

INDIVIDUALIZED STUDY

The Lawrence curriculum includes more than 700 structured courses—but as your interests develop and your knowledge grows, you may want to move into areas not covered by these courses or to explore certain subjects in greater depth. Lawrence encourages such initiative on the part of its students and provides a variety of opportunities for individual study. In fact, more than 90 percent of the students in each graduating class have taken part in either tutorials or independent study.

These options represent significant supplements to the standard curriculum. Additional flexibility is available in Lawrence's curriculum through student-designed majors, the opportunity to write for credit, and academic internships. One of the hallmarks of a Lawrence education is that you can shape your educational experience.

TUTORIALS

The most common form of individual study at Lawrence is the tutorial, an option offered by every department. The tutorial provides a convenient avenue for pursuing in greater depth issues first encountered in a structured course or for exploring specific subject matter not covered by structured courses. It is, essentially, a made-to-order course. Most commonly you, either on your own or with a small group of fellow students, approach a faculty member with an idea you wish to study. If the faculty member agrees, you will work closely with a faculty member as you explore your chosen subject matter in considerable depth.

Tutorials may take many different forms, but, in general, they feature reading, experimentation, oral and written reports, and regular conferences with your professor.

Recent tutorial topics have included:
20th-Century Experimental Literature
Wolf Biology

Current Cancer Research
Structure and Mode of Action in G
Proteins
Cicero's Elegant Style
Electoral Strategy and Tactics in Local
and State Politics
Investment Theory and Portfolio
Analysis
Sociology of Sport: Athletics and
Secondary Education
Hydrogeology
Medieval German Literature
The Role of U.N. Secretary General
Kofi Annan
Myth and Reality of the American
West
Perception of Tones in Mandarin
Chinese
Forensic Chemistry
Cognitive Risk Factors for Depression
Business Russian
Writing for Film and Television

INDEPENDENT STUDY

Many students choose to pursue an independent study during their career at Lawrence. The structure and nature of an independent study varies from discipline to discipline. All, however, involve a student pursuing in depth an academic topic of special interest under the guidance of a faculty member. The independent study differs from a tutorial in that you are

given greater flexibility and freedom to conduct independent research and is generally done in conjunction with a larger project – honors project, capstone project, or the like.

HONORS PROJECT

On average, 10 to 15 percent of each senior class undertakes an honors project. For this, you generally register for up to three courses in independent study during your senior year to have ample time and freedom to devote to the project. You will study a question of more than ordinary difficulty in your major field of interest and present either a written thesis based upon significant research or, in the case of the fine and performing arts, a piece of original work. A faculty committee will review your project and conduct an oral examination to determine the level of honors you have earned.

Among those who were awarded *cum laude*, *magna cum laude*, or *summa cum laude* honors in the 2004 graduating class were:

Daniel Adamski (biology), "The Influence of Wind Disturbance on Community Structure and Succession in an East Central Wisconsin White Cedar (*Thuja occidentalis*) Forest"

Andrea Blimling (history and music education), “Blood on the Third Coast: Madison Radicalism Before and After the 1970 Sterling Hall Bombing”

Carrie Brown (anthropology and French), “Plaza Power: Community Construction in the Urban Built Environment”

Christopher Chan (English and history), “The Soul of a Society—or, Why Milwaukee is the Only Place I’d Ever Want to Live”

Katherine Chapman (biology), “The Role of Ras and PKB in Rhinovirus-Stimulated Murine Macrophages in Relation to the Viral Exacerbation in Asthma”

Courtney Doucette (history and Russian), “Literature and Cultural Revolution in Russia, 1920-1925”

Rachel Feller (English and psychology), “Subtle Rebellion: Symbols of Resistance on WWII Camp Money”

Rebecca Halat (French and psychology), “*La femme au Sénégal: Une analyse de la représentation de la femme dans trois romans sénégalais*”

Matthew Koeberl (biology), “A Qualitative and Quantitative Assessment of Putative Caspase Activity in Untreated-Aged, Spermine-Treated, and 6-Benzylaminopurine-Treated Senescing *Marchantia PolymorphaThalli*”

Carolyne Ryan (anthropology and history), “The Stories Bones Tell: Human Evolution in a Paleanthropological Context”

STUDENT-DESIGNED COURSES

In collaboration with at least two other students, you may design and execute your own course in an area or subject not normally part of the Lawrence curriculum but appropriate to a liberal arts education. Such a course should pursue a topic in which you and your classmates have experience or expertise. Some student-designed courses have linked two or more disciplines to examine an idea, problem or event.

To initiate a student-designed course, you and your prospective classmates must submit a prospectus detailing the subject matter, format, reading list, and formal requirements (papers, reports, exams, etc.) to a faculty member who will either enroll in the course as an informal member or agree to act as an adviser for the course.

STUDENT-DESIGNED MAJORS

If your individual interests do not fit neatly into any of Lawrence's standard majors, you may design a major of your own that is interdisciplinary in nature. If your proposal wins the approval of the faculty committee, you will work closely with three faculty advisers who are responsible for overseeing the progress of your major. As in the case of standard majors, such a major should serve the following purposes: greater knowledge of the field under study; increased methodological sophistication; and the integration of related areas of study that fall within the field of concentration.

Andrea Murschel combined work in physics, classics, and history to create her “History of Science” major. She also garnered a prestigious National Science Foundation Graduate Fellowship to continue her work through the Ph.D. level. Andrea attended the University of Chicago, and her work involved the history of astronomy.

Kathleen Noss combined her interests in African music and culture to create an ethnomusicology major in the Bachelor of Music program, doing interdisciplinary work in the anthropology, music theory, and music history departments. In 1997, she received a Schutte Grant and an IDEA Fellowship to study traditional drumming in Kenya and Uganda.

Others include:

Elizabeth Alexakos, “Social Justice”

Theodore Begun, “Contemporary Literature and Creative Writing”

Crystal Chan, “Comparative Cultural Values”

Katherine Wroblewski Diop, “International Development”

Elizabeth Gucker, “Medieval Studies”

Benjamin Horvat, “Vocal Pedagogy”

Erin Mustapha, “International Education”

Katheryne Kollor, “Human Ecology”

Emily Rohm, “Music Theatre Performance”

Jed Spiegelman, “Urban Studies”

Nina Weisling, “Health Care Studies”

Emily Zempel, “Vocal Jazz Studies”

ACADEMIC INTERNSHIPS

As an academic intern, you typically will work for a business, community service agency, or a government institution in a job related to your academic interests. Such work experience will be coordinated by a faculty adviser who also supervises the academic component of the internship, which will include appropriate readings, discussions, and a written report for which the student receives credit.

Several departments have established on-going internships. For example, for students seeking a career in the area of mental health, the psychology department offers field experiences in the Appleton area with social services organizations. In other departments, student-proposed internships are possible as an adjunct to your academic work. Students may also propose an academic contentship outside of a department to a faculty committee.