

**Beloit College Sustainability Course Listings, AY 2015-16**

Course Code	Course Title	Course Description	Sustainability Course Type	
			Course	Included
ANTH 100	Society and Culture	An introduction to cultural anthropology. A comparative study of contemporary cultures and the influence of culture on thought and behavior, social relations, and dealings with the natural and supernatural.		1
ANTH 216	Principles of Archaeology	This course will consider the different approaches used to recover, describe, analyze, and interpret archaeological materials. The primary objectives of the course are to provide an overview of the major theoretical and methodological issues that characterize the continuing development of modern archaeology; to critically examine how theory, method, and data are integrated in archaeological research; and to consider archaeologists' responsibilities to the public, as well as to descendant communities. A specific module will focus on the following statement: humans continuously generate archaeological deposits. However, these same processes also threaten and often destroy the material remains of past cultural behavior. Thus archaeologists are regularly confronted with the ethical challenge of balancing the knowledge gained from investigating the archaeological record and contributing to its destruction. A geophysical survey can help balance these concerns by providing information regarding disturbances in subsurface deposits. This allows for more targeted investigations and less destruction to the overall site.		1
ANTH 262	Medical Anthropology	This course explores the biocultural basis of health and disease in a cross-cultural perspective. We use the concept of adaptation as a means to evaluate the biological and cultural components of health and disease. We will focus on both applied and basic research interests in medical anthropology. Topics to be covered include: the relationship between diet and health, the biology of poverty, gene-infectious disease-environment interactions, the epidemiological transition, the relationship between health beliefs and health behaviors, indigenous vs. Western medical practices, and the role of medical practitioners and their patients in various medical systems.		1
ANTH 375	Empires, Past and Present	This course studies empires in cross-cultural and interdisciplinary perspective, using the United States as a frame for examining issues in past empires that are still relevant today. Using history, anthropology, archaeology, art history, and political science, we will reflect on how to assess knowledge and what kind of knowledge to privilege for understanding past empires while thinking about how we might be better global citizens. Themes to be studied comparatively may include imperial strategies for managing ethnic and religious diversity, immigration and labor, mytho-historical narratives as a tool for cultural assimilation, inequality and the development of social classes, and gender relationships as mediated from the top-down and bottom-up, among others. The course culminates in a research project looking in-depth at a problem the US faces, which is contextualized by strategies a past empire employed to address the problem. Students will then distill their research into a letter to a lawmaker, suggesting how the US might alter or stay its course on a domestic or foreign policy with consideration of lessons from the past.		1
ANTH 275	Public Archaeology	Students learn about archaeological field methods while helping to clear, record, and collect 18th and 19th century Danish Plantation ruins within the National Park on St John Island. Through two weeks (January 2-16, 2016) of field work, readings, and discussions students will appreciate some of the many challenges faced by the National Park Service in preserving and presenting the past to the public.		1
ARTH 255	Contemporary Art in an Age of Global Warming	What role, if any, can art play in solving current environmental challenges? Is it ethical for artists to make more objects in a world already littered with too many? What would an art based on a true integration of ecological, aesthetic and ethical consciousness look like? This course explores artist-based perspectives on building a more sustainable future -- exciting territory where the very purpose and practice of art are being redefined. We examine a range of contemporary art practices and pressing environmental concerns. Through historical and contemporary readings and field trips, we consider artists' initiatives within the context and history of environmental thought and contemporary art theory. Scientific labs and fieldwork allow us to test the viability and ethics of key artworks. Additionally, the Science Center building serves as a case study of green architecture.	1	
ARTH 285	Enchanted Spaces, Academic Places	What role does architecture and campus planning play in signaling the educational ideals of an academic community? How does the built environment respond to the changing priorities of the community that inhabits it? Is it possible to imagine the converse -- to imagine an architectural space so inspiring and enchanting that it compels a community to rethink its goals and objectives? In this course, we consider the history of American institutions of higher learning through the lens of their physical and spatial organization, and we examine some stunning architectural additions to college and university campuses in the last quarter-century. Our central focus, however, is Beloit College, and our study will project forward as much backward in time. In addition to archival research on extant buildings and campus design, students will study the plans for the Powerhouse, the proposed new student union and recreation facility to be housed in a renovated former electrical power plant adjacent to campus. Through engagement with the campus community and access to Studio Gang, the renowned architectural firm designing the Powerhouse, we will research and propose ways the building's interior spaces might be configured to promote the College's 21st-century vision of a socially and environmentally sustainable, vibrant and healthy community. Includes field trips to Studio Gang-designed spaces in Chicago and Rockford, and conversations with key figures and stakeholders.	1	
BIOL 110	Human Biology	The anatomy and basic normal functions of the human body with consideration of development, genetics, immunology, endocrinology, and related molecular, cellular, and ecological concepts. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection.		1
BIOL 111	Zoology	A survey of the animal kingdom emphasizing evolutionary relationships, structure and function, representative forms, adaptations, ecology, and behavior of invertebrates and vertebrates. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection.		1

BIOL 121	Botany	The structure and function of plants emphasizing adaptations to the environment. The primary focus is on the ecology, evolution, reproduction, anatomy, physiology, and growth and development of flowering plants. Students design, perform, analyze, and report on small research projects.		1
BIOL 206	Environmental Biology	An exploration of the interactions among organisms with one another and with the abiotic environment. General principles of ecology are examined and applied to contemporary environmental issues at the local, regional, and global scales. Small groups of students design, perform, analyze, and report on a research project.	1	
BIOL 215	Emerging Diseases	An exploration of the relationships between microorganisms, environment, and diseases. General principles of genetics and evolution, as well as historical and political factors, are examined in an effort to explain the emergence of new diseases. Laboratory experiences include basic microbiology, data analysis, simulations, and survey research. Small groups of students design, perform, analyze, and report on a research project.		1
BIOL 289	Genetics	Mendelian, population, quantitative, and molecular genetics are developed through a problem-solving approach. Social controversies surrounding such items as genetic counseling, domestic breeding of crops, genetic engineering, mutagenic substances in our environment, and natural selection will be discussed. Small groups of students design, perform, analyze, and report on a research project.		1
BIOL 291	The Microbiology of Food and Food Preservation	This course will investigate the physiological and molecular mechanisms of prokaryotic and eukaryotic microbes that are relevant to the production, preservation, and spoilage of foods. Topics may include: foodborne diseases, effects of food processing on the microflora of foods, principles of food preservation, food spoilage, and foods produced by microorganisms. Students will learn methods of microbe isolation, culturing, and identification in the lab and use these methods to analyze foods made in the kitchen.		1
BIOL 291	Exotoxicology	This course will introduce the history of environmental regulation in the United States, and investigate the impacts of environmental contaminants on wildlife. Topics may include: air/water pollution, effects of heavy metals and organic contaminants on wildlife and humans, secondary plant metabolites as naturally occurring toxins, and principles of ecotoxicology research. Students will learn about cutting-edge research in the field of ecotoxicology and prepare a proposal to investigate a research question of interest.	1	
CHEM 117	Chemistry	Why is chemistry important to other sciences, technology, and society? What processes do chemists use when dealing with real problems? What conceptual models do chemists use to understand and explain their observations? The focus of this course is on the reasons for doing science, the intellectual and instrumental tools used, the models developed to solve new problems, and the assertion that chemistry has a tremendous effect on your personal life and on the decisions made by society. Along the way, we cover atoms, molecules, ions, and periodic properties; chemical equations, stoichiometry and moles; Lewis structures and VSEPR model of bonding; reactivity and functional groups; states of matter and intermolecular forces; relationships between structure and properties. Topical applications and issues vary with the instructor and may include climate change, food and fuel, and energy use for lighting.		1
CHEM 150	Nanochemistry	Chemistry plays a significant role in the emerging interdisciplinary fields of nanoscience and nanotechnology. The nanoscale refers to materials with dimensions on the scale of nanometers (a thousandth of a thousandth of a meter). Control of the material world at the scale of atoms and molecules can produce materials with fundamentally different properties and behavior and has been touted as the next technological revolution. Some questions we will consider include: What nanotechnology already exists? What makes nanomaterials special? How can they be prepared? What tools can be used to study such materials?		1
CHEM 220	Environmental, Analytical, and Geochemistry	Chemical equilibria are fundamental in the understanding of biological and environmental processes and in chemical analysis. This course emphasizes quantitative and graphical interpretation of acid-base, solubility, distribution, complex ion, and redox equilibria in aqueous solution and soils. Laboratory work stresses application of gravimetric, volumetric, spectrophotometric, and potentiometric techniques.		1
CHEM 250	Solid State Chemistry	Solids are an important part of our materials-intensive world and are at the foundation of many emerging technologies. This course focuses on the relationships among structure, composition, and periodic properties; the characterization of atomic and molecular arrangements in crystalline and amorphous solids such as metals, minerals, ceramics, semiconductors and proteins; and applications to the fields of electronics, optics, magnetics, catalysis, and energy generation and storage. Laboratory work emphasizes the synthesis, purification, and characterization of inorganic compounds.		1
CHEM 380	Chemistry Seminar	Discussion of issues involving chemistry, biochemistry, health, environment, and technology using current articles from the scientific literature.		1
CRIS 221	Women, Race, & Class	This course examines the intersections of race, ethnicity, and class as categories of analysis for understanding both diverse and common experiences of inequalities faced by women in the U.S. The basic objectives of this course are to understand the following: 1) economic, political, and historical structures shaping dominant meanings of "Womanhood," in the U.S.; 2) what it means to be a woman at different social locations of race, ethnicity, class in the U.S., and how these differing social locations shape life experiences and chances; 3) how race, ethnicity, class and gender locations constitute hierarchical relations of power. The course will explore race/ethnicity, gender, and class hierarchies and power in the context of employment/work, families, interpersonal relationships, sexuality, and identity construction.		1
ECON 199	Principles of Economics	This course takes an analytical approach to economic reasoning and contemporary economic issues. It introduces microeconomic and macroeconomic theories with applications to relevant issues such as employment, growth, international trade and finance, monetary and fiscal policy, and environmental issues.		1
ECON 204	Economic Development	This course examines the social institutions, i.e., "rules of the social order," that are necessary for economic growth. In particular, this course focuses on the evolution of private property rights and legal and financial institutions that are important to the development process both historically and in the contemporary developing world. We examine what role international aid and development policy might play in this process and the challenges associated with implementing economic reform in the contemporary developing world.		1

ECON 205	Energy and Environmental Economics	This course has two main themes: First, the most pressing environmental problems, such as climate change, are directly connected to the production and consumption of energy. Second, the design and critique of environmental policies must be grounded in a solid understanding of economics.	1	
ECON 235	International Trade and Finance	Classical and modern theories of international trade; commercial policy and barriers to trade; economic integration, international factor movement, multinational corporations, direct investment; foreign exchange markets, balance of payments, alternative monetary systems. The roles of international and national institutions are discussed in the context of current international problems.		1
EDYS 276	East Asian Education, Culture, and Society	The seminar aims to help students build a comprehensive understanding of the social, cultural, philosophical and political contexts of education in East Asia. It centers on four important interrelationships: education and economic development; education and politics; education and nationalism; and education and globalization. Topics addressed in the seminar include but not limited to Confucian legacy, education for minority and marginal populations, gender and education, and cross-cultural perceptions of teaching and learning. We incorporate movies and documentaries into the class on a regular basis to facilitate discussions and further understandings about the subject. Our geographical emphasis is Japan and the People's Republic of China. Class texts and discussions often are explicitly comparative (comparing China, Japan, USA, and occasionally Korea and India).		1
ENVS 258	Interdisciplinary Applications of Geographic Information Systems	This course examines the theory and methods of computer-based Geographic Information Systems (GIS) and their application to interdisciplinary topics such as urban and regional planning and environmental management. Students learn to collect and display various types of spatial data. Interpretation and analysis of spatial data are also emphasized. Through individual and group projects, students are encouraged to explore political, economic, sociological, and/or scientific topics that might benefit from spatial analysis.	1	
ENVS 380	Senior Colloquium in Environmental Studies-- Greening the Liberal Arts	This capstone course is open to all seniors who want to develop a capstone project that will relate their major to environmental issues. While the content of the course remains focused on the environment, the assignments will seek to get students to think about the skills they have developed by completing a liberal arts education. The course will consist of discussions based on a set of common readings about the role of the liberal arts in environmentalism and sustainability. The students will also develop and implement a project to make our campus more sustainable. Students will be expected to draw from their respective fields of expertise while working together to achieve a common goal. This project will further facilitate and solidify collaboration on interdisciplinary learning.	1	
ENVS 390	Sustainability Fellows Seminar	The Beloit College Sustainability Fellows Program gives students the opportunity to contribute their expertise to a campus- or community-based sustainability project and earn one unit of academic credit. This eight-week summer program offers internships and applied research experiences for Beloit College students to engage in sustainability-related activities on campus and in the local community. Each student will work at one site under the mentorship of a faculty member. In addition to working full-time at their placement sites, students will participate in a weekly Sustainability Seminar and a weekly community-based learning workshop.	1	
ENVS 390	Sustainability Leader Team: Sustainability Mapping	As sustainability initiatives are implemented at Beloit College, a creative and streamlined system is needed to organize and share information; to track and visualize progress towards sustainability goals; and to help identify new opportunities. A geographic information system (GIS) has the ability to store, organize, display, and analyze geospatial data, and it offers a variety of ways for students to lead the sustainability mapping effort. Student members of a Leaders Team that focuses on sustainability mapping would 1) identify, collect, and organize the salient information that should be cataloged for a particular sustainability initiative by applying their own expertise and working with other local experts; 2) analyze the datasets by identifying patterns or trends and testing relationships; and 3) develop standards and protocols that allow for maintenance of the Sustainability GIS in the future.	1	
ENVS 390	Sustainability Leader Team: Evaluating Heating and Cooling Efficiency	This course will investigate several energy issue questions on campus. The problems to study would include 1) What are the possibilities for heating and cooling the new Power House using renewable resources, such as solar, the Rock River, or novel heating and cooling techniques using the walls? 2) What is the true energy impact on Beloit College from the current automatic sliding science center doors? 3) What are possible replacement options for these doors, and what are the costs, from both a future energy needs perspective as well as an environmental impact? 4) What opportunities exist on campus in smaller free standing residential houses for using heat pumps in place of traditional natural gas furnaces? This multifaceted academic year program would involve careful measurements and data analysis; site visits; literature searches for data mining; and developing recommendations for local and global agencies. The team of students and faculty will work on real problems with possible concrete solutions; the students would develop skills in working collaboratively on a team, use engineering type design approaches to problem solve, and then find appropriate ways to disseminate their results to a wider audience.	1	

ENVS 390	Sustainability Leader Team: Tobacco Use at Beloit	Over the past 40 years, rates of adult smoking have fallen dramatically, due to increased legislation, taxes, and wide-ranging public health campaigns to discourage tobacco use. However, these gains have been offset by young adult populations who continue to smoke substantially more than any other age group. In <i>Lighting Up: The Rise of Social Smoking on College Campuses</i> (2015), anthropologist Mimi Nichter identifies the many purposes served by student smoking, ranging from social lubricant to stress-reliever. Despite Beloit College's mission to empower students to lead fulfilling lives marked by personal responsibility, allowing tobacco use on campus has been enabling the adoption of new and dangerous habits that do not benefit our students. The proposed project will (1) study the culture of tobacco use at Beloit; (2) research tobacco policies at peer institutions and foundations with the intention of developing a tobacco-free policy appropriate for Beloit; and (3) lay the groundwork for making Beloit a tobacco-free campus. As a project deliverable, the team will produce a report on tobacco use at the college which will include two sections. The first will be a baseline study on tobacco use at Beloit, and the second a policy and implementation plan for making Beloit a tobacco-free campus. The project report will be issued in conjunction with team presentations across a number of venues (curricular and co-curricular) with the goal of coalition-building and kick-starting a campus conversation for making Beloit tobacco-free.	1	
ENVS 390	Sustainability Leader Team: Beloit Urban Garden: Developing Knowledge and Skills for Wellness and Sustainability	Students in this course will work with faculty to 1) investigate gardening initiatives at other college campus and factors that either contribute to their continuity or undermine it; 2) give them practice gardening; 3) conduct research, including interviews with local gardeners, to learn about best practices and gardening methods; 4) engage in educational outreach to Beloit College students to teach them about the benefits of local food production and consumption; and 5) recruit talent and leadership to BUG and work to strengthen it as a student organization.	1	
ENVS 390	Sustainability Leader Team: The Enduring Sustainability Leadership Team	This course will train student sustainability leaders in group facilitation, how to organize and plan for meetings, project management best practices, time management, and an asset-based strength assessment. Student leaders will be equipped to lead a small group of their peers and be able to practice effective project management and leadership skills within their group's topical focus, spanning four subjects: food, waste, energy, and communications. Within each of the four teams, students will gain in-depth and hands-on experience creating engagement activities and campaigns for the college community. Examples include but are not limited to waste tracking and auditing, energy efficiency studies, using social media to motivate young adults to action, what makes a diet "low carbon."	1	
GEOL 100	Earth: Exploring a Dynamic Planet	Exploration of geologic processes that shape our dynamic planet and how they interact as a system. Topics include plate tectonics, deep time, climate, volcanoes, earthquakes, streams and groundwater, glaciers, natural resources, and the interactions between geologic processes and human populations. The class emphasizes both global systems and the geology of southern Wisconsin. We focus on using scientific methods to decipher complex interactive processes and developing skills for observation and analysis in the field and laboratory.		1
GEOL 110	Environmental Geology and Geologic Hazards	Application of geologic principles to help in understanding the response of our environment to natural and anthropogenic forces of change, and proper constraints we should exercise in being good stewards of the Earth. Natural resources, floods, volcanic activity, earthquakes, landslides, coastal processes, and pollution are among the topics considered, with emphasis on current events. Lecture, discussion, laboratory, field study.		1
GEOL 171	Field Excursion Seminar	The geology, geography, history, and environment of a region to be studied during an extended field excursion.		1
GEOL 240	Hydrogeology	An introduction to the components of the hydrologic cycle with an emphasis on the movement of water through geologic media. Field-monitoring methods and analysis of hydrogeologic data through graphical, mathematical, and computer-modeling techniques. Applications to issues of water quality, water supply, and water resources management.		1
HEAL 212	US Health Policy & Politics	An overview of health policy and politics in the United States. Course examines the U.S. health care system, its politics, organization, and the financing of health services. It explores how federalism shapes the system and compares it with other industrialized countries. It also examines the social or non-medical determinants of health, and the limits of what health care alone can accomplish. Health disparities among ethnic and social groups feature centrally throughout.		1
HEAL 230	Comparative Health Systems	This course provides an overview of comparative health systems. Health care systems in both rich and poor countries throughout the world are examined, including their facilities, workforces, and technology and equipment. Students in this course evaluate the performance of these systems in terms of cost, quality, access, and other issues.		1
HEAL 240	Sophomore Seminar in Health & Society	Prefaced on in-depth discussion and analysis of key readings, this survey course covers a broad spectrum of domestic and global issues in public health, including the non-medical (social) determinants of health, health literacy, and disparities in health outcomes. As a gateway requirement, this course is designed to encourage interaction between Health and Society majors and minors, laying the groundwork for future collaboration and introducing majors to possible career tracks as practitioners, analysts, consultants and social entrepreneurs in the realm of public health.		1
HEAL 340	Professional Seminar in Health and Society	A seminar offered most semesters to consider current issues in health and medical care in the United States and other nations.		1

IDST 288	Cities in Transition - Moscow	This course enables students to engage critically with the complex urban environments in which they live and study by combining classroom work with explorations of the city beyond the university. Depending on the course location, these explorations will use techniques ranging from observations, field notes, mapping exercises, and visits to various sites of cultural, historical, and social significance to informal interviews, volunteer placements in local organizations, and research projects. Possible topics to be explored include tradition vs. modernity, gender, poverty, movements of people from rural to urban spaces, the effects of globalization, the human impact on the environment, and social problems.		1
IDST 288	Cities in Transition- Nicaragua	This course enables students to engage critically with the complex urban environments in which they live and study by combining classroom work with explorations of the city beyond the university. Depending on the course location, these explorations will use techniques ranging from observations, field notes, mapping exercises, and visits to various sites of cultural, historical, and social significance to informal interviews, volunteer placements in local organizations, and research projects. Possible topics to be explored include tradition vs. modernity, gender, poverty, movements of people from rural to urban spaces, the effects of globalization, the human impact on the environment, and social problems.		1
INIT 100	First-Year Initiatives Seminar - Culinary Hipsterism: Eating Locally and Thinking Globally	Is healthy food only for the educated and affluent? Who determines nutrition guidelines? What factors contribute to global and local food disparities? How do we make healthy food choices, and how do those choices affect the local environment and the global economy? Everybody needs to eat. But between the locavore movement, the debate about genetically modified organisms, and the implications of factory farms, discussion about food ranges far beyond what's on your plate. Beginning with an exploration of food in our local environment, we will eat and act locally as we develop a global perspective on food and health. Through activities including field trips, growing and preparing our own food, classroom discussions, and films, we will expand our understanding of food as a political, social, and health issue. Food activism in the form of working in the student-run Beloit Urban Garden will be a central theme of the course. This seminar will incorporate creative and social justice projects around the personally relevant, interdisciplinary topic of food, and will serve as a foundation for your liberal arts education at Beloit College.		1
INIT 100	First-Year Initiatives Seminar - Regarding Taste, Preference, and Distinction	What do we like, and why do we like it? This course takes a look at taste: the sensory perception regarding flavor as well as the broader term that refers to our aesthetic and consumer preferences. While popular discourse would have us focus solely on scientific explanations, this FYI will broaden our lenses to include the roles played by culture, relationships, economic status, and other social phenomena in influencing our preferences for particular foods, aesthetics, and experiences. In this course, we will closely analyze the "social life" behind these preferences. A related topic of inquiry will be investigating the ways that consumer choices can serve to assert identities such as cultural, educational, class, or regional distinctions. Through exercises in critical reading, writing, discussion and observation, we will expand our vocabularies to better describe what we like and don't like; understand the role of critics, bloggers, and the marketing industry in influencing desire; and learn about events that have altered taste throughout human history.		1
INIT 100	First-Year Initiatives Seminar - Urban Gardens and the Amazon	This course brings together environmentalism, social justice, and activism to help students develop tools to address the environmental challenges of our time. We will explore climate change, deforestation, water pollution, and food security, which, in turn, will require us to analyze how our social, economic, and cultural practices impact the environment. To uncover these complex relationships, the class will investigate everything from international food markets to the various uses of urban gardens. Each student will have an internship with Kallari, an indigenous cooperative in the Amazon that exports chocolate and crafts; this work will help us to see connections between international trade and our role as activist consumers, all the while allowing Kallari to maintain an active presence on the Beloit College campus. Students will also learn about local food production by visiting farms and urban gardens in Beloit. We will see first hand how they not only provide produce to families and local organizations but have become tools for community building and empowerment. Weekly work in the student-run Beloit Urban Garden (BUG) will allow us to practice our own food production and community building. Plan to get your hands dirty!		1
INIT 100	First-Year Initiatives Seminar - Local Ecomusicologie s: Hearing Beloit	What does Beloit sound like? How do we make sense of this particular soundscape? When and why does sound become "music," "evidence," or "pollution?" This class uses the emerging field of ecomusicology (the study of sound in relation to culture and nature) to consider what it might mean to be "local" in the 2010s, when we can download an MP3 from another hemisphere faster than we can put on shoes to go for a walk across campus. We will explore some of the environmental sounds that constitute "hearing Beloit" through field trips, sound walks, "deep listening" exercises, and engagement with other Beloit residents, including collaborative activities with other FYI seminars. And to connect our local experiences with the wider world, we will read and talk about the diverse ways music and sound operate globally—how they influence and are influenced by social identities and patterns of production and consumption, including (post)industrialism, agriculture, and transportation.		1
INIT 100	First-Year Initiatives Seminar - Just Breathe	In this course we will explore together the intersections of stress, mindfulness, mental health, and the creative arts, mainly writing and drawing. Stress is part of everyone's daily life: from traumatic exposure to unspeakable violence in war, abuse, and assault; to the experiences of persistent poverty and discrimination; to the pressures to conform and perform in high schools and college; to the everyday challenges of work and love. When we manage our stress effectively through a combination of physical, spiritual, psychological, and artistic practices — the result can be healthy development and well-being. When we manage our stress ineffectively, or when the stress is beyond any hope of effective management, development may be compromised, with potentially severe consequences to mental and physical health. This course will include investigation of stress in its psychological, social, spiritual, and neurophysiological dimensions, accompanied by an introduction to strategies to alleviate stress and increase well-being, including various therapies, mindfulness practices, writing, and drawing.		1

INIT 100	First-Year Initiatives Seminar - Should You Risk It?	How risky is it to smoke? To down 10 drinks in one evening? To drive without a seat belt? To have breast implants? To fly or drive back to Beloit from your home? To live 20 miles from a nuclear power plant? To live next to a high-voltage power line? What about air pollution, background radiation, vaccinations, toxins in your food? How can you usefully assess risks you encounter? Risk involves both personal decisions and the uncertainty of chance events. We will delve into the meaning of chance, with its measurement in terms of probability calculations. Leaving aside risks to you, your behavior and decisions may put others at risk. So we will consider the broader cultural context: social, public policy, psychological, and ethical dimensions (e.g., who bears the risk, risk compensation, and the costs and moral hazard of risk mitigation). We will confront problems in everyday life, together with the decision-making, perception, and communication of risk. Case studies will include natural disasters, birth defects, death penalty, radon, cancer clusters, global warming, Ebola, and aircraft safety. We will also devote a little time to financial risk (e.g., gambling), hedging (portfolio management), and risk pooling (insurance).		1
INIT 100	First-Year Initiatives Seminar - What Is Natural?	This class will use a combination of scientific data analysis, case studies, and project-based inquiry to explore a deep-seated construct of our human experience: that anything human-made is fundamentally separate from nature. Claims such as "all-Natural ingredients" and "restoring the natural balance" reflect this construct. This leads us to the question: "Just what is natural?" In this class we will take an interdisciplinary approach (from the sciences to the humanities) to scrutinize the ways in which humans draw distinctions between humankind and nature. We will look at the many ways that the label of "natural" shapes our perceptions and value judgments about urban and rural life, agriculture and biotechnology, ecological restoration and management, justice and law, pristine nature and indigenous peoples, and natural and artificial ingredients. The empirical analysis of these topics will give students an opportunity to explore many ways of knowing, learning, and studying in the liberal arts.		1
MUST 295	Treading Lightly: Sustainable Travel and Cultural Preservation	This course will explore issues around sustainable travel and the closely-related topic of cultural preservation in tourism and the museum world. Our approach will be divided into three primary sections. The first will be a brief history of tourism and travel. Via sources such as travel narratives and guidebooks—from antiquity through the early modern era—we will consider historical modes of travel. As the evidence will illustrate, attitudes toward various sites, artifacts, and activities change throughout history, jettisoning the notion of a static model of seeing the world. Section two will consider the ethics of contemporary travel, and specific ways we can engage in and promote sustainable tourism. Basic concepts range from examining why certain fragile locations are deemed "must-sees"—and are thus inundated with visitors—to considering the concept of the "tourist trap" and notions of "authenticity" in traveling, to more practical concerns like taking eco-friendly modes of transit whenever possible or patronizing businesses that themselves adhere to sustainable principles. Closely related to these questions is the third part of the class, which will focus on the ethics and business of cultural and artistic preservation. Among other topics, we will consider a claim that runs counter to conventional opinion: the idea that objects and artifacts have a lifespan, and that part of good cultural stewardship might be accepting their eventual loss. Ultimately, the course has several overlapping goals: to inform students of the history of travel; to highlight the ways sustainable tourism is being utilized in the travel industry; and to have students explore and reflect on the issues surrounding cultural heritage and preservation in the museum world.		1
PHIL 220	Ethical Theory	Evaluation of alternative systems for determining and justifying ethical values. Focus is upon classical theorists, like Aristotle, Kant, and Mill, and contemporary critics.		1
PHIL 221	Biomedical Ethics	An examination of ethical questions related to medicine and biomedical research. Special emphasis on such issues as abortion, euthanasia, confidentiality, informed consent, research on animals and human subjects, and allocation of scarce medical resources.		1
POLS 246	Global Political Economy	This course analyzes the key actors and institutions that shape economic globalization, such as the World Bank, the International Monetary Fund, the World Trade Organization, multinational enterprises, governments such as the United States, China, the European Union, Japan, and the BRICS, and civil society, especially nongovernmental organizations. Examines the impact of globalization on trade, investment, finance, technology, development, and sustainability. This course fulfills one of the requirements for the international political economy major.		1
POLS 249	Politics of Development	Uncovers the relationships between politics and poverty on the one hand, and politics and development on the other. Investigates differing conceptions of development and the many different theoretical approaches to development. Drawing on case studies from Africa, Asia, the Middle East, and Latin America topics covered may include: law and legal system reform; politics of HIV/AIDS; state capacity and efficiency; civil society and social movements; and resource mismanagement and conflict.		1
POLS 255	Global Political Ecology	This course has a strong practical focus to help the students develop skills for careers in sustainability. Students will work in groups on a semester-long sustainability project on campus and a simulation of a climate change summit. They learn about different ecologies, as well as the actors, institutions, and key issues in environmental policy-making, from the local level to the global, with special focus on climate change, class, environmental racism, environmental justice, activism, and empowerment.		1
POLS 295	Studies in Politics - Rivers in Transition: The Mississippi and the Yellow River	The goal of this course is to introduce the students to comparative methods in environmental studies by looking at two case studies, one from the United States, the Mississippi, and one from China, the Yellow River. During the first half of the semester the students will read about the history of human settlement along both rivers, scientific innovations in terms of flood control and management of the rivers' resources, changes in population centers, main economic activities, cultural manifestations and environmental impacts. In the second half of the course the students will develop a research project based on their area of interest or expertise guided by the professor. Students will present the results of their research in class on a regular basis to facilitate discussions about comparative methods and interdisciplinary learning.		1

PSYC 161	Research Methods and Statistics I	This is the first course in a two-course sequence designed to examine the statistical concepts and research strategies used by psychologists. Students learn how to (a) analyze and interpret psychological data, (b) design and conduct psychological studies, (c) evaluate the validity of claims made by researchers, and (d) communicate research procedures and findings. This course emphasizes topics including ways of knowing, research ethics, observational and survey methods, descriptive statistics, graphing, and the concepts of reliability and validity. Students are introduced to the data analysis software SPSS and to writing with APA style. The focus of this course is to utilize an Environmental Psychology theme, and students will be able to collect and assess data related to human behavior, attitudes, and thinking about sustainability and related practices		1
PSYC 162	Research Methods and Statistics II	This is the second course in a two-course sequence designed to examine the statistical concepts and research strategies used by psychologists. Students learn how to (a) analyze and interpret psychological data, (b) design and conduct psychological studies, (c) evaluate the validity of claims made by researchers, and (d) communicate research procedures and findings. In this course, students review key concepts from Psychology 161 and examine new topics such as experimental and quasi-experimental designs, and inferential statistics. Students will also continue their focus on an Environmental Psychology theme, in which they will collect and assess data related to human behavior, attitudes, and thinking about sustainability and related practices.		1
PSYC 260	Principles of Social Psychology	This course examines the ways in which an individual's thoughts, feelings, and behaviors are influenced by the real or implied presence of others. Topics include social perception and attribution processes, attitude formation and change, majority and minority influence, helping behavior, interpersonal attraction, small group dynamics, and intergroup relations.		1
SOCI 100	Intro to Sociology	Study of the basic sociological elements for understanding the relationship of society and individuals: elements emphasized are social structure, institutions and roles; culture; sex and gender; social class and stratification; social change; theory; methodology; race and/or ethnicity; socialization; population and ecology. The goal is to introduce a sociological analytical perspective.		1
SOCI 216	Sociology of Race and Ethnicity	This course examines the social processes that shape the construction of racial and ethnic hierarchies, dominant ideas, and relations in the U.S. The basic objectives of the course are to understand the following: 1) major paradigms shaping how sociologists examine issues of race and ethnicity; 2) economic, political, and historical structures shaping the constructions of race and ethnicity in the U.S.; and 3) institutional structures and practices through which racial and ethnic hierarchies are produced and reproduced in the U.S. The course will explore the construction and reproduction of race and ethnicity in a variety of sectors including the labor market, education, housing, banking, sports, public policies, and wealth accumulation.		1
SOCI 230	Political Sociology	This course focuses on stratified power relationships examined from the conflict perspective in sociology. Classical conceptions of "power" will be examined, focusing on theories of political economy from Karl Marx, Max Weber, and C. Wright Mills. Contemporary theories of socio-economic development will also be explored, including development, dependency, and world system perspectives. Substantively, the course will revolve around issues of political and economic development, exploration, trade, military domination, colonialism, modern political changes, economic imbalances, and cultural diffusion in international comparative perspective, focusing on inequities between the so-called first and third worlds.		1
SOCI 235	Social Movements	This course examines social movements across time and geographic space to reflect on more general questions about the nature of power and collective action, as well as the relationship between human agency, social structure, and social change. We survey leading theories that attempt to explain and predict social movements and conduct in-depth exploration of particular domestic and international movements in both historical and contemporary contexts. Among the movements we examine are the U.S. civil rights and immigrant rights movements as well as feminist, gay and lesbian, environmental, democracy, peace, and global justice movements. We also examine the role of digital media in domestic and transnational movement organizing. The goal of this class is to provide tools of analysis and practice to inspire innovative thinking for future social change efforts.		1
SOCI 285	Duffy Community Partnerships Seminar	Through hands-on engagement and academic reflection, students will become acquainted with various, basic sociological tools for understanding institutions and communities such as: demographic data, ethnographic analysis, historical and political sociology. The overarching question addressed by this course is: "What makes a good society?" Students will experience, describe, and analyze the challenges of civic engagement, service, and leadership. Each student will spend approximately seven hours a week (90 hours per semester) at an assigned field site supervised by experienced community leaders. In addition, all will attend a weekly seminar with reading and writing assignments focusing on texts examining communities from various sociological and interdisciplinary angles. Sites include: business, education, government, health care, social services, and the arts. Students from all majors are welcome. May be taken twice for credit, but students must take one fall and one spring semester (in any order), rather than two fall or two spring classes. Students taking the course for the first time will produce a literature review, whereas students taking the course for the second time will produce a project or research proposal. Students must apply and provide references for acceptance to the program. Applications are available from Carol Wickersham or online at <a href="http://www.beloit.edu/duffy">www.beloit.edu/duffy</a> .		1

SOCI 291	Education: Institutions, Inequality, and Policy	While schools are certainly sites of teaching and learning, they are also complex social organizations that reflect, are influenced by, and shape broader society. To understand these processes, we will draw from classic and contemporary social science research to examine how schools and schooling relate to broader social structures, institutions, and practices. In doing so, we will consider relationships among actors within schools – teachers, students, their classmates, their parents, counselors, administrators and other school staff – as well as the impacts of local, state, and federal policies on the social organization of schools. We will explore how inequalities related to social class, ethnicity, race, gender, and sexual orientation manifested in schools and how this further influences the structure of opportunities available to individuals later in life. We will also examine how policies, reform movements, or institutional changes affect education today (such as No Child Left Behind, school vouchers, online education, and development of charter schools). This course will support students' ability to respond to important educational issues facing society today in empirically informed and innovative ways.		1
SOCI 291	Economic Sociology	Economists assert that social life often operates like economic exchange. Sociologists respond that economic exchange actually operates more like social life. Economic sociology explores how economic behavior and market exchange – rather than being the purely rational, independent activities sometimes imagined in economics – are fundamentally socially-embedded: intertwined with, and shaped by, the culture and social structure of the societies where they occur. Economic sociology explores the social dynamics of formal and informal markets and looks beyond to see how production, consumption and distribution are, first and foremost, social activities defined by cultural rules. Example topics include how the value of a dollar differs across social contexts; how life is priced in insurance markets and intimacy is priced among family members, acquaintances and strangers; how business firms often prefer trust and relationships to contracts and open markets.		1
SOCI 291	Advanced Community- Based Learning	Co-taught with the Program Director for Community Action, Inc. The course will be an academically rigorous, project-based seminar, involving significant field work, reading, academic and professional writing. Students will deepen their understanding of the theoretical dimensions and historical underpinnings of civic engagement. Through study and practice, they will become familiar with the common language and tools used in community engagement such as: needs assessments, grant writing, facilitation, policy development, cultural competency, organizational dynamics and case work. Readings will include the perspectives from public humanities, arts and social sciences, social entrepreneurs, grassroots activists, social justice and sustainability advocates, community developers and policy planners. Students will have an opportunity to focus on their area of particular interest while working together on a group project with community partners to help design and implement an intervention aimed at reducing health and safety risks for adolescents in the community.	1	
SPAN 225	Readings in Spanish Civilization	A study of significant aspects of past and contemporary Spanish society and culture, with the aim of learning more about the country's cultural manifestations, as well as increasing fluency in reading and providing opportunity for listening, speaking, and writing in Spanish. The course is part of the Pathways to Sustainability Leadership Program and therefore includes a module on the Culture of Water in Medieval Iberia. The module aims to develop awareness of the role of water in everyday life in Medieval Iberia from its material to its symbolic functions. A better appreciation of this topic will help students reflect on alternative views on how to achieve a sustainable way of life and consider solutions to present-day sustainability issues. Topics that will be examined: the innovative techniques used in irrigation, the impact of the hydraulic systems on architecture, landscaping, agriculture, and organic farming methods vis a vis the literary representation of the gardens, fountains, and pools of the palatine cities, primarily in al-Andalus. Another goal is to explore the social relations, values, and ideologies that prevailed, governed, and ultimately shaped the culture of water in Medieval Iberia.		1
WRIT 100	The Dirt on Dirt	Are you a slob or a neat freak? What do your ideas about dirt and cleanliness say about you and your culture? How do you view the threat of pollution, contamination and germs? What does it mean for something -- or someone -- to be dirty? How and why do we seek to order or purify our environment, our bodies, and even our thoughts? Is cleanliness really next to godliness? These are some of the questions we'll ask in this writing class. Through a series of readings and recursive writing assignments, we'll explore various definitions of cleanliness and disorder, develop a better understanding of how ideas about dirt impacts our lives, and think about the relationships between contamination and purification. You will explore the concept of dirt from multiple perspectives, varied rhetorical situations and academic disciplines, and analyze the choices writers make in relation to audience, purpose, and context. You will hone your critical thinking and writing skills through a series of linked reading and writing assignments, peer review, animated class discussion and individual conferences with your instructor. Ultimately, you will articulate a more nuanced understanding of cleanliness and dirt.		1