

Course Code	Course Title	Course Description	Sustainability Course Type	
			Course	Included
ANTH 100 01	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 258	Environmental Archaeology	Environmental archaeology attempts to understand the interrelationships between cultures and environments of the past. This course examines how archaeologists study the environmental contexts of past societies, and it engages students in the practice of environmental archaeology. Students review the theoretical bases of cultural ecology and paleoecology and learn the principal methods of paleoenvironmental reconstruction from archaeological and non-archaeological data. Major topics covered are climate, landscape and geoarchaeology, vegetation, fauna, and human impacts on environments. Students visit nearby archaeological sites and laboratories, process soil samples from archaeological sites, conduct team research on plant and animal remains recovered from these samples, and present oral and written research reports.	1	
ANTH 260	Primate Social Behavior and Ecology	The natural history of nonhuman primates from an evolutionary, ecological, and social perspective. The course includes a survey of the primate order, including an assessment of the behavioral characteristics of each group in light of modern evolutionary theory. Topic issues and competing paradigms in the field, methodological issues, and conservation programs will be explored.		1
ARTH 285 01	Aesthetic, Ethical, and Environmental Consciousness: Contemporary Art in the Age of Global Warming	What role, if any, can art play in solving our 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: new and exciting territory where the very purpose and practice of art is being redefined. We will examine many facets of contemporary art and environmental issues. Through historic and contemporary readings, field trips and hands-on labs and fieldwork, we will consider artists' initiatives within the context and history of environmental thought, and from the perspective of environmental politics. Four biology and chemistry field- and lab units will allow us to test the scientific viability and ethics of key environmental artworks, and the Science Center itself will serve as a case study of green architecture; discussions with a political scientist will ensure "real-world" practicability. A strong interest art, art history and/or environmental studies is required.	1	
BIOL 1108:15 C48:148: 178:18C 48:148:1 9C48:14 8:21	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. For science and non-science students. Three two-hour lecture-laboratory periods per week.		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. For science and non-science students.		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. For science and non-science students.		1
BIOL 151	Marine Biology	A survey of marine organisms from microbes to mammals. The course emphasizes ecology, evolution, anatomy, reproduction, behavior, and physiology of marine organisms, and reviews marine ecosystems from intertidal to deep sea. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection. For science and non-science students.		1
BIO 201	Biology, War, and Human Rights	This course will examine the effects of war on the biology of humans and on their environments, and the implications of these actions for human rights. Interdisciplinary approaches will be used to examine these issues. Topics may include: the mechanisms by which war affects the spread of infectious diseases; the history of use of biological, chemical, and radiological agents as weapons; how cellular and physiological functions (gene expression, metabolism, cell growth, and division) are disrupted by such weapons; and the history, ethics, and implications of the Geneva Conventions. This focus on the intersection of basic biology and human rights will teach students about important biological phenomena and about the critical examination of biologically based social controversies.		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. Three lecture-discussion class periods and one laboratory period per week.	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	Proseminar: Conservation Biology	Students in this course will examine the study and practice of conservation biology, a field that endeavors to understand and retain biological diversity at local, regional, and global scales. This course will examine the nature of biological diversity, contemporary threats to populations of some organisms, and proposals for ameliorating these threats. We will read research literature on conservation efforts at the population, community, and ecosystem levels, and use quantitative models to predict changes in population size. We will also consider the effects of agricultural activities, suburbanization, and other human activities on plant and animal populations, and the effects that these organisms have on human society.	1	
BIOL 337	Population Biology	An investigation of the factors that determine the size of a population, its distribution, and the kinds of individuals that it comprises. Population genetics, population ecology, ecological genetics, and evolutionary ecology are introduced using observational, experimental, and theoretical analysis. Laboratory exercises stress examination of natural populations in the field. Students design, perform, analyze, and report on a major research project.		1
BIOL 372	Ecology	Ecology is the study of interactions among organisms and interactions between organisms and the nonliving environment. Ecologists study these interactions to understand the patterns of organism abundance and distribution of organisms that occur in different ecosystems. In this course, students examine these interactions at the population, community, ecosystem, and landscape levels through classroom, field, and laboratory activities. Contemporary questions about sustainability, biological diversity, and global change will be examined at each of these levels using quantitative methods. Students design, perform, analyze, and report on a major research project.	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. Pre-professional preparation requiring one term of quantitative analysis is satisfied by Chemistry 220.	1	
CHEM 370 B1	Technological Social Entrepreneurship	This interdisciplinary module course will be team taught by faculty from a number of different disciplines, including chemistry, computer science, economics, and physics. Students will learn the principles of social entrepreneurship with a focus on startups in science and technology, aiming to solve real world problems and fulfill pressing needs based on science and technology across the globe. Thus, the course will have an international emphasis. The course will also teach students hands-on skills and practices that are essential for successful startups in science and technology, including hands-on experience with computer hardware, electronics, prototype design and assembly—traditional machine shop skills and state of the art techniques like 3-D printing—and basic chemistry and physics needed for problem solving. In addition, seminars on the business models and practices needed for successful startups, including creation of a business plan, assembling an Entrepreneur team of student founders/workers for the startup, pitching a plan to obtain venture capital, specifying and safeguarding legal and intellectual property rights, marketing/advertising, package and brochure design, and evaluating the economics as well as the social and environmental impact of the proposal will be presented. In particular, there will be an emphasis on specific and unique approaches that are needed for startups that plan to work on solving problems and providing goods and services in developing and emerging countries and/or underserved areas.		1
CHEM 370 C1	Chemistry and Climate Change	CHEM 370. Advanced Topics: Environmental Chemistry (½). Using the IPCC Fifth Assessment Report, Climate Change 2013: The Physical Science Basis, released in September, 2013, we will explore topics such as changes in ocean biogeochemical and surface processes, changes in carbon and other biogeochemical cycles, geoengineering, atmospheric chemistry and radiative forcing, clouds and aerosols, and climate change models and their predictions. Analysis of current primary literature relevant to each topic will be emphasized.	1	

CRIS 265 01	Empires, Past & Present	<p>CRIS 265. Topics in Critical Identity Studies: Empires, Past and Present (1). 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, political science, and linguistics, 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 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.</p> <p>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.</p>		1
CRIS 265 05	Women, Race, and Class	Topics important to the field of critical identity studies will be offered to take advantage of faculty or student interest. May be repeated for credit if topic is different.		1
CRIS 266 02	Community Cultural Development	This course will familiarize students with the theories and methods employed within the field of community cultural development—the practice of utilizing the arts and culture as tools for enhancing quality of life at the community level—and engage students in hands-on work with local community-based organizations. Students will learn critical tools and skills necessary for engaging in community work, including intercultural literacy, popular education and power analysis. Students will engage in field work with local community-based organizations, and will develop a community cultural development project geared toward implementation in the local Beloit community.		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 203	Economics of Globalization	This course examines three main aspects of economic globalization: international trade, international migration, and international capital flows. We will use economic models to study why each aspect of globalization happens, who are the winners and losers from each, and the impacts of globalization on matters of interests such as economic growth, poverty and inequality, the environment, labor standards, etc. The theoretical analyses are then confronted with data and country case studies. This will enable us to understand why some people protest against globalization while others embrace it, whether we should have more or less globalization, or how we should reform or change globalization. This course is recommended for students who plan to work for government and international organizations in activities affected by international economic relations.	1	

ECON 204	Development Economics	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 271 02	Comparative Health Economics	This course applies the economic way of thinking to the analysis of individual decision-making in regard to the consumption and provision of health care as well as to the organization and operation of the health care industry. Students learn to evaluate the performance of various health care financing and delivery systems by comparing the efficiency and effectiveness of the American health care system against other countries. Covered topics: the demand and supply of health care, the demand and supply of health insurance, comparison of incentives inherent in the health care systems of different countries.		1
EDYS 272	Investigating the Natural World	This course takes a constructivist approach to teaching, learning, and doing science. Students study theories of science education and examine past and current science curricula and instruction associated with those theories. Students design and perform science investigations, and then guide a group of elementary school children in designing and performing their own investigations. They design curricula and practice instruction and assessment in the areas of life science, physical science, earth and space science, and environmental science. Includes a weekly placement in an elementary school.		1
ENGL 223 01	Writing the Bicycle	This course focuses on the bicycle as a vehicle for framing an interdisciplinary reading and integrative writing practice; exploring the community of Beloit (and the roads beyond it); and developing our appreciation of the connections among mind, body, and machine. Our reading and writing approaches bicycling from various perspectives: social history, science and technology, urban culture and planning, safety and maintenance, and competitive sport and recreational wellness. Students write a series of critical source-base essays, creative works, and personal reflective/experiential pieces, including a set of multimedia materials (e.g., photographs and maps).	1	
ENGL 227	The Mackey Workshop	Advanced practice in poetry-writing, fiction-writing, play-writing, or essay-writing. Genre varies with the particular instructor, who will always be the Lois and Willard Mackey Distinguished Professor of Creative Writing, Scott Russell Sanders is the author of twenty books of fiction and nonfiction, including <i>A Private History of Awe</i> and <i>A Conservationist Manifesto</i> . The best of his essays from the past thirty years, plus nine new essays, are collected in <i>Earth Works</i> , published in 2012 by Indiana University Press. His writing examines the human place in nature, the pursuit of social justice, the relation between culture and geography, and the search for a spiritual path.		

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. Lecture, discussion, computer laboratory, and possible field study.		1
ENVS 280 01	Sustainable Agriculture	We will examine many facets of sustainable agriculture. Through historic and contemporary readings, field trips, and hands-on experience, we will explore what it means to adopt sustainable agricultural practices on campus, in the community, and regionally. Projects will be focused on campus and community gardens. A strong interest in environmental studies and sustainability is required. Prerequisite: sophomore standing	1	
ENVS 280 01	Landscape, Climate, Culture	Landscape and climate shape human perceptions and influence their actions. Humans also modify landscapes and can affect the physical history of the land in profound ways. Through case studies of the American Southwest, Sub Saharan Africa, the Arctic, and East Asia, this course will explore how processes that shape the environment can inform an understanding of people and their values, and how the types, scales, and rates of environmental changes, driven by natural processes or by humans, can lead to challenges of regional to global magnitude.	1	
ENVS 280 C1	Chemistry and Climate Change	Using the IPCC Fifth Assessment Report, Climate Change 2013: The Physical Science Basis, released in September, 2013, we will explore topics such as changes in ocean biogeochemical and surface processes, changes in carbon and other biogeochemical cycles, geoengineering, atmospheric chemistry and radiative forcing, clouds and aerosols, and climate change models and their predictions. Analysis of current primary literature relevant to each topic will be emphasized.	1	
ENVS 281 01	Environmental Writing	Tom Wolfe called it new journalism. Call it depth reporting, intimate journalism, literary journalism, soft news, gonzo, immersion journalism. Call it news that stays news. Whatever you call it, feature writing is generally distinguishable from news reporting for its emphasis on narrative, character, subjectivity, and especially style. In a feature story, the writer uses her writing style to shade her version of the story, to make the story more artistic, and in a sense, more accurate. As the term immersion implies, this type of journalism involves more than a phone call and an office interview. In this version of Magazine Feature Writing, students will learn the elements of the craft by studying and writing feature stories that have an environmental focus. Environmental writing explores the relationship between individuals, society and the environment. It seeks a deeper understanding of natural processes and advocates a more thoughtful and ecologically sensitive relationship to nature. It usually begins with close observation but includes research in the field; it is often deeply personal. Most nature writing and some science writing falls within the scope of environmental writing.	1	

ENVS 380	Senior Colloquium	The senior colloquium provides a capstone opportunity for students of environmental studies. This course uses a variety of perspectives to examine human interactions with the environment and political and cultural responses to these interactions. Students may perform research, pursue an internship or other experiential opportunity, or bring previous experiences to the course. All students will reflect on these experiences, make a public presentation, and investigate professional opportunities in environmental studies.	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 Leaders serve on three- or four-member collaborative teams charged with completing sustainability projects that are full-time for two months in the summer or part-time for an entire academic year. Sustainability Leaders further the outcomes of Pathways to Sustainability by evaluating and/or implementing recommendations made by Sustainability Citizens, Sustainability Fellows, or previous teams of Sustainability Leaders. Each team is expected to propose effective alternatives, provide a sophisticated understanding of their costs and benefits, communicate effectively across multiple audiences, and reflect on the overall experience. Students consult regularly with their Faculty and Staff Mentors to discuss their projects, including their ethical, creative, economic, and political dimensions, as well as how others may be persuaded to pursue their recommended solution(s).	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.	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 280 01	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 will evaluate the performance of these systems in terms of cost, quality, access, outcomes and other issues.		1
HEAL 280 01	Disparities in Health	Topics in Health and Society: Disparities in Health: Causes, Outcomes, and Solutions (.5). Disparities in health outcomes such as life expectancy, infant mortality, and disease mortality and morbidity occur along varied dimensions including, most notably in the United States, racial and ethnic lines. This seminar will consider the root causes of these disparities, with emphasis on how a range of social determinants may impact the health and wellbeing of people in the United States and worldwide. Participants will actively engage in devising and proposing viable solutions for addressing these disparate and inequitable population health challenges.		1
HEAL 281 01	U.S. Health Policy & Politics	An overview of health policy and politics in the United States. Course examines the US 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
HIST 210 01	U.S. Women, Citizenship, Diplomacy	Topics in History: U.S. Women, Citizenship, and Diplomacy (1). The first half of the 20th century was a pivotal time for defining women's citizenship in the U.S. In this period of growth of American national power within the world community, American women campaigned domestically and internationally for enhanced citizenship rights. Students in the course investigate 19th and 20th century women's suffrage movements in the U.S. and abroad, and changes in women's citizenship status between 1907 and 1934 involving marriage, immigration, race and children's citizenship. We study the diplomatic involvement of American women and women's organizations in Europe and Latin America and the Caribbean between the 1880s and 1945, contrasting women's participation in official and unofficial delegations. We contrast accomplishments by women working outside official channels with opportunities for women in the official diplomatic realm. Finally, we examine legal issues concerning women's equal rights in recent decades. The course focuses heavily on primary source documents and analysis.		1

IDST 207	Victorian Garbage: Disgust and Desire in British Literature and Culture	<p>This course explores the significance of garbage in Victorian period literature and culture. What did it mean to be dirty—and clean—in a culture riven by changing notions of urban life and industrial labor, of gender and sexuality, of colony and metropolis, and of social class and economic value? In the words of one anthropologist, waste is “matter out of place”: it by definition challenges cultural, psychological, and conceptual boundaries. This course examines dirt both literally and metaphorically, turning to the actual detritus of London and to the fallen women and “human scum” that we encounter in literature by Charles Dickens and his peers. Along with the 19th-century novel, we will treat materials from a variety of other fields, including anthropology, psychoanalysis, the visual arts, architecture, urban planning, and public health. Although this course seeks to introduce English majors to the historical process of disciplinary formation, other majors may enroll with the consent of the instructor.</p>		1
IDST 200	Study Abroad I: Developing Intercultural Competencies	<p>This course challenges students to explore differences, both concrete and abstract, between their home environmental and the environments in which they will study abroad. Participants integrate abstract and concrete perspectives by investigating specific topics with reference to both U.S. contexts and study abroad sites. Through this comparative method, the participants should generate greater understanding of the self and the home context as well as the cultural contexts in which they will study abroad. From time-to-time in the course, participants will also examine cross-cultural theory and undertake activities to develop skills useful to the study abroad experience. Students are encouraged to apply the learning that takes place through the course to guide their study abroad and to anticipate the follow-up activities they will want to undertake upon their return to the United States.</p>		1
IDST 288	Cities in Transition	<p>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.</p>		1

INIT 100 01	First-Year Seminar: One Person, Indivisible	<p>Everyone inhabits a body and experiences life in and through it. Bodies profoundly shape social identity because some of their physical and social attributes - race, gender, age, class, (dis)ability, religion and so forth are deemed important enough to categorize and imbue with meaning. Some categories are highly mutable, while others are relatively fixed. Class can supposedly change easily despite evidence to the contrary. Race proves difficult to determine biologically, but seems stubbornly immutable in social power hierarchies. With medical advances, biological sex may actually be more fluid than social constructions of gender. Such attributes shape cultural practices and stereotypes that define groups, even though each person embodies multiple categories simultaneously and is indivisible. In the 2008 election, Barack Obama was seen primarily as black and Hillary Clinton as just a woman - yet each is marked by both race and gender. Muslims currently face discrimination and "othering", even though they share many categories with followers of dominant religions in the United States and the EU. This course explores facets of social identity, intersectionality, and lived experience to understand better the forces that shape and constrain individuals, interpretation and action as well as the ways in which each of us carves out a life</p>		1
INIT 100 02	First-Year Seminar: Sustainability Meeting Current and Future Needs	<p>We frequently encounter the term "sustainability", but what does it mean? The 1987 Brundtland Commission report defined "sustainable development" as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs." Contemporary presentations frequently discuss ecological, economic, and social aspects of sustainability, placing it at the intersection of viable, bearable, and equitable conditions. In this seminar, we will examine questions such as: What are the characteristics of sustainable systems and how are they assessed? Have sustainable societies ever existed? Is sustainability a feasible goal? As we explore these issues, we'll read popular and professional texts written from ecological, economic, anthropological, sociological, political and religious perspectives and debate the issues that they raise. We will examine sustainability practices on the Beloit College campus, in the local community and around the world, and then propose and assess new practices. In the process, we'll explore our assumptions, expand our critical thinking skills and communicate our ideas with others.</p>	1	
INIT 100 02	First-Year Seminar: Treatments and Cures: Why, When and How We Address Human Disease	<p>What do you do when you get sick? Why? Almost daily, national publications stream headlines announcing that "x disease" has been cured with an innovation and novel treatment that works brilliantly in mice, but often this potential therapy does not result in a new human treatment. The development of treatments and cures has numerous steps that are confounded by scientific, psychological, logistical, economic, societal and political barriers that vary greatly among different nations. This course will investigate how therapies, discovered in the laboratory handed-down for generations, are developed and implemented for use in human diseases, such as concussions, obesity, diabetes and STIs. It will also explore how individuals and societies make choices about their health.</p>		1

INIT 100 04	First-Year Seminar: The Healthy City	<p>This seminar will encounter real and fictional cities of the past, present and future and using Beloit, Wisconsin as our primary "laboratory", we will engage with a set of questions around the notion of a healthy city. What makes a city "healthy"? What roles do food, education, access to medical resources and the absence of poverty, for example play in the healthy of a city? We will explore the obvious and subtle influences of industry and commerce, public transportation and population diversity. What would a sustainably healthy city look like and what steps might be taken to pursue such a goal? Seminar members will read and discuss others' ideas and we will design and implement projects that seek to understand and improve one or more aspects of the "healthiness" of Beloit College and/or Beloit, Wisconsin.</p>		1
INIT 100 05	Aesthetic, Ethical, & Ecological Consciousness	<p>What role, if any, can art play in solving our 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? A growing number of artists, critics, and theorists are asking precisely these questions. As they formulate responses, many are redefining the very purpose and practice of art. This course explores artist-based perspectives on building a more sustainable future. We will assess emerging theoretical frameworks, such as Grant Kester's notion of dialogical art. We will take note of conceptual and formal precedents (e.g., landscape painting, earthworks, public art), and we will examine what is being made today within the context of both historical and 21st-century environmental thought. Our approach will be as interdisciplinary as the concerns and methods of the artists who work in this expanded field.</p>		1
INIT 100 05	First-Year Seminar: Borderlands, Hybrids, and Other In-Between Spaces	<p>We humans have long equated difference with conflict. In contemporary America's pluralistic society, we recognize more differences than those between fire, water, earth, and air. But we have yet to re-conceive the relation among them. Chicana writer Gloria Anzaldúa, hybrid in heritage, feels the line dividing the U.S. and Mexico as a wound splitting her very self. Performance artist Kate Bornstein, born Albert, calls herself a "gender outlaw." Even today, words like "You will be a Betwixt-and-Between" can be blithe only in a story about Peter Pan. Years ago, though, African-American activist Audre Lorde called us not to tolerate difference, but to engage it. She saw differences as the poles of a battery, the current between them generating "the power to seek new ways of being." More recently, postcolonial theorist Homi Bhabha has urged a focus on "in-between" spaces: the transformative processes produced when differences negotiate. This course will work to re-conceive difference, investigating its creative potential for and among individuals, genders, races, classes, and cultures.</p>		1

INIT 100 06	First-Year Seminar: The Dynamics of Human Biocultural Diversity	<p>In the U.S. we tend to think of biology and culture as totally separate entities. We will examine the interconnectedness between biology and culture to study the many patterns of human diversity. Our focus investigates human biocultural diversity as adaptive mechanisms which are specific to the environments in which humans reside. To begin we will explore human emergence as cultural beings through the process of natural selection and biological diversity. As humans spread over the globe, culture became more complex and environmental factors began to shape the diversity and variation seen in human populations. For example, we will examine skin color and how human populations use it to culturally construct notions of race. We will consider how the distribution of infectious disease is not random. Finally, we examine the human body to see how various cultures uniquely construct its meaning. In essence we will discover humans are biological beings ensconced in sociocultural matrices, and how we must move beyond the tired of question of nature or nurture.</p>		1
INIT 100 12	First-Year Seminar: Art As Community Catalyst	<p>What is it a town that has beautiful, sprawling mansions, a reputable liberal arts college, and innumerable factories long ago closed down? What are the mysteries hidden beneath the rubble? How does the past reverberate into the present? How do you tell that story the right way? Can an artist reinvigorate a community using its stories? How does an artist integrate into that community? This seminar assumes you want to make art while living in Beloit and is created to help you explore how artists can strengthen a community's bonds. Our goal is to introduce you to the heart and soul of Beloit through its history, culture, and structures. We'll learn to listen to all the stories it tells us while imagining the artistic possibilities. To help invigorate our imaginations, we'll study prominent community artists in the US and around the globe. Students will imagine artful way to tell Beloit's stories and build a catalogue of possibilities for future exploration. Art of all sorts will be addressed and you'll discover that no matter your talent you have something to give to your community; but first you have to get the vibe of the place.</p>		1
INIT 100 16	First-Year Seminar: What Shall I Eat?	<p>One of the most important decisions you will make daily in college is What shall I eat? With many campus eating facilities, there are plenty of choices. Until now, for many students your families made most of your food choices. How it is your opportunity to choose wisely. Your decision can be based on knowledge from sciences social sciences, arts, and humanities. More than 50 percent of chronic disease is caused by what people eat. The biggest cause of greenhouse gas, and of global hunger, is raising animals for meat. One major reason fruits and vegetables are expensive is the Farm Bill written by the US Congress. The advertising industry uses psychological, sociological, and economic factors to manipulate you to make you want to "Have it your way!" Marketing experts use gender stereotypes to control our dining choices. We will examine the philosophical and physiological implications of eating meat, consider the cultural commentary inherent in Warhol's paintings of Campbell soup can, delve into the question of where your food originates, and take many side trips you select. Finally, when you decide to "Have it your way," you will have practical, moral, and philosophical reasons for your choices.</p>		1

INIT 100 17	First-Year Seminar: Business, Culture, and Ethics in the Global Marketplace	Do you know how many countries are involved in the production of your iPhone? In our currently global economy, a product can be designed in one country, its components produced in many other all to be shipped to one destination for assembling, and the final products sent to consumers in markets all over the world. In this seminar, we will go through a series of case studies to examine business, cultural and ethical issues that firms face in such an integrated world. How do differences in culture and in political, economic and legal systems affect international business operations? How do firms strategically decide how to fragment production activities, where to locate them and how to distribute their products globally? What are the ethical issues faced by international businesses? The seminar will follow a case-based and student-centered teaching method. Students will be divided into groups, each group researching and presenting a case study on one issue.		1
INIT 100 18	First-Year Seminar: Water Scarcity: A looming Crisis	Where does water come from and much do you use in a typical day? Do you think this rate is sustainable? The energy crisis has gained worldwide attention, but what about a water crisis? A lack of water to meet daily needs is already a reality for many people in the world. Globally, water scarcity affects four out of every 10 people and this number is likely to rise as urbanization and irrigation increase. In this seminar, we will explore the physical and sometimes political constraints on sufficient water supplies. We will discuss environmental disasters like the Aral Sea and Salton Seas, where our thirst for water in arid environments has resulted in catastrophic effect on regional ecosystems. Water scarcity also occurs in areas with plenty of rainfall, so we will examine the less obvious, but equally pressing water resource issues in places like Wisconsin. Finally, we will explore the effectiveness of water conservation.	1	
MATH 104	Finite Mathematics: Environmental Modeling	An introduction to finite methods in mathematics: probability, graphs, linear programming, game theory, and patterns. The course emphasizes ways in which these methods can be used to build mathematical models applicable to the social and biological sciences.		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
PHIL 224	Environmental Ethics	Critical examination of alternative approaches to a variety of topics having to do with our relation to nature or the environment. Topics may include Western philosophy of nature, the human treatment of nonhuman animals, preservation of species and natural objects, obligations to future generations, and non-Western perspectives on environmental ethics. In addition to issues of environmental ethical theory, the course may address specific problems such as population and world hunger, pesticides, global climate change, and hazardous wastes.	1	

POLS 206	Gender Equity and Women's Empowerment	What is gender equity and women's empowerment? Why are they so hard to achieve? How do varied policies, ideologies, and political contexts shape answers to these questions? Students explore these enduring questions by engaging with projects related to girls and women and the "real" complexities and nuances that emerge. Focusing on local service, international agencies and NGOs, and a human sustainability index, students develop skills needed to apply for and gain support for internships, off-campus study, and other fieldwork on equity and empowerment.		1
POLS 209 01	Fair, Green, Organic, Natural	The conscious consumer and socially responsible corporations have joined forces, deliberately or by shared interest, with international development efforts and mission-based activists of many kinds. These proponents of healthy living include fair trade groups, organic farmers and activists dedicated to alternative energy, the environment, and natural products. The fringe elements of 1970s health cooperatives have become a multi-billion dollar, mainstream marketplace with innumerable offshoots and overlaps. This course introduces students to this marketplace and mission-driven social movements surrounding fair trade, green, organic, and natural products. Course includes intensive team research, practicums, and field trips. Also listed as Interdisciplinary Studies 210. Prerequisite: Rising-sophomore standing. Demonstrated commitment to one central topic, either through coursework or activism. One 200-level course in political science or other social science, environmental studies, health-care studies, or participation in Duffy or Celeb. Students meeting all of these criteria will get priority in acceptance into the course. Students may need to supplement travel to particular practicum sites if necessary for their learning goals or to the Fair Trade Federation meeting, if they opt to attend.	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.		1
POLS 248	Contemporary African Politics	Guides students through the struggle for democratization and economic development from the post-independence era to the present day. Examines the major factors that shape African politics—the state; social groups; politics of identity (gender/ethnicity/class); international donors; and financial institutions.		1
POLS 250	Women and Politics in Africa	Introduction to the roles and interaction of women within African society and in relation to the African state. Examines the formal and informal ways in which African women have entered and shaped the political sphere; as political activists, organizers, voters, politicians, lawyers, and policymakers. This course situates the study of African women in politics within the scholarship of developing world gender politics more broadly.		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. This course fulfills one of the requirements for the environmental studies major and minor.	1	
POLS 262	Human Rights Seminar	The study of international human rights. Topics include the role of the United Nations and nongovernmental organizations; the position of women and gender-based cultural practices; refugees and asylum practices; labor practices; the death penalty and juvenile justice; health and human rights; indigenous peoples; civil and political liberties; and economic rights.	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, SOCI 150	Introduction 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 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.		1
WRIT 100	Placemaking	When you focus on place you do everything differently. Placemaking isn't about architecture, it's about people: where are they? How do they interact with each other, and with the places they inhabit? It is an overarching idea and a hands-on tool for improving neighborhoods, cities and regions. In this class, we'll explore the concept of placemaking through a series of readings, engage in placemaking activities on campus, and we'll document and evaluate our efforts and understandings through written reports, blogs and academic essays. This class will include hands-on activities, engaging class discussions, large and small group workshops, individual conferences with the instructor and a series of recursive writing assignments.		1