocabulary in fluent, idiomatic conversation, so that students are equipped to travel and live in German-speaking countries. (1S) *Prerequisite: German 110 or equivalent.*

GERM 220. Introduction to German Literature and Culture (1). This course gives an overview of German literature, philosophy, history, art, and music from the earliest beginnings to the present, focusing on the characteristics of different periods. Students read a history of German literature supplemented with excerpts from outstanding works. Students are also expected to work with German audio-visual materials in the college collection. (5T) *Prerequisite: German 210 or equivalent or consent of instructor; German 218 recommended.*

GERM 250. German Studies (1). Subject matter varies from term to term. May be repeated for credit if topic is different. Possible topics include: minority voices in contemporary German literature, German film, Holocaust literature, German literature in exile, literature and propaganda under fascism, and various comparative studies of the interaction between German literature and culture and other literatures and cultures. May be taught in English or German. (5T)

Major Requirement Changes

Spanish Major (13 units)

Students who begin the major with Spanish 100 will construct a major program in consultation with their advisor; this program will not require more than 11 units within the department nor more than 15 units total.

- 1) Nine departmental units (above 110):
 - a) Spanish 210 or 214, 215, 240.
 - b) One unit (working language) from Health and Society/Spanish 218, Spanish 250, Interdisciplinary Studies 288.
 - c) Two units (contemporary cultures and literatures) from 230, 270, 282, 285, 295.
 - d) Two units (foundational texts) from Spanish 290, 320, 370, 375.
 - e) One elective unit in Spanish. (Experiential learning for credit is strongly encouraged.)

- 2) Supporting courses (4 units). Choose one of the three options available:
 - a) Choose 4 courses from English/Comparative Literature 190, 261; History 283, 383; Political Science 272, 273. An elementary knowledge of Latin is desirable.
 - b) Use 4 courses from a second major toward a major in Spanish.
 - c) Submit a proposal to the major advisor for an individual plan of courses for meeting the requirement of 4 supporting courses.
- 3) Majors normally spend at least one semester abroad on Beloit's Quito, Ecuador, program. With the prior consent of the advisor, some courses completed abroad may be used to count toward the major.
- 4) Majors are encouraged to live at least one semester in the Spanish House.
- 5) Writing/communication: Courses in modern foreign languages offer students opportunities to become competent in four language skills--listening, speaking, reading, and writing. All four linguistic areas are important. The department of modern languages and literatures meets the college's writing requirement by having students move from structured writing that reinforces the material learned in language classes—grammar points and vocabulary—to less guided writing in advanced classes where students use language creatively to analyze, describe, narrate, synthesize, persuade, etc. Since we often focus on the writing process—prewriting, writing, and rewriting—we are confident that the problem solving skills associated with this process will transfer to courses outside of our department.

Dropped Courses - Spanish

SPAN 220. Readings in Latin American Civilizations (1).

SPAN 225. Readings in Spanish Civilizations (1).

SPAN 260. Topics in Hispanic Literature (in translation) (1).

SPAN 280. Selected Topics in Contemporary Hispanic Literature (1).

SPAN 360. Selected Topics in Spanish-American Colonial Literature (1).

New Courses and Course Title and Description Changes - Spanish

SPAN 100, 105. Elementary Spanish I, II (1). Based on a communicative approach, this course provides a solid foundation of listening comprehension, speaking, reading, and writing skills. Students have daily assignments intended to help them communicate orally and in written form about themselves, friends, and family as well as customs and practices in the Spanish-speaking world in the present, past, and future tenses. Participation in Spanish-language activities outside of the classroom and/or in the local Latino community is expected. (1S) *Prerequisite: No previous knowledge of Spanish or consent of instructor. 100 offered each fall and 105 each spring.*

SPAN 107. Spanish for Advanced Beginners (1). Designed for students who have had some formal exposure to Spanish, this course presumes a basic knowledge of Spanish orthography and pronunciation as well as recognition and/or use of elementary everyday vocabulary, the present tense, and grammatical concepts. Students complete daily assignments intended to help them practice vocabulary and develop all four language skills- listening comprehension, speaking, reading, and writing skills. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (1S) *Offered each semester. Prerequisite: consent of instructor. (This course is not a continuation of Spanish 100 or 105.)*

SPAN 110. Intensive Language Review and Culture (1). Using a content-based approach, this course is organized around a theme or themes determined by the instructor. It offers an intensive review of the fundamentals of Spanish grammar with the goal of increasing vocabulary, grammatical precision and the four linguistic skills: listening comprehension, speaking, reading, and writing Spanish. Readings reflect the many cultures of the Spanish-speaking world. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. (1S) *Offered each semester. Prerequisite: Spanish 105 or equivalent.*

SPAN 210. Advancing Your Speaking (1). By engaging in small and large group discussions and giving presentations based on readings and media, students in this content-based course develop their oral language proficiency. Students increase their vocabulary, review and expand upon grammar, learn linguistic registers with the aim of making them more effective communicators. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. (1S) *Offered each semester. Prerequisite: Spanish 110 or equivalent.*

SPAN 214. Spanish for Heritage Learners (1). This course is designed for students who grew up speaking Spanish at home but who have little or no formal training in the language. Its aim is to develop a formal command of the language skills (listening, speaking, reading, and writing) while exploring students' cultural identities and regional variations of Spanish. Fiction and non-fiction, film, music, and other materials will be used as a point of departure for discussion, reflection, and writing. Participation in Spanish-speaking language and/or in the local Latino community is expected. Taught in Spanish. *Prerequisites: Permission of instructor.*

SPAN 215. Hispanic Cultures through Writing (1). In this writing intensive content-based course, students focus on the writing process (i.e., prewriting, drafting, revising, editing, rewriting) as they practice various types of writing in Spanish (e.g., summary, description, narration, expository, and persuasive). Students study advanced grammar points and discuss both literary and non-literary texts as a basis for writing. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. *Offered each semester. Prerequisite: Spanish 210, 214, or equivalent.*

SPAN 218. Health and Culture in the Spanish-Speaking World (1). In this course, students learn specialized vocabulary needed to discuss and write about health issues in the Spanish-speaking world. This course also emphasizes cultural values, beliefs, and practices required to enhance and develop approaches to health in Spanish-speaking communities. Readings are of a literary and non-literary nature. Participation in Spanish-language activities and/or the local Latino community is expected. (Also listed as Health and Society 218.) Taught in Spanish. *Prerequisite: Spanish 210 or 214.*

SPAN 230. Coffee and Current Events (1). (Formerly Spanish 275.) In this course, over coffee, students discuss current events in the Spanish-speaking world and examine them in light of historical, political, cultural, and/or social developments. By reading, analyzing, discussing, and writing in Spanish on a wide variety of non-literary topics, students are expected to expand their vocabulary, hone their linguistic skills, and deepen their understanding of Hispanic cultures. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. (5T) *Offered odd years, spring semester. Prerequisite: Spanish 214 or 215.*

SPAN 240. Literary and Cultural Approaches to the Spanish-Speaking World (1). A genre-based approach to reading and writing about the literature and cultures of the Spanish-speaking world, this course develops analytical and critical-thinking skills through readings, discussions, and written assignments. Genres may include narrative, poetry, drama, and film and are intended to deepen students' understanding of the human condition. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. (5T) *Offered fall semesters. Prerequisite: Spanish 215 or consent of instructor.*

SPAN 250: Literary and Non-Literary Translation (1). An introduction to the theories and practice of translation from Spanish to English and English to Spanish, this course familiarizes students with the techniques and processes used to translate different media (e.g., newspapers, magazines, Internet sites) as well as literary texts. In addition to perfecting their linguistic and stylistic expression, students develop writing, editing, and proofreading skills essential for producing clear and polished translations. Taught in Spanish. *Prerequisite: Spanish 240 or permission of the instructor.*

SPAN 270. Introduction to Latino Studies (1). This course examines topics related to the Latin/a experience in the United States. Using films, documentaries, multidisciplinary writings and/or literary pieces, this course may also focus on particular Latino sub-populations in the United States, on identity and ethnicity, immigration, as well as issues relating to language, acculturation/assimilation, gender and sexuality, social movements, and politics. May be repeated for credit if topic is different. Taught in English or Spanish. *Prerequisite: Spanish 240 or consent of instructor.*

SPAN 282. Environmental Hispanic Literature (1). Using an ecocritical approach, this seminar course involves the study of Spanish-language literatures on themes involving the

environment such as preservation, impacts of climate change on communities and peoples, sustainability, rural and urban development, food production, and environmental contamination and its effects. May be repeated for credit if focus and emphasis are different. Taught in Spanish. (5T) *Prerequisite: Spanish 240.*

SPAN 285. Human Rights and Hispanic Cultures (1). In this course, students explore how narratives, memoirs, plays, poetry, and film tell the stories of victims and witnesses of human rights violations in the Spanish-speaking world. While students read about and discuss the historical and political contexts of violations of human rights, they are also expected to consider how writers and filmmakers use language, images, and symbolism to discuss the rights, often abused, of minority groups, indigenous peoples, women, and/or children. The variety of texts and films also serve as a basis for the development of students' reading, critical thinking, and writing skills. May be repeated for credit if focus and emphasis are different. Taught in Spanish. (5T) *Prerequisite: Spanish 240.*

SPAN 290. Selected Topics in 19th-Century Hispanic Literature (1). A seminar course involving intensive textual analysis of 19th-century Spanish literature, Spanish-American literature or both. Topics may cover a single author, work, genre, or a particular theme. May be repeated for credit if topic different. Taught in Spanish. (5T) *Prerequisite: Spanish 240.*

SPAN 295. Filmic Expressions of the Spanish-Speaking World (1). This course examines Hispanic cultures through films. It may center on films of particular directors, regions, and/or themes to provide cultural appreciation and understanding of the Hispanic world and filmmaking. May be repeated for credit if focus and emphasis are different. Taught in Spanish. (5T) *Prerequisite: Spanish 240.*

SPAN 320. Studies in Hispanic Literature and Culture (I). A course designed to examine in-depth social, cultural, historical and/or literary selected topics particular to the Spanish-speaking world. This course may be taught in English. When taught in English, majors are required to do some or all of the written work in Spanish. May be repeated for credit if topic is different. (5T) *Prerequisite: Spanish 240 and one other Spanish literature course.*

SPAN 370. Cervantes, Don Quijote, and 17th-Century Cultural Production (1). This seminar course is organized around a close reading of *El ingenioso hidalgo don Quijote de la Mancha* written by Miguel de Cervantes Saavedra. The class may include works by other Golden-Age authors on occasion. The course takes into consideration the various cultural and political happenings in 17th-Century Spain, Europe, and the Americas. (5T) *Prerequisite: Spanish 240 and one other Spanish course above 240.*

SPAN 375. Medieval Literature and Culture (1). This course examines various cultural productions of the Spanish Middle Ages. It includes the study of literary, political, artistic, linguistic, scientific, environmental, and/or religious interchanges that existed among the three dominant cultural communities in Spain—Christian, Jewish, and Muslim—and beyond. Students may be asked to discuss themes such as love, death, power,

betrayal, religion, exile, migration, nationalism, and warfare along with the literary and artistic representation of national heroes and anti-heroes, kings, queens, rogues, mystics, knights, saints, and witches. (5T) *Prerequisite: Spanish 240 and one other Spanish course above 240.*

Museum Studies

Minor Requirement Change

Museum Studies 295 may now apply to the elective requirement of the Museum Studies minor.

Music

Credit Value Change

MUSI 300. Music as a Creative Practice (1).

Course Title Change

MUSI 051. Beloit College Choir (.25.)

Domain Change

MUSI 110. Class Piano (.5). (2A)

Major/Minor Requirement Change

Music 075 may now apply to the music ensemble requirement of the Music major and minor.

Psychology

Prerequisite Changes

PSYC 161. Research Methods and Statistics (1). *Prerequisite: Psychology 100 and sophomore standing, or consent of instructor.*

PSYC 239. Psychology and Law (1). *Prerequisite: sophomore standing.*

Course Title Change

PSYC 230. Biological Psychology (1).

Theatre, Dance, and Media Studies

New Minors

Dance Minor (6 units)

- 1) Three units chosen in consultation with the advisor from Theatre, Dance and Media Studies 112, 202, 237, 242, 246 or Interdisciplinary Studies 380.
- 2) Two units of technique chosen from Theatre, Dance and Media Studies 113 (.5), 115 (.5), 117 (.5), 213 (.5), 215 (.5), 217 (.5), 313 (.5), 315 (.5), and 317 (.5). At least 1.5 units must be at the 200 level or above, .5 unit must be ballet.
- 3) One unit of electives within Theatre, Dance and Media Studies chosen in consultation with the advisor.
- 4) Recommendation to serve on one crew assignment to support theatre or dance.

Theatre Performance Minor (6 units)

- 1) Theatre, Dance and Media Studies 106, 112, 199, 202.

- 2) Theatre, Dance and Media Studies 235 or 236 (235 recommended; 236 may be substituted in consultation with the advisor).
- 3) One additional unit chosen in consultation with advisor from Theatre, Dance and Media Studies 206, 236, 306, 310, 350, 351, 360 (.5), 390 (.25-1), or theatre practicum credit. (Only one Theatre, Dance and Media Studies 390 (special project) may be counted toward the minor.)
- 4) Recommendation to serve on one crew assignment to support theatre or dance.

Theatre Production Minor (6 units)

- 1) Theatre, Dance and Media Studies 112.
- 2) One unit chosen from Theatre, Dance and Media Studies 106, 199, or 235.
- 3) Four units chosen in consultation with advisor from Theatre, Dance and Media Studies 114, 116 (.5), 140, 202, 220 (.5), 227, 228, 250 (if production topic), 321, 390 (.25-1). At least one unit must be at the 100 level, at least two units must be at the 200 level. (Only one Theatre, Dance and Media Studies 390 (special project) may be counted toward the minor.)
- 4) Recommendation to serve on one crew assignment to support theatre or dance.

SPECIAL ACADEMIC PROGRAMS

Academic Diversity and Inclusiveness Programs

New Courses and Course Number Changes

OADI 150. Developing an Academic Trajectory: A First Year Course for Those Interested in the McNair Scholars Program (.25). (Formerly *Field Experience 150.*) This course focuses on the academic and social development of first-year first-generation, low-income and/or underrepresented students who are thinking of attending graduate school, need academic support in their first year, and wish to apply to the McNair Scholars Program in their second year. This course helps students learn various ways to use an advanced degree outside of academia while gaining research experience through: close mentorship by an administrative staff member, bi-monthly cohort meetings, monthly workshops, and bi-weekly one-on-one meetings with the McNair Director. The end result is preparation of a proposal for a summer research experience with their assigned mentor and development of a class blog that chronicles this experience. This course also helps students academically prepare to apply to the McNair Scholars Program. *Prerequisite: A first-year student who is first-generation college and low-income and/or underrepresented in higher education (African-American, Hispanic, Native American, Pacific Islander, Native Alaskan) with a minimum GPA of 2.75. Verification of eligibility will be required via an application process in the fall semester.*

OADI 155. Creating Your Personal Narrative: Learning How to See Your Social Identity as an Asset (.5). (Formerly *Field Experience 155.*) This writing intensive course focuses on the

academic and social capital development of first year students in the Student Support Services (SSS) Summer Bridge program. Starting in the first week of Summer Bridge until the end of the first module this course will focus on helping student to see and understand their identities as positive assets for college success. Specifically, we will focus on how the experiences of being first-generation college, low-income, having a documented disability, and/or being from an underrepresented group in higher education is a valuable quality to have for ones collegiate development. Through readings, numerous writing assignment, class discussions, and workshops facilitated through the SSS department students will learn how to critically reflect and articulate their value and assets at Beloit College as Beloit students. The end result will be a series of papers students produce that allows for critical self-reflection on identity and belonging.

OADI 250. McNair Scholars Graduate School Preparation Seminar: Equity and Access in U.S. Graduate Education (.5). (Formerly *Field Experience 250.*) This course aims to provide students with the academic and social tools they need to apply and gain entrance to graduate school and also to succeed in completing their graduate studies. Over the course of the semester students refine their writing and research design skills as they complete graduate school and grant applications. The first half of the semester is devoted to crafting a tailored personal statement and developing other needed materials for a complete application (e.g. research statement, writing sample). The second half of the semester focuses on funding opportunities, and each student works on an appropriate grant that she/he will submit. By the end of the course, students will have applied to at least three graduate programs and one funding body. Throughout the semester, students are able to discuss issues, problems, and concerns they may have about graduate schools, and emphasis is placed on effective strategies and tips students can use to successfully enter into, and remain in, graduate studies. *Offered each fall. Prerequisite: Current McNair Scholar with senior status.*

OADI 251. McNair Scholars Research Preparation Seminar (.25). (Formerly *Field Experience 251.*) This course aims to provide students with the background, terminology and tools to successfully develop an original research question. Through a combination of interdisciplinary, student-centered, and interactive instructional strategies, this course provides an overview of the concept of research and scholarship. At the end of the course, students will have developed an effective research question and brief proposal for their summer research project. *Prerequisite: Students must be current McNair Scholars who will be in junior standing as of the following fall semester.*

Beloit Study Abroad Programs

New Exchange Program

England Exchange Program: University of York. Located in Heslington, a suburban village and parish with the city of York, the University of York has a national and international reputation for quality in teaching and research. It enrolls

approximately 11,000 students. Founded in 1963 and a member of the elite Russell Group, York is a research intensive university with an emphasis on the "development of life-saving discoveries and new technologies." The medieval, but cosmopolitan city of York is a destination in itself and is routinely named one of the best places to live in the U.K. Beloit College students who study at this exchange partner generally enroll in second year courses, live in colleges, and are assigned a faculty advisor. Students who will take philosophy and economics courses at York must spend both the fall and spring semesters there.

Pre-Professional Programs

Affiliation Change

Special Engineering Programs

Students may attend any engineering college accredited by the Accreditation Board for Engineering and Technology (ABET). However, Beloit College is formally affiliated with three universities (Columbia University, Rensselaer Polytechnic Institute, and Washington University-St. Louis). *Beloit College is no longer formally affiliated with University of Illinois at Urbana-Champaign or University of Michigan.*

TUITION AND FEES

2016-2017	Per Year
Tuition	\$46,596
Full board.....	\$3,520
Room	\$4,626
Health and wellness fee	\$184
Student activities fee.....	\$280
Total.....	\$55,206

The college reserves the right to change any fee as circumstances warrant.

Tuition

Three units per term are required for full-time classification unless a student has received approval of the advisor and the registrar. Half-time students must take a minimum of 1.5 units.

With permission of the advisor and registrar, enrolled students in good standing are permitted to take designated courses at other accredited colleges and universities and to transfer credits earned to Beloit College without payment of extra fees to Beloit. Degree and field of concentration requirements governing the use of such transfer credits, however, must be observed.

Room and Board

Information on room and board charges will be sent to students before the start of each term.

The following rates apply, per term, starting in the fall of 2015.

Room: \$2,313 (\$4,626 per year). Students have a six-term housing requirement.

Board: \$1,760 (\$3,520 per year). A full meal plan is required of all first-year students. Alternate meal plans are available at lower cost in subsequent years. A six-term dining requirement applies to all students.

Payment

The college will bill students approximately two months before the start of each term. Tuition, room, board, and special fees must be paid by the due date of each term or students and/or parents must enroll in a payment plan. Failure to make the appropriate payment or suitable arrangements by the due date will result in a \$175 late payment fee.

Payment Plans: For students and parents wishing to pay on a monthly basis, the college endorses the use of Tuition Management Systems (T.M.S.) as its third-party payment plan option. Please contact T.M.S. at 800-722-4867 or (*beloit.afford.com*) by the due date to enroll in a monthly payment plan.

Those students with an outstanding balance due at the end of the second week of classes will have restrictions placed on campus privileges and will not be allowed to register for spring classes until the balance is paid.

Special Fees

Applied Music Lessons: \$350 per course.

Auditing (non-degree seeker): \$775 per course. (Laboratory and studio courses and private music lessons may not be audited.)

Beloit Summer Blocks: In 2016, for most courses, a comprehensive fee of \$3,675 covers tuition, room and board, and all program-related activities. It carries 1 unit of Beloit College academic credit. Additional fees apply for study abroad courses.

Continuing Education Program: \$1,550 per unit. See “*special programs*” below.

Credit by Examination: \$100 (for the posting of a successfully completed credit by examination).

Late Registration: \$25.

Late Course Deletion: \$25.

Reduced Schedule: \$5,825 per unit.

Reopening Record (non-enrolled student): \$50.

Senior Citizen/Alumni Rate: \$100 per course (for students older than 65 or alumni enrolling in courses on a non-credit, space-available basis).

Study Abroad: All study abroad students pay the current Beloit College semester tuition charge; this tuition payment covers up to \$17,312 (2016-17) in educational expenses, but not transportation, room or board. If the study abroad program tuition exceeds \$17,312 per semester, the student is responsible for paying the additional tuition. Room and board charges may be billed by Beloit College or the study abroad program directly, depending on the program. A \$50 administration fee is also applicable to study abroad students. All institutional, state, and federal grants and loans apply to charges.

Summer Tuition for:

- Special Projects-\$400*
- Field Term-\$400*

***Note:** *The special tuition rate is \$400 per unit for up to 2 units of field experience/ internship or special project credit, but not to exceed more than two experiences total during a student's time at Beloit College.*

Each student is eligible for only 1 course in each category at the reduced rate.

Transcript: \$5 each. Students must make requests in writing to the registrar. All accounts at the college must be paid before transcripts will be issued.

Refunds

The refund schedule for tuition, room, board, and fees shown below will determine the financial obligation of a student dropping all courses and withdrawing from the college during a regular credit term. The student must satisfy all prior financial obligations to the college, however, before any refunds can be made.

The refund schedule will govern cases in which students go on an authorized vacation or field term or withdraw for health or personal reasons after a term has begun. If a student is dismissed or suspended from the college after a term has begun, no refunds of any kind will be made. To receive a refund, a student must submit a vacation or withdrawal form obtained from the Dean of Students Office.

Refund Schedule: Appropriate refunds of tuition, room, board, and fees will be made on a prorated basis.

Refunds for fall and spring:

1st-5th day of classes (week 1)—100% refund

6th-12th days of classes (week 2)—80%

13th-19th days of classes (week 3)—60%

20th-26th days of classes (week 4)—40%

27th-33rd days of classes (week 5)—20%

No refund after the last day of the 5th week.

Refunds for music lessons:

1st-13th day of classes (week 1 & 2)—100%

No refund after the last day of the 2nd week.

Refunds for summer programs:

4 Week Program

Drop during 1st week of classes—80%

Drop during 2nd week of classes—50%

No refund after the last day of the 2nd week.

8 Week Program

Drop during 1st week of classes—80%

Drop during 2nd week of classes—60%

Drop during 3rd week of classes—40%

Drop during 4th week of classes—20%

No refund after the last day of the 4th week.

Beloit Blocks

Drop during 1st day of classes—80%

Drop during 2nd day of classes—50%

Drop during 3rd day of classes—20%

No refund after the 3rd day.

“A week” begins on Sunday and ends on Saturday. A short week, e.g., the first week of classes, is counted as a full week regardless of the number of days of class.

Tuition Refund Insurance: Tuition Refund Insurance is available for families to purchase prior to the beginning of the academic year. More information is available at www.beloit.edu/financialaid/tuitioninsurance.

Financial Aid Obligations: Students receiving financial assistance who withdraw or change to an authorized vacation term after a regular academic term has begun must go through an additional calculation. This will determine how much of their financial aid may be used to pay the remaining institutional charges and how much must be returned. A prescribed federal calculation governs students who receive federal Title IV financial assistance—i.e., unsubsidized and subsidized Stafford Loan funding, Parents Loan for Undergraduate Students (PLUS), Perkins Loan, Pell Grant, and Federal Supplemental Educational Opportunity Grant (FSEOG). Any amount that must be returned to Title IV programs will be paid to the source in the order listed above. In other words, any returned funds will first be applied to loans, then, if applicable, to Pell or FSEOG sources. Examples of federal refund and repayment calculations are included with all financial aid awards and are on file in the Offices of Financial Aid, Accounting, and the Dean of Students. In most cases, federal regulations require families to use their own resources to pay off indebtedness before using Title IV funds.

Special Programs

Continuing Education Program: Beloit College offers adults a continuing education program (CEP) as an integral part of the college’s educational mission. To be eligible to participate in the CEP program, a student must be at least 25 years of age or have earned an undergraduate degree and not be enrolled as a full-time student at Beloit.

CEP students will be permitted to register for any Beloit College course not filled during regular student registration. They may enroll in a maximum of 2 full courses in any term, for a maximum of 4 per academic year. CEP students will be charged \$1,550 per full unit. A charge of \$775 is assessed to those auditing a course.

If a CEP student is admitted to a degree program at the college, he or she may apply only 2 CEP units earned at the \$1,550 rate toward degree requirements. To apply other completed CEP units toward a degree, the student must pay the difference between the amount paid for that coursework under CEP and the pro-rated tuition charges that would otherwise apply.

Porter Scholars Program: A cooperative program with the high schools in the Beloit area permits a limited number of outstanding high school seniors to take 1 tuition-free course each term for college credit. Private music lesson(s) and additional course fees are the students’ responsibility. Admission to the program is by recommendation of the high school counselors and by approval of the Beloit College director of the Porter Scholars high school program.